

**AN ANALYSIS OF STUDENTS' PRONUNCIATION ERRORS
USING ELSA SPEAK APPLICATION**

THESIS



By:

Moh Iqbal Twingardi Syahriar

NIM. 200107110024

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

2025

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2025

APPROVAL SHEET

AN ANALYSIS OF STUDENTS' PRONUNCIATION ERRORS USING ELSA SPEAK APPLICATION

By:

Moh Iqbal Twingardi Syahriar

NIM. 200107110024

Has been approved by the advisor for the further approval by the board of examiners

Advisor,



Nur Fitria Anggrisia, M.Pd

NIP. 198909012023212042

Acknowledged by:

Head of English Education Department,



Prof. Dr. H. Langgeng Budianto, M.Pd

NIP. 197110142003121001

LEGITIMATION SHEET

AN ANALYSIS OF STUDENTS' PRONUNCIATION ERRORS USING ELSA SPEAK APPLICATION

THESIS

by:

Moh Iqbal Twingardi Syahriar (200107110024)

Has been defended in front of the board of examiners at the fate of June 24th, 2025 and
declared PASS.

Accepted as the requirement for the degree of English Language Teaching (S.Pd) in the
English Education Department, Faculty of Education and Teacher training.

The Board of Examiners,

1. Harir Mubarak, M.Pd
NIP. 198707082023211024

2. Nur Fitria Anggrisia, M.Pd
NIP. 198909012023212042

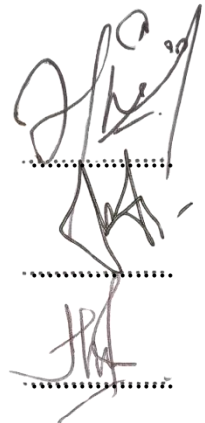
3. Prof. Dr. Hj. Like Raskova Octa Berlina, M.Ed
NIP. 197410252008012015

Signatures,

Chairman

Secretary/Advisor

Main Examiner

Handwritten signatures of the Board of Examiners, including the Chairman, Secretary/Advisor, and Main Examiner.

Approved by

Dean of Education and Teacher Training Faculty
Maulana Malik Ibrahim State Islamic University Malang



Prof. Dr. H. Nur Ali, M.Pd

NIP. 19650403 199803 1 002

THE OFFICIAL ADVISORS' NOTE

Nur Fitria Anggrisia, M.Pd
Lecture of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang

THE OFFICIAL ADVISORS' NOTE

Malang, June 16th, 2025

Matter : Thesis of Moh Iqbal Twingardi Syahriar
Appendix :

The Honorable,
To the Dean of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang
In Malang

Assalamu 'alaikum Wr.Wb.

After conducting several times of guidance in terms of content, language writing techniques and after reading the students' thesis as follow:

Name	: Moh Iqbal Twingardi Syahriar
Student ID Number	: 200107110024
Department	: English Education
Thesis	: An Analysis of Students' Pronunciation Errors Using ELSA Speak Application

Therefore, we believe that the thesis of Moh Iqbal Twingardi Syahriar has been approved by the advisor for the further approval by the board of examiners.

Wassalamu 'alaikum Wr. Wb

Advisor,



Nur Fitria Anggrisia, M.Pd

NIP. 198909012023212042

APPROVAL

This is to certify that the thesis of Moh Iqbal Twingardi Syahriar has been approved by the advisor for further approval by the board of examiners.

Malang, June 16th, 2025

Advisor,

A handwritten signature in black ink, consisting of several overlapping loops and a final horizontal stroke.

Nur Fitria Anggrisia, M.Pd

NIP. 198909012023212042

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Herewith, I:

Name : Moh Iqbal Twingardi Syahriar

Student ID Number : 200107110024

Department : English Education

Address : Jl. Ranugrati, No. 33, Polehan, Kec. Blimbing, Kota Malang

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the result of any other person.
3. Should I later be found that the thesis is the product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, June 16th, 2025

Researcher,



Moh Iqbal Twingardi Syahriar

NIM. 200107110024

MOTTO

“Who you are is defined by what you’re willing to struggle for”

*(Mark Manson from “The Subtle Art to Not Giving a F*ck)*

DEDICATION

The researcher expresses gratitude to ALLAH SWT and His Prophet, Muhammad SAW. Who has given grace and gifts, knowledge, strength, fortitude, and health, which have helped me completed this thesis. I dedicate this thesis to my beloved father and mother who always give the best prayers, give encouragement and love in every step I take. My older brother who always supports me in every condition. For myself who refused to give up in various difficulties. Mr. and Mrs. TBI Lecturers who have provided very useful knowledge. My friends in the big family of RENDEZVOUS 20. 8th grade students who have volunteered to help me complete this thesis. As well as all parties that the writer cannot mention one by one.

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In the Name of Allah SWT, The Beneficent, The Merciful

All praise be to Allah SWT, who always bestows His grace and gifts so that the author can complete the thesis entitled “An Analysis of Students’ Pronunciation Errors Using ELSA Speak Application”. Shalawat and greetings are given to the Prophet Muhammad SAW, who is a role model for mankind. The Prophet has guided Muslims from the age of jahiliyah to the age of Islam.

It is a pleasure and pride for the researcher to be able to complete this thesis through a long journey. However, the researcher realizes that this writing cannot be separated from guidance and direction as well as constructive criticism from various parties. Therefore, on this occasion the author would like to express his deepest gratitude and highest appreciation to:

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2. My beloved father and mother who always give their best prayers for me
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5. Prof. Dr. H. Langgeng Budianto, M.Pd as the Head of English Education Department Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic University Malang
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7. Mrs. Wahyu Indah Mala Rohmana, M.Pd as the writer’s instrument validator
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Malang, June 16th 2025

Moh Iqbal Twingardi Syahriar
NIM. 200107110024

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = '	ء = .
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Dipthong Vocal

أ و = aw

ي أ = ay

أ و = û

ي أ = î

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ABSTRACT

Syahriar, Moh Iqbal Twingardi. 2025. An Analysis of Students' Pronunciation Errors Using Elsa Speak Application. Thesis, English Education Department. Faculty of Education and Teacher Training Maulana Malik Ibrahim Malang State Islmaic University of Malang

Advisor: Nur Fitria Anggrisia, M.Pd

Keywords: Pronunciation errors, ELSA Speak, Error analysis, Ma'had students

This study investigates pronunciation errors among eighth grade Ma'had students at an Islamic junior high school in Batu, Indonesia. Using a qualitative approach, data were collected through ELSA Speak app tests, questionnaires, and interviews with 30 participants to identify the types of errors and their causes. The results showed dominant mispronunciations of phonemes that do not exist in Indonesian: /ð/ ("this"; 60% error rate), /ʃ/ ('dia'; 53.33%), and /r/ rotik ("bird"; 50%). Errors are categorized into three types: (1) Non-native sounds (e.g., replacing /ð/ with /d/), (2) Carrying over from L1 phonological patterns (e.g., pronouncing /ʃ/ as /s/), and (3) Too many rules (e.g., correcting "talk" too much). The contributing factors include the phonological gap between English and Indonesian, limited exposure to native speakers (reported by 30.61% of the students), psychological barriers such as anxiety over mistakes (36.11% mentioned embarrassment), and over-reliance on Indonesian spelling conventions. The study recommends implementing structured phonetic exercises using tools such as ELSA Speak, creating a psychologically safe speaking environment, and integrating contrasting L1-L2 sound analysis in teaching. The findings highlight the need for a customized pronunciation pedagogy in the context of pesantren where access to technology is restricted.

المخلص

سيهري، محمد إقبال توينجاردي 2025. تحليل الخطأ في النطق لدى الطلاب باستخدام تطبيق إلسا سبيك. أطروحة، قسم تعليم اللغة الإنجليزية. كلية علوم تدريب المعلمين، جامعة مولانا مالك إبراهيم مالانج الإسلامية الحكومية

المشرف: نور فتريا أنجريسيا، ماجستير

الكلمات المفتاحية: طلاب معاد، تحليل الأخطاء، ELSA Speak، أخطاء النطق

تبحث هذه الدراسة في أخطاء النطق بين طلاب الصف الثامن الابتدائي في مدرسة ثانوية إسلامية في باتو ، ELSA Speak بإندونيسيا. وباستخدام المنهج الكيفي، تم جمع البيانات من خلال اختبارات تطبيق واستبيانات ومقابلات مع 30 مشاركًا لتحديد أنواع الأخطاء وأسبابها. أظهرت النتائج وجود أخطاء لفظية /f/، (هذا؛ نسبة الخطأ 60٪) /ð/ :سائدة في النطق الصوتي غير موجودة في اللغة الإندونيسية روتيك ("طائر؛ 50٪). صُنفت الأخطاء إلى ثلاثة أنواع: (1) أصوات غير /r/ ('ضياء؛ 53.33٪)، و (على سبيل المثال، نطق) L1 النقل من الأنماط الصوتية (2)، (d/ بـ ð/ على سبيل المثال، استبدال) أصلية ، و (3) الكثير من القواعد (على سبيل المثال، تصحيح كلمة "تحدث" أكثر من اللازم). (s/ على أنها /f/ وتشمل العوامل المساهمة في ذلك الفجوة الصوتية بين اللغة الإنجليزية والإندونيسية، ومحدودية التعرض للناطقين الأصليين (كما ذكر 30.61٪ من الطلاب)، والحواز النفسية مثل القلق من الأخطاء (36.11٪ ذكروا الإحراج)، والاعتماد المفرط على الاصطلاحات الإملائية الإندونيسية. توصي الدراسة بتنفيذ تمارين ، وخلق بيئة تحدث آمنة نفسيًا، ودمج تحليل الأصوات ELSA Speak صوتية منظمة باستخدام أدوات مثل في التدريس. وتسلط النتائج الضوء على الحاجة إلى بيداغوجيا مخصصة للنطق في L1-L2 المتباينة بين سياق البيزانتين حيث يكون الوصول إلى التكنولوجيا مقيدًا

ABSTRAK

Syahriar, Moh Iqbal Twingardi. 2025. Analisis Kesalahan Pengucapan Siswa Menggunakan Aplikasi Elsa Speak. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang

Pembimbing: Nur Fitria Anggrisia, M.Pd

Kata Kunci: Kesalahan pengucapan, ELSA Speak, Analisis kesalahan, Mahasiswa Ma'had

Penelitian ini menyelidiki kesalahan pengucapan di antara siswa kelas delapan Ma'had di sebuah sekolah menengah pertama Islam di Batu, Indonesia. Dengan menggunakan pendekatan kualitatif, data dikumpulkan melalui tes aplikasi ELSA Speak, kuesioner, dan wawancara dengan 30 partisipan untuk mengidentifikasi jenis-jenis kesalahan dan penyebabnya. Hasil penelitian menunjukkan kesalahan pengucapan fonem yang dominan yang tidak ada dalam bahasa Indonesia: /ð/ (“ini”; tingkat kesalahan 60%), /f/ (‘dia’; 53,33%), dan /r/ rotik (“burung”; 50%). Kesalahan dikategorikan ke dalam tiga jenis: (1) Bunyi yang bukan asli (misalnya, mengganti /ð/ dengan /d/), (2) Terbawa dari pola fonologi L1 (misalnya, melafalkan /f/ sebagai /s/), dan (3) Terlalu banyak aturan (misalnya, mengoreksi kata “bicara” terlalu banyak). Faktor-faktor yang berkontribusi termasuk kesenjangan fonologis antara bahasa Inggris dan bahasa Indonesia, terbatasnya paparan terhadap penutur asli (dilaporkan oleh 30,61% siswa), hambatan psikologis seperti kecemasan akan kesalahan (36,11% menyebutkan rasa malu), dan ketergantungan yang berlebihan pada konvensi ejaan bahasa Indonesia. Penelitian ini merekomendasikan penerapan latihan fonetik terstruktur dengan menggunakan alat bantu seperti ELSA Speak, menciptakan lingkungan berbicara yang aman secara psikologis, dan mengintegrasikan analisis bunyi L1-L2 yang kontras dalam pengajaran. Temuan ini menyoroti perlunya pedagogi pengucapan yang disesuaikan dengan konteks pesantren di mana akses ke teknologi dibatasi.

CHAPTER I

INTRODUCTION

This chapter presented the research background information, which includes background of the research, the research questions, the research objective, scope of the research, significance of the research, and the definition of key terms.

1.1. Background of the Research

The mastery of speaking skills for a student is an ability that includes a variety of linguistic and cognitive elements. It includes the ability to articulate language fluently and accurately in a variety of situations. A student with good command of speaking skills can proficiently communicate their thoughts, ideas and viewpoints while actively engaging in meaningful exchanges with others.

The ability to pronounce words accurately is one of the most important speaking skills for students learning English. This ability is crucial as it directly affects their ability to communicate effectively in English. When students mispronounce words, it becomes difficult for them to express their thoughts and ideas. Therefore, it is evident that poor pronunciation can significantly hinder students' communication abilities and overall language proficiency.

Pronunciation is a complex skill that consists of two main components: vowels and consonants. Vowels are sounds produced by an open vocal tract with vocal cord vibration and no audible friction, and they can be categorized into monophthongs and diphthongs (Simanjutak *et al.*, 2023). On the other hand, consonants are sounds created through close or nearly close articulations, which

involve the obstruction, restriction, or redirection of airflow in various ways. There are total of 24 different types of consonants that contribute to the richness and diversity of pronunciation in English.

English students in Indonesia often struggle with making numerous mistakes due to the fact that English is considered a foreign language in the country. Learning a language that is not their mother tongue demands additional effort and dedication from students. One common challenge faced by English students in Indonesia is related to pronunciation errors, which are frequently encountered during the learning process.

As a human being and also a student, it is natural to make mistakes in the learning process. Even in Islam, making mistakes in the process of studying is commonplace, but it must be accompanied by the intention to learn from mistakes, correct mistakes, and not repeat the same mistakes again. As in the hadith of the Prophet Muhammad delivered by Ibn 'Abbas:

عَنِ ابْنِ عَبَّاسٍ رَضِيَ اللَّهُ عَنْهُمَا، أَنَّ رَسُولَ اللَّهِ ﷺ قَالَ: «إِنَّ اللَّهَ تَجَاوَزَ لِي عَنْ أُمَّتِي: الْخَطَأَ وَالنِّسْيَانَ

وَمَا اسْتَكْرَهُوا عَلَيْهِ» حَدِيثٌ حَسَنٌ رَوَاهُ ابْنُ مَاجَةَ وَابْنُ أَبِي حَتْمٍ وَغَيْرُهُمَا

It was narrated from Ibn 'Abbas Radhiyallahu 'Anhumah that Rasulullah Shallallahu 'Alaihi wa Sallam said: *"Indeed, Allah, the Almighty, has forgiven me for my Ummah their inadvertence, forgetfulness, and something that happened*

because they were forced." (Hadeeth hasan, reported by Ibn Majah, al-Baihaqi and others)

Indonesian students face challenges in accurately pronouncing English words due to the notable differences in pronunciation between the two languages. Consequently, their English sound production methods of learning are affected. Moreover, the preservation of the Indonesian language can also have an influence on students' self-assurance when engaging with individuals from foreign countries or different cultural backgrounds. As a result, individuals tend to underestimate themselves when they make mistakes while speaking or adopt a different style in their language usage. This lack of confidence and fear of communicating in English ultimately hinders their language proficiency and overall abilities in the language.

Numerous technologies are currently being utilized to support learning processes. Within the realm of speaking and pronunciation, one particular technology stands out - the English Language Speech Assistant. The English Language Speech Assistant is a sophisticated tool that has been specifically developed to assist individuals in honing their English speaking skills. These assistants are equipped with advanced speech recognition and natural language processing capabilities, enabling them to provide detailed feedback on various aspects of spoken English, including pronunciation, intonation, and overall fluency. By comparing the user's spoken language against predetermined linguistic standards, such as phonetic accuracy and prosodic features, these assistants can offer valuable guidance and suggestions for improvement. English Language Speech Assistants are commonly employed in educational settings, language

learning applications, and professional development environments to enhance the proficiency of individuals in spoken English.

ELSA Speak is one of application that used to learn in pronunciation field. ELSA Speak serves as a mobile platform aimed at enhancing users' English pronunciation skills. The acronym "ELSA" denotes "English Language Speech Assistant," highlighting its role as a digital language tutor. Through the utilization of cutting-edge speech recognition technology and artificial intelligence, the application assesses users' pronunciation, delivers constructive criticism, and tailors lessons to address individual areas requiring enhancement.

ELSA Speak functions as a technological resource that aids in language acquisition and pronunciation improvement. The characteristics of this tool are in line with theories related to the acquisition of a second language, emphasizing the significance of precise pronunciation in facilitating successful communication. Moreover, ELSA Speak emphasis on personalized feedback and focused exercises mirrors the principles of learner-centered teaching, which prioritizes the unique requirements and objectives of learners in the educational journey.

Hanna (2022) carried out an investigation into the speaking ability of 30 tenth-grade students both before and after utilizing the ELSA Speak application. The study involved the administration of pretests and posttests to assess the students' speaking proficiency prior to using the ELSA Speak application and their proficiency after using it. The data collected revealed that the average speaking ability score of the students before using ELSA Speak was 14.2, while after using the application, the average score increased to 16. Hanna (2022) inferred from the

findings that ELSA Speak had a significant impact on enhancing the students' speaking ability.

Meanwhile Simanjutak et al. (2023) in a previous study used the ELSA Speak application to diagnose pronunciation errors in students majoring in English education in one of the universities. The results showed that the subjects had an average ELSA Speak score of 58.02 which can be categorized as almost correct. This inspired the researcher to use the ELSA Speak application to examine English pronunciation errors at a different level, exactly at the islamic junior high school level. The particular reason for this is because college-level students tend to have a learning environment that is already established according to the major they are taking. However, islamic junior high school students have a varied learning environment, as they study many subjects that are not only focused on English.

With those reasons, researcher conducted preliminary study on one of islamic junior high school in Batu city, and serve as a research site. The researcher found that there was one special class where all the students were students from the *ma'had* program. The *ma'had* program itself is a program from the school, where students who take part in the *ma'had* program must stay in the dormitory provided by the school, study additional religious knowledge, carry out *ma'had* activities, and so on.

Based on the phenomenon that emerged above, the researcher decided to make the students of the *ma'had* special class as the subject of this research. The researcher also wants to find out, whether this special *ma'had* program affects

students in English pronunciation, and also other things that affect the English pronunciation of *ma'had* special class students.

1.2. Research Questions

Two research questions can be formulated in this research, namely:

1. What kinds of pronunciation errors made by the students?
2. What factors caused the students' error in pronouncing English?

1.3. Research Objectives

The objectives of this study are:

1. To find out what kinds of pronunciation errors made by students
2. To investigate the causes of students' error in pronouncing English

1.4. Scope of the Research

This research focus on the pronunciation error made by *Ma'had* special class students at one of islamic junior high school in Batu city at 8th grade in their speaking class. The subject of this research is *Ma'had* special class students, and the object is pronunciation error.

1.5. Significance of the Research

This research is expected to give benefits to:

1. The English teachers

The research is expected to provide advantages for English pronunciation lecturers in enhancing the effectiveness and advancement of English pronunciation education.

2. The students

The research aims to provide students with crucial insights into their pronunciation errors, enabling them to identify and rectify these errors effectively. Consequently, students will be able to enhance their pronunciation skills and proficiency in pronouncing English words.

3. The researcher

Providing valuable experiences to the researcher, this research aims to enhance the researcher's comprehension of language aspects, particularly in pronunciation. The researcher hopes that the findings of this research will not only benefit other researchers working on similar subjects but also serve as a valuable reference for future studies in the field.

1.6. The Definition of Key Terms

Here is the definition of key terms of this research to make sure this research is well delivered

- **Pronunciation**

Involves the production of sounds in order to convey meaning, or the manner in which an individual articulates words. This research focus on 8th grade *Ma'had* special class students at one of islamic junior high school in Batu city pronunciation skills and they use that skills in speaking class.

- **Error analysis**

Error Analysis involves the collection, examination, and interpretation of errors made by learners of a second language, with the objective of exploring various aspects of second language acquisition. Error analysis on this study

is to analyze the pronunciation errors made by 8th grade *Ma'had* special class students at one of islamic junior high school in Batu city, what kinds of error they made and the cause of the error.

- **ELSA Speak**

Mobile application that uses artificial intelligence (AI) to provide real-time feedback on English pronunciation. The application has been used by millions of learners around the world and has been shown to be effective in improving pronunciation accuracy.

In this study, the ELSA Speak application was used to assist researchers in finding out English pronunciation errors made by students. by using the main feature used in this study, namely “dictionary” where students pronounce English words or sentences, and recorded by the ELSA Speak application, which then show the location of errors and the percentage of accuracy of students' English pronunciation.

CHAPTER II

LITERATURE REVIEW

Within this section, an extensive examination of existing literature is provided to offer a comprehensive insight into the background and theoretical framework that shaped the trajectory of the current research endeavor. The theoretical underpinnings discussed pertain to the key variables under investigation in this study, encompassing the concepts of pronunciation, pronunciation error, error analysis, and ELSA Speak application for diagnosing pronunciation error. By delving into pertinent prior studies, this review aims to pinpoint areas where gaps in knowledge exist, thereby setting the stage for the contribution that this research seeks to make.

2.1 Concepts of Pronunciation

The correct pronunciation of words plays a crucial role in the ability to effectively communicate, impacting both the reception and production of language sounds. Mastering pronunciation can prove to be a challenging task for language students, while teachers may find it to be a less preferred area to focus on during instruction. Various factors contribute to the suboptimal effectiveness of teaching English pronunciation as a second language, and it would be unfair to attribute this solely to any specific group, including teachers, pronunciation experts, or scholars.

Speakers of another language community may find it challenging to understand a student who consistently mispronounces a series of phonemes. This lack of clarity in pronunciation can hinder effective communication between

individuals from different language backgrounds (Sariani, 2021). The ability to be understood is a fundamental aspect of language competence for students and is considered one of the crucial elements in language teaching (Gilakjani, 2016).

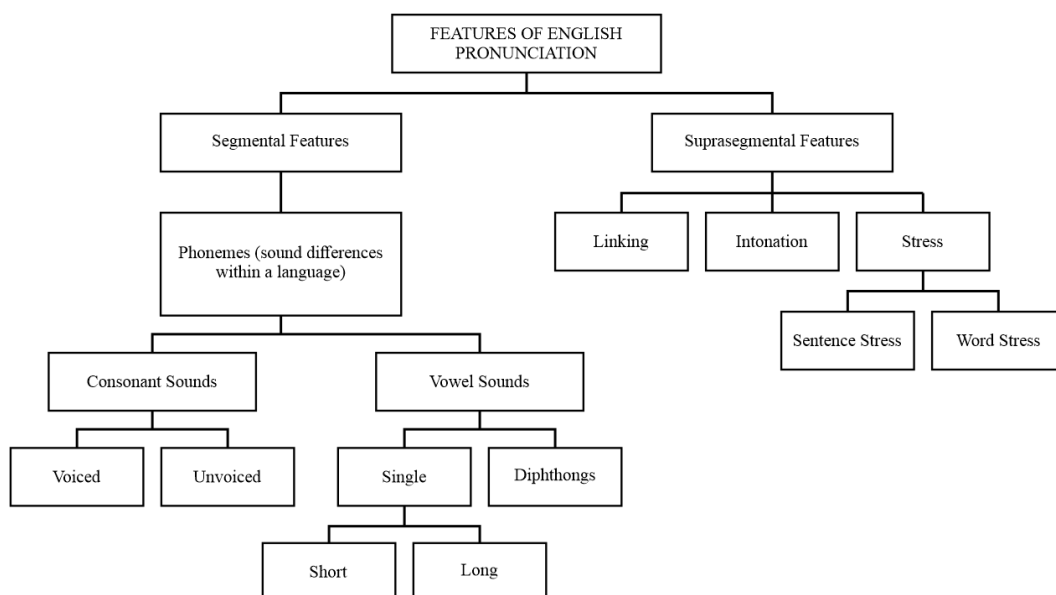
Sariani (2021) discusses the multifaceted nature of pronunciation, highlighting one key aspect as the sounds produced by specific movements of the speech organs, resulting in consistent outcomes. This emphasizes the crucial role of sound clarity in facilitating mutual understanding, as clear enunciation reduces the likelihood of misinterpretation. The sounds emitted during speech are attributed to muscle contractions, generating a diverse range of sounds from the chest to the mouth (Sariani, 2021).

Pronunciation holds a significant influence on communication, surpassing the recognition it typically receives. Beyond simply articulating words, pronunciation carries social implications and has the potential to shape the way in which listeners interpret the speaker.

It means that pronunciation is a fundamental aspect of oral communication, as it involves the production of sounds that are essential for conveying meanings, emotions, interests, ideas, doubts, and attitudes. According to Hidayatullah (2018), pronunciation plays a central role in both personal and social interactions, shaping an individual's personality and influencing their social life

2.1.1 Pronunciation Features

Gilakjani (2012) states that there are many features that make up the production of sounds in English, as below:



From the illustration above, pronunciation involves features at:

- Segmental level (micro)
- Supra-segmental level (macro).

In ESL approaches, segmental features are the main focus for pronunciation teaching (e.g., minimal pairs such as ship/sheep). Supra-segmental features are equally important, as more recent research shows that when teaching focuses on supra-segmental features, learners' intelligibility is greatly improved. Therefore, it is important to provide activities at both levels

2.1.2 Relationship between Pronunciation and International Phonetic Alphabet (IPA)

The International Phonetic Alphabet (IPA) comes into play as a fundamental theoretical and practical framework. According to the Handbook of

the IPA (1999), the IPA is designed as a universal symbol system capable of abstracting all human speech sounds into a written notation that is consistent and independent of the orthography of a particular language. The relationship between pronunciation and IPA is symbiotic: IPA provides instruments for encoding phonetic realizations (such as consonant/vowel articulation, duration, stress, and intonation), while pronunciation analysis relies on the accuracy of IPA transcriptions to identify sound variations or deviations (International Phonetic Association, 1999).

Furthermore, the Handbook of the IPA explains that the standardization of IPA symbols creates a foundation for contrastive analysis between languages (1999). Researchers can map learners' (e.g. Indonesian speakers') pronunciation errors against a comparison of the phonological systems of the native language (L1) and the target language (L2) using IPA charts. For example, the absence of the phoneme /v/ in the Indonesian phoneme inventory explains the tendency of substitution /v/ → /f/ (e.g., “very” is pronounced [ferry]). Thus, IPA is not simply a transcription tool, but an epistemic system that contextualizes mispronunciations within a scientific phonetic-phonological framework.

In the context of research on pronunciation errors, IPA serves as an objective diagnostic tool. The Handbook of the IPA asserts that phonetic transcription using IPA symbols allows researchers to distinguish between the target sound and the actual realization by language learners (1999). For example, pronunciation errors such as the substitution of /θ/ → /t/ in the word “think” ([θɪŋk] vs. [tɪŋk]) can only be accurately analyzed through IPA notation, as the

orthographic spelling (“th”) does not reflect the actual phonetic realization. Without IPA, the description of mispronunciations would be subjective and ambiguous (International Phonetic Association, 1999).

2.1.3 Factors Affecting Pronunciation

There will always be affecting factors in learning English pronunciation, especially for students in Indonesia who learn English as a second/third/onward language. According to Gilakjani (2011) that there are many factors that can affecting students’ pronunciation:

a) Accent

Accent is the auditory effect of pronunciation features that identify where a person comes from, both regionally and socially. Accent also a normal consequence in second language learning.

The idea of the Critical Period Hypothesis (Lenneberg, 1967) states that a learner should start learning a language before the age of 7 to develop native-like pronunciation. An understanding of student accent features and their impact on intelligibility is needed to help teachers identify and address student pronunciation characteristics. According to Harmer (1991) *in* Gilakjani (2011), The main objective is for students to be understood. Adequate pronunciation is essential for achieving this goal, although possessing a flawless accent is not necessary.

b) Stress, intonation, and rhythm

According to Munro and Derwing (1999) *in* Gilakjani (2011), that even highly accented speech is sometimes intelligible, this is because

prosodic errors (i.e., errors in stress, intonation and rhythm) seem to affect intelligibility more than phonetic errors (i.e., errors in single sounds). For this reason, the study and teaching of pronunciation mainly concentrates on language sounds (vowels and consonants) as well as supra-segmental characteristics, including stress, intonation patterns of sentences and words, and rhythm of speech.

For example, consider the term "record". When the stress is placed on the final syllable **-cord**, the term "record" functions as a verb. However, when the stress is placed on the first syllable **re-**, the term "record" takes on the role of a noun.

c) Motivation and exposure

As students get older, their motivation to learn a new language and immerse themselves in a different cultural group becomes greater. This motivation is crucial in determining whether a student will be able to develop native-like pronunciation in the target language.

d) Attitude

In a homogeneous class, there are often large differences among students' pronunciation abilities. This phenomenon has prompted many researchers to study students' personal characteristics that contribute to their success in foreign language acquisition.

Elliot (1995) *in* Gilakjani (2011) discovered in a research study focusing on the pronunciation accuracy of university students learning intermediate Spanish as a second language that the primary factor

influencing target language pronunciation was the subjects' attitude towards achieving native or near-native pronunciation, as assessed through the Pronunciation Attitude Inventory (PAI).

e) Instruction

Foreign language instruction typically concentrates on four primary aspects of language development: listening, speaking, reading, and writing. In the initial year of study, foreign language curricula place significant emphasis on pronunciation as it introduces learners to the alphabet and sound system of the target language. However, this emphasis on pronunciation tends to diminish as learners progress beyond the introductory level. The limited attention given to pronunciation development may stem from a lack of enthusiasm among second language acquisition researchers, second language teachers, and students, who may perceive pronunciation as relatively unimportant in the acquisition of a second language.

f) Age

According to Steinberg and Sciarini (2006) *in* Gilakjani (2011), there is a prevailing belief that children outperform adults in acquiring a second language. This assertion is often supported by the widespread observation that young language learners appear to grasp a new language rapidly through mere exposure, without the need for formal teaching or instruction. Consequently, it is suggested that young children possess a natural advantage in language acquisition compared to adults.

According to Gilakjani and Ahmadi (2011), it has been observed that individuals who commence learning English after completing their school education are more prone to encountering significant challenges in attaining a clear and understandable pronunciation. Furthermore, the level of difficulty in acquiring this skill tends to escalate considerably with advancing age.

g) Personality

Various non-verbal elements associated with an individual's character traits and educational objectives, their perspective towards the language being learned, cultural background, interactions with native speakers, and the nature of their drive to learn, all play a significant role in shaping one's pronunciation abilities. These factors, as highlighted by Miller (2003) *in* Gilakjani (2011), are external to the influence of the teacher but contribute significantly to the enhancement of pronunciation skills.

h) Mother tongue interference

Second language learners often exhibit a tendency to transfer their habits from their native language to the second language they are learning. Additionally, the mispronunciation of words by non-native speakers can be attributed to the influence of the sounds, rules, stress, and intonation patterns of their mother tongue. As a result, foreign language students often produce pronunciation that is characteristic of their native language.

2.2 Pronunciation Error

Pronunciation errors frequently happen during the process of acquiring a second language. These errors may stem from the influence of the students' native language phonological system. Essentially, the sounds and sound structures of the native language can impact the way students articulate the sounds of the new language, resulting in mispronunciations. These errors can either follow a consistent pattern based on the students' native language or happen randomly. Recognizing these errors is essential in language education, as it enables teachers to create tailored lessons that tackle the particular difficulties encountered by students.

When studying a foreign language, students are bound to encounter various learning difficulties due to the inherent differences and similarities between the target language and their native language. These challenges arise because the student's mother tongue is deeply ingrained in their habits and way of thinking. The problematic aspects can stem from differences in grammar or sound systems. Conversely, if elements of the foreign language resemble those in the student's native language, they are unlikely to pose any difficulties.

2.2.1 Types of Pronunciation Errors

Pronunciation errors in English among junior high school students are a complex and diverse phenomenon. These errors can occur at various levels, ranging from individual sound errors to errors in intonation and rhythm. In general, pronunciation errors can be categorized into several types, namely

errors in vowels, consonants, stress, and intonation. Each type of error has different characteristics and causes.

Bonaventura *et al* (2000) in his work analyzes English pronunciation errors made by Italian and German learners. In the diagnosis process, Bonaventura classifies English pronunciation errors into three types. Bonaventura (2000) also uses technology or tool assistance to analyze English pronunciation errors in non-native students, that is letter-to-phone. Bonaventura's theory was chosen and used by the researcher because it fits the theme of this study.

Bonaventura (2000) specifically state that there are 3 types of errors in English pronunciation. There are: non-native sounds, carry-over, and over generalization.

- a) **Non-native sounds** are pronunciation problems occur when students know how to pronounce English correctly, but in practice they have difficulty. This error can be identified when non-native students replace English sounds with the equivalent sounds in their mother language. For example: “ship” is often pronounced as ‘sip’ because the vowel /ɪ/ in English is considered similar to the vowel /i/ in Indonesian.
- b) **Carry-over** is an error that occurs when non-native students apply the pronunciation rules of their mother language to English. For example: The “v” sound in English is also often difficult for Indonesian students. It is sometimes pronounced like the “f” or “v” sound in Indonesian.

- c) **Over generalization**, is an error that occurs when non-native students over-apply English pronunciation rules. For example, the “u” sound in “student” is often pronounced with the “u” sound in “study”.

Problems in the pronunciation of non-native sounds occur if at the knowledge level the student is aware of how to correctly pronounce the language to be learned (L2), but in practice articulatory constraints lead to poor results in the target language (L2). The error consists of replacing a phoneme that does not exist in the student's native language (L1) with the same phoneme in the target language (L2).

2.2.2 The Causes of Pronunciation Errors

English pronunciation errors often occur due to differences in sound systems between the students' native-language and English. Kenworthy (1987) explains, one of the main causes is language interference. Sounds that are absent or rarely used in the students' native-language can be difficult to pronounce correctly in English. In addition, the transfer of habits from the students' native-language, such as intonation or rhythm, can also affect pronunciation. Another cause to consider is the lack of exposure to good English, both through listening and pronunciation. Lack of practice and proper feedback can also hinder the development of accurate pronunciation.

Furthermore, Kenworthy (1987), explain there are several possible causes of problems in pronunciation by non-native speakers. There are:

a) Confusion between the value of certain letter sounds

Among learners whose native language is the Roman alphabet, as is the case with English, problems can be caused by confusion between the value of certain letter sounds in the native language and their value in English. Students sometimes use this strategy like: ‘When I am unsure of the sound/spelling correspondence in English, I assume that it is the same as my native language’. It is very often found that students seem to use this strategy when they are under pressure or avoid making a mistake. Kenworthy (1987) gives an example in German-speaking learners. In German, letter /v/ represents the sound /f/ as in ‘life’; but in English, letter /v/ represents the sound /v/ as in ‘drive’. It is possible that students may pronounce the word ‘drive’ but with the rhyming of word ‘life’.

b) Alphabetic convention

Students whose native language uses a non-alphabetic system must adjust to alphabetic conventions. Japanese uses a system where symbols represent syllables, not individual sounds. In Arabic script, it uses a varied representation of vowels - vowels can be represented in the writing system, but can also be omitted in certain styles and types of script.

c) The difficulty of English pronunciation system

The English pronunciation system itself is difficult. Since English is a language that uses an alphabetical system, this basically means sorting out which letters correspond to which sounds. But as we already know,

English pronunciation is not a truly organized alphabet system where one letter always represents one sound and one sound only.

d) The student's own pronunciation ability

Kenworthy (1987) gives an example, if students find it difficult to distinguish between the pronunciation of the letter /p/ as in the word 'pet', and the pronunciation of the letter /b/ as in the word 'bet', the most likely error that will occur is that students pronounce the word 'pill' as they pronounce the word 'bill', or vice versa.

2.3 Error Analysis

Error analysis holds significant importance within the realm of applied linguistics, particularly in the context of second and foreign language acquisition. Applied linguistics focuses on addressing language-related problems and concerns, offering solutions for both the challenges encountered in language learning and teaching processes. (Jabeen, 2015).

Error analysis is a task that aims to uncover mistakes identified in both written and spoken language. It also involves examining the errors made by students who are learning a second or foreign language. The purpose of error analysis is multifaceted, including determining an individual's proficiency in a language, understanding their language learning process, and gathering insights into common challenges encountered during language acquisition. This practice is particularly valuable in educational settings and the development of teaching materials. However, error analysis has proven to be more complex than initially anticipated

due to a range of factors, leading to difficulties in accurately identifying and addressing errors.

2.4 ELSA Speak Application

ELSA Speak stands out as a comprehensive tool for improving English skills that focuses on speaking and pronunciation. ELSA Speak is more focused on the user experience through the application. Key features and updates are usually released more frequently for the app version. This is because the app allows for more personalized and real-time interactions with the artificial intelligence (AI) technology at the core of ELSA Speak. However, some basic features or general information may be accessible through the ELSA Speak website. The applications unique features and AI-powered feedback system make it an effective resource for learners of all levels, particularly those seeking to improve their pronunciation and fluency.

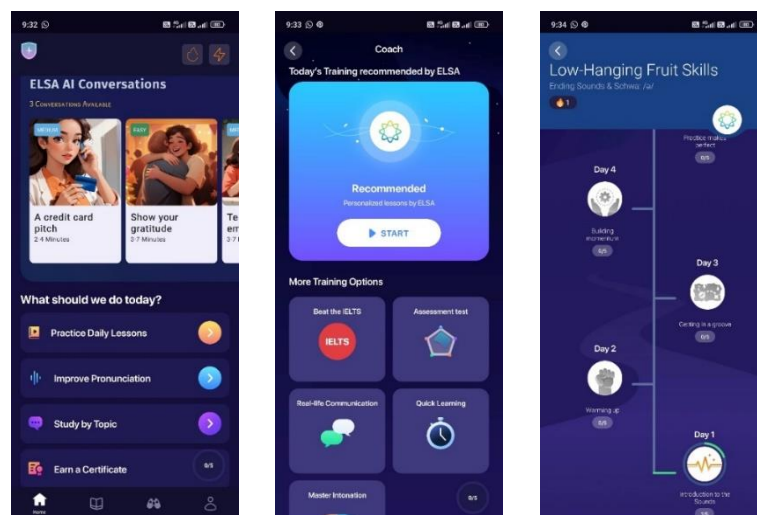
The ELSA Speak app has both free and premium features. The free feature is sufficient for everyday use and learning, and the premium feature gives access to more features and more complete exercises, highly recommended for students who are serious about improving their English proficiency.

2.4.1 In-app Features

As an English learning media and platform that focuses on pronunciation and speaking, ELSA Speak presents a variety of features that certainly support the learning of English pronunciation and speaking. There are four main pages in the ELSA Speak application, Home, Learn, Discover, and Profile. The four pages have their own features:

a) Home

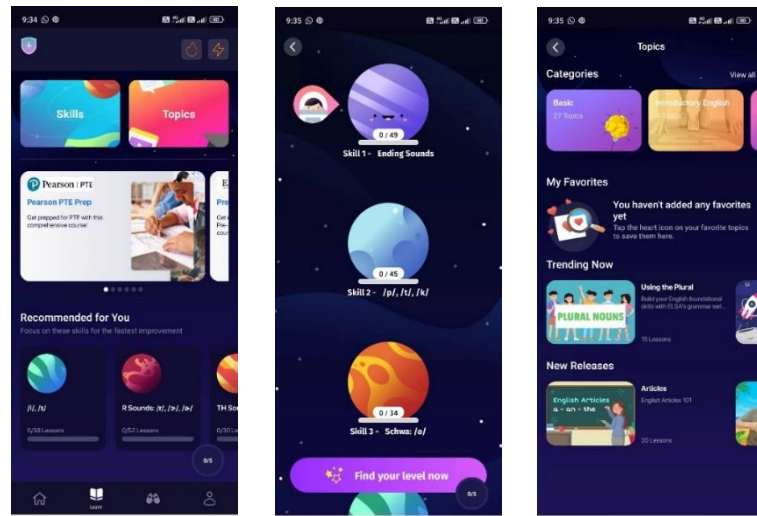
Home is the first and main page of the ELSA Speak application. On this page there are features recommended by ELSA for application users to learn, starting from; ELSA AI Conversation which offers conversation practice with ELSA's AI (artificial intelligence). Practice Daily Lessons where users get recommendations from ELSA on what they can learn, in this feature there are also several features such as Beat the IELTS (pro version), assessment test, real-life communication, quick learning, and master intonation. Improve Pronunciation, where users are provided with lesson materials that can be learned every day with an increasing level of difficulty from day to day. Study by topic, where users can choose and learn according to topics that users find interesting. And finally Earn a Certificate, a feature that can be used if users want to get a certificate that is verified by experts from ELSA Speak.



Picture 2.1 ELSA Speak Home page

b) Learn

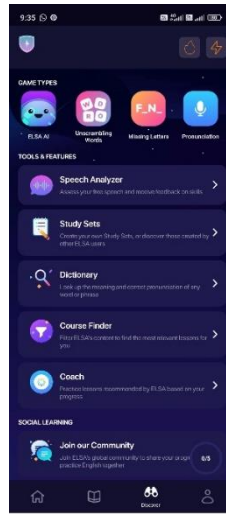
On the “Learn” page, users can choose whether they want to learn a particular skill or topic. Skills include exercises for pronouncing final sounds, how to pronounce certain letters such as /p/, /t/, and /k/, and so on. Topics include usage such as plurals, articles, and so on.



Picture 2.2 ELSA Speak Learn page

c) Discover

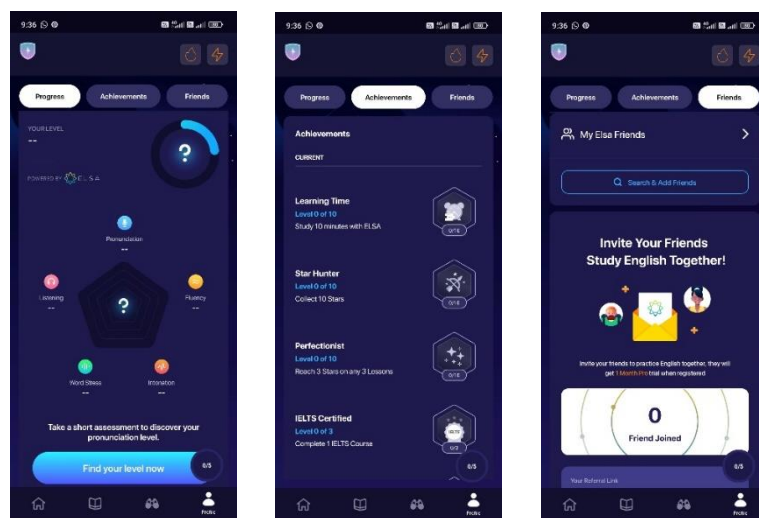
In the “discover” menu you can find games, tools and features that support learning in different ways and perhaps in a way that you want and like. There are games like: ELSA AI, scrambling words, missing letters, etc. Tools and features on the discover page include: speech analyzer, study sets, dictionary, course finder, and coach.



Picture 2.3 ELSA Speak Discover page

d) Profile

And the last one is “profile”. On this page you can track your progress while using ELSA Speak. There is also an achievement feature that can be used as an appreciation and motivation for users who study with ELSA Speak. You can also invite or find friends who can study with you in the “friends” section.



Picture 2.4 ELSA Speak Profile page

2.4.2 Others Features

In addition to the features that can be accessed through the tabs available in the application, the ELSA Speak application also has additional features that appear and can be used when using the main features.

- a) **Personalized feedback:** ELSA Speak uses AI to analyze the learner's speech and provide personalized feedback on their pronunciation. This feedback includes detailed information about the learner's mistakes, such as which sounds' they are mispronouncing and how to correct them.
- b) **Interactive lessons:** ELSA Speaks' lessons are interactive and engaging, and they are designed to help learners practice their pronunciation in a variety of contexts. The lessons include a variety of activities, such as speaking exercises, listening exercises, and reading exercises.
- c) **Gamification:** ELSA Speak uses gamification to make learning fun and engaging. Learners earn points and badges for completing lessons, and they can track their progress over time. This helps to keep learners motivated and engaged in the learning process.
- d) **Variety of content:** ELSA Speak offers a variety of content, including dialogues, conversations, and speeches. This helps learners to practice their pronunciation in a variety of contexts and to improve their overall fluency.
- e) **Offline mode:** ELSA Speak can be used offline, so learners can practice their pronunciation even when they don't have an internet connection.
- f) **Progress tracker:** ELSA Speak tracks learner progress over time, so they can see how they are progressing.

- g) Tips and tricks:** ELSA Speak offers tips and tricks to help learners improve their pronunciation.
- h) Community:** ELSA Speak has an online community where learners can connect with each other and share tips and experiences.

The main feature that used in this research is the “dictionary” feature which can be accessed through the discovery tab. This feature can be accessed and used for free without having to purchase a premium app. The “dictionary” feature can be used in 2 ways, directly saying a word or sentence by pressing the blue microphone button, and writing the word or sentence you want to say in the available text box.

2.4.3 Procedure in Using ELSA Speak Application

ELSA Speak is a very useful app for improving English speaking skills. Here are the general steps you can follow:

- a)** Download ELSA Speak application on App Store (for iOS user) or in Playstore (for Android user).
- b)** After the download is finished, open ELSA Speak application and select **log in**, you can use Facebook account or email to log in.
- c)** After successfully logging in, you have to set your profile for better and effective use.
- d)** Tap on the **profile** button in the menu bar.
- e)** Select the bar where your name is showed, and then click on it.

- f) Select edit profile, you can adjust your personal information on this page by clicking “Edit” in the corresponding property, making adjustments, and selecting “Done” to save the changed content.

2.4.4 Advantages and Disadvantages of ELSA Speak Application

ELSA Speak, which focuses on learning English to improve pronunciation and speaking skills, certainly has its advantages over other similar apps. Here are some of the advantages:

- a) **Personalized feedback:** ELSA Speak uses AI to provide personalized feedback on your pronunciation, which can help you to identify and correct your mistakes.
- b) **Variety of lessons:** The app offers a variety of lessons that cover different topics and skills, so you can focus on the areas that you need the most help with.
- c) **Gamified learning:** ELSA Speak uses gamification to make learning fun and engaging. You can earn points and badges for completing lessons, and you can track your progress over time.
- d) **Convenient and portable:** The app is available on both iOS and Android devices, so you can learn English wherever you go.

While it has many advantages, it also has some limitations and disadvantages. Here are some of the disadvantages of the ELSA Speak application:

- a) **Limited to American English:** ELSA Speak only teaches American English pronunciation. If you are learning British English or another dialect of English, you will need to use a different app.
- b) **No grammar or vocabulary instruction:** ELSA Speak focuses on pronunciation, and it does not provide any grammar or vocabulary instruction. If you need help with these areas, you will need to use a different resource.
- c) **Can be expensive:** The app can be expensive, especially if you subscribe to the premium version.

2.5 Previous Studies

English language skills, especially in terms of pronunciation, are one of the important aspects that students need to master early on. This is in line with the demands of globalization which requires individuals to have good foreign language competence. However, there are still many students, especially at the junior high school level, who experience difficulties in English pronunciation. This difficulty is often caused by the difference in sound systems between Indonesian and English, as well as the lack of exposure to English in everyday life.

Alzinaidi & Abdel Latif (2019) in their research under the title “Diagnosing Saudi Students' English Consonant Pronunciation Errors” explain the aim of their research is to identify the most difficult English consonants pronounced by Saudi learners, as well as to examine the effect of English proficiency level on the pronunciation of English consonants. This study used a quantitative research method with a descriptive design. Data were collected through a pronunciation test

administered to 40 Saudi female students with two different levels of English proficiency (lower intermediate and intermediate). The data were analyzed using descriptive statistics. The results showed that the most difficult English consonants for Saudi learners to pronounce were /ʒ/, /ŋ/, /p/, /ɹ/, and /ʃ/. Learners with lower English proficiency levels made more pronunciation errors than learners with higher English proficiency levels.

Furthermore, the study on “Pronunciation Errors in Students' Vlog Projects” by Martanti (2022), aims to explore the pronunciation errors made by students in their vlog projects so that they can identify their errors and diagnose the factors that contribute to their errors. By using descriptive qualitative research methods to determine the types of pronunciation errors and what are the causes of errors made by students. The samples of this study are 30 students of Air Transport Management Study Program in STTKD Yogyakarta. This study found 67 pronunciation errors, which were categorized into three types: non-native sounds, mother tongue influence, and overgeneralization. Non-native sounds refer to sounds that do not exist in the students' native language, while mother tongue influence occurs when students transfer pronunciation patterns from their first language to English. Overgeneralization, on the other hand, involves applying a pronunciation rule incorrectly in certain contexts.

Additionally, "Diagnosing Students Errors in English Pronunciation by Using Elsa Speak Application" by Simanjutak et al. (2023) explore about students' English pronunciation skills, identifying the types of English pronunciation errors that students often make, analyzing the effectiveness of Elsa Speak application in

helping students to improve English pronunciation. This study used descriptive qualitative research method. The research data was collected through an English pronunciation test using the Elsa Speak app and documentation. The research sample consisted of 15 students of English Department of HKBP Nommensen University Medan. The results showed that students obtained an average score of 58.02, which fell into the "almost correct" category. The most frequent pronunciation errors made by students were overgeneralization.

Overall, those studies highlight the importance of addressing pronunciation challenges in English language learning. They emphasize the need for targeted instruction to improve the accuracy of specific sounds and to reduce the influence of first language interference. In addition, the use of technology-based aids can be beneficial for self-directed learning and practice. Researcher use population gap in this study, where in previous studies in the same field, namely pronunciation errors, the population or subjects studied were high school students or university students. therefore, population gaps are used in this study, because the subjects to be studied are ma'had junior high school students. Because of the different population and research subjects, the results of this research also has renewal in this field of research.

From those studies, researcher is motivated to conduct the same research, in the field of pronunciation errors. The researcher also use the ELSA Speak application as done by Simanjutak et al. (2023). The sample in this research study presents a unique aspect for researchers, as it focuses on Islamic junior high school students. Unlike high school or college students who may have a more specialized

English learning environment, Islamic junior high school students, especially the special ma'had class students who were the subjects of this study, usually do not have the same level of exposure to English language learning. Because ma'had special class students have some restrictions, such as being prohibited from carrying and using smartphones when they are in the dormitory and at school.

CHAPTER III

RESEARCH METHOD

. The following chapter has provided an account of the research design, research subjects involved in the study, the methods employed for data collection and analysis, as well as the systematic approach taken to address the research inquiries. Additionally, the researcher has presented a comprehensive overview of the research process undertaken and emphasize the measures taken to ensure the credibility and reliability of the obtained results.

3.1. Research Design

This study aims to investigate the pronunciation ability and errors made by 8th-grade students in ma'had special class students at one of islamic junior high school in Batu city. The research design utilized qualitative research, and the data collected using the ELSA Speak Application as a medium for recording and correcting students' voices during sentence pronunciation. The researcher has assessed the students' pronunciation ability based on the scores obtained from the ELSA Speak Application. The researcher then tabulated the data according to each student's ability. Furthermore, the researcher classified the errors made by the students. Finally, the researcher analyzed the types of errors that occur in pronunciation, specifically focusing on non-native sounds, carry-over, and overgeneralizations, as proposed by Bonaventura's theory.

3.2. Research Subject

This study focuses on *ma'had* special class students at 8th grade in Islamic junior high school. *Ma'had* special class students at 8th grade have been taking English lessons in their first years of Islamic junior high school, so they have enough basic knowledge of English to be researched. *Ma'had* special class students at 8th grade here are students at Islamic junior high school in Batu city. The school has chosen because it has a special program, namely the *ma'had* special class, and *ma'had* special class students themselves has chosen because it was felt that there were not many studies that took *ma'had* students as the subject or object of study.

The population under investigation consist of special *ma'had* class students on 8th-grade at islamic junior high school in Batu city. To select samples for the study, the researcher employed random sampling techniques. The sample for this study has been taken from all of 30 students enrolled in the 8th-grade class at *ma'had* special class.

3.3. Research Instrument

In this research, researcher used three kinds of instruments to collecting the data. There are: pronunciation test, questionnaire, and interview. The ELSA Speak application used to collect the data from students. The pronunciation test is used to find out the types of pronunciation errors that appear made by students, while the questionnaire is used to find out the factors that cause students' errors in English pronunciation, and interview are used to strengthen the data that obtained through questionnaires.

a) Pronunciation test

The researcher presented a set of 3 sentences to be pronounced by the students. The construction of the sentences used in the pronunciation test is arranged by combining the 44 phonetic alphabets into 3 sentences. 3 sentences spoken by students were recorded in the ELSA Speak application, and the results that appeared in the ELSA Speak application were processed and classified by the researcher. The aim of this pronunciation test is to identifying the specific errors may have made by the students.

b) Questionnaire

In order to identify the causes of pronunciation errors among students, the researcher provided 5 questions on open ended questionnaire to the students. The use of open-ended questionnaires in this study aims to obtain answers that are more varied, in-depth, and can bring up broader answers. The questionnaire has given in *bahasa*, to ensure that students can understand the questions better and provide appropriate answer. By collecting data through a structured questionnaire, the researcher can analyze the responses to pinpoint specific factors that may be influencing pronunciation accuracy.

c) Interview

In this study, researcher used interviews to validate and strengthen the answers that appeared on the questionnaire. The type of interview that used is semi-structured interview. The selection of semi-structured interviews is expected to produce appropriate and diverse answers, because

researchers have prepared questions in advance which are core questions, but can also develop according to answers and needs during the interview process. The informants of this interview are students who have filled out the previous questionnaire. The number of students who become respondents is 3 students. The 3 students who became informants in the interview were selected based on A) students who scored high on the pronunciation test (80%-100%), B) students who scored medium on the pronunciation test (50%-79%), and C) students who scored low on the pronunciation test (below 50%). To ensure that the interview goes well and minimize misunderstandings, the interview has conducted in Indonesian. During the interview process, the researcher recorded the entire interview with a voice recorder and take notes on important points from the informant's answers.

3.4. Data Collection

Data has collected from a sample of 30 students in the 8th-grade class at ma'had special class students at islamic junior high school in Batu city using a specific technique.

a) Pronunciation test

The researcher utilized the ELSA Speak application, accessing the Discover feature and selecting the Dictionary option. Upon opening the application, a Blue Microphone icon has been visible, which the researcher clicked to initiate the recording process. Subsequently, the researcher has instructed the 30 students to read a set of 3 sentences one by one in front of

the researcher. To make sure pronunciation test well recorded, researcher has provided two devices to record the pronunciation test, one recorded manually using recorder application, and the last one used ELSA Speak application to retrieve students' score in pronunciation test. To minimize the noise while taking pronunciation test, researcher has provided a closed quiet room and ask the students to come into the room one by one and read those 3 sentences in front of researcher while the researcher record the students' pronunciation. Once the recording is complete, the researcher clicked on "See My Score" to view the results. The ELSA Speak application then analyzed and correct

The recorded speech, providing a score that indicates the level of excellent, almost correct, and try again. The researcher has categorized the scores obtained from the ELSA Speak application and proceed to tabulate the types of errors made.

b) Questionnaire

The questionnaires distributed to students after the pronunciation test. The questionnaire is paper-based questionnaire, aim to gather more information about their difficulties in pronouncing English. Completing the questionnaires honestly ensure accurate data collection and allow teachers to tailor their lessons to address individual needs, ultimately enhancing the effectiveness of pronunciation instruction and supporting overall language development.

c) Interview

The researcher asked 3 students who become informants in this interview one by one. Interviews conducted on the last day of data collection after students have completed the pronunciation test and have filled out the questionnaire. Interviews conducted for approximately 5-10 minutes for each student. The researcher recorded interviews with students using a cellphone with a voice recorder application, and take note on important points on the researcher's personal notes.

3.5. Data Validity

To ensure the validity of data, researcher used data triangulation theory by Creswell. Creswell *in* Hamidi (2004) emphasized the importance of ensuring accurate findings and interpretations during the data collection and analysis process. Researchers must employ specific strategies to validate their findings and ensure the accuracy and credibility of the results.

Creswell defines triangulation as a strategy of using multiple data sources, methods, researchers, or theories to check the consistency of research findings. In this research the data is collected from pronunciation test, open-ended questionnaire, and interview.

Before using data triangulation. first, the data obtained from each instrument will be identified one by one. After all data from each instrument is identified, data triangulation is used to ensure that the data obtained from the instruments is consistent, complete, and reliable

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3.6. Data Analysis

Data analysis is the process of ensuring that the data collected by researcher is accurate, relevant and reliable. In this study researcher use data analysis theory by Miles and Huberman (1984).

a) Data Reduction

At the data reduction stage, the data obtained sharpened, decided, focused, discarded, and processed in a certain way so that the conclusions can be described and emphasized.

First, there are 3 stages used by the author in analyzing pronunciation errors made by students. 1.) The author groups the results of pronunciation errors based on the percentage obtained by students from each sentence that is pronounced. There are 4 groups based on the percentage, namely 0%-39% (Red/Needs improvement), 40%-59% (Orange/Average), 60%-79% (yellow/good), and 80%-100% (Green/Excellent). 2.) The researcher categorizes the phonemes that have errors when pronounced by students. Incorrect phonemes are indicated in red and yellow in the ELSA Speak application, while correct phonemes are indicated in green. This aims to find out which phonemes have the most errors and are the most difficult for students to pronounce. 3.) last, from the stages 1 and 2, the researcher classified and group the types of pronunciation errors obtained from the pronunciation test. The grouping based on 3 types of pronunciation errors according to Bonaventura, there are; carry-over, mother tongue influence, and overgeneralization.

Second, the researcher analyzed the answers from the questionnaire. Based on the categories of questions in the questionnaire, the results of analyzing the answers can show which category is the most dominant. Finally, the researcher summarized the results of the interview and only use answers that are appropriate and meet the research questions.

b) Data Display

Data display can be defined as a data model that contains a set of information that has been arranged and allows conclusions to be drawn and decisions to take action. The form of data model that is often used in qualitative research is narrative text (Miles and Huberman). In this research, the data displayed in the form of tables and narrative text in accordance with the focus of the research.

c) Conclusion

The final conclusion is not only formed once during data collection, but through the data analysis process, namely; data reduction, data model, and conclusion drawing which needs to be done repeatedly until a final conclusion can be drawn that is truly reliable, can be tested for strength, and its validity in research can be accounted for.

Based on Miles and Huberman's theory, the researcher categorized the data based on the research emphasis (data reduction) after collecting information through pronunciation tests, questionnaires, and interviews. After sorting, the data was reviewed using relevant theories and supported by previous research findings. The data was then presented in the format of findings and discussion

(data display). The researcher then developed the research results and drew final conclusions based on the data display.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings, data analysis, and in-depth discussion. The research findings are organized based on the research questions which aim to identify the types of pronunciation errors made by students as well as their causative factors. The data sub-analysis section provides a detailed explanation of the findings. In addition, this chapter also discusses the research results comprehensively.

4.1 Research Findings

To explore the research topic, data was collected by the researcher through pronunciation tests, questionnaires and interview sessions. This study focuses on the pronunciation errors made by students as well as the causes of these pronunciation errors.

Pronunciation errors data was taken from students of class 8I which is a special ma'had class at one of the schools in Batu city. Pronunciation tests were conducted one-on-one by students and researchers. Meanwhile, the causes of pronunciation errors can be known from the questionnaires filled out by the students. and to optimize the data collected on the questionnaires, in-depth interviews were conducted to gain a deeper understanding.

4.1.1 Pronunciation Errors

The pronunciation test was administered to measure the English pronunciation skills of 30 students. Each student was asked to

pronounce three sentences consisting of various phonemes and phonological structures prevalent in English. The pronunciation results were scored using the ELSA Speak app, which gives a score in the form of a percentage similarity to native speakers' pronunciation. The scores were then grouped into four categories:

1. 0%-39% (Red/Needs improvement)
2. 40%-59% (Orange/Average)
3. 60%-79% (Yellow/Good)
4. 80%-100% (Green/Excellent)

The results of the pronunciation test conducted by 30 students can be seen in the following table:

Sentence 1:		
She eats cheese and bread while the blue bird flies near the air		
Grade from ELSA	Number of students	Percentage
0%-39%	12	40%
40%-59%	9	30%
60%-79%	6	20%
80%-100%	3	10%

Table 4.1: sentence 1 from pronunciation test

From the first table, it is known that from the first sentence tested, “She eats cheese and bread while the blue bird flies near the air”, 12 students scored in the range of 0%-39% which means that their

pronunciation skills need to be improved. Then, there are 9 students who scored in the range of 40%-59%, which indicates that their pronunciation skills are at an average level. Meanwhile, 6 students scored in the range of 60%-79%, indicating that their pronunciation skills are good. Finally, there are 3 students who scored in the range of 80%-100%, these scores indicate that their pronunciation skills are excellent.

A total of 12 students (40%) scored in the 0%-39% range, making this sentence the most difficult sentence to pronounce well. This can be attributed to several linguistic factors:

- The phonemes /ʃ/ in “she”, /tʃ/ in “cheese”, and /z/ at the end of “cheese” and “flies” are not present in Indonesian.
- The diphthongs /eə/ in “water” and /aɪ/ in “flies” are also a challenge as learners generally produce diphthongs as single vowels.
- Some students may have difficulty in connecting words in one natural intonation (connected speech), such as in the phrase “flies near the air”.

High scores (80% and above) were only achieved by 3 students (10%), indicating that only a few students were able to pronounce this sentence close to native speaker standards.

After pronouncing the first sentence, the students continue to pronounce the second sentence which is shorter than the first sentence,

but has a slightly more varied phonetic alphabet pattern. The second sentence can be seen in table 4.2 below

Sentence 2:		
The girl rode a horse and wore a yellow coat at the fair		
Grade from ELSA	Number of students	Percentage
0%-39%	10	33,33%
40%-59%	8	26,67%
60%-79%	9	30%
80%-100%	3	10%

Table 4.2: sentence 2 from pronunciation test

Based on the data in the second table, it can be seen that from the sentence tested “The girl rode a horse and wore a yellow coat at the fair”, there are 10 students who scored in the range of 0%-39%. This shows that their pronunciation skills still need to be improved. Furthermore, there are 8 students with scores between 40%-59%, which indicates that their pronunciation skills are at a average level. Meanwhile, 9 students scored in the range of 60%-79%, which reflects good pronunciation skills. Finally, there were 3 students who scored between 80%-100%, which indicated that their pronunciation skills were very good.

A total of 10 students (33.3%) were in the lowest score group. Although still high, this number is slightly lower than in Sentence 1. The phonemes that pose a challenge in this sentence include:

- The phoneme /ð/ in “the” which is often replaced with /d/ or /t/.
- The phoneme /ɜ:/ in “girl” which is not common in the Indonesian vowel system.
- Diphthongs such as /əʊ/ in “coat” and /eə/ in “fair” can also lead to mispronunciations.

This sentence had a relatively more even distribution of scores in the middle category (40%-79%), with 18 students (60%) scoring in those two categories.

The last sentence that the students have to pronounce is the third sentence as in table 4.3. The third sentence has a more familiar word structure for students

Sentence 3:		
Tom took a tour to the quiet town to talk about school stars		
Grade from ELSA	Number of students	Percentage
0%-39%	7	23,33%
40%-59%	9	30%
60%-79%	12	40%
80%-100%	2	6,67%

Table 4.3: sentence 3 from pronunciation test

Referring to the third table, the results of the sentence tested, “Tom took a tour to the quiet town to talk about school stars”, show that 7 students scored between 0%-39%, which means that their pronunciation skills are still relatively low and need to be improved. A total of 9 students scored in the range of 40%-59%, indicating that their ability was at an average level. Then, 12 students scored between 60%-79%, indicating that they have good pronunciation skills. The other 3 students scored 80%-100%, indicating that their pronunciation was very good and excellent.

This sentence showed the best results with 12 students (40%) scoring between 60%-79%, and only 7 students (23.3%) in the lowest category. This shows that this sentence tends to be easier for junior high school students to pronounce. Possible reasons:

- The phonological structure of the words in these sentences is simpler and more familiar in the pronunciation of Indonesian students.
- Phonemes such as /t/, /k/, /s/, and /u:/ are relatively easier and similar to the sounds in Indonesian.
- A challenge that still arises is the pronunciation of the words “quiet” /'kwaɪət/ and “tour” /tʊə/ due to the presence of diphthongs or unusual vowel combinations.

From the three sentences used in the pronunciation test, in general, the phonemes that are most often mispronounced are as follows:

Phonemes	Example word	Number of students	Percentage
/ð/	this, that	18 students	60.00%
/ʃ/	she, shoes	16 students	53.33%
/r/	rode, bird	15 students	50.00%
/tʃ/	cheese	14 students	46.67%
/eə/	air, fair	12 students	40.00%

Table 4.4: phoneme with the most errors

Phonemes such as /ð/ (th), /ʃ/ (she), /r/ (rhotic r), and /tʃ/ (cheese) trigger quite a lot of errors, as their pronunciation is distinctive and difficult for novice speakers. Complex vowel phonemes such as /eə/ and /ɪə/ are also often mispronounced because they involve sound transitions that are not yet familiar to students.

4.1.2.1 Kinds of Pronunciation Errors

Finally, the researcher calculates the results of students' pronunciation errors using the classification formulated by Bonaventura (2000), namely: non-native sounds, carry-over, and over-generalization. Based on the results of the pronunciation of three sentences by 30 students, various sounds (phonemes) were found that were often pronounced incorrectly. These errors were grouped and analyzed as follows:

1. Non-native Sounds

This category refers to sounds in English that are not present in the Indonesian phonological system. This causes difficulty in the phonetic production of sounds by students. Some phonemes that fall into this category are:

/ð/ as in this, that

/eə/ as in water, fair

/ɪə/ in near

/ɔ:/ in wore

/ʊ/ in took

The mispronunciation of the phoneme /ð/ was recorded as the most dominant, with 60.00% of students pronouncing it incorrectly, usually changing it to /t/ or /d/. Another phonemes such as /eə/ and /ɪə/ are difficult to pronounce due to their nature as diphthongs or triptongs which are not common in Indonesian.

2. Carry-over

This type of error occurs when students bring pronunciation patterns from their mother tongue into English. As a result, sounds that are actually familiar become erroneous due to articulation tendencies influenced by the first language.

Examples of phonemes in this category:

/ʃ/ as in she

/r/ as in rode, bird

/aʊ/ as in town

A total of 53.33% of students experienced errors in the pronunciation of /ʃ/, often replacing it with /s/ because in Indonesian, the letter combination “sh” is generally read as /s/. The same thing happens with /r/, which in English is rhotic and is pronounced in a different way compared to the trilled r in Indonesian.

3. Over Generalization

This type of error appears when students apply English pronunciation rules excessively or inappropriately in certain contexts. This reflects the student's attempt to understand the pronunciation rules, but has not been accompanied by an understanding of the correct exceptions.

Examples of cases in this category:

/tʃ/ as in cheese

/k/ as in talk

A total of 46.67% of students mispronounced the word cheese, often simplifying /tʃ/ to /s/ or /t/. This reflects the generalization of the visual form “ch” as the /s/ or /k/ sound based on other words such as character. Meanwhile, the phoneme /k/ in the

word talk was often omitted (when it should be silent), showing the application of the rule “every letter must be pronounced”.

From the above analysis, it can be concluded that the pronunciation errors of the Grade 8 students in this study were mostly caused by the phonological factors of their first language which are not compatible with English phonology. The non-native sounds category is the most dominant cause, followed by carry-over, and over-generalization.

4.1.2 Causes of Pronunciation Errors

The researcher used a qualitative approach using students' responses to five open-ended questions. Answers were analyzed using thematic analysis techniques to identify common patterns and dominant categories.

Below are the responses of 30 students to 5 questions related to their experience of English pronunciation. The data is presented in the form of thematic analysis, with general categories representing the most frequent patterns of responses.

Question 1: What do you think makes it difficult for you to pronounce English words?		
Main theme	Number of answers appeared	Percentage

Sounds that do not exist in Indonesian (e.g. /θ/, /ð/, /ʃ/)	18	36,73%
Fear of being wrong or laughed at	7	14,29%
Lack of practice or rarely hearing native speakers	15	30,61%
Words that are too long or unfamiliar	9	18,37%
Total	49	100%

Table 4.5: question 1 from questionnaire

The purpose of the first question is to identify the factors that cause students' English pronunciation difficulties, both from linguistic (sound, intonation, etc.) and non-linguistic aspects (self-confidence, study habits, etc.).

Most students admitted to having difficulties due to the difference between spelling and pronunciation in English. They are used to reading words as they are written (as in Indonesian), so when faced with words like “though” or “enough”, they get confused.

Other factors that are often mentioned are the lack of live speaking practice, and the lack of exposure to native speakers. Some students

also mentioned that the fear of being wrong and embarrassment hindered them from trying to pronounce words correctly.

This is strengthened by the results of an interview:

- **What do you think is the cause of the mispronunciation?**

Student A admitted *“I was often confused when pronouncing words such as though, enough, or choir, because they sounded very different from the way they were written”*. She felt insecure when she had to read the text aloud in front of the class for fear of mispronouncing it. From the same interview question, student B also added *“I rarely practice English pronunciation, especially conversation. So I am less familiar with English words”*. She admitted that he usually only reads or listens, without trying to say it back.

Moving on to the second question aims to find out the methods or strategies students use in learning English pronunciation, both formally (in class) and informally (self-study).

Question 2: How do you usually learn to pronounce English words?		
Main theme	Number of answers appeared	Percentage
Imitate from YouTube/movie/song	17	29,82%

Following the teacher's pronunciation in class	20	35,09%
Using the app	5	8,8%
Practicing with friends	9	15,79%
Repeated writing and reading	6	10,53%
Total	57	100%

Table 4.6: question 2 from questionnaire

The majority of students answered that they learn pronunciation through listening to the teacher read or speak, as well as imitating from YouTube videos, movies, or songs in English.

Some students rely on Google Translate to hear the pronunciation of words. However, few students actively practiced by speaking live or recording their own voice for evaluation.

This is also reinforced by the results of the interview on the question:

- **Have you ever tried to improve your pronunciation? If so, what ways did you do it?**

Student C admitted to using application such as Google Translate and YouTube to listen to pronunciation, but did not practice too often on her own because she was embarrassed to be heard at home. She said, *"I just listen, but rarely say it. I'm afraid of being laughed at."*

Meanwhile, Student B had a more active way, she admitted “*I record my own voice and compare it with native speakers' pronunciation*”. This shows that although most students are passive, some are starting to develop more active and reflective self-learning strategies.

This shows that despite the use of digital media, active practice of pronunciation is still minimal.

After the second question, the third question aimed to explore students' emotional reactions to making pronunciation mistakes, which could affect their motivation and confidence in learning English.

Question 3: Do you ever feel insecure when pronouncing English words? Tell yours reason!		
Main Theme	Number of answers appeared	Percentage
Fear of being wrong	13	36,11%
Not sure of the correct pronunciation	14	38,89%
The voice sounds strange or different from the native	9	25%
Total	36	100%

Table 4.7: question 3 from questionnaire

Students' answers showed a tendency to feel embarrassed, afraid of being laughed at, and not confident when mispronouncing words.

Coupled with the interview question

- **How do you feel when you speak English?**

Student A stated *“I was once teased by a friend for mispronouncing the word ‘vegetable’, and after that I was reluctant to read the text in front of the class for fear of getting it wrong”*. This shows that there is a strong social influence in shaping students' attitudes towards mistakes.

However, there were also students who said that they felt it was normal to make mistakes because it was part of the learning process. This indicates variations in students' mental readiness to accept correction.

As said by Student C showed a more positive response. *“I believe making mistakes is normal during learning and corrections from the teacher actually make me understand better”*.

The fourth question was more specifically aimed at identifying specific phonetic difficulties experienced by students, as well as the reasons behind these difficulties.

Question 4:

Are there certain sounds or letters in English that you find difficult to pronounce? Why do you think?

Main theme	Number of answers appeared	Reason	Percentage
/ð/ like “this”	15	Similar to /d/, difficult to distinguish	38,46%
/ʃ/ like “she”	8	Pronounced like /s/ or /sy/	20,51%
Diphthongs like /eɪ/, /aɪ/	10	Don't know how to combine 2 vowels	25,64%
/r/ like native (rhotic)	6	Too “loud” compared to Indonesian	15,38%
Total	39	-	100%

Table 4.8: question 4 from questionnaire

Many students mentioned that they had difficulty with the /ð/ sound as in this or that. The reason is because there is no similar sound in Indonesian, making it difficult to produce.

In addition, vowel sounds such as /æ/ in cat and /ɪ/ in bit were also mentioned as confusing because they sound similar to vowels in Indonesian but have different pronunciation.

The researcher also asked in interview:

- **Which part of English pronunciation do you find most difficult?**

Student B said that *"I have difficulty in distinguishing vowel sounds such as /æ/ (cat) and /ʌ/ (cut), because they sound similar to my ears. I also feel that I need more practice listening to and imitating the original pronunciation"*.

Meanwhile, Student A *"I feel that the letter 'r' in English such as in the word 'river' sounds very different from the letter 'r' in Indonesian, and is difficult to imitate"*.

These difficulties indicate that the difference in phonological systems between English and Indonesian is a major challenge.

The last question aims to find out the role of teachers and peers in the pronunciation learning process and how students receive and respond to such help or correction.

Question 5:

How do teachers or friends help you with your mistakes in pronouncing English words?

Main theme	Number of answers appeared	Percentage
Teacher corrects and models pronunciation	22	46,81%
Friends imitate and ask for practice	14	29,79%
Assigned to read aloud in front of the class	6	12,77%
Given a link or video to learn pronunciation	3	6,38%
No significant help	2	4,26%
Total	47	100%

Table 4.9: question 5 from questionnaire

Most students mentioned that teachers usually correct their pronunciation immediately when it is wrong. Some teachers give examples of correct pronunciation and ask students to imitate. Some students find this very helpful, but others feel embarrassed when corrected in front of the class. To emphasize, in the interview session the researcher asked the question:

- **How does the role of teachers or friends support you in learning English pronunciation?**

Student C admitted *"I found it very helpful when my teacher modeled the pronunciation slowly and asked me to repeat with guidance"*. She said that the gentle and supportive correction gave her more courage to try again.

The role of friends is also significant - students sometimes remind or correct each other, albeit in an informal context. This suggests that a supportive learning environment plays an important role in overcoming pronunciation errors.

4.1.2.1 Causes of Pronunciation Errors

Based on the analysis of 30 students' questionnaire data and in-depth interviews with three students, the pronunciation errors that occur can be categorized into four types according to Kenworthy's theory (1987), as follows:

1. Confusion between the value of certain letter sounds

This error occurs when students are confused because one spelling can represent several different sounds. Some students expressed difficulty in distinguishing the pronunciation of words that appear similar in writing, such as *though, tough, and through*. Student A said, *"I often get confused with words like though and tough, the writing is almost the same but the sounds are very different. I'm afraid I'll make a mistake when I read them aloud."* This

shows the misconception of the relationship between spelling and pronunciation in English.

2. Alphabetic convention

The most dominant type of error found is alphabetic convention, which is the tendency of students to pronounce English words based on how they are read in Indonesian. This is due to the phonetic habit of the mother tongue, where the sound always matches the writing. Many students read English words such as vegetable, comfortable, or chocolate by sounding out all the letters. In the interview, Student C said, *“I usually just read like the letters, for example vegetable, I read ve-ge-ta-ble, because I don't know how to read it.”* This shows that the influence of spelling is very strong on the way students pronounce English words.

3. The difficulty of English pronunciation system

Errors also occur due to the difficulty of the English pronunciation system itself. English has sounds that are not present in Indonesian, such as the interdental sounds /θ/ and /ð/, as well as the vowels /æ/ and /ʌ/. In the questionnaire, many students admitted that words like think, that, cat, and cut are difficult to pronounce correctly. Student B explained, *“The ones like ‘think’ and*

'this' are really hard. My tongue can't make that sound yet. Also sometimes 'cat' and 'cut' sound the same to me."

4. The student's own pronunciation ability

Finally, the student's own pronunciation ability is also a cause that varies depending on the character and learning habits of each student. Lack of practice, shyness, and low self-confidence are frequently mentioned obstacles. Some students were afraid of being ridiculed by friends or family members if they made mistakes. As expressed by Student C, *"I really want to practice, but at home I'm shy. Afraid of being laughed at if I speak English by myself."*

Conversely, there are also students who show efforts to develop independently. Student B said, *"Sometimes I record my voice and then I compare it with YouTube. So I know where I went wrong."*

Thus, it can be concluded that students' pronunciation errors are influenced by a combination of the complex English system and Indonesian language habits, as well as affective and individual factors. Errors due to alphabetic convention are the most dominant, followed by confusion between the value of certain letter, the difficulties of English pronunciation system, and students' own pronunciation abilities. Therefore, it is important for teachers to not only teach technical pronunciation, but also create a supportive learning environment and

make students aware of the differences in sound systems between languages.

4.1.3 Data Triangulation

Data triangulation in this study was conducted to strengthen the validity of the findings, by comparing and integrating data from three main sources: (1) pronunciation tests, (2) open-ended questionnaires, and (3) in-depth interviews. This approach was used to gain a more thorough understanding of the types of students' pronunciation errors and the factors that cause them.

1. Consistency of Pronunciation Error Findings

The results of the pronunciation test showed that the most dominant errors occurred in the sounds /ð/, /ʃ/, as well as diphthongs such as /eə/ and /ɪə/. This finding is supported by the questionnaire data, where many students stated that they had difficulty pronouncing words such as this, cheese, water, and near.

In-depth interviews with three students from different ability levels also corroborated this data. All three students explicitly mentioned that the “th” sound and combined vowels such as water or tour are difficult to pronounce because there is no equivalent in Indonesian. Thus, the triangulation between test results, questionnaires and interviews showed consistency of findings, especially in terms of difficulties with non-native sounds.

2. Causes of Pronunciation Errors

From the questionnaire, students cited three main causes of pronunciation errors, namely: (1) mother tongue influence, (2) lack of oral practice, and (3) reading words based on spelling. These three factors were reinforced in the interviews. For example, student B stated: *"Maybe it's because I read from the writing, so I follow the letters, not the way I read."* Student A added: *"I think it's because it's different from Indonesian, and I rarely practice speaking."* These statements show that errors are not only caused by phonetic ignorance, but also structural influences from the first language (L1 interference) as well as learning habits that emphasize reading and writing over speaking.

Triangulation data in this study successfully showed that:

- Students' pronunciation errors are systematic, with consistent sound patterns across all instruments.
- The factors causing the errors are combinative: mother tongue interference, limited oral practice, and low self-confidence.
- The interviews strengthened and deepened the findings from the questionnaires, especially in exploring the students' repair strategies and emotional aspects

4.2 Discussion

Based on the results of pronunciation testing of 30 Ma'had special class students in one of the junior high schools in Batu city, it was found that the most dominant pronunciation errors were caused by differences in the

phonological systems of English and Indonesian. A total of 60% of the students had errors on the phoneme /ð/ (e.g., “this”), followed by the phonemes /ʃ/ (‘she’) (53.33%) and /ɹ/ rhotic (“bird”) (50%). Errors fall into three main categories according to Bonaventura (2000):

- Non-native sounds (60%): Phonemes not present in Indonesian (e.g., /ð/, /eə/).
- Carry-over (53.33%): Influence of mother tongue pronunciation habits (e.g., /ʃ/ pronounced like /s/).
- Over-generalization (46.67%): Over-application of pronunciation rules (e.g., pronouncing “k” in “talk”).

Contributing factors include phonological gaps between languages, lack of speaking practice, and psychological barriers such as shyness and fear of ridicule.

This finding is also in line with previous theories on EFL learners' pronunciation errors:

- Bonaventura (2000): Classification of non-native sounds, carry-over, and over-generalization proved relevant. Students struggle with foreign phonemes (e.g., /ð/) due to the absence of equivalents in the mother tongue (non-native sounds), as well as tend to “carry over” Indonesian pronunciation patterns to English (carry-over), such as pronouncing “she” into /syi/.

- Kenworthy (1987): This study corroborates the theory that alphabetic convention (the habit of reading words based on spelling) is the dominant cause of errors (e.g., "vegetable" is pronounced per syllable). This is consistent with Kenworthy's study that learners tend to apply the mother tongue phonetic system to the target language.
- The study by Derwing & Munro (2005) also supports the finding that minimal exposure to native speakers and lack of speaking practice exacerbate errors, as seen in the 30.61% of students who cited this as a cause of difficulty.

Pronunciation errors and their causative factors have a significant impact on the academic, social and psychological fields of students'. In the academic field, the errors hinder the development of oral communication skills. Based on the questionnaire findings, 46.81% of the respondents admitted that the frequency of correction in class caused a decrease in active participation. This is in line with Student A's statement: *"I became afraid to read the text in front of the class after being ridiculed"*. The lack of speaking practice has implications for slow language acquisition.

Socio-psychological impacts manifested through symptoms of shyness (36.11%) and fear of ridicule (14.29%) which triggered language anxiety. Student C stated: *"I only listen, rarely practice speaking because I feel shy"*. This condition has the potential to reduce self-confidence and motivation to learn in a sustainable manner.

The findings confirm that pronunciation errors are not merely a technical issue, but the result of a complex interaction between: (1) linguistic differences between languages, (2) learning habits, and (3) affective factors. The dominance of alphabetic convention (Kenworthy, 1987)-the tendency to apply the alphabetic convention of the first language-and the absence of target sounds (non-native sounds, Bonaventura, 2000) in the mother tongue phonological system, reinforce the evidence of the strong influence of first language (L1 transfer) in English pronunciation.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter contains conclusions and recommendations from the research. The findings presented provide an overall summary of the research, which is organized based on the discussion in the previous chapter. Furthermore, suggestions are put forward as a form of recommendation for further research related to pronunciation errors.

5.1 Conclusion

This study investigates the pronunciation errors of students in Class 81 of the Ma'had program in one of the junior high schools in Batu City, Indonesia. The analysis showed that the most dominant errors occurred in the phoneme /ð/ (e.g., “this”) with an error rate of 60%, followed by /ʃ/ (e.g., ‘she’) (53.33%) and /r/ rhotic (e.g., “bird”) (50%). These errors are mainly caused by three factors: (1) Differences in phonological systems between English and Indonesian (e.g., absence of the phoneme /ð/ and diphthong /eə/ in the mother tongue), (2) Interference of Indonesian pronunciation habits (carry-over), such as pronouncing /ʃ/ into /s/, and (3) Over-generalization of rules (e.g., pronouncing the letter “k” in the word “talk”). Psychological factors such as shyness (36.11%) and fear of ridicule (14.29%) also hinder pronunciation practice, while limited exposure to native speakers (30.61%) exacerbates errors. The impacts include barriers to oral communication, decreased class participation, and language anxiety.

Based on these findings, the recommended pedagogical implications are: First, structured phonetic training for critical phonemes (e.g., minimal pairs practice and utilization of apps such as ELSA Speak). Second, creating a safe learning environment (e.g., paired practice or self-recorded sounds) to reduce anxiety. Third, increasing awareness of differences in sound systems between languages to minimize alphabetic convention errors (e.g., pronouncing “vegetable” according to Indonesian spelling). The limitations of the study include a small sample (30 students), a focus on sentence pronunciation (not discourse), and reliance on application assessment (ELSA Speak) which has not fully captured aspects of fluency and intonation. For future research, longitudinal studies on error persistence, intervention tests (e.g., immersive speaking labs), as well as exploration of the influence of social dynamics on pronunciation anxiety are suggested.

Researcher highlighted two critical reflections. First, the psychological dimension (shyness and fear of being wrong) turned out to be a barrier on par with the linguistic gap. This finding confirms that pedagogical approaches must synergize technical training and psychological safety. Second, the dominance of errors due to “alphabetical conventions” proves how deeply rooted mother tongue literacy habits are in L2 pronunciation. Therefore, building metalinguistic awareness through contrastive analysis of sounds between languages needs to be the foundation of learning. Ultimately, empowering students to interpret errors as a natural part of the learning process - not a disgrace - is the key to sustainable progress.

5.2 Suggestion

This research is not perfect and still has errors in its preparation, therefore the researcher provides several suggestions so that further research can be carried out and compiled better:

- For Teachers: English teachers should be more active in providing feedback and pronunciation correction to students individually and in groups. Teachers can design focused exercises that emphasize difficult sounds (e.g. /θ/, /ð/, /ʃ/, and diphthongs) with interactive teaching methods. In addition, teachers can utilize audio-visual media (e.g. pronunciation videos, English songs) to provide more exposure to correct sounds. Consistent support and positive feedback from teachers are expected to reduce students' fear and increase their confidence in practicing pronunciation.
- For Students: Students are encouraged to be more confident and practice pronunciation outside of class. For example, students can watch English movies or videos and try to imitate the pronunciation of the characters in the video. Using audio-visual media such as pronunciation practice apps, podcasts, or English songs can also help students get used to difficult sounds. Regular and repeated practice, for example by discussing in small groups or recording one's own voice and comparing it with the original source, can help students recognize and correct pronunciation errors independently.
- For Future Research: Researcher suggest that the main focus in pronunciation be narrowed down. Focusing on vowel or consonant

pronunciation will make the research more standardized. Pay attention to the completeness of speech sounds on the pronunciation test instrument so that the results obtained are complete and consistent. The researcher encourages that the pronunciation test instrument be designed with more comprehensive phoneme coverage. This study has limitations because the test instrument (Appendix 1) did not cover all 44 English phonemes, such as the phonemes /θ/ (think), /ʒ/ (vision), /dʒ/ (judge), /ŋ/ (sing), /ʊ/ (foot), and the diphthong /aʊ/ (now). Therefore, future research needs to construct test sentences that ensure all phonemes are systematically represented in order to diagnose errors holistically. In addition, if supporting instruments such as questionnaires or interviews are used, questions should be designed based on relevant theoretical frameworks (e.g. causes of errors refer to Kenworthy's (1987) theory, types of errors refer to Bonaventura's (2000) classification). This approach ensures alignment of the instrument with the theoretical frameworks, avoids generic questions, and strengthens the validity and depth of data analysis.

By implementing these suggestions, it is hoped that students' pronunciation errors can be minimized and the quality of English learning, especially the pronunciation aspect, can be improved.

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APPENDICES

Appendix 1: Pronunciation test

NO	SENTENCE
1	She eats cheese and bread while the blue bird flies near the air (/ʃi i:ts tʃi:z ənd brɛd waɪl ðə blu bɜ:d flaɪz niə ði eə/)
2	The girl rode a horse and wore a yellow coat at the fair (/ðə gɜ:l rəʊd ə ho:s ənd wɔ:r ə 'jeləʊ kəʊt ət ðə feə/)
3	Tom took a tour to the quiet town to talk about school stars. (/tɒm tu:k ə tuə tə ðə 'kwaɪət taʊn tə tɔ:k ə 'baʊt sku:l stɑ:z/)

Appendix 2: Questionnaire

Tujuan dari kuesioner ini adalah untuk mengidentifikasi faktor-faktor yang berkontribusi terhadap kesalahan pengucapan di antara siswa kelas 8. Untuk itu, peneliti mengharapkan untuk memberikan jawaban yang sejujurnya agar hasil penelitian dapat diperoleh seobyektif mungkin.

1. Menurut kamu, apa yang membuat kamu kesulitan dalam melafalkan atau mengucapkan kata-kata dalam bahasa Inggris?
2. Bagaimana biasanya kamu belajar melafalkan atau mengucapkan kata-kata dalam bahasa Inggris?
3. Apa yang kamu rasakan saat melakukan kesalahan dalam melafalkan atau mengucapkan kata dalam bahasa Inggris?
4. Adakah suara atau huruf tertentu dalam bahasa Inggris yang sulit kamu ucapkan? Mengapa menurutmu?
5. Bagaimana guru atau teman membantu kesalahanmu dalam melafalkan atau mengucapkan kata bahasa Inggris?

Appendix 3: Interview Questions

General questions
1. Berapa lama kamu belajar bahasa Inggris? 2. Apa saja kesulitan yang kamu alami dalam belajar bahasa Inggris? 3. Bagaimana perasaanmu ketika berbicara bahasa Inggris?
Special Questions on Pronunciation
4. Bagian mana dari pengucapan bahasa Inggris yang menurutmu paling sulit? 5. Apakah kamu sering membuat kesalahan dalam pengucapan? Jika iya, kesalahan apa saja yang sering kamu buat? 6. Apa yang menurutmu menjadi penyebab kesalahan pengucapan tersebut? (misalnya, pengaruh bahasa ibu, kurangnya latihan, dll.) 7. Apakah kamu pernah mencoba untuk memperbaiki pengucapanmu? Jika iya, cara apa yang kamu lakukan? 8. Bagaimana peran guru atau teman yang mendukung Anda dalam belajar pengucapan bahasa Inggris?

Appendix 4: Phonetic Alphabet Chart

VOWELS	monophthongs				diphthongs		Phonemic Chart voiced unvoiced		
	i: sheep	ɪ ship	ʊ good	u: shoot	ɪə here	eɪ wait			
	e bed	ə teacher	ɜ: bird	ɔ: door	ʊə tourist	ɔɪ boy			əʊ show
	æ cat	ʌ up	ɑ: far	ɒ on	eə hair	aɪ my			aʊ cow
CONSONANTS	p pea	b boat	t tea	d dog	tʃ cheese	dʒ June	k car	g go	
	f fly	v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television	
	m man	n now	ŋ sing	h hat	l love	r red	w wet	j yes	

The 44 phonemes of Received Pronunciation based on the popular Adrian Underhill layout

adapted by EnglishClub.com

Appendix 5: Instrument Validation Sheet

Validation Sheet

Questionnaire

“An Analysis of Student’s Pronunciation Errors Using ELSA Speak Application”

Validator : Wahyu Indah Mala Rohmana, M.Pd

NIP : 199210302019032017

Expertise : English Literature

Validation Date :

A. Introduction

This validation sheet is used to obtain an assessment from the validator on the research instrument that will be used in this research. Every feedback is essential to improve the quality of the research instrument. The researcher owes a lot for the willingness of validator in filling out this validation sheet.

B. Guidance

Please give a score on each item of the statement using the sign (✓) in the scale as follow 1 = Very Poor, 2 = Poor, 3 = Average, 4 = Good, 5 = Very Good.

C. Assessment Rubric

No	Indicators	Score					Feedback/ Suggestions
		1	2	3	4	5	
1.	The research instrument is well constructed					✓	
2.	The research instrument is reliable with the research question					✓	
3.	The research instrument uses a good and proper word/vocabulary				✓		
4.	The research instrument contains vowel and consonant sounds					✓	
5.	The research instrument is easy to understand					✓	
6.	The research instrument can help the researcher find out students' abilities in pronunciation skills				✓		

D. Suggestion

.....

.....

.....

.....

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please give a strikethrough (example) on the answer that does not match your conclusion.

1. Appropriate to be used to collect data without revision.
2. ~~Appropriate to be used to collect data within the revision.~~
3. ~~Not appropriate to be used to collect data.~~

Malang, 2025

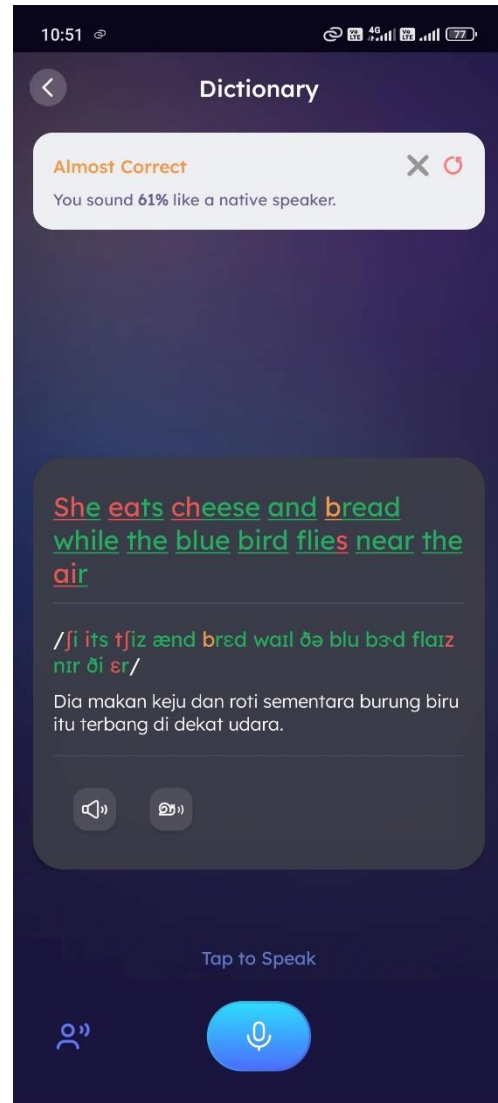
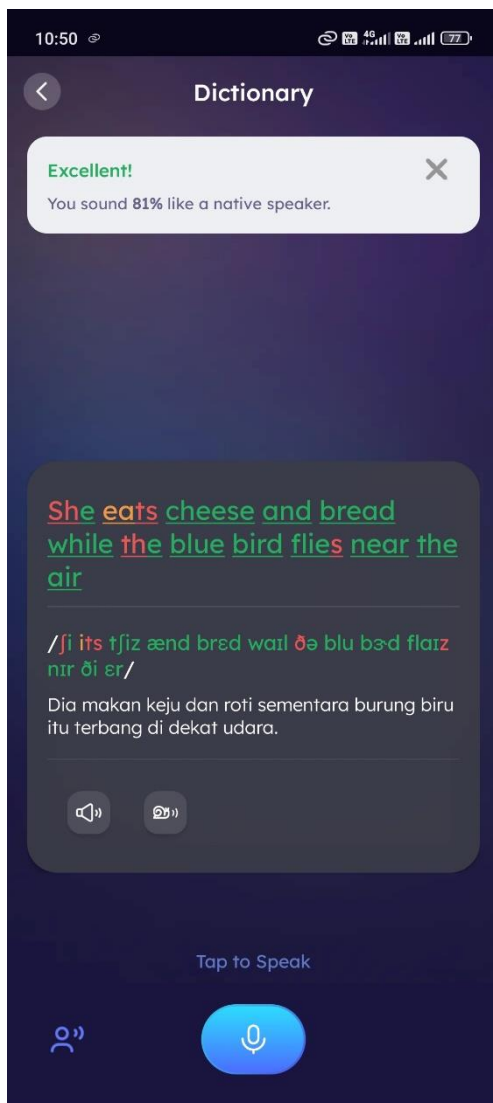
Validator,

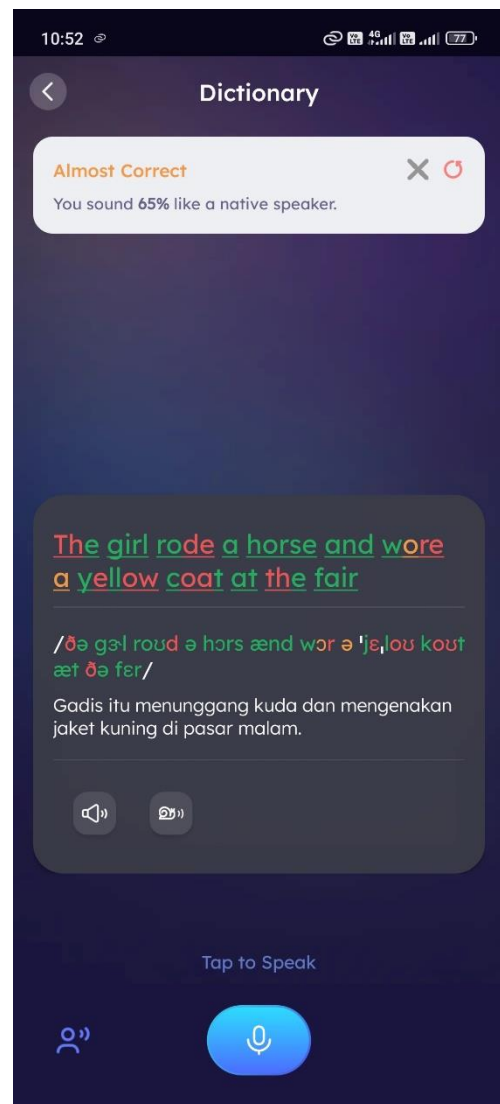
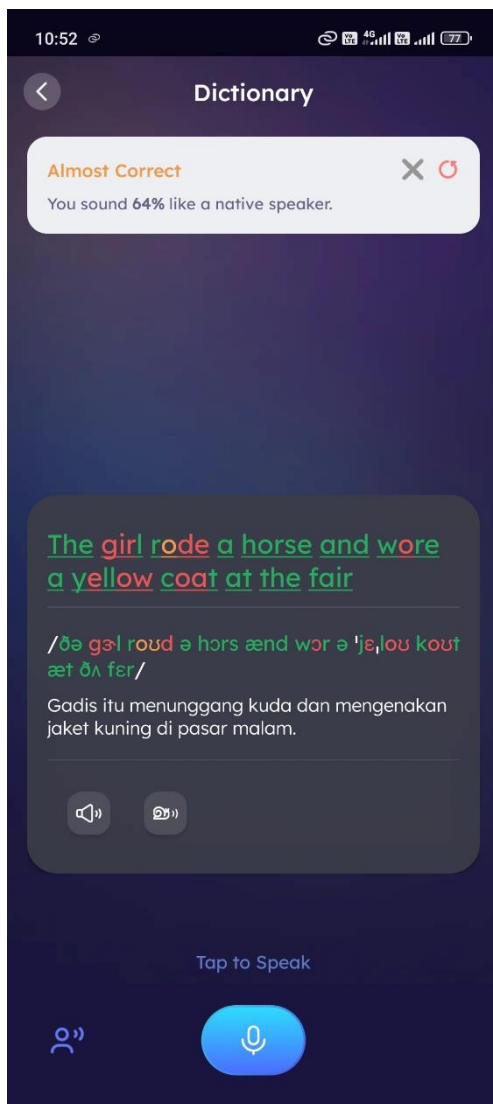


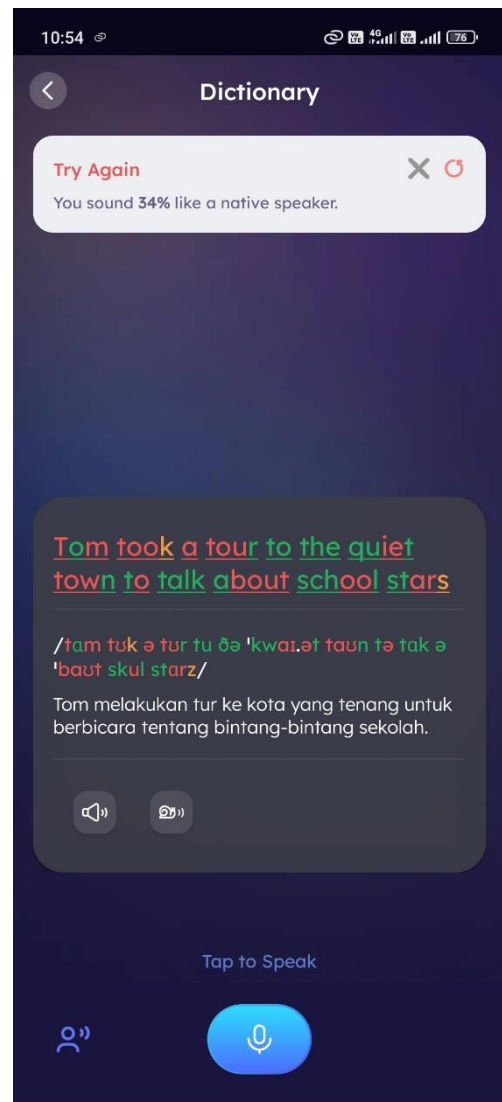
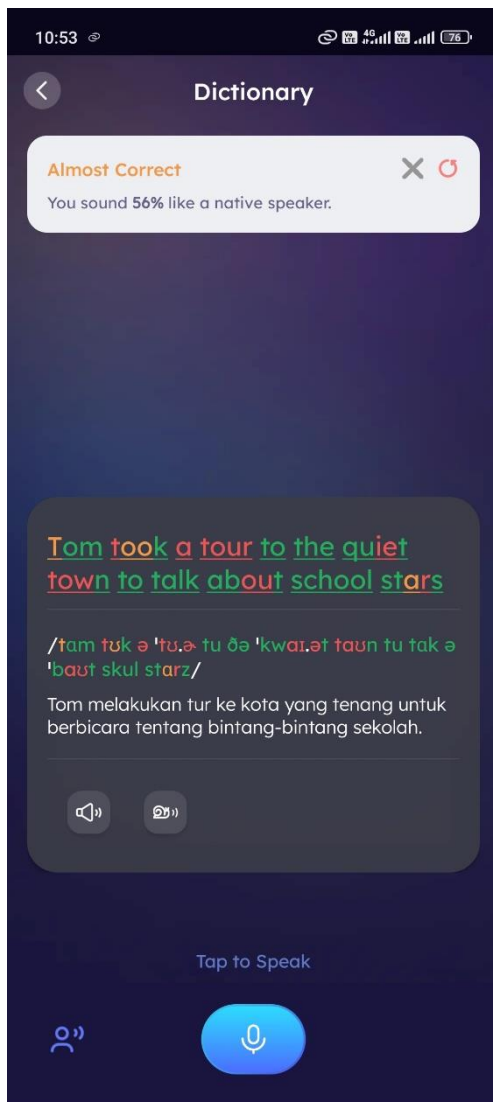
Wahyu Indah Mala Rohmana, M.Pd

NIP. 199210302019032017

Appendix 6: Students' Result on ELSA Speak Application







Appendix 7: Questionnaire Answer

Tujuan dari kuesioner ini adalah untuk mengidentifikasi faktor-faktor yang berkontribusi terhadap kesalahan pengucapan di antara siswa kelas 8. Untuk itu, peneliti mengharapkan untuk memberikan jawaban yang sejujurnya agar hasil penelitian dapat diperoleh seobyektif mungkin.

Nama : Aaliya Zahra Talitha

Kelas : 81

1. Menurut kamu, apa yang membuat kamu kesulitan dalam melafalkan atau mengucapkan kata-kata dalam bahasa Inggris?

Saya susah hafal kosa kata dan bingung cara
bacanya. Soalnya beda sama bahasa Indonesia, dan
saya jarang latihan ngomong.

2. Bagaimana biasanya kamu belajar melafalkan atau mengucapkan kata-kata dalam bahasa Inggris?

Kadang nonton video YouTube, tapi masih bingung kalau
nggak ngerti artinya. Nggak rutin juga sih.

3. Apa yang kamu rasakan saat melakukan kesalahan dalam melafalkan atau mengucapkan kata dalam bahasa Inggris?

Gugup banget, takut diejek teman kalau salah ngomong di
depan mereka

-
-
-
4. Adakah suara atau huruf tertentu dalam bahasa Inggris yang sulit kamu ucapkan?
Mengapa menurutmu?

Kayak huruf 'th' di kata this atau three, sama 'r' di
bird. Susah banget karena nggak ada di bahasa
Indonesia

5. Bagaimana guru atau teman membantu kesalahanmu dalam melafalkan atau mengucapkan
kata bahasa Inggris?

Mereka jarang koreksi kesalahan saya. Mungkin karena
saya juga jarang berani ngomong di kelas

Tujuan dari kuesioner ini adalah untuk mengidentifikasi faktor-faktor yang berkontribusi terhadap kesalahan pengucapan di antara siswa kelas 8. Untuk itu, peneliti mengharapkan untuk memberikan jawaban yang sejujurnya agar hasil penelitian dapat diperoleh seobyektif mungkin.

Nama : Nayla Zafirah Syahla

Kelas : 8i

1. Menurut kamu, apa yang membuat kamu kesulitan dalam melafalkan atau mengucapkan kata-kata dalam bahasa Inggris?

saya tahu arti kata tapi bingung cara
ngucapinnya. Soalnya sering bacanya dari
tulisan, jadi ngikutin hurufnya, bukan bunyinya

2. Bagaimana biasanya kamu belajar melafalkan atau mengucapkan kata-kata dalam bahasa Inggris?

saya pakai aplikasi kayak Google translate
di HP. Lumayan membantu latihan pelafalan

3. Apa yang kamu rasakan saat melakukan kesalahan dalam melafalkan atau mengucapkan kata dalam bahasa Inggris?

agak malu sih, tapi kalau ngomongnya pelan-
pelan masih bisa dikoreksi

-
-
4. Adakah suara atau huruf tertentu dalam bahasa Inggris yang sulit kamu ucapkan?
Mengapa menurutmu?

Bunyi 'ch' kayak di cheese, sama kata
banyak vokal kayak coat yang kebaca
semua hurufnya

5. Bagaimana guru atau teman membantu kesalahanmu dalam melafalkan atau mengucapkan kata bahasa Inggris?

Guru suka kasih contoh ulang kalau saya
salah. Teman juga kadang benerin kalau lagi
diskusi kelompok

Tujuan dari kuesioner ini adalah untuk mengidentifikasi faktor-faktor yang berkontribusi terhadap kesalahan pengucapan di antara siswa kelas 8. Untuk itu, peneliti mengharapkan untuk memberikan jawaban yang sejujurnya agar hasil penelitian dapat diperoleh seobyektif mungkin.

Nama : Kayla Raihana Nur

Kelas : 8I

1. Menurut kamu, apa yang membuat kamu kesulitan dalam melafalkan atau mengucapkan kata-kata dalam bahasa Inggris?

Bunyi vokal panjang itu tricky. Soalnya nggak
ada padanannya di bahasa Indonesia

2. Bagaimana biasanya kamu belajar melafalkan atau mengucapkan kata-kata dalam bahasa Inggris?

Saya sering rekam suara sendiri, terus
bandingin sama cara ngomong native
speaker di film atau podcast

3. Apa yang kamu rasakan saat melakukan kesalahan dalam melafalkan atau mengucapkan kata dalam bahasa Inggris?

Percaya diri sih umumnya, tapi kalau ada
native speaker jadi takut salah. Tapi saya
anggap itu bagian belajar

-
-
4. Adakah suara atau huruf tertentu dalam bahasa Inggris yang sulit kamu ucapkan?
Mengapa menurutmu?

Kata-kata yang bunyinya mirip tapi beda tipis kayak ship vs sheep. Kadang masih tertukar

5. Bagaimana guru atau teman membantu kesalahanmu dalam melafalkan atau mengucapkan kata bahasa Inggris?

Guru sering kasih feedback detail. Saya juga suka minta tolong teman yang lebih jago untuk dengerin pelafalan saya

Appendix 8: Interview Result

Student A

- 1. Berapa lama kamu belajar bahasa Inggris?**
"Sejak kelas 1 SD, tapi dulu lebih banyak baca, bukan ngomong."
- 2. Apa saja kesulitan yang kamu alami dalam belajar bahasa Inggris?**
"Saya susah hafal kosa kata dan kadang bingung cara bacanya."
- 3. Bagaimana perasaanmu ketika berbicara bahasa Inggris?**
"Gugup, takut salah ngomong di depan teman."
- 4. Bagian mana dari pengucapan bahasa Inggris yang menurutmu paling sulit?**
"Huruf kayak 'th' dan 'r', susah banget."
- 5. Apakah kamu sering membuat kesalahan dalam pengucapan?**
"Iya, sering salah ucap kata kayak this, three, sama bird."
- 6. Apa yang menurutmu menjadi penyebab kesalahan pengucapan tersebut?**
"Kayaknya karena beda sama bahasa Indonesia, dan jarang latihan ngomong."
- 7. Apakah kamu pernah mencoba untuk memperbaiki pengucapanmu?**
"Kadang nonton video YouTube, tapi masih bingung kalau nggak ngerti artinya."
- 8. Bagaimana peran guru atau teman yang mendukung Anda dalam belajar pengucapan bahasa Inggris?**
"Teman suka ngasih tahu kalau saya salah mengucapkan suatu kata, dan kadang langsung tanya ke guru gimana pengucapan yang benar, dan dicontohin"

Student B

1. Berapa lama kamu belajar bahasa Inggris?

"Sudah dari SD juga, tapi lebih aktif waktu SMP."

2. Apa saja kesulitan yang kamu alami dalam belajar bahasa Inggris?

"Kadang tahu artinya, tapi bingung cara ngucapinnya."

3. Bagaimana perasaanmu ketika berbicara bahasa Inggris?

"Agak malu, tapi bisa kalau pelan-pelan."

4. Bagian mana dari pengucapan bahasa Inggris yang menurutmu paling sulit?

"Kata yang ada bunyi 'ch' sama yang hurufnya banyak vokalnya."

5. Apakah kamu sering membuat kesalahan dalam pengucapan?

"Iya, misalnya kata kayak cheese jadi sis atau coat yang kebaca semua hurufnya."

6. Apa yang menurutmu menjadi penyebab kesalahan pengucapan tersebut?

"Mungkin karena bacanya dari tulisan, jadi ngikut hurufnya, bukan cara bacanya."

7. Apakah kamu pernah mencoba untuk memperbaiki pengucapanmu?

"Pernah pakai aplikasi di HP kayak Google translate, lumayan bisa bantu."

8. Bagaimana peran guru atau teman yang mendukung anda dalam belajar pengucapan bahasa Inggris

"Sangat terbantu sama guru atau teman yang nyontohin pengucapan yang benar gimana, jadinya bisa ditiru."

Student C

1. Berapa lama kamu belajar bahasa Inggris?

"Sudah sejak TK, karena ikut les juga."

2. Apa saja kesulitan yang kamu alami dalam belajar bahasa Inggris?

"Dulu susah di listening, tapi sekarang lebih ke pelafalan vokal panjang."

3. Bagaimana perasaanmu ketika berbicara bahasa Inggris?

"Lumayan percaya diri, walau kadang masih takut salah kalau ada native speaker."

4. Bagian mana dari pengucapan bahasa Inggris yang menurutmu paling sulit?

"Kata-kata yang bunyinya mirip tapi beda tipis kayak ship vs sheep. Kadang masih tertukar."

5. Apakah kamu sering membuat kesalahan dalam pengucapan?

"Kadang iya, tapi lebih ke diftong atau kata yang mirip bunyinya."

6. Apa yang menurutmu menjadi penyebab kesalahan pengucapan tersebut?

"Kayaknya karena bahasa Indonesia nggak punya bunyi kayak gitu."

7. Apakah kamu pernah mencoba untuk memperbaiki pengucapanmu?

"Iya, saya sering rekam suara sendiri lalu bandingin sama native speaker."

8. Bagaimana peran guru atau teman yang mendukung anda dalam belajar pengucapan bahasa Inggris?

"Saya merasa sangat terbantu ketika guru saya mencontohkan pengucapan secara perlahan dan meminta saya untuk mengulangnya dengan bimbingan"

Appendix 9: Documentation



Appendix 10: Curriculum Vitae

Curriculum Vitae



Nama : Moh Iqbal Twingardi Syahriar
Tempat/
tanggal Lahir : Malang, 21 April 2001
Jenis kelamin : Laki-laki
Alamat Asal : Dsn. Bagian RT 18 RW 07 Desa
Wiyurejo Kecamatan Pujon
Kabupaten Malang
Nomor Telp. / Hp : 085536880128
e-mail : iqbalsyahriar21@gmail.com

PENDIDIKAN

- MI Al-Ishlah (2007-2013)
- MTs NU TMI Pujon (2013-2016)
- MA Ma'arif NU Kepung (2016-2019)
- UIN Maulana Malik Ibrahim Malang (2020-2025)

PENGALAMAN KERJA

• Asasta Creative Media (4 bulan) Tugas dan tanggung jawab: ➢ Admin sosial media ➢ Graphic designer	• Ayam Uleg Cak Abit (4 bulan) Tugas dan tanggung jawab: ➢ Tenaga dapur (3 bulan) ➢ Pramusaji ➢ Kasir (1 bulan)
• CIAMIEK (2 bulan) Tugas dan tanggung jawab: ➢ Kasir ➢ Tenaga dapur Pramusaji	

KETERAMPILAN

- **Komunikasi Interpersonal:** mampu berkomunikasi secara efektif dalam bentuk lisan maupun tulisan
- **Bahasa:** bahasa Indonesia (native), bahasa Inggris (second language)
- **Desain grafis:** menguasai software CorelDraw sebagai software utama untuk desain grafis