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THE ANALYSIS OF PRONUNCIATION ERRORS: STUDENTS' READING ALOUD

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Abstract: Students make pronunciation errors when they speak English considering English is not their first language. The research aimed to find out students' pronunciation errors based on the pronunciation features, and students' perspectives on English pronunciation. The research used 18 students as the sample that were then divided into 3 groups (high, medium, low). The research is a descriptive qualitative research that used an oral test and questionnaire to collect the data. A descriptive text was used in the research and students were asked to read aloud the text and it was voice recorded by the researcher to analyze students' pronunciation errors. The researcher used a yes-or-no styled questionnaire to find out students' perspectives on English pronunciation. The result of the research, particularly in the oral test shows that most common errors that students made are consonants and vowels as students made 44 consonant errors and 62 vowel errors in total. Whereas the result of the questionnaire shows that 94.5% of students think that English pronunciation is difficult and that they are unfamiliar with it. Moreover, motivation, confidence, and lack of practice are some factors that influence their English pronunciation.

Keywords: descriptive text, reading aloud, pronunciation

INTRODUCTION

Pronunciation is part of speaking. Pronunciation is how a word is spelled. Someone who is not an English native speaker and has a different accent would have different ways to pronounce certain words in English because English is not the first language they speak, so they are used to speak or pronounce something in their own way or for instance how they pronounce something in their first language they speak. Pronunciation is very important in communication because mistakes in pronunciation can affect a person's delivery and it is important to have good pronunciation skill because pronunciation is important in communication.

Descriptive text is a type of text that describes a person or thing. Its aim is to describe and reveal a specific person, location, or thing. Detailed information about particular people, things, and locations is conveyed through descriptive text.

Reading aloud is a comprehensive pronunciation practice. Reading aloud is usually used to practice students' pronunciation skill. The material used for reading aloud is usually a written text, including a descriptive text.

Using a descriptive text in an oral test using a reading aloud method may create a new, fun learning experience which focuses on students' pronunciation or speaking skills. It will build up students' interest, knowledge, and also their habit if the students are comfortable to practice their English pronunciation skill.

Since English is not their first language, some students find it difficult to pronounce English words correctly. Students have difficulties pronouncing English words, especially the English vowels and consonants, since they are quite different than the Indonesian vowels and consonants.

There are some researchers that have done similar research, one of them is done by Yusiarti & Hasibuan (2019), the authors of "The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU". The participants in the research were 4th semester students in the FKIP UMSU English Education Study Program. The data was collected by conducting an interview and asking students to pronounce some English words on a specific topic. The findings of the study showed that students had varying opinions about their ability to pronounce English. Some students believe they have good English pronunciation skills; others believe their ability to pronounce English words have improved, and still others believe their English pronunciation skills are poor. The result of the research is that errors were found on students' pronunciation, for instance, students made errors in consonants, silent letters, errors in pronouncing words in the past form, errors in pronouncing words that already existed in Indonesian.

Based on the background of the research, the researcher is interested to do the research with the title "The Analysis of Pronunciation Errors: Students' Reading Aloud" in the Eighth Grade at SMPN 1 Cikaum in the Academic Year of 2022/2023. The researcher wants to find out students pronunciation errors based on the pronunciation features such as consonants, vowels, stress, intonation, juncture, rhythm, tone, and fluency, and also students' perspectives on English pronunciation.

LITERATURE REVIEW

Pronunciation

Khansir (2015) states that pronunciation is occasionally influenced by how a word is spelled, and spelling may gradually change in response to changes in the phonological system. Standardized English pronunciation is the most difficult skill in speaking because it is more complicated than listening or repeating. Because pronunciation is a part of speaking. Some difficult letters, such as /p/, /t/, /s/, //, and so on, are difficult to be pronounced correctly (Minh et al., 2021).

One of the most important English skills is pronunciation. It is different from other skills to be learned. Pronunciation is the first skill and basic ability that beginners must learn when learning a new language. The ability to receive has an impact on the ability to produce. If they are good at pronouncing English words, they will be understood and they will even be capable in language skills such as speaking since pronunciation is a part of speaking.

Pronunciation is important in communication because errors in pronunciation can affect the clarity of a person's delivery. It is very important to have a good pronunciation skill because pronunciation plays a big and important role in communication.

Most language teachers, especially English teachers, think that as long as they can communicate and understand what is said to them, that is enough. Teachers and students must pay attention to efforts to learn good pronunciation in the language learning process, because good pronunciation is an important aspect of language. Only clear pronunciation allows a listener to understand what is said (Yusiarti & Hasibuan, 2019). According to Yulyanti et al., (2019), if people are mispronouncing certain consonant sounds, it could be because they are confusing what we call "voiced" and "unvoiced" sounds. Sounds like /p/ for /b/ or / for / are easily confused because the only difference is whether or not you produce them with your voice.

English has 24 consonants. They are [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w]. In English, there are twelve vowels. They are /i:/, /I/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, /ʊ/. There are two kinds of vowels in English. They are long vowels and short vowels. The long vowels like /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/. The short vowels like /I/, /e/, /ə/, /ʌ/, /ʊ/. Compare with Indonesian vowels, such as /A/, /I/, /U/, /E/, /O/.

According to Pratama (2019), pronunciation involves the features such stress, intonation, juncture, rhythm, tone, and fluency. Marilyn (2010) states that the English stress system is based on the contrast between stressed and unstressed syllables and words. Syllables that are stressed are longer and louder than those that are not. They also have some pitch change or voice movement up and down. Every English word with multiple syllables or word parts has a unique stress pattern. You can look up which syllable is stressed in a dictionary. Stress in English is as important as sound in English.

Intonation is a layer of meaning that exists outside of words and helps speakers in communicating meaning through the rise and fall of the voice (Miryani et al., 2011). The patterns of rise and fall are described as 'tones'. The next feature of pronunciation is juncture. Demirezen (2019) states that the term juncture as a phoneme is another measuring unit of intonation. It characterizes the words from one sound to the next in the stream of speech as a supra segmental phoneme. It interposes a temporary halt in the flow of speech by requiring pausing to bring clarity in thought groups in the stream of speech.

Rhythm is inextricably linked to beat or pulse (Miryani et al., 2011). You have stress to give rhythm to your verse when you have the sound of a drum to mark the beat of a music so that you can notice whether the beat is fast or slow. It means that a type of verse is influenced by syllable counting in one line, while syllable counting is influenced by the position of the stress.

The next pronunciation feature is tone. Yip (2013) states that tone is a linguistic concept. It refers to a phonological category that distinguishes two words or utterances, and is thus only applicable in languages where tone plays a linguistic role. The last feature of pronunciation is fluency. According to Pham Vu Phi Ho (2018), fluency is an expectation for anyone who wishes to be competent in a target language for which they have invested time and effort.

According to Ikhsan (2017), there are some factors that influence pronunciation learning, such as education, age, accent/ mother tongue, aptitude, exposure, and motivation. Some students believe that the teacher's instructions help them understand how to pronounce the word in English. Also, some students gain mastery in pronunciation by listening to songs and frequently practicing speaking in English.

The second factor that influences pronunciation learning is age. The majority of the students did not speak English as children. The students rarely practice speaking English

because they only speak English when they are in English class and when the teacher asks them to practice in class.

The students' region's accent/mother tongue is very different from English. Although there is intonation, stressing, and so on in mother tongue language, it is not an obstacle when students pronounce the word in English. According to the students, the accent difference can be overcome. Most students can adapt their pronunciation without being affected by their accent or mother tongue, and only a few students struggled with some alphabets because they are very specific to their region or where they come from.

The next factor that affects pronunciation learning is exposure. Some students believe they are proficient in pronunciation before receiving instruction; they believe they are proficient because they frequently practice their skill in daily life. Besides exposure, attitude can influence someone's pronunciation. People who are good at pronunciation do not always have a good attitude, because people with a good attitude are more likely to learn about pronunciation and are never bored to learn.

The last factor influencing pronunciation learning is motivation. The majority of people are interested in improving their pronunciation for a wide range of reasons. Some people are motivated by the native speaker and also some of them like to watch English movies or listen to English songs.

Reading Aloud

Reading aloud by a young language learner shows distinct patterns as evidence of his/her language data processing. Reading aloud teaches many important foundational skills, introduces vocabulary, serves as a model of fluent, expressive reading, and helps children understand what it means to enjoy reading.

According to Pratama (2019), Reading aloud is a type of comprehensive pronunciation practice. The material for reading aloud is the passage with certain content and circumstances. Not only should students correctly pronounce each word, but they should also divide the meaning groups correctly and arrange the pauses based on the content. Meanwhile, students should use appropriate stress, intonation, and rhythm. It means that when students read aloud without stress, intonation, or rhythm, it can lead to misunderstandings about what they read. Dobson (1978) states that reading aloud in any foreign language is an excellent way for students to improve their pronunciation; therefore, teachers should capitalize on this aspect of reading by using reading as a foundation for practice on pronunciation, stress, intonation, and juncture.

According to Pratama (2019), the advantages of reading aloud toward students' pronunciation is such as reading aloud allows students to improve their listening and comprehension skills, by hearing words in context, students can strengthen their vocabulary foundation. They can improve their memory and language skills by hearing a variety of writing styles and paraphrasing them. The disadvantage of the reading aloud technique for student pronunciation is that when the entire class is reading together, without a specific student being called on to read, some students will be left behind. A student may also become frustrated if they try to participate.

Descriptive Text

According to Hammond (1992), when words are put together to communicate a meaning, or when someone speaks or writes to communicate a message, a piece of text is created. There are two types of texts: literary and factual. There are various text types within these. Each text type uses language in a similar way.

A descriptive text is a type of text that describes a person or thing. Its goal is to describe and reveal a specific person, location, or thing. Descriptive text conveys a lot of information about specific people, things, and places in great detail.

The key to writing a good description is to include details that allow the reader to picture the person being described. As a result, when someone describes what a person looks like, they include physical characteristics such as height, weight, and hair color. The more specific they can be, the more the reader will be able to visualize what they are describing (Blanchard & Root, 2003).

METHOD

This research applies descriptive qualitative using a test and a questionnaire to collect the data. According to Adom et al., (2020), tests are created to compare a sample's quality, competence, skill, or knowledge to a specified requirement, which is typically regarded as acceptable or not. Tests are tools used in educational practice to verify a student's capacity to carry out a specific task, show mastery of a skill, or demonstrate content knowledge. According to Roopa & Rani (2012), a questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic.

The respondents were asked to read aloud a descriptive text that was given by the researcher, and it was voice recorded by the researcher. It was then analyzed based on how many pronunciation errors that students make when speaking English. The collected data of the oral test was analyzed by performing quantification, classification, interpretation, and comparison. The researcher used a yes or no styled questionnaire including the reason of the chosen answer to find out students' perspectives on English pronunciation. The participants of the research were the 8th grade students from 2 classes which consisted of 9 students from each class or 18 students in total. 18 of the students were then divided into 3 groups (low, medium, high) consisting of 6 participants from each group. The participants were chosen based on their English competence or performance in class.

FINDINGS AND DISCUSSION

Pronunciation Errors that students make when speaking English based on pronunciation features

Consonant

Table 1. Pronunciation analysis table (consonant)

No	Name	NOE	Interpretation
			High
1.	P1	0	No errors found
2.	P2	2	<p>a. The word "city" should be pronounced as "siti" not "citi".</p> <p>b. The word "fast" should be pronounced as "fast" not "past" with the P sound.</p>
3.	P3	4	<p>a. The word "cities" was pronounced as "cities" with the C sound when it should be pronounced as "siti".</p> <p>b. The word "fish" should be pronounced as "fish" not "pis" with the P sound.</p>

			<ul style="list-style-type: none"> c. The word "fast" should be pronounced as "fast" not "past" with the P sound. d. The word "food" should be pronounced as "fud" not "pood" with the P sound.
4.	P4	3	<ul style="list-style-type: none"> a. The word "cities" should be pronounced as "'sitis" not "citis". b. The word "climate" should be pronounced as "klɪmət" not "cilimet". c. The word "fish" should be pronounced as "fish" not "pis" with the P sound.
5.	P5	0	No errors found
6.	P6	4	<ul style="list-style-type: none"> a. The word "city" should be pronounced as "'siti" not "cit". b. The word "fish" should be pronounced as "fish" not "pis" with the P sound. c. The word "fast" should be pronounced as "fa:st" not "pas". d. The word "food" should be pronounced as "fu:d" not "pood".
Medium			
7.	P7	1	<ul style="list-style-type: none"> a. The word "city" should be pronounced as "'siti" not "citi".
8.	P8	3	<ul style="list-style-type: none"> a. The word "located" should be pronounced as "'loukeytid" not "loucheyted". b. The word "climate" should be pronounced as "klɪmət" not "klimat". c. The word "fish" should be pronounced as "fish" not "pis" with the P sound.
9.	P9	0	No errors found
10.	P10	4	<ul style="list-style-type: none"> a. The word "city" should be pronounced as "'siti" not "citi". b. The word "cities" should be pronounced as "'sitis" not "citis". c. The word "fish" should be pronounced as "fish" not "pis" with the P sound. d. The word "fast" should be pronounced as "fa:st" not "pas".
11.	P11	2	<ul style="list-style-type: none"> a. The word "city" should be pronounced as "'siti" not "citi". b. The word "cities" should be pronounced as "'sitis" not "ci:tes".
12.	P12	1	<ul style="list-style-type: none"> a. The word "cities" should be pronounced as "'sitis" not "citis".
Low			
13.	P13	2	<ul style="list-style-type: none"> a. The word "located" should be pronounced as "'loukeytid" not "loukeyt". b. The word "cities" should be pronounced as "'sitis" not "citis".
14.	P14	5	<ul style="list-style-type: none"> a. The word "capital" should be pronounced as "kapital" not "kastifal". b. The word "city" should be pronounced as "'siti" not "kiti". c. The word "cities" should be pronounced as "'sitis" not "citis". d. The word "climate" should be pronounced as "klɪmət" not "klimat". e. The word "coaster" should be pronounced as "'kō-stər" not "coster".
15.	P15	6	<ul style="list-style-type: none"> a. The word "capital" should be pronounced as "kapital" not "kafital". b. The word "city" should be pronounced as "'siti" not "citi". c. The word "cities" should be pronounced as "'sitis" not "citis". d. The word "climate" should be pronounced as "klɪmət" not "klimat". e. The word "place" should be pronounced as "pleis" not "fles". f. The word "food" should be pronounced as "fu:d" not "pood".
16.	P16	5	<ul style="list-style-type: none"> a. The word "capital" should be pronounced as "kapital" not "cap:ital". b. The word "city" should be pronounced as "'siti" not "citi". c. The word "cities" should be pronounced as "'sitis" not "ci:tes". d. The word "climate" should be pronounced as "klɪmət" not "cli:mate". e. The word "located" should be pronounced as "'loukeytid" not "lou:ceted".
17.	P17	1	<ul style="list-style-type: none"> a. The word "place" should be pronounced as "pleis" not "fles".
18.	P20	1	<ul style="list-style-type: none"> a. The word "city" should be pronounced as "'siti" not "citi".

Description:

NOE = Number of Errors

Three participants made no consonant errors. Compared to the medium and low levels' members, high level's members made more errors than the medium level's members. 2 of the high level's members made no mistakes in consonant. In medium level, only 1 participant made no consonant errors at all while the rest of them made at least 1-4 errors. Compared to the high and low level's members, medium level's members made less consonant errors. In low level, everyone made consonant errors. Compared to the high and medium level's members, low level's members made more consonant mistakes. The low level's members made 1-6 consonant errors which is more than what the high and medium level's members made.

Most participants struggle to pronounce some the words. For example, the word "city" was pronounced as "citi", "cities" was pronounced as "citis", "fish" was pronounced as "pish" with the P sound, "place" was pronounced as "fles", "food" was pronounced as "pood" with the P sound, "fast" was pronounced as "past" with the P sound, "climate" was pronounced as "klimat/cilimet/cli:mate", "capital" was pronounced as "cap:ital/castifal/kafital", "located" was pronounced as "lou:ceted/loucheyted".

High level's participants make 13 consonant errors, medium level's participants make 11 consonant errors, and low level's participants make 20 consonant errors. Which means in this case, medium level's students made less consonant errors than the other levels that have higher numbers of errors than the medium level.

Vowel

Table 2. Pronunciation analysis table (vowel)

No	Name	NOE	Interpretation
High			
1.	P1	1	a. The word "theme" should be pronounced as "theem" not "tem".
2.	P2	2	a. The word "island" should be pronounced as "' ʌɪlənd/ailend" not "islan" with the S sound. b. The word "east" should be pronounced as "ist" not "est".
3.	P3	3	a. The word "theme" should be pronounced as "theem" not "them". b. The word "east" should be pronounced as "ist" not "est". c. The word "other" should be pronounced as "' ʌðə" not "oder".
4.	P4	2	a. The word "island" should be pronounced as "' ʌɪlənd/ailend" not "islan" with the S sound. b. The word "theme" should be pronounced as "theem" not "tem".
5.	P5	3	a. The word "island" should be pronounced as "' ʌɪlənd/ailend" not "islan" with the S sound. b. The word "east" should be pronounced as "ist" not "ust". c. The word "theme" should be pronounced as "theem" not "teme".
6.	P6	4	a. The word "island" should be pronounced as "' ʌɪlənd/ailend" not "islan" with the S sound. b. The word "east" should be pronounced as "ist" not "ost". c. The word "other" should be pronounced as "' ʌðə" not "ot-er". <u>d. The word "beach" should be pronounced as "bich" not "be-atch".</u>

Medium			
7.	P7	3	<p>a. The word "island" should be pronounced as "ˈaɪlənd/ailend" not "islan" with the S sound.</p> <p>b. The word "east" should be pronounced as "ist" not "est".</p> <p>c. The word "other" should be pronounced as "ˈʌðə" not "oder".</p>
8.	P8	1	<p>a. The word "east" should be pronounced as "ist" not "est".</p>
9.	P9	2	<p>a. The word "island" should be pronounced as "ˈaɪlənd/ailend" not "islan" with the S sound.</p> <p>b. The word "east" should be pronounced as "ist" not "est".</p>
10.	P10	4	<p>a. The word "beach" should be pronounced as "bich" not "be:ch".</p> <p>b. The word "island" should be pronounced as "ˈaɪlənd/ailend" not "islan" with the S sound.</p> <p>c. The word "Asia" should be pronounced as "ay-zyuh" not "A:sia".</p> <p>d. The word "east" should be pronounced as "ist" not "est".</p>
11.	P11	4	<p>a. The word "beach" should be pronounced as "bich" not "be:ch".</p> <p>b. The word "island" should be pronounced as "ˈaɪlənd/ailend" not "islan" with the S sound.</p> <p>c. The word "Asia" should be pronounced as "ay-zyuh" not "A:sia".</p> <p>d. The word "east" should be pronounced as "ist" not "est".</p>
12.	P12	5	<p>a. The word "island" should be pronounced as "ˈaɪlənd/ailend" not "islan" with the S sound.</p> <p>b. The word "Asia" should be pronounced as "ay-zyuh" not "A:sia".</p> <p>c. The word "east" should be pronounced as "ist" not "est".</p> <p>d. The word "other" should be pronounced as "ˈʌðə" not "ot-er".</p> <p>e. The word "theme" should be pronounced as "theem" not "tem".</p>
Low			
13.	P13	3	<p>a. The word "beach" should be pronounced as "bich" not "bech".</p> <p>b. The word "east" should be pronounced as "ist" not "est".</p> <p>c. The word "theme" should be pronounced as "theem" not "them".</p>
14.	P14	5	<p>a. The word "beach" should be pronounced as "bich" not "beyach".</p> <p>b. The word "island" should be pronounced as "ˈaɪlənd/ailend" not "islan" with the S sound.</p> <p>c. The word "other" should be pronounced as "ˈʌðə" not "ot-her".</p> <p>d. The word "east" should be pronounced as "ist" not "est".</p> <p>e. The word "theme" should be pronounced as "theem" not "them".</p>
15.	P15	4	<p>a. The word "beach" should be pronounced as "bich" not "betch".</p> <p>b. The word "other" should be pronounced as "ˈʌðə" not "ot-her".</p> <p>c. The word "island" should be pronounced as "ˈaɪlənd/ailend" not "islan" with the S sound.</p> <p>d. The word "east" should be pronounced as "ist" not "est".</p>
16.	P16	5	<p>a. The word "beach" should be pronounced as "bich". The speaker pronounced the word "beach" twice in 2 different ways such as "be:ach" and "bech".</p> <p>b. The word "island" should be pronounced as "ˈaɪlənd/ailend" not "isled", but the speaker pronounced it with the silent "n".</p> <p>c. The word "Asia" should be pronounced as "ay-zyuh" not "A:sia".</p> <p>d. The word "east" should be pronounced as "ist" not "e:ast".</p> <p>e. The word "theme" should be pronounced as "theem" not "the:me".</p>
17.	P17	5	<p>a. The word "beach" should be pronounced as "bich" not "bech".</p> <p>b. The word "island" should be pronounced as "ˈaɪlənd/ailend" not "islan" with the S sound.</p>

18.	P20	6	<ul style="list-style-type: none"> c. The word "Asia" should be pronounced as "ay-zyuh" not "A:sia". d. The word "east" should be pronounced as "ist" not "est". e. The word "other" should be pronounced as "ʌðə" not "ot-her". a. The word "beach" should be pronounced as "bich" not "bech". b. The word "island" should be pronounced as "ˈɪlənd/ailend" not "islan" with the S sound. c. The word "Asia" should be pronounced as "ay-zyuh" not "A:sia". d. The word "east" should be pronounced as "ist" not "est". e. The word "theme" should be pronounced as "theem" not "theme".
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Description:

NOE = Number of Errors

Only 2 participants made 1 vowel error out of 6 vowel errors in the text. Compared to the medium and low levels' members, high level's members made less errors than the medium and low levels' members. High level's members made less mistakes in vowel.

All of the participants struggle to pronounce English vowels correctly. For example, the word "theme" was pronounced as "tem/them/the:me", "island" was pronounced as "islan/isled" when the S should be silent, "east" was pronounced as "est/e:ast", "beach" was pronounced as "bech/be:ach, "other" was pronounced as "ot-her", "asia" was pronounced as "a:sia".

High level's participants make 15 vowel errors, medium level's participants make 19 vowel errors, and low level's participants make 28 vowel errors. Which means in this case, high level's students made less vowel errors than the other levels that have higher numbers of errors than the high level.

Stress

Table 3. Pronunciation analysis table (stress)

No	Name	Number of Errors	Interpretation
High			
1.	P1	0	No errors found
2.	P2	0	No errors found
3.	P3	0	No errors found
4.	P4	0	No errors found
5.	P5	0	No errors found
6.	P6	0	No errors found
Medium			
7.	P7	0	No errors found
8.	P8	0	No errors found
9.	P9	0	No errors found
10.	P10	0	No errors found
11.	P11	0	No errors found
12.	P12	0	No errors found
Low			
13.	P13	0	No errors found
14.	P14	0	No errors found
15.	P15	0	No errors found
16.	P16	0	No errors found
17.	P17	0	No errors found
18.	P20	0	No errors found

Based on the table above, no errors in stress were found. The stress words such as

beautiful, interesting, inside, and largest in the text were pronounced by all of the participants from all levels correctly.

Intonation

Table 4. Pronunciation analysis table (intonation)

No	Name	Interpretation
High		
1.	P1	Good
2.	P2	Good
3.	P3	Good
4.	P4	Bad
5.	P5	Bad
6.	P6	Bad
Medium		
7.	P7	Good
8.	P8	Bad
9.	P9	Good
10.	P10	Bad
11.	P11	Bad
12.	P12	Bad
Low		
13.	P13	Good
14.	P14	Bad
15.	P15	Bad
16.	P16	Bad
17.	P17	Bad
18.	P20	Bad

Based on the table above, it can be concluded that 6 out of 18 participants have a good intonation when they speak English. Compared to the medium and low level's members, high level's members have better intonation than the other levels. 3 members of high level have a good intonation. The medium level has 2 participants that have a good intonation. The medium level's members have the second best intonation compared to the low level that only has 1 participant that has a good intonation while the other low level's members have a bad intonation.

Good intonation means the participants used punctuation. Bad intonation means the participants did not use punctuation such as periods or a full stop since the text is a descriptive text. Most participants did not use punctuation and have a flat intonation.

Juncture

Table 5. Pronunciation analysis table (juncture)

No	Name	NOE	Interpretation
High			
1.	P1	0	No errors found
2.	P2	1	The word "seaworld" sounds like it was pronounced as "see word".
3.	P3	1	The word "seaworld" sounds like it was pronounced as "see word".
4.	P4	1	The word "seaworld" sounds like it was pronounced as "se:a word".
5.	P5	1	The word "seaworld" sounds like it was pronounced as "se:a word".
6.	P6	1	The word "seaworld" sounds like it was pronounced as "se:a war".

Medium			
7.	P7	1	The word "seaworld" sounds like it was pronounced as "see word".
8.	P8	1	The word "seaworld" sounds like it was pronounced as "see word".
9.	P9	0	No errors found
10.	P10	1	The word "seaworld" sounds like it was pronounced as "se:a word".
11.	P11	1	The word "seaworld" sounds like it was pronounced as "se:a word".
12.	P12	1	The word "seaworld" sounds like it was pronounced as "see wall".
Low			
13.	P13	1	The word "seaworld" sounds like it was pronounced as "see word".
14.	P14	1	The word "seaworld" sounds like it was pronounced as "sea word".
15.	P15	1	The word "seaworld" sounds like it was pronounced as "sea word".
16.	P16	1	The word "seaworld" sounds like it was pronounced as "say word".
17.	P17	1	The word "seaworld" sounds like it was pronounced as "se:a word".
18.	P20	1	The word "seaworld" sounds like it was pronounced as "se:a word".

Description:

NOE = Number of Errors

Two participants did not make any juncture errors. 16 out of 18 participants made the same juncture mistake when they pronounced the word "sea world". The word "sea world" was pronounced as "see word/se:a word/say word/see wall". The high and medium level are the same because it has one participant that did not make any juncture errors. Compared to the low level. All of the low level's members made a juncture error.

There are 2 juncture words that are on the scoring table such as "sea world" because it is often pronounced as "see word, see world, etc", and "climate" because it is often pronounced as "climb mate, etc".

High level's participants make 5 juncture errors, medium level's participants make 5 juncture errors, and low level's participants make 6 juncture errors. Which means in this case, high level and medium students made less vowel errors than the other level that has higher numbers of errors.

Rhythm

Table 6. Pronunciation analysis table (rhythm)

High			
1.	P1	0	No errors found
2.	P2	0	No errors found
3.	P3	0	No errors found
4.	P4	0	No errors found
5.	P5	0	No errors found
6.	P6	0	No errors found
Medium			
7.	P7	0	No errors found
8.	P8	0	No errors found
9.	P9	0	No errors found
10.	P10	0	No errors found
11.	P11	0	No errors found
12.	P12	0	No errors found
Low			
13.	P13	0	No errors found
14.	P14	0	No errors found
15.	P15	0	No errors found
16.	P16	0	No errors found
17.	P17	0	No errors found
18.	P20	0	No errors found

Based on the table above, no errors in rhythm were found in the participants' pronunciation. The rhythm words such as fast food, and theme park were pronounced correctly.

Fluency

Table 7. Pronunciation analysis table (fluency)

No	Name	Interpretation
High		
1.	P1	Fluent
2.	P2	Fluent
3.	P3	Fluent
4.	P4	Fluent
5.	P5	Fluent
6.	P6	Not fluent
Medium		
7.	P7	Fluent
8.	P8	Fluent
9.	P9	Fluent
10.	P10	Not fluent
11.	P11	Not fluent
12.	P12	Not fluent
Low		
13.	P13	Fluent
14.	P14	Not fluent
15.	P15	Not fluent
16.	P16	Not fluent
17.	P17	Not fluent
18.	P20	Not fluent

Based on the table above participants out of 18 participants are fluent. The high level's members have 5 participants that are fluent and only have 1 participant that is not fluent. Compared to the medium and low level's members, most of high level's members are fluent. Medium level's members have 3 participants that are fluent and 3 participants that are not fluent. Most of low level's members are not fluent. Low level only has one participant that is fluent. The fluency is based on the ability of the participants to pronounce English words easily when they were told to read aloud the descriptive text.

Below is the participants' pronunciation score based on the pronunciation features such as consonant, vowel, stress, juncture, intonation, and fluency. The pronunciation score given is taken from the oral test. The table below is the pronunciation score given by the researcher and an English teacher from SMP Nurul Gina Abidin that took part in assessing the oral test.

Table 8. Oral test score

No	Participant	Score (given by the researcher)	Score (given by an English teacher)	Total Score
1.	P1	88	80	84
2.	P2	56	57	56.5
3.	P3	66	66	66
4.	P4	74	75	74.5
5.	P5	78	81	79.5

6.	P6	66	68	67
7.	P7	64	63	63.5
8.	P8	50	56	53
9.	P9	72	71	71.5
10.	P10	66	57	61.5
11.	P11	65	66	65.5
12.	P12	73	75	74
13.	P13	72	76	74
14.	P14	47	50	48.5
15.	P15	73	75	74
16.	P16	45	45	45
17.	P17	67	68	67.5
18.	P20	64	67	65.5

It can be concluded that the average score of the table above is 65.3, the highest score is 84 and the lowest score is 45.

Students' perspectives on English Pronunciation

It is important to see students' perspectives on English pronunciation to understand what they think of it since English is not their first language and English is not a language that they speak in their daily life. Below is the brief explanation about students' perspectives on English pronunciation:

Table 9. Questionnaire result

No	Questions	Yes	Percentage (%)	No	Percentage (%)
1.	<i>Apakah anda memiliki kesulitan berbicara dalam bahasa Inggris?</i>	17	94.5%	1	5.5%
2.	<i>Apakah anda sering melatih kemampuan pengucapan kata dalam bahasa inggris?</i>	17	94.5%	1	5.5%
3.	<i>Apakah anda kesulitan dalam pengucapan kata dalam bahasa Inggris?</i>	17	94.5%	1	5.5%
4.	<i>Ketika anda belajar pengucapan kata dalam bahasa Inggris tanpa guru, menurut anda apakah itu membantu anda?</i>	1	5.5%	17	94.5%
5.	<i>Apakah anda sering belajar atau mempraktikan pelafalan dalam bahasa Inggris?</i>	11	61.1%	7	38.9%

Based on the table above, 17 out of 18 students or 94.5% of the participants answered yes. They have difficulty in speaking English and they do not have self-confidence. They are also lack of practice. 1 student or 5.5% of the participants answered no and thinks that they do not have difficulty when they speak English because they like to practice English pronunciation. Most students have difficulty in English pronunciation. They are unfamiliar with English pronunciation, and they think English words are difficult to pronounce.

17 out of 18 students or 94.5% of the participants answered yes which means they do practice their English pronunciation. The reason is vary, such as they want to have a better pronunciation in English. But only 1 person or 5.5% of the participants has no

interests or is not motivated to learn English pronunciation. The reason is because English pronunciation is difficult, so they do not have motivation to learn English pronunciation.

17 out of 18 students or 94.5% of the participants answered yes which means they have difficulty in pronouncing English words. Only 1 person or 5.5% of the participants answered no, which means they do not think they have difficulty pronouncing English words, but they do think that if we practice, it will get better. English words are hard to pronounce, most students think they can't do it and don't want to try because they feel they are not good enough.

1 out of 18 students or 5.5% of the participants answered yes, which means they don't find it difficult to learn English pronunciation without a teacher. They think without a teacher, they still can learn. While 17 out of 18 students or 94.5% of the participants answered no, which means they think that they do need a teacher in order to understand how a certain word is pronounced correctly. However, a teacher is needed to teach them how to pronounce certain words in English correctly.

11 out of 18 students or 61.1% of the participants answered yes which means they are motivated to learn English pronunciation. Some students think English pronunciation is not easy, but they want to be fluent in English, that is one of the reasons why they practice English pronunciation in their leisure time. 7 out of 18 participants or 38.9% of the participants answered no, which means they are not motivated to learn English pronunciation. Some students think that English pronunciation is hard, and they do not have time to practice.

CONCLUSION

There is pronunciation errors made by students when they speak English. It can be concluded that the most common errors that students made are consonants and vowels as students made 44 consonant errors and 62 vowel errors in total. But vowel has the highest numbers of errors which is 62 that students made compared to the other pronunciation features which means students made more vowel errors than the other pronunciation features such as consonant, stress, rhythm, juncture, fluency, and intonation. Students still can't differentiate the English and Indonesian consonants and vowels because they are unfamiliar with it. However, the researcher did not find any stress or rhythm errors. Only 2 participants did not make any juncture errors while the others made a juncture error. A few students have good intonation while the other have bad intonation while reading aloud in English. 50% of students are fluent in English pronunciation.

It can be concluded that the 94.5% of students think that English pronunciation is difficult and that they are unfamiliar with it. Moreover, motivation, confidence, and lack of practice are some factors that influence how their English pronunciation. Because English is not their first language, many students struggle to pronounce some words in English, and they are not familiar with English pronunciation. 94.5% of the students are motivated to learn English pronunciation and 5.5% of the students are not motivated to learn English pronunciation. 94.5% of the students practice their English while 5.5% of the students do not. Students also believe that because English pronunciation is challenging, they don't believe they are proficient enough and are afraid to make mistakes. 94.5% of the students believe that they do need a teacher's assistance to learn English pronunciation and 5.5% of the students think they can do it themselves without a teacher's help. 61.1% of the students do learn English pronunciation because they want to be fluent in English pronunciation, meanwhile 38.9% of the students do not learn English

pronunciation because they think English is a difficult language to learn especially the pronunciation.

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