

## An Analysis of English Mispronunciations by EFL Students

**I Made Yogi Marantika<sup>1</sup>, Ni Putu Cahyani Putri Utami<sup>2</sup>, Fina Avianti Harianja<sup>3</sup>**

<sup>1,2,3</sup> *Universitas Mahasaraswati Denpasar*

Email: yogimarantika@unmas.ac.id

Published: 30/04/2025

### How to cite (in APA style):

Marantika, I. M. Y., Utami, N. P. C. P., & Harianja, F. A. (2025). An Analysis of English Mispronunciations by EFL Students. *Retorika: Jurnal Ilmu Bahasa*, 11(1), 72-80. DOI: 10.55637/jr.11.1.10406.72-80

**Abstract-** English has distinctive characteristics that may differ from those of a student's native language, and it is essential to grasp the differences. That is why it is crucial for students studying English as a Foreign Language (EFL) to understand the nuances of English pronunciation because a mispronunciation of a word may result in a lack of comprehension. For this reason, the objectives of this study are to analyze the types of mispronunciation made by students in their pursuit of fluency in English and to investigate the factors that contribute to these errors. It employed a descriptive qualitative approach. In order to collect the data, the EFL students were required to read ten prepared English sentences, which had been selected according to the topic that they had been learning. In this study, the theories proposed by Davies and Kenworthy were used as a reference point, particularly in relation to the phonemes of the English language. Based on the phonetic analysis, the results showed that there were mispronunciations in six vowel sounds, three diphthongs and six consonant sounds. When pronouncing a word in a sentence, EFL students tend to be influenced by their first language. Therefore, the acquisition of knowledge regarding the phonemic differences inherent to the English language will have a beneficial effect on the progress of language skills of students engaged in the study of English as a Foreign Language (EFL), particularly on those phonemes that are not present in their first language.

**Keywords:** Mispronunciation, English Phonemes, Phonetic Analysis, EFL Students

### I. INTRODUCTION

Language is an indispensable part of human life, particularly as a means of communication. A person will use more than one language when communicating with others. This may include their first language, second language and even foreign languages. In Indonesia, especially in Bali, students receive Indonesian and Balinese lessons from the very start of their education, even at the elementary school level. The government recognizes the importance of foreign language skills in today's globalized world. This is why English is taught in Indonesian schools from the earliest years of education. As English

as a Foreign Language (EFL) students are not just taught the spelling of words, but also how to pronounce them correctly.

According to Tungkup et al. (2023), the term 'pronunciation' is used to describe the manner in which a language is spoken, and encompasses a variety of physical elements involved in the production of speech sounds. These include the movement of various articulators (e.g., the lips, tongue and vocal cords) as well as the airflow and sound vibrations that result in the production of particular vocal sounds. Therefore, proper pronunciation of words in English is an important element that cannot be ignored (Setyowati &

Muthoharoh, 2017). This is because every pronunciation in English has a certain meaning. Surya and Anggi (2023) also stated that if students mispronounce a word in an English sentence, the meaning they want to convey to their interlocutors is different. As a result, it is crucial for students to learn to pronounce words correctly, particularly in an environment where Indonesian or Balinese is the dominant language, in order to facilitate the accurate use of spoken English, particularly in pronunciation.

As non-native English speaker, it is inevitable that EFL students in Bali will encounter problems in achieving the required language skills, particularly with regard to accurately pronouncing words. Kenworthy (1987) definitively identifies various factors affecting students' English pronunciation, including interference from their first language, attitude, age, and prior pronunciation instruction. In consequence, in discussions of the influence of L1 on L2, the Contrastive Analysis Hypothesis (CAH) should be the primary focus. It posits that learners tend to grasp elements in a second language that are similar to those in their first language more readily, while those elements that differ from those in their native tongue prove more challenging. Therefore, it is crucial for them to focus on specific sounds in English that will undoubtedly differ from those in their native language. Davies (2000) stated that there are 44 distinct phonemes in the English language. The phonemes are as follows: /ɪ/, /e/, /æ/, /ə/, /ʊ/, /ɒ/, /ʌ/, /ɜ:/, /ɑ:/, /ɔ:/, /i:/, /u:/, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/, /ɪə/, /eə/, and /əʊ/. The remaining phonemes are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /m/, /n/, /ŋ/, /tʃ/, /dʒ/, /l/, /r/, /j/, and /w/. Therefore, it is essential for students to understand the various types of phonemes in English. This will ensure they can pronounce words correctly in the future.

There are three previous studies that examine the challenges and problems students face in pronouncing English words. A study from Shak et al. (2016) entitled "Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students" which focused on the results of the Malaysian University English Test (MUET) shows that the sounds that students frequently mispronounced were vowels (pure short, pure long, and diphthongs), consonants (plosives, fricatives, and affricates), silent letters, and the '-ed' form, according to the theme analysis that was done. Furthermore, Maharani, et al. (2020), in their

study titled "An Analysis of Pronunciation Errors Made by Medical Students at S&I Learning Centre" also found similar things. In this study, which used a qualitative approach, they found that students' pronunciation errors at Surya Intentilia Learning Centre were divided into three, namely three types of pronunciation errors namely pre-systematic errors, systematic errors and post-systematic errors. Finally, in a study entitled "Pronunciation Problems of High School EFL Students: An Error Analysis Approach with Pedagogical Implications", Dost (2017) suggested that in anticipating students' problems in pronouncing English words, a teacher should be aware of the differences between their first language and English. This can certainly help students in dealing with the problems faced in learning English and honing their speaking skills.

In light of the challenges students face in learning English and in consideration of the insights offered by experts and the findings of previous studies, this study is based on two research questions: the first analyzes the types of pronunciation errors made by students of SMP Negeri 1 Denpasar, and the second investigates the factors that contribute to these errors. This study builds upon the work of Davies and Kenworthy, who have proposed a different approach to the three previous studies in this field. It also employs a comparative approach to examine the differences between the sounds produced by learners of English as a foreign language and the sounds present in English within a sentence. Furthermore, this analysis can be employed to evaluate the students' proficiency in accurately pronouncing English words.

## II. METHODS

This study used descriptive qualitative approach focusing on pronunciation errors in several sentences made by ninth grade students at SMP Negeri 1 Denpasar. According to Fossey et al (2002), one of the main goals of qualitative research is to understand the experience and meaning components of people's lives and social environments. This is certainly closely related to the condition of students who face challenges in pronouncing English words correctly.

The data collection phase in this study begins with the selection of several sentences to be tested on these students. When selecting the sentences to be given, there are things that are taken into consideration, namely the material or topics that are studied at the ninth-grade level. This ensures that the sentences are aligned with

the students' current knowledge and language abilities. The selected sentences reflect the themes and vocabulary that students are already familiar with, thus rendering the test more effective and meaningful. The sentences that were tested were as follows.

1. It is a good cow.
2. He is a poor boy.
3. We won the match.
4. I found a hair in my soup.
5. Can you cut the beard please?
6. I go to the cinema every Saturday.
7. A grub looks like a short fat worm.
8. This thing measures your heart rate.
9. Just try to concentrate on hitting the ball.
10. We spent a lovely week by the sea this year.

Furthermore, the recording process was carried out on the students' pronunciation, followed by the transcription of the recordings. The procedure proposed by Miles et al (2014) was followed in analyzing the data. The steps can be listed as follows.

### 1. Data Condensation

This is the process where the data is being sharpened, focused, and organized. In this study, after transcribing the data, things that were not the focus of this study itself, like noise and Indonesian words, were removed. To make it clearer, this study presents the results of pronouncing these 10 sentences by three purposively selected students.

### 2. Data Display

Tables are used to illustrate the data in this study. It is displayed as a table to give readers all the information they need in an effective manner. In addition to utilizing the theoretical framework proposed by Davies and Kenworthy to analyse the data, the Cambridge University Press (n.d.) was employed to provide a more comprehensive examination of the comparison between the correct phonemes and those produced by the students.

### 3. Drawing and Verifying Conclusion

This is the final stage of the process, whereby the results of the analysis are presented in a definitive manner. This study reaches its conclusion at this point. This represents a conclusion that also serves to remind the reader of the contents of the study.

## III. RESULT AND DISCUSSION

### a) Result

From the analysis of transcription of vowel, diphthong, and consonant pronunciation produced by students I, II, and III, there are several errors found. The errors can be seen in the following table.

**Table 1. Mispronunciation Made by Students**

Word	Vowel/ Diphthong		Consonant	
	C	IC	C	IC
<b>Good</b> /gʊd/	/ʊ/	/u/	-	-
<b>Poor</b> /pʊər/	/ʊə/	/u/	-	-
<b>Won</b> /wʌn/		/ ɔ/	-	-
<b>Cut</b> /kʌt/		/o/	-	-
<b>Grub</b> /grʌb/	/ʌ/	/a/	-	-
<b>Just</b> /dʒʌst/				
<b>Lovely</b> /ləvli/		/o/	-	-
<b>Match</b> /mætʃ/	/ æ/	/a/	-	-
<b>The</b> /ðə/	-	-	/ð/	/d/
<b>This</b> /ðɪs/				
<b>Found</b> /faʊnd/	/ao/	/au/	-	-
<b>You</b> /ju:/	-	-		
<b>Year</b> /jɪər/	-	-	/j/	/y/
<b>Go</b> /gəʊ/	/əʊ/	/o/	-	-
<b>Cinema</b> /sɪnəmə/	/ə/	/e/	-	-
		/a/	-	-
<b>Short</b> /ʃɔ:t/	-	-	/ʃ/	/s/
<b>Worm</b> /wɜ:m/	/ɜ:/	/o/	-	-
<b>Thing</b> /θɪŋ/	-	-	/θ/	/t/
<b>Measures</b> /meʒəz/	-	-	/ʒ/	/z/
<b>Just</b> /dʒʌst/	-	-	/dʒ/	/j/
<b>Concentrate</b> /kən'tsəntrəteɪt/	/ɒ/	/o/	-	-

**NB**

C = Correct

IC = Incorrect

The Table 1 above shows 15 distinct types of pronunciation errors among the students. These errors include six instances of mispronouncing vowels, specifically /ʊ/, /ʌ/, /æ/, /ə/, /ɜ:/, and /ɒ/. Furthermore, they identified three mispronunciations involving diphthongs. /ʊə/, /aʊ/, and /əʊ/. These findings highlight the significant challenges the students face in accurately pronouncing both simple and complex vowel sounds.

Furthermore, the analysis uncovered errors in the pronunciation of several consonants, namely /ð/, /j/, /ʃ/, /θ/, /ʒ/, and /dʒ/. These consonant mispronunciations clearly show that the students had difficulty mastering the nuances of English phonetics. In addition, Table 2 below clearly shows the number of errors made by the students.

**Table 2. Number of Errors Made by Students**

No.	Phonemes	Number of Errors	Percentage
1	/ʊ/	3	4,5%
2	/ʌ/	12	17,9%
3	/æ/	1	1,5%
4	/ə/	3	4,5%
5	/ɜ:/	3	4,5%
6	/ɒ/	2	3,0%
7	/ʊə/	3	4,5%
8	/aʊ/	2	3,0%
9	/əʊ/	3	4,5%
10	/ð/	21	31,3%
11	/j/	4	6,0%
12	/ʃ/	1	1,5%
13	/θ/	3	4,5%
14	/ʒ/	3	4,5%
15	/dʒ/	3	4,5%
Total		67	100%

Table 2 demonstrates that the students frequently commit errors with the phoneme /ð/, representing 31.3% of all errors. This phoneme is commonly found in words such as 'this,' 'that', and 'the'. The high error rate can be attributed to the absence of the /ð/ sound in their first language, Indonesian, which presents a challenge for them in accurately producing this sound. Consequently, learners frequently substitute the /ð/ sound with a more familiar sound from their native language, resulting in frequent mispronunciations.

The second most common error is associated with the phoneme /ʌ/, which constitutes 17.9% of all errors. In Indonesian, the students frequently substitute the /ʌ/ phoneme

with the more prevalent /a/ phoneme in their native language. This substitution illustrates the impact of the first language on their English pronunciation. In order to provide a comprehensive explanation, a comparative analysis of the correct transcription with the transcription of the pronunciation of the three students, which is presented in the discussion part below, provides a detailed examination of these errors.

### b) Discussion

#### Data 1

Sentence	: It is a good cow.
Transcription	: /ɪtɪsəgʊd kao/
Student I	: /ɪtɪsəg <u>u</u> d kao/
Student II	: /ɪtɪsəgʊd kao/
Student III	: /ɪtɪsəg <u>u</u> d kao/

**The mispronunciation of the vowel /ʊ/ in the English word 'good', which should be pronounced /god/, was pronounced /gud/ by student I and III.**

The mispronunciation of the word 'good' by student I and III occurred because both students pronounced /u/ which should be /ʊ/ which is a half-close central vowel. This error occurs because Indonesian tend to pronounce it as typically found in Indonesian words due to the tight gap between the vowels /u/ and /ʊ/. The phonetic vowels /u/ and /ʊ/ are similar in that they are high back vowels, but they have slightly different lip rounding and tongue positions. When they say 'good', the /ʊ/ sound is a near-close near-back rounded vowel.

The English /ʊ/ sound is not represented in Indonesian, and the /u/ sound is more common. The lack of a distinct /ʊ/ sound in Indonesian means that students are not accustomed to differentiating between these two similar sounds.

#### Data 2

Sentence	: He is a poor boy.
Transcription	: /hi:ɪsəpʊər bɔɪ/
Student I	: /hi:ɪsəp <u>u</u> r bɔɪ/
Student II	: /hi:ɪsəpər bɔɪ/
Student III	: /hi:ɪsəp <u>u</u> r bɔɪ/

**The pronunciation error of the diphthong /ʊə/ in the word 'poor' in English which should be /pʊər/, but is pronounced /pur/ by student I and III and pronounced /pər/ by student II.**

The mispronunciation of the vowel /u/ in the word 'poor' which should be high back centering diphthong /ʊə/ was done by student I and III. This

happened not only because there is no diphthong /ʊə/ in Indonesian, but because the tongues of student I and III did not slide perfectly to the vowel /ə/ (according to the nature of the diphthong /ʊə/) after pronouncing /ʊ/ so that the sound pronounced was /u/. This mispronunciation was also made by student II who pronounced the vowel /ə/ in the word poor because he tended to use the vowel in Indonesian.

#### **Data 3**

Sentence	: We won the match.
Transcription	: /wi:wʌndəmætʃ/
Student I	: /wi:w <u>ond</u> əmætʃ/
Student II	: /wi:w <u>and</u> əmætʃ/
Student III	: /wi:w <u>ond</u> əmætʃ/

#### **The mispronunciation of the vowel /ʌ/ in the word ‘won’ in English which should be /wʌn/, but is pronounced /won/ by students I and III.**

The mistakes made by student I and II occurred when they pronounced /o/ because They used their native phonetic system to replace the foreign /ʌ/ sound with the more common /o/ sound when they come across the word “won”. Both students also tend to use the half-close back vowel /o/ because the vowel /ʌ/ is not found in vowel sounds in Indonesian. This substitution takes place as a result of the word’s orthographic representation, which encourages pronouncing the letters more in line with their original vowel sounds.

#### **The mispronunciation of the vowel /æ/ in the word ‘match’ in English which should be pronounced /mætʃ/, but it is pronounced /matʃ/ by student I.**

The mispronunciation of the vowel /æ/ in the word match pronounced by student I occurs because in Indonesian there is no /æ/, so she are more likely to use the vowel /a/ which is closer and often found in Indonesian. In addition, the vowel /a/, which is an open front vowel, is located close to /æ/, which is a front vowel in a half-open position.

Furthermore, she might not have acquired the requisite auditory discrimination skills to discriminate between /æ/ and /a/. Words like ‘match’, where /mætʃ/ is pronounced as /matʃ/, become mispronounced as a result. The first language’s phonetic interference emphasizes how crucial it is to practice specialized pronunciation and become familiar with the English sounds that are absent from Indonesian.

#### **The mispronunciation of the consonant /ð/ in the word ‘the’ in English which should be /ðə/, but is pronounced /də/ by student I, II, and III.**

In this sentence, all three students pronounced /də/ in the word ‘the’ which should be /ðə/. It is a common phenomenon among Indonesian students to substitute the original consonant sound with a more familiar one in their native language. In this particular instance, they replace an unfamiliar or challenging consonant with a voiced alveolar plosive, specifically the /d/ sound. Consequently, when encountering a consonant sound that is not present in Indonesian or challenging to articulate, they instinctively pronounce it as /d/, which feels more natural and easier for them.

#### **Data 4**

Sentence	: I found a hair in my soup.
Transcription	: /aɪ faʊndə heə̯r in maɪ su:p/
Student I	: /aɪ <u>faund</u> ə heə̯r in maɪ su:p/
Student II	: /aɪ faʊndə heə̯r in maɪ su:p/
Student III	: /aɪ <u>faund</u> ə heə̯r in maɪ su:p/

#### **The mispronunciation of the diphthong /au/ in the English word ‘found’, which should be /faʊnd/, was pronounced /faund/ by students I and III.**

This error occurs because students I and III, who are native speakers of Indonesian, use vowels that tend to be located close together and have similar sounds, thus forming diphthongs from their first language /au/. In addition, this error is also caused by the existence of the vowels /a/ and /u/ in Indonesian, so students tend to choose to combine the two vowel sounds.

#### **Data 5**

Sentence	: Can you cut the beard please?
Transcription	: /kænju:kʌtðəbiəd pli:z/
Student I	: /kæny <u>u</u> :k <u>atd</u> ə biəd pli:z/
Student II	: /kænju:kʌt <u>d</u> əbiəd pli:z/
Student III	: /kæny <u>u</u> :k <u>atd</u> əbiəd pli:z/

#### **The mispronunciation of the consonant /j/ in the English word ‘you’, which should be pronounced /ju:/, was pronounced /yu/ by students I and III.**

The errors in this section were made by students I and III due to an orthographic inconsistency in the word ‘you’. The students had challenges specifically due to the differences in the pronunciation of the sound /y/ between Indonesian and English. In contrast to how it is pronounced in English, the consonant /y/ is

pronounced as /y/ in Indonesian, a voiced palatal semivowel. Their writing was confused and used incorrectly as a result of this difference.

The difficulties in understanding and implementing orthographic norms while switching from one language to another are highlighted by the students' identification of the sound /y/. Because there is no direct equivalent for the voiced palatal semivowel /y/ in English in Indonesian, students mispronounce the word 'you'.

### **The mispronunciation of the consonant /ð/ in the word 'the' in English which should be pronounced /ðə/, but is pronounced /də/ by students I, II, and III.**

This mispronunciation of /ð/ in the word 'the' by students I, II, and III has also occurred in the third point of **Data 3**. This phenomenon occurs because native speakers of Indonesian are unable to distinguish the voiced dental fricative consonant /ð/. Consequently, they tend to automatically pronounce it as the closest consonant, which is /d/, which is a voiced alveolar plosive consonant.

### **The mispronunciation of the vowel /ʌ/ in the word 'cut' in English by students I and III.**

The error occurred when students I and III pronounced the vowel /a/ in the word 'cut' which should have been the low-mid vowel /ʌ/. This error in pronouncing the word cut occurs because Indonesian does not recognize the vowel /ʌ/, so they prefer to use the closest vowel in Indonesian, namely /a/ which is an open front vowel.

### **Data 6**

Sentence	: I go to the cinema every Saturday.
Transcription	: /aɪgəʊtu:ðəsɪnəmə evrɪsætədeɪ/
Student I	: /aɪgətu: <b>d</b> əsɪnəmə evrɪsætədeɪ/
Student II	: /aɪgətu: <b>d</b> əsɪnəmə evrɪsætədeɪ/
Student III	: /aɪgətu: <b>d</b> əsɪnəmə evrɪsætədeɪ/

### **The mispronunciation of the diphthong /əʊ/ in the word 'go' in English by students I, II, and III.**

It was made by students I, II, and III when pronouncing the word 'go' which should use the diphthong /əʊ/. There are two factors causing the mispronunciation of /əʊ/ where they tend to use /o/. Firstly, the students pronounced the word 'go' in terms of its orthography. Secondly, Indonesian does not recognize the diphthong /əʊ/, so they used the closest sound which is the

vowel /o/ which is a half-close back vowel.

### **The mispronunciation of the consonant /ð/ in the word 'the' in English by students I, II, and III.**

This mispronunciation of /ð/ in the word the by students I, II, and III has also occurred in third point of **Data 3** and the second point of sentence **Data 5**. This tendency to substitute /d/ for /ð/ draws attention to a prevalent problem in language learning: students' reliance on prior phonetic knowledge to approximate foreign sounds. Since the voiced alveolar plosive /d/ is easier for these students to generate and more accessible, it is often used instead of the voiced dental fricative /ð/.

### **The mispronunciation of the vowel /ə/ in the word 'cinema' made by students I, II, and III.**

In this error, there are two different pronunciations of the vowel /ə/ in the word cinema. Firstly, the mispronunciation of /ə/ to /e/ was done by students I, II, and III. The mispronunciation of /ə/ which is an unrounded half-open to half-close central vowel occurs due to their ignorance of the difference in speech, so they pronounce the vowel sound according to the orthography of the word, namely /e/ which is a half-close front vowel. Secondly, the mispronunciation of /ə/ in the word 'cinema' to /a/ was done by students I and III.

### **Data 7**

Sentence	: A grub looks like a short fat worm.
Transcription	: /əgrəb ləkslaɪkə ʃo:t fæt wɜ:m/
Student I	: /əgrəb ləkslaɪkə ʃo:t fæt w <u>ə</u> m/
Student II	: /əgrəb ləkslaɪkə ʃo:t fæt w <u>ə</u> m/
Student III	: /əgr <u>ə</u> b ləkslaɪkə ʃo:t fæt w <u>ə</u> m/

### **The mispronunciation of the consonant /ʌ/ in the word 'grub' in English by students I and III.**

The error occurs when students I and III pronounce the vowel /a/ in the word 'grub' which should be the low-mid vowel /ʌ/. In addition, this error occurs because Indonesian does not recognize the vowel /ʌ/. As a result, students tend to default to the vowel /a/, which is more familiar to them and seems like the closest approximation. This leads to the mispronunciation, which can affect how easy it is for them to be understood in English.

### **The mispronunciation of the consonant /ʃ/ in the word 'short' in English made by student**

### III.

In this sentence, there was a pronunciation error made by student III when he pronounced the word 'short'. The word 'short', which should be pronounced /ʃɔ:t/, was in fact pronounced /sɔ:t/ by student III. In Indonesian, there is no consonant /ʃ/ which is voiceless palato-alveolar fricative, so English learners use the closest sound to /ʃ/ which is voiceless alveolar fricative consonant /s/.

#### **The mispronunciation of the consonant /ʒ:/ in the English word 'worm' by students I, II, and III.**

This pronunciation error was made by the three students because they pronounced that word by looking at the orthography of 'worm'. Thus, those students who are native Indonesian speakers are more likely to pronounce /o/ which is a half-close back vowel in the word rather than /ʒ:/.

When pronouncing the word 'worm' correctly in English, the students should use the mid-central vowel sound /ʒ:/, which is distinct from the Indonesian /o/. Their inclination to fall back on the more recognizable /o/ sound emphasizes how the phonetic system of their first language affects how they pronounce English.

#### **Data 8**

Sentence	: This thing measures your heart rate.
Transcription	: /ðɪsθɪŋ meʒəz jɔ:rha:tret/
Student I	: /dɪstɪŋ meʒəz yorha:tret/
Student II	: /dɪstɪŋ meʒəz jɔ:rha:tret/
Student III	: /dɪstɪŋ meʒəz yorha:tret/

#### **The mispronunciation of the consonant /ð/ in the word 'this' in English by students I, II, and III.**

This mispronunciation of /ð/ in the word the by students I, II, and III has also occurred in the third point of **Data 3**, the second point of **Data 5**, and the second point of **Data 6**. This happens because native speakers of Indonesian do not recognize the voiced dental fricative consonant /ð/ in Indonesian, so they here tend to pronounce it automatically to the closest consonant which is /d/ which is a voiced alveolar plosive consonant.

#### **The mispronunciation of the consonant /θ/ in the word 'thing' in English made by students**

### I, II, and III.

This error occurred when students I, II, and III pronounced /tɪŋ/ in the word thing which should be /θɪŋ/. This error occurs because there is no consonant /θ/ which is a voiceless dental fricative in Indonesian. This error in articulation was made by the students when pronouncing the consonant /t/ which is a voiceless alveolar stop while in the pronunciation of the word 'thing' there should be air coming out between the tip of the tongue and the upper teeth which is a characteristic of the pronunciation of /θ/.

#### **The mispronunciation of the consonant /ʒ/ in the word 'measures' in English by students I, II, and III.**

The error occurred when students I, II, and III pronounced the word 'measures' with the incorrect pronunciation of the /mezəz/ plural noun ending, which should be pronounced /meʒəz/. The error can be observed in the pronunciation of the consonant /ʒ/, which is a voiced blade-alveolar fricative, and is incorrectly pronounced /z/ by the students due to the absence of the consonant in Indonesian. Native Indonesian speakers tend to change the consonant /ʒ/ to /z/, which is an error that can result in a change in the meaning of the word.

#### **Data 9**

Sentence	: Just try to concentrate on hitting
Transcription	: /dʒʌstrəi tu:kɒntsəntreit ən hɪtɪŋðəbə:l/
Student I	: /jastrəi tu:kɒntsəntreit ən hɪtɪŋ dəbə:l/
Student II	: /jastrəi tu:kɒntsəntreit ən hɪtɪŋ dəbə:l/
Student III	: /jastrəi tu:kɒntsəntreit ən hɪtɪŋ dəbə:l/

#### **The mispronunciation of the consonant /dʒ/ in the word 'just' in English by students I, II, and III.**

The word 'just' should be pronounced /dʒʌst/, however students I, II, and III mispronounced it as /jast/, leading to the mispronunciation of the /dʒ/ sound. The phonetic differences between English and Indonesian are the source of this error. The voiced palato-alveolar affricate consonant /dʒ/ does not occur in Indonesian. They thus fall back on the consonant /j/, which is the closest sound in their tongue. Because of this substitution, the word

‘just’ is pronounced incorrectly, which impairs their overall correctness and fluency in English. The more common /j/ sound is naturally preferred by Indonesian speakers because there is no direct parallel for the /dʒ/ sound. This error draws attention to a typical difficulty encountered by language learners when they come across sounds that are absent from their native phonetic inventory.

#### **The mispronunciation of the vowel /ʌ/ in the word ‘just’ in English made by students I, II, and III.**

This mispronunciation of the vowel /ʌ/ in the word ‘just’ by students I, II and III has also occurred in the first point of **Data 7**. This is a consequence of the fact that the Indonesian language does not recognise the vowel /ʌ/. As a result, they tend to use the vowel /a/, which is the closest phonetic representation.

#### **The mispronunciation of the vowel /ɒ/ in the words ‘concentrate’ and ‘on’ in English made by students I and III.**

This error occurs when the word ‘concentrate’, which should be pronounced /kɒntrəntreɪt/, is pronounced /kɒntsəntreɪt/ by students I and III. The focus on this word is the pronunciation of the vowel /ɒ/ which is a rounded open back vowel. In the word ‘concentrate’, they tend to use the closest vowel to the vowel /ɒ/ which is /o/ which is a half close back vowel because the vowel /ɒ/ does not exist in their first language. In addition, the same problem also occurs when both students pronounce the word ‘on’.

#### **The mispronunciation of the consonant /ð/ in the word ‘the’ in English by students I, II, and III.**

This mispronunciation of /ð/ in the word ‘the’ to /d/ by students I, II, and III has also occurred in the third point of **Data 3**, the second point of **Data 5**, the second point of **Data 6**, and the first point of **Data 8**. It is a fact that when students are not familiar with a particular sound, they will instinctively pronounce it as /d/ if it is a consonant sound that does not exist in Indonesian or is difficult to articulate.

#### **Data 10**

Sentence	: We spent a lovely week by the sea this year.
Transcription	: /wi:spent əlʌvliwi:k baiðəsi: ðɪsjɪər/

Student I	: /wi:spent əlʌvliwi:k baiðəsi: <u>ðɪsyɪər/</u>
Student II	: /wi:spent əlʌvliwi:k baiðəsi: <u>ðɪsjɪər/</u>
Student III	: /wi:spent əlʌvliwi:k baiðəsi: <u>ðɪsyɪər/</u>

#### **The mispronunciation of the vowel /ʌ/ in the English word ‘lovely’ by students I, II, and III.**

The error occurred when students I, II, and III pronounced /lovli/ for the word lovely which should be /ʌvli/. In this error, it can be seen that the absence of the vowel /ʌ/ makes they tend to use the vowel /o/ in Indonesian. In addition, orthographic factors also affect the pronunciation errors made by them.

#### **The mispronunciation of the consonant /ð/ in the words ‘the’ and ‘this’ in English by students I, II, and III.**

The mispronunciation of the consonant /ð/ in the word ‘this’ is similar to the mispronunciation of /ð/ in the word ‘the’. This is evident in the responses of students I, II, and III, as well as in the third point of **Data 3**, second point of **Data 5**, the second point of **Data 6**, the first point of **Data 8**, and the fourth point of **Data 9**.

#### **The mispronunciation of the consonant /j/ in the word ‘year’ in English by students I and III.**

The first point of **Data 5** also had the same error whereby students I and III made similar errors that were certainly influenced by how ‘year’ is spelled. They both pronounced the initial sound in ‘year’ with an Indonesian consonant /y/. In English, however, /y/ is not a pure consonant. It is a voiced palatal semivowel. This means that although they recognized the letter ‘y’ and linked it to the known Indonesian /y/ sound, they did not understand that there existed any difference between what this sound is like when produced as a consonant in Indonesia or as a semivowel in English. This therefore shows that their pronunciation was based on phonetic rules transfer from their first language rather than accurate imitation of the English sound itself.

#### **IV. CONCLUSION**

This study focuses on the types of mispronunciation made by students and investigates the factors that contribute to these errors. Based on the findings of this study, which

focuses on identifying students' pronunciation, it can be concluded that students who are not native English speakers face a number of challenges when pronouncing words in sentences, particularly when it comes to pronouncing unique sounds that are absent from Indonesian.

Some of the sounds that are problematic for the students of English as a foreign language are the vowel sounds /ʊ/, /ʌ/, /æ/, /ə/, /ɜ:/, and /ɒ/; diphthongs /uə/, /aʊ/, and /əʊ/, and consonants /ð/, /j/, /ʃ/, /θ/, /ʒ/, and /dʒ/. In addition, their ignorance of the correct pronunciation in English is also found which is reflected in the pronunciation that is similar to the orthography of the words. Additionally, it has been observed that students frequently commit errors with the /ð/ phoneme, which accounts for 31.3% of all errors. The /ð/ phoneme is frequently replaced with more familiar sounds, resulting in a high incidence of mispronunciations. The second most common error is the replacement of the /ʌ/ phoneme with the more common /a/ sound, which is more familiar to the students.

The implications of these findings contribute to the English learning process, which is not only text-based but should also prioritize the improvement of speaking skills, particularly with regard to pronunciation. It is therefore recommended that English teachers devote attention to this aspect, with a view to enabling their students to develop good oral language skills in the future. Moreover, teacher can also incorporate technological resources into the learning process, thereby enhancing the frequency of listening practices. These activities are designed to foster proficiency in the English language, specifically with regard to the pronunciation of native English speakers. Nevertheless, this study underscores the necessity for unceasing advancement in the creation of diverse methodologies that prioritize the speaking aspect in the English language learning process.

## REFERENCES

Cambridge University Press. (n.d.). Cambridge Advanced Learner's Dictionary-3<sup>rd</sup> Edition.

Davies, A. L. A. N. (2000). The Phoneme Test: Should All Teachers Pass It? *The Journal of the Dyslexia Institute Guild*, 11(4), 9-12.

Dost, E. N. (2017). Pronunciation problems of high school EFL students: An error analysis approach with pedagogical implication. *International Journal of English Research*, 3(4), 77-82.

Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002). Understanding and evaluating qualitative research. *Australian & New Zealand journal of psychiatry*, 36(6), 717-732.

Kenworthy, Joanne. (1987). *Teaching English Pronunciation*. Longman Inc., New York.

Maharani, I. A., Pastika, I. W., & Indrawati, N. L. K. M. (2020). An Analysis of Pronunciation Errors Made by Medical Students at S&I Learning Centre. *RETORIKA: Jurnal Ilmu Bahasa*, 6(2), 105-112.

Miles, M.B., Huberman, A.M. and Saldana, J. (2014) Qualitative Data Analysis: A Methods Sourcebook. Sage, London.

Setyowati, L., Ambarsari, Y., & Muthoharoh, N. B. (2017). Pelatihan Pelafalan Kata-Kata Bahasa Inggris Dalam Rangka Meningkatkan Kualitas Pengajaran Guru-Guru Sakinah English Course. *E-DIMAS*, 8(1), 1-8.

Shak, P., Lee, C. S., & Stephen, J. (2016). Pronunciation problems: A case study on English pronunciation errors of low proficient students. *International Journal of Language Education and Applied Linguistics*.

Surya, P. I. G. A. C., & Anggi, D. N. M. (2023, July). Analisis Kesalahan Pengucapan Kata Bahasa Inggris Siswa SDN 1 Jatiluwih Saat Menyanyikan Lagu Anak-anak. In Prosiding Seminar Nasional Linguistik dan Sastra (pp. 252-259).

Tungkup, J. M. W. L., Ambarita, M. D. P., Purba, D., & Sitanggang, A. (2023). A Contrastive Analysis of Consonant Sounds in English and Indonesian "Anti-Hero" Song. *Jurnal Ilmu Pendidikan dan Sosial*, 2(2), 199-220.