

Mapping the English Pronunciation Errors of Pignatelli Triputra University Students

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ABSTRACT

This study aims to map the mispronunciation of English words among students of Pignatelli Triputra University. It is important to improve students' ability to speak English because the correct pronunciation of words is fundamental in oral English communication. In speaking English pronunciation errors must be avoided so that there is no misunderstanding in communication. This study took the population of Pignatelli Triputra University (UPITRA) students. The researcher used a descriptive quantitative method. The data were collected by conducting pronunciation tests of English words by 30 resource persons (students of Pignatelli Triputra University) and recording them. The researcher used 125 English words from several English words to be pronounced and recorded. From the recorded data, the researcher listened and compared their pronunciation with standardized speech. The speech errors were analyzed and described. From the data analysis, it was found that group I speech errors (11-20%) were committed by 13 students (43.33%), and group II errors (21-30%) were committed by 10 students (33.33%). Pronunciation errors were evenly distributed across all types of sounds, namely consonants, vowels, and diphthongs. The causes of speech errors include 1) incorrect analogies, 2) pronunciation by existing spelling, and 3) the influence of everyday language. These problems can be anticipated by 1) listening a lot, 2) practicing a lot, and

3) directly checking the dictionary when the learners do not know or are unsure of the correct pronunciation of English words.

Keywords: pronunciation errors, oral communication, misunderstanding

ABSTRAK

Penelitian ini bertujuan untuk memetakan kesalahan ucapan kata-kata dalam bahasa Inggris pada mahasiswa Universitas Pignatelli Triputra. Hal ini penting untuk meningkatkan kemampuan mahasiswa dalam berbicara bahasa Inggris, karena pengucapan kata yang benar merupakan hal mendasar dalam komunikasi lisan bahasa Inggris. Dalam berbicara bahasa Inggris kesalahan pengucapan harus dihindari agar tidak terjadi kesalahpahaman dalam komunikasi. Penelitian ini mengambil populasi mahasiswa Universitas Pignatelli Triputra (UPITRA). Peneliti menggunakan metode deskriptif kuantitatif. Pengumpulan data dilakukan dengan melakukan tes pengucapan kata-kata bahasa Inggris oleh 30 narasumber (mahasiswa Universitas Pignatelli Triputra) dan merekamnya. Peneliti menggunakan 125 kata bahasa Inggris untuk diucapkan dan direkam. Dari data yang direkam, peneliti mendengarkan dan membandingkan pengucapan mereka dengan ucapan standar. Data tentang kesalahan ucapan ini kemudian dianalisis dan dideskripsikan. Dari analisis data ditemukan kesalahan bicara kelompok II (11-20%) dilakukan oleh 13 siswa (43,33%), dan kesalahan bicara kelompok II (21-30%) dilakukan oleh 10 siswa (33,33%). Kesalahan pengucapan tersebar merata pada semua jenis bunyi yaitu konsonan, vokal, dan diftong. Penyebab kesalahan bicara antara lain 1) analogi yang salah, 2) pengucapan berdasarkan ejaan yang ada, dan 3) pengaruh bahasa sehari-hari. Permasalahan tersebut dapat diantisipasi dengan 1) banyak mendengarkan, 2) banyak berlatih, dan 3) langsung memeriksa kamus ketika pembelajar tidak mengetahui atau tidak yakin dengan pengucapan kata-kata bahasa Inggris yang benar.

Kata Kunci: kesalahan pengucapan, komunikasi lisan, kesalahpahaman

INTRODUCTION

Background

This study was conducted because there are still many uses of English words that are pronounced incorrectly or inconsistently by the public, including students of Pignatelli Triputra University (UPITRA). This can influence the understanding of speech partners or even cause misunderstanding. It is hoped that the research can identify the possible causes of such speech errors, and can provide examples of correct speech for effective communication. Pignatelli Triputra University is very interested in training all academicians, including students, to speak English well and correctly. This is in line with the university's vision to become an excellent and globally oriented-university.

Therefore (Gilakjani, 2016), English language training has been provided to lecturers and students, especially in non-English study programs. With these programs, it is intended that lecturers in non-English study programs can also communicate in English for various professional purposes, for example for teaching and further studies. For students, the additional English lessons will increase their readiness to enter the global world of work after graduation.

This research focuses on English language learning for university students, especially related to speaking. In this case, the researchers limit the study to one of the basic aspects of speaking, namely pronunciation. The topic is selected considering that there are still many students experiencing difficulties in pronouncing English words due to various reasons. The words are not pronounced consistently based on the spelling. Such a way of pronunciation is very different from the learners' daily language. Besides, the learners are not in an English-speaking environment, so they cannot practice it daily. However, this pronunciation difficulty is generally recognized by those who learn English as a foreign language. On the other hand, English is very urgent, since it is used in various workplaces such as in the fields of business, politics, administration, medicine, accounting, and English teacher education (Toçi, 2020).

This study aims to map the mispronunciation of English words among UPITRA students. This is important to improve students' ability to speak English because the correct pronunciation of words is very basic in oral English communication. That is why in speaking English,

mispronunciation must be eluded to avoid misunderstanding in communication,

Literature Review

Pronunciation is closely related and fundamental to speaking. Therefore, teaching pronunciation is not only related to the ways or practice of pronouncing words correctly, but more importantly it must be part of communication and can be practiced in the teaching and learning process in the classroom. In this case, the teacher can instruct students to check their speech in speaking practice as much as possible. Teachers can prepare practice materials that are applicable and suitable for students' needs. Learning should be directed at how speech partners can understand their utterances. This kind of practice will make it easier for native English-speaking partners to understand so that they can interact more communicatively and effectively (Hasibuan, 2019), (Gilakjani, 2016).

For the English learners who use English as a second or foreign language, producing correct pronunciation of all words in any situation is not an easy matter. There are several possible causes of their mispronunciation. Ambelegin (2018) states that mispronunciation of English vowel and consonant sounds were mother tongue interference, sound system differences between Indonesian and English, the influence of spelling on pronunciation, educational background, and environmental background. These problems will, inevitably, become the focus challenging the educators, especially English teachers.

In *The Handbook for Foreign Language Learning in Online Tandems and Education Settings*, it is revealed that according to observations, foreign English users (non-native speakers) tend to use strong-form of pronunciation for grammatical words, both in stressed and unstressed positions, both when spoken separately and in a sentence. Some people reason that in the early stages of learning or using English, there is no need to apply weak-form speech like native speakers, after all, such type of pronunciation will naturally emerge later on as they use the language more and more (Funk, 2017).

However, such an assumption is very inaccurate. If from the beginning of learning people have familiarized themselves with strong form utterances for all types of words in every situation, then they will

have a tendency called 'strong form habit', which is the habit of choosing strong form utterances. This can be logical because they have already learned these forms of speech, so they will appear spontaneously in their speaking practice.

Since English-speaking people recognize the two types of speech in daily use, if learners use 'all strong forms' including at inappropriate times, it can cause 'discomfort' in the ears of native speakers, disrupt the smoothness of communication, or even cause misunderstanding. It is said that misusing the incorrect form of pronunciation _strong or weak_ possibly creates misunderstanding in real communication.

Therefore, good language learners need to be aware of this and try to follow it so that when we speak to them directly, it will be easier to understand each other. At least, when they use the customary weak form of speech for the grammatical words, we will be able to understand them quickly. The words 'have' and 'for' in the example above, being grammatical words in unstressed positions, should not be expected to be pronounced /hev/ and /fɔ:/ as their strong forms are. In such positions, both words tend to be pronounced with their weak forms, namely /hov/ or /v/ and /fol/. Novice learners who don't know this might even blame the native speaker for pronouncing them that way, simply because they haven't heard, let alone pronounced, the weak forms themselves.

In their research, Antaris & Omolu (2019) concluded that the factors that influence the existence of pronunciation difficulties among students, including low motivation, lack of confidence, unsupportive environment, no English lessons at the previous level of education, lack of proficiency in pronunciation, lack of attention. These facts lead to the large number of mispronunciations of English words found among students. Nguyen (2021) from Ho Chi Minh City, Vietnam concluded in his research that learning pronunciation is crucial in teaching English as a foreign language.

Therefore, it needs to get attention and be done systematically, to improve learners' speech skills and help their co In his research (Antaris & Omolu, 2019) concluded that the factors that influence the existence of pronunciation difficulties among students, including low motivation, lack of confidence, unsupportive environment, no English lessons at the previous level of education, lack of proficiency in pronunciation, lack of

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The function of error analysis is to map the kinds of errors and the causes of the errors, in order that the teachers or those involved in learning process can find out the must strategic way.to solve them. Besides, thee environment and English background of the students can affect students' performance in language learning, especially speaking. (Andini, 2023)

Abbas Pourhosein Gilakjani (2016) in his article entitled English Pronunciation Instruction: A Literature Review summarizes some suggestions that to develop pronunciation learning, an English teacher should: 1) be properly trained in teaching pronunciation; 2) speak clearly and slowly when teaching pronunciation so that students can improve their speech by listening to the teacher's speech well; 3) remind the students to speak slowly but correctly so that their speaking partners understand the speech better. Understanding serves an important role in communication; 4) pay attention to problems the students' needs: 5) utilize computer technology, for example by using certain application software; 6) show the possible differences between American and British pronunciation: 7) introduce the English sound system, so that students can adapt to the system of the language; 8.) set targets that are affordable and suitable for their communication needs. The teachers must act as a coach, providing feedback and encouraging to the students.

As a reference for writing phonetic transcripts, the researcher uses the common pronunciation as described below:

Table 1. The Pronunciation of English Sounds

Vowels

i:	<i>Bead</i>	bi:d	ɜ:	<i>Bird</i>	bɜ:d
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ɪ	<i>Bid</i>	bɪd	ə	<i>Below</i>	bɪləʊ
E	<i>Bed</i>	Bed	ə	<i>above</i>	əbʌv
ɛ:	<i>Bared</i>	bɛ:d	eɪ	<i>Bit</i>	beɪt
ʌ	<i>Bad</i>	Bad	aɪ	<i>Bite</i>	baɪt
ʌ	<i>Bud</i>	bʌd	ɔɪ	<i>Boil</i>	bɔɪl
ɑ:	<i>Bard</i>	bɑ:d	əʊ	<i>Boat</i>	bəʊt
ʊ	<i>Pod</i>	pʊd	aʊ	<i>Bout</i>	baʊt
ɔ:	<i>Poured</i>	pɔ:d	ɪə	<i>Beer</i>	bɪə
ʊ	<i>Pudding</i>	pʊdɪŋ	ʊə	<i>Boor</i>	bʊə
u:	<i>Booed</i>	Bud			

Source:

<https://routledgetextbooks.com/textbooks/9781444183092/ppractice.php>

Consonants

P	<i>Pan</i>	Pin	s	<i>Sue</i>	su:
T	<i>Tan</i>	Tan	z	<i>Zoo</i>	zu:
K	<i>Can</i>	Kan	ʃ	<i>Confucian</i>	kən`fju:ʃn
B	<i>Beer</i>	bɪə	ʒ	<i>Confusion</i>	kən`fju:ʒn
D	<i>Dear</i>	dɪə	h	<i>Hum</i>	hʌm
g	<i>Gear</i>	ɡɪə	m	<i>Sum</i>	sʌm
tʃ	<i>Chain</i>	tʃeɪn	n	<i>Sun</i>	sʌn
dʒ	<i>Jane</i>	dʒeɪn	ŋ	<i>Sung</i>	sʌŋ
F	<i>Fine</i>	fəɪn	l	<i>Light</i>	laɪt
V	<i>Vine</i>	vəɪn	r	<i>Right</i>	raɪt
θ	<i>Thigh</i>	θaɪ	w	<i>Wet</i>	wet

Ð	<i>They</i>	ðai	j	<i>Yet</i>	jet
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Source: Gimson. A c)

<https://routledgetextbooks.com/textbooks/9781444183092/ppractice.php>.

Accessed on September 20, 2024

METHOD

Research Design and Data Collection

This research uses descriptive quantitative research methods. The source of data came from the interviewee namely 30 students from the Faculty of Vocational Studies, Faculty of Economics and Business, and Faculty of Science and Technology who were randomly selected. They came from English and non-English study programs, but with the condition that they had taken English courses. The researcher provided 125 English words that were used to test English speech, including consonants, vowels, and diphthongs. The words in the instrument are words that are often mispronounced by English learners. The researcher collected data from sources in the form of audio recordings of English words that had been prepared in the research instrument.

From the data collected, the researcher then listened one by one to evaluate whether the students' utterances were correct and generally acceptable or wrong and not generally acceptable. Since this study will map the speech errors of the interviewees, the students' incorrect utterances were then counted to find out the words and types of sounds that are pronounced incorrectly by students in general. To find out the frequency of the word being pronounced incorrectly, the data was entered into a table and counted.

The data to be collected are speech recordings of the words presented in the test. This data is then tabulated and calculated as the frequency of speech errors made by the interviewees. The recorded data is then analyzed by classifying it into correct or incorrect speech based on the rules and examples of correct speech in general (standards) that apply internationally. So to analyze the data, the researcher used the comparative method. The collected data were classified and entered into a table. The data in the form of recordings were listened to carefully to find speech errors by comparing the words in the recordings with

standard pronunciation, both according to American and British accents.

The findings in this study will be presented by grouping them in sections according to the issues raised in this study. In the discussion stage, each data displayed will be given a descriptive explanation. This explanation is associated with relevant theories to map the mispronunciation of English words in UPITRA students.

In the data analysis, the researcher mapped the English pronunciation errors not based on the respondents' faculty of origin or the respondents' regional origin. The mapping will be based on the grouping of language sounds, namely consonants, vowels, and diphthongs. In the next section, the researcher will describe the possible background of these speech errors so that they can be considered in teaching and practicing pronunciation, or speaking practice to students.

FINDINGS AND DISCUSSION

Findings

The researchers provide a list of words to be pronounced and recorded by the students. The recorded sound was then evaluated and compared with the standard form of English pronunciation. The incorrect sounds were transcribed and put in a table. Several tables were arranged to classify the data in such a way as to make them easily presented to the readers. The table below contains data on the language most commonly used by the interviewees. This will be related to the tendency of the influence of everyday language on their speech errors in English.

Table 2. Percentage number of pronunciation errors for each respondent

	Student	Daily language	%	I	II	III	IV	V	JAV A_N	JAV A_N
				<10	10 -19,99	20 -29,99	30 -39,9 9	40 <		
1	NS01	JAVANESE_N	13,6		1				1	1
2	NS02	Javanese	33,6				1		1	
3	NS03	JAVANESE_N	49,6					1	1	1

4	NS04	JAVANESE_N	18,4		1				1	1
5	NS05	JAVANESE_N	20,8			1			1	1
6	NS06	JAVANESE_N	20			1			1	1
7	NS07	Javanese	28,8			1			1	
8	NS08	JAVANESE_N	20			1			1	1
9	NS09	Javanese	1,6	1					1	
10	NS10	JAVANESE_N	28			1			1	1
11	NS11	Javanese	22,4			1			1	
12	NS12	JAVANESE_N	30,4				1		1	1
13	NS13	Javanese	8,8	1					1	
14	NS14	Javanese	28,8			1			1	
15	NS15	Javanese	27,2			1			1	
16	NS16	Javanese	10.4		1				1	
17	NS17	Javanese	6,4	1					1	
18	NS18	Javanese	20			1			1	
19	NS19	JAVANESE_N	13,6		1				1	1
20	NS20	JAVANESE_N	13,6		1				1	1
21	NS21	Indonesian	16		1					
22	NS22	Indonesian	29,6			1				
23	NS23	Indonesian	18,4		1					
24	NS24	JAVANESE_N	38,4				1		1	1

25	NS25	JAVANESE_N	12,8		1				1	1
26	NS26	Indonesian	10,4		1					
27	NS27	Indonesian	13,75		1					
28	NS28	Indonesian	27,2			1				
29	NS29	Indonesian	22,4			1				
30	NS30	Indonesian	16		1					
Total				3	11	12	3	1	22	12
Percentage (%)				10%	37%	40%	10%	3%	73%	40%

Table 2 above illustrates the grouping of how much students make speech errors, which is indicated by percentages. The percentage is obtained from the number of speech errors divided by the number of sample words (125). Group I is students who made less than 10% speech errors, group II (10-19.99)%, group III (20-29.99%), group IV 30-39.99%, and group V 40% or more.

It can be seen in the table above that there are only 3 students (10% of the interviewees) who have few speech errors (below 10%). Groups II and III seem to dominate the number of interviewees who made speech errors, namely group II with 11 students (37%) and group III with 12 students (40%).

Most commonly mispronounced words

Of the 125 word samples provided by the researcher on the research instrument, the following is the order of the top 10 most frequently mispronounced words by the 30 respondents.

Table 3. Top 10 words that were mispronounced

	Word	Focus	Correct	Incorrect	Num b	%
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1	Determine	-mine	-main	-mən/mi n	23	76,6 6
2	later	la-	le-	lei-	22	73,3 3
	Stopped	-ed	-it	-t		
3	Event	-vent	vən	Vent	20	66,6 6
	Often	-ten	tən	N		
4	Paper	pa-	pe-	pei-	19	63,3 3
	Table	tab-	teb-	teib-		
5	Suitcase	suit-	suit-	sut;	18	60
	Curtain	curt-	sərt-	kə:t-		
	Weapon	weap-	wip-	wep-		
	Warmed	-ed	-əd	-d		
	Walked	-ed	-əd	-d		
	flood	Flood	Flud	flʌd		
6	finger print	Finger	findʒə	fɪŋgə	17	56,6 6
	Phonology	phon-	pon-	fən-		
	Blood	Blood	Blud	blʌd		
7	Sword	Sword	swɔd	sɔ:d	16	53,3 3
	Psycholog y	psycho-	psiko-	saiko-		
8	Suitable	suit-	suit-	su:t	15	50
	Vehicle	vehi-	vihai-	viə-		
9	Bought	Bought	Bout	bɔ:t	14	46,6 6
	Brought	Brough t	Brout	brɔ:t		
10	This	This	Ndis	ðis	13	43,3 3
	They	They	Ndei	Ðei		

From the table above, it can be explained that the words (words) in order 1 were pronounced incorrectly by 23 (76.66%) students, order 2 by 22 (73.33%) students, order 3 by 20 (66.66%) students, order 4 by 19 (63.33%) students, order 5 by 18 (60%) students, order 6 by 17 (56.66%) students, order 7 by 16 (53.33%) students, order 8 by 15 (50%) students, order 9 by 14 (46.66%) students, and order 10 by 13 (43.33%) students.

Discussion

The researcher found English word speech errors in UPITRA students in all types of sounds, both consonant, vowel, and diphthong sounds.

1. Pronunciation Errors on Consonants

There are more consonants in English compared to Indonesian. There are some consonant sounds that Indonesians are not used to, so the pronunciation is felt more difficult because of unfamiliarity. Mispronunciation in consonants can be observed below.

Table 4. Pronunciation of Consonants

	Word	Focus	Correct	Incorrect
1	finger print	Finger	fɪndʒə	fɪŋgə
2	Phonology	phon-	pon-	fən-
3	They	They	Nðei	Ðei
4	Psychology	Psy-	Psai-	Sai-
5	Finger print	Finger	fɪndʒə	fɪŋgə

2. Pronunciation Errors on Vowels

The following table shows the pronunciation errors of Vowel.

Table 5. Pronunciation Error on Vowel

	Word	Focus	Correct	Incorrect
1	Determine	-mine	-main	mən
2	Biscuit	-cuit	-kuit	-kit
3	Fruit	Fruit	Fruit	fru:t
4	Weapon	Weapon	Wepon	wepən
5	Brought	Brought	Brought	brə:t

The table below presents pronunciation error of Diphthong

Table 7. Pronunciation of Diphthong

	Word	Focus	Correct	Incorrect
1	Paper	Paper	pepə	peipə
2	Sound	Sound	Sond	saund
3	Both	Both	Bot	bəu
4	Late	Late	Let	leit
5	Here	Here	hi:	hiə

3. Incorrect Nasalization

In this study, researchers also observed a tendency to pronounce nasal sounds, especially the /n/ sound out of place. This is usually influenced by everyday language. Of the 30 interviewees, 12 students did this, adding the /n/ sound before the /ð/ sound, so that the words this and they, for example, should be pronounced /ðis/ and /ðei/ will be pronounced as /nðis/ and /nðei/.

Data on the colloquial language used by the interviewees are listed in Table 3 above. From the table, it can be seen that the tendency to add the /n/ sound out of place occurs in speakers whose daily language is Javanese. But it turns out that not all Javanese speakers do that. So extra training is needed for Javanese speakers.

4. Causes of Pronunciation Errors

a. Inappropriate analogy

Some spellings of an in English are pronounced /æ/, as in sad /sæd/, bad /bæd/ and trap /træp/. By analogy, they pronounce sale /seil/ to be /sæl/ or /sel/ and inhale /inheil/ to be /inhæl/ or /inhel/. Similar to this is the spelling of i in English pronounced /ai/. This led to many errors in the research participants' speech when pronouncing determine /ditɜ:min/ which was mispronounced as /ditɜ:main/. This word was pronounced incorrectly by 76.66% of the students. Another example is the letter 'g' which in some words is pronounced /dʒ/ as in the words general and genuine. This analogy is incorrectly applied to the word log in which should be pronounced /login/ not /lodʒin/.

b. Influence of colloquial language

This occurs in cases of incorrect nasalization, which is often heard from learners who use Javanese daily. Their tendency to add the /n/ sound before the / / sound is because in Javanese there is a lot of seclusion in the structure of the /n/ sound as in the Javanese words *ndemok*, *ndesa*, *ndelok* *ndokok* and many others.

c. Lack of knowledge

Pronunciation errors are partly due to a lack of understanding of the rules of pronunciation in English. An example is the data in Table 2 above, especially the word order no 120 - 125, which is about the pronunciation of the ending -ed in verbs. There are still errors in all the words in that number. The words demanded and commented were pronounced wrong by 7 speakers, warmed by 18, served by 12, stopped by 22, and walked by 18. English learners who are not given special explanations about pronunciation, may not know that the -ed ending is pronounced differently in different words. The -ed ending is pronounced in 3 different ways in different positions. The -ed ending preceded by a vowel sound or a voiced consonant other than /d/ is pronounced /d/, for example in warmed [wɔ:md] and served [sɜ:vɔ:d]. The -ed suffix preceded by a voiceless consonant sound other than /t/ is pronounced /t/, as in stopped [stɒpt] and walked [wɔ:kt], while when preceded by consonant sounds /t/ and /d/. And the suffix -ed is pronounced /ɪd/, when preceded by a /t/ or /d/ sound, as in demanded [dɪma:ndɪd], and commented [kɒmentɪd] (The Britanica Dictionary, 2024)/

There are also many speech errors in words containing silent letters, i.e. spellings that should not be pronounced, for example, the letter 't' in the words listen and often, 'k' in the words know and knock, the letter 'w' in the words write and who and 'p' in the words psychology and pneumatic.

5. The Risks of Mispronunciation

a. Lead to misunderstanding

Pronunciation errors have the potential to cause misunderstandings in communication. This can happen because one sound or phoneme can differentiate the meaning of a word, for example, the words low and law mean many different things, even though they only differ by one vocal sound. Other examples include the words sin and sun, buy and

boy, or good and goods. In English, one sound or phoneme can differentiate the meaning of a word, for example, the words low and law mean much different, even though they only differ by one vocal sound. Other examples include the words sin and sun, buy and boy, or good and goods.

b. Inhibit smooth interpersonal communication.

A mispronounced word will confuse the speaking partner, so that he may have to confirm, by asking for an explanation of what the word means that he hears as not connecting with the context. A mispronounced word will confuse the speaking partner, so that he may have to confirm, by asking for an explanation of what the word he heard means as it does not connect with the context.

c. Creating a bad image in communication.

Another risk when someone misspeaks is the poor perception of the speaking partner. Repeated mistakes can create a negative stigma on a person. This in turn will lower the speakers' prestige in terms of communication capability

CONCLUSION

From the above description, it can be concluded as follows:

English pronunciation errors include errors in consonant, vocal, and diphthong sounds. Some students whose daily language is Javanese have a tendency to add the /n/ sound before the /ð/ sound, which is the influence of Javanese words. Some pronunciation errors are due to special cases, including: the use of the wrong analogy, the influence of daily language, lack of knowledge on English pronunciation. The risks of pronunciation errors in English communication: causing misunderstanding, hindering the smoothness of interpersonal communication, creating a bad image as repeated mistakes stigmatize the person as incompetent.

To improve English speaking skills, some strategic steps are suggested, Knowledge of English pronunciation should be given to English learners. Learners should utilize current learning media supported by new technology. Extra time should be provided for practice correct pronunciation again and again so that in speaking English students are not affected by their daily language. To develop the student's practice, modern technology can be applied such as *YouTube*

and *Google Voice* can be used (Yusriati, 2019). When in doubt about the pronunciation of a word, learners are encouraged to open the dictionary and check the correct pronunciation of the word.

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