DE_JOURNAL (Dharmas Education Journal)
http://ejournal.undhari.ac.id/index.php/de_journal
E-I SN : 2722-7839, P-I SN : 2746-7732
Vol. 5 No. 1 June (2024), 574-587

DISCOVERING AND PROFICIENCING THE ENGLISH PRONUNCIATION ERRORS

Lastri Wahyuni Manurung[1], Christina Natalina Saragi[2], Apriani Silviani Sitinjak[3]
E-Mail: christina.saragi@uhn.ac.id, lastri.manurung@uhn.ac.id,
apriani.sitinjak@student.uhn.ac.id
[1,2,3] Fakultas Keguruan dan Ilmu Pendidikan, Universitas HKBP Nommensen, Indonesia

Abstract

By using the results from the ELSA Speak application, the pronunciation skills of second-year English majors at Universitas HKBP Nommensen Medan were examined. The ELSA Speak Application was utilized to determine the kinds of pronunciation faults made by second-year students at the English Department of FKIP Universitas HKBP Nommensen Medan. This study used a descriptive qualitative research design. The ELSA Speak Application and documentation were used to collect data from students' pronunciation diagnoses. Twenty students were selected as the sample, with the population of the study consisting of the students in the English Department at FKIP Universitas HKBP Nommensen Medan. The following are the conclusions: The majority of the sample found that they would "try again" and "almost correct". Most of the 'try again' categories occurred when students pronounced words in which the sounds were not familiar in the student's native language which is Bahasa Indonesia, such as /tʃ/. The other words with the 'try again' category are found when students pronounce words with subtle sounds and are called because the sound produced is close to a predictable sound so it can be concluded that every word can be understood such as /ŋ/, /v/. The other category of 'almost correct' is found in the lateral consonant /l/ and consonant cluster /ft/.

Keywords: Pronunciation errors, ELSA Speak Application, Phonological interference, Non-Native-Sound

Abstrak

Dengan menggunakan hasil dari aplikasi ELSA Speak, keterampilan pengucapan mahasiswa tahun kedua jurusan Bahasa Inggris di Universitas HKBP Nommensen Medan diperiksa. Aplikasi ELSA Speak digunakan untuk mengetahui jenis kesalahan pengucapan yang dilakukan oleh mahasiswa tahun kedua Jurusan Bahasa Inggris FKIP Universitas HKBP Nommensen Medan. Penelitian ini menggunakan desain penelitian kualitatif deskriptif. Aplikasi ELSA Speak dan dokumentasi digunakan untuk mengumpulkan data dari diagnosis pengucapan siswa. Dua puluh siswa dipilih sebagai sampel, dengan populasi penelitian terdiri dari mahasiswa Jurusan Bahasa Inggris di FKIP Universitas HKBP Nommensen Medan. Kesimpulannya sebagai berikut: Mayoritas sampel menyatakan bahwa mereka akan "mencoba lagi" dan "hampir benar". Sebagian besar kategori 'coba lagi' terjadi ketika siswa mengucapkan kata-kata yang bunyinya tidak familiar dalam bahasa ibu siswa. yaitu Bahasa Indonesia, seperti /tʃ/. Kata lain dengan kategori 'coba lagi' ditemukan ketika siswa mengucapkan kata-kata yang bunyinya halus dan disebut demikian karena bunyi yang dihasilkan mendekati bunyi yang dapat ditebak sehingga dapat disimpulkan bahwa setiap kata yang dapat dipahami seperti /ŋ/, /v/ Kategori 'hampir benar' lainnya terdapat pada konsonan lateral /l/ dan gugus konsonan /ft/.

Kata Kunci : Kesalahan pengucapan, Aplikasi ELSA Speak, Interferensi fonologis, Suara Non-Asli

Info Artikel : Diterima April 2024 | Disetui Mei 2024 | Dipublikasikan June 2024

Introduction

According to Suyitno et al., (in Purnamasari, 2018), errors are seen as competence-based and reflect a lack of knowledge that could not be self-corrected. It means error can happen because the learner does not know what is correct and cannot correct it by themself. In specific sentences, errors are an unsuccessful bit of language. Error is an instance of language that is unintentionally deviant and is not self-corrigible by its author. Students' pronunciation errors can cause misunderstanding of the interlocutor or even make them not understand what is being said. These errors will lead to the mispronunciation. For example, an Indonesian student frequently says the sound similar to the way it is said in Indonesia. For example, they mispronounced the sound /ʌ/ in /sʌn/ for son, with /ɒ/ in /sɒn/. The error occurs in pronouncing vowels, where the vowel /ʌ/ instead of vowel /ɒ/.

Diagnosing is the act of discovering or identifying the exact cause of an illness or a problem. According to (Sari, 2015) diagnosing is a field of science that helps teachers to solve problems in the classroom. So, it can be concluded that diagnosis is one way to identify students carefully, regarding learning or knowledge received so far whether it can be applied or not, or when students experience learning difficulties in class. Diagnosing is determining the type of errors from the test given by the teacher for the students in the class (Herodotou, 2018).

The subject of this research is the second-year students of the English department FKIP UHN Nommensen Medan. The researcher chose this subject because they already studied subject pronunciation on campus. And then, it will make it easier for the researcher to collect the data because the pronunciation test will be recorded directly by the ELSA Speak Application and this object is the same as the current campus of the researcher. Based on this, the researcher chose to research this subject. And then, the object of this research is students' errors in English pronunciation. So, from that, the object of this research is students' errors in English pronunciation and the subject of this research is the Second Year Students of the English Department FKIP UHN Nommensen Medan.

The researcher uses the theory from Bonaventura such us non-native sounds, mother tongue and overgeneralizations. First, Non-native sounds is when students have difficulty pronouncing words or sentences, heard like non-native sounds, even though students know the correct pronunciation of these words or sentences, but students have difficulty pronouncing them correctly. For example, about /əbaut/ as /ebaut/. Second, Mother tongue is students who speak English in their mother tongue which have the same words and meanings or they are already familiar with the pronunciation. For example, tower /tauə:/ as 'about', /əbaut/ as ebaut. Third, Overgeneralization is when students have wrong pronunciation, overstate a word or sentence, not according to the actual pronunciation, and have a very different meaning from what students pronounce. For example, When the students want to say accede /æk'sid/ and the students pronounce accede /ætsud/ (Guskaroska, 2019).

There are some previous related studies such as the study with the title "Diagnosing Saudi Students" English Consonant Pronunciation Errors" which showed the participants' highest error percentages. Then, the study with the title "Pronunciation Errors in Students" Vlog Project" showed that there were 67 pronunciation errors in the vlog projects. The mispronunciations could be categorized into three types of errors, namely: non-native sounds, mother tongue, and overgeneralization. Based on their findings all of them didn't apply for ELSA Speak Application. So, in this study, the researcher wants to know the pronunciation by using the Elsa Speak Application and will use the theory from Bonaventura to research the object (Reyes-Chua & Lidawan, 2019).

Though many of these studies revealed significant findings about the English pronunciation difficulties Indonesian learners encounter, there is a need to reach a clearer profile of such difficulties. In an attempt to contribute to such a profile, the study reported in this paper focused on diagnosing students' English consonant pronunciation errors. Given the purpose of the present study, the following section provides a description of the difficulties Indonesian learners are likely to encounter in English consonant pronunciation and their potential factors. So, from the background of the study, the researcher is interested in research with the title "Diagnosing the English Department Students' English Consonant Pronunciation Errors by Using Elsa Speak Application". Some of the student's first language in Universitas HKBP Nommensen Medan is Bahasa Indonesia, the others are Batak Language. This is to help them improve their English Pronunciation, the first thing to do is diagnose their error accurately. By diagnosing their problems, the teacher/lecturer knows how to overcome and meet the student's needs. ELSA Speak Application is used to diagnose the students' errors in

pronunciation (Afrizal, 2015).

Method

The research design was descriptive qualitative research to find out the pronunciation ability and errors made by students based on the ELSA Speak Application at the second-year students of the English Department FKIP Universitas HKBP Nommensen Medan. Data analysis by using error analysis procedure by Bonaventura. The researcher analyzed the student's pronunciation ability based on the score from the ELSA Speak Application, namely try again and almost correct. Then, the researcher tabulates it based on the ability of each student (TASMIN, 2016). The researcher classified errors in consonants (Ho et al., 2020). Next, the researcher analyzes what types of errors occur in pronunciation errors based on theory from Bonaventura namely Nonnative sounds, mother tongue, and overgeneralizations (Yunita, 2016).

Instruments of Collecting the Data

In this study, the instruments of collecting the data use pronunciation tests and documentation. The researcher collects the data by using the ELSA Speak application as a medium in pronunciation tests and correcting the students' pronunciation when pronouncing the ten sentences from the researchers. After getting the student's records, the researcher transcribes the data diagnosis using an error analysis procedure. Each student was given 10 sentences from sub-topics available on the application and pronounced them by using the ELSA Speak Application (Gilakjani & Sabouri, 2016).

Technique of Collecting Data

The technique of collecting data take from 20 students of English Department FKIP Universitas HKBP Nommensen Medan.

1. The researcher opens the ELSA Speak application and then goes to Discover and clicks Dictionary.
2. The researcher sees a Blue Microphone and then clicks to start the recording.
3. After that, the researcher asks 20 students to read the 10 sentences. And then, click See My Score to see the results.
4. Correct the ELSA Speak application record by giving a score and category:, 'Almost Correct', and 'Try Again'.

Technique of Analyzing Data

According to Silalahi (2019:1-7), data analysis is one of the stages carried out in a study to classify and interpret a meaning by providing a statement related to the research data. The data analysis is used to find out the results of the research. The researcher uses some steps to analyze the data as follows:

1. The researcher categorizes and tabulates the score given by the Application Namely, Try Again for scores 1-39, 'Almost Correct for scores 40-79, and Excellent category for scores 80-100.
2. The researchers analyzed what types of errors occur in the pronunciation test of the students. The errors from the ELSA Speak Application with a color red mark.
3. The researchers made the table of consonants, and types, and then categorized the consonants, and then diagnosed what types of errors based on theory from Bonaventura namely, non-native sounds, mother tongue, and overgeneralizations (Derakhshan & Khatir, 2015).

After that, the researcher added up the pronunciation errors that occurred, and then the researcher found out what types of errors occurred by the student from the pronunciation test by using the application (Dewi, 2021).

Result And Discussion

The research was conducted to investigate the research problem regarding what types of errors occur in English pronunciation (Consonant) by using the ELSA Speak Application the second-year students of the English Department FKIP Universitas HKBP Nommensen Medan. The errors were found in consonants and vowels, such as *consonant 'ch' /tʃ/, 'ng' /*ŋ/, *'v' /v/, 'l' /l/, Consonant Cluster 'ft' /ft/.*

1. Error Pronunciation of Consonants

This part discusses the display and explanation of students' error pronunciations of consonants. There are 5 error consonants detected by the ELSA Speak Application, they are *'ch' /tʃ/, 'ng' /*ŋ/, *'v' /v/, 'l' /l/, Consonant Cluster 'ft' /ft/,* and are explained below:

Error Pronunciation of Consonant 'ch' /tʃ/

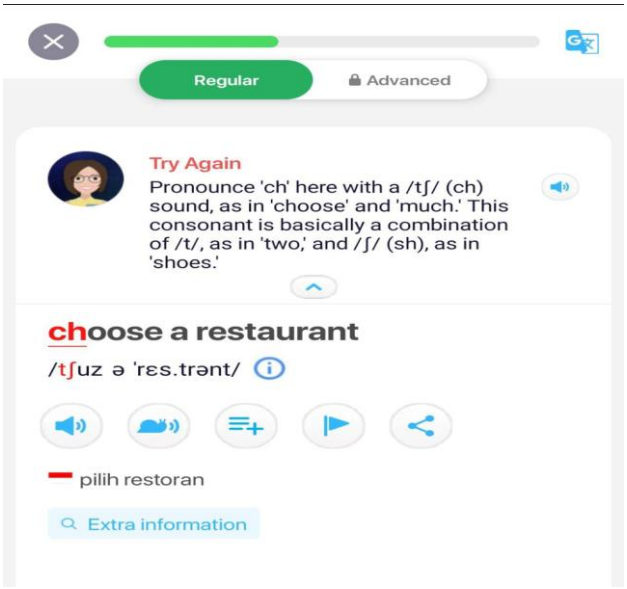

Figure 1. Error Pronunciation of Consonant 'ch' /tʃ/

The figure above showed that the students made an error when pronouncing *'ch'*. From the application, it is explained that pronouncing 'ch' with */tʃ/* sound, as in 'choose' and 'much'. This consonant is basically a combination of /t/ and //ʃ/. Its place of articulation is postalveolar, which means it is articulated with either the tip or the blade of the tongue behind the alveolar ridge. Its phonation is voiceless, which means it is produced without vibrations of the vocal cords. The student's pronunciation of the word 'choose' is categorized as 'try again' and the error that makes the student should try again is marked in red. This error is categorized as a 'Mother Tongue' In their mother tongue, it has a considerable influence on people who are just learning a new language (L2), especially in learning English pronunciation, most of the students prefer to change a foreign language into their local language (native language) causing mispronunciation (Sari & Sembiring, 2019).

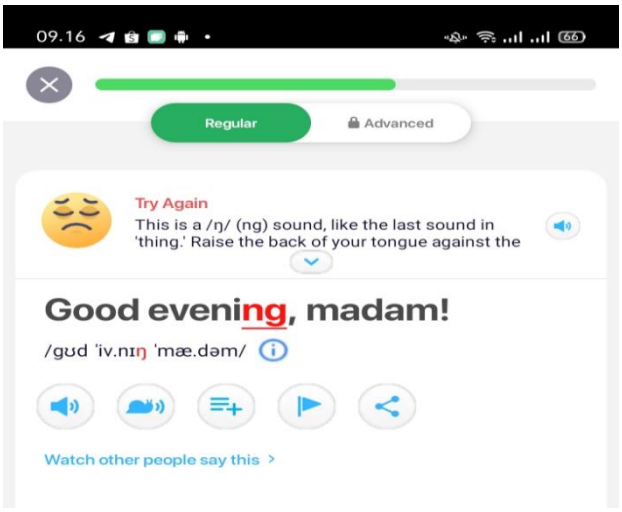

Figure 2. Error Pronunciation on Consonant 'ng' /ŋ/

Error Pronunciation of Consonant 'ng' /ŋ/

The 'Try Again' on the figure explains that the student's pronunciation of the sound /ŋ/needs to be revised and repeated. It says that there is an error. The error is marked with the red color which is from the figure it can be seen that the consonant /ŋ/ is mispronounced (Chotimah & Astiyandha, 2022). There is an instruction for revision included on the figure stating that the students should raise the back of their tongue against the soft palate. This error according to Gaskell (2019) is categorized as a

phonological interference error which can also produce more subtle errors, because the sound produced is close to a predictable sound. The sound /ŋ/ is hard to be detected as an error because the sound produced is close to a predictable sound and that is why it is called a subtle error (Künzel et al., 2019).

Error Pronunciation of Consonant 'v' /v/

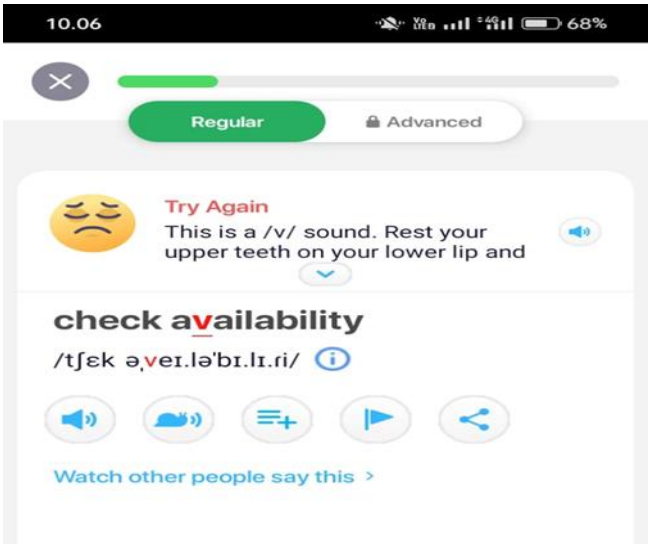

Figure 3. Error Pronunciation on Consonant 'v' /v/

The error is coded by the red color at sound ***/v/*** and was considered as 'try again'. The application has automatically detected which sound is mistakenly pronounced, and how the sound is correctly pronounced. From the figure, it is suggested that the sound /v/ should be articulated by resting the students' upper teeth on their lower lip and making vibrations. Its phonation is "voiced". This error belongs to phonological error which is a language speaker in terms of hearing sounds in a foreign language, then reinterpreting the foreign language into their own language such as the phoneme /a/ example. In this case, this type of interference can produce different types of pronunciation errors.

Error Pronunciation of Consonant *'l' /l/*

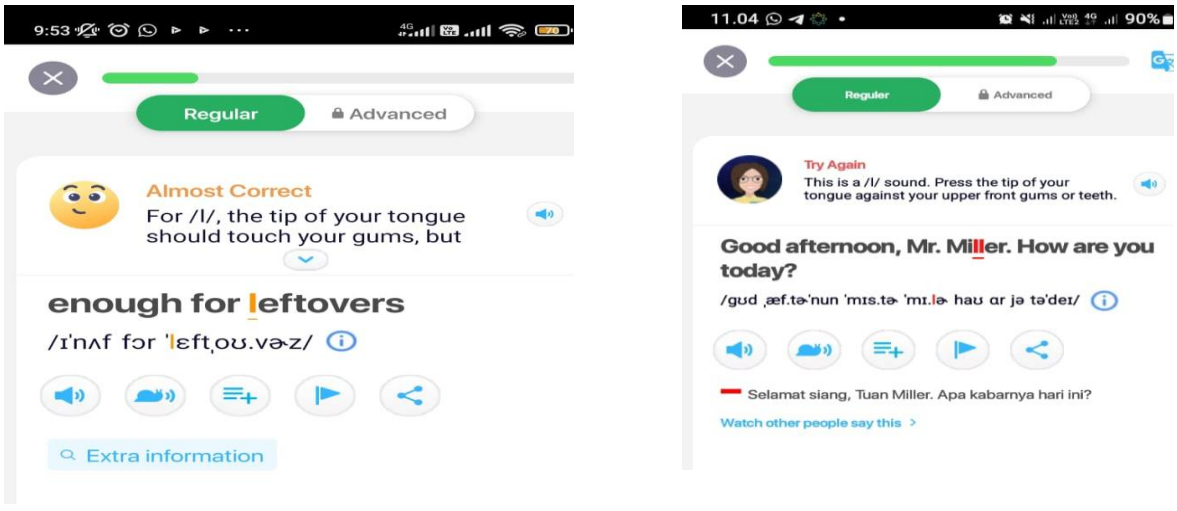

Figure 4. Error Pronunciation on Consonant 'l' /l/

The sound*/l/* is a consonant that is placed in and belongs to the lateral manner. The lateral manner means that the sounds should be pronounced by touching the gums and tipping the tongue. The 'almost correct' mark by the application given to score the students' pronunciation shows that the error is not fatal. There was only one student who mispronounced this sound. This error classified as phonological interference which an error that the sound produced is close to a predictable sound.

Error Pronunciation of Consonant Cluster /*ft/*

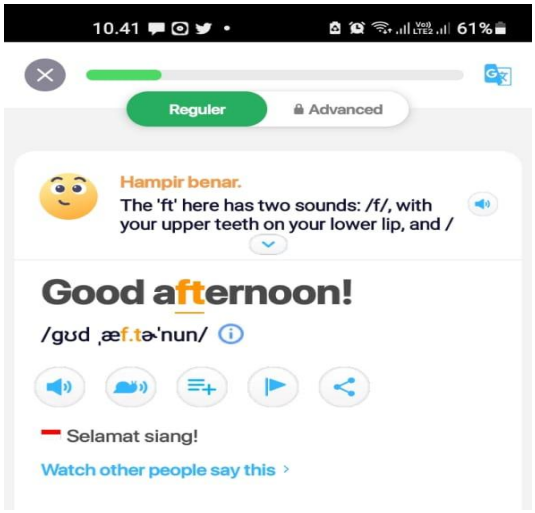

Figure 6. Error Pronunciation on Consonant Cluster 'ft' /ft/

This pronunciation is considered as 'almost correct'. This means that the sound consonant cluster /ft/ is articulated almost correctly when with their upper teeth on their lower lip, and rapidly moving the tip tongue touches the alveolaridge located just behind the upper teeth. This can be caused by the non-native problem or is called the non-native sound based on Bonaventure's terminology (2000). Commonly, the Clusters recorded in Indonesian Spelling include /kh/, /ng/, /ny/, and /sy/. Other clusters are /st/, /tr/, /ks/, /pr/. Even though this mispronounced is not fatal, still this is considered an error (Nair et al., 2020).

Errors in Vowels

Besides the error in pronouncing the consonant, the data showed that students also made mistakes when pronouncing some vowels, which are explained below:

Error Pronunciation of Vowel /ɔ:/

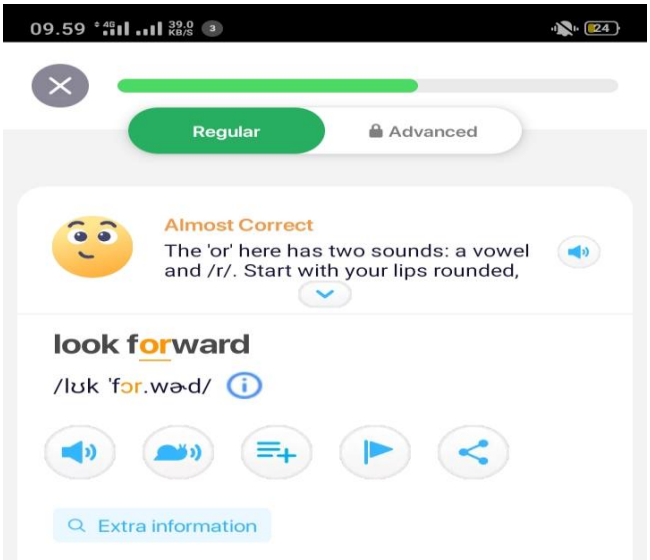

Figure 7. Error in pronouncing vowel /ɔ:/ /ˈfɔ:wəd/

The figure above showed data that the students were not pronouncing correctly. The 'almost correct' shows that there is an error in the students' pronunciation. The 'or' here has two sounds: vowel 'a' and 'r'. The ɔ: sound is a Vowel sound. Its technical name is the 'Open-Mid Back Rounded Vowel'. ere are some tips on how to say it. As instructed in the figure, the vowel /ɔ:/ should be articulated this way: Start your lips rounded. In this case your tongue is low and at the back of your mouth. Rounded

refers to your lips because they are pushed together like you are going to kiss someone. All vowels are made through the mouth and are voiced so you vibrate your vocal cords to make the sound. It is similar to the /ɒ/ sound, but the two little dots mean that it is a longer sound (Rahmadani et al., 2021). /ɔ:/ not /ɒ/. To produce the sound put your tongue low and at the back of your mouth and lightly push your lips together while making a long-voiced sound. It is concluded that in fact, the students do not pronounce the /ɔ:/ based on the instruction (Ismayanti & Kholiq, 2020).

Error Pronunciation of Vowel /ə/ and Diphthong /eə/

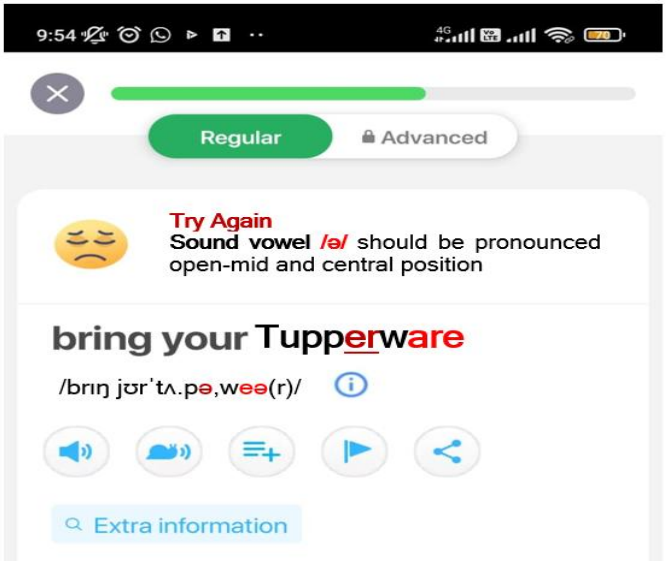

Figure 8. Error Pronunciation in vowel /ə/ /ˈtʌpəweə(r)/

There are two errors displayed in the figure. It is instructed in the figure that the vowel **/ə/** should be pronounced with an open-mid and central position, whereas to pronounce a diphthong, a speaker should make rapid change movements of the mouth. This is categorized as a non-native sound problem (Bonaventura, 2000). Indonesian language sound did not recognize these kinds of sound. Non-native sounds are when students have difficulty pronouncing words or sentences, heard like non-native sounds, even though students know the correct pronunciation of these words or sentences, but students have difficulty pronouncing them correctly.

Error Pronunciation in Vowel /ʊ/

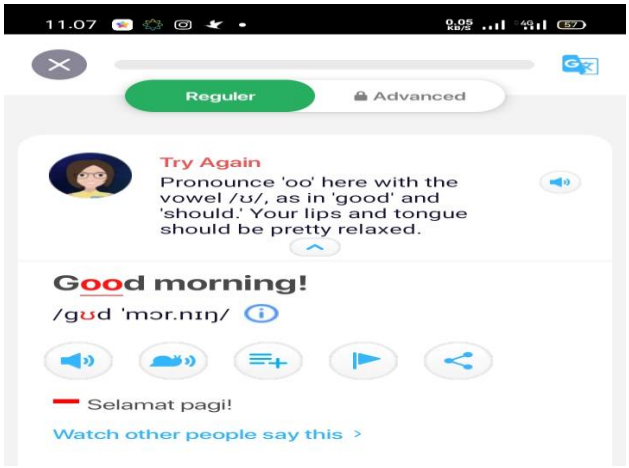

Figure 9. Error Pronunciation in Vowel /ʊ/ /ˌgʊd ˈmɔːnɪŋ/

When pronouncing ‘Good’, the students articulate it incorrectly. It is regarded as ‘try again’ in which the error is not totally mispronounce the ‘oo’. The instruction showed on the figure is the way how to pronounce the ‘oo’ **/ʊ/.** The ‘oo’ here with the vowel **/ʊ/**, as in ‘good’ and ‘should’. Your lips and tongue should be pretty relaxed. This is called as a phonological interference error in which

phonological interference is a language speaker in terms of hearing sounds in a foreign language, then reinterpreting the foreign language into their own language.

Error Pronunciation in Vowel /i:/

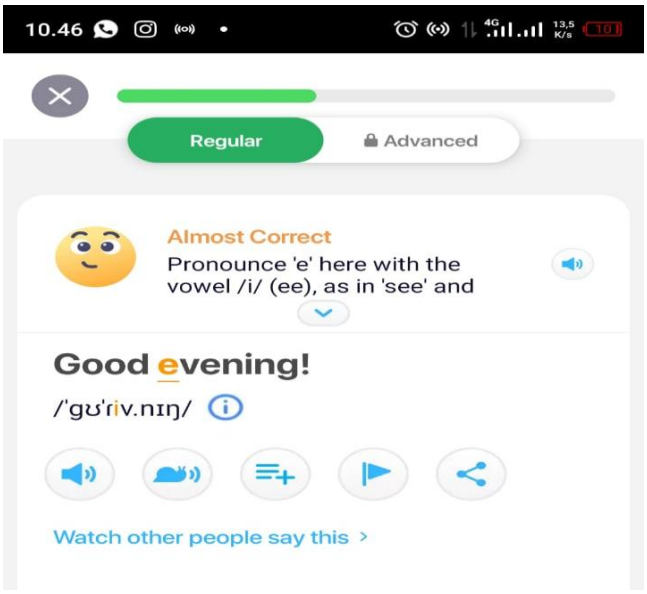

Figure 10. Error Pronunciation in Vowel /i:/ /ˈi:vnɪŋ/

The word ‘e’ here is pronounced as to pronounce the vowel /i/ (ee), as in ‘see’ and ‘bee’. Remember that the key to pronunciation is physical and the name tells us about how the sound is made physically. In this case the tongue is high and at the front of your mouth. The word ‘Unrounded’ refers to your lips because they are stretched out as if you are smiling and not rounded. All vowels are made through the mouth and are voiced so you vibrate your vocal cords to make the sound. It is similar to the /ɪ/ sound, but the two little dots mean that it is a longer sound /i:/ not /ɪ/. To produce the sound put your tongue high and at the front of your mouth and stretch out your lips, then make a long-voiced sound. The students, in this case, are scored ‘almost correct’ which means that the students' pronunciation is not totally wrong (Febriyanto & Yanto, 2019).

Error Pronunciation in Vowel /ɑ:/

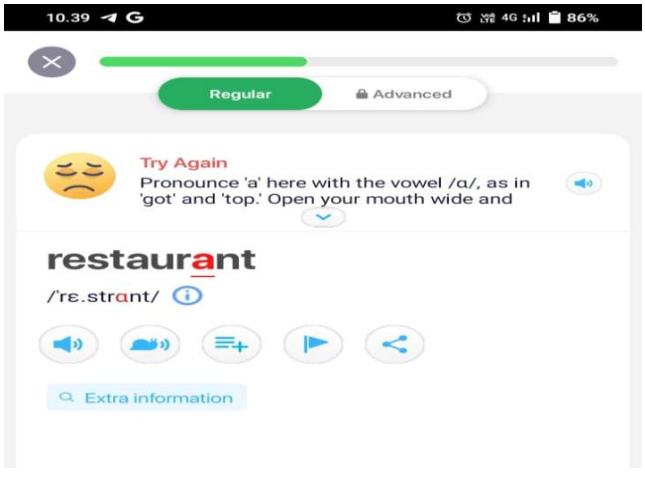

Figure 11. Error Pronunciation in Vowel /ɑ:/ /ˈrestrɑ:nt/

This figure showed that the students should try again to make their pronunciation better. The level of the correctives is lower than the ‘almost correct’ mark. In this case your tongue is low and at the back of your mouth. Unrounded refers to the lips because they are relaxed and not rounded.

All vowels are made through the mouth and are voiced so you vibrate your vocal chords to make the sound. To produce the sound put your tongue low and at the back of your mouth, then make a long-

voiced sound with the mouth open (Wardana et al., 2022). This can be categorized as both two error classification which are the phonological interference and the non-native sound. Indonesian language does not differentiate vowels to the long or short sound, almost all the Indonesian vowel sounds are short. So, that is why, the students sometimes generalized vowels with short.

Error Pronunciation in *Diphthong* /aʊ/

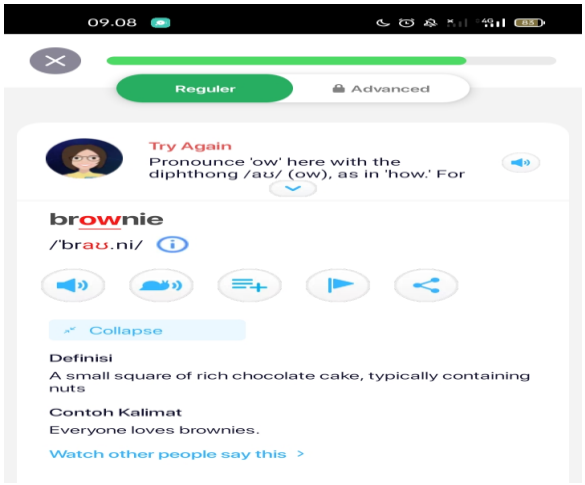

Figure 12. Error Pronunciation in Vowel Diphthong /aʊ/ /ˈbraʊni/

The students should try again to make the sound /aʊ/ correct. The easiest way to pronounce the sounds correctly is to combine the closest short vowel sounds. The students pronounce this with the sound /o/ not with the diphthong /aʊ/.

Data Analysis

The data had been displayed and from that it is known that the students of the Second Semester of FKIP UHN made errors in both some consonants and vowels.

Students Error Pronunciation in Consonants

1. Consonant *'ch' /tʃ/*

Consonant */tʃ/* is slightly aspirated in the positions where /p,t,k/ are aspirated, but not strongly enough for it to be necessary for foreign learners to give much attention to it. The place of articulation is in palato-alveolar (as shown in figure 13). This means that the */tʃ/* component has a place of articulation rather back in the mouth than the /t/plosive usually has. When */tʃ/* is final in the syllable, it has the effect of shortening a preceding vowel, as do other fortis consonants. */tʃ/*often has rounded lips.

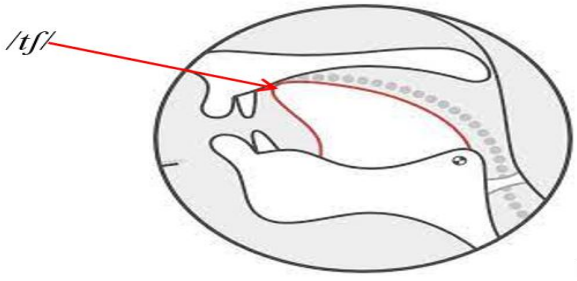

Figure 13. the palato-alveolar

2. Consonant *'ng' /ŋ/*

The place of the articulation /ŋ/ is the same as /k/, and /g/. Lift the back of the tongue (like someone's making a "k" sound) and place it against the soft palate at the back of the mouth (as shown in Figure 14). Vibrate the vocal cords. Do not let any air leave through the mouth; it should all leave through the nose. When it is not pronounced this way, then the error occurs.

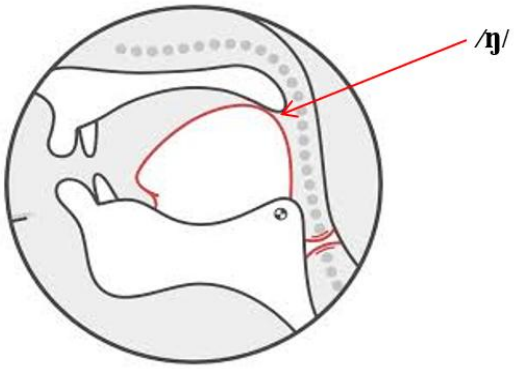

Figure 14. Back Tongue to Soft Palate

3. Consonant *'v' /v/*

Consonant */v/* is produced from labiodental, that is, the lower lip is in contact with the upper teeth (as shown in Figure 15). The fricative noise is never very strong and is scarcely audible in the case of /v/. The ELSA application can detect whether the */v/* is pronounced correctly or not, whether the fricative is scarcely audible or not, or whether it is vibrted or not. The data shows that students made errors in pronouncing the sound */v/* since the sound is not vibrated.

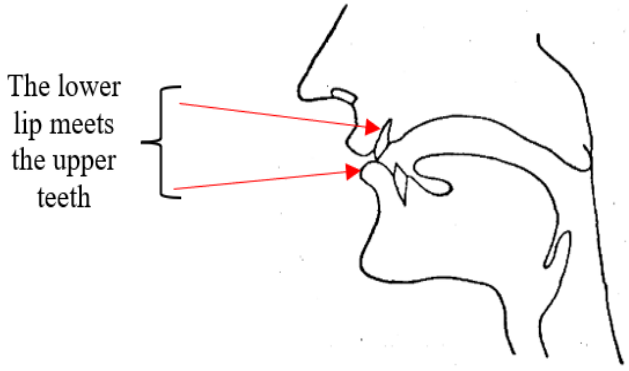

Figure 15. Labiodental Fricative

4. Consonant *'l' /l/*

A Lateral consonant is one in which the passage of air through the mouth does not go in the usual way along the centre of the tongue; instead, there is complete closure between the centre of the tongue and the part of the roof of the mouth where contact is to be made (the alveolar ridge in the case of /*l*/). Because of this complete closure along the centre, the only way for the air to escape along the sides of the tongue. The misplacement of the tongue made the ELSA Speak Application detect the students' pronunciation as an error.

Research Findings and Discussion

Research Findings

The data in this research was taken by recording as an instrument, 20 students in the second year of the English Department FKIP UHN Nommensen Medan read 10 sentences and recorded them by using the ELSA SPEAK Application. After displaying and analyzing the data, it is then concluded the students' errors in Consonants and Vowels as shown in the following table (Meinawati et al., 2021).

Table 1. Students' Error in Consonant and Vowels

No	Error		The Number of Error Level Category		Percentage
	Consonant	Vowel	Almost	Try Again	

Correct			
/tʃ/		3	15%
/ŋ/		4	20%
/v/		10	50%
/l/	1		5%
/ft/		2	10%

The data in this research was taken by recording as an instrument, 20 students at third-year students of the English Department FKIP UHN Nommensen Medan read 10 sentences and recorded by using the ELSA SPEAK Application. Then, from the three categories in the ELSA Speak application, the student's pronunciation is only scored with two categories, namely 'Try Again' with a score of 1-39, and 'Almost Correct'. The 'Excellence' category is not identified because if students got 'the excellence' there are no errors in the students' pronunciation. Based on the data collected, the researcher can diagnose student errors in English pronunciation by using the ELSA SPEAK Application for the second-year students of the English department FKIP UHN Nommensen Medan. There are 50% of the students made an error and categorized it as 'try again' when pronouncing the consonant /v/ sound. Whereas there are 45% of the students made an error and the error is categorized as try again' when pronouncing the vowel /ə/ /eə/. The 'try again' category indicates that the sounds are not articulated correctly both in the right position and in the right way of articulation. The 'almost correct' category indicates that the sound might have been articulated in the right position but incorrect in the way of articulation, or is correct in the way, but not in the place (Imran, 2022).

Students' Pronunciation Ability

The ability of students' pronunciation at second-year students is diagnosed as this following. The data from 20 students that have been analyzed by the researcher found that most of the students identified as 'try again' and 'almost correct'. Most of the 'try again' categories occurred when students pronounced words in which the sounds were not familiar in the student's native language which is Bahasa Indonesia, such as /*tʃ*/, /ɔ:/, /ʊ/, /ə/, /i:/, /ɑ:/ diphthong /aʊ/ and /eə/. The other words with the 'try again' category is found when students pronounce words with subtle sounds and are called because the sound produced is close to a predictable sound so it can be concluded that every word can be understood such as /ŋ/, */v/*. The other category of 'almost correct' is found in the lateral consonant /l/ and consonant cluster /ft/.

Students Pronunciation's Errors

The types based on Bonaventura (2000) collaborated with the types of error on vowels and consonants based on Gaskel (2009), and it is concluded that the students' errors dominantly refer to Phonological Interference errors and non-native sound errors.

Discussion

Based on the findings that have been made, it is known that students' pronunciation skills are in the 'try again' Category, especially in consonant /v/ and vowel /ə/ /eə/. There are 50% of the students made an error and categorized it as 'try again' when pronouncing the consonant /v/ sound. Whereas there are 45% of the students made an error and the error is categorized as try again' when pronouncing the vowel /ə/ /eə/. The 'try again' category indicates that the sounds are not articulated correctly both in the right position and in the right way of articulation. The 'almost correct' category indicates that the sound might have been articulated in the right position but incorrect in the way of articulation, or is correct in the way, but not in the place. According to Kenworthy) 1987:4-8) factor that affects student learning pronunciation is the native language, the more differences there are, the more difficulties the learner will have in pronouncing English. But we must be careful not to over-simplify the situation and think too much in terms of handicaps or barriers to learning. To do this would be to ignore what we know to be demonstrable – that people from many different language backgrounds can and do acquire a near-native pronunciation in English and to deny the role of other factors. The most common problems that understudies encounter are pronunciation problems. Every human being has their own habits for speaking and producing sounds from birth, and these factors have a significant impact on speaking abilities. They will lose the tendency to make some of those sounds as they mature into students and

concentrate on one or two languages. Learning a foreign language can cause physical intimacy, one of which is to make sounds using certain parts of the mouth, such as the uvula, nasal cavity, itching, and many more. Teachers must be able to demonstrate and explain precisely where and how a sound is made in order to solve this issue.

There are two benefits of knowing student pronunciation. First, the teacher focuses on students' pronunciation error especially letters that are more dominant in vowels and consonants, and teach students not to overdo it during pronunciation. Second, students who write this thesis can make it easier for teachers or lecturers to see mistakes made by students in pronunciation and find out how pronunciation is and where students make pronunciation mistakes. Lastly, students, don't overgeneralize too much when pronouncing English pronunciations.

The previous research with the title is "Pronunciation Errors in Students' Vlog Project" (Fauziyah et al., 2022). The difference is the findings of Mahendra's research is there are 67 pronunciation errors exist in the vlog projects. The mispronunciations could be categorized into three types of errors, namely: the problems of non-native sounds, the carry-over of pronunciation regularities from the mother tongue, and the over-generalization of target language (L2) regularities. However, in this study, there are 300 pronunciation errors existed in the pronunciation test by using the ELSA speak application. The similarity of Haryani's research is the same use theory from Bonaventura and dominant types of error occur by this theory is "Overgeneralization". The researchers support the theory of Bonaventure namely Non-native sounds, Carry over and Overgeneralization.

In the previous research with the title "Pronunciation Error in Speaking Performance of Seafarer Students" (Dalle, 2019). The difference is the result of Haryani's research shows that the most dominant error is "Mis formation" and there is no "Mis ordering" but, in this study, the most dominant errors are "phonological interference" and the 'non-native sound. The similarity of Haryani's research is the same research of students' pronunciation errors especially in consonant and vowel errors but this study, the researcher did not mention the dominant errors that. In this study, the researcher doesn't use theory from Bonaventura. Next, Previous research entitled "Diagnosing Saudi Students‟ English Consonant Pronunciation Errors" (Khasawneh & Al-Rub, 2020). The difference is the result of Latif's research is the participants' highest consonant error percentages were in pronouncing: /p/, /t/, and /d/ but, in this study the highest consonant error is "v". In this study, the researcher does not use the theory from Bonaventura. The similarity of Latif's research is the same research on students‟ pronunciation errors especially in a consonant.

Conclusion

The study's findings lead to the following conclusions:

1. Students' Pronunciation Ability

The ability of students' pronunciation at second-year students is diagnosed as this following. The data from 20 students that have been analyzed by the researcher found that most of the students identified as 'try again' and 'almost correct'. Most of the 'try again' categories occurred when students pronounced words in which the sounds were not familiar in the student's native language which is Bahasa Indonesia, such as */tʃ/*. The other words with the 'try again' category are found when students pronounce words with subtle sounds and are called because the sound produced is close to a predictable sound so it can be concluded that every word can be understood such as /ŋ/, */v/*. The other category of 'almost correct' is found in the lateral consonant /l/ and consonant cluster /ft/.

2. Students Pronunciation's Errors

The types based on Bonaventura (2000) collaborated with the types of error on vowels and consonants based on Gaskel (2009), and it is concluded that the students' errors dominantly refer to Phonological Interference errors and non-native sound errors.

Suggestions

Following are some suggestions about the above conclusions:

1. For students, it is suggested to practice English pronunciation more often either on campus with their friends or practice pronunciation with their families at home. Then, it is suggested that students practice and use the ELSA Speak Application to determine each student's ability level.

2. For English teachers, it is suggested to practice students' pronunciation every day and focus on student vowels and consonants that are dominantly wrong. It is recommended to do a test using the ELSA Speak Application as a learning medium in class.

For next researchers, the next researchers who are interested in researching this topic, can try using the ELSA Speak Application to find out more about student errors in English Pronunciation.

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