

An Error Analysis of the Students' Difficulties in Pronunciation Faced by the Second-Year Students of MAN 2 Bireuen (A Case Study).

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Abstract

The problem of this research is: what are the most dominant of pronunciation error words produced by students of MAN 2 Bireuen. The objective of this research is : to find out the most dominant of pronunciation error words produced by second years students of MAN 2 Bireuen. This research is categorized into a case study used descriptive qualitative method because this research was to find the dominant error words produced by students. The researcher conducted this research at MAN 2 Bireuen, the subject of the research is the second year students which consisted of 11 students. Furthermore, through error analysis of pronunciation in Malem Diwa text that's given to second year students of MAN 2 Bireuen has been proven that students produced error when they read the text. The result of this study indicate that students dominant produced error words are noun with the average percentage 38,36% and students still face some factors; first they do not know about pronunciation, second they obtained difficulties in pronouncing new English words, the last is teachers' neglect about pronunciation focus study during the learning process.

Key words: *Error Analysis, Pronunciation.*

Introduction

The ability to correctly pronounce words in English is critical for students, which is why it is critical for them to learn how to minimize errors when pronouncing English words, but the majority of Acehese students have difficulty pronouncing English words. They make mistakes when reading text in English, which happens every time and is not noticed. Given the significance of pronunciation as a component of English, the teacher, as a model for the students' pronunciation, should pay more attention to the students' pronunciation. In fact, the teacher is unconcerned about their students' pronunciation because they only teach vocabulary found in the text of the material and do not address any errors.

Many previous research about the difficulties in pronunciations were conducted for example from (Simarmata & Pardede, 2018)¹ with the title "*Error Analysis of Students' Pronunciation in Pronouncing English vowels And Consonant in the Academic year 2017/2018*". The result showed that the tenth-year students of SMK Karya Deli Serdang, Lubuk Pakam most of students have

problems to pronounce English vowels and consonants, although they get an English pronunciation well. The result of the analysis shows that students are considered "Enough" in pronouncing English vowels and consonants.

Completed the second study, titled "Students' Difficulties in Pronouncing Words and Six Lecturers' Strategies in Teaching Pronunciation at IAIN Tulungagung in Academic Year 2017/2018." The results show that the students struggle with segmental aspects like consonant, vowel, and diphthong. These are the causes of English pronunciation students' inability to distinguish similar sounding words, hearing problems, strange words, speech organs fossilization, and phonetic transcription of unmemorable words. As a result, it can be concluded that students at the university level continue to have difficulty pronouncing words due to a variety of factors. Then, the lecturers' strategies play critical roles in improving students' English pronunciation abilities. Students may become bored as a result of the monotonous strategy, and vice versa. As a result, students must try to minimize their problems, while lecturers must conduct need analysis based on students' needs in order to develop an appropriate strategy for teaching English pronunciation (Hasyim Asngari, 2018)².

The most recent study was conducted under the title "Pronunciation Problems Faced by English Department Students in Pronouncing-ed Ending (A Case of the Sixth Semester Students of the English Department of Unnes in the Academic Year of 2008/2009)". The results revealed that the students' most difficult type of -ed ending was that with special pronunciation (-ed ending which do not follow the rules). According to the calculations, only 26.5 percent of the students correctly pronounced it. Meanwhile, the simplest was the -ed ending after the sounds [-d] and [-t]. It demonstrates that 95 percent of students can pronounce the -ed ending after sound [-d] and [-t] (Dewi, 2009)³.

Although English is taught in all Aceh schools, students frequently make mistakes in their pronunciation when speaking, listening, writing, and reading. Students learn English in school solely for the purpose of comprehension. As a result, no one knew how to correctly pronounce every English word. In this case, imitating others is a good way to learn English pronunciation. Learn English pronunciation from their teachers, an English dictionary, Google Translate, another English application, or ideally from native speakers on social media platforms such as Facebook, Instagram, and others.

Based on the explanation above, it was concluded that while pronunciation is difficult, but it is not impossible to learn. It is normal to encounter difficulties or make mistakes while learning. As a result, the Malem Diwa text was chosen as the media for testing the students' pronunciation errors. Based on observations made by the researcher at MAN 2 Bireuen. This journal discusses the findings of a study recently conducted to investigate the students pronunciation error which is conducted at MAN 2 Bireuen.

Method

The method of this research is decriptive qualitative, where researcher presents data in numerical and descriptive form. Descriptive qualitative is used in this research because the data obtained by the researcher based on qualitative data, then the researcher explains the results of the data into descriptive form. The descriptive design is appropriate with this research since it describes the students difficulties in pronunciation.

Research Instrument

In a qualitative study, the researcher served as an instrument, collecting data and recording phenomena discovered during the research process. Pronunciation tests and questionnaires are also used to collect data. The researcher used a questionnaire and a pronunciation test to collect data for this paper. This study was carried out at MAN 2 Bireuen.

Pronunciation Test

Giving a test to students is typically done to assess or determine how well they have mastered the language area and skills that have been taught. The purpose of this pronunciation test was to observe and learn about the students' problems with this study. Furthermore, the test results became data for this study, which was required to support and reinforce the discovery of phenomena. In this test, students were asked to provide one narrative text. The researcher used a recorder during the test to record the students' pronunciation of the case. The results of the recordings were then used to observe and determine whether the students had pronunciation issues when they were read.

Questionnaire Test

The questionnaire was given to the participants after they got pronunciation test. The kind of questionnaire is Likert Scales. In a Likert Scales survey respondents simply do not choose between

“yes or no” but the form of the questionnaire included the students Strongly Agree (SA), Agree (A), Fairly Agree (FA), Dissagree (D), Strongly Disagree (SD).

Concept of Errors

Error is something done wrong or condition of being wrong in belief of conduct. The term error also means the flawed side of learners' speech or writing. They those part of conversation or composition that deviate from selected norm of mature language performance (Hornby, 1987)⁴.

Errors are different from mistakes. So, distinguishing between them is critical in order to properly analyze learners' language. A mistake is inappropriate language production as a result of some types of processing failure, such as memory lapses. The error could be self-corrected. A mistake is a performance error that occurs at random when a known system is not used correctly. A native speaker is capable of understanding and correcting a mistake caused by a temporary lapse in the speech-making process (Saville-Troike, 2006)⁵.

According to the explanation above, errors are typically mistakes made due to a lack of knowledge about them. While mistakes are typically associated with a poor decision. This vocabulary context is typically used for unintentional errors where you are well aware that the action was incorrect. Error is a natural effect of language learning. Errors in language learning are regarded as indicators of developmental mechanisms because error is a deviation from student structure caused by the learner's failure to fully master the rules of the language.

Error Factors

Interlingual transfer, intralingual transfer, learning context, and communicating learning are all sources that influence errors in second language (Brown, 2007)⁵.

a. Interlingual Exchange

The early stages of learning a second language are marked by extensive interlanguage transfer from a native language. Interlingual errors are caused by interference in the native language they are learning. This means that language learners' errors are influenced by their first language. To define the error, the error could be compared to the target language. Because they did not know the correct form of the sentence, students explicitly pronounce their mother tongue in the second language. The interlingual transfer occurs when pronouncing the word 'group' /'gru: p/'. Due to the

probable spelling inference of 'gup'/grup/ in Indonesian, which does not have a long vowel on its sound system, most Indonesians pronounce it as /grup/.

b. Intralingual transmission

Intralingual errors reflect general features of learning rules, such as family generalization based on partial exposure to the target language, incorrect rule formulation, and failure to understand the circumstances under which the rules apply. The intralingual transfer occurs when the words 'prefer' /prif: / and 'transfer' /tranf: / are pronounced /prif/ and /tranf/.

c. Learning Environment

In the case of uneducated second-language learning, context learning refers to the social situation. Also, in the case of school learning, the teacher and the material. A deceptive explanation from the instructor or a faulty description or drill of words in the textbook will also lead the learner to make mistakes in the classroom setting. Untutored language acquisition in the social context may result in a certain acquisition of dialect, which may become a source of error.

d. Communication Techniques

Brown defines communication strategy as "the deliberate use of verbal or nonverbal mechanisms for the productive communication of information. As anyone who has tried to communicate knows, learners frequently struggle to say what they want to say due to a lack of knowledge. To deal with these issues, they employ a variety of communication strategies.

Concept of Pronunciation

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Aliaga García, 2007; Martínez-Flor et al. 2006; Pourhosein Gilakjani, 2016) Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. According to Fraser (2000), teachers should be provided with courses and materials that help them improve their pronunciation instruction. She continued that second language education research should not be concerned with the significance of English pronunciation instruction but with the methodology of pronunciation instruction (Pourhossein, 2016)⁶.

Pronunciation is defined as the production of sounds used to convey meaning. It also includes paying attention to specific sounds of language (segments), aspects of speech other than individual sounds, such as intonation, phrasing, stress, timing, and rhythm (suprasegmental aspects), and, in its broadest sense, paying attention to gestures and expressions related to how people speak a language.

According to Kristina, pronunciation is the act or manner in which a word is pronounced, or the utterance of speech. Furthermore, pronunciation is the two-way production of significant sound. First and foremost, sound is significant because it is used as part of a code in a specific language. Pronunciation is analogous to the production and reception of speech sounds in this sense. Second, it is used to create significance through usage (Handayani, 2017)⁷.

People who have their own mother tongue or native language appear to be able to recognize non-native speakers. Our mother tongue influences how we speak in another language. A variety of factors can influence pronunciation. The following are lists adapted from Kenworthy (1987; 4-8) of the factors that teachers should consider (Muhammad Aris, 2014)⁸;

a. First Language

When a learner learns a new language, this is the most influential factor. The teacher must diagnose the students' pronunciation issues in order for them to improve their pronunciation.

b. Age

Generally speaking, children under the age of puberty have a good chance of "sounding like a native" if they are exposed to authentic contexts on a regular basis. While adults will almost certainly retain a 'foreign accent' after puberty, there is a distinct advantage attributed to age. If all other factors are equal, a fifty-year-old can be as successful as an eighteen-year-old.

c. Exposure

Exposure is difficult to define. One can actually live in a foreign country for the same amount of time and not benefit from being 'with the people.' Because research takes time, class time should be spent on pronunciation improvement so that students can improve.

d. Natural phonetic ability

Some people have a phonetic coding ability that others do not. This is often referred to as having a 'ear' for language. If a person was exposed to a foreign language as a child, this 'knack' is present

whether or not the early language is remembered. Others are simply more sensitive to phonetic distinctions.

e. Recognize and express ego

Another factor is one's attitude toward target language speakers and the degree to which the language ego identifies with those speakers.

f. Pronunciation motivation and concern

Some students are unconcerned about their pronunciation, while others are. The extent to which learners' intrinsic motivation drives them toward improvement may be the most powerful influence of all six factors on this list.

Concept of Narrative Text

Narrative text is one of several types of text. It refers to non-factual text that is written or listened to for the purpose of entertaining the reader or listener. According to Anderson and Anderson "narrative is a piece of text that tells a story and thus entertains or informs the reader or listener"(Muhammad Aris, 2014)⁹.

Related to explanation above, the 'Malem Diwa' folktale an instrument of this research was taken. Malem Diwa is a folktale from Acehnese which tells the story of a man and an angel. This story is similar to the story of Jaka Tarub and Nawang Wulan and awang Sukma and Telaga Bidadari. The students know to identify the folktale from their own area that was needed. Firstly, the students will be understanding the text easier. Finally, hopes the students story of Aceh were known.

Finding and Discussion

To complete the data that has been discovered, a pronunciation test and questionnaire distribution techniques were used. The study focuses on MAN 2 Bireuen second-year sstudents. For the research, two types of instruments were used. It was a pronunciation test and a questionnaire. The pronunciation test was administered in the first step. Following the pronunciation test, the students were given questionnaires. The students' names were as follows:

No	Students' Name by code	Class
1	AH	XI BAHASA
2	AM	XI BAHASA

3	JL	XI BAHASA
4	KN	XI BAHASA
5	KNR	XI BAHASA
6	NS	XI BAHASA
7	RD	XI BAHASA
8	SH	XI BAHASA
9	UF	XI BAHASA
10	WY	XI BAHASA
11	YN	XI BAHASA

1. Analysis through Pronunciation Test

A pronunciation test was actually conducted in order to observe and solve problems related to this study. Furthermore, the results of the tests became data for this study, which was required to support and reinforce the discovery of phenomena. The students were read a story called Hikayat Malem Diwa for this test. During the tests, students' audio recordings related to the story were used. The results of the recordings were then used to observe and determine whether the students had pronunciation issues, in order to know the percentage of students who make a mistake with their pronunciation.

No	Students'Name by code	Assessments							Total	Score
		N	V	ADJ	AP	AT	C	P		
1	AH	40	36	11	4	7	5	11	115	10,45
2	AM	43	37	11	4	5	5	11	117	10,65
3	JL	38	32	9	4	7	3	9	102	9,27
4	KN	43	36	10	4	6	5	7	112	10,18
5	KNR	39	28	11	4	4	5	11	103	9,36
6	NS	40	37	11	4	6	5	10	113	10,27
7	RD	36	29	7	4	7	6	9	99	9
8	SH	37	35	5	4	7	3	6	99	9
9	UF	35	27	8	4	4	4	4	87	7,9
10	WY	34	30	7	4	8	5	7	98	8,9
11	YN	37	25	6	4	5	6	8	89	8,09
Total		422	352	96	44	66	57	95	1235	
Percentage		38,36%	32%	8,72%	4,00%	6%	5,18%	8,63%		9,37%

The Malem Diwa text was used to assess students. To make it easier to analyze the students' pronunciation errors, these words were divided into several sections, including: there are 43 nouns, and the average students' errors ranged from 34 to 43. There are 40 verbs, and the average student made 25 to 37 mistakes. There are 12 adjectives, and the average student made 5 to 11 errors. There are four adverbs of place, and the average student made two to four errors. There are 9 adverbs of times, and the average student made 5 to 8 errors. There are 9 conjunctions, and the average student made 3 to 6 errors. There are eight prepositions, and the average student made an error 4 to 1 words.

NO	NOUNS ERROR	NO	NOUNS ERROR
1	Name	23	Youngest
2	Young	24	Heaven
3	A	25	Result
4	Man	26	Nymph
5	Country	27	They
6	Wanderer	28	Husband
7	Area	29	Wife
8	He	30	Firewood
9	Loneliness	31	Forest
10	Cured	32	Courtesy
11	Melody	33	House
12	Flute	34	Parent
13	Journey	35	Women
14	Place	36	Source
15	River	37	Sound
16	Vegetable	38	Tree
17	Fishes	39	Angels
18	Grandmother	40	Stone
19	Arrival	41	Shower
20	Clothes	42	Friends
21	Commotion	43	Home
22	Loss		

NO	VERB ERROR	NO	VERB ERROR
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1	Lived	23	Taking
2	Hearing	24	Helped
3	Arrived	25	Carry
4	Interested	26	Delivered
5	Decided	27	Saw
6	Grows	28	Laughed
7	Finished	29	Found
8	Looked	30	Played
9	Hid	31	Called
10	Lost	32	Peeked
11	Flying	33	Taking
12	Apparently	34	Proposed
13	Belonged	35	Stay
14	Try	36	Come
15	Return	37	Came
16	Leaving	38	Took
17	Cried	39	Hiding
18	Repair	40	Let
19	Attracted	21	Married
20	Fell	22	Help

NO	ADJECTIVE ERROR
1	Beautiful
2	Near
3	Interested
4	Lost
5	Other
6	Sad
7	Alone
8	Good
9	Happily
10	Large
11	Outer
12	Lost

NO	Adv. Of Place ERROR
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1	Behind
2	There
3	Near
4	Forward

NO	Adv. Of Time ERROR
1	Long time ago
2	once upon a time
3	one day
4	Sometime
5	Later
6	After
7	Quite
8	Since
9	Forever

NO	PREPOSITION ERROR
1	In
2	To
3	At
4	Of
5	For
6	Since
7	By
8	On

NO	CONJUNCTION ERROR
1	But
2	Or
3	As
4	While
5	Because
6	That
7	When
8	Where
9	After

According the data above, it could be summarized that students did error in pronunciation.

The result were as follows:

1. Noun, there were 38, 36% students' errors
2. Verb, there were 32% students' errors
3. Adjective, there were 8,72% students' errors
4. Adverb of Place, there were 4,8% students' errors
5. Adverb of Time, there were 6% students' errors
6. Adverb of Manner, there were 5,18% students' errors
7. Preposition, there were 8, 63% students' errors.

2. Result Through Questionnaires

A questionnaire was distributed to MAN 2 Bireuen second-year students. The researcher met with the teacher at that school to coordinate the date and time of the research. The questionnaire contained 15 items with four options from which the students could choose. Strongly Agree (SA), Agree (A), Fairly Agree (FA), and Disagree were the possible responses (D). The results of the students' questionnaire are included.

No.	Statement Characteristic	Statement Answer				Mean Score
		SA	A	FA	D	
1.	The student don't know about pronunciation	8	3	-	-	1,27
2.	The students never studied about pronunciation in the school and course	5	4	-	2	1,54
3	The students was motivated in learning pronunciation	4	3	3	1	2,90
4.	The students had difficult when read English text with a good pronunciation	5	4	1	1	1,81
5.	The students had difficult in reading "Malem Diwa" text in English because that is the first time	7	4	-	-	1,36
6.	The students had difficult in understanding the other read English text	2	9	-	-	1,81
7.	The students had difficult in pronunciation because they not master in vocabulary	3	7	1	-	1.81
8.	The students interested to study pronunciation	4	3	2	2	2.81
9.	The students have not confident in read English text because they afraid made mistake in pronunciation	5	6	-	-	1,54
10.	The students does not realize if the	5	3	3	-	1,81

	pronunciation was wrong while reading “ Malem Diwa” text					
11.	The teacher rarely justify students’ pronunciation when they read English text	5	6	-	-	1,54
12.	The students does not interested to study pronunciation	2	9	-	-	1,81
13.	The students able to master in vocabulary but not with a good pronunciation	2	2	-	7	1,90
14.	The students does not know how a good pronunciation to every word when read English text	1	10	-	-	1,90
15.	The students agree if pronunciation is important	5	6	-	-	3,45
	Total					29,26
	Percentage					2,26 %

The researcher mentioned the results of the questionnaires for 11 second-year Man 2 Bireuen students in the table above. According to the table above, the researcher detailed the students' responses to each item of questionnaires as follows.

$$1. \text{ Mean} = \frac{(1 \times 8) + (2 \times 3) + (3 \times 0) + (4 \times 0)}{11} = \frac{14}{11} = 1,27$$

$$2. \text{ Mean} = \frac{(1 \times 5) + (2 \times 4) + (3 \times 0) + (4 \times 2)}{11} = \frac{17}{11} = 1,54$$

$$3. \text{ Mean} = \frac{(4 \times 4) + (3 \times 3) + (2 \times 3) + (1 \times 1)}{11} = \frac{32}{11} = 2,90$$

$$4. \text{ Mean} = \frac{(1 \times 5) + (2 \times 4) + (3 \times 1) + (4 \times 1)}{11} = \frac{20}{11} = 1,81$$

$$5. \text{ Mean} = \frac{(1 \times 7) + (2 \times 4) + (3 \times 0) + (4 \times 0)}{11} = \frac{15}{11} = 1,36$$

$$6. \text{ Mean} = \frac{(1 \times 2) + (2 \times 9) + (3 \times 0) + (4 \times 0)}{11} = \frac{20}{11} = 1,81$$

$$7. \text{ Mean} = \frac{(1 \times 3) + (2 \times 7) + (3 \times 1) + (4 \times 0)}{11} = \frac{20}{11} = 1,81$$

$$8. \text{ Mean} = \frac{(4 \times 4) + (3 \times 3) + (2 \times 2) + (1 \times 2)}{11} = \frac{31}{11} = 2,81$$

$$9. \text{ Mean} = \frac{(1 \times 5) + (2 \times 6) + (3 \times 0) + (4 \times 0)}{11} = \frac{17}{11} = 1,54$$

$$10. \text{ Mean} = \frac{(1 \times 5) + (2 \times 3) + (3 \times 3) + (4 \times 0)}{11} = \frac{20}{11} = 1,81$$

$$11. \text{ Mean} = \frac{(1 \times 5) + (2 \times 6) + (3 \times 0) + (4 \times 0)}{11} = \frac{17}{11} = 1,54$$

$$12. \text{ Mean} = \frac{(1 \times 2) + (2 \times 9) + (3 \times 0) + (4 \times 0)}{11} = \frac{20}{11} = 1,81$$

$$13. \text{ Mean} = \frac{(4 \times 2) + (3 \times 2) + (2 \times 0) + (1 \times 7)}{11} = \frac{21}{11} = 1,90$$

$$14. \text{ Mean} = \frac{(1 \times 1) + (2 \times 10) + (3 \times 0) + (4 \times 0)}{11} = \frac{21}{11} = 1,90$$

$$15. \text{ Mean} = \frac{(4 \times 5) + (3 \times 6) + (2 \times 0) + (1 \times 0)}{11} = \frac{38}{11} = 3,45$$

According to the researcher's analysis of the students' questionnaires, the average percentage of the questionnaire is 2.26 percent, indicating that the students had pronunciation problems.

The results of the questionnaires for 11 students in their second year at MAN Bireuen were mentioned in the table above. The students' responses to each variable from several items leading up to the maximum score can be interpreted as follows: 1) does not know how to pronounce; 4, 92 percent. Criteria; Strongly Agree 2) Pronunciation difficulties; 4, 87 percent. Criteria; Strongly Agree. Learning motivation; 3, 61 percent. Criteria; Agree. Criteria; Agree; Teachers' Neglect; 2, 60%

The results of the questionnaires for 11 students in their second year at MAN Bireuen were mentioned in the table above. The students' responses to each variable from several items leading up to the maximum score can be interpreted as follows:

1. The students were not taught proper pronunciation. The majority of them have no idea how to pronounce it.
2. Because it was their first time reading this text, the students had difficulty pronouncing words in English. Many new words were discovered and read for them.
3. The students lack confidence; many of them were hesitant to read the text because they were embarrassed by their mistakes in pronouncing words.
4. Teachers' neglect, in today's world, teachers tell students to read only without improving their pronunciation. Teachers focus on students' reading and exercise without regard for how they pronounce words correctly.
5. Vocabulary mastery, while some students are proficient in vocabulary, they also make mistakes in pronunciation. They only memorize the vocabulary and do not know how to pronounce it correctly.

Conclusion

Following the explanation of the pronunciation tests, the analysis and discussion of the questionnaires was required to present in the following step. Based on the results of the students' questionnaire, it was determined that the students had a problem with pronunciation. Some of the factors that made students' pronunciation difficult came from outside sources. The first was a lack of knowledge of pronunciation; they were difficult to pronounce because they did not know about pronunciation. Second, they struggle to learn proper pronunciation. Third, they have motivation to learn pronunciation, but the external factor does not. Furthermore, due to teachers' neglect, students were asked to read the texts without correcting their pronunciation.

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