

THE STRATEGIES OVERCOME MISPRONUNCIATION IN DAILY VOCABULARY AT EFL STUDENT

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Abstract

Pronunciation is a crucial skill to gain perfect English skill. Learners within proper pronunciation will be able to comprehend and communicate effectively. Therefore, much of the learner still has difficulty using correct pronunciation for several reasons and there will be several effects related to lack of pronunciation. Thus, identifying how to overcome error of mispronunciation is crucial. The purpose of this study was to discover the strategies of mispronunciation, especially within common or daily words. This study uses a qualitative approach within thematic analysis. The data gathered from a structured interview by 15 learners to unlock their pronunciation for several common words and 5 learners to gain their problem with pronunciation. Thus, the research found that most of the learners still lack the pronunciation of common words in the range 41,26%. In addition, the research unlocked the strategies to maximize well-formed pronunciation such as combine repetition, listening, digital support, and confidence-building. These methods reflect a growth mindset, where mistakes are seen as a normal and valuable part of learning.

Keywords: Common words, Strategies minimize of mispronunciation

INTRODUCTION

According to Dama (2024) Speaking is an important aspect in language learning and teaching. Dama (2024) also stated that learning is often only focused on grammatical aspects with a lack of speaking skills practice, so students need stimulation and support to be motivated to communicate in English. In line with Hamsia (2018) who emphasized that speaking learning aims to create interactive communication, so that students are able to convey an idea clearly and can be understood well. It can be concluded that teaching speaking in English is still less than optimal due to the lack of practice and motivation, even though this ability is very important to achieve effective and interactive communication.

English pronunciation is one of the most challenging skills to comprehend and

practice. It is also quite tricky for Indonesian students since they have been used to speaking their mother tongue since childhood (Jariyah, 2020). Related to Altair & Suwartono (2020), they emphasize that pronunciation is the key of communication and might be the most difficult to master by EFL (English as a Foreign Language). Thus, we can conclude that correct pronunciation may be somewhat overwhelming for several people including EFL students.

EFL students need to learn more about English speaking skills, especially good pronunciation. Most of them still make a mistake in pronouncing English. Primarily in UIN Raden Mas Said Surakarta, students do not get extra time for learning pronunciation. They only get one period to gather and master the pronunciation material in the first semester. That's being one reason instead of their ability to learn good pronunciation. Because pronunciation being the really crucial thing to overcome, this study needs to be continued to find out what the reason is that students still lack in pronunciation.

Considering that pronouncing English is one of the high skills to be confirmed, it is an essential field to retrain. The first important aspect to understand is to get to know about the phonetic symbol from the International Phonetic Alphabet (IPA) symbol, getting the touch to speak several words based on the IPA symbol, and evaluate the result of the pronunciation. At last, this research tries to unlock what is actually the problem faced by the EFL student learning pronunciation.

The scope relates how the research considers to focus and describe the research question. Moreover, the field limitation stands with the capacity of the researcher in the project's scope. They gain how the research conducted within the area of the research that sets the boundaries where the researcher must focus on the topic have been chosen.

Area of this research focused to uncover several daily vocabularies within missing pronunciations. Missing pronunciation related to the reason of why still happen, how they mispronouncing, and the consequence of missing pronunciation as a result of the reader can understand what should they do to overcome the problem.

The data in this study is forced by the evidence that the researcher completely

selected UIN Said as the area of research, particularly in the sixth semester of EFL student. Furthermore, the research investigates with reference the presence of missing pronunciation on the common word. Easy access of collaboration and the suitable participant being the huge factors in the selection of sixth semester students at UIN Said.

Examining mispronunciation on the daily vocabulary words at UIN Said particularly on sixth semester of EFL student, was the goal of the study. thus, in conformity within several relevant literatures, the following research question will device:

1. What are the common mispronunciations in daily vocabulary?
2. What are the consequences for getting mispronunciation faced by EFL students?
3. How do the approaches resolve mispronunciation at EFL students?

LITERARY REVIEWS

Pronunciation plays a significant part in our personal and social lives because the way we speak reflects our identities and indicates our asosiation with particular communities. Many researchers conducted research about pronunciation. Here, the researcher chooses some previous researchers who are related to write on English exposure. Those are:

The first previous study is "The English Pronunciation Problems of EFL Students' Speaking (A Case Study at the fourth Semester of Teaching Speaking and Listening Class)" 2020. This journal from State Islamic University of Walisongo Semarang, Ninin Jariyah as a researcher. She said that this research discusses pronunciation problem, expecially at segmental features and also the last analysis used observation to collect the data and to use a qualitative method. This research conducted interviews and recording to collect the data. Besides, my research focusing also on strategies to overcome mispronunciation besides only analyses the segmental features from the same data which are recording and interview.

The second previous study is the research of Vy, Tu Thi Tuyet. (2023). The Impact of Common Pronunciation Errors on The Speaking Proficiency of EFL College Students. American Journal of Sciences and Engineering Research, 6 (4). This research

focus on some problematic English vowels and consonant sounds that the students usually mispronounced as well as other to gain several solutions to overcome the pronunciation difficulties for the students. Besides, my study focuses on common daily vocabulary that usually still mispronounced by the EFL students. This study to analyze and count how much the range of mispronunciation from several common word in the daily vocabulary.

Underlying theories | Landasan teori

Speaking Skill

According to Halidu and Entango (2021), the completeness of one's speech organ skills is a necessary condition that enables the production of various types of articulation sounds, stress, intonation, pauses, and speech rhythm. Meanwhile, Marleni et al. (2021) stated that the essence of speaking skills is the ability to communicate effectively, which includes mastery of vocabulary, pronunciation, accuracy, and fluency, so that the expression of thoughts and feelings must be delivered clearly, and the speaker must understand the meaning to be conveyed so that the listener can comprehend the message well. This is in line with Mega and Sugiarto (2020), who stated that mastering speaking skills in English can be achieved through active interaction with interlocutors in expressing meaning involving various aspects of speaking skills such as pronunciation, grammar, vocabulary, fluency, and comprehension. Furthermore, according to Parmawati and Inayah (2019), speaking skill is one aspect of language that emphasizes oral interaction, allowing someone to produce, convey, or receive information accurately and fluently while paying attention to vocabulary, grammar, and pronunciation. From these expert opinions, it can be concluded that speaking skill is the ability to communicate orally and effectively, supported by well-functioning speech organs and mastery of language aspects such as vocabulary, grammar, pronunciation, fluency, and comprehension through active interaction.

Pronunciation

According to Hisasmaria (2023), pronunciation is the way the sounds of a language are produced, which may vary depending on various factors, such as ethnicity, social class, education, and speech disorders. According to Jariyah (2020) & Isnawati

(2024), pronunciation refers to the act of producing speech sounds within articulating speech sound that convey meaning for effective communication. As a result, pronunciation related to the way language produced within various sounds and particular procedures.

Students that have good pronunciation in English speaking are more understood when they are communicating with others even if they lack in the other aspect. Whereas, students with bad pronunciation will find it difficult to comprehend and communicate even if they are good enough in grammatical construction (Ramasari, 2017). In addition, Vy (2023) emphasizes that somebody often judges people on how they speak so that the learner within poor pronunciation is automatically judged as incompetence, lack of insight, or the listener just reacting to their pronunciation. It can be pointed out that pronunciation can make someone comprehend about the meaning of language and avoid misunderstanding.

Emphasized by Isnawati (2024), learning pronunciation in English can be particularly challenging due to the time and effort needed to achieve accuracy within articulate words clearly, and clarity on accurate pronunciation. Besides, pronunciation is the important thing and being the standard to judge the English speaker's speaking proficiency (Ramasari, 2017 & Vy, 2023). Therefore, pronunciation is a crucial thing on which speaking skill should be learned within high intensity for the best result.

The Main Component of Pronunciation

The main component of pronunciation are segmental features (include phoneme), and suprasegmental features (include stress, intonation, and connected speech) (Hisasmaria, 2023).

Segmental features

Hisasmaria (2023) emphasize that segmental features of pronunciation which is called phonemes is a form of sound from a language that shows the difference in meaning between one word and another. Moreover, Jariyah (2020) mention that phonetics can be seen as the sequence of sounds or the role which arrange how that sounds produce in English sound consisting of twenty-eight vowels and fifty-eight consonants according to Odden in introducing phonology on the International Phonetic

Alphabet (IPA).

Vowel is one of speech sound that does not block air through the mouth or closer to a vowel sound but is kind of surgical within vibrating or non-vibrating vocal cords and produced without whispering (Hisasmaria, 2023). In addition, Jariyah (2020) states that vowel is divided into two kinds which are monophthongs or pure vowels and diphthongs. Among those pure vowels that exist in English, six pairs of vowels also known as short vowels and long vowels, which are: [I], [e], [æ], [ʌ], [ɒ], [ʊ] as short vowels and [i], [ɜ], [ɑ], [ɔ], [u], [ə] as long vowels. Characteristic vowel qualities are determined by (a) the height of the tongue in the mouth; (b) the part of the tongue raised (front, middle, or back); (c) the configuration of the lips; and (d) the tension of the muscles of the oral tract (Jariyah, 2020).

Consonant is the sound by blocking the air though the mouth or nose that hold by the lips, tongue, teeth, upper mouth, and back throat which primarily identify by the use of nasal cavity (Hisasmaria, 2023). Besides, Jariyah (2020) mention that English has 24 consonants including [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w] defines the sound coming from closure or narrowing in the vocal tract.

Suprasegmental features

The production of suprasegmental feature related with stress, length, pitch, and intonation (Jariyah, 2020). Moreover, Hisasmaria (2023) suprasegmental features are features of speech which generally apply to groups of segment or phonemes.

The way voice goes up and down in pitch when we are speaking is named intonation (Hisasmaria, 2023). On the other hand, Jariyah (2020) emphasize that speech is quite same with music needed tone of their voice including rising and falling called intonation. Moreover, all of the words have identifiable syllable and one of the syllables in each word will sound louder than the others that the syllable indicates with louder sound is stressed syllable changed the pitch. Stress can happen on the fourth, middle, or last syllable of words (Hisasmaria, 2023). In addition, connected speech may result in modifications to pronunciation that are quite dramatic, including deletions, additions, or changes of sound, or combinations of all three in a given word in context (Hisasmaria,

2023).

Factor of Mispronunciation

Learner's native language

Vy (2023) emphasize that many researchers have tried to unlock the troubles by the students when face English pronunciation by comparing the sound system of English and the student's native language and the result is because the sounds they produce seemed peculiar and the voice rose and fell in unexpected places not because of their lack of knowledge. Furthermore, Widhiastuti et al. (2022) pointed out that most second language learners have to manage the difference between the target language (TL) and their native sound systems by mispronunciation.

The age of learners

The age of the learner can be one of the factors related to lack of pronunciation. As mentioned by Vy (2023), if the learners do not learn a foreign language before proper age, they may not obtain a better pronunciation than those people who learn a foreign language at a certain age. Those who learn in adult age find it quite hard to achieve native-like pronunciation.

Exposure

Pronunciation influenced by the environment they build on their lived. It depends how much they use English in their live also spend their time for listening and speaking English (Vy, 2023). Moreover, people who lived in the English-speaking country can more gather all of the opportunities related good pronunciation.

Learners innate phonetic talent

The perseverance of listening to English words can be different within some people. Based on the abilities they hear and imitate the sound, they can also discriminate between two sounds that are quite the same accurately (Vy, 2023).

Attitude, motivation and identity

Several possible mispronunciations can be resolved by the motivation and the attitude of learners. If they study hard and want to increase their capacity for speaking

within the development of pronunciation, they will have much to practice (Vy, 2023).

The Concept of Errors Analysis

The term of error refers to something wrong doing made by someone while constructing language as a result of the ignorance on incomplete knowledge about language (Hisasmaria, 2023). Moreover, Maharani, et all (2020) emphasize that errors are inevitable thing to do once students learn a foreign language which is normal thing. Errors is different with mistake. Error could happen because of the lack of knowledge instead mistake refer to a performance error that can be a random or a slip of the tongue that is unable to use a known system accurately. Hence, error analysis is a piece of applied linguistic that has recently revealed that students mistake these days were a result of the student's local language.

Types of Error in Pronunciation

Types of error in pronunciation can be identified by three types such as substitution, insertion or addition, and omission (Hisasmaria, 2023). Substitution related with replacement of an item like intralingual, interlingual, and others. For example, the word about should be pronounced [əbaʊt], but speakers pronounce [əbɒt]. It means that the sound /aʊ/, is substituted by /ɒ/. Next, insertion or addition is type of error because the presence of an item that actually not appear in well-formed by adding extra sound. For example, word fruits should be pronounced as [fru:ts], but speakers pronounce [fru:its]. It means that there is an addition of vowel /i/. Last is omission. Omission happens when there is absence of an item that must appear in well-formed utterance. For example, word came pronounced [keim], but the speakers pronounce [kem]. It can be stated that the /i/ is omitted (Fauziati, in Nadziroh, S, 2015 in Hisasmaria, 2023).

RESEARCH METHOD

Research design as the framework of research method within adjust based on the appropriateness for the topic of the research (Nurhayati, 2020). Moreover, this research applied thematic analysis which is designed to analyse qualitative data in educational research. As mentioned by Braun& Clarke (2006), thematic analysis is a

method for identifying, analysing, and reporting patterns (themes) within appropriate data. Furthermore, Dawadi (2020) emphasizes that thematic analysis is one of the qualitative methods with systematic organization and narrative data involving identification of themes through skimming and scanning of the transcribed data. For that reason, thematic is the appropriate one of research design used to analyse this data.

The data conducted within primary and secondary data. The primary data obtained from the thematic analysis within 10 participants (Braun& Clarke, 2006). Then, the secondary data gained from the structured interview of several participants (Dawadi, 2020). All cited material adapted at analysing the consequences of mispronunciation in daily vocabulary of EFL students.

This research using action research. This instrument related to the language proficiency test properly non-standardized test and assessment within speaking test using read-aloud or pronunciation test. This instrument is related getting several participants to practice their pronunciation within 22 daily words.

The data collected using consecutive procedures. Mispronunciation words of daily vocabulary that had been compiled then differ using tables to analyse and count based on the truth or false pronunciation of each word. Then, the result of the interview had been analysed with coding being the secondary data to decide the reason and consequence arising of mispronunciation of EFL students.

This study uses data analysis which is thematic analysis. Thematic analysis is the procedure to gain several results or discussion from the data being analysed. This part of data analysis aimed to achieve beneficial information related to the research. First, the researcher gathered several pieces of data from the interviewer. Then, the data is being coded by a coding system to unlock the information properly. Last, the data is analysed based on the research question on the result and discussion's chapter

RESULTS AND DISCUSSION

After all the data had been collected, the audio recordings were analyzed, and a table was created to present the findings. The table shows the average scores of correct and incorrect word pronunciation by the participants. Based on the data, the rate of

mispronunciation is considerably high. None of the participants were able to pronounce the majority of the words correctly.

Table 1: Common mispronunciation faced by EFL Student

Words	Correct Pronunciation %	Incorrect Pronunciation %	Incorrect Pronunciation %	Incorrect Pronunciation %	Incorrect Pronunciation %
Word	/wɜ:d/ 40%	/wɔ:r:d/ 46,6%	/wɜ:r:d/ 13,33%		
World	/wɜ:ld/ 40%	/wɔ:r:ld/ 53,33%	/wɔ:r:d/ 6,67%		
Work	/wɜ:k/ 46,67%	/wɔ:rk/ 40%	/wɔ:k/ 13,33%		
Salmon	/sæmən/ 26,67%	/salmən/ 46,67%	/salmən/ 26,67%		
Almond	/ɑ:.mænd/ or /ɑ:l:mænd/ / 40%	/al:mənd/ 40%	/ɜl:mənd/ 6,67%	/ə:mənd/ 6,67%	

46,67%

(7)

Walk	/wɔ:k/	/wɑ:lk/	/wəl:k/
	66,67%	6,67%	26,67%
Talk	/tɔ:k/	/tɑ:lk/	
	66,67%	33,33%	
Vegetable	/vedʒ.tə.bəl/	/vedʒə.tə.bəl/	/vegə.tē.bəl/
	26,67%	60%	13,33%
Chocolate	/tʃɔ:klət/	/tʃɔ:k.lat/	
	40%	60%	
Comfortable	/kʌmfətə.bəl/	/kɒmfɔr.tə.bəl/	
	26,67%	73,33%	
Library	/laɪ.brəri/	/li.brər.i/	
or		6,67%	
	/laɪ.brəri/		
	93,33%		
Jewellery	/dʒu:əl.ri/	/dʒə:wəl.ri/	
y		/	

	40%	60%	
Parents	/pɛr.ənts/	/pənt:s/	
	93,33%	6,67%	
Busines	/bɪz.nɪs/	/buz.nɪs/	
s	or	6,67%	
	/bɪz.nəs/		
	93,33%		
Student	/stu:dənt/		
	100%		
Mosque	/mɑ:sk/	/mɒs:kʊə/	/mɒ:sk/
	21,43%	57,14%	21,43%
Goat	/gəʊt/ or	/gɒt/	
	/gout/	60%	
	46,67%	53,33%	
God	/gɑ:d/		
	100%		
High	/haɪ/	/haɪ:g/	
	53,33%	46,67%	

From the 15 interviewees who participated in this study, the data analysis

results show that the overall average percentage of correct word pronunciation was 58.73%, while the average percentage of incorrect pronunciation was 41.26%. These figures indicate that the participants' pronunciation ability falls into the moderate category, where some words could be pronounced quite well, but errors still occurred in almost half of the tested words.

1. In detail, the word Word achieved a correct pronunciation percentage of 40%, while the remaining pronunciations were incorrect, with variations such as /wɔ:ld/ (46.6%) and /wɔ:rd/ (13.33%). The word World showed similar results, with the same correct rate of 40%, while the errors included pronunciations like /wɜ:ld/ (53.33%) and /wɔ:rd/ (6.67%). For the word Work, the correct percentage was 46.67%, with common errors including /wɔ:rk/ (40%) and /wɜ:rk/ (13.33%).
2. The word Salmon was correctly pronounced by only 26.67% of the participants, while the dominant incorrect pronunciations were /sælmən/ (46.67%) and /sælmɒn/ (26.67%). The word Almond has two acceptable correct pronunciations, but the overall success rate was only 46.67%, while the rest were mispronounced as /ælmənd/ (40%), /ælmɒnd/ (6.67%), and /ɛ:mənd/ (6.67%).
3. The word Walk had a correct rate of 66.67%, while the remaining 33.34% were incorrect, with variations such as /wælk/ (6.67%) and /wɔ:lk/ (26.67%). Similarly, Talk had the same success rate of 66.67%, with the main error being /tælk/ (33.33%). The word Vegetable had a correct percentage of only 26.67%, with the most frequent errors being /vedʒetəbl/ (60%) and /vege:təbl/ (13.33%).
4. The word Chocolate was correctly pronounced by 40% of the participants, while the rest pronounced it incorrectly as /tʃɔ:klæt/ (60%). The word Comfortable had a correct rate of 26.67%, with the most common error being /kɒmfərtəbl/ (73.33%).
5. For the word Library, the success rate reached 93.33%, with only 6.67% mispronouncing it as /librə:ri/. The word Jewellery was correctly pronounced by 40% of participants, while /dʒu:wəlri/ was incorrectly used by 60%. The word Parents had a high success rate of 93.33%, with only 6.67% mispronouncing it as /pɛnts/. The word Business showed a similar result, with 93.33% correct and 6.67% mispronounced as /bʌznɪs/. The word Student was pronounced correctly by 100% of the participants, with no errors found.

6. In the next group of words, Mosque had a correct rate of 21.43%, while the rest mispronounced it as /moskju:/ (57.14%) and /mo:sk/ (21.43%). The word Goat had a correct rate of 46.67%, with the incorrect form /gæt/ (53.33%). The word God was pronounced correctly by all participants (100%). The word High had a correct rate of 53.33%, with the remaining participants mispronouncing it as /hig/ (46.67%).
7. Furthermore, the word Answer achieved a correct rate of 80%, with the incorrect form /ænswe/ (20%). The word Delete had a correct rate of only 20%, with errors including /dilet/ (6.67%), /dileit/ (20%), /dilɪt/ (26.67%), and /dilit/ (26.67%). Lastly, the word Focus had a correct rate of 73.33%, while the remaining participants mispronounced it as /fokus/ (26.67%).

From the overall results, it can be seen that words with regular and familiar pronunciation patterns, such as Library, Parents, Business, Student, God, and Answer, tended to be pronounced correctly by most participants. In contrast, words containing silent letters (Salmon, Walk, Talk), differences between spelling and pronunciation (Vegetable, Comfortable, Almond), or significant vowel sound changes (Word, World, Work) showed high error rates.

Table 2: data coding results

No	Theme	Categories	Excerpt/extract from interviews
1	Feelings when speaking in English	Feeling nervous and afraid of making mistakes due to lack of confidence	Zulkha: “I feel nervous when I speak in English. I worry that my pronunciation might be wrong.” Lika: “I feel nervous, especially when I am not sure how to pronounce a word. I’m afraid people might laugh or not understand me.” Alima: “There is a sense of enthusiasm, but also a little worry

			about pronunciation because I don't want to sound strange." Rika: "I'm afraid others won't understand me or I'll make mistakes." Hanifah: "I feel afraid... I feel shy when I say something wrong."
2	Reaction to mispronunciation	Feeling embarrassed and worried about negative judgment from others	Zulkha: "I feel a little embarrassed or shy, especially if someone corrects me or laughs." Lika: "I feel uncomfortable... I feel like I failed to convey something and people will judge my English as bad." Alima: "I feel a little embarrassed or frustrated when I mispronounce something." Rika: "I worry that people will laugh or not understand what I mean." Hanifah: "I will feel embarrassed when I say a mispronounced word in front of others."
3	Awareness of mispronunciation	Awareness arises either immediately or	Zulkha: "Sometimes yes, I know when I say it wrong... other times, I

		after being corrected by others	don't realize until someone tells me." Lika: "If it's a familiar word, I notice it... but with new words, I realize only after someone corrects me." Alima: "Sometimes I realize it immediately... or when I reflect back after the conversation." Rika: "Sometimes I know, especially after hearing the correct pronunciation." Hanifah: "Yes, sometimes I realize... I just hope the person doesn't notice."
4	Action taken after realizing mispronunciation	Trying to correct the mistake by repeating and checking reliable sources	Zulkha: "I try to repeat the word correctly and remember it." Lika: "I use a dictionary or ELSA app to check and practice." Alima: "I correct it immediately, or find out the right way later." Rika: "I try to say it again with correct pronunciation." Hanifah: "I search on the internet for the correct pronunciation."

5	Strategies to overcome daily mispronunciation	Improving through listening, using tools, and being brave to try	Zulkha: "Listen more to English, practice daily, ask for feedback, use apps." Lika: "Consistent practice, use ELSA, and don't be afraid to make mistakes." Alima: "Increase listening and don't be afraid of making mistakes." Rika: "Listen to native speakers and repeat words every day." Hanifah: "Check the internet, write notes, and practice with friends."
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From the table above, it can be explained that most participants admitted feeling nervous and afraid when speaking in English due to a lack of confidence in their pronunciation. The fear of mispronouncing words often made them worried about being misunderstood or judged negatively by others. For instance, Zulkha stated that she was concerned about pronouncing words incorrectly, while Lika expressed her fear of being laughed at or not understood, which eventually lowered her self-confidence. Similarly, Rika and Hanifah said they felt afraid or embarrassed when making mistakes, whereas Alima added that although speaking could bring joy, there was still a worry about sounding strange or being difficult to understand. This data shows that pronunciation challenges are not merely a technical issue but are also closely related to emotional factors that can hinder their willingness to communicate.

In addition, the interview results revealed that mispronunciation often triggered negative emotional reactions such as embarrassment, awkwardness, or discomfort. All five participants admitted having experienced these feelings, especially when corrected or laughed at by others. Zulkha mentioned feeling awkward when someone corrected

her, while Lika was worried that people would judge her English as poor. Alima even mentioned occasional frustration, whereas Rika and Hanifah also acknowledged feeling embarrassed when mispronouncing words in front of friends or other people. These reactions can lower self-confidence and potentially make students even more reluctant to speak in the future.

Awareness of mispronunciation among the participants varied. Some participants realized their mistakes immediately while speaking, whereas others only became aware after receiving feedback or hearing the correct pronunciation. Zulkha and Lika admitted that they sometimes did not realize their mistakes until someone pointed them out, while Alima mentioned that the listener's reaction was one of the triggers for her awareness. Rika stated that such awareness usually emerged after she heard the correct pronunciation, whereas Hanifah hoped that her interlocutor would not notice her mistake. These findings highlight the importance of supportive feedback and exposure to correct pronunciation so that students can more quickly recognize their errors.

Interestingly, after becoming aware of their mistakes, most participants showed a proactive attitude toward correcting them. They repeated the mispronounced word with the correct pronunciation, checked it in a dictionary or app, or asked their teachers and friends. Zulkha tried to remember the correct pronunciation for future use, while Lika and Alima used applications like ELSA Speak or searched for information online. Rika attempted to correct the mistake immediately, whereas Hanifah focused on further learning how to pronounce the word correctly online. This shows that although nervousness and embarrassment often occurred, the motivation to improve remained high and became part of their learning strategies.

Furthermore, the participants also proposed various practical ways to overcome mispronunciation, including listening more to English through YouTube or podcasts, practicing speaking daily, using dictionaries or pronunciation apps, and not being afraid to make mistakes. Zulkha emphasized the importance of practice and feedback, while Lika highlighted the consistency of practice and the courage to make mistakes. Alima added the importance of increasing listening activities, whereas Rika suggested imitating native speakers. Hanifah recommended writing down difficult words in a notebook or practicing with friends. These strategies reflect a growth mindset, where

mistakes are seen as a normal and valuable part of the language learning process.

CONCLUSIONS

Pronunciation errors can occur because speaking breakdowns which is fear to say something in English. As a result, they pronounce incorrectly. Therefore, they should be treated by EFL teacher and also practiced in their daily life. Subject pronunciation at UIN Raden Mas Said Surakarta only on the first period of semester. Skill pronunciation should be given more time so that student feel enough to comprehend about the phonetic symbols and how to spell different words. Moreover, student should study hard practicing pronunciation every single time of their life. This actually necessary for life time self-improvement of the student's English pronunciation.

The pronunciation errors controlled in this study are absolutely thoughtful because they are the errors made by producing incorrect phonemes. This kind of phonetic deformation such as a non-native who wants to say 'mosque' but pronounces it as /mɒs:kʊə/ instead of /mɑ:sk/ obstructs the native speaker from guessing the certain word which the non-native mispronounces and consequently communication breakdown occurs.

At the English Education Department of Adab and Language Faculty, the curriculum included pronunciation course given for first semester student. This is useful course in which the students learned various aspect of pronunciation such as phonetic symbol including vowels and consonants, pitch, stress, and also intonation. Therefore, it will better for student not only learn in one semester only. They should learn in the long term as well as they really comprehend how to pronounce the word well-formed.

In order to contribute to the solution of the problem, the researcher suggest the students to as regularly practices the correct pronunciation when they speak foreign language, learn from several apps to check how to make a well pronunciation, and do not hesitate to ask or need review or judgement from the others.

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