

Analysis of Mispronounced Words Produced by Indonesian Secondary Students

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Abstract

This study aimed to explore the difficulties faced by Indonesian secondary students in speaking English. This study applied quantitative research design with case study. There were two students chosen based on the categories; one student with moderate level of speaking English, and one student with lower level of speaking English. The data were collected through interview, and the researchers record the students' answers. Then, all the data taken were deeply analyzed into several points. The data found that the students have difficulties in pronunciation English words. There are several mispronounced words done by the students during the interview. It is implied that Indonesian secondary students need more inputs to speak English with correct pronunciation.

Keywords: *speaking difficulties, pronunciation, secondary student*

Abstrak

Studi ini bertujuan untuk mengeksplorasi kesulitan yang dihadapi siswa sekolah menengah Indonesia dalam berbicara bahasa Inggris. Studi ini menerapkan desain penelitian kuantitatif dengan studi kasus. Ada dua siswa yang dipilih berdasarkan kategori; satu siswa dengan tingkat moderat berbicara bahasa Inggris, dan satu mahasiswa dengan tingkat bahasa Inggris yang lebih rendah. Data dikumpulkan melalui wawancara, dan para peneliti merekam jawaban siswa. Selanjutnya, semua data yang diambil dianalisis secara mendalam dalam beberapa poin. Data menunjukkan bahwa siswa mengalami kesulitan dalam mengucapkan kata-kata bahasa Inggris. Ada beberapa kata yang salah diucapkan oleh siswa selama wawancara. Secara implisit, siswa sekolah menengah Indonesia membutuhkan lebih banyak input untuk berbicara bahasa Inggris dengan pengucapan yang benar.

Kata kunci: *kesulitan berbicara, pengucapan, siswa sekolah menengah*

1. Introduction

English speaking seems intuitively to be the most important skill compared to the others (Ur, 1996). For instance, Luoma (2004) emphasized the importance of spoken performance of a language is becoming more prominent because the ability to speak a language reflects a person's personality, self-image, knowledge of the world, ability to reason, skill to express thoughts in real time. English speaking ability was emphasized as a necessary skill to develop for both the workplace and the academic fields. English in Indonesia is a foreign language where English is not the main language, but the students still can learn it, and most schools oblige

students to learn it. English as a Foreign Language (EFL) students still faced some challenges, either spoken or written in learning English. As mentioned by Abdulrahman (2013), every student has challenges in learning English. Jin (2014) added that English helps enhance students' capabilities, especially in students' proficiency. In addition to investigating the EFL learners' common difficulties in speaking English, several studies indicated that oral language development has largely been neglected in the classroom, and frequently, oral language in the classroom is used more by teachers than by students (Hosni, 2014). Language skills, the way how the students use the language, becomes the focus of learning English. Speaking is the main skill compared to other skills, such as writing, reading, and listening. Speaking is the main of the language because it shows people's language measurement (Shteiwi & Hamuda, 2016). Besides, speaking is important for the students to master because it can make the students can communicate easily (Nazara, 2011). The researcher observed that Mechanical Engineering Department students, one of EFL students', faced some challenges in speaking in English. First, the students felt that they were lack vocabulary. Second, the students felt confused when they wanted to speak when the teacher asked them to speak. Third, the students were lacking exposure in English because English only taught in one week. Thus, the Mechanical Engineering Department students felt that speaking in English was quite challenging. It's quite common for foreign language learners, including Indonesian students learning English, to face challenges when it comes to mastering the language skills, especially writing. Writing in a second language involves not only understanding grammar and vocabulary but also effectively conveying ideas and thoughts in a coherent and organized manner. Based on what you've described, here are some common difficulties Indonesian students might encounter and some potential strategies to address them: It's quite common for foreign language learners, including Indonesian students learning English, to face challenges when it comes to mastering the language skills, especially writing. Writing in a second language involves not only understanding grammar and vocabulary but also effectively conveying ideas and thoughts in a coherent and organized manner.

2. Literature Review

Speaking Skill is one of four skills in language skills. Speaking is the situation when people express their minds into a language. Febriyanti (2011) stated that speaking is the condition when people transfer their ideas into verbal and nonverbal communication. Nowadays, the students need to master speaking skills in English language learning because, by speaking, they will know someone's language measurement (Nazara, 2011). Further, Nazara (2011) also stated that speaking mastery is important due to the position of English as the universal language. In the environment, speaking is a tool for communication, and people will see students' proficiency in speaking in English (Ihsan, Muslem & Aziz, 2018). There are some challenges faced by the students, such as lack of vocabulary, fear of mistake and shyness, anxiety, lack of confidence, and lack of motivation.

- Lack of Vocabulary

Dewi and Jimmi (2018) stated that lack of vocabulary is the condition when the students cannot build the sentence because of limitation words. Similarly, vocabulary is an important part of learning English. Dewi and Jimmi (2018) supported by stating that the range score of vocabulary was 48, and the range score of speaking was 23. Further, Dewi and Jimmi (2018) stated that the students who lack the vocabulary will have an impact on themselves when they want to have interaction and would have less confidence.

- Fear of mistake and shyness

Juhana (2018) stated that the students would forget what they want to say because of shyness, students' fear of whether they make a mistake or not when speaking in English, and also they are worried about being laughed by their friends. Juhana (2018) mentioned that 37% of the students mostly chose fear of mistake, and 26% of the students chose shyness.

- Lack of confidence

The students often feel a lack of confidence because they feel their English is not good, and they keep silent. Additionally, 13% of the students chose a lack of confidence as one of the challenges in speaking English (Juhana, 2018). To make the students' have high confidence, the teachers should give positive encouragement to the students.

- Lack of motivation

Jin (2014) stated that motivation is important to make students successful in language learning. Juhana (2018) added that 6% of the students chose a lack of confidence because they do not have motivation when they see their teacher's way of teaching. the teacher should show their enthusiasm by showing their activeness using

English to communicate and during their teaching process (Juhana, 2018). Additionally, the students can write their strength and their weaknesses in speaking in English (Mahdi, 2015).

3. Method

Qualitative research design was applied in this research with case study. According to Creswell (2012), research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. All the data were collected by the writer by using interview transcript as the instrument of this research. This research analysis method uses interview techniques. Information collection techniques used in this research are forms and interviews. Interview is the method used in this study. Interview according to Sugiyono (2016:194) states that "Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find a problem that must be studied, and if the researcher wants to know things from existing respondents. more in depth" Data collection was carried out by giving questionnaires to participants. The data collection procedure for this study began with administering questionnaires, asking participants to fill out questionnaires and finally the researchers compiled the questionnaires that had been answered. Then the researcher will examine and analyze the recorded student interviews according to the assessments that have been prepared beforehand. To collect data, researchers conducted a mini-research at one of the high schools named SMAN 2 Perbaungan. The researcher conducted the research by taking two samples of students consisting of one student who was high in English and one student who was low in English. Then each student was interviewed by the researcher who then examined and analyzed the data according to the research parameters that had been prepared beforehand.

4. Result and Discussion

4.1 Result

After collecting the data from students' responses toward the questions of interviews given, the researchers categorized two different students, namely; one student with moderate level speaking skill (SM), and one student with lower speaking skill (SL).

- Student with moderate speaking skill (SM)
Student with moderate speaking (SM) was interviewed by using English. The student answered all the questions, and the researcher recorded its answers, and analyzed English language used by the students in order to deeply investigate the student's speaking skill level. Based on the analysis, the student completely answered questions very well and spoke casually but we got a lot of mistakes from the vocabulary he threw. In this case, the student's speaking skill categorized as the moderate level due to the student's vocabulary mastery need to be improved.
- Students with lower speaking skill (SL)
Student with lower speaking skill was also asked several questions from the interview given by the researchers. All the answers were deeply analyzed the way the students use English during the interview. Based on finding of the research, the student with lower level speaking skill answered the question briefly so we found some mistakes in the delivery. Having poor quality in speaking performance does not make students stop being learners. They still have the opportunity to learn more and improve their skills through the teacher and themselves. The quality of their performance is basically influenced by various influential factors and the previously mentioned problems that make them anxious, afraid, uncomfortable and lose motivation in carrying out their duties. Incorrect pronunciation is usually caused by a lack of sound similarities between English and the student's native language. This is in line with what is described by Varasarin (2007) that in this situation, scholars want them to be able to speak English fluently but most of them think that English is too difficult for them to master. In this regard, some know that improper reading pronunciation consists of setting aside

teaching objectives and thus the lecturers themselves and teaching and learning in this space become inappropriate (Vararasarin, 2007).

Based on the finding above, the student with moderate speaking skill level tend to speak English more actively rather than student with the student with lower speaking skill level. The student with lower level (SL) have done more mistakes in pronunciation as displayed below.

Table 3.1 Mispronunciation Words Done by Student with Lower Level (SL)

Student with Lower Level (SL)		
Words	Pronounced by the Student	Correct Pronunciation
Think	Ting	/θɪŋk/
Secretary	sekreteri	/'sek.rə.ter.i/
Succeed	saksés	/sək'si:d/
Legendary	legendari	/'ledʒ.der.i/
Young	yong	/jʌŋ/
Advice	edvis	/əd'vaɪs/

It clearly seen that there are seven mispronounced words done by the student with moderate level during the interview. While, mispronounced words done by the student with moderate level displayed in tabel 3.2;

Table 3.1 Mispronunciation Words Done by Student with Moderate Level (SM)

Student with Moderate Level (SM)		
Words	Pronounced by the Student	Correct Pronunciation
Psychopath	psikopat	Psychopath
Tittle	taitel	/'tɪt.əl/
Garbage	garbej	/'gɑ:r.bɪdʒ/
Young	yong	/jʌŋ/
Advice	edvis	/əd'vaɪs/

From the data above, it can be seen that there are two words mispronounced by both student with moderate level and student with lower level, namely; *young*, and *advice*. Both of the students pronounced **yong**, and **edvis**. Yet, the student with moderate level of speaking skill has less mispronunciation than the student with lower level of speaking skill. In this case, Indonesian secondary student are expected to improve their speaking skill in order to meet the needs of globalization nowadays.

4.2 Discussion

Some common difficulties Indonesian students might encounter and some potential strategies to address them, namely; a) **Sentence Construction and Grammar**: Constructing grammatically correct sentences can be challenging. Students might struggle with proper word order, verb tenses, subject-verb agreement, and articles. Teachers can address this by providing focused grammar exercises and explanations, using examples relevant to students' lives, b) **Paragraph and Text Organization**: Organizing ideas within paragraphs and larger texts can be tough. Students may find it challenging to transition smoothly between sentences and paragraphs. Teaching them about topic sentences, supporting details, and transitional phrases can help improve their writing structure, c) **vocabulary Usage**: Limited vocabulary can lead to repetitive and monotonous writing. Encouraging students to expand their vocabulary through reading extensively, keeping vocabulary journals, and using synonyms can enhance their ability to express themselves more precisely, d) **Genre-specific Challenges**: Writing different genres requires understanding their purposes, language features, and structures. Teachers can guide students

through the characteristics of various genres, provide model texts, and offer writing prompts to help them practice different styles, dan e) **Motivation and Engagement:** Keeping students motivated to write can be a challenge. Incorporating topics and activities that interest them can make writing more engaging and relevant. Incorporating these strategies into the teaching approach can help Indonesian students overcome their writing difficulties and become more proficient in English writing. It's important to recognize that writing is a skill that takes time and practice to develop, and providing consistent support and guidance will greatly contribute to their progress. It's quite common for foreign language learners, including Indonesian students learning English, to face challenges when it comes to mastering the language skills, especially writing. Writing in a second language involves not only understanding grammar and vocabulary but also effectively conveying ideas and thoughts in a coherent and organized manner. Based on what you've described, here are some common difficulties Indonesian students might encounter and some potential strategies to address them, namely; a) **Sentence Construction and Grammar:** Constructing grammatically correct sentences can be challenging. Students might struggle with proper word order, verb tenses, subject-verb agreement, and articles. Teachers can address this by providing focused grammar exercises and explanations, using examples relevant to students' lives, b) **Paragraph and Text Organization:** Organizing ideas within paragraphs and larger texts can be tough. Students may find it challenging to transition smoothly between sentences and paragraphs. Teaching them about topic sentences, supporting details, and transitional phrases can help improve their writing structure, c) **vocabulary Usage:** Limited vocabulary can lead to repetitive and monotonous writing. Encouraging students to expand their vocabulary through reading extensively, keeping vocabulary journals, and using synonyms can enhance their ability to express themselves more precisely, d) **Genre-specific Challenges:** Writing different genres requires understanding their purposes, language features, and structures. Teachers can guide students through the characteristics of various genres, provide model texts, and offer writing prompts to help them practice different styles, dan e) **Motivation and Engagement:** Keeping students motivated to write can be a challenge. Incorporating topics and activities that interest them can make writing more engaging and relevant. Incorporating these strategies into the teaching approach can help Indonesian students overcome their writing difficulties and become more proficient in English writing. In brief, language difficulties faced by the students affects on students' learning outcomes and it actually can be overcome by giving a lot of inputs through authentic video project (Fadhillah et al, 2023; Nanda et al, 2022)

It's important to recognize that writing is a skill that takes time and practice to develop, and providing consistent support and guidance will greatly contribute to their progress. It's wonderful to hear that students in the Modern Foreign Language (MFL) classroom are highly motivated. A positive and engaging learning environment can have a significant impact on students' attitudes and performance. It seems like several factors contribute to this motivation, such as; learning context varieties, task varieties, and support from the parents (Al Abrawa, 2022), and English pronunciation can be improved by using digital application such as; spotify (Anjani, 2022). EFL learners also can enhance their pronunciation through practical stuffs, such; debate practice, and being active in conducting project tasks (Lubis et al, 2020; Tami et al, 2021)

5. Conclusion

Speaking is the most difficult skill because the students need to share their ideas in oral so that it needs much practice. the teacher can give oral feedback to students' speaking performance. The implementation of English in Indonesia was English as a foreign language where the students still learn it, but it was not as a main language. However, this research used a case study because of this research based on a phenomenon that happened in real-life. Other than that, the researcher interviewed the participants and used students speaking grades to make a comparison with their performances in the classroom. This study offers an important insight to the EFL teachers for a better understanding of English-speaking difficulties and the useful strategies that the successful learners used for a better speaking performance. The environment and English background of the students can affect students' performance in language learning, especially speaking. Additionally, future

researchers can observe students' performance directly in the classroom. Further, the future researcher also can broaden the limitation of the study in order to get various data.

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