THE FACTORS OF ENGLISH WORDS MISPRONUNCIATION

ENCOUNTERED BY EFL STUDENTS

SKRIPSI

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ABSTRACT

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EFL learners in many levels of education, such as kindergarten to university, encountered English mispronunciation. Pronunciation is crucial in speaking, considering major mispronunciation can affect different interpretations. The purpose of this study was to reveal the factors of EFL students' mispronunciation, despite they are already in the fourth semester. Additionally, this study aimed to acknowledge the EFL students' strategies to correct their English pronunciation.

This study used qualitative descriptive as the research design. The participants of the study were five students in their fourth semester at the English Education Department at the University of Islam Malang. The participants were recommended by the lecturer based on their low performance in English Debate class. To gather the data, this study used interviews as the instrument. As many as ten questions were asked to the students, along with other questions that had appeared during the interview.

The findings indicated that lack of motivation, lack of vocabulary, speaking anxiety, and mother tongue interference are the factors of the mispronunciation of English words encountered by EFL students. And for the strategies that the participants used to improve their pronunciation are listening to English songs and watching English movies, using TikTok and YouTube, and checking their pronunciation in Google Translate. This study reveals a new strategy to improve the

EFL students' mispronunciation which is corrective feedback from the lecturer and their peers

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, research problems, research purposes, research significance, scope and limitation of the study, and definition of the key terms.

1.1 Background of the Study

Being multilingual or someone who can master more than one language is a dream for some people. People begin to learn new languages for a variety of reasons. For example, they must study the language for academic and business purposes or only want to spend leisure time. Moreover, people may become interested in a foreign language and start to learn the language.

Indonesia has a diversity of languages. Besides more than 700 regional languages, foreign languages, namely Arabic, Japanese, Korean, Mandarin, and English. English is a foreign language widely spoken among Indonesian (Jembatan Bahasa, 2021). In the past few years, the English language become the language that people depended on globally (Tauchid et al., 2022).

However, learning English can be challenging and need the effort to do it. Learner begins by memorizing the vocabulary, understanding the grammar rule, and primarily speaking the language. English as a Foreign Language (EFL) learners must be attentive to their pronunciation during communication. Hence, there are

numerous individuals with a strong interest speak English with good pronunciation throughout the world (Hassan, 2014). According to Aulia (2018), the principles for using both segmental and suprasegmental features in oral communication are provided by pronunciation. Vowels, diphthongs, and consonants are considered segmental features in English, while stress and intonation are considered suprasegmental features while conversing with others.

Pronunciation is crucial in speaking, considering major mispronunciation can affect different interpretations. Thus, according to Tomasz (2011, as cited in Keshavarz & Abubakar, 2017), a second language learner's pronunciation mistakes can be troublesome because even when they employ proper syntax and advanced vocabulary, listeners may still have problems understanding them. Nevertheless, pronouncing the English words would be different from how they pronounce their native words and consider as a difficulty. Pronunciation impacts how meaning is understood, good communication necessitates an accurate and appropriate pronunciation (Mazia, 2020).

According to Seidlhofer (2001, as cited in Shak et al., 2016), pronunciation is important in personal and social life because it reflects people's identities and identifies them as a part of distinct communities. Due to significant phonological differences between English and Bahasa Indonesia, Indonesian learners of English often have trouble pronouncing English words, especially while speaking (Tambunsaribu & Simatupang, 2021). Making mistakes in pronunciation can be upsetting for learners, particularly since they are frequently required to make oral

presentations on a range of subjects in the higher education classroom (Shak et al., 2016).

Errors in pronouncing the English words are often encountered by EFL learners. The study of Begum & Hoque (2016) shows that Bangladeshi students, particularly tertiary students, have faced numerous challenges in learning how to pronounce English correctly, the majority of which are brought on by interference from the L1 (a first language). The students should be encouraged to adhere to the standard pronunciation because English is a widely spoken language around the world. Encouragement should be given to them to pronounce words properly.

Mistakes differ from errors in several ways. Gass & Selinker (2018) provide a difference between errors and mistakes; they make it clear that a mistake can be self-corrected, whereas an error cannot. Errors are systematic or more likely to happen repeatedly and go unnoticed by the learner; only the teacher or researcher would find them, and a learner would not (Ababneh, 2018). The more phonological differences there are between the two languages, the more interference errors there will be (Al-Zayed, 2017).

It cannot be denied that technology has changed a lot over the past decade. Technology influences almost every aspect of society, particularly in communication and learning. Internet exchanges (IXs) in Indonesia started in 1997 (*The History of Internet Exchange in Indonesia*, 2021). In the past, an internet connection was pricey, time-consuming, and generally unstable. Nowadays, people can learn about every object through technology with a faster internet connection.

Compared to the 90s, learning a new language is much easier today with the availability of modern media that the internet has to offer, such as an online dictionary, language learning apps (for example, Duolingo, Babbel, etc.), YouTube videos, and more.

Mazia (2020), Begum & Hoque (2016), Farrah & Halahlah (2020), and Almuslimi (2020) show that mother tongue (L1) interference is the main reason for mispronunciation. The statement of Mazia (2020) shows that first-year students of the English Language Education Study Program are challenged to pronounce English words because of the influence of their mother tongue. The same issues happened among tertiary-level students in Bangladesh (Begum & Hoque, 2016). Second-semester students at Hebron University also mentioned L1 interference as the cause of mispronunciation (Farrah & Halahlah, 2020). The study of Almuslimi (2020) shows that mother tongue interference can lead to some mispronunciations for level-three students in the Sana'a University. Another study states that 50% of the third semester students at the English Department of STKIP PGRI Banjarmasin have low motivation and no prior knowledge of English pronunciation (Aulia, 2018).

Based on the previous studies, the researcher tries to reveal more deeply the factors of the fourth-semester EFL students' mispronouncing English words and the strategies to correct their pronunciation.

1.2 Research Problems

This study addresses the problem under the questions:

a. What factors contribute to the continued mispronunciation of English words by fourth semester students of English Department in University of Islam Malang?

b. What are the students' strategies to correct their English pronunciation?

1.3 Research Purposes

The purposes of this study are:

a. To investigate the factors of fourth-semester students of the English Education Department at the University of Islam Malang still struggling to pronounce English words in the present period.

b. To identify the students' strategies to overcome their English mispronunciation.

1.4 Research Significance

The findings of this study contribute to new knowledge and benefits for the subjects.

1.4.1 Theoretical significance

This study provides new insight into the factors of fourth-semester students at the University of Islam Malang who still cannot pronounce English words correctly. The research presented in this study also provides essential information regarding EFL pronunciation challenges

in the present period, along with the students' strategies for overcoming English mispronunciation.

1.4.2 Practical significance

This study helps the fourth-semester students of the English Education Department or English as a Foreign Language (EFL) learners, in general, to be aware of the factors of English mispronunciation and help them to avoid the causes to improve their English pronunciation using the strategies that found in this study to correct their English pronunciation.

1.5 Scope and Limitation of the Study

This study provides the boundaries as described below.

1.5.1 Scope of the study

This study addresses what factors of English mispronunciation are encountered by EFL students; and the strategies that are used to correct their English pronunciation. The study was conducted on the fourth-semester students of the English Department at the University of Islam Malang. This study used an interview as the instrument to collect the data.

1.5.2 Limitations of the study

This study has potential limitations. The bias may appear during the interview when the researcher intentionally or unintentionally influences the interviewees' judgment when answering the questions. Besides, the

interviewees' responses can also be biased because of several reasons, such as the interviewee's answers to the questions only to satisfy the researcher. To avoid response bias, this study uses open-ended questions during the interview to prevent the interviewees from only agreeing or disagreeing with the questions. Also, the questions are encouraged the interviewee to respond truthfully and based on their experiences.

1.6 Definition of the Key Terms

Key terms help the reader to get in the flow of the topic.

1.6.1 EFL Students

EFL is regarded as English as a Foreign Language. The fourth semester students of English Department in University of Islam Malang are considered as an EFL students because English is not their first language or the official language of the country. EFL learners hardly use English on a social occasion (Si, 2019).

1.6.2 Mispronunciation

According to Oxford Dictionary, mispronunciation is a mistake when somebody pronounces a word. Mispronunciation is nothing new and still becomes the main problem even for EFL students who are already in their fourth semester in university.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter provides the conclusion and suggestions based on the research finding and discussion. The first part concludes the factors of EFL students' English mispronunciation and the students' strategies to improve their English pronunciation. The second contains suggestions for related parties about the topic in this study.

5.1 Conclusion

Based on the findings in this study, it can be concluded that there are several factors that cause EFL students mispronounce the English words. There are the participants' self-motivation, lack of vocabulary, afraid of making mistakes while speaking loudly or in class, and mother tongue interference heavenly influence the EFL students' pronunciation.

This study reveals various strategies of EFL students to improve their English pronunciation. The most popular strategies for the participants were listening to English songs and watching English movies. Another most applied strategy was the use of social media to improve their English pronunciation. All the participants stated that TikTok and YouTube helped them to learn pronouncing English words correctly. The other strategy was checking the pronunciation using online dictionaries or Google Translate. The last strategy was corrective feedback from

lectures or friends. It stated that the lecturer's correction can help the students to learn the correct way in pronouncing the English words.

5.2 Suggestions

1. The lecturer

   There are alternative ways for the lecturer to help minimize the English words mispronunciation. The lecturer can implement social media as the teaching media since it shows that social media such as TikTok and YouTube have many benefits in teaching and learning activities in the 20th century. And the lecturer does not hesitate to keep correcting the students' English pronunciation.

2. The students

   The students need to remember their purpose and goals in learning English pronunciation. This way can be an excellent way to restore the students' motivation. The students can use social media such as TikTok and YouTube as a tool to learn English pronunciation since young adults these days become indispensable from social media.

3. The further researcher

   The further researcher should conduct the study related to the factors of English mispronunciation encountered by EFL students in other levels of the academy, for instance, junior high school or senior high school students. It would also be helpful for further researchers to investigate whether the

strategies that have been found in this study, in fact, worked for the EFL

students in improving their English pronunciation.

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