

An Analysis of Factors Affecting English Pronunciation in Students' Speaking Skills at SMAN 1 Panji

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Abstract

Purpose - This study aims to identify the factors contributing to pronunciation errors among students of SMAN 1 Panji when speaking English.

Design/Methodology/Approach - Data were collected from 37 students through a qualitative descriptive research approach. The instruments used included oral tests and interviews.

Findings - The findings revealed several challenges encountered by the students at SMAN 1 Panji regarding English pronunciation. These included limited knowledge, a lack of support, and most notably, the strong influence of their mother tongue. Additionally, the lack of regular pronunciation practice in their daily activities made it challenging for students to correctly pronounce many English words.

Originality/Value - This study provides insight into the specific factors that influence students' pronunciation difficulties, highlighting the role of linguistic limitations, environmental support, and mother tongue interference. The results can serve as a reference for educators in designing more effective pronunciation-focused learning strategies.

Keywords: Linguistic and Non-linguistic Factors, Pronunciation Speaking Skill

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I. INTRODUCTION

The main goal of learning English is to be able to speak English and understand the conversation of the other person. This is referred to as the ability to speak English. The ability to speak English is not a must for public speakers, teachers or lecturers, but also for those who have a lot of contact with many people, especially native speakers because nowadays the ability to speak English is a skill that must be possessed by many people. With this ability, it will make us more qualified. This has made some people learn to speak English in various ways, some use videos containing native speakers' talks, some even take special courses for learning to speak English. These efforts aim to deepen knowledge of the English language so that they can have speaking skill. However, it does not mean that if you are proficient in English, you can say that your knowledge of English is perfect.

Speaking English also needs good pronunciation according to the rules of learning English. Therefore, it is very difficult for Indonesians to learn English from understanding the vocabulary to how to pronounce it. This is caused by the influence of the mother tongue and a lack of practice. All of these problems were characteristic of low self-confidence (Wahyuni and Nasir, 2023). Additionally, incorrect pronunciation can lead to different meanings and may hinder others from understanding the speaker. Language fluency is also reflected in pronunciation that is easily understood by the speaker and the other person. In speaking English, the first thing that people see is the pronunciation of the vocabulary. People think that if his English pronunciation is good then he is proficient in English.

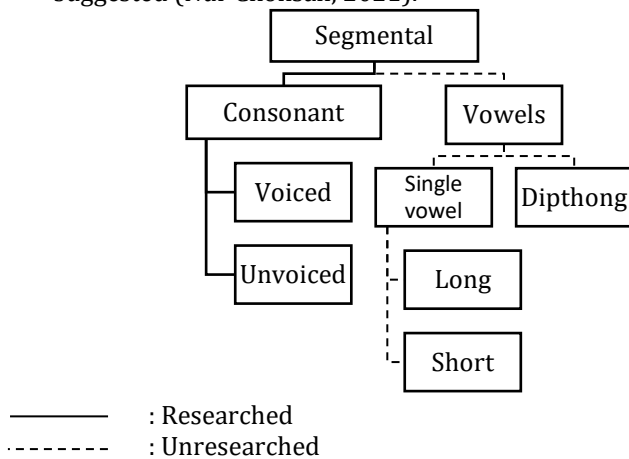
The meaning of pronunciation itself is the study of techniques in pronouncing vocabulary in English. Some things that must be considered are how to pronounce vowels (a, i, u, e, o) and consonant letters with other letters when combined in a word (Wahyuni and Nasir, 2023). The main obstacle that is difficult in English pronunciation is the difference in pronunciation style, accent, and sound system between Bahasa Indonesia and English.

Another factor that influences English pronunciation is the environment. The feeling which having the ability to speak English is considered more than enough, so they feel that memorizing English vocabulary to the point where they can arrange their vocabulary into the correct arrangement according to English rules, already represented from all aspects. At SMAN 1 PANJI found that there are many students who do not have good pronunciation in speaking English. Some of the English teachers also do not really focus on learning good and correct English pronunciation, they only focus on memorizing vocabulary and learning grammar. Hence, the researcher is interested in conducting research to find out factors making students of SMAN 1 Panji have pronunciation errors in speaking.

A. Pronunciation

Pronunciation also added even when learners produce minor inaccuracies in vocabulary and grammar. They are more likely to be understood when they have good pronunciation and intonation (Nur Cholisah, 2021). Another definition is that pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound such as intonation, phrasing, stress, timing, rhythm (supra-segmental aspects).

Each aspect of pronunciation is briefly described below, and references for further study are suggested (Nur Cholisah, 2021).



The goal of understanding English vocabulary and grammar is to know how to speak English. Students practice speaking English in stages. Therefore, in English pronunciation there are several aspects in the form of rules on how to pronounce vocabulary which is formed into several parts. This makes good communication in English speaking skill so as to produce understanding between the speaker and the interlocutor.

B. Factors of Pronunciation

There are several elements that explain aspects of the division of segmental and suprasegmental phonemes. Segmental phonemes are phonemes that can be analyzed for their existence. It consists of vowels and consonants. Suprasegmental phonemes are phonemes that must coexist with segmental phonemes (Oktavia, 2017). In accordance with the discussion above, then the researcher will only limit the discussion to the segmental phoneme in the voicing consonant section which consists of voiced and unvoiced.

1. Segmental Features

Segmental phonemes are phonemes that can be segmented or separated (Marsono, 2021). In a separate sense are letters that are divided words into several parts. For example, market becomes /m/a/r/k/e/t/ and beans /b/e/a/n/. The segmental features of English are also divided into several parts, namely consonants, vowels and diphthongs. Even so in this research, researcher only focus on discussing consonants to analyze English pronunciation errors, especially in speaking skills.

a. Consonants

A consonant is a speech sound that involves an obstruction of the airstream as it passes through the vocal tract. Describing a consonant involves describing the nature of the obstruction, and there are three factors to be taken into consideration: voicing, place of articulation, and manner of articulation (Carley and Mees, 2020).

2. Voicing

Voicing refers to the actions of the vocal folds during the articulation of a consonant. Different actions of the vocal folds produce voiced and voiceless sounds.

- a. Voiced consonants = /b, d, dʒ, g, j, l, m, n, r, v, ð, y, z, ʒ, ŋ/. The vocal folds are held gently together so that the airflow from the lungs causes them to vibrate.
- b. Unvoiced consonants or voiceless consonants = /f, p, t, tʃ, k, θ, s, ʃ, h/. The vocal folds are held apart as in the position for normal breathing.

3. Place of Articulation

The second factor to take into account when describing a consonant is where in the vocal tract the obstruction is made. Place of articulation is described in terms of an active articulator that moves toward a passive articulator which is in a fixed position. Ten places of articulation are:

TABLE I
PLACE OF ARTICULATION

No.	Place	Active Articulation	Passive Articulator	Consonant
1	Bilabial	Lower lip	Upper lip	/p/, /b/, m/
2	Labiodental	Lower lip	Upper incisor	/f/, /v/
3	Dental	Tongue-tip	Upper incisor	/θ/, and /ð/
4	Alveolar	Tongue-tip	Alveolar ridge	/t/, /d/, /s/, /n/, /z/, /l/, and /r/
5	Post alveolar	Tongue-tip	Rear of alveolar ridge	/r/
6	Palato alveolar	Tongue-tip, blade and front	Alveolar ridge and hard palate	/ʒ/, /dʒ/, /ʃ/, and /tʃ/
7	palatal	Front of tongue	Hard palate	/j/
8	velar	Back of tongue	Soft palate	/k/, /g/, /ŋ/
9	Glottal	Vocal folds	Vocal folds	/h/
10	Labial velar	Back of tongue lip	Soft palate lip	/w/

4. Manner of Articulation

Manner of articulation is the term used to describe the kind of obstruction involved in articulating a consonant. The five manners of articulation found in English are:

- a. Plosive. The sounds are: /p/, /b/ /t/, /d/, /k/, /g/
- b. Affricates. The sounds are: /tʃ/ and /dʒ/
- c. Fricative. The sounds are: /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/
- d. Nasals. The sounds are: /m, n, ŋ/
- e. Approximant. The sounds are /r/, /l/, /j/, /w/

C. Speaking

Speaking is one of the most important skills to be developed and enhanced as a means of communication orally. In connection with this, in English speaking is included in the skills which consist of four types, namely reading, writing, listening and speaking. In speaking skills, of course students have a goal to speak English fluently (Mualiyah, 2017).

Fluency in any language is the ability to use the correct words and combinations accurately, and to do it all with easy confidence (Hill, 2020). Meaning that learning a language also learns to speak the language, in speaking, we need the speaking skill to speak fluently, confidently and with good understanding in order to create effective communication as well.

D. Linguistic and Non-linguistic Factors in Speaking

a) Linguistic Factors

The following is a discussion of one by one about these language factors (Ilham, 2020):

1. Accuracy of Speech/Pronunciation

Speakers must get used to pronouncing the sounds of language correctly. Pronunciation of language sounds that are not quite right can make the listener feel bored. If this happens, it is certain that the message conveyed will not be responded properly by the listener.

2. Appropriate Placement of Pressure, Tone, and Duration

The placement of the appropriate pressure, tone, and duration will make what is conveyed interesting to listen. On the other hand, if the delivery is flat, it is almost certain that it will cause boredom so that the effectiveness of speaking will certainly decrease. From this explanation, it can be understood that in speaking it is not only paying attention to the content conveyed, but also having to pay attention to tone, stress, and duration.

3. Diction or Word Choice

The choice of words should be precise, clear and varied: clear meaning easily understood by listeners, for example certain popular words are more effective than fanciful words.

4. Conversation Target Accuracy

The main target in speaking is listening audience. On the other hand, one of the speaker's weapons is delivery with a sentence structure that is easy to understand or communicate.

b) Non-linguistic Factors

The following are non-linguistic factors that support success in public speaking:

1. Reasonable, calm, and not clumsy attitude
2. Directed gaze to the interlocutor
3. Willingness to respect the opinions of others
4. Appropriate gestures and facial expressions
5. Loudness
6. Smoothness
7. Relevance or reasoning
8. Topic mastery

II. METHOD

This study employed a qualitative research design. The participants consisted of 37 students out of a total of 118 from SMAN 1 Panji. Purposive sampling was used to select participants. Data were collected through oral tests and semi-structured interviews using open-ended questions. In the oral test, the researcher recorded the students' performances to identify pronunciation errors focus on only voiced and unvoiced consonants. To ensure no mistakes were overlooked, the researcher also recorded videos during the test. After the test, six students were selected from the group of 37 for interviews. These students were chosen based on their ability to answer the researcher's questions and their identified challenges with pronunciation. The collected data were analyzed using a qualitative descriptive method, presenting results in a descriptive manner without including numerical data. The result of the interviews was analyzed using narrative analysis. In addition to use the interview method to gather primary data for this research, the researcher also employed the data triangulation technique.

III. RESULT AND DISCUSSION

The result of pronunciation errors across voiced and unvoiced consonants among 37 students can be seen in the table below:

TABLE III
RESULT SUMMARY

S	Errors in Voiced Words	Errors in Unvoiced Words	Common Issues	Overall Conclusion
1	Give, Development, Technology	None	Mispronunciation of voiced words	Difficulty with voiced words
2	Derives	Pigmentation, Condition	Errors in both categories	More errors in unvoiced words
3	Every	Health	Balanced errors in both	Struggles with accurate pronunciation
4	Your	None	Misplaced voiced pronunciation	Better with unvoiced words
5	None	Should, Although	Mispronounced unvoiced words	Struggles with unvoiced consonants
6	None	Think, With	Misplaced unvoiced symbols	Errors in unvoiced consonants
7	Yesterday	Whole, With	Incorrect pronunciation for both	Errors are prominent in unvoiced words
8	Yesterday	Whole, With	Similar to Student 7	Difficulty with unvoiced parts
9	None	None	Perfect pronunciation	No errors observed
10	None	Fur	Misplaced unvoiced symbols	Minor issues with unvoiced words
11	None	This, These	Struggles with unvoiced words	Errors with specific unvoiced consonants

12	None	Enough, These	Misplaced unvoiced pronunciation	Similar issues to Student 11
13	You, Movements	None	Issues with voiced words	Clearer with unvoiced sounds
14	Say	None	Misplaced voiced pronunciation	Perfect with unvoiced words
15	Movie	Think, With	Difficulty with voiced and unvoiced	Needs improvement in both areas
16	None	Pigmentation, Their	Issues with unvoiced consonants	Struggles with unvoiced parts
17	Derives	Orange, Pigmentation	Errors across categories	Needs more practice in both areas
18	None	With, Whole, The	Misplaced unvoiced sounds	Better in voiced pronunciation
19	Give	Advantages	Misplaced symbols for both	Balanced errors across categories
20	None	Enough, Health, Condition	Mispronounced unvoiced words	Struggles with unvoiced sounds
21	None	None	Perfect pronunciation	No errors observed
22	None	Although, Should	Issues with unvoiced consonants	Mispronounced unvoiced words
23	Give	None	Difficulty with voiced words	Better in unvoiced parts
24	None	Should, Finish	Issues with unvoiced consonants	Needs more practice
25	Movie	With, Whole	Mispronunciation in both areas	Balanced errors

26	Derives	Orange, There	Struggles with voiced and unvoiced	Balanced errors across categories
27	None	Than, Attraction	Issues with unvoiced words	Difficulty in unvoiced parts
28	None	These	Misplaced unvoiced pronunciation	Errors in unvoiced words
29	None	Than, Condition	Mispronounced unvoiced words	Difficulty in unvoiced parts
30	None	Orange, There	Misplaced unvoiced symbols	Struggles with unvoiced sounds
31	Movie	Think, With	Balanced errors in both	Needs more improvement
32	Prevent	Should, There	Misplaced symbols in both areas	Balanced errors
33	Yesterday	Whole, Advantages	Mispronounced in both areas	Needs improvement in both areas
34	You	Pigmentation	Difficulty in specific cases	Improving but requires practice
35	None	With, Although, Should	Repeated errors in unvoiced	Struggles with unvoiced parts
36	Your	This	Limited vocabulary impact	Struggles with both areas
37	Say, Information	Should	Repeated errors in both areas	Needs improvement overall

In identifying patterns of mispronunciation based on specific phonetic symbols, here is a concise summary of the findings:

1. Voiced Errors: Common issues included replacing sounds like /v/ with /f/ (e.g., "give" as "gif") and /j/ with /y/ (e.g., "your" as "yur"). Students often misinterpreted phonetic symbols.
2. Unvoiced Errors: Pronunciation challenges were prevalent with sounds like /θ/ (e.g., "with" as "wit") and /ʃ/ (e.g., "should" as "sold"). Some struggled with recognizing unvoiced consonant patterns.

For the error patterns, students varied in their ability to pronounce voiced and unvoiced words accurately. Many excelled in one area (e.g., voiced words) while consistently struggling in another (e.g., unvoiced words). In the interview sessions, the results of student interviews discussing the factors of students' pronunciation errors when speaking English are shown below:

1. Have you learned about English pronunciation? (attention)

Belum kak (Nabila, Linda and Naufal)

Pernah kak (Silva, Anisatul and Reihansyah)

When the six students' responses to the researcher's initial question were analyzed, it was found that three of them had studied pronunciation while the other three had never done so. This further convinced the researcher that many errors that occurred in students' pronunciation were due to their lack of knowledge about pronunciation.

2. If yes, what do you think about English pronunciation class?

The researcher did not ask questions because the second question was related to the first question. (Nabila, Linda and Naufal)

"Pengucapan membuat orang benar-benar tahu bahasa Inggris lebih baik dan lebih mengerti sesuai aturan pengucapan." (Silva)

Silva believes that knowing pronunciation will enable you to master English well and correctly.

"Pronunciation adalah bagian yang sangat berguna karena sangat menyangkut apakah kita berbicara bahasa Inggris dengan benar atau tidak." (Anisatul)

Pronunciation was a very important part to understand in order to master English.

"Pembelajaran Pronunciation perlu diperdalam karena bahasa Inggris merupakan bahasa yang sangat dibutuhkan dalam dunia pendidikan." (Reihansyah)

According to Reihansyah, pronunciation is very important to learn because it was needed in education.

In the second item analysis, three students who had studied pronunciation previously said that pronunciation is important because pronunciation make students can understand English more easily. Beside that pronunciation was the most important part in learning English which determines the correct pronunciation so as to produce a good understanding.

3. Do you think it is important to learn English pronunciation? (emotive)

Sangat penting kak (Nabila, Linda, Silva, Anisatul, Naufal, and Reihansyah)

All of the students interviewed for the third item agreed that pronunciation is important. The researcher made the assumption that after exposing the students to the pronunciation, they truly understood how important pronunciation to understand and speak English is.

4. If yes, why is pronunciation important for you?

"Mempelajari pengucapan bahasa Inggris dapat mengetahui kesalahan dalam setiap kata yang kita ucapkan karena penulisan dan cara membacanya sangat berbeda." (Nabila)

For Nabila, by mastering pronunciation could detect vocabulary errors that was spoken.

"Menguasai pronunciation saya akan lebih percaya diri saat berbicara bahasa Inggris." (Linda)

By mastering pronunciation, Linda believed, she will be more confident in speaking English.

"Memahami dalam bahasa Inggris dapat memahami apa yang diucapkan antara pembicara dan pembicara." (Silva)

Silva said that understanding English could facilitate English communication.

"Kunci untuk berbicara bahasa Inggris adalah anda harus memiliki pengucapan yang benar." (Anisatul)

For Anisatul, pronunciation was the key to master good English.

"Pengucapan merupakan batu loncatan bagi kita dalam memiliki pengetahuan bahasa Inggris yang baik." (Naufal)

He said that pronunciation was a lesson that must be studied to know English.

"Mengetahui lebih banyak tentang pronunciation otomatis meningkatkan keterampilan berbicara." (Reihansyah)

Good pronunciation can improve speaking skill.

The importance of pronunciation for students was cited as the answer to third question in the analysis of the fourth question. The researcher then re-asked the respondents to the third question to provide additional context for their responses. All responses to that question can be inferred that the students felt more knowledgeable about where the pronunciation faults in spoken words are located after learning the correct pronunciation. Students noticed that learning pronunciation helped them truly comprehend the meaning of each word when speaking English as a second language. Students also gain enthusiasm because they feel more comfortable speaking in front of others because they have mastered pronunciation. They disproved the idea that speaking English fluently depends on good pronunciation.

5. Can you identify any areas of pronunciation that might cause problems when you are communicating?

"Bahasa Inggris dan bahasa Indonesia memiliki perbedaan dalam hal pengucapan dan vokal, sehingga sangat sulit bagi lidah orang Indonesia untuk melafalkan." (Nabila)

The large differences between Bahasa Indonesia and English were the cause of the difficulty in speaking good and correct English for Nabila.

"Beberapa orang berbicara sesuai dengan apa yang mereka tulis, bukan bagaimana mereka membacanya." (Linda)

Linda said, Indonesian people speak English based on their written English, not with correct pronunciation.

"Dalam bahasa Inggris antara menulis dan cara membacanya sangat berbeda sehingga sangat sulit untuk dibaca." (Silva)

The difference in writing and pronunciation in English was a factor in the difficulty of speaking English.

"Orang yang memiliki banyak kesalahan pengucapan adalah karena lidahnya tidak terbiasa dilatih." (Anisatul)

The cause of incorrect pronunciation was due to the lack of English language practice.

"Beberapa orang Indonesia tidak peduli dengan pengucapan kata-kata dalam bahasa Inggris." (Naufal)

Indonesian people generally did not care about pronunciation in English.

"Beberapa orang tidak bisa mengucapkannya karena belum menemukan guru yang tepat." (Reihansyah)

To Reihansyah, the absence of competent teachers was a factor in students experiencing difficulties to master pronunciation.

The researcher asked students' thoughts on the error factors they frequently encountered when they made faults in English pronunciation in the fifth item analysis. The study came to the conclusion that the biggest obstacle was each students' strong mother tongue accent, which made it challenging for the students to understand each accent in English. Another aspect that has an

impact on the students is that they are not accustomed to use English in everyday situations and that they are only taught a portion of it in school. Apart from the fact that they did not learn anything, students also admitted that they had trouble comprehending pronunciation since they did not feel like they had the best teacher.

6. Why do you say so?

"Sebagai orang yang berasal dari daerah Situbondo yang sangat kental dengan logat bahasa daerah, saya pernah merasakan hal tersebut." (Nabila)

They experience of difficulty in English because of their mother tongue or regional language which they use every day.

"Bagi orang yang tidak terbiasa dengan bahasa Inggris, mereka berpikir bahwa menulis dan membaca bahasa Inggris adalah sama." (Linda)

Assuming correct writing and pronunciation in English was the same.

"Saya tidak mengerti lebih dalam bahasa Inggris tentang perbedaan vokal dan konsonan antara bahasa Inggris dan bahasa Indonesia." (Silva)

Silva did not know important components such as vowels and consonants in English.

"Selain bahasa Indonesia dan bahasa Inggris yang sangat berbeda, beberapa orang tidak terlalu serius mempelajari bahasa Inggris." (Anisatul)

The student did not really mean learning English is the cause of not being able to speak English.

"Mereka tahu bagaimana berbicara bahasa Inggris tetapi mereka tidak peduli dengan cara pengucapannya." (Naufal)

People do not care about pronunciation.

"Beberapa guru hanya fokus pada penguasaan vocab, mereka tidak benar-benar mendalami pengucapan." (Reihansyah)

Teachers only focus on vocabulary; they do not teach pronunciation deeply.

In the research of the fifth item, the researcher questioned students' viewpoints. The researcher questions the reasons why students believe what they did in the sixth analysis, which is still connected to the initial query. The researcher noted from the students' responses revealed a number of causes for these problems. For them, pronouncing English correctly is challenging because writing in English is regarded as being equivalent to knowing how to read it. In addition, there is a lack of enthusiasm in mastering pronunciation, leaving knowledge of pronunciation at a low level. Another, more important reason why they do not comprehend pronunciation properly is that neither the school nor the English teacher in class provides any instruction or guidance on pronunciation.

7. Can you think of any useful pronunciation activities you have done in class? (wakefulness)

Nabila, Linda and Naufal did not provide the answer asked by the researcher.

"Iya kak" (Silva, Anisatul and Reihansyah)

Silva, Anisatul, and Reihansyah had carried out activities that was useful for their English pronunciation.

In this part of the question, the researcher asked about their activities at school or outside school that were beneficial to students' pronunciation. From the data that has been obtained, it shows that there are some students who have carried out activities that are beneficial to their pronunciation, and some have never done this.

8. What are they?

There were no questions for them because this question was related to the previous question (Nabila, Linda and Naufal)

"Menyebutkan abjad "a" sampai "z" dengan guru yang membuat saya sedikit tahu perbedaan abjad bahasa Indonesia dan bahasa Inggris." (Silva)

Silva had done spelling a-z so that it can help her knowing about pronunciation.

"Mengulangi kata-kata bahasa Inggris yang dikatakan guru, itu membuat saya sedikit lebih terlatih." (Anisatul)

Anisatul once carried out an activity of repeating words by her teacher so that it was enough to provide a little understanding about pronunciation.

"Mengeja nama kita sendiri dengan konsonan dan vokal yang baik." (Reihansyah)

Reihansyah once carried out an activity to spell his own name to improve pronunciation.

In the next analysis, the researcher asked what activities were beneficial to pronunciation. There are several different answers from them. The first activity is spelling the letters of the alphabet from A-Z, the second is repeating words or sentences spoken by the teacher and the third is spelling their own name so that from this activity students feel more familiar with the pronunciation.

9. Do you think learning pronunciation effect your English skills? (emotive)

"Iya berpengaruh kak" (Nabil, Linda, Silva, Anisatul, Naufal, and Reihansyah)

On the question of number nine, the researcher asked whether learning pronunciation affects their English skill. From the data obtained, it shows that all students think that pronunciation is very important and greatly affects one's English skill.

10. How do you think pronunciation effect English skill?

Nabila:

"Saya lebih tahu, ternyata banyak kesalahan pengucapan saat saya berbicara, selain itu saya juga bisa memahami faktor-faktornya."

After studying pronunciation, Nabila realized that there were many errors in her English pronunciation.

"Saya lebih pede untuk berbicara bahasa Inggris." (Linda)

Linda was more confident after learning pronunciation.

"Saya lebih semangat belajar bahasa Inggris ketika saya sudah mengetahui tata cara belajar pengucapannya." (Silva)

Silva is more enthusiastic about learning when she has known how to learn pronunciation.

"Saya lebih tahu dalam pengucapan ada banyak bagian kecil yang harus dipelajari." (Anisatul)

Anisatul realizes that there are many pronunciation errors so they need to be studied.

"Bisa mendalami bahasa Inggris dengan arti yang sesuai." (Naufal)

Naufal can learn more about pronunciation.

"Saya dapat lebih memahami bagaimana berbicara bahasa Inggris sesuai dengan aturan cara membacanya." (Reihansyah)

Reihansyah understands a lot about good and correct pronunciation.

Analysis of the last question of this study, the researcher has carried out a correct pronunciation test, so from the test, the researcher asks the question, what the effect of English pronunciation skill is. From their answers, researchers can draw a conclusion that students feel

more understanding, confident, there is a sense of enthusiasm for learning, and they know how to speak English properly.

Six points derived from the interview sessions are as follows:

1. Awareness and learning of pronunciation: Three out of six students interviewed had previously learned about English pronunciation, while the others had not. Those with prior knowledge emphasized its importance for mastering English.
2. Importance of pronunciation. All students agreed that proper pronunciation is essential for effective English communication. Reasons include:
 - a) Identifying vocabulary errors (Nabila).
 - b) Boosting confidence (Linda).
 - c) Facilitating communication (Silva).
 - d) Being the foundation for speaking English well (Anisatul).
 - e) Enhancing understanding and serving as a stepping stone for better English (Naufal and Reihansyah).
3. Challenges in Pronunciation:
 - a) Differences between English and Bahasa Indonesia in pronunciation and vowels (Nabila, Silva).
 - b) Pronouncing English as written rather than as spoken (Linda).
 - c) Lack of practice or suitable teaching methods (Anisatul, Reihansyah).
 - d) Indifference towards pronunciation (Naufal).
4. Activities for learning pronunciation. Students benefited from:
 - a) Spelling letters (Silva).
 - b) Repeating words spoken by teachers (Anisatul).
 - c) Spelling their own names (Reihansyah).
5. Effects of Learning Pronunciation:
 - a) Improved confidence (Linda).
 - b) Enhanced understanding of pronunciation components (Nabila, Anisatul, Reihansyah).
 - c) Greater enthusiasm for learning English (Silva).
 - d) Better comprehension of correct pronunciation rules (Naufal, Reihansyah).
6. Key Obstacles:
 - a) Influence of a strong regional accent or mother tongue.
 - b) Insufficient practice opportunities.
 - c) Focus on vocabulary over pronunciation in formal education.
 - d) Lack of competent teachers for pronunciation guidance.

Overall, the study highlights the necessity of emphasizing pronunciation in English education to address challenges, build confidence, and ensure effective communication skill. As the researcher noted in her findings, there was a voicing part that was broken down into voiced and unvoiced pronunciation errors made by students when speaking English. After conducting the test, it was found that, almost all students did not understand pronunciation correctly; there were lots of pronunciation errors that they talked about, especially in the voicing part. This reason can be strengthened from the results of interviews that have been obtained by the researcher.

At the interview stage it was described as a form of consultation or communication where the researcher tried to find out more about the problems raised by students. The researcher found a lot of the problems faced by students of SMAN 1 Panji when speaking English. Including the lack of insight, the absence of support from schools and the teachers in the classroom for learning pronunciation. Moreover, the factor that influences them the most is their mother tongue which is very strong. Besides, it was also due to the lack of pronunciation practice in their daily activities, so they found many English words difficult to pronounce.

IV. CONCLUSION

According to the results of the testing of 37 students, it was discovered that the variables within the range of consonant pronunciation in the voicing section, namely voiced and unvoiced, were students' difficulty pronouncing unvoiced symbols when the pronunciation was still influenced by their mother tongue's accent. Additionally, students frequently run into issues with pronunciation. They found many English words difficult to pronounce because of factors like their lack of knowledge about pronunciation, the lack of support from schools and teachers, and a lack of practice, but after learning about good and correct pronunciation, they realize that pronunciation is something that is very important to learn because it can be helpful for them when communicating with foreigners or other speakers of other languages.

Based on the analysis and followed by these conclusions, in the teaching and learning, it should emphasize on understanding phonetic symbols, practicing both voiced and unvoiced sounds with tailored exercises, addressing individual challenges to improve overall fluency. Besides, since the use of English with proper pronunciation can improve the quality of students' English-speaking skills, teachers should pay more attention to the students' English rather than just studying theory or vocabulary. It is expected that the findings of this context will help future researcher by serving as a resource and expanding their knowledge of English pronunciation. Additionally, the researcher expects that future researcher will provide more extensive research addressed the limitations of this study. Special thanks to the fellow researchers, Ukhtul Iffah and Nurul Agustin, for the collaboration and contributions to this research. Appreciation extends to SMAN 1 Panji, English teacher, for facilitating this research and to all students who participated as the sample of this study.

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