IJLHE: International Journal of Language, Humanities, and Education
ISSN: 2986-0369 (e) I 2963-4520 (p)
2024, Vol. 7, No. 2, page 355-376
https://jurnal.stkippgribl.ac.id/index.php/ijlhe/index

Cracking the Code: A Pronunciation Error Analysis of Tenth-Grade Students at SMK SMTI Bandar Lampung

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ABSTRACT

This study analyzed pronunciation errors made by tenth-grade students at SMK SMTI Bandar Lampung during the first semester of the 2023/2024 academic year. The objectives of the research were to identify the pronunciation errors, particularly in monophthong sounds, and to determine the causes of these errors. The study employed a qualitative research methodology. The participants were tenth-grade students of SMK SMTI Bandar Lampung, with a sample of 30 students from the KI 2 class, selected using purposive sampling. Data collection involved students being given 36 words containing short and long monophthong vowel sounds (/ɑː/, /ɪː/, /uː/, /ɜː/, /ɔː/, /ɒ/, /ɪ/, /ʊ/, /e/, /æ/, /ʌ/, /ə/). The pronunciation errors were analyzed using the Linguistic Category Taxonomy, as proposed by Dulay. Additionally, observations were conducted to identify the causes of errors based on Brown's theoretical framework. The findings revealed that students made a total of 923 pronunciation errors in monophthong sounds, comprising 473 errors in short vowels and 450 errors in long vowels. Common errors included replacing correct sounds with incorrect ones, adding unnecessary sounds, and omitting required sounds. Regarding the causes of errors, interlingual transfer was identified as the most frequent cause. Other contributing factors included intralingual transfer, the context of learning, and communication strategies.

ARTICLE INFO

Keywords:
communication strategy;
error analysis;
pronunciation;
students

Article History:
Received: 19 November 2024
Revised: 18 December 2024
Accepted: 20 December 2024
Published: 21 December 2024

How to Cite in APA Style:
Kholid, I., Irawansyah, & Lestari, P. (2024). Cracking the Code: A Pronunciation Error Analysis of Tenth-Grade Students at SMK SMTI Bandar Lampung. *IJLHE: International Journal of Language, Humanities, and Education, 7*(2), 355–376. https://doi.org/10.52217/ijlhe.v7i2.1648

INTRODUCTION

When learning the English language, students are required to master various skills, including speaking, reading, writing, and listening. Among these, speaking is often considered the most critical skill (Sari et al., 2023). Many learners tend to prioritize their speaking skills over other language skills. This is because speaking involves oral communication, which is essential for interacting with others. Speaking is closely related to listening, as it requires active use of language to convey meaning

in a way that others can understand. According to Bailey (2005), speaking is a productive oral skill that involves producing systematic verbal utterances to express ideas. This implies that effective speaking enables listeners to comprehend the speaker's intended message. Thornbury (2002) notes that the average person produces thousands of words daily, using speech to communicate, provide information, express thoughts, and respond to others. Therefore, speaking is a vital skill for everyday life.

To become proficient speakers, students must master various aspects of the English language, one of which is pronunciation. Pronunciation is crucial for improving speaking skills, as it directly affects the clarity and intelligibility of spoken language (Istiara et al., 2023). Pronunciation refers to the way words are articulated. It plays a significant role in effective communication, especially for learners of English as a foreign language. Proper pronunciation ensures that the intended message is conveyed clearly, facilitating smooth communication and preventing misunderstandings between speakers and listeners. Thus, speakers must use accurate pronunciation to ensure their message is understood.

However, mastering English pronunciation poses challenges, particularly for Indonesian learners, due to the differences between the language rules of Indonesian and English. Based on observations during teaching practice (PPL) at SMK SMTI Bandar Lampung, many students struggled with pronunciation. Errors were evident during presentations or conversations, where students often pronounced words based on their spelling rather than their correct phonetic forms. For instance, the word today, which should be pronounced /tə'deɪ/, was often mispronounced as /tʊ'deɪ/. Preliminary research further confirmed these issues when students were asked to read a set of words; many demonstrated significant difficulties with pronunciation.

Additionally, these challenges in pronunciation are often rooted in the lack of exposure to native English sounds and insufficient emphasis on phonetics in English language instruction (Hasbi & Nursaputri, 2024). Many students rely on their first language phonological system when attempting to pronounce English words, leading to interlingual interference. This reliance on the mother tongue can result in systematic pronunciation errors, which persist over time if not addressed through targeted teaching strategies. Furthermore, students may not have access to adequate resources, such as pronunciation practice tools or opportunities to engage in authentic speaking activities, which are essential for improving their pronunciation skills.

To address these issues, it is necessary to integrate pronunciation-focused activities into the curriculum, utilizing tools such as audio recordings, phonetic exercises, and interactive speaking tasks. Teachers should also emphasize the importance of phonological awareness and provide consistent feedback to help students correct their errors. By fostering an environment where students can

practice and refine their pronunciation, it is possible to minimize these errors and enhance their overall speaking proficiency.

METHOD

This study employed a descriptive qualitative research design (Bernard et al., 2016). The subjects of the research were students from the tenth-grade KI 2 class at SMK SMTI Bandar Lampung. The instruments used in this study included documentation and observation. Purposive sampling was applied to select the participants, focusing on one class out of the eight tenth-grade classes in the first semester at SMK SMTI Bandar Lampung. The selected sample consisted of 30 students. The research was conducted during the first semester of the 2023/2024 academic year.

To collect data, the researcher utilized a voice recorder. The students were asked to pronounce several words containing monophthong sounds, and their pronunciations were recorded using a mobile phone. After recording the students' voices, the researcher transcribed their pronunciations and analyzed the transcriptions to identify errors in pronouncing monophthong sounds. The task given to the students consisted of 36 words containing long and short monophthong sounds, with three words representing each type of sound.

In addition to voice recordings, the research employed observation as a secondary data collection technique. Observations were conducted to explore the causes of the students' pronunciation errors. This involved observing the teacher's activities during English lessons, the students' participation in the learning process, and their interactions within the school environment. These observations provided insights into factors contributing to the students' pronunciation difficulties.

RESULTS AND DISCUSSION

RESULTS

Analysis Results of Pronunciation Error on Monophthong Sounds

The table below showed the results of pronunciation error made by students at the first semester of tenth grade at SMK SMTI Bandar Lampung in monophthong sounds long and short vowel.

Table 1. Analysis Results of Pronunciation Error in Sounds /ɪ/

No	Words	Dictionary Transcription	Students Pronunciation	The respondents	Frequence of error	Description
1	Think	/θɪ**ŋk**/	/tɪ**ŋ**/	St1, St2, St3, St4, St5, St7, St8, St9, St10, St11, St12, St13, St14, St15, St17, St18, St19, St20, St21,	26 times	The monophthong sound is correct, but incorrect in pronunciation.

				St23, St24, St25, St26, St28, St29, St30		
			/thɪ**ŋ**/	St6, St27	2 times	
			/tɪ**ŋk**/	St22	1 times	
			/taɪ**ŋ**/	St16	1 times	Replacing of sound [ɪ] into sound [aɪ].
2	Since	/sɪns/	/saɪns/	St1, St2, St3, St5, St6, St7, St8, St9, St10, St12, St14, St16, St18, St19, St22, St24, St26, St28, St29, St30	20 times	Replacing of sound [ɪ] into sound [aɪ].
			/saɪs/	St20	1 times	
			/sens/	St13	1 times	Replacing of sound [ɪ] into sound [e].
			/sɪn/	St25	1 times	The monophthong sound is correct, but incorrect in pronunciation.
			/sɪn**c**ə/	St15	1 times	Adding sound [ə] in the end of word.
3	Build	/bɪld/	/bʊlt/	St2, St3, St25	3 times	Replacing of short vowel [ɪ] into short vowel [ʊ]
			/bʊɪlt/	St1, St4, St6, St8, St9, St10, St12, St13, St14, St15, St16, St17, St18, St19, St20, St21, St22, St23, St24, St26, St27, St28, St29, St30	24 times	Adding short vowel [ʊ] before sound [ɪ]
			/baɪlt/	St5	1 times	Replacing of sound [ɪ] into sound [aɪ].
			/blʊɪt/	St7, St11	2 times	Adding sound [ʊ] before monophthong [ɪ].

Table 1 highlights common pronunciation errors among students when pronouncing specific words, focusing on monophthong sounds. For the word "think"

(/θɪŋk/), most students (26 instances) pronounced the sound correctly but mispronounced the word. Variations included /tɪŋ/, /thɪŋ/, and /taɪŋ/, with the latter replacing [ɪ] with [aɪ]. Similarly, for "since" (/sɪns/), the most frequent error (20 instances) involved replacing [ɪ] with [aɪ] (/saɪns/). Other variations included replacing [ɪ] with [e] (/sens/), omitting the final sound (/sɪn/), and adding an extra [ə] (/sɪncə/). For "build" (/bɪld/), the majority (24 instances) added a short vowel [ʊ] before [ɪ] (/bʊɪlt/), while others replaced [ɪ] with [ʊ] or [aɪ]. These findings underscore the students' struggle with vowel accuracy and the tendency to alter or add sounds, reflecting the influence of their native phonological patterns.

Table 2. Analysis Results of Pronunciation Error in Sounds /ʊ/

No	Words	Dictionary Transcription	Students Pronunciation	The respondents	Frequence of error	Description
1	Would	/wʊd/	/wɒld/	St2, St3, St4, St5, St6, St7, St8, St9, St10, St11, St12, St13, St14, St15, St17, St18, St19, St21, St23, St24, St 25, St 26, St27, St28, St29, St30	26 times	Replacing of sound [ʊ] into sound [ɒ].
			/wɒlds/	St16	1 times	
			/wʊld/	St1, St20, St22	3 times	
2	Should	/ʃʊd/	/ʃʊld/	St1	1 times	The monophthong sound is correct, but incorrect in pronunciation.
			/sʊld/	St14, St22	2 times	
			/sɒld/	St2, St3, St4, St5, St6, St7, St8, St9, St10, St11, St12, St13, St15, St17, St18, St19, St20, St21, St23, St24, St25, St26, St27, St28, St29, St30	26 times	Replacing of short vowel [ʊ] into short vowel [ɒ].
			/sɒlds/	St16	1 times	
3	Wood	/wʊd/	/wɒd/	St3, St12, St15, St16, St25, St27	6 times	Replacing of short vowel [ʊ] into short vowel [ɒ].

Table 2 illustrates pronunciation errors made by students when pronouncing the words "would," "should," and "wood," focusing on the replacement of short vowel sounds. For "would" (/wʊd/), the most common error (26 instances) involved replacing the vowel sound [ʊ] with [ɒ], resulting in /wɒld/. Variations included /wɒlds/ and the correct pronunciation /wʊld/ by three students. Similarly, for "should" (/ʃʊd/), 26 students replaced [ʊ] with [ɒ], producing /sɒld/. Other variations included /ʃʊld/, where the monophthong was correct but pronounced inaccurately, and /sʊld/. Lastly, for

"wood" (/wʊd/), six students replaced [ʊ] with [ɒ], resulting in /wɒd/. These findings suggest a consistent pattern of replacing [ʊ] with [ɒ], likely influenced by the students' native phonological system.

Table 3. Analysis Results of Pronunciation Error in Sounds /e/

No	Words	Dictionary Transcription	Students Pronunciation	The respondents	Frequence of error	Description
1	Neck	/nek/	/nɪk/	St3, St8, St13, St14, St21, St25	6 times	Replacing of monophthong [e] into monophthong [ɪ].
			/neks/	St15, St16	2 times	The monophthong sound is correct, but incorrect in pronunciation.
2	Head	/hed/	/hɪd/	St2, St5, St9, St10, St14, St16, St20, St21, St23, St24, St26, St30	12 times	Replacing of short vowel [e] into short vowel [ɪ].
			/hʌd/	St13	1 times	Replacing of short vowel [e] into short vowel [ʌ].
			/hend/	St29	1 times	The monophthong sound is correct, but incorrect in pronunciation.
			/haɪd/	St15	1 times	Replacing of sound [e] into sound [aɪ].
3	Instead	/ɪn'sted/	/ɪnstaɪd/	St2, St9	2 times	Replacing of short vowel [e] into short vowel [aɪ],
			/ɪnstɪd/	St3, St17, St21, St30	4 times	Replacing of short vowel [e] into short vowel [ɪ].
			/ɪnsteɪd/	St5, St10, St20, St22	4 times	Replacing of short vowel [e] into diphthong [eɪ].
			/ɪnsed/	St7	1 times	The monophthong sound is correct, but incorrect in pronunciation.
			/ɪnsten/	St29	1 times	
			/ɪstɪd/	St14	2 times	Replacing of short vowel [e] into short vowel [ɪ].
			/stend/	St25	1 times	Omission of sound [ɪ] in the first of word.
			/ɪnsət/	St27	1 times	Replacing of short vowel [e] into short vowel [ə].

Table 3 provides an analysis of pronunciation errors for the words "neck," "head,"

and "instead," highlighting frequent substitutions and deviations from correct pronunciation. For "neck" (/nek/), six students replaced the monophthong [e] with [ɪ] (/nɪk/), while two students pronounced /neks/, showing correct monophthong use but with incorrect articulation. For "head" (/hed/), the most frequent error (12 instances) involved replacing [e] with [ɪ] (/hɪd/), while other variations included /hʌd/, /hend/, and /haɪd/, demonstrating issues with sound substitution and articulation. For "instead" (/ɪn'sted/), various errors were observed: two students replaced [e] with [aɪ] (/ɪnstaɪd/), four replaced [e] with [ɪ] (/ɪnstɪd/), and another four substituted [e] with the diphthong [eɪ] (/ɪnsteɪd/). Additionally, errors such as omitting sounds (e.g., /stend/) and replacing [e] with [ə] (/ɪnsət/) were also identified. These patterns reflect students' difficulties with vowel sounds, substitutions, and diphthong use.

Table 4. Analysis Results of Pronunciation Error in Sounds /ə/

No	Words	Dictionary Transcription	Students Pronunciation	The respondents	Frequence of error	Description
1	Could	/kəd/	/kɒld/	St2, St3, St5, St6, St7, St9, St10, St12, St13, St14, St15, St16, St17, St18, St19, St21, St23, St24, St30	19 times	Replacing of short vowel [ə] into short vowel [ɒ].
			/klɒd/	St8, St11, St25, St29	4 times	
			/**c**ɒld/	St26	1 times	
			/kʊld/	St1, St20, St22	3 times	Replacing of short vowel [ə] into short vowel [ʊ].
			/klɒʊd/	St4, St28	2 times	Replacing of short vowel [ə] into short vowel [ɒ] and adding sound [ʊ] after sound [ɒ].
			/**cl**ɒʊd/	St27	1 times	
2	Ago	/ə'gəʊ/	/əgɒ/	St1, St3, St4, St6, St7, St8, St9,St10, St11, St12, St14, St17, St18, St19, St20, St21, St22, St23, St28, St29, St30	21 times	The monophthong sound is correct, but incorrect in pronunciation.
			/ʌg/	St2	1 times	Replacing of short vowel [ə] into short vowel [ʌ].
			/ʌgɒ/	St13, St15, St26, St27	4 times	
			/egɒ/	St5, St24	2 times	Replacing of short vowel [ə] into short vowel [e] in the first of word.
			/aɪgɒ/	St16	1 times	Replacing of sound [ə] into sound [aɪ] in the first of word.

			/gɒ/	St25	1 times	Omission of sound [ə] in the first of word.
3	Away	/ə'weɪ/	/ʌweɪ/	St13	1 times	Replacing short vowel [ə] into short vowel [ʌ].
			/weɪ/	St14	1 times	Omission of sound [ə].
			/aɪwaɪ/	St16	1 times	Replacing sound [ə] into sound [aɪ] in the first of word.
			/aɪ/	St25	1 times	Omission of sound [ə].
			/əwaɪ/	St27	1 times	The monophthong sound is correct, but incorrect in pronunciation.
			/ʌwaɪ/	St15	1 times	Replacing short vowel [ə] into short vowel [ʌ].

Table 4 highlights pronunciation errors in the words "could," "ago," and "away," with students displaying recurring issues in vowel substitution and omission. For "could" (/kəd/), the most frequent error (19 instances) involved replacing the short vowel [ə] with [ɒ] (/kɒld/). Other variations included /klɒd/ (4 instances), /kʊld/ (3 instances), and /klɒʊd/ (2 instances), indicating both vowel substitution and the addition of unnecessary sounds. For "ago" (/ə'gəʊ/), the majority (21 instances) involved correct monophthong usage but with errors in pronunciation, while other common mistakes included substituting [ə] with [ʌ] (/ʌg/) or [e] (/egɒ/) and omitting [ə] entirely (/gɒ/). For "away" (/ə'weɪ/), errors included replacing [ə] with [ʌ] (/ʌweɪ/), omitting [ə] entirely (/weɪ/), and replacing [ə] with [aɪ] (/aɪwaɪ/). These patterns suggest consistent challenges in handling the short vowel [ə] and maintaining correct vowel placement, often leading to phonetic distortions.

Table 5. Analysis Results of Pronunciation Error in Sounds /æ/

No	Words	Dictionary Transcription	Students Pronunciation	The respondents	Frequence of error	Description
1	Have	/hæv/	/hev/	All respondents	30 times	Replacing of short vowel [æ] into short vowel [e].
2	That	/**ð**æt/	/tet/	St2, St8, St9,St10, St15, St17, St20, St23, St27	9 times	Replacing of short vowel [æ] into short vowel [e] in the middle of a word.
			/**ð**et/	St1, St3, St4, St5, St6, St7, St11, St12, St 13, St 14, St18, St19, St21, St22, St24, St26, St28, St30	18 times	
			/**ð**ʌt/	St29	1 times	

			/tʌt/	St16	1 times	Replacing of short vowel [æ] into short vowel [ʌ].
			/tɪ/	St25	1 times	Replacing of short vowel [æ] into short vowel [ɪ].
3	Plait	/plæt/	/pleɪt/	St1, St5, St9,St10, St11, St12, St14, St21, St22, St23, St24, St26, St28, St29	14 times	Replacing of sound [æ] into sound [eɪ].
			/pleɪ/	St25	1 times	
			/pleɪn/	St27	1 times	
			/plet/	St2, St4, St8, St17	4 times	Replacing of short vowel [æ] into short vowel [e].
			/plaɪt/	St3, St6, St7,St13, St15, St16, St18, St19, St30	9 times	Replacing of sound [æ] into sound [aɪ].
			/plaɪn/	St20	1 times	

Table 5 illustrates pronunciation errors for the words "have," "that," and "plait," focusing on the substitution of vowel sounds. For "have" (/hæv/), all 30 respondents replaced the short vowel [æ] with [e] (/hev/), indicating a consistent error across the sample. For "that" (/ðæt/), 18 students replaced [æ] with [e] (/ðet/), while 9 substituted it in the middle of the word (/tet/). Other variations included substituting [æ] with [ʌ] (/ðʌt/, /tʌt/) or [ɪ] (/tɪ/). For "plait" (/plæt/), the most frequent error (14 instances) involved replacing [æ] with the diphthong [eɪ] (/pleɪt/). Other variations included replacing [æ] with [e] (/plet/), [aɪ] (/plaɪt/), and adding extra sounds (/pleɪn/, /plaɪn/). These patterns reflect consistent difficulties in maintaining the short vowel [æ], with substitutions influenced by the students' phonetic tendencies and native language interference.

Table 6. Analysis Results of Pronunciation Error in Sounds /ʌ/

No	Words	Dictionary Transcription	Students Pronunciation	The respondents	Frequence of error	Description
1	Shut	/ʃʌt/	/**s**ʊt/	St2, St4, St7, St8, St9, St10, St11, St12, St13, St14, St15, St16, St18, St19, St20, St21, St22, St23, St24, St25, St26, St27, St28, St29	24 times	Monophthong sound [ʌ] changed to monophthong sound [ʊ].
			/ʃʊt/	St3, St17	2 times	
			/**s**ət/	St5	1 times	Replacing of sound [ʌ] into sound [ə].
			/**s**ʌt/	St6	1 times	The monophthong sound is correct, but

						incorrect in pronunciation.
2	Flood	/flʌd/	/flɒd/	St2, St3, St5, St7, St9, St13, St14, St15, St16, St17, St18, St19, St20, St23, St24, St25, St27, St29, St30	19 times	Replacing of short vowel [ʌ] into short vowel [ɒ].
			/flʊd/	St1, St4, St6, St8, St10, St11, St12, St21, St22, St26, St28	11 times	Replacing of short vowel [ʌ] into short vowel [ʊ].
3	Rough	/rʌf/	/rɒg/	St2, St4, St6,St12, St14, St15, St17, St18, St19, St20, St21, St23, St25, St29	14 times	Replacing of monophthong [ʌ] into monophthong[ɒ]
			/rɒgh/	St1, St3, St8,St22, St28	5 times	
			/rɒgs/	St16	1 times	
			/rɒʊg/	St5, St7, St9,St10, St11, St13, St24, St 26, St27, St30	10 times	Replacing of short vowel [ʌ] into short vowel [ɒ] then adding sound [ʊ] after sound [ɒ].

Table 6 highlights pronunciation errors in the words "shut," "flood," and "rough," demonstrating frequent vowel substitution and additional sound insertions. For "shut" (/ʃʌt/), the majority of students (24 instances) replaced the monophthong [ʌ] with [ʊ] (/sʊt/), while others substituted [ʌ] with [ə] (/sət/) or produced the correct sound with incorrect articulation (/sʌt/). For "flood" (/flʌd/), 19 students replaced [ʌ] with [ɒ] (/flɒd/), while 11 replaced it with [ʊ] (/flʊd/). For "rough" (/rʌf/), the most frequent error (14 instances) involved substituting [ʌ] with [ɒ] (/rɒg/), while others added unnecessary sounds, such as [ʊ] after [ɒ] (/rɒʊg/, 10 instances). These patterns indicate consistent challenges with the short vowel [ʌ], as students frequently replaced it with [ʊ] or [ɒ], reflecting potential interference from their native language phonological system.

Table 7. Analysis Results of Pronunciation Error in Sounds /ɒ/

No	Words	Dictionary Transcription	Students Pronunciation	The respondents	Frequence of error	Description
1	Lock	/lɒk/	/lɒ**c**/	St9	1 times	The monophthong sound is correct, but incorrect in pronunciation.
			/lɒ**c**k/	St24	1 times	
			/lʊk/	St13, St16, St20, St21, St28	5 times	Replacing of sound [ɒ] into sound [ʊ] in the middle of word.

2	Cough	/kɒf/	/kɒg/	St2, St3, St4, St6, St10, St12, St13, St14, St18, St19, St22, St26, St28	13 times	The monophthong sound is correct, but incorrect in pronunciation.
			/**c**ɒh/	St8	1 times	
			/kɒʊ/	St11	1 times	
			/kɒ**ʧ**/	St16	1 times	
			/kɒgh/	St24	1 times	
			/**c**ɒg/	St15, St21, St23	3 times	
			/**c**ɒgh/	St27	1 times	
			/dɒg/	St25	1 times	
			/kɒʊg/	St1, St5, St7, St9, St17, St20, St30	7 times	Adding sound [ʊ] after sound [ɒ].
			/kaʊg/	St29	1 times	Replacing of sound [ɒ] into sound [aʊ].
3	Frog	/frɒg/	/fɒg/	St4	1 times	The monophthong sound is correct, but incorrect in pronunciation.
			/frɒgs/	St16	1 times	
			/frʊg/	St21	1 times	Replacing of short vowel [ɒ] into short vowel [ʊ].

Table 7 showcases pronunciation errors in the words "lock," "cough," and "frog," highlighting recurring patterns of vowel substitution and incorrect articulation. For "lock" (/lɒk/), most errors involved replacing [ɒ] with [ʊ] (/lʊk/) in five instances, while a few students made minor mispronunciations, such as /lɒc/ or /lɒck/. For "cough" (/kɒf/), the most frequent error (13 instances) was retaining the monophthong [ɒ] but mispronouncing the word (/kɒg/). Other variations included adding sounds, such as [ʊ] (/kɒʊg/, 7 instances), or replacing [ɒ] with [aʊ] (/kaʊg/). For "frog" (/frɒg/), errors included substituting [ɒ] with [ʊ] (/frʊg/) and adding unnecessary sounds (/frɒgs/). These findings reflect difficulties with the monophthong [ɒ], often replaced or distorted due to influences from native phonological systems or habits.

Table 8. Analysis Results of Pronunciation Error in Sounds / ɪ:/

No	Words	Dictionary Transcription	Students Pronunciation	The respondents	Frequence of error	Description
1	Theme	/θɪ:m/	/tem/	St2, St3, St5, St7, St11, St12, St13, St15, St20, St24, St26, St27, St28, St29	14 times	Replacing of sound [ɪ:] into sound [**e**].
			/them/	St6, St9, St17, St22, St23	5 times	
			/thɪm/	St1, St21	2 times	Replacing of sound [ɪ:] into sound [ɪ].
			/tɪm/	St4, St8, St25	3 times	
			/**ð**əm/	St10, St14	2 times	Replacing of sound [ɪ:] into sound [e] in the middle of word.
			/**t**əm/	St16	1 times	
			/**ð**em/	St18, St19, St30	3 times	

2	Eagle	/ɪ:gl/	/ɪgl/	St1, St5, St6, St8, St9, St10, St14, St16, St17, St18, St19, St21, St22, St26	14 times	Replacing of long vowel [ɪ:] into short vowel [ɪ].
			/eɪg/	St2, St15, St29	3 times	Replacing of sound [ɪ:] into sound [eɪ].
			/egl/	St3, St4, St12, St13, St27, St28	6 times	Replacing of monophthong [ɪ:] into monophthong [e].
			/eg/	St7, St23	2 times	
			/egle/	St11	1 times	
			/edʒl/	St24	1 times	
			/leg/	St25	1 times	
			/eglɪ/	St20, St30	2 times	Replacing of monophthong [ɪ:] into monophthong [e] then adding monophthong [ɪ] in the end of word.
3	Seat	/sɪ:t/	/set/	St2, St23	2 times	Replacing of long vowel [ɪ:] into short vowel [**e**].
			/sɪt/	St1, St3, St4, St5, St6, St8, St9, St10, St11, St12, St13, St14, St15, St16, St17, St18, St19, St20, St21, St22, St24, St25, St26, St27, St28, St29, St30	27 times	Replacing of long vowel [ɪ:] into short vowel [ɪ].
			/ʃɪt/	St7	1 times	

Table 8 presents pronunciation errors in the words "theme," "eagle," and "seat," showcasing frequent substitutions of long vowels with short vowels or other sounds. For "theme" (/θɪ:m/), the most common error (14 instances) involved replacing the long vowel [ɪ:] with [e] (/tem/). Other variations included substituting [ɪ:] with [ɪ] (/thɪm/) or [e] in the middle of the word (/ðəm/). For "eagle" (/ɪ:gl/), 14 students replaced [ɪ:] with [ɪ] (/ɪgl/), while others substituted it with [eɪ] (/eɪg/) or [e] (/egl/). Additionally, some students added sounds, such as [ɪ] at the end (/eglɪ/). For "seat" (/sɪ:t/), the vast majority (27 instances) replaced the long vowel [ɪ:] with the short vowel [ɪ] (/sɪt/), while a few substituted it with [e] (/set/). These patterns indicate challenges in distinguishing long vowels [ɪ:] from their short counterparts or other vowel sounds, likely influenced by phonetic interference or limited exposure to standard English pronunciation.

Table 9. Analysis Results of Pronunciation Error in Sounds /u:/

No	Words	Dictionary Transcription	Students Pronunciation	The respondents	Frequence of error	Description
1	Chew	/ʧu:/	/ʧew/	St1, St5, St7,St10, St11, St12, St13, St14 St17, St23,	14 times	Replacing of sound [u:] into sound [e]

				St24, St27, St29, St30		in the middle of word.
			/kew/	St2, St15, St18, St19, St26, St28	6 times	
			/ʧɪw/	St3, St4, St6, St8, St20, St21, St22	7 times	Replacing of sound [u:] into sound [ɪ]
			/kɪw/	St16, St25	2 times	in the middle of word.
			/khʊ/	St9	1 times	Replacing of sound [u:] into sound [ʊ].
2	Trough	/θru:/	/trɒg/	St2, St4, St6, St9, St11, St12, St17, St21, St26	9 times	Replacing of long vowel [u:] into short vowel [ɒ].
			/thrɒg/	St23	1 times	
			/trɒgɒh/	St27	1 times	Replacing of long vowel [u:] into short vowel [ɒ] then adding monophthong [ɒ] after sound [g]
			/trɒʊgh/	St1	1 times	Replacing of long
			/trɒʊg/	St3, St5, St10, St14, St15, St16, St20, St22, St24, St25, St28, St29, St30	13 times	vowel [u:] into short vowel [ɒ] then adding sound [ʊ] after sound [ɒ].
			/taʊg/	St7	1 times	Replacing of sound [u:] into sound [aʊ].
			/trʊh/	St8	1 times	Replacing of long
			/trʊg/	St18, St19	2 times	vowel [u:] into short vowel [ʊ].
			/tʊrɒg/	St13	1 times	Replacing of sound [u:] into sound [ʊ], then adding monophthong [ɒ] after sound [r].
3	Moose	/mu:s/	/mɒs/	St1, St2, St5, St7, St8, St9, St11, St12, St13, St15, St16, St17, St18, St19, St20, St24, St25, St26, St27, St28, St29	21 times	Replacing of monophthong [u:] into monophthong [ɒ] in the middle of word.
			/mʊs/	St3, St4, St6,St10, St14, St21, St22, St23, St30	9 times	Replacing of monophthong [u:] into monophthong [ʊ] in the middle of word.

Table 9 illustrates pronunciation errors for the words "chew," "trough," and "moose," highlighting consistent challenges with the long vowel [u:]. For "chew" (/ʧu:/), the most common error (14 instances) involved replacing [u:] with [e] in the middle of the word (/ʧew/), while other students substituted [u:] with [ɪ] (/ʧɪw/, 7 instances) or

[ʊ] (/khʊ/, 1 instance). For "trough" (/θru:/), frequent errors included replacing [u:] with [ɒ] (/trɒg/, 9 instances) or adding additional sounds like [ɒ] (/trɒgɒh/) or [ʊ] (/trɒʊg/, 13 instances). Other substitutions involved replacing [u:] with [aʊ] (/taʊg/) or [ʊ] (/trʊg/, 2 instances). For "moose" (/mu:s/), most errors (21 instances) involved replacing [u:] with [ɒ] (/mɒs/), while others substituted [u:] with [ʊ] (/mʊs/, 9 instances). These patterns suggest that students frequently struggle with distinguishing and maintaining the long vowel [u:], often replacing it with shorter or incorrect vowel sounds, influenced by their phonological habits.

Table 10. Analysis Results of Pronunciation Error in Sounds /ɜ:/

No	Words	Dictionary Transcription	Students Pronunciation	The respondents	Frequence of error	Description
1	Stir	/stɜ:r/	/stɪr/	St1, St3, St4, St5, St6, St8, St9,St10, St11, St12, St13, St14, St15, St17, St18, St19, St20, St21, St22, St23, St24, St26, St27, St28, St29, St30	26 times	Replacing of long vowel [ɜ:] into short vowel [ɪ].
			/strɪt/	St7	1 times	
			/trɪk/	St25	1 times	
			/staɪr/	St2, St16	2 times	Replacing of sound [ɜ:] into sound [aɪ].
2	Curve	/kɜ:v/	/kʌrf/	St2, St6, St12, St30	4 times	Replacing of long vowel [ɜ:] into short vowel [ʌ].
			/krʌf/	St8	1 times	
			/kərf/	St1, St3, St4, St5, St14, St21	6 times	Replacing of long vowel [ɜ:] into short vowel [ə].
			/krəf/	St11	1 times	
			/kʊrf/	St9, St13, St18, St19, St20, St22, St24, St26, St28	9 times	Replacing of long vowel [ɜ:] into short vowel [ʊ].
			/krʊf/	St10, St17, St29	3 times	
			/sʊrf/	St15, St25	2 times	
			/**c**ʊrf/	St23, St27	2 times	
			/kʌrfə/	St7, St16	2 times	Replacing of long vowel [ɜ:] into short vowel [ʌ], then adding sound [ə] in the end of word.
3	Journey	/dʒɜ:rni/	/dʒɒʊrneɪ/	St2, St4, St10	3 times	Replacing of sound [ɜ:] into sound [ɒ] then adding sound [ʊ] after sound [ɒ].
			/dʒʊrneɪ/	St1, St7, St9,St11, St14, St17, St18, St19, St20, St21, St29	11 times	Replacing of long vowel [ɜ:] into ahort vowel [ʊ].

		/dʒʊrnew/	St25	1 times	
		/dʒɒrneɪ/	St3, St5, St8,St13, St15, St16, St22, St23, St24, St26, St27	11 times	Replacing of long vowel [ɜ:] into short vowel [ɒ].
		/dʒɒrner/	St28	1 times	
		/dʒʌrneɪ/	St6, St12, St30	3 times	Replacing of long vowel [ɜ:] into short vowel [ʌ].

Table 10 presents pronunciation errors in the words "stir," "curve," and "journey," illustrating students' challenges with the long vowel [ɜ:]. For "stir" (/stɜ:r/), the majority of errors (26 instances) involved replacing [ɜ:] with [ɪ] (/stɪr/), while others substituted [ɜ:] with [aɪ] (/staɪr/, 2 instances). Additional errors included substitutions like /strɪt/ and /trɪk/. For "curve" (/kɜ:v/), students frequently replaced [ɜ:] with [ʊ] (/kʊrf/, 9 instances) or [ə] (/kərf/, 6 instances). Other errors included replacing [ɜ:] with [ʌ] (/kʌrf/, 4 instances) or adding extra sounds like [ə] at the end (/kʌrfə/, 2 instances). For "journey" (/dʒɜ:rni/), common errors involved replacing [ɜ:] with [ʊ] (/dʒʊrneɪ/, 11 instances) or [ɒ] (/dʒɒrneɪ/, 11 instances). Some students further added unnecessary sounds, such as [ʊ] or [r], resulting in variants like /dʒɒʊrneɪ/ and /dʒɒrner/. These findings reveal persistent difficulties with the long vowel [ɜ:], with students often replacing it with short vowels ([ʊ], [ʌ], [ə]) or altering it with additional phonetic distortions.

Table 11. Analysis Results of Pronunciation Error in Sounds /ɔ:/

No	Words	Dictionary Transcription	Pronunciation Errors	The respondents	Frequence of error	Description
1	Thought	/θɔ:t/	/tɒʊg/	St3, St5, St6, St7, St9, St10, St11, St12, St15, St20, St23, St24, St25, St27, St28, St30	16 times	Replacing of sound [ɔ:] into sound [ɒ] then adding sound [ʊ] after sound [ɒ].
			/tɒg/	St1, St2, St4,St16, St17, St18, St19, St26	8 times	Replacing of sound [ɔ:] into sound [ɒ] in the middle of word.
			/tɒgh/	St8, St21	2 times	
			/taʊt/	St13, St29	2 times	Replacing of sound [ɔ:] into sound [aʊ] in the middle of word.
			/tʊg/	St14, St22	2 times	Replacing of sound [ɔ:] into sound [ʊ] in the middle of word.
2	Author	/ɔ:θər/	/aʊtɒr/	St1, St2, St4, St5, St11, St12, St14, St16, St18, St19, St20, St21, St22, St23, St24, St26, St28	17 times	Replacing of sound [ɔ:] into sound [aʊ] then monophthong sound [ə] changed into monophthong sound [ɒ].

			/aʊthɒr/	St7, St8	2 times	
			/ə**ð**ɒr/	St3	1 times	Replacing of long vowel [ɔ:] into short vowel [ə] then monophthong sound [ə] changed into monophthong sound [ɒ].
			/ɒʊtɒr/	St6, St13, St15, St17, St27, St29	6 times	Replacing of long vowel [ɔ:] into short vowel [ɒ] and adding sound [ʊ] after sound [ɒ], then monophthong sound [ə] changed into monophthong sound [ɒ].
			/ɒʊthɒr/	St9, St10, St25	3 times	
			/ə**t**ɔ:r/	St30	1 times	Transposition of sound [ɔ:] and [ə].
3	Reward	/rɪwɔ:rd/	/rewʌrd/	St2, St15, St27, St28	4 times	Replacing of sound [ɪ] into sound [e], and long vowel [ɔ:] changed into short vowel [ʌ].
			/rɪwɒrd/	St1, St7, St12, St18, St19, St23	6 times	Replacing of long vowel [ɔ:] into short vowel [ɒ].
			/rɪwərd/	St3, St8, St11, St13, St14, St20, St21, St22, St24, St29, St30	11 times	Replacing of long vowel [ɔ:] into short vowel [ə].
			/rɪwʌrd/	St4, St5, St6,St16,	4 times	Replacing of long vowel [ɔ:] into short vowel [ʌ].
			/rɪdwʌrd/	St17	1 times	
			/rɪwets/	St9	1 times	Replacing of long vowel [ɔ:] into short vowel [e].
			/rewɒrd/	St10	1 times	Replacing of sound [ɪ] into sound [e], and long vowel [ɔ:] changed into short vowel [ɒ].
			/red/	St25 St25	1 times	Replacing of sound [ɪ] into sound [e], then omission of long vowel [ɔ:].
			/rewərd/	St26	1 times	Replacing of sound [ɪ] into sound [e], and long vowel [ɔ:] changed into short vowel [ə].

Table 11 details pronunciation errors for the words "thought," "author," and "reward," emphasizing consistent challenges with the long vowel [ɔ:]. For "thought"

(/θɔ:t/), the most frequent error (16 instances) involved replacing [ɔ:] with [ɒ], followed by adding [ʊ] (/tɒʊg/). Other errors included replacing [ɔ:] with [ɒ] (/tɒg/, 8 instances), [aʊ] (/taʊt/, 2 instances), or [ʊ] (/tʊg/, 2 instances). For "author" (/ɔ:θər/), the most common error (17 instances) replaced [ɔ:] with [aʊ] and [ə] with [ɒ] (/aʊtɒr/). Additional errors involved replacing [ɔ:] with [ɒ] and adding [ʊ] (/ɒʊtɒr/, 6 instances) or substituting [ɔ:] and [ə] with [aʊ] and [ɒ] (/aʊthɒr/, 2 instances). For "reward" (/rɪwɔ:rd/), frequent errors included replacing [ɔ:] with [ə] (/rɪwərd/, 11 instances), [ɒ] (/rɪwɒrd/, 6 instances), or [ʌ] (/rɪwʌrd/, 4 instances). Some students also substituted [ɪ] with [e] while altering [ɔ:] into [ʌ] or [ɒ] (/rewʌrd/, /rewɒrd/). These patterns reveal systematic difficulties in maintaining the long vowel [ɔ:], with frequent substitutions, vowel shortening, and added sounds.

Table 12. Analysis Results of Pronunciation Error in Sounds /ɑ:/

No	Words	Dictionary Transcription	Students Pronunciation	The respondents	Frequence of error	Description
1	Park	/pɑ:rk/	/pʌrk/	St1, St2, St3, St4, St5, St6, St7, St8, St9, St10, St11, St12, St13, St14, St15, St17, St18, St19, St20, St21, St22, St23, St24, St26, St27, St28, St29, St30	28 times	Replacing of long vowel [ɑ:] into short vowel [ʌ].
			/pʌk/	St16	1 times	
			/prʌk/	St25	1 times	
2	Clerk	/klɑ:k/	/klərk/	St3, St11	2 times	Replacing of long vowel [ɑ:] into short vowel [ə].
			/**cl**ərk/	St5, St8	2 times	
			/klerk/	St4, St6, St7,St10, St12, St14, St15, St20, St22, St24, St26, St27, St30	13 times	Replacing of long vowel [ɑ:] into short vowel [e].
			/klek/	St1, St2, St17, St18, St19, St29	6 times	
			/kerk/	St21	1 times	
			/**cl**erk/	St23	1 times	
			/klɪrk/	St9, St13, St28	3 times	Replacing of long vowel [ɑ:] into short vowel [ɪ].
			/klɪr/	St16, St25	2 times	
3	Heart	/hɑ:rt/	/hʌrt/	St2, St13, St18, St19	4 times	Replacing of long vowel [ɑ:] into short vowel [ʌ].
			/hərt/	St1, St3, St6, St7, St14, St22, St26, St29, St30	9 times	Replacing of long vowel [ɑ:] into short vowel [ə].
			/hɪərt/	St5, St10, St20, St21, St24	5 times	Replacing of sound [ɑ:] into sound [ɪə].

	/hert/	St4, St9, St12, St16, St17, St25, St27, St28	8 times	Replacing of long vowel [ɑ:] into short vowel [e].
	/heərt/	St8	1 times	Replacing of long vowel [ɑ:] into diphthong [eə].
	/heʌrt/	St11, St15	2 times	Replacing of sound [ɑ:] into sounds [e] then adding sound [a] after sound [e].
	/hırt/	St23	1 times	Replacing of long vowel [ɑ:] into short vowel [ɪ].

Table 12 presents pronunciation errors for the words "park," "clerk," and "heart," highlighting frequent substitutions of the long vowel [ɑ:]. For "park" (/pɑ:rk/), most students (28 instances) replaced [ɑ:] with [ʌ] (/pʌrk/), while a few variations included /pʌk/ and /prʌk/. For "clerk" (/klɑ:k/), the most common error (13 instances) was replacing [ɑ:] with [e] (/klerk/). Other variations included replacing [ɑ:] with [ə] (/klərk/, 2 instances) or [ɪ] (/klırk/, 3 instances). A few students introduced distortions such as /kerk/ or /clerk/. For "heart" (/hɑ:rt/), frequent errors included replacing [ɑ:] with [ə] (/hərt/, 9 instances) or [e] (/hert/, 8 instances). Additional substitutions included [ɪə] (/hıərt/, 5 instances), [ʌ] (/hʌrt/, 4 instances), and diphthongs such as [eə] (/heərt/). These patterns reflect consistent challenges in maintaining the long vowel [ɑ :], with substitutions often influenced by phonological habits or native language interference.

DISCUSSION

Students Error in Pronouncing Monophthong Sounds

This research analysed the error pronunciation made by students, this research focused on Dulay's theory, namely linguistic category taxonomy. According to Dulay et al. (1982), linguistic category taxonomies classify errors according to the one or both language component or the particular linguistic constituent the errors affect. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse (style). In this research, the researcher discussed the language component of phonology in pronunciation. Based on the findings of this research, it can be concluded that still many students of the tenth grade of KI 2 class at SMK SMTI Bandar Lampung made error in pronouncing English words in monophthong sounds long and short vowel. The total of error in short vowel was 473 items error. Meanwhile, the total of error in long vowel was 450 items error.

In the first error there is a short vowel [ɪ] phoneme, as many as 84 times students made pronunciation errors on this sound. In the second error made by students, there is a short vowel /ʊ/, as many as 66 times students made pronunciation errors on this sound. In the next errors from the short vowel [e], the students made errors of this sound 39 times. On the pronunciation of the short vowel [ə], the students made errors of this sound 90 times. The pronunciation of the short vowel [æ], all of students made error in this sound. The next error there is vowel /ʌ/, as many as 88 times students made pronunciation errors on this sound. The next pronunciation error is from short vowel [ɒ], the students made errors of this sound 40 times. Then, on the pronunciation of the long vowel, all of students made errors in pronounced long vowel [ɪ:], [u:], [ɜ:], [ɔ:], [ɑ:].

The Causes of Students' Error in Pronunciation

This researcher also described the causes of errors made by students as language learners found in observation. There are four main causes of errors in language acquisition, including: interlingual transfer, intralingual transfer, context of learning and communication strategies (Brown, 2006). Based on the observations, it was revealed that the cause of students have difficulty in English pronunciation because they do not speak much English in their daily lives. Because the context of the research is in Bandar Lampung, the students generally use their first language, namely Indonesian, in daily conversations. This showed that the errors made by students in pronunciation are influenced by first language. Other causes of students made error in pronunciation is overgeneralization or intralingual transfer. Intralingual transfer refers to the influence of students' knowledge of new language system in this context is pronunciation, on their language learning. Students generalize the rules of pronunciation that they learned from certain words and apply them to the pronunciation of other words in which the rules are not suitable. Then, the teacher also rarely gave English pronunciation practice to students when the teacher gave the material for each lesson. Moreover, some students seem to find the correct pronunciation by asking the teacher or searching on Google Translate and will learn how to pronounce the word correctly (Istiara & Hastomo, 2023). From observations it is also known that some students practice pronouncing English words independently through films and songs.

CONCLUSION

Based on the findings of this research, it can be concluded that many students in the tenth-grade KI 2 class at SMK SMTI Bandar Lampung still made errors in pronouncing English words containing monophthong sounds, both long and short vowels. The total number of errors in short vowels was 473. Specifically, students made 84 errors in pronouncing the sound [ɪ], 66 errors in [ʊ], 39 errors in [e], 66 errors in [ə], 90 errors in [æ], 88 errors in [ʌ], and 40 errors in [ɒ]. Common errors

in short vowels included replacing the correct sounds with incorrect ones, adding unnecessary sounds, and omitting required sounds in pronunciation.

The total number of errors in long vowels was 450. For the sound [I:], students made 90 errors, [u:] had 90 errors, [ɜ:] had 90 errors, [ɔ:] had 90 errors, and [ɑ:] had 90 errors. Errors in long vowels often involved replacing the long vowel with a short vowel or substituting it with other incorrect sounds.

Regarding the causes of these errors, it was concluded that the most common cause was interlingual transfer. In addition, other contributing factors included intralingual transfer, communication strategy, and the context of learning. Interlingual transfer was identified as the most significant cause because students often applied the reading patterns of Indonesian, where every letter in a word is pronounced. In intralingual transfer, students replaced correct sounds with incorrect ones. In the context of learning, students rarely received pronunciation practice from their teachers. Regarding communication strategy, the use of the first language in the students' daily environment further influenced their pronunciation errors.

This study has certain limitations that should be acknowledged. The research was limited to a single class of tenth-grade students at SMK SMTI Bandar Lampung, which may not fully represent the broader population of EFL learners. Additionally, the study focused exclusively on monophthong sounds, leaving diphthongs and consonants unexplored. Data collection relied on specific word lists, which may not reflect students' pronunciation in spontaneous speech or varied contexts. For future research, it is recommended to expand the sample size to include students from different classes or schools for a more comprehensive analysis. Future studies could also explore pronunciation errors in diphthongs, consonants, and connected speech to provide a broader perspective. Moreover, incorporating experimental approaches, such as intervention strategies to improve pronunciation, could offer practical solutions to address these errors. Lastly, examining the role of technology and digital tools in enhancing pronunciation learning could provide valuable insights for modern EFL teaching.

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