

## ENGLISH STUDENTS' PROBLEMS IN PRONOUNCING UNEXIST ENGLISH VOWELS AND CONSONANTS IN INDONESIAN LANGUAGE

Nona Leviakandella

Email: [nonaleviakandella44@gmail.com](mailto:nonaleviakandella44@gmail.com)

**Abstract.** The purpose of this study was to know students' problems in pronouncing unexist English vowels and consonants in Indonesian language. This research was designed as descriptive qualitative method. The subjects of this research were the fourth semester of English Education study Program of Muhammadiyah University of Bengkulu. The instrument of the research were dictionary and online dictionary. The results of the study were: first, in vowels In Indonesian language usually one sound has only one phoneme while in English several rather similar sounds have their own phonemes Second, in consonant. Unexist Manner of articulation for fricative sounds (/v/, /θ/, /ð/, /ʒ/) and unexist place of articulation for **labiodental** /v/, **dental** /θ/ (**unvoiced**) /ð/ (**voiced**), **palate alveolar** /ʒ/ in Indonesian language.

**Key words:** *Pronunciation, Problems, Unexist, English Vowels, English Consonants.*

### A. INTRODUCTION

In this chapter, the writer presents the background of the research, the research question, the objectives of the research, the significances research, the limitation of the research, and the definition of key terms.

Pronunciation is the way in which a sound, a word, or a language is articulated, especially in conforming to an accepted standard, or the act of articulating a sound or a word. According to Encarta dictionary in (Chaer, 2020), pronunciation is one of the important basic skills in developing spoken language, listening and speaking. Without good pronunciation, it is impossible for one to speak English well, whereas mistakes in pronunciation sometimes lead to misunderstanding in communication.

English Pronunciation is how to pronounce English vowels and consonants in a word properly and correctly. In pronouncing vowels, There are three positions of lips which are used in describing the articulation of vowel sounds: First, rounded: for example sound: /ɒ/ in word (pot) Second, spread: for example sound: /i:/ In word (sheep). And the last, Neutral: for example sound: /ə/ (aloud).

Comunication relates to pronuncation. Pronunciation is one of language components which is really impoertant to be mastered by students. Mastering language components will influence students to master all language skills. Pronunciation is important to paper communication because the incorrect use of pronuncation leads to the massage being misunderstood by the listener (Sefran Ponidi, 2019).

In pronouncing consonants, it can be voiced or unvoiced. in English at least 'fortis' applies to unvoiced consonant sounds like /p/ example in word "pin" /pɪn/. Whereas 'lenis' describes their voiced counterparts like /b/ example in word "bin" /bɪn/. but The articulation of /p/ or /b/ is effectively similar.

When students learn Indonesian language, There are 6 vowels and 22 consonants, while in English, there are 23 vowels and 24 consonants. Moreover, English vowels and consonants are different from Indonesian language vowels and consonants. There are 8 English vowels: (/i:/, /ɪ/, /æ/, /ɑ:/, /ɔ:/, /u:/, /ɜ:/, /əʊ/) and 13 English consonants: (/p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /v/, /θ/, /ð/, /z/, /r./) do not exist in Indonesian language. So, students get problems in pronouncing them. For example English vowels: /i:/ (long vowels) will be pronounce /ɪ/ (short vowels) Example the word "beach" [bi:tʃ] becomes [bitʃ] "bitch", because in Indonesian language there is no such "long vowels". Since in Indonesian language /i:/ and /ɪ/ have the same phoneme.

Pronunciation refers to the way of words, or a language is pronounced, or the manner in which people utter words. According to Encarta dictionary in (Zuhriyah, 2017), pronunciation is the way in which a sound, word, or language is articulated, especially in conforming to an accepted standard, or the act of articulating a sound or word. Pronunciation refers to the way a word or a language is spoken or the manner in which someone utters the word. pronunciation is the production of sounds that is to express meaning. Grammar and vocabulary are important elements of language and they can be useless if the speakers cannot pronounce those elements or words accurately. Furthermore, the success in learning a language at first can be seen from the ability of the learner's speaking. However, it is very hard for the beginners to speak the foreign language, especially English.

English Pronunciation is how we pronounce a word in English properly and correctly. (Cook, 1996) as cited in (Gilakjani, 2016) defined pronunciation as the production of English sounds. There are two main types of sounds in English: consonant has 24 sounds: /p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /j/, /w/. and vowels has 23 simple vowels: /i:/, /ɪ/, /ɪ/, /e/, /æ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u/, /u:/, /ʌ/, /ɜ:/, /ə/. And diphthong: eɪ/, /ʊə/, /oʊ/, /aɪ/, /ɔɪ/, /aʊ/, /ɪə/, /eə/ /ʊə/ (Lestiono et al., 2017).

English vowels are divided into two major classes, simple vowels (also called pure vowels or monophthongs) and diphthongs (Putri & Rosa, 2020). Simple vowels do not show a noticeable change in quality, the vowels of *pit*, *cat*, *dog*, *set*, *but*, *put*, and the first vowel of *suppose* are all simple vowels. Diphthongs are vowels that exhibit a change in quality within single syllable.

Furthermore, Example phoneme /v/ does not in Indonesian language So, students usually substituting phoneme /v/ for /f/ in word "vast" /vas:t"/ often they replace it with "fast" /fa:st/. They without realize replace those phonemes, with the phonemes they are accustomed to use in their daily conversation. They will make the listeners do not understand what they are saying because they have meaning and create misunderstandings in conversation.

Related to the discussion above, there are several previous studies conducted by some researchers about vowels and consonants problems. The First, (Anwar & Kalisa, 2020) Students' Problems in Pronouncing Non-Existing English Diphthongs in Indonesian Language. Based on the data analysis, the total average of the incorrect numbers of English diphthong sounds in pronunciation made by students was 69% which was categorized as fair. In addition to it, the kinds of errors mostly found in the students' pronunciation English diphthong sounds were omission errors.

The Second, (Nurul Ulfayanti, 2018) Contrastive analysis of English and Indonesian vowels phonemes and its lesson plan in language teaching. The result of the study obtained that there are many differences and similarities of vocal phonemes between English and Indonesian.

The Third, (Sahatsathatsana, 2017) Linking was aksi reported that it caused serious problems of phonetic learning in suorasegmental level. Besides, phonetic ability wa reported as the factor mostly caused problems in phonetics learning. It could be concluded that the opinion of difference of sound system between English and Thai and some factors including phonetic ability.

The Fourth, (Riski & Rosalin Ismayoeng, 2017) Tracing Language Transfer: Patterning English Pronunciation Through Arabic Sounds In Indonesia. Based on the speech sound transcriptions of the first group of students who graduated from Islamic-based schools, the students were able to pronounce the targeted English sounds correctly.

The Fifth, (Komariah, 2018) Problems in Pronouncing the English Sounds Faced by the Students of SMPN 2 Halong Banjar. It is found out that the students had problems in pronouncing the English sounds of consonants (/t/, /θ/, /ʃ/, /-t/, /f, /ʒ /, /-d/), vowel (/ɒ/, /e/, /ou/) and diphthong( /eɪ/, /ou/, /əɪ /). The sounds /θ/ are pronounced as [t], /ʃ/ is as [s], /ɒ / as [u], /ou/ as [aw], /ʒ/ as [s], while /t/, /eɪ /, /-t/, /-d/ and /əɪ/ are pronounced as they are written.

## **B. RESEARCH METHOD**

This chapter presents information about the design of the research, the subject of the study, the instruments, the data collection technique and the data analysis technique.

### **Research Design**

This study used descriptive qualitative design. According to Lune and (Berg, 2017, p.22-26) said the qualitative research is research on collecting non-numeric primary data such as words and pictures that a function as their own instrument making qualitative research suitable for providing factual and descriptive information.

### **The Subject of The Research**

The subjects of the research were 28 English students in fourth semester of English education at Muhammadiyah University of Bengkulu because students in fourth semester have studies pronunciation. So, the students have knowledge how to pronounce words in English.

### **Instrument**

In this research, there were two kinds of instruments. The first, instruments was the list of English words containing unexist vowels and consonants in Indonesian language. The second, was dictionary and online dictionary, to add the level of truth of pronounce unexist English vowels and consonants in Indonesian language.

### **The Data Collection Technique**

The data collected through the following procedure:

1. The researcher send to students the list of words containing unexist English vowels and consonants in Indonesian language through whatsapp application.
2. The researcher asked the students to record the pronunciation list of words containing unexist English vowels and consonants in Indonesian language using voice note.
3. The researcher asked to students to send voice note of pronounce the list of words containing unexist English vowels and consonants in Indonesian language through whatsapp application.
4. Then, the researcher collected the data.

**The Data Analyzing Techique**

The researcher analyzed the data as follow :

1. The researcher listened to the students' pronunciation recording.
2. The researcher identified students' problems in pronouncing the list of words containing unexist English vowels and consonants In Indonesian language.
3. The researcher counted English students' problems in pronouncing the list of words containing unexist English vowels and consonants In Indonesian language. using the formula from (Herzberg, 2017):

$$P = \frac{F}{N} \times 100\%$$

4. The researcher described and analyzed the data.
5. The researcher wrote the conclusion.

**C. Result and Discussion**

This chapter was presented the result of the research. This chapter was divided into was parts : the first part was the result of the data analysis and the second part was discussion. The discussion of this research was based on the result of the research and some theories related to research.

**Result**

This research was conducted to obtain information about English students' Problems in Pronouncing Unexist English Vowels and consonants in Indonesian Language. Researcher collected data from 14 july to 18 july 2021 of students in English Language Program at Bengkulu Muhammadiyah University, namely the fourth semester. The total was 28 students. The researcher found students have problems in pronouncing unexsift vowels and consonants in Indonesian language.

**Table 4.1**  
**English Students Problems in Pronouncing Unexist English Vowels that pronounce longer than other vowels (long vowels) In Indonesian Language:**

N o	Words	Phonet ic	Time correct	Studen ts total correct	Perc enta ge	Time incorr ect	Studen ts total incorre ct	Perce n tage
1	Key	/i:/	00.57	12	43%	00.50	16	57%

2	<b>Memoir</b>	/ɑ:/	<b>00.80</b>	<b>11</b>	<b>39%</b>	<b>00.59</b>	<b>17</b>	<b>61%</b>
3	<b>Fork</b>	/ɔ:/	<b>00.57</b>	<b>5</b>	<b>18%</b>	<b>00.50</b>	<b>23</b>	<b>82%</b>
4	<b>Pearl</b>	/ɜ:/	<b>00.57</b>	<b>7</b>	<b>25%</b>	<b>00.55</b>	<b>21</b>	<b>75%</b>
5	<b>Myrtle</b>	/ɜ:/	<b>00.69</b>	<b>9</b>	<b>32%</b>	<b>00.52</b>	<b>19</b>	<b>68%</b>

Based on the table 4.1 above, in pronouncing unexist English vowels that pronounce longer than other vowels (long vowels) it found that there were 5 problems in pronouncing unexist English vowels that were often not right pronounced by students, including:

**Data 1: Key**

The sound of the **key** word which contains /i:/ as long vowels, based on the online dictionary the word (**key**) is pronounce for **57** seconds, more than half of the students not pronounce this the word (**key**) suitable to existing references, the problems is students pronounce the word (**key**) less than **7** seconds from the correct time duration.

**Data 2 : Memoir**

The sound of the **memoir** word which contains /ɑ:/ as long vowels, based on the online dictionary the word (**memoir**) is pronounce for **80** seconds, more than half of the students not pronounce this the word (**memoir**) suitable to existing references, the problems is students pronounce the word (**memoir**) less than **21** seconds from the correct time duration.

**Data 3 : Fork**

The sound of the **fork** word which contains /ɔ:/ as long vowels, based on the online dictionary the word (**fork**) is pronounce for **57** seconds, almost all of the students not pronounce this the word (**fork**) suitable to existing references, the problems is students pronounce the word (**fork**) less than **7** seconds from the correct time duration.

**Data 4 : Pearl**

The sound of the **pearl** word which contains /ɜ:/ as long vowels, based on the online dictionary the word (**pearl**) is pronounce for **57** seconds, almost all of the students not pronounce this the word (**pearl**) suitable to existing references, the problems is students pronounce the word (**pearl**) less than **2** seconds from the correct time duration.

**Data 5 : Myrtle**

The sound of the **myrtle** word which contains /ɜ:/ as long vowels, based on the online dictionary the word (**myrtle**) is pronounce for **69** seconds, more than half of the students not pronounce this the word (**myrtle**) suitable to existing references, the problems is students pronounce the word (**myrtle**) less than **17** seconds from the correct time duration.

Based on the describing the result above, there still students most have problems in pronouncing words containing of long vowels. even though the student have studies before.

**Table 4.2**  
**Problems Pronouncing Unexist English Consonants**  
**In Indonesian Language**

No	Words	Phonetic	phonetic correct	Students total Correct	Percentage	phonetic incorrect	Students total Incorrect	Percentage
1.	Van	/v/	væn	11	39%	Fan	17	61%
2.	Hooves	/v/	hu:vez	12	43%	Hufez	16	57%
3.	Method	/θ/	'meθəd	11	39%	metət	17	61%
4.	Bath	/ð/	bɑ:ð	12	43%	Bed	16	57%
5.	Vision	/ʒ/	vɪʒ	13	46%	vlzn	15	54%
6.	Decision	/ʒ/	dɪ'sɪʒn	1	4%	dɪ'sɪzn	27	96%

Based on the table 4.2 above, in pronouncing unexsit English consonants it found that there were 6 problems words in pronouncing unexsit English consonants that were often not right pronounced by students, including:

**Data 1 : Van**

Based on the dictionary the word (**van**) is pronounce (**væn**) contains a consonants labiodental (voice) and fricative /v/ sounds (**touch your top teeth with the bottom lip, blow out the air between your lip and your teeth**). more than half of the students not right pronounce this the word (**van**), the problems is students pronounce the word (**van**) from **væn** to **fan**, students replace /v/ to labiodental (**unvoiced**) and fricative /f/ (**touch your top teeth with the bottom lip, blow out the air between your lip and your teeth and don't use your voice**).

**Data 2: Hooves**

Based on the dictionary the word (**hooves**) is pronounce (**hu:vez**) contains a consonants labiodental (voice) and fricative /v/ sounds (**touch your top teeth with the bottom lip, blow out the air between your lip and your teeth**). more than half of the students not right pronounce this the word (**hooves**), the problems is students pronounce the word (**hooves**) from **hu:vez** to **hufez**, students replace /v/ to labiodental (**unvoiced**) and fricative /f/ (**touch your top teeth with the bottom lip, blow out the air between your lip and your teeth and don't use your voice**).

**Data 3 : Method**

Based on the dictionary the word (**method**) is pronounce (**meθəd**) contains a consonants dental (unvoiced) and fricative /θ/ sounds (**put the tip of your tongue between your front teeth. blow out the air between your tongue and your top of your teeth**). more than half of the students not right pronounce this the word (**method**), the problems is students pronounce the word (**method**) from **'meθəd** to **metət**, students replace /θ/ to alveolar and plosive /t/ (**put your tongue just behind your top teeth, push air forward in your the mouth then quickly move your tongue away, don't use your voice**).

**Data 4 : Bath**

Based on the dictionary the word (**bath**) is pronounce (**bɑ:ð**) contains a consonants dental (voice) and fricative /:ð/ sounds (**put the tip of your tongue between your front teeth. blow out the air between your tongue and your top of your teeth**).more than half of the students not right pronounce

this the word (**bath**), the problems is students pronounce the word (**bath**) from **ba:ð** to **bed** students replace /:ð/ to alveolar and plosive /d/ (**the tongue just behind top teeth, push air forward in the mouth then quickly move your tongue away**).

#### Data 5 : Vision

Based on the dictionary the word (**vision**) is pronounce (**vɪʒn**) contains a consonants palate-alveolar and fricative /ʒ/ sounds (**Tip of the tongue close to palate and then hissed**). more than half of the students not right pronounce this the word (**vision**), the problems is students pronounce the word (**vision**) from **vɪʒn** to **vlʒn**, students replace /ʒ/ to **alveolar and fricative /z/ (put your tongue forward behind your top teeth, then force the air out over the top of your tongue)**.

#### Data 6 : Decision

Based on the dictionary the word (**decision**) is pronounce (**dɪ'sɪʒn**) contains a consonants palate-alveolar and fricative /ʒ/ sounds (**Tip of the tongue close to palate and then hissed**). Almost all of the students not right pronounce this the word (**decision**), the problems is students pronounce the word (**decision**) from **dɪ'sɪʒn** to **dɪ'sɪzn**, students replace /ʒ/ to alveolar and fricative /z/ (**put your tongue forward behind your top teeth, then force the air out over the top of your tongue**)

Based on the describing the result above that there are students still not right in pronouncing the words that because those phoneme unexist in Indonesian language and students are often replaced the phoneme that they know, and they think it's similar, for example **van (væn) to f**

### Discussion

Based on the results of the study above, researcher found that many students' problems in pronouncing unexist English vowels in Indonesian language. This students' problems are :

1. In English vowels, only one phoneme in Indonesian language, example: phoneme /i/ in Indonesian language that is one phoneme meanwhile in English /i/ have 3 phoneme /i:/ (**long vowels**), /ɪ/ (**short vowels**), /ɪ/ (**fast vowels**). And phoneme /e/ in Indonesian language only one phoneme meanwhile in English have 2 phoneme /e/, /æ/ (**short vowels**) and phoneme /ʌ/ in Indonesian language only one phoneme meanwhile in English have 2 phoneme /ɑ:/ (**long vowels**) /ʌ/ (**short vowels**) and phoneme /ə/ in Indonesian language only one phoneme meanwhile in English have 2 phoneme /ɜ:/ (**long vowels**) /ə/ (**short vowels**) and /ɒ/ phoneme in Indonesian language only one phoneme meanwhile in English have 2 phoneme /ɒ/ (**short vowels**) /ɔ:/ (**long vowels**) and phoneme /u/ in Indonesian language only one phoneme meanwhile in English have 3 phoneme /u:/ (**long vowels**) /ʊ/ (**short vowels**) /ʊ/ (**fast vowels**). The students in Indonesian language accustomed that phoneme : /i/ as /i:/, /ɪ/ and /e/ as /æ/ and /ʌ/ as /ɑ:/ and /ə/ as /ɜ:/ and /ɒ/ as /ɔ:/ and /e/ as /æ/ and /u/ as /ʊ/, /u:/ that are similar, But in English different phoneme is different meaning. So that, when students found containing of the phoneme long vowels and fast vowels, they should replace containing of the phoneme long vowels and fast vowels with phoneme that they have. The example in containing of word long vowels: **key (ki:) /i:/ (long vowels)** will be pronounce (**ki**) /ɪ/ (short vowels). Because of the first language students does not have long vowels, they only have one phoneme /i/ (short vowels)

2. Unexist Manner of articulation fricative sounds (/v/, /θ/, /ð/, /ʒ/) and place of articulation **labiodental /v/, dental /θ/ (unvoiced) /ð/ (voiced), palate alveolar /ʒ/** in Indonesian language, so the students difficult to pronounce the sounds and often replace in containing of the words manner of articulation fricative and place of articulation labiodental, dental, and palate alveolar, it's with the similar sounds they have:

1. Students replace sounds **labiodental and fricative /v/ (voice)** (touch your top teeth with the bottom lip, blow out the air between your lip and your teeth) to **/f/ (unvoiced)** (touch your top teeth with the bottom lip, blow out the air between your lip and your teeth, don't use your voice).

2. Students replace **dental and fricative sounds /θ/ (unvoiced)** (put the tip of your tongue between your front teeth. blow out the air between your tongue and your top of your teeth). to **alveolar and plosive /f/** (put the tongue just behind top teeth, push air forward in the mouth then quickly move your tongue away, don't use your voice).

3. Students replace **dental and fricative sounds /ð/ (voiced)** put the tip of your tongue between your front teeth. blow out the air between your tongue and your top of your teeth). to **alveolar and plosive /d/** (put the tongue just behind top teeth, push air forward in the mouth then quickly move your tongue away).

4. Students replace **palate alveolar and fricative sounds /ʒ/** (Tip of the tongue close to palate and then hissed). to **alveolar and fricative /z/** (put your tongue forward behind your top teeth, then force the air out over the top of your tongue).

To support this research, the researchers need some relevant previous researches. First, (Nurul Ulfayanti, 2018) Contrastive analysis of English and Indonesian vowels phonemes and its lesson plan in language teaching. The result of the study obtained that there are many differences and similarities of vocal phoneme between English and Indonesian. The similarities can assist students to improve their speaking skill in English, while the differences could sometimes lead to difficulties in pronunciation. Error pronunciation in those words often found in Indonesian speakers who learn English

Second, (Komariah, 2018) Problems in Pronouncing the English Sounds Faced by the Students of SMPN 2 Halong Banjar. It is found out that the students had problems in pronouncing the English sounds of consonant (/t/, /θ/, /ʃ/, /-t/, /f, /ʒ /, /-d/), vowel (/ɒ/, /e/, /oʊ/) and diphthong( /eɪ/, /oʊ/, /ə r /). The sounds /θ/ are pronounced as [t], /ʃ/ is as [s], /ɒ / as [u], /oʊ/ as [aw], /ʒ/ as [s], while /t/, /eɪ /, /-t/, /-d/ and /ər/ are pronounced they are written. The error can be caused by the absence of the sound in their mother tongue.

#### **D. CONCLUSION AND SUGGESTION**

This chapter explain the conclusion and suggestions. Conclusion was drawn after getting the result of the research. Then, suggestions led to the next researcher who are interested in doing similar research.

#### **Conclusion**

English Students' problems in pronouncing unexist English vowels and consonants in Indonesian language :

#### **English Vowels and Consonants**



1. In Indonesian language usually one sound has only one phoneme while in English several rather similar sounds have their own phonemes. example: phoneme /i/ in Indonesian language that is one phoneme meanwhile in English /i/ have 3 phoneme /i:/ (**long vowels**), /i/ (**short vowels**), /ɪ/ (**fast vowels**). the students accustomed that are similar that phoneme : /i/ as /i:/, /i/ and /e/ as /æ/ and /ʌ/ as /ɑ:/ and /ə/ as /ɜ:/ and /ɒ/ as /ɔ:/ and /e/ as /æ/ and /u/ as /ʊ/, /u:/

2. Unexist Manner of articulation for fricative sounds (/v/, /θ/, /ð/, /ʒ/) and unexist place of articulation for **labiodental /v/, dental /θ/ (unvoiced) /ð/ (voiced), palate alveolar /ʒ/** in Indonesian language. so the students are difficult to pronounce them. So they replace those sounds with the similar sounds they have, such as : **v to f, θ to t, ð to d, ʒ to z**

### Suggestion

1. For English teachers  
The English teachers are supposed to practice the students more especially the unexist vowels and consonants in Indonesian language.
2. For English students  
The English students more study especially the unexist vowels and consonants in Indonesian language.
3. For next researcher  
It is suggested to the next researchers to research all the unexist English vowels and consonants in Indonesian language since in this thesis the researcher only discuss part of them.

### E. REFERENCES

- Anwar, Y., & Kalisa, P. (2020). Students' Problems in Pronouncing Non-Existing English Diphthongs in Indonesian Language. *Language Circle: Journal of Language and Literature*, 15(1), 17–25. <https://doi.org/10.15294/lc.v15i1.26261>
- Chaer, A. (2020). Fonologi Bahasa Indonesia (Indonesian Phonology). In *Rineka Cipta, Jakarta* (Issue 1).
- Gilakjani, A. P. (2016). English Pronunciation Instruction: A Literature Review. *International Journal of Research in English Education*, 1(1), 1–6. <http://ijreeonline.com/article-1-21-en.html>
- He, Q. (2017). Quantitative Research in Systemic Functional Linguistics. *English Language Teaching*, 11 (1), 110. <https://doi.org/10.5539/elt.v11n1p110>.
- Komariah, A. (2018). Problems in Pronouncing the English Sounds Faced by the Students of SMPN 2 Halong, Banjar. *Journal of English Language and Pedagogy*, 1 (2), 1–10. <https://doi.org/10.36597/jelp.v1i2.4127>
- Lestiono, R., Malang, M., Gusdian, R. I., & Malang, M. (2017). *Tracing Language Transfer: Patterning English*. 4, 1–7.
- Nurul Ulfayanti, M. O. J. (2018). Contrastive analysis of English and Indonesian vowel phoneme and its lesson plan in language teaching. *Journal of Applied Studies in Language*, 2(2), 116–123. <https://doi.org/10.31940/jasl.v2i2.1030>
- Putri, D. S., & Rosa, R. N. (2020). An analysis of errors by the third year English department students in pronouncing English vowel. *Journal of English Language Teaching*, 9(1), 202–209. <http://repositorio.unan.edu.ni/2986/1/5624.pdf>

- Riski, L., & Rosalin Ismayoeng, G. (2017). Tracing Language Transfer: Patterning English Pronunciation Through Arabic Sounds in Indonesia. *Erudio Journal of Educational Innovation*, 4(1), 1–7. <https://doi.org/10.18551/erudio.4-1.1>
- Sahatsathatsana, S. (2017). Pronunciation Problems of Thai Students Learning English Phonetics: A Case Study at Kalasin University. *Journal of Education*, 11(4), 67–84.
- Sefran Ponidi, S. S. (2019). An Analysis of English Diphthong Pronunciation by the Students of the English Education Study Program. *Angewandte Chemie International Edition*, 6(11), 951–952., 13(April), 15–38.
- Zuhriyah, M. (2017). Storytelling to Improve Students' Speaking Skill. *Jurnal Tadris Bahasa Inggris*, 10(1), 119–134.