Identifying the Accuracy and Comprehensibility of Students' English Word By Word Pronunciation at North Lombok Senior High School

Muhamad Irwan[1*], Sudirman Wilian[1], Arafiq Arafiq[1], Muhammad Amin[1]
[1]UniversitasMataram, Jl.Majapahit.No.62, Mataram83115, Indonesia
*Corresponding Author: muhamadirwanok1@gmail.com

Abstract: Pronunciation is an important component of language learning that must be well mastered in order to support the development of students' competence in language skills, particularly speaking skills. This descriptive research aims to evaluate the accuracy and comprehensibility of English pronunciation among tenth-grade IPS students consisting of 30 students at SMAN 1 Bayan in North Lombok. Qualitative methods were employed, using student voice recordings as primary data and relevant documents as secondary data. The data analysis technique in this study uses the concept of qualitative data analysis developed by Miles and Huberman in (1994), including data reduction, data display and conclusions drawing. The results showed that while some students demonstrated excellent proficiency in English pronunciation, others faced significant challenges in accurately articulating vowel and consonant sounds. These findings highlight the importance of targeted interventions to support struggling students and improve the pronunciation skills of all students. The research questions are focused on the accuracy and comprehensibility of English pronunciation among students in North Lombok. Through our evaluation, we found that the level of accuracy in common words varied among students, with some struggling to pronounce even basic words accurately.

Keywords: Accuracy, Comprehensibility, English pronunciation, Students, and North Lombok.

INTRODUCTION

It is clear that mistakes that students make while learning a language in the classroom have grown to be a major source of concern for language teachers. These mistakes could occur as a result of the usual challenges that students have learning a second or target language (Marzuki, 2021). Their inability to appropriately pronounce words in foreign languages is one of their learning challenges. Pronunciation is an important component of language learning that must be well mastered in order to support the development of students' competence in language skills, particularly speaking skills. Cook in Gilakjani (2019) defines pronunciation as the production of English sounds. Anggraini conveys (2022) that a fundamental ability that is crucial to the growth of speaking, listening, and speaking English is pronunciation. By learning pronunciation, you will know how to pronounce a word correctly (Cakmak, 2019). Meanwhile, Dalton and Seidlhofer (2001) state that pronunciation is defined as the production of significant sounds. They believe that sound is

significant in two ways. Based on these three definitions, we can conclude that pronunciation is described as the production of sound, and learners who want to sound acceptable in English must be mindful of their pronunciation.

Pronunciation plays a vital role for learners to comprehend what native speakers say. This is supported by Yudar Aditomo and Silalahi's (2020) statement, they say the ability of learners to interact with others, particularly native English speakers, increases because of good pronunciation, which helps them comprehend native speakers. However, pronunciation is a frequent issue for students who are learning English, and often they are unaware that they are lacking in English pronunciation. Aulia (2018) states if the students are unable to pronounce those structures or words correctly; it hinders them from communicating effectively in English. In reality, a lack of pronunciation awareness is regarded as a minor issue in English. According to Aarsleff (1989), pronunciation is the Cinderella of foreign-language teaching, because Western linguists have studied vocabulary and grammar for much longer than pronunciation,

and thus grammar and vocabulary are much better understood by English learners than pronunciation. Also, Arafiq, Yusra, and Saputra (2020) state that the process of teaching English to EFL students must always be tough because it calls for not just a commitment to learn but also an understanding of the phonological distinctions between the students' native tongue and English as the target language.

Because of this, most students have poor pronunciation and are overly concerned with vocabulary and grammar. Such errors in pronunciation can lead to misinterpretation and potentially the failure of speakers in oral communication, despite their fairly good stock of vocabulary and grammatical structure. According to Tuan (2010), the students may understand the rules of proper word pronunciation, but it is still difficult for them to pronounce them orally because English sounds do not exist in their mother tongue.

There are certain research findings associated with the study. The first one was the research, conducted by Nirani (2019), which examined the pronunciation accuracy of receptive vocabularies among 7th-grade students at SMP Kemala Bhayangkari 1 Surabaya. The research revealed that the majority of students demonstrated accurate pronunciation of the receptive vocabulary. However, certain sounds, namely /t/, /d/, /θ/, and /r/, were commonly mispronounced, particularly when these sounds occurred at the end of words or in the initial position.

Second, was the study which identified four words that were pronounced correctly by all students: middle, sea, sail, and much. Conducted by Akis, Asriati and Muhsin (2020), focused on investigating pronunciation errors made by eleventh-grade students learning English as a foreign language at SMA Muhammadiyah 1 Makassar. The study specifically examined the errors in vowels based on a conversation text, comparing student pronunciation to the correct pronunciation provided by the Cambridge dictionary. The findings revealed that the students made ten errors in vowel pronunciation. Additionally, the study found that the students' first language influenced their English pronunciation. The results emphasize the importance of considering the impact of students'

first language when teaching English as a foreign language, suggesting the need for effective teaching strategies to improve pronunciation skills.

Therefore, those studies aimed to identify the accuracy and comprehensibility of students' English pronunciation in North Lombok, specifically at SMAN 1 Bayan, through the evaluation of students' proficiency in both vowel and consonant pronunciation.

METHODS

This research is descriptive research by using qualitative methods. According to Moleong (2018: 4), "qualitative research method is research that produces descriptive data in the form of written and oral words from people who are the subject or object observed. The location of the study is Senior High School 1 Bayan, particularly in the tenth grade of IPS which consists of 30 students. This location was chosen due to its diverse student population, which includes students from various ethnic backgrounds and linguistic abilities. The researcher used student voice recordings as primary data and secondary data which are relevant documents for data collection. During the study, the researcher observes the learning activity when the teacher asks the students to pronounce and speak together in the classroom. Moreover, there were 3 main steps to collect data. First, to determine the 15 general words that students find the most challenging at the first meeting. At the second meeting, the researcher observes when the English teacher asks the students to pronounce words together by showing the words on an LCD projector and listening to the audio speaker." In the last step the researcher records the students' sound production of the vocabulary in three sessions Ten (10) students participated in each session. Their production of the vocabulary was recorded using the audio recorder and transcribed. The data qualitatively using data analysis procedures developed by Miles and Huberman (1994), including data reduction, data display and conclusions drawing

FINDINGS AND DISCUSSION

Findings

Table 1. Score of Students Pronounce Vowels

No.	Students	Frequency	
		Accurate	Not Accurate
1.	Student 1	21	19
2.	Student 2	18	22
3.	Student 3	12	28
4.	Student 4	14	26
5.	Student 5	16	24
6.	Student 6	25	15
7.	Student 7	26	14
8.	Student 8	10	30
9.	Student 9	26	14
10.	Student 10	17	23
11.	Student 11	23	17
12.	Student 12	28	12
13.	Student 13	16	24
14.	Student 14	17	23
15.	Student 15	16	24
16.	Student 16	13	27
17.	Student 17	14	26
18.	Student 18	19	21
19.	Student 19	24	16
20.	Student 20	19	221
21.	Student 21	17	23
22.	Student 22	13	27
23.	Student 22	14	26
24.	Student 23	18	22
25.	Student 24	20	20
26.	Student 25	28	12
27.	Student 26	19	21
28.	Student 27	31	9
29.	Student 28	29	11
30.	Student 29	16	24
Average Score		19.3	20.7
Maximum Score		31	30
Minimum Score		10	9

Based on the evaluations conducted by a researcher and an English language teacher at the school, the average accuracy of 30 students who were able to properly articulate vowel sounds is 19.3 out of a possible score of 40. On the other hand, the average accuracy score of students who struggled with proper vowel pronunciation was 20.7. The highest accuracy score obtained by one of the students was 31. On the other hand, the maximum score obtained by a student who struggled with vowel pronunciation was 30. So, we can say that the minimum accuracy score obtained by a student was 10. In contrast, the maximum score obtained by a student who had difficulty with vowel pronunciation was 9.

Table 2. Score of Students Pronunciation of Consonant words

No.	Students	Frequency	
		Accurate	Not Accurate
1.	Student 1	21	27
2.	Student 2	23	25
3.	Student 3	36	12
4.	Student 4	12	36
5.	Student 5	34	14
6.	Student 6	22	26
7.	Student 7	19	29

No.	Students	Frequency	
		Accurate	Not Accurate
8.	Student 8	18	30
9.	Student 9	14	34
10.	Student 10	20	28
11.	Student 11	32	16
12.	Student 12	10	38
13.	Student 13	25	23
14.	Student 14	25	23
15.	Student 15	19	29
16.	Student 16	15	33
17.	Student 17	12	36
18.	Student 18	20	28
19.	Student 19	35	13
20.	Student 20	27	21
21.	Student 21	24	24
22.	Student 22	27	21
23.	Student 22	29	19
24.	Student 23	27	21
25.	Student 24	25	23
26.	Student 25	39	9
27.	Student 26	24	24
28.	Student 27	14	34
29.	Student 28	19	29
30.	Student 29	24	24
Average Score		23.03	24.96
Maximum Score		39	38
Minimum Score		10	9

Based on the evaluations conducted by the researchers and an English language teacher at the school, the average accuracy level of 30 students who were able to properly articulate consonant sounds is 23.03 out of a possible score of 40. On the other hand, the average accuracy score of students who struggled with proper vowel pronunciation was 24.96. The highest accuracy score obtained by one of the students was 39. On the other hand, the maximum score obtained by a student who struggled with vowel pronunciation was 38. So, we can say that the minimum accuracy score obtained by a student was 10. In contrast, the maximum score obtained by a student who had difficulty with vowel pronunciation was 9.

Table 3. Level of Comprehensibility: Students Pronounce Vowel Words

Frequency of students					
Excellent	Very good	Good	Average	Poor	Very poor
0	4	6	16	4	0

Based on the results, none of the students rated their English pronunciation as very poor and excellent. 4 students rated their vowel pronunciation as very good. 6 students rated their pronunciation as good. 16 students rated their vowel pronunciation as average. 4 students rated their vowel pronunciation as poor. Overall, the majority rating is average, which is 16.

Table 4. Level of Comprehensibility: Students Pronounce Consonant Words

Frequency of students					
Excellent	Very good	Good	Average	Poor	Very poor
4	5	9	9	3	0

Notably, none of the students was rated as having very poor consonant pronunciation. 4 students were rated as having excellent consonant pronunciation. 5 students were rated as having very good consonant pronunciation. 9 students were rated as having good consonant

pronunciation. 9 students were rated as having average consonant pronunciation. Finally, 3 students were rated as having poor consonant pronunciation. Overall, this assessment highlights varying degrees of proficiency in consonant pronunciation among the 30 students.

Discussion

The study evaluated the accuracy of 30 students in properly articulating vowel sounds, and the results showed that the average accuracy score for those who were able to articulate vowel sounds properly was 19.3 out of a possible score of 40. This suggests that there is room for improvement in the pronunciation skills of these students. One possible reason for this average score could be that the students did not have enough exposure to the English language, particularly in terms of listening and speaking, or that their native language affected their ability to produce accurate vowel sounds. On the other hand, the average accuracy score for students who struggled with proper vowel pronunciation was 20.7. This suggests that while these students had difficulties with vowel sounds, they were not significantly worse off than those who were proficient in vowel pronunciation. One possible reason for this score could be that these students had better exposure to the English language, particularly through reading and writing, or that they had received some form of support or instruction to improve their pronunciation.

The highest accuracy score was obtained by one of the students at 31, indicating that some students were able to perform exceptionally well in this area. This could be due to several factors, such as their interest in the English language, their exposure to it through media and other sources, or their ability to focus and practice consistently. On the other hand, a student who had trouble pronouncing vowels received a maximum score of 30, indicating that not all students who struggle with pronunciation are necessarily performing worse than those who are proficient in this area. This could be due to the fact that the student had a good understanding of the English language, despite struggling with vowel sounds, or that they had received some form of support or instruction to improve their performance.

However, the study discovered that a student's minimum accuracy score was 10, indicating a significant variation in performance among students. This could be due to several

factors, such as a lack of exposure to the English language, difficulties with auditory discrimination, or other factors that affect their ability to produce accurate vowel sounds. The highest score a student who struggled with vowel pronunciation could receive was 9, indicating that some of these students may require additional support to improve their performance. This could be due to factors such as lack of exposure to the English language. Overall, these findings suggest that while there may not be a significant difference in accuracy scores between students who are proficient in vowel pronunciation and those who struggle with it, there is still a need for additional support and instruction to improve the pronunciation skills of all students.

Furthermore, the findings of an evaluation conducted by a researcher and an English language teacher at a school, regarding the accuracy of consonant pronunciation among 30 students. The average accuracy score of the students who were able to articulate consonant sounds properly was 23.03 out of a possible score of 40. This score indicates that, on average, the students have a moderate level of proficiency in pronouncing consonant sounds, with a scope for improvement. On the other hand, the average accuracy score of students who had difficulty with consonant pronunciation was 24.96, which is slightly higher than the average score of the students who were able to articulate consonant sounds properly. This finding may suggest that some students who struggle with consonant pronunciation may have developed coping mechanisms to compensate for their difficulties, which has led to a slightly higher accuracy score.

One of the students achieved the highest accuracy score of 39, which demonstrates exceptional consonant pronunciation proficiency. This score implies that some students have an exceptional ability to articulate consonant sounds and may have developed advanced skills through extensive practice or exposure to English language environments. On the other hand, a student who had trouble pronouncing consonant sounds received a maximum score of 38, which is just one point less than the highest score a student who was able to do so received. This finding suggests that some students who struggle with consonant pronunciation may have developed coping mechanisms that have enabled them to perform relatively well in this area. However, it's also important to note that the minimum accuracy score a student could receive

was 10, which is significantly lower than the average score. This finding highlights the need for targeted interventions to help students who are struggling with consonant pronunciation. It's also important to note that the maximum score a student who had trouble pronouncing consonant sounds received was 9, which is one point lower than the minimum score a student who was able to articulate consonant sounds correctly received. This finding suggests that some students may require more specialized support to improve their

ability to pronounce consonant sounds accurately. Overall, the results of this evaluation suggest that while some students have developed advanced skills in consonant pronunciation, there is a significant variation in the level of proficiency among the 30 students evaluated. The findings also highlight the need for targeted interventions to support students who are struggling with consonant pronunciation, which could potentially improve their overall English language proficiency.

Table 5. Comprehensibility Classification by Mallapiang (2015)

Classification	Score	Criteria
Excellent	5.1-6.0	Pronunciation is only very slightly influenced by my mother tongue. Two or three grammatical and lexical errors
Very good	4.1-5.0	Pronunciation is lightly influenced by my mother tongue. A few minor grammatical and lexical errors but most utterances are correct
Good	3.1-4.0	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major error cause confusion
Average	2.1-3.0	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion
Poor	1.1-2.0	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown. Many "basic" grammatical and lexical errors.
Very poor	0-1.0	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

According to Mallapiang's (2015) concept of the level of comprehension of English pronunciation, especially in vowels, the sample of 30 students had varying degrees of proficiency in English pronunciation. The rating scale ranged from 1 to 6, where 6 was considered excellent and 1 was considered very poor. To know the criteria of student's comprehension, use the comparison ratio ($a1/a2 = b1/b2$) to convert the score of students' vowel and consonant pronunciation into a scale of pronunciation assessment based on Mallapiang (2015). Therefore, figuring out which classification the students are in makes calculating the score simple.

The scores provided by the students reflect their level of proficiency in English pronunciation, particularly in vowels. The students who rated their vowel pronunciation as excellent (score of 6) were able to articulate the sounds accurately, with minimal influence from their mother tongue. The small number of grammatical and lexical errors they made further supported their proficiency in English pronunciation. Similarly, the students who rated their vowel pronunciation as very good (score of

5) had a minor impact from their mother tongue on their pronunciation, with only a few minor grammatical and lexical errors. Their proficiency in English pronunciation was slightly lower than those who scored a 6, but they were still able to articulate the sounds accurately with minimal confusion caused by their grammatical and lexical errors.

The students who rated their vowel pronunciation as good (score of 4) had no significant phonological errors, but their mother tongue influence on vowel pronunciation was still noticeable. They had a few grammatical and lexical errors, with only one or two major errors causing confusion. While their proficiency in English pronunciation was good, they still faced some challenges in articulating the sounds accurately. The students who rated their vowel pronunciation as average (score of 3) struggled with a few serious phonological errors, indicating that their mother tongue had an impact on their vowel pronunciation. They had several grammatical and lexical errors, some of which caused confusion. Their proficiency in English pronunciation was lower than those who scored

higher, as they faced difficulties in articulating the sounds accurately, resulting in confusion for their listeners. Finally, the students who rated their vowel pronunciation as poor (score of 2) faced significant challenges in articulating the sounds accurately due to the influence of their mother tongue. Their pronunciation was seriously impacted, causing a breakdown in communication. Their proficiency in English pronunciation was the lowest among the students who participated in the study. In summary, the scores provided by the students reflect their level of proficiency in English pronunciation, with the majority struggling to articulate vowel sounds accurately due to the influence of their mother tongue. The varying degrees of proficiency highlight the need for effective strategies for addressing the challenges posed by the influence of the mother tongue on English pronunciation. These findings have important implications for language teaching and learning, particularly in the area of pronunciation.

The study evaluated the consonant pronunciation proficiency of a sample of 30 students using a rating scale ranging from 1 (very poor) to 6 (excellent) based on Mallapiang's (2015) concept of comprehension of English pronunciation. None of the students rated their English consonant pronunciation as very poor, which is a positive finding. The four students who were rated as having excellent consonant pronunciation had a minimal impact from their mother tongue on their pronunciation. They made only two or three grammatical and lexical errors. This suggests that these students may have had some exposure to English pronunciation outside the classroom or have a natural ability to acquire new sounds. The five students who were rated as having very good consonant pronunciation had a minor impact from their mother tongue on their pronunciation, with only a few minor grammatical and lexical errors. This indicates that these students may have had some previous exposure to English or have a good ear for distinguishing between English sounds Nine students were rated as having good consonant pronunciation, indicating that their mother tongue had some influence on their pronunciation. However, they made only a few grammatical and lexical errors, with one or two major errors that caused confusion. This suggests that these students may have some awareness of the differences between English and their mother tongue's sounds and are making efforts to improve their pronunciation.

Nine students were rated as having average consonant pronunciation, which meant they had a few serious phonological errors, and their mother tongue had an impact on their consonant pronunciation. They made several grammatical and lexical errors, some of which caused confusion. This suggests that these students may require more focused attention on their pronunciation to improve their proficiency in consonant sounds. Finally, three students were rated as having poor consonant pronunciation, indicating that their pronunciation was seriously influenced by their mother tongue, and their errors caused a breakdown in communication. These students require significant attention to improve their pronunciation skills, possibly through focused interventions and targeted practice. Overall, this assessment highlights varying degrees of proficiency in consonant pronunciation among the 30 students. The findings have important implications for language teaching and learning, particularly in the area of pronunciation, as it suggests the need for targeted instruction and interventions to improve the students' English pronunciation skills. Teachers can use this information to develop individualized instruction plans to help each student improve their English pronunciation based on their specific need.

CONCLUSION

The results showed that while some students demonstrated excellent proficiency in English pronunciation, others faced significant challenges in accurately articulating vowel and consonant sounds. These findings highlight the importance of targeted interventions to support struggling students and improve the pronunciation skills of all students. Our research questions were focused on the accuracy and comprehensibility of English pronunciation among students in North Lombok. Through our evaluation, we found that the level of accuracy in common words varied among students, with some struggling to pronounce even basic words accurately. This suggests that there is a need for targeted instruction to improve phonological awareness and auditory discrimination. In terms of comprehensibility, we found that students with higher proficiency in English pronunciation were more easily understood by native speakers of the language. This underscores the importance of

developing accurate pronunciation skills to improve communication and overall language proficiency. Overall, our study has important implications for language teaching and learning in North Lombok. Teachers can use the findings to develop individualized instruction plans to support students with different levels of proficiency and address the challenges posed by the influence of the mother tongue on English pronunciation. Furthermore, the study highlights the need for further research to support effective interventions and improve the accuracy and comprehensibility of English pronunciation among students in this region.

ACKNOWLEDGMENT

REFERENCES

Aarsleff, H., Kelly, L. G., & Niederehe, H. J. (1987). Papers in the History of Linguistics (Studies in the History of the Language Sciences. from https://books.google.co.id/books?hl=id&lr=&id=rbtHAAAAQBAJ&oi=fnd&pg=PR1&dq=Aarsleff,+H.,+Kelly,+L.+G.,+%26+Niederehe,+H.+J.+(1987).+Papers+in+the+History+of+Linguistics+

Akis, A., St Asriati AM, & Muhsin, M. A. (2020). Analyzing Error of English Pronunciation as Foreign Language in First Semester at Eleventh Grade in SMA Muhammadiyah 1 Makassar. Jurnal Keguruan dan Ilmu Pendidikan (JKIP), 7(1), 114-134. https://jurnal.fkip.unismuh.ac.id/index.php/jkip/article/view/355

Anggraini, A. (2022). Improving Students' Pronunciation Skill Using Elsa Speak Application. *Journey: Journal of English Language and Pedagogy*, 5(1), 135-141. https://doi.org/10.33503/journey.v5i1.1840

Arafiq, A., Yusra, K., & Saputra, A. (2020,

August). Mapping Students' Phonological Problems in Pronouncing English Sounds: A Study on Speakers of Local Languages in West Nusa Tenggara. In 1st Annual Conference on Education and Social Sciences (ACCESS 2019). 199-202. Atlantis Press. https://doi.org/10.2991/assehr.k.200827.050

Aulia, V. (2018). Identifying the Problem of Banjarese Speaking Students in Learning English Pronunciation. *Journal of English Language Studies*, 3(1), 1. http://dx.doi.org/10.30870/jels.v3i1.2582

Cakmak, F. (2019). Mobile Learning & Mobile Assisted Language Learning (MALL) in Focus. *Language and Technology*. 1(1), 30-48. https://dergipark.org.tr/en/pub/lantec/issue/42816/517381

Dalton and Seidlhofer. (2001). Language Teaching, a scheme for teacher education: Pronunciation (4th ed). New York: Oxford University Press

Gilakjani, P. (2012). A Study of Factor Affecting EFL Learners English Pronunciation Learning and Strategies Instruction. International Journal of Humanities and Social Science, 2(3), 119-128. https://www.ijhssnet.com/view.php?u=https://www.ijhssnet.com/journals/Vol_2_No_3_February_2012/17.pdf

Mallapiang, Y. (2015). Improving the students' pronunciation ability through NRT (Noticing-reformulation task). Jurnal Pendidikan Bahasa Inggris Exposure, 4(2), 269-291. https://doi.org/10.26618/ejpbi.v4i2.92

Marzuki, marzuki. (2021). Error Analysis In Pronunciation Made By The English Department Students At Ikip Budi Utomo Malang. *Journey: Journal of English Language and Pedagogy*, 4(1), 29-34. https://doi.org/10.33503/journey.v4i1.1256

Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysis. California: Sage Publications.

Moleong, J. Lexy. (2018). Qualitative Research Methodology. Bandung: PT.Remaja Rosdakarya.

Nurani, A. S. D. (2019). Pronunciation accuracy of the receptive vocabularies at the 7th grade of SMP Kemala Bhayangkari 1

Surabaya in the academic year 2018/2019. Dissertation at UIN Sunan Ampel Surabaya.

Tuan, L. T. (2010). Teaching English Discrete Sounds through Minimal Pairs. Journal of Language Teaching and Research, 1(5), http://dx.doi.org/10.4304/jltr.1.5.540-561

Yudar, R. S., Aditomo, D. T., & Silalahi, N. S. (2020). Movie as a Helper for Students' Pronunciation in Speaking Skill Class. *Elsya: Journal of English Language Studies*, 2(1), 15-19. https://doi.org/10.31849/elsya.v2i1.3684