INVESTIGATING STUDENTS' DIFFICULTIES IN LEARNING
ENGLISH PRONUNCIATION: A CASE
OF A PRIVATE SENIOR HIGH SCHOOL

A FINAL PROJECT

**Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana
Pendidikan Degree in English Education**

PUPUT AZMIYATI
31801900037

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE
SULTAN AGUNG ISLAMIC UNIVERSITY
SEMARANG
2023

PAGE OF APROVAL

A Final Project

INVESTIGATING STUDENTS' DIFFICULTIES IN LEARNING ENGLISHPRONUNCIATION: A CASE OF A PRIVATE SENIOR HIGH SCHOOL

Proposed and Presented by:

Puput Azmiyati

31801900037

Has been approved by the advisor to be examined by the board of Examiners:

Semarang, November 27, 2023

Advisor

Dr. Kurniawan Yudhi Nugroho., M.Pd.
NIK.210813021

i

PAGE OF VALIDATION

A *Sarjana Pendidikan* Final Project on

INVESTIGATING STUDENTS' DIFFICULTIES IN LEARNING ENGLISH PRONUNCIATION: A CASE OF A PRIVATE SENIOR HIGH SCHOOL

Prepared and Presented by

Puput Azmiyati

31801900037

Defended before the board of Examiners on December, 4th 2023
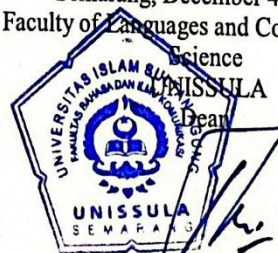and Declared Acceptable

Examiner 1   : Dr. Kurniawan Yudhi Nugroho., M.Pd.

Examiner 2   : Choiril Anwar, M.Pd

Member   : Mega Mulianing Maharani, M.Pd

Semarang, December 4th, 2023
Faculty of Languages and Communication Science
UNISSULA
Dean

Trimanah, S.Sos., M.Si.
NIK. 211109008

STATEMENT OF WORK'S ORIGINALITY

The researcher here by declares that undergraduate final project I wrote does not contain the works or part of the work of other people except those cited in the quotation and the references as a scientific paper should. If the researcher statement is not valid in the future, the researcher absolutely agrees to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.
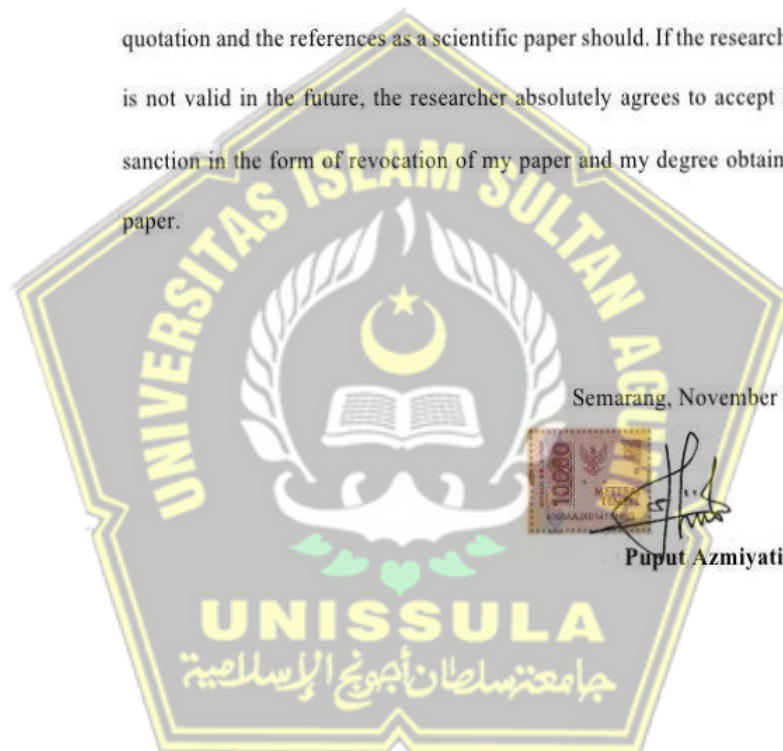
Semarang, November 27th, 2023

Puput Azmiyati

MOTTO

وَاصْبِرُوا ۚ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

"And be patient, verily Allah is with those who are patient"

"Dan bersabarlah, sesungguhnya allah beserta orang-orang yang sabar."

(Q.S Al-Anfal: 46)

DEDICATION

This final project is dedicated with affection, love and gratitude to:

- My parents, Mr. Asikin and Mrs. Kunarsih for always giving support and motivation.

- My best friend, Tasya Safira Muslikhah, Ravelia Apriliani and Novita Farida for always give me support and help me to finish this final project,

- My beloved people around me who had supported and prayed for me in completing this final project. Thanks to involve in making me as I am right now.
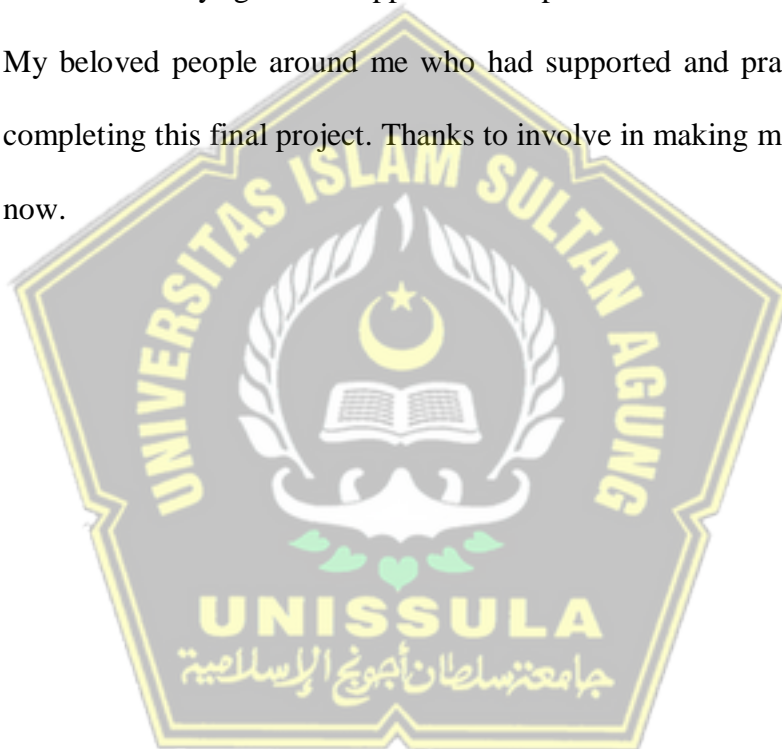
ACKNOWLEDGEMENT

All praise is given to Allah SWT, the Lord of the world for His mercies and blessing, the writer finally could finish this final project. The writer would like to express her biggest gratitude and appreciation for people who have helped her in finishing her final project. The writer would like to say thank you to bellowing people:

1. Prof. Dr. Gunarto., SH, M.Hum, as the Rector of Sultan Agung Islamic University.

2. Trimanah, M.Si., as the Dean of Language and Communication Science Faculty, Sultan Agung Islamic University.

3. Nur Ekaningsih., S.Pd, M.Pd, as the Head of English Education Department of Language and Communication Science Faculty, Sultan Agung Islamic University.

4. Dr. Kurniawan Yudhi Nugroho., M.Pd., the researcher's advisor, for guidance and patience during the completion of this final project.

5. All lecturers and staffs of Language and Communication Science Faculty, Sultan Agung Islamic University who had been giving motivation, support, and precious knowledge to the writer during her study at Sultan Agung Islamic University.

6. Mr. Asikin and Mrs. Kunarsih, the researcher's parent who had been raised and educated, as well as provide support and prayers to the writer.

7. All the researcher's friends of English Education Study Program of Language and Communication Science Faculty, Universitas Islam Sultan Agung Semarang.
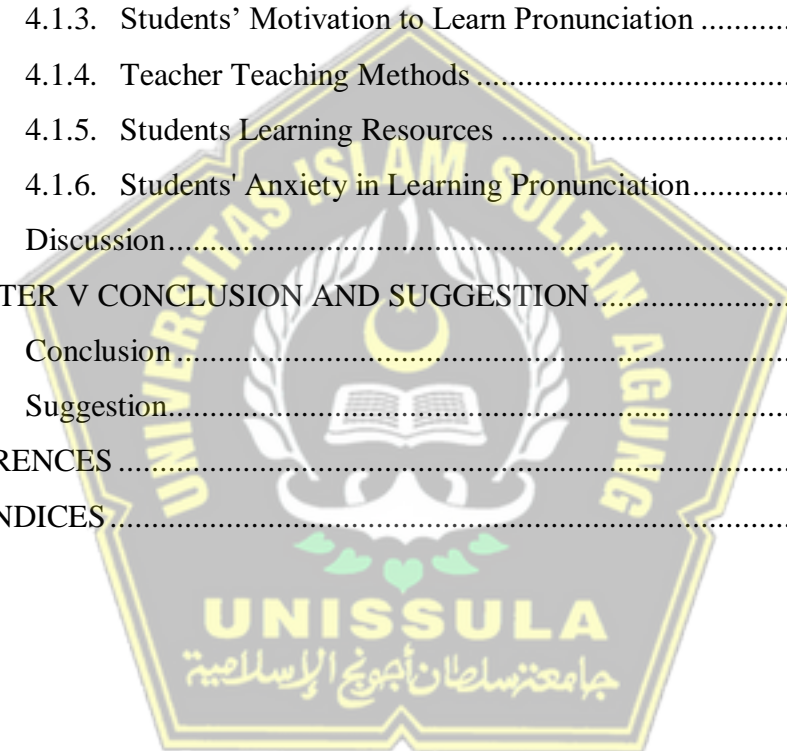
Semarang, December 4th, 2023
The researcher,

Puput Azmiyati

TABLE OF CONTENTS

LIST OF TABLE

LIST OF APPENDICES

ABSTRACT

Azmiyati, Puput Azmiyati. 31801900037

Investigating Students' Difficulties Learning English Pronunciation: A Case of Private Senior High School. Program studi pendidikan bahasa inggris; Final Project: Universitas Islam Sultan Agung Semarang. Advisor: Dr. Kurniawan Yudhi Nugroho., M.Pd

This study aims to identify students' difficulties in learning English pronunciation. The research design of this study is a descriptive qualitative study. The researcher involved ten students from eleventh grade in an Islamic private senior high school in Semarang as the participants. The researcher interviewed the participants to obtain the data. For analyzing the data, researchers used the theory of Miles and Huberman, including data reduction, data presentation, and data verification and withdrawal conclusion. The findings of this study showed that there are students' difficulties learning English pronunciation due to the students' own factors and teacher factors. The factors of the students themselves are that they rarely speak English, they find it difficult because writing and pronunciation are different, they don't speak fluently, they are afraid of being asked to practice speaking, they don't like English. Then, the teacher factor is that when learning in class the teacher does not teach pronunciation.

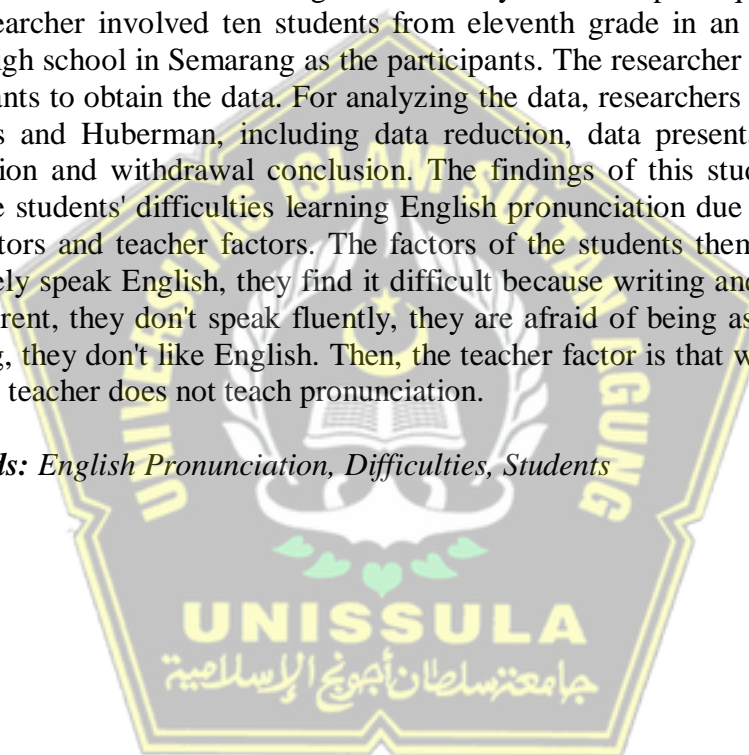*Keywords: English Pronunciation, Difficulties, Students*

INTISARI

Azmiyati, Puput Azmiyati. 31801900037

Investigating Students' Difficulties Learning English Pronunciation: A Case of Private Senior High School. Program studi pendidikan bahasa inggris; Final Project: Universitas Islam Sultan Agung Semarang. Advisor: Dr. Kurniawan Yudhi Nugroho., M.Pd

Penelitian ini bertujuan untuk mengidentifikasi kesulitan siswa dalam mempelajari pengucapan dalam bahasa Inggris. Desain penelitian ini adalah penelitian deskriptif kualitatif. Peneliti melibatkan sepuluh siswa kelas XI di salah satu SMA swasta Islam di Semarang sebagai partisipan. Peneliti mewawancarai partisipan untuk mendapatkan data. Untuk menganalisis data, peneliti menggunakan teori Miles dan Huberman yang meliputi reduksi data, penyajian data, dan verifikasi data serta penarikan kesimpulan. Temuan penelitian ini menunjukkan bahwa terdapat kesulitan siswa dalam mempelajari pengucapan bahasa Inggris itu dari faktor siswanya sendiri dan faktor dari guru. Faktor dari siswanya sendiri yaitu mereka jarang berbicara bahasa inggris, mereka sulit karena tulisan dan cara pelafalannya berbeda, berbicara mereka belum lancar, mereka takut jika disuruh berlatih berbicara, mereka tidak menyukai bahasa inggris. Lalu, faktor dari gurunya yaitu saat pembelajaran dikelas guru tidak mengajarkan pengucapan.

Kata kunci: *Peng ucapan bahasa Inggris, Kesulitan, Siswa*
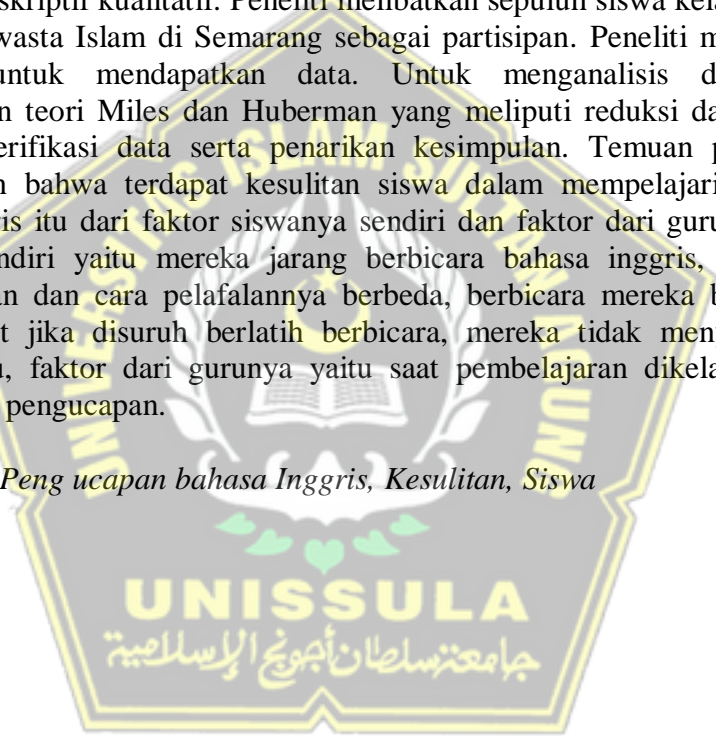
CHAPTER I

INTRODUCTION

1.1. Background of study

English is still a difficult language to learn in Indonesia today. Although English is learned in schools, many students still do not master the foreign language. Students must learn English every day at school but require assistance in understanding what they have learnt. Students need help mastering the fourth of the main skills, such as reading, writing, listening, and speaking. Speaking skill is crucial since it allows us to communicate in English, we must be able to communicate in English because English is an International language. However, speaking skills are one of the skills that are difficult for students to master. Some of the difficulties students experience such as; low vocabulary mastery, difficulties in pronouncing, confusion in arranging words, and lack of practice (Putri, 2020).

As we know, the language used daily in Indonesia is Indonesian. Students rarely use English, so they have a low English vocabulary mastery. Meanwhile, the essential aspect of learning a language is learning vocabulary (Hussain, 2018). To be able to speak English, students at least have to master English vocabulary. Vocabulary is the basis of acquiring a second language (Afzal, 2019). The language of human beings depends on the vocabulary used or gained (Afzal, 2019). Thus students need a better understanding of English vocabulary.

In addition, students must understand that pronunciation must also be mastered so that students is able to speak fluently. English pronunciation is very important because pronunciation is a way of pronouncing or reciting vocabulary in English. It can also be established as the accepted standard of sound and rhythm of words in the language (Praistiana, 2020). English pronunciation is one of the most difficult skills to learn, and learners must spend a lot of time enhancing their pronunciation skills. The problem is that most students' difficulties in pronunciation tend to be influenced by their first language. No wonder students have difficulties in pronunciation of English. They were included in their mother tongue or everyday language. In schools, students often need help with pronunciation when they speak English or read English texts. They still need to gain better knowledge about pronunciation. It is difficult for the student to pronounce English word (Jum'ati, 2020). To be able to pronounce, students must often be taught in the learning process, especially in speaking and reading lessons. It can improve students' speaking skills in English lessons and also increase a person's self-confidence.

Students need help with learning English in speaking and clarity in arranging words. Students admit to the lack of vocabulary that is remembered in their brains. In addition, their knowledge of English vocabulary could be higher. English vocabulary varies greatly, ranging from verbs, subjects, and objectives. Plus, they also need clarification on grammar

in phrasing when speaking English. Even so, each student also has different memory abilities, but the average student has the same difficulties.

Speaking a foreign language takes work. We need to practice talking to ourselves and others. So English needs a lot of practice. But it is different in reality because students rarely practice speaking using English language. Usually, the factor is laziness, shyness and less self-confident. Besides, the teacher's contribution to the teaching-learning process has an important role in building their speaking ability; however, the teacher seldom prepares situations where students have a large opportunity to practice their speaking (Suparlan, 2021).

Based on the discussion above, we know that the condition of English in Indonesia could be better. The solutions that can be done are motivate students to like reading and get used to speaking English. This study focuses on students' difficulties in learning English speaking, especially pronunciation.

1.2. Reasons for choosing the topic

There are several reasons for choosing this topic in this research. First, based on studies that researchers conducted in journals (Ababneh, 2018; Fadillah, 2020; Hilmiyati, 2021; Jum'ati Praistiana et al., 2020), it turns out that there is still little research related to pronunciation that focuses on the difficulties of high school students. Second, this research has been assist teachers in identifying student difficulties so that they are expected to use these references for teaching in learning.

1.3. Research Question

The topic to be investigated in this study is "What are students' difficulties in learning English pronunciation?"

1.4. Objective of study

The objective of this research to find out the students' difficulties in learning English pronunciation.

1.5. Limitation of study

In this study, the researcher has been investigated the students' difficulties faced in learning English pronunciation. The study is limited to only 10 students of grade eleven in an Islamic senior private high school in Semarang in the Academic year 2023/2024.

1.6. Significance of study

There are two the significances in this study: theoretical significance and practical significance:

1. Pedagogical significance

    a. Teacher

        For the Senior high school's teachers, this study was expected to motivate the teacher to be more creative in teaching English.

    b. Student

        For students, this study was expected to build students' motivation in learning English especially in pronunciation.

2. Practical significances

   a. Teacher

   The result of the study can be used as information for English teachers. It is about students' difficulties faced learning English pronunciation in Senior high school.

   b. Writer

   The result of the study was expected to improve writer's knowledge, give input to her analysis, and prepare her to be the best teacher in the future.

   c. Readers

   This study can be informative for readers. By reading this research, people can discover the problem students' difficulties faced learning English pronunciation.

   d. School

   For the school, this research result can be used as a resource for improving students speaking skill, especially in English pronunciation.

1.7. Definition of key terms

To avoid the misunderstanding and misinterpretation about this title, the researcher divides the title into some key term:

a. English pronunciation

Pronunciation is the ability to express words, phrases and sentences properly and correctly so they can be understood—things to be

considered in pronunciation, such as; sound, stress, and articulation (Maiza, 2020).

b. Difficulties

Difficulties are conditions that are not easy or of being hard to do (Abugohar and Yunus, 2018).

c. Students

A student is a child or person who comes to school to learn various knowledge (Nazara, 2011).

d. Speaking

Speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if theye do not match our opinion, as well as the ability to ask and answer these question (Supeno et al., 2021).

1.8. Organization of study

This final project consists of five chapters. There are chapter I is an introduction which contain of eight parts: background of study, reasons for choosing the topic, statement of the problems, objectives of the study, limitation of the study, significance of the study, definition of key term, organization of the study. Chapter II is a review of the literature. This chapter discusses review of related literature which contains theories underlying the writing of the study. Chapter III is a research method of study which contains of eight parts: design of the study, sample of the study, instrument of the study, technique for collecting data, data analysis. Chapter

IV present research result and discussion. It consists of analysis of the result of interview. Chapter V present conclusions and suggestion based on the discussion in the chapter IV.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents English Comprehension of Indonesian, Learning English, Learning English Pronunciation, Common Difficulties Students in Learning Pronunciation and Review of the Previous Study. The previous study delivered some reviews of earlier researchers to determine the impact of these methods.

2.1. English Comprehension of Indonesian

According to Fadillah (2020), after Dutch, Arabic, German, French, Japanese, and Chinese, English is one of the languages people in Indonesia use and learn the most. However, unlike its neighboring countries, such as Singapore, Malaysia, and the Philippines, which use English as their primary administrative and business language (making it their official language), the government of Indonesia views English as an additional or foreign language. Fadillah (2020), added that English has long been one of the subjects that all students in elementary through higher education institutions are required to take. In addition, the numerous formal schools that use English as their primary language and the extensive development of English courses.

In addition, Frijuniarsi (2018), added throughout all levels of education in Indonesia, from elementary to higher school, learning English as a foreign language has been a top emphasis. Then, Abugohar and Yunus

(2018), added that since spoken language is the primary means of communication, mastering it should be the first task in language learning. Fadillah (2020), also added due to English's official status as a foreign language and the fact that a small portion only speaks it of the population, Indonesians need help learning the language, if not from scratch. Additionally, throughout Indonesian education's history, English has been taught without first introducing students to the phonological and phonetic system. It is uncommon for English teachers to teach their students English vowels and consonants or have them practice pronouncing words without understanding the sound structure of that particular word, which makes it challenging for Indonesian EFL learners to distinguish between sounds because they constantly change depending on who pronounces it.

Alrajafi (2021), state there is a need for more than only regional languages and Indonesian. It is based on the fact that Indonesia has long experienced the effects of globalization. Everyone strives to arm himself with various skills to win the game of life. The community needs access to effective communication tools, including language, to convey ideas and actualize abilities. Thankfully, English, spoken by practically everyone worldwide, is the lingua franca. In numerous instances, such as in the names of business entities, service providers, mass media, and others, written English has been used in Indonesia. The presence of spoken English—which is only utilized sometimes and in specific settings—seems to run counter to this situation.

2.2. Learning English

Praistiana (2020), state English is one of the languages in the world. Then, the language that is spoken the most on earth is English. English is used widely in other nations where it does not hold an official position since it is necessary in many different professions and occupations. It is the official or co-official language in 45 different countries. English appears as one of international languages used to communicate among people all over the world Riadil (2020). Then, English is used in the world of education for students to learn in school.

In addition, according to Fandiño (2019), learning a foreign language refers generally to the process of acquiring a language other than one's mother tongue. This learning can occur in a variety of contexts, but two in particular stand out: the first is one in which the target language is socially dominant, and the second is one in which the target language is not widely spoken in the students' immediate social environment. While speaking with people from other nations, English is a useful tool for human communication.

According to Sundari (2018), English is a global language that is studied and utilized by both native speakers and non-native speakers. Indonesia is one of the many nations in the globe that speak English as a second language Supeno (2021). Then, Sundari (2018), argue that the sound signal system and its application must be studied by language learners who want to achieve the best results in their language acquisition. Without

mastering the language's sound signal system, the learners won't achieve flawless or satisfactory results. Those in Indonesia who desire to study the English language also experience it.

2.3. Learning English Pronunciation

According to Jum'ati (2020), English has four skills that students must learn. The four skills include listening, speaking, reading and writing. Then, to support the four language skills, some basic languages components like vocabulary, structure, pronunciation, and spelling are also given in teaching English to high school students. It can be seen from the basic components of the language above there are components of language that play an important role in learning English, especially in speaking and listening skills. The component is in the pronunciation component.

One of the four components mentioned above of the language, particularly in speaking and listening, is crucial to learning English. Pronunciation is an important factor. To speak English correctly, it is important to master English pronunciation well. Mulatsih (2015), state since there are distinctions between the symbol and its sounds, pronunciation is one aspect of English that helps people interact with one another. Praistiana (2020), added a word or a language's pronunciation is determined by how it is spoken. It is also known as the established norm for the rhythm and sound of words in a certain language. According to Shak (2016), because our speech represents our identities and identifies us with certain communities, pronunciation is important in both our personal and

social life.

According to Maiza (2020), one of the skills an English language student should have is pronunciation, especially when speaking. Learning is challenging because the phonetic characteristics of the English and Indonesian languages are undoubtedly different. Since pronunciation impacts how meaning is understood, good communication requires a great articulation and accent.

2.4. Common Students' Difficulties in Learning Pronunciation

According to Ahmad (2019), English pronunciation is one of the most difficult skills to learn and learners have to spend a lot of time to enhance their pronunciation skills. In learning pronunciation students have difficulties in their learning. There are students' difficulties in learning pronunciation:

1. Speaking skills

Speaking in English is a skill for someone to express desires and thoughts to anyone with an oral, but, speaking skill is difficult to develop if not trained continuously and can be done with peers in the classroom, teachers of English, or other teachers who can speak English. The objective is to facilitate conversation skills, enrich vocabulary usage, improve order language, enhance vocabulary words, sentences in English, and train hearing so easily grasp the message of the speaker.

On studying in secondary education or senior high school, students are required to master the English language. English is the language of

instruction for certain subjects. However, there are still some teachers who deliver the subject matter is bilingual (Indonesian and English) that aims to equalize the status of the school with an international. According to Rizka (2015: iii), English speaking is a material particularly difficult for some people. Basically, learning English is not so hard after all beginning students. Though just depends on how to learn and how it is applied in the field. Learning English speaking skills contextually should be adjusted to help master English students.

2. Vocabulary

    According to Kurniawan (2021), stated that English vocabulary is altogether contradictory to Bahasa Indonesia viewed from form, as well as pronunciation and spelling, that entails and consequently the word applies. Additionally, the formula of even so saying the word is a kind of different from writing. The formula of English pronunciation is different than Bahasa Indonesia where the letter interpreted would be different according to the sentences depending on the context. Students who would learn on how to decide the appropriate which implies of the words and likewise however highlight in exploiting the word affirmed the context. The students have difficulties in announcing the words, the way to write and spell, how to use grammatical patterns correctly. The various grammatical types of a word referred to as inflections were one in every cause of students' difficulties in learning vocabulary.

3. Students anxiety

        Suparlan (2021), stated that students with Anxiety are likely to avoid such activities in which require them to speak in a foreign language because of fear of making mistakes and over the risks when speaking. Therefore, it is important to determine the causes or factors contributing to students' speaking anxiety. According to Mulyani (2018), In many cases, students' feeling of stress, anxiety or nervousness was the major cause. That feeling has become such a mental block that prevents them from succeeding in speaking the target language. Ironically, this problem exists among the EFL learners not only the beginners who still have limited knowledge about language components such as, vocabulary, grammar and pronunciation but also the advanced level learners who are believed to be good at those aspects.

2.5. Review of the Previous Studies

        The literature review is compared to current studies on the surplus or shortage that predated it. The researcher tries to review a prior study that addresses the issues with pronunciation learning among pupils. The researcher chooses several previous researchers who have worked on writing English presentations. The researcher attemps to review a previous study that addresses students' difficulties learning English pronunciation.

        Previous studies mention that students' difficulties learning English pronunciation are the factors students find difficult to pronounce English words are the difference between lettering and pronouncing, English not in

their mother's tongue, and the students do not practice English in their daily activity. *Difficulties Faced by Middle School Students in English Pronunciation* (Praistiana et al., 2020).

Other studies are also found that another difficulty come from factors contributing to students' Anxiety, such as being afraid to speak in English, being afraid of teacher's consequences, lack of self-confidence, fear of being less competent than other students, embarrassment, insufficient preparation, fear of making mistakes, limited vocabulary, habit in using the English language, and language test. *Factors Contributing Students' Speaking Anxiety,* (Suparlan, 2021).

Based on the research studies mentioned above, the previous research is comparable to pronunciation issues. In addition, the previous analysis used observation and a qualitative methodology to collect data. Based on several previous studies discussed earlier, the researcher found that several pronunciation challenges students face in their learning come from different factors. The researcher consulted the references provided as he would look into related subjects, particularly the challenges the children when studying English pronunciation in high school. Studies related to this study have been carried out for quite a long time. As a result, the researcher is of the opinion that various aspects of the subject have undergone significant shifts and distinctions over time.

CHAPTER III

RESEARCH METHOD

This chapter explains the methodology of the study. The description includes design of the study, participant of the study, and instrument of the study, data collecting procedure and data analysis.

3.1. Design of the Study

In this case, the researcher used qualitative descriptive research method which describe about the condition of students who are learning English in class, especially on pronunciation problems. According to Sandelowski (2000), qualitative descriptive studies are the method of choice when a direct description of the phenomenon is desired.

So, to dig deeper into the issues in the field in this research, the researcher will use the qualitative descriptive method. In this descriptive qualitative method, the researcher wants to describe many things related to students' difficulties in English pronunciation in grade 11 students in private schools in the Semarang area.

3.2. Participant of the Study

This study has been conducted at a private high school in Semarang, Central Java, Indonesia. The sample of this study was 10 students (5 males and 5 females) out of 30 students in one class at a private high school. They are between 16-17 years old. Most of them are 17 years old. (see Table. 1 for details).

This case study is limited in space and time during a busy student schedule and a whole- day school system. Living in an environment where English is rarely used and they go to schools that do not apply English conversation makes them have difficulty in speaking, especially in pronunciation. However, they know directly or indirectly the members of this study, so it is possible to gain the trust and openness of the participants. During the research, the participants answer questions from researchers about the difficulties of learning English in terms of pronunciation. In the end, the researcher found problems faced by students with pronunciation difficulties. All participant names attached to this study are pseudonyms.

Table 3.1. *Participants' Demographics: Age Range, Sex, Domicile*

Participant	Category	N
Age range	>	0
	16 – 17 years	10
	18 – 19 years	0
Sex	Male	5
	Female	5
Domicile	Demak	0
	Semarang	10
	Kendal	0
	Jepara	0

3.3. Instrument of the Study

In collecting data, the researcher used *survive question* as the study instrument. The researcher used interviews to find out students' difficulties in pronunciation. Ten students have been the research sample. The researcher was used individual interview. The questions are about the students' difficulties in dealing with pronunciation. Here is the table of question for interview:

Table 3.2. *Question for Interview*

A	Pemahaman tentang pronunciation/Understanding about pronunciation Apakah anda tahu apa itu pronunciation dalam bahasa inggris? Menurut anda pronunciation itu sulit atau tidak? Jika sulit, apa saja yang membuat pronunciation itu sulit?	A. Understanding of pronunciation/Understanding about pronunciation Do you know what pronunciation is in English? Do you think pronunciation is difficult or not? If it is difficult, what makes pronunciation difficult?
B	Motivasi belajar pronunciation Bagaimana pronunciation anda saat bicara bahasa inggris? Apakah anda senang belajar pronunciation? Jika senang, jelaskan alasannya? Jika tidak, jelaskan alasannya?	B. Motivation to learn pronunciation How is your pronunciation when speaking English? Do you enjoy learning pronunciation? If happy, explain why? If not, explain why?
C	Metode mengajar guru Bagaimana guru anda mengajar saat dikelas? Apa saja yang diajarkan oleh guru anda? Apakah guru anda mengajari pronunciation juga? Jika tidak, berikan alasannya?	C. Teacher teaching methods How does your teacher teach in class? What did your teacher teach you? Does your teacher teach pronunciation too? If not, give a reason?
D	Sumber belajar Selain dari guru, sumber belajar anda dari mana saja? Lalu, apakah anda pernah belajar pronunciation dari mendengar seperti music atau film? Jika anda diperintah untuk melatih pronunciationmu apakah anda bisa?	D. Learning resources Apart from teachers, where do your learning sources come from? So, have you ever learned pronunciation from listening to music or films? If you were asked to practice your pronunciation, would you be able to?
E	Kecemasan dalam belajar pronunciation Jika anda disuruh mempraktekan pronunciation takut atau tidak? Jika takut, berikan alasannya?	E. Anxiety in learning pronunciation If you were asked to practice pronunciation, would you be afraid or not? If you are afraid, give a reason?

3.4. Technique for Collecting Data

The procedure of collecting data there were two methods of data collection such as interview. The data collection was done to obtain the data needed. In this research, researcher will use the following method:

1. Interview

According to Esterberg, an interview is a meeting between two persons in which they exchange information and idea through questions and answers to construct the means of the topic. Then, according to Sugiyono (2008) an interview was a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic. As we know, the interview is one of the techniques used to collect data in a study. On the next occasion, the researcher interviewed the students to get data. In this case, the researcher asked the students some questions about their difficulties pronouncing words and the factors affecting them based on his/her perception.

3.5. Data Analysis

Data analysis can be defined as the systematic searching for and structuring of data derived from the outcomes of interviews, field notes, and documentation. The data is then organized in such a way as to be internally categorized, described into units, synthesized, structured into patterns, and chosen as the most significant and to be learned. It is then summarized so the self and others can easily understand it. The researcher will use the

Miles and Huberman (2014), method's analysis data in this study. In the analysis by Miles and Huberman of method have components of data they are Reduction of Data, Display of Data, and Conclusion Drawing.

The first step is data reduction in analyzing the data in this research. Data reduction is how Miles and Huberman (1994) refer to this first of their three components of qualitative data analysis. The process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written field notes or transcriptions are referred to as data reduction. In this study, the data is from transcription from audio recorded. The interview data gathered in Bahasa Indonesia or the mother tongue based on the participants' use in the interview process. Then all record data were written by sentence. The transcript should have different names depending on content, date, and time.

Data display is the second element or level in Miles and Huberman's (1994) model of qualitative data analysis. In this study, data is displayed in tabular form and by using a code according to the theme. According to Maxwell (2016) in qualitative research, the purpose of coding is to "fracture" the data and reorganize it into categories that make it easier to compare things in the category. The researcher read the interview transcripts, understood every phrase, and provided a suitable code for the study. The next step is to categorize the data. Some data from interviews can be deleted because they are unrelated to the research, and other data can be used to analyze to find conclusions from the research.

The last step of the data analysis technique is conclusion drawing. In this step, the researcher identify the results of the interviews obtained and identified. The researcher interpreted the inward data conclusions from the research. Finally, the data is interpreted to determine teachers' actualization when facing challenges in teaching and learning English.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the result of the analysis related to the student's difficulties in learning English pronunciation in Senior high school. The data was collected from ten students in eleventh grade, five girls and five boys each were analyzed using interviews. To make it easier to present the data, the researcher divided the data findings into two parts, internal difficulties and external difficulties.

4.1. Findings

The findings of the research are based on the results of the interview. Ten students were involved in this research, as the informants. In order to keep their private identity, the students' name is initiated as follows:

Table 4.1. *Participant of the study*

Name	Grade	Sex	Age
Student 1	Eleven	Female	Seventeen
Student 2	Eleven	Female	Seventeen
Student 3	Eleven	Female	Sixteen
Student 4	Eleven	Female	Seventeen
Student 5	Eleven	Female	Sixteen
Student 6	Eleven	Male	Seventeen
Student 7	Eleven	Male	Seventeen
Student 8	Eleven	Male	Sixteen
Student 9	Eleven	Male	Sixteen
Student 10	Eleven	Male	Seventeen

The researcher did the research at one of Islamic senior private high school in Semarang and found students' difficulties faced during learning English pronunciation, students' learning resources in learning English and teachers' teaching methods during the class.

4.1.1. Difficulties Faced by Students' During their Learning English Pronunciation

The following description was presented in attempt to answer the research question dealing with students' difficulties faced during learning English pronunciation. The researcher obtained the data by doing interview and recording all the conversations. Here were the results of the interview.

4.1.2. Students' Understanding of Pronunciation

The students' difficulties in learning English pronunciation start from students' understanding of pronunciation. From the ten students interviewed, researchers found different answers. From ten students, three students were unfamiliar with proper pronunciation, while seven students knew about pronunciation. The answer is that most of them know what pronunciation is, as stated by student 3:

"I know; I understand what the pronunciation is. Pronunciation is how to read in English, right? Then I think the pronunciation is quite difficult to learn because there are a lot of words or vocabulary that I do not know from reading the pronunciation is different, and also because it is a foreign language, I do not understand it."

Apart from the statement. The same as previously stated, students are aware of pronunciation but find it difficult to learn, as

stated by student 5:

"I know, but I think pronunciation is difficult because I'm not used to speaking English. I rarely speak English nor can I."

In addition, the researcher got same statement that students knew about pronunciation but still had difficulty, as stated by student 2:

"I know pronunciation, but I think pronunciation is quite difficult because I have difficulty pronouncing it. Sometimes every word in English is different and some are difficult, some are easy, and my tongue also gets confused when I speak English."

The statement above shows that students have a good understanding of pronunciation. They still know pronunciation even though many have difficulties, as mentioned above. As we know, pronunciation is essential to speaking skills because pronunciation determines whether the meaning of the words or sentences we say is true or false. Apart from that, another statement came from a student who did not know about pronunciation, as stated by student 1:

"No, I do not know pronunciation because I rarely speak English. Then, in my opinion, pronunciation is difficult to learn because I am not used to using English, from writing to reading it is different, the words are difficult to understand, and I'm also not interested in English."

Another statement that is the same as above came from a student who did not know the pronunciation and had difficulties too, as stated by student 6:

"I do not know sis, I do not know pronunciation and I think pronunciation is difficult because English is a foreign language, I am not used to speaking foreign languages so I do not know how to speak it"

From the answers above, it shows that students have a lack of understanding in English pronunciation. As stated from student 3, student 5 and student 2, they also have difficulty in English pronunciation. As we all know, in order to speak English well and correctly, we must study frequently in order to become accustomed to English or other foreign languages. Apart from that, we need to develop an interest in English because it has a big influence on our own skills.

Looking at the statement above, it can be concluded that from the sample of ten eleventh-grade students, seven out of ten students know about pronunciation. In comparison, the remaining three students needed to learn about pronunciation. Most students know about pronunciation; however, they have the same difficulty with pronunciation. Their difficulties with pronunciation include needing to be used to speaking English, writing with different pronunciations, and unknown vocabulary.

4.1.3. Students' Motivation to Learn Pronunciation

The next students' difficulties faced during learning English pronunciation is students' motivation to learn pronunciation. The researcher got the data from student six below. In general, students have good motivation in learning English pronunciation, as stated by student 6:

"My pronunciation when speaking English is still not good and is halting, but I am happy to learn English pronunciation because I can increase my knowledge of English"

Then, there is the same answer regarding student motivation in learning pronunciation, as stated by student 8:

"My pronunciation is still not fluent, but if I learn pronunciation I am happy because I can improve my pronunciation"

Another statement from students who enjoy learning English because they can communicate with foreigners, as stated by student 10:

"My pronunciation when speaking English is still not fluent but I enjoy learning pronunciation because it allows me to communicate with foreigners"

Following the statement above, we can see that students enjoy learning English pronunciation. Students' enjoyment of learning is a good motivation for students. In addition, there was only one student who responded differently than the others, saying that he disliked learning pronunciation, as stated by student 4:

"The pronunciation is not clear when speaking English and I also do not like learning pronunciation because I do not like English"

Apart from that, there are statements from students who still make mistakes in pronunciation when speaking English, as stated by student 2:

"My pronunciation when speaking English is still wrong and I also do not really like learning pronunciation because basically I do not like English"

According to the preceding statement, their motivation for learning English pronunciation is whether they like it, although one

student doesn't like learning English pronunciation. Motivation is one of the most significant things in the learning process. Learning motivation is necessary for learning goals to be achieved. When students have a motivation to learn, such as enthusiasm for learning, they will more easily understand the material presented by the teacher and like the subjects taught, especially English. If students have the motivation to learn, such as not being happy while studying, it is very safe for students' abilities and knowledge. Students who do not have enthusiasm for learning usually tend to be lazy, and their understanding of the learning material could be higher. Luckily, here, students' motivation to learn pronunciation is still good. They enjoy learning pronunciation at school; however, researchers found students who preferred learning pronunciation, even students who were not interested in English subjects.

The conclusion from the statement above is that students have a good motivation to learn English pronunciation. Many of them answered that they enjoyed learning pronunciations. From the samples of ten students, eight students stated that they enjoyed learning pronunciation, while the other two stated that they did not enjoy learning pronunciation. The reasons they like learning pronunciation are that they can improve their pronunciation so that they can communicate with foreigners, and learning pronunciation is something new. Then, the reason why students prefer to avoid

learning pronunciation is that two students stated that they do not like English.

4.1.4. Teacher Teaching Methods

Students' difficulties in learning English pronunciation come from the teacher's teaching method, as stated by student 9:

"When our teacher teaches in class it is very monotonous, it makes us bored. Then, our teachers also do not teach pronunciation during class. So we only study according to the material in the book, such as descriptive text, recount text and the learning is writing, not reading or speaking."

The same statement came from students who felt the teacher's learning was boring and monotonous, as stated by student 1:

"When my teacher taught the class it was normal, very monotonous. Continue to teach, it is descriptive biographical text and recount text according to what is in the book, but when teaching, our teacher does not teach pronunciation because he does not know."

Another statement that is the same as above which states that teachers' teaching methods in the classroom are monotonous, as stated by student 10:

"The teacher when teaching in class is very monotonous and also boring. To teach, we are taught descriptive text and recount text material. We are not taught pronunciation by teachers because we are independent."

The statement above shows that the teacher needs to be more creative in teaching and making the learning atmosphere more enjoyable. An enjoyable learning atmosphere will increase students' understanding of the material. Then, teachers are also required to be more creative in teaching in class so that students do not feel bored. Students' boredom leads to laziness in class, which leads to a lack of

understanding of the material. In contrast to student nine's statement, researchers found a statement that teacher learning in class was fun and the explanation of the material was easy to understand, as stated by student 8:

"When our teacher teaches in class is fun and his explanations of the material are easy to understand. Then the material taught is recount text, which is appropriate in the textbook, but our teachers don't teach pronunciation because most of them teach writing and writing."

Researchers also found students who stated that the teacher's learning methods were fun and easy to understand, as stated by student 5:

"My teacher when teaching in class is fun, his explanations are easy to understand. Then the material taught is descriptive text but does not teach us pronunciation because we always write."

The statement above shows that not all teachers have ineffective teaching method. Sometimes the teacher's behavior is fun, and sometimes it's boring. Apart from that, boredom can come from the students themselves. Less attractive learning can also come from the material taught, such as writing text. As we know, learning English is not only writing but speaking is also essential because apart English skills that should be mastered by students. Unfortunately, teachers rarely teach speaking to students in class, especially when teaching pronunciation.

The conclusion from the statement above most students stated that the learning carried out by the teacher has a lack teaching methods, and monotonous, but there were also students who stated

that the way the teacher taught in class was fun. Then, all students stated that the teacher did not teach pronunciation during class because the material taught was writing such as descriptive text and recount text.

4.1.5. Students Learning Resources

Here researchers found various kinds of student learning sources apart from teachers. Most of them learn from the internet, as stated by student 7:

"Apart from teachers, my learning resources are from the internet, such as Google, and games because the games use English so I know English from games. I also often learn from watching films or listening to music, but if I am asked to practice pronunciation, I can do it"

Researchers also found the same statement about student learning resources from the internet, social media and games, as stated by student 9:

"I learned English from the internet, music, games, social media. I also often learn pronunciation from listening to music and watching films, but if I am asked to show my pronunciation skills, I can do it."

There are also students who state that their learning sources come from games and the internet, as stated by student 8:

"When I learn English, apart from books, it comes from playing games and the internet. Then I have also learned English pronunciation through listening to music and watching films, but if I am asked to practice pronunciation, I can do it."

From the statement above, books are no longer a reference source for student learning. As we know, developments in the modern era, like now, have made the Internet a source of student

learning. Technology is not only on the Internet; researchers found students who learned English through online games. Technological advances make it easier for students to look for other learning resources. On the other hand, students still need help to be able to use technology such as the Internet, games, films and listen to music, as evidenced by their ability to be still not able to speak English, especially in pronunciation. Not only at school, researchers found students who studied English in other places, such as private lessons and other learning resources obtained through music and the Internet, as stated by student 3:

"I get other learning sources from tutoring, music, the internet. I have also learned English pronunciation from listening to music and watching films, but if I am asked to practice pronunciation, I still cannot because I am not used to it even though I also take lessons."

The same statement regarding student learning resources from the internet, as stated by student 5:

"My learning sources apart from teachers are the internet, Google and books, I also often learn pronunciation by watching films or listening to music, but if I am asked to practice my pronunciation skills, I still can't because I am confused."

We can see that students' learning resources are not only from their school teachers but also from other places, namely private tutoring. Just like student seven's previous statement, the internet is still a learning resource that students widely use to learn, especially English. Students also listen to music and watch films to learn English, especially pronunciation, but their pronunciation skills still need to improve. It cannot be denied that learning English in the

pronunciation section is still difficult for students today, even though learning media from various sources supports students' learning needs.

From the statement above, researchers can conclude that students' English learning resources are very diverse. Their learning sources, apart from textbooks, include the Internet, games, social media, and private tutoring. On average, they learn English via the Internet because of easy access. Apart from that, from the statement above, all students have learned pronunciation through watching films and listening to music. However, from a sample of ten students, seven students said they were capable if asked to practice pronunciation, while the other three students were still unable.

4.1.6. Students' Anxiety in Learning Pronunciation

Every time students learn at school, they definitely have anxiety about learning. Researchers found that many students were afraid of being asked to practice pronunciation in front of the class. Students feel afraid to practice pronunciation, as stated by student 6:

"I am afraid of being asked to practice pronunciation in front of the class because I am afraid I will make a mistake when speaking English and my friends will also be embarrassed to see me"

There are also students who are afraid to practice English pronunciation because they rarely read and are afraid of making mistakes, as stated by student 2:

"I am afraid, I am afraid if the teacher asks me to practice English pronunciation because I rarely read and I'm afraid of making mistakes in

pronunciation when speaking English"

Then there is the anxiety of students in learning English pronunciation who are afraid because they are not yet used to it and are fluent, as stated by student 10:

"I am afraid if I am asked to practice English pronunciation because I am not fluent in English and I am not used to speaking English"

Apart from student 10, there is a similar statement if there are students who are afraid of being asked to practice pronunciation, as stated by student 4:

"If I am asked to practice pronunciation, I am afraid because my English is not fluent, especially in front of my friends, I am even more nervous."

Based on the statement above, it shows that students feel afraid to practice pronunciation. One of the difficulties experienced by students in learning English, especially pronunciation, is self-confidence. Students need more confidence in their English skills and are afraid of making mistakes when speaking or writing in English. Fear of being commented on or criticized can inhibit their willingness to engage in learning actively. Some students may need help failing or meeting expectations when learning English, especially pronunciation. This fear of failure can cause anxiety and make them reluctant to take risks or participate in other language activities. Apart from that, researchers found students who were confident if asked to practice pronunciation, as stated by student 9:

"I am not afraid if I am asked to practice pronunciation because I have studied it before and I am confident in what I have learned"

Researchers found the same statement as student nine that students were not afraid if they were asked to practice pronunciation, as stated by student eight:

"If I am asked to practice pronunciation, I am not afraid because I am confident in my speaking skills, especially in pronunciation."

Confidence in learning to speak is essential. Self-confidence is really needed in socializing, because with confidence we can interact with others, without feeling doubt about our abilities. Students who have self-confidence will have an influence on their English speaking skills in public. Speaking in public is one of the most valuable skills a person can have. If students can speak, their pronunciation is excellent and inspiring, and they will be able to influence other people to have these skills.

From the statement above, it can be concluded that the average student is afraid to show their skills. The reasons for their fear are varied and almost all the same. Their fears include not being fluent, not being used to speaking English, being embarrassed, being afraid of making mistakes when speaking, not being fluent in English. On the other hand, there are students who are not afraid to practice pronunciation. The reason they are not afraid is that they are confident in their abilities, they are confident because they have studied it before. From the statement above it can be concluded that the average student is afraid to show their skills. The reasons for their fear are varied and almost all the same. Their fears include not

being fluent, not being used to speaking English, being embarrassed, being afraid of making mistakes when speaking, not being fluent in English. On the other hand, there are students who are not afraid to practice pronunciation. The reason they are not afraid is because they are confident in their abilities, they are confident because they have studied it before.

4.2. Discussion

Based on the findings, the researcher discussed the research question in this study. To answer the research question "what are students' difficulties in learning English pronunciation?". The researcher conducted the interview with ten students grades eleven. Researchers found factor influence students' difficulties learning English pronunciation. There are students' knowledge about English pronunciation, students' motivation, teachers teaching method, students' learning resources, students' anxiety.

The first comes from students' knowledge about English pronunciation. Based on interviews, the researcher found that 70% students have good understanding about English pronunciation, meanwhile 30% students do not but all of them have difficulty in pronunciation. They have difficulty in pronunciation because there is a lot of unknown vocabulary, reading vocabulary due to different writing and pronounce, students not being used to speaking English, some of them not interested in English. Following the statement, students' difficulty in learning English pronunciation is that students need to understand and more practice English

pronunciation. Some students prefer to avoid English. Students think that English is a foreign language that is difficult to learn—starting from students having difficulty speaking because the reading and pronunciation are different. Students feel that they are not used to speaking English because in the daily they use their first language, Indonesian. In line with previous studies by Praistiana et al., (2020) in her study, the writer stated that the habit of students not reading English text and not practicing English in daily lives. The students lack of knowledge of English pronunciation because in the school the teacher only focuses students on grammar and the activeness speaking English.

Next, the second comes from students' motivation and teachers teaching method. Based on the findings, the researcher found that students' English language skills, especially in pronunciation, were quite low. Following the results of interviews that 90% of students' pronunciation skills were still lacking. They stated their pronunciation was still wrong, not fluent. On the one hand, they are happy to be taught English pronunciation, but in fact their teacher does not teach English pronunciation between lessons. Teachers should teach pronunciation in class to students during English lessons. Besides that, the researcher found that the average of all students stated when the teacher taught in class, it was very monotonous, not fun, less attractive, which made the students bored. Then, the teacher does not teach pronunciation to students because the teacher focuses on the material in the textbook, for example, descriptive text and recount text.

Teachers often ask students to write rather than asking students to read or learn to speak in class. This can be complement to Fadillah (2020) research. In his research English teachers rarely teach their students English vowels and consonants, and drill them with pronouncing words without knowing the sound construction of that specific word, making it difficult for Indonesians EFL learners to differentiate sounds as it keeps on changing depending on who pronounces it.

The third come from students' learning resources. Apart from the teachers at school, the learning resources for students here are very diverse. From the findings above, the researcher found that almost all students use the Internet as their learning resource, especially in English. With technological advances, they now use the Internet as a medium for learning. They stated that Internet media is very accessible and easy to use. Interestingly, the researcher found that three students use online games as a medium for learning English because they stated some features support English language skills. Apart from that, the researcher also found that students also learn English by listening to music and watching films. With so many kinds of learning media for students now, it does not rule out the possibility of their English language skills improving. Some of them still need help if they are asked to practice pronunciation in front of them. This can be complement to Yusriati and Hasibuan (2019) research, the writer stated that Watching films in English was one of the strategies undertaken by students in an effort to learn English pronunciation. Another strategy that

students took to improve their pronunciation skills was listening to English music or songs. They repeated the songs by focusing on singers' pronunciation.

The last, come from students' anxiety. The researcher found that 70% students' have anxiety in learning English, especially pronunciation and 30% they not have anxiety. The anxiety experienced by students is like they are afraid and shy if their teacher asks them to practice speaking English in front of the class. They are afraid to practice speaking English because they feel embarrassed to be seen by their friends. Students are afraid that if they continue to practice speaking when speaking, some sentences or words will be mispronounced. Most of them still need more confidence in their English skills. In line with previous studies by Suparlan (2021) research, he stated that Most students still feel Anxiety in speaking classes because they have low vocabulary acquisition, insufficient pronunciation knowledge, and a low accuracy level to pronounce English words.
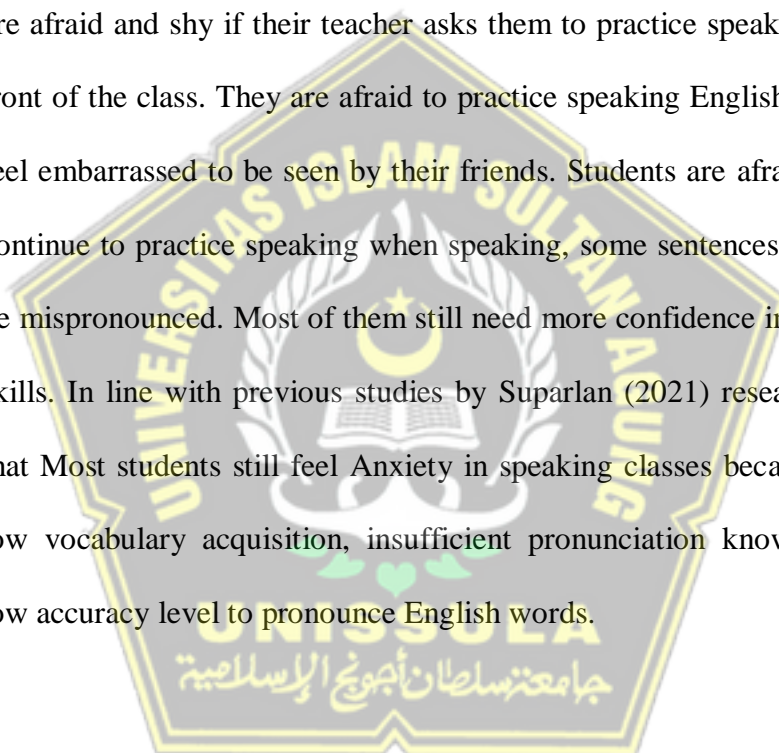
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two section, the first section deal with the conclusion of findings of the research and the other one deal with suggestion.

5.1. Conclusion

From the findings, the researcher found that there are many types of students' difficulties faced learning English pronunciation. Starting from understanding pronunciation, overall, students have a good understanding of English pronunciation, but they need help with pronunciation, such as reading vocabulary due to different writing and pronunciation, and students not being used to speaking English. Besides, some of them are not interested in English, and students feel afraid if they are asked to practice their pronunciation. Then, students' difficulties in learning pronunciation come from the teacher. When learning in class, the teacher needs to teach English pronunciation and focus on teaching the material according to what is in the book and the students' learning resources. Then, the learning implemented by teachers could be more varied and effective, so students feel uninterested and bored. So, it can be concluded that the source of the problem of the students' difficulties in learning English pronunciation is firstly from teachers who do not teach pronunciation during the class, secondly from students' ability in English itself, thirdly students' motivation to learn English, and the last from students' anxiety or self-confidence in their own

skills.

5.2. Suggestion

Based on the findings of this study some suggestions are made for school and English teacher:

1. Suggestion for students

   Students are expected to study English more actively. Then students are expected to practice a lot and get used to speaking English so that their English skills improve and this can increase their self-confidence.

2. Suggestion for teacher

   Teachers are expected to increase professionalism by improving teaching methods that are good and enjoyable for students. Then, teachers are expected to increase their creativity in teaching class so that students feel interesting and do not feel bored during learning. Teachers can increase their creativity by using interesting learning media such as using videos, Internet, music, games. Teachers are also expected to teach pronunciation by applying it in every less on so that students can improve their pronunciation skills.

REFERENCES

Ababneh, I. (2018). English Pronunciation Errors Made by Saudi Students. *European Scientific Journal, ESJ*, *14*(2), 244. https://doi.org/10.19044/esj.2018.v14n2p244

Abugohar, M. A., & Yunus, K. (2018). Difficulties Encountered by Arab Students in Pronouncing English Correctly. *International Journal of Education and Literacy Studies*, *6*(4), 93. https://doi.org/10.7575/aiac.ijels.v.6n.4p.93

Afzal, N. (2019). A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education. *Arab World English Journal*, *10*(3), 81–98. https://doi.org/10.24093/awej/vol10no3.6

Alrajafi, G. (2021). The use of English in Indonesia: Status and Influence. *SIGEH ELT : Journal of Literature and Linguistics*, *1*(1), 1–10. https://doi.org/10.36269/sigeh.v1i1.355

Andriani Putri, S., Amri, S., & Ahmad, A. (2020). the Students' Difficulties Factors in Speaking. *J-Shelves of Indragiri (Jsi)*, *1*(2), 115–129. https://doi.org/10.32520/jsi.v1i2.1059

Fadillah, A. C. (2020). Pronunciation Difficulties of Efl Learners in Indonesia: a Literature Study. *Jurnal Budaya Brawijaya*, *1*(2), 7–13. https://jurnalbudaya.ub.ac.id/index.php/jbb/article/view/13

Frijuniarsi, N. (2018) Error in Vowel Pronunciation Made By Informatics Students. *Scope: Journal of English Language Teaching*, *02*(02), 149–159. http://dx.doi.org/10.30998/scope.v2i02.2460

Hilmiyati, F. (2021). Identifying Difficulties Encountered by Indonesian EFL Learners in Oral Presentation. *5*(1), 36–45. https://doi.org/10.29408/veles.v5i1.2486

Hossain, M. A. (2018). Difficulties of Learning English Language at the Secondary Level: A Case Study of Thakurgaon District. *Journal of Education and Training*, *5*(2), 165. https://doi.org/10.5296/jet.v5i2.13500

Jum'ati Praistiana, P., Raden, D., & Budiharto, A. (2020). Difficulties Faced By Middle School Students in English Pronunciation. 3. http://dx.doi.org/10.53712/ellite.v3i2.901

Maiza, M. (2020). An Analysis of Students' Pronunciation Errors. *JOEEL: Journal of English Education and Literature*, *1*(1), 18–23. https://doi.org/10.38114/joeel.v1i1.27

Mulyani, S. (2018). Investigating Factors Causing Students' Anxiety in Speaking English Sri Mulyani. *International Journal in Applied Linguistics of Parahikma*, *1*(1), 85–103.

Nadialista Kurniawan, R. A. (2021). Title. *Industry and Higher Education*, *3*(1),1689-1699.http://journal.unilak.ac.id/index.php/JIEB/article/view/3845%0Ahttp://dspace.uc.ac.id/handle/123456789/1288

Nadirah, N., Tahir, M. H., & Asrifan, A. (2019). the Ability To Translate English Phrases IntoIndonesian and the Difficulties Faced By the Eleventh Grade Students of Sman 1 Pancarijang. *Journal of Advanced English Studies*, *2*(1), 41. https://doi.org/10.47354/jaes.v2i1.53

Nazara, S. (2011). Students' Perception on EFL Speaking Skill Development. *JET (Journal of English Teaching)*, *1*(1), 28. https://doi.org/10.33541/jet.v1i1.50

Nurullayevna, S. N. (2020). the Key of Effective Communication Is Pronunciation. *European Journal of Humanities and Educational Advancements (EJHEA)*, *1*(4), 5–7. https://www.scholarzest.com

Riadil, I. G. (2020). A Study of Students' Perception: Identifying EFL Learners' Problems in Speaking Skill. *International Journal of Education, Language, and Religion*, *2*(1), 31. https://doi.org/10.35308/ijelr.v2i1.2256

Rodriguez, C. M., Coronado, M. C., & Medina, J. M. (2019). Classroom-comfort-data: A method to collect comprehensive information on thermal comfort in school classrooms. *MethodsX*, *6*, 2698–2719. https://doi.org/10.1016/j.mex.2019.11.004

Sandelowski, M. (2000). Focus on research methods: Whatever happened to qualitativedescription? *Research in Nursing and Health*, *23*(4), 334–340. https://doi.org/10.1002/1098-240x(200008)23:4<334::aid-nur9>3.0.co;2-g

Shak, P., Siew Lee, C., & Stephen, J. (2016). Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students. *International Journal of Language Education and Applied Linguistics*, *04*, 25–35. https://doi.org/10.15282/ijleal.v4.483

Sudirman, (2019). *High School Students' Problems in Speaking Related papers*. https://doi.org/10.30605/iconss.48

Sundari, W. (2018). The Difficulties of Learning English for the Basic English Learners. *Journalof Cultural, Literary, and Linguistic Studies*, *2*(1), 34–

41.

Suparlan, S. (2021). Factors Contributing Students' Speaking Anxiety. *Journal of Languages and Language Teaching*, *9*(2), 160. https://doi.org/10.33394/jollt.v9i2.3321

Supeno, S., Suseno, I., & Purwanto, K. (2021). English Speaking Difficulties Encountered by The Islamic Boarding School Students Daarul Mughni Bogor. *Deiksis*, *13*(3), 277. https://doi.org/10.30998/deiksis.v13i3.9750

Syafei, A. (1998). English Pronunciation: Theory and Practice. Jakarta: *Department Pedndidikan dan Kebudayaan Direktorat Jendral Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan*

Yusriati, Y., & Hasibuan, S. H. (2019). The Analysis of English Pronunciation Errors by EnglishEducation Students of FKIP UMSU. *Journal of English Education and Teaching*, *3*(2), 230–248. https://doi.org/10.33369/jeet.3.2.230-248