

## Errors in Pronouncing English in the English Department Students

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### Abstract

The aim of this study was to find out students' errors in pronouncing vowel sounds which consisted of twelve sounds. The researchers used fourth-semester students of English Department at the University of Bengkulu. The method used in this research was descriptive qualitative because the researchers described about the students' errors. Four students taken from three classes of English Department in academic year 2021/2022 WERE the sample used in this study. To collect the data, the researchers used a pronunciation test as the instrument. In analyzing the data, the researchers transcribed the recording in the form of phonetic transcription. As a result, the researchers found that students made errors in all of the vowel sounds. All of the students made error in pronouncing vocabularies with vowel sound /ɔ:/ and /ʊ/. Those errors are classified into three kinds of errors namely vowel length error, different English vowel sound system from Indonesian Vowel and students' Wrong Pronunciation Acquisition. First, the students cannot differentiate the vowel length such as vowel /i:/ into vowel /ɪ/ and vice versa, vowel /u:/ to vowel /ʊ/, vowel /ɜ:/ into vowel /e/ and vowel sound /ʌ/ into /ɑ:/. Second, the students substituted the vowel /æ/ into vowel /e/ and vowel sound /ə/ into /e/ or vice versa because there is no vowel sounds such as /æ/ and /ə/ in Indonesian. Last, the students substituted the vowel /ɔ:/ into /ɑ:/ and vowel /ʊ/ into vowel /ə/ where they were actually different but the students considered that it was true.

**Keywords:** *Errors, Pronunciation, Vowel Sound*

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## Introduction

English language is indeed a foreign language but Indonesian students are necessary to master the language which consists of four skills including writing, reading, listening, and speaking (Sulistiyo, 2016). Among those skills, speaking constitutes a fundamental skill so students must be able to master it. It is in line with the goal of most institutions, either government or private, starting from elementary school or junior high school in Indonesia which have intends to make students speak English fluently (Azarnoosh, 2014). To support students on behalf of mastering speaking skill, pronunciation is an esensial aspect (Rahmania & Mandasari, 2021). Unfortunately, in terms of when learning English for speaking skill, there must be some challenges for Indonesian students.

Mother tongue is one of challenge for Indonesian students (Septianasari, 2019). It causes the students produce Indonesian accents in pronouncing English sounds. This is certainly prohibited because it is not matched with English accents at all. From various ethnic backgrounds of Indonesian students, they affect English pronunciation sounding wrong or misunderstanding. It is an interference in generating the pronunciation outcomes during the process of English acquisition. In learning English as foreign language, students are supposed to learn how to pronounce English words correctly in order to avoid miscommunication but the English words are completely different from Indonesia words (Yadav, 2014). Students cannot use their background knowledge of Indonesian in generating the tone of English pronunciation.

In term of producing English sounds, Reed & Levis (2019) indicate that students always have an accent from their native language in speaking their second language. Thus, students may make the error or imperfect pronunciation of English sounds because they may insert their native language while they are speaking English as second language. Some students had found that students have error because of mother tongue interference. They cannot distinguish mostly vowel sounds because the sounds must exist in every word and the sounds are distinctive in terms of the length of pronouncing it. Simarmata & Pardede (2018) found that most Indonesian students had pronunciation errors between long vowel [i:] with short vowel [i]. Inayah (2020) found most errors in long vowel [ɔ:] and short vowel [ʌ]. Pratiwi (2022) found most errors in short vowels [ə], [ɒ], and long vowel [ɔ:]. Cahya (2018) found most errors in short vowels [ʌ], [ɪ], [ə] and long vowel [u:]. Saputri (2020)

found short vowel [ə], [ʌ] and [ɪ]. Then, Idhar (2017) found most errors in short vowel [e] and long vowel [ɜ:]. To sum up, it can be seen that most students must have errors in pronouncing English vowel sounds. There are some similar errors and there are also some different errors.

Simarmata & Pardede (2018) proposed that English has unique sounds system comparing to other languages like Indonesian so Indonesian knowledge cannot be used in English. The difference of English and Indonesian in term of sound system may cause students' pronunciation error which will interfere the transfer of message from speaker to listener. It affects the quality of message delivered to listener. For the Indonesian students, the concept of sounds and spelling in English (second language) may be new and different from the concept of sounds and spelling in learners' first language. Students are difficult to become intimate with new sound – spelling relationships. When the concept of English sound is not new anymore for the students, but they need to associate with it continuously. There may be sound and combinations of sounds in L1 which do not occur in English and vice versa. Moreover, English may use stress and intonation patterns which feel strange for learners (Umar, 2021).

Sorts of pronunciation sounds are dissociated into two sorts, namely vowels and consonants. According to Kelly, 2000 (in Umar, 2021), English is the substantial international language in the world with vowels (i:, I, e, æ, ɑ:, ɒ, ɔ:, ʊ, u, ʌ, ɜ:, and ə) and consonants (p, b, m, w, f, v, ð, θ, t, s, d, z, n, l, r, ʃ, ʒ, ʤ, k, g, ŋ, h). This study merely centralizes on vowel sounds because the researchers desires to analyze which vowel sounds of English vocabulary that are correct and incorrect pronounced by students. Vowels are produced by free flow of air. Those sounds are modified by the various shape and sizes of speech organs above the larynx of the mouth cavity. In producing vowels, human depends upon position of the tongue and the lips. It means that at some point, the sound is stopped by your teeth, tongue, lips, or construction of the vocal cords. In English word, you can have vowels in entire words, such as "a" or "I". You will not see a consonant that is a word by itself, however, words in English need vowels to break up the sounds that consonants make. Therefore, every word has to have a vowel, but every word does not have to have a consonant.

Vowels are classified into two main kinds namely monophthongs, and diphthongs (Susanto, 2017). Monophthongs are the pure vowels or simple vowels which do not show a visible change in quality during their articulation. Meanwhile, diphthongs are

vowels that exhibit a change in quality within a single syllable due to tongue movement away for initial vowel articulation towards a glide position. Between monophthong and diphthong, this study will only focus on monophthong or the simple vowels because this study will use eighth grade students as the subject of the study. It will be suitable for them to begin learning pronunciation in the simple and basic vowel namely monophthongs. English vowels (monophthongs) include into twelve different sounds namely /i:/, /I/, /e/, /æ/, / a:/, /ɒ/, /ɔ:/, /ʊ/, /u/, /ʌ/, /ɜ:/, and /ə/. In pronouncing the vowel sound, there is vowel length. It constitutes the duration of vowel sounds may be long in some environments and short in others (Yoshida, 2014). The duration of a vowel depends greatly on the sound that comes after it. Vowel sounds are usually shorter in duration before voiceless consonant sounds and they are longer before voiced consonant sounds. They're longest of all when they come at the end of a word. There are also slight variations in vowel length before different kinds of voiced sounds. Vowels are longer before sounds like nasal and liquids than voiced stop, affricates and fricatives. Knowing the rules of vowel length may be a tips to differentiate each vowel which has similar sounds.

Idhar (2017) states that in English skill acquisition as a second language for Indonesian pupils, their first language as their parental language is going to disrupt the target language. The disruption refers to students' customs and insight using the parental language (Indonesian) into target language (English). The non-native English speaker like Indonesian students will affect learning outcomes which is probably less perfect. Unfortunately, the habits of using Indonesian accents are not easy to avoid because it comes naturally in Indonesian students' mouth.

Moreover, another challenge experienced by students also relates to the lack of English pronunciation practice. Jenkin et al. (2018) said that pronunciation is treated as a low priority area of study. In Indonesian schools, English pronunciation has no position in the curriculum in accordance with the syllabus revision made for the newest curriculum K-13 for High School. However, there is also limited time in a classroom to conduct pronunciation practice more often so students must not be habitual to pronounce English words daily. Other skills such as reading and writing are put as priority in English class. Sometimes teacher may put pronunciation pratice for a while but it is not enough and effective because students are told to read it out loudly by following their teacher's pronunciation and mimic. Unfortunately, there is not much emphasis on the pronunciation itself. Regarding the

problems, the focus of this study is to investigate the pronunciation ability owned by Indonesian students.

Pronunciation is a speaker's way to pronounce a word in order to be understood by listeners. It becomes a requisite competence in learning language. Therefore, a speaker's way to pronounce English word constitutes an essential skill in learning English. The clearer students have pronunciation the better quality of message is accepted by listener. It can establish a great communication among student to students, teacher to student and student to teacher. Therefore, it creates an effective classroom learning activity. Meanwhile, the worse students have pronunciation the lower quality of message is received by listener. Jenkin et al. (2018) claims that oversights in pronunciation are able to produce listeners' misconstruction so the disclosure between speaker and listener can be disconnected. Students will be tough to associate with in the classroom activity.

Based on the problems and the importance of pronunciation explained above, the researchers will explore the pronunciation ability of the English Department Students at University of Bengkulu as the subject of this study. The researchers would like to conduct study with research questions namely what are English sounds that are pronounced incorrectly by students in English Department at University of Bengkulu?. This study is hopefully beneficial for lecturers in order to find strategies to overcome students' pronunciation errors such as giving more practices and understanding on vowel length. Also, this study probably helps other researchers to conduct further studies.

## **Research Method**

A qualitative research belongs to a convenient study to execute this inquiry because the data will be collected based on participants' experiences. This qualitative study consists of a process of examining and understanding the importance of people or gatherings credit to a social or human's problems or experiences. Qualitative research associates with data collection in the form of perspectives, assessments, or views or beliefs of the subject of the study based on their problems or experiences in their real conditions (Lambert, 2012). Therefore, the data display is in the form of words.

Specifically, this study will use a descriptive qualitative research because it is suitable with the purpose of this research namely describing how students' pronunciation ability in pronouncing vowel sounds. Lambert (2012) mentioned that the purpose of a

descriptive qualitative study is a summary that is quite comprehensive, in everyday terms and usually for more specific event and experienced by individuals or groups of individuals. This is indicated by the receipt of quite a lot of information and the density that is usually obtained from the interview process. It means that the researchers tried to get much information from the participants.

This research was conducted at University of Bengkulu specifically on English Department. The reason that the researchers chose this place was because the students are important to be evaluated in term of their English pronunciation skill. They are going to be future English teacher so they must have a good pronunciation. The findings of this study will be useful for lecturers in order to decide an appropriate teaching strategy to improve students' pronunciation ability. The participants of this research were four students of fourth semester because they have pronunciation class. The researchers chose them because of two reasons. First, they were accessible to support this study because the researchers has known them. Second, they had been exposed to experience in pronunciation class. In accordance with the attendance list, they were never absent, and they were active in the class. The researchers used pseudonyms to the name of the participants because the researchers wanted to keep their personal information.

To collect the data about students' pronunciation ability, the researchers gave pronunciation test to students. They were asked to pronounce the words which contained vowel sounds while the researchers recorded their voice by phone recorder. It aims to facilitate researchers in rating their pronunciation. This test constitutes an equipment to gather the main data for this inquiry objectives. The test consisted of 12 Vocabularies containing 12 VOWEL sounds. After collecting the data, the researchers rated the students' pronunciation with score 0 (zero) if it is wrong and score 1 (one) if it is true. The researchers is helped by oxford online dictionary to check the pronunciation. The results of students' scores were used to be analyzed for interpreting the results of this study. Each wrong answer was classified as the students' pronunciation errors. Therefore, to analyze the data collected, the researchers focused on the wrong answers. After finding the results, the researchers asked for lecturer in pronunciation class to check it back in order to avoid the researchers's mistakes in rating the data.

## Result and Discussion

### 1. Research Findings

In this study, the researchers collected the data from four students as the sample. They were fourth semester students of English Education Department at University of Bengkulu. The researchers only took four students because they were willing to support this study. In the process of collecting data, the researchers asked them to pronounce 12 Vocabularies which contained 12 VOWEL sounds. The vocabularies were pronounced by students one by one clearly in order to be rendered into transcription later on. The researchers used Oxford Dictionary and Google Translate to transcribe the students' voice and then rated the students' pronunciation. Also, there was a lecturer helping the researchers in rating the students' pronunciation. The lecturer taught the pronunciation class so he must be expert in pronunciation aspect. This research has one aim namely to find out the pronunciation errors made by the fourth semester students, who had learned English sounds in pronunciation class. In order to answer the question, the researchers applied an instrument namely a pronunciation test consisting a list of words with 12 vowel sounds.

Regarding the result of data analysis, the researchers found that the students as the sample of this study made errors in all vowel sounds. They all made errors in 12 vowel sounds namely /i:/, /I/, /e/, /æ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ʌ/, /ɜ:/, and /ə/. All of the students made error in pronouncing vocabularies with vowel sound /ɔ:/ and /ʊ/. The results of data analysis can be seen on the following table.

Students' Errors Pronunciation Result					
No	Words	Transcript		Student's Error	Pronunciation Error Explanation
		Oxford	Student		
1.	Apple	/'æpl/	/epél/	1,4	Substitute the vowel /æ/ into vowel /e/



2	August	/ɔ:ˈɡʌst/	/ɑ:ɡʊst/	1,2,3,4	Substitute the vowel /ɔ:/ into vowel /ɑ:/
3	Achieve	/əˈtʃi:v/	/eˈtʃi:v/	1,4	Substitute the vowel /ə/ into vowel /e/
4	Repeat	/rɪˈpi:t/	/rɪˈpɪt/	2,3,4	Substitute the vowel /i:/ into vowel /ɪ/
5	Dictionary	/dɪkʃənri/	/di:kʃənri/	1,3,4	Substitute the vowel /ɪ/ into vowel /i:/
6	Tourist	/ˈtɔrɪst/	/ˈtərist/	1,2,3,4	Substitute the vowel /ʊ/ into vowel /ə/
7	Fluency	/ˈflu:ənsi/	/ˈfloənsi/	1,2,3	Substitute the vowel /u:/ into vowel /ʊ/
8	Correct	/kəˈrekt/	/kəˈrækt/	1,2,4	Substitute the vowel /e/ into vowel /ə/
9	Personal	/ˈpɜ:sənəl/	/ˈpesənəl/	1,3	Substitute the vowel /ɜ:/ into vowel /e/
10	Among	/əˈmʌŋ/	/əˈmɑ:ŋ/	1,2,3	Substitute the vowel /ʌ/ into vowel /ɑ:/
11	Respond	/rɪˈspɑ:nd/	/rɪˈspɔ:nd/	2,4	Substitute the vowel /ɑ:/ into vowel /ɔ:/
12	College	/ˈkɒlɪdʒ/	/ˈkə:ldʒ/	1,4	Substitute the vowel /ɒ/ into vowel /ɔ:/

As shown in table above, there are 12 VOWEL sounds that are pronounced incorrectly by students

1. Vowel sound /æ/



There were two (student 1 and 4) of four students that pronounced the vowel sound incorrectly in word “Apple”. The word must be pronounced /'æpl/ but the students pronounced it by /epél/. Therefore, they substituted the vowel /æ/ into vowel /e/.

2. Vowel sound /ɔ:/

All students (student 1, 2, 3 and 4) pronounced the vowel sound incorrectly in word “August”. The word must be pronounced / ɔ: 'gʌst/ but the students pronounced it by /agʊst/. Therefore, they substituted the vowel /ɔ:/ into vowel /ɑ:/

3. Vowel sound /ə/

There were two (student 1 and 4) of four students that pronounced the vowel sound incorrectly in word “Achieve”. The word must be pronounced / ə 'tʃi:v/ but the students pronounced it by /e'tʃi:v/. Therefore, they substituted the vowel /ə/ into vowel /e/

4. Vowel sound /i:/

There were three (student 2, 3 and 4) of four students that pronounced the vowel sound incorrectly in word “Repeat”. The word must be pronounced /rɪ'pi:t/ but the students pronounced it by /rɪ'pɪt/. Therefore, they substituted the vowel /i:/ into vowel /ɪ/

5. Vowel sound /ɪ/

There were three (student 1, 3 and 4) of four students that pronounced the vowel sound incorrectly in word “Dictionary”. The word must be pronounced /d ɪkʃənri/ but the students pronounced it by /di:kʃənri/. Therefore, they substituted the vowel /ɪ/ into vowel /i:/

6. Vowel sound /ʊ/

All students (student 1, 2, 3 and 4) pronounced the vowel sound incorrectly in word “Tourist”. The word must be pronounced /'t ʊrist/ but the students pronounced it by /'t ərist/. Therefore, they substituted the vowel /ʊ/ into vowel /ə/

7. Vowel sound /u:/

There were three (student 1, 2 and 3) of four students that pronounced the vowel sound incorrectly in word “Fluency”. The word must be pronounced /'flu:ənsi/

but the students pronounced it by /'flʊənsi/. Therefore, they substituted the vowel /u:/ into vowel /ʊ/

8. Vowel sound /e/

There were three (student 1, 2 and 4) of four students that pronounced the vowel sound incorrectly in word “Correct”. The word must be pronounced /kə'rekt/ but the students pronounced it by /kə'r ɛkt/. Therefore, they substituted the vowel /e/ into vowel /ə/

9. Vowel sound /ɜ:/

There were two (student 1 and 3) of four students that pronounced the vowel sound incorrectly in word “Personal”. The word must be pronounced /'pɜ:sənl/ but the students pronounced it by /'pesənl/. Therefore, they substituted the vowel /ɜ:/ into vowel /e/

10. Vowel sound /ʌ/

There were three (student 1, 2 and 3) of four students that pronounced the vowel sound incorrectly in word “Among”. The word must be pronounced /ə'm ʌŋ/ but the students pronounced it by /ə'm ɑ:ŋ/. Therefore, they substituted the vowel /ʌ/ into vowel /ɑ:/

11. Vowel sound /ɑ:/

There were two (student 2 and 4) of four students that pronounced the vowel sound incorrectly in word “Respond”. The word must be pronounced /rɪ'spɑ:nd/ but the students pronounced it by /rɪ'spɔ:nd/. Therefore, they substituted the vowel /ɑ:/ into vowel /ɔ:/.

12. Vowel sound /ɒ/

There were two (student 1 and 4) of four students that pronounced the vowel sound incorrectly in word “College”. The word must be pronounced /'kɒlɪdʒ/ but the students pronounced it by /'k ɔ:lɪdʒ/. Therefore, they substituted the vowel /ɒ/ into vowel /ɔ:/.

According to the results above, it can be seen that vowel sound /ɔ:/ and /ʊ/ become the most difficult sound because all students incorrectly pronounced it. All of those errors were experienced by students of English Department at University of Bengkulu. Therefore, it can

be said that the students' pronunciation ability need to be improved. The errors above are classified into 2 kinds of errors.

### 1. Vowel length errors

In the fourth, fifth error, seventh, eight and ninth error, the case is similar where the students cannot differentiate the vowel length. In the fourth error, the students substituted the vowel /i:/ into vowel /ɪ/ and vice versa. The sounds were almost similar each other but they are different in term of vowel length. The vowel /i:/ must be pronounced in long duration while vowel /ɪ/ must be pronounced in the short duration. The long vowel [i:] was found to be shortened as [ɪ]. Then, in the seventh error, the students substituted the vowel /u:/ into vowel /ʊ/ where vowel /u:/ is pronounced in long duration and vowel /ʊ/ is pronounced in short duration. In the eight error, the students substituted the vowel /ɜ:/ into vowel /e/ where vowel /ɜ:/ in long duration and vowel /e/ in short duration. Last, the students cannot differentiate the vowel length of vowel sound /ʌ/ and /ɑ:/. Vowel sound /ʌ/ is short in duration while vowel /ɑ:/ is long in duration. They seemed confused to differentiate the sound correctly between long vowel and sound vowels which are similar sounds. The findings are in line with Emran & Anggraini (2017) who found that the different characteristic between long and short vowels are not recognized by students so students shortened vowel [i:] to [ɪ], [u:] to [ʊ], [ɜ:] to [ə], [ɔ:] to [ɒ], and [ɑ:] to [ɑ].

### 2. Different English vowel sound system from Indonesian Vowel

In accordance with the students' pronunciation test, the students substituted the vowel /æ/ into vowel /e/ where they are both almost similar. Certainly, there is no vowel sound /æ/ in Indonesian so Indonesian students must not be intimate to know them well. As the result, the students substituted the sound with the closest sounds namely vowel /e/. Then, in the third error, the students substituted the vowel /ə/ into vowel /e/ where they are both almost similar. Certainly, there are vowel sound /ə/ and /e/ but students seldom differentiate the sound in Indonesian so Indonesian students must not be intimate to know them well. They tend to use

one of the vowel sound because the sounds were similar for Indonesian people. As the result, the students substituted the sound with wrong sound placement in English namely vowel /ə/ into vowel /e/ or vice versa.

### 3. Students' Wrong Pronunciation Acquisition

This error occurred in the second and sixth error. In the second error, the students substituted the vowel /ɔ:/ into vowel /ɑ:/ where they are actually different. Also, in the sixth error, the students substituted the vowel /ʊ/ into vowel /ə/ where they are actually different but the students seemed unfamiliar pronouncing the word correctly. On the other words, they probably think that it is true as they usually pronounce it.

The errors show that students did errors in pronouncing the vowel sounds because they cannot differentiate the vowel length and similar sounds from different vowel. Vowel sounds in English consist of 12 kinds while Indonesia just has 5 kinds. The comparison of vowel sounds number affect students to be intimate with the new concept of English sound system. There are some English short vowels which are mispronounced by students namely /ɪ/, /e/, /ʊ/, /ʌ/, and /ə/. Some students usually substituted those short vowels into long vowel namely /i:/, /ɑ:/, /ɔ:/, /u:/, and /ɜ:/.

Regarding the errors, the first language interference must be recognized as the cause of the errors. Septianasari (2019) pointed out that interference refers to involvement process of native language background knowledge into the second or foreign language acquisition. In this study, the students mispronounced English short vowel in the words "Achieve", "Dictionary", "Tourist", "Correct", "Among", and "College". Also, students replaced the English short vowel sound of /æ/ into /e/. Cahya (2017) said that those errors were appeared because the students did not know about vowel sounds in English language. The students changed the sounds because the sound did not exist in Indonesian language. Therefore, the students did not have background of the sounds at all. Also, Simarmata & Pardede (2018) said that those errors probably occurred because the students didn't have the material about how to pronounce the word through phonetic symbols. They were confused how to pronounce English short vowel sounds in English words correctly.

Having mistakes or errors in learning foreign language is a common thing for foreigners such as Indonesian students. They may have problem to pronounce English words because they seldom use it daily and people around do not use the language. It is difficult for

them to adjust pronounce the words in the language although they have learned English subject at his school. Pronunciation aspect is not an easy ability to be mastered even though the students have learned English. In English they must learned more skills such as listening, reading and writing. Pronunciation is part of speaking skill. Thus, the distribution of learning time for pronunciation cannot be complete.

In the school, students learn the English subject for understanding the theory with less practice. Therefore, the skill such as speaking which need practice is less taught in the school. Students do not know how to pronounce every English word correctly because the teacher does not teach them in detail. The teacher expects the students learn by themselves outside the classroom. They are supposed to be independent students by looking for the materials for practice by themselves. The students can find the materials from internet because English materials is distributed in the internet freely and unlimited. Unfortunately, the students do not have motivation to learn and even they do not have access to find the materials. The students expect the practice by teachers' guidance fully. In this case, one alternative way to learn English pronunciation which the students' expectation is through imitation. Students want to imitate the pronunciation directly from their teacher. Eventhough, they can learn the English pronunciation from someone else, or ideally from native speakers in internet.

## Conclusion

Based on the result explained above, there are twelve types of pronunciation errors made by the students. They are errors in pronouncing vowel sounds namely /i:/, /I/, /e/, /æ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /Λ/, /ɜ:/, and /ə/. All of the students made error in pronouncing vocabularies with vowel sound /ɔ:/ and /ʊ/. Briefly, those errors are classified into three errors namely vowel length error, different English vowel sound system from Indonesian Vowel and students' Wrong Pronunciation Acquisition. Also, from the errors, the researcherss concludes some points as follows; (1) Understanding the phonetic symbol is necessary to differentiate the correct pronunciation of each sound. The students can learn the phonetic symbol to reduce the problems on pronouncing. (2) Teacher affects students to have pronunciation ability because the teacher is a role model for students. Students know English words from teacher so teacher must provide correct pronunciation to influence students having good pronunciation. Otherwise, if the teacher has bad pronunciation ability, students must have bad pronunciation ability as well. (3) The activity of pronouncing words

can be implemented along with speaking activity. It can be conducted in the classroom step by step to reduce the mispronounce of English vowel owned by students. The activity will be created based on factors causing the problems or errors. The researchers have some suggestions; (1) The teacher should teach students about how to pronounce English words especially words which are useful for daily life; (2) Teacher should design teaching activities which give students' chances to practice pronouncing English words correctly; (3) Teacher should guide students to pronounce English word as well; (4) Students should focus to learn pronunciation whether it is got from the teacher or dictionary; (5) Regarding the problems revealed as the finding of this study, it is recommended for other researchers or the teacher to overcome the problems in term of students' pronunciation errors.

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