

Investigating the Vocabulary Level on Mispronunciation among Eighth-Grade Students in SMPN 11 Bekasi

Dama Tantisari¹, Sulhizah Wulan Sari^{2*}, Eleena Putri Reevenza³, Jasmine Kayla Az-Zahra⁴, Pratiwi Aisyah Febriani⁵, Rindianti Jasmine Azzahra⁶, Tigana Novsya⁷
English Language Education, Universitas Negeri Jakarta, Indonesia

Submitted : 12 Feb 2025

Revised : 16 May 2025

Accepted : 30 May 2025

Abstract

This article aimed at identifying the student's vocabulary level from the phonetic transcription of students' mispronunciations. A descriptive qualitative method was used in this study by taking an interview, audio, and video recording of the pronunciation of eighth-grade students in State Junior High School 11 Bekasi. The sample data was taken randomly with representative sampling. The findings indicated that the student's ability to pronounce vocabulary was at an easy level (92, 5%). They were able to pronounce familiar vocabularies used in daily conversation such as bag, teacher, and classroom. Conversely, the medium and high levels were challenging to pronounce since the vocabularies were presented in the scientific text. The inaccuracy in articulation was caused by the lack of familiarity with the sounds of vowels and consonants. This study was significant to be conducted for effective communication and pronunciation development on how individuals and teachers can apply the fundamentals of phonemics sound by correcting and preventing mispronunciations.

Corresponding e-mail:

^{*}sulhizah@unj.ac.id

Keywords:

Mispronunciation; Phonetic transcription; State Junior High School; Vocabulary level;

INTRODUCTION

Students from non-English-speaking countries learn to speak and respond to sounds in their native language from people around them, such as parents, siblings, and friends, whereas students from English-speaking countries naturally learn English as their first or mother tongue language. This difference explains why students from non-English-speaking countries often pronounce English words incorrectly. They are used to hearing the wrong pronunciation from their surroundings (Prashant, 2018). Cases of students mispronouncing words increase and get worse in Indonesian education, especially at the secondary education level. This happened because English is regarded as one of the languages with a complex and confusing pronunciation for learners in Indonesia due to the distinct phonological features of both languages (Utami, 2018). According to EF EPI 2023, Indonesia is ranked 79th out of 113 countries with a level of English proficiency that is still in the low category. According to Kemendikbud in 2013, the English language subject was no longer obligatory for the elementary school curriculum (Kosasih & Apriliyanti, 2020). It is up to the school to include English

as part of their classes or leave it as an alternative subject or as an extracurricular. Eventually, many elementary students never learn Basic English and are then faced with a little more complex English in junior high school.

The problem of students mispronouncing words motivates researchers to conduct research in the fields of phonetics and phonology. Phonetics deals with how the mouth produces the sounds. Within a particular language, phonology focuses on and investigates the processing of speech sounds and the mental system for representing them (Kirchner, 2019). According to (Ladefoged, Johnson, & Ladefoged, 2006), phonology examines sound systems and patterns by analyzing the specific sounds that differentiate meaning in a given language. (Kelly, 2008) states that the main aspects of pronunciation fall into two categories. There are phonemes and suprasegmental features. Phonemes consist of two parts, consonants and vowels. Vowels are divided into single vowels and diphthongs, whereas consonants are divided into voiced and voiceless.

People create sounds trying to make a meaning that includes a segmental aspect (the sound of language) and moves through the stage of individual sound along suprasegmental aspects like stress, timing, phrasing, and rhythm. This process is known as pronunciation (Yates & Zielinski, 2009). In contrast, according to (James, 2013), when speaking directly from memory in a foreign language, mispronunciations are bound to happen in encoding productive phonological levels. Moreover, pronunciation plays an important role in expressing ideas when speaking English. Every speaker needs to speak with the right pronunciation. Many English language learners do not pay attention to pronunciation, and some underestimate its importance. English language learners think that speaking skills are more important than pronunciation. Ghorbani (2019) further explains that the formal education exams do not include or measure pronunciation (Ghorbani, 2019). Nonetheless, the fact is that pronunciation is extremely important. Mispronouncing words or using improper intonation can cause many communication misunderstandings. Moreover, good pronunciation can add value to those who master it, and its significance cannot be underestimated. Therefore, practicing good pronunciation every day is necessary for good communication (Kobilova, 2022).

Previous studies have highlighted areas where students could potentially benefit from further improvement in their English speaking skills. A review of previous studies (Agistiawati & Asbari, 2020; Syafi'i, 2022; Yasa & Numertayasa, 2023) covers pronunciation, understanding and responding to oral questions, and speaking ability. The results indicate that there may be room for improvement in several areas, including the mastery of English vocabulary, confidence in answering oral questions, and the teaching method itself. The research by Utami (2018) analyses students' difficulties in pronouncing fricative and affricate consonant sounds in a private course in Jambi City. The findings show that five factors influence pronunciation difficulties, such as interference, the extent of language learning, English habits, phonological background knowledge, and motivation. Furthermore, (Elvionita, 2019) analyses the pronunciation of English consonants during the oral reading of analytical exposition texts at Senior High School Muhammadiyah 1 Pekanbaru. The findings indicate that the highest error occurred in pronouncing [θ] consonant symbols and the lowest in pronouncing [w] consonant symbols.

These studies reveal a shortage of research on word mispronunciation among junior high school students in Indonesia. This paper emphasizes specifically the dimension of vocabulary level that involves pronunciation transcription, which identifies phonetic transcription to see errors in pronunciation, particularly in vowel and consonant sounds. Phonetic transcription provides an accurate and consistent documentation system for a one-to-one ratio of speech sound to symbol, as

well as consistency of symbol to sound, which spelling does not provide (Binkley, 2022). Furthermore, it is hoped that this study not only presents a reference for the next researchers but also complements previous research on English pronunciation and could contribute new insights into how to handle mispronunciations from an early age.

A total of 10 eighth-grade students will be selected from State Junior High School 11 of Bekasi to participate in the study to gain valuable insight into their pronunciation abilities. State Junior High School 11 of Bekasi accepts students from various backgrounds, both those who learn English during their elementary school period and those who do not. As a consequence, the eighth graders learn more complex English for their level than the seventh graders who only learn the basics of English. Identifying words that students frequently mispronounce is challenging, as researchers try to find the extent to which they mispronounce English words. However, it is an important issue to address in order to improve their overall language proficiency, specifically among eighth-grade students.

Finally, this research focuses on identifying the most commonly mispronounced words based on the level of vocabulary of English words and their difficulties in pronouncing consonant and vowel sounds. This article intends to explore how phonemics transcription can help to analyze the extent of proficiency in word pronunciation. This study is important to fix the severe case of mispronunciation of English words by Indonesian junior high school students, as they often understand English words but are reluctant to speak in English due to many factors such as lack of confidence and mother tongue influence.

RESEARCH METHOD

1. Research Design

The researchers employed qualitative descriptive methods. The techniques used in qualitative research are audio recordings and interviews. Researchers asked the participants to pronounce some words based on their level and use them in their daily conversations. As explained by (Creswell, 2015), qualitative research collects detailed views of participants in the form of words or images and analyzes the information for description and themes.

2. Data and Data Sources

This research is conducted at State Junior High School 11 in Bekasi. The researchers selected 10 of the 8th-grade students from State Junior High School 11 of Bekasi as participants. The researchers selected five classes among ten classes of the 8th graders. The sample from this study used a simple random sampling technique called representative sampling. As stated by (Creswell, 2015), simple random sampling aims to select individuals to be sampled as representatives of the population. Random sampling was used to avoid only picking students who have mastered English or picking those who have not. The result can be a lot of variation with differences between the levels of students. The samples were gathered within a day for around an hour to an hour and a half, as each student only takes around a minute or less to record. There are more than five classes in eighth grade and the researchers only take two students from each class. Then, the researchers provided vocabulary to be pronounced and repeated twice by the students. The researchers recorded the participants' pronunciation throughout the interview and transcribed them for the main data.

3. Data Collection Procedures

The method of collecting data used voice recording. The researchers recorded the students' pronunciation to gather data. The researchers have prepared twelve vocabulary levels, each consisting of four easy, medium, and difficult items shown in Table 1. The easy and medium levels of vocabulary are utilized in everyday communication, whereas the hard level is derived from scientific texts. During the recording process, students were told to pronounce the words as best as they could with no correction of right or wrong. The researchers also randomized the words from each level to be pronounced by the respondents without feeling a lack of confidence, so the test could be less burdensome.

Table 1. The Twelve Vocabulary levels

Level	Words
Easy	Bag
	Teacher
	Classroom
	Question
Medium	Delete
	Genre
	Though
	Garbage
Difficult	Queue
	Tomb
	Draught
	Thoroughly

After the researcher listened to the students' speech from the audio and video recording, the researcher listed a phonetic transcription of the twelve English vocabulary levels taken from Oxford phonemic rules or International Phonetic Alphabet (IPA) and generated the students' pronunciation into a phonetic transcription. The researcher conducted a series of comparisons between the sounds produced by the students and the accurate phonetic transcription. Additionally, the students are asked to show which sounds are articulated in the form of alphabet or syllable, so they can write the clear sound based on their understanding of the sound word when they articulate the word.

4. Data Analysis Techniques

The researchers analyze data in pie charts and tables to know the frequency of students' faults in pronouncing twelve vocabularies. The following formula is used to create the pie chart.

$$\text{Percentage} = \left(\frac{\text{Level Value}}{\text{Total Value}} \right) \times 100$$

The pie chart displays the overall percentages of correct versus incorrect pronunciations from the given vocabulary levels, along with separate charts for each difficulty level. While the table consists of the difficulty level, the provided vocabulary with its phonetic transcription and the mispronunciation words are presented to reveal the errors of the consonant and vowel sounds.

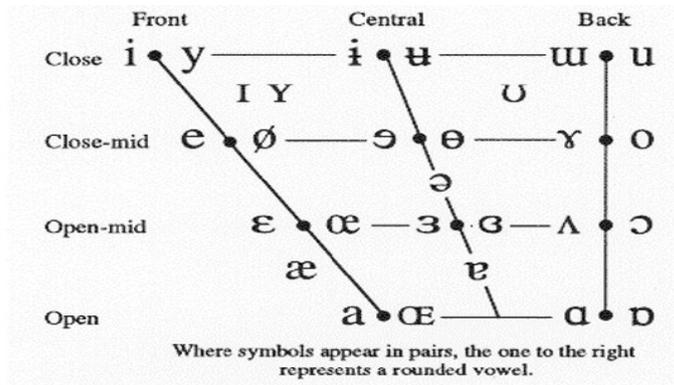
The researcher employs the Oxford phonemic rules or Oxford dictionary as a tool to evaluate and verify the correct or incorrect pronunciation of a word based on phonetic transcription. The data validation is measured using the International Phonetic Alphabet (IPA).

IPA or the International Phonetic Alphabet (IPA) is known as an internationally recognized phonetic writing system. Each symbol in the IPA is associated with a specific English sound, (Binkley, 2022) asserts that the International Phonetic Alphabet (IPA) is utilized to transcribe speech sounds, independent of spelling. This analysis is linked to the consonant sound as presented in Table 2.

Table 2. English Consonant Sounds in IPA

Voicing Manner		Place of Articulator							
		Bilabial	Labio-dental	Dental	Alveolar	Palato-Alveolar	Palatal	Velar	Glottal
Plosive	VL	p			t			k	h
	V	b			d			g	
Fricative	VL		f	θ	s	ʃ			
	V		v	ð	z	ʒ			
Affricate	VL					tʃ			
	V					dʒ			
Nasal	VL								
	V	m			n	ŋ			
Lateral	VL				l				
	V								
Aproxi-mant	VL	w					j		
	V					r			

Consonants are sounds that are generated through the interruption, restriction, or redirection of airflow in a variety of ways, and are produced with closed or nearly closed articulations. They are voiceless consonants such as, [p], [t], [k], [f], [s], [ʃ], [tʃ], [h], and [θ], and consonants are voiced such as, [b], [d], [g], [v], [z], [ʒ], [dʒ], [ŋ], [l], [r], [j], [w], [m], [n], and [ð] (Utami, 2018).



Picture 1. English Vowel Sounds in IPA (Wells, 2006)

Kelly (2008) articulates that a vowel constitutes a spoken sound produced by a comparatively open arrangement of the vocal tract, characterized by the vibration of the vocal cords yet devoid of any discernible friction. The attributes of articulation highlight that pure vowels can be categorized into three distinct types: close, mid, and open vowels. Close vowels occupy a relatively elevated position within the oral cavity. The shift from /i:/ to /u:/ illustrates notable differences in tongue placement; in particular, /i:/ is classified as a front vowel, whereas /u:/ is recognized as a back vowel. Mid vowels occupy a position that is intermediate, neither elevated nor depressed within the oral cavity. The shift of vowels from /e/ to /ɔ:/ reveals a significant differentiation. /e/ signifies a front vowel, while /ɔ:/ indicates a back vowel. The tongue assumes a lowered position in the articulation of open vowels. Shifting from /æ/ to /ɒ/. They exhibit a range of notifications. /æ/ is classified as a front vowel, whereas /ɒ/ is recognized

as a back vowel (Jannah, 2021). While a diphthong is also a vowel sound. It is divided into centring (/ɪə/, /ʊə/, /eə/, /eɪ/), and closing diphthong (/eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/) (Kelly, 2008).

RESULTS AND DISCUSSION

A. Students' Proficiency Level in Vocabulary Pronunciation: Mispronunciation of Consonant and Vowel Sounds

(Collins et al., 2019) explained that one of the most useful applications of phonetics is to give transcriptions that indicate pronunciation. This transcription is used to know what consonant and vowel sounds contribute to students' difficulties in pronouncing English words. (Kowal & O'Connell, 2014) add that transcript is a crucial step of data analysis. Hence, to indicate which pronunciation of the vocabulary does not match the Oxford Dictionary or IPA, the student's errors in pronouncing words are transcribed in Table 3.

Table 3. Mispronunciation of Vocabularies

Level	Word	Oxford Dictionary of Phonetic Transcription	Mispronounces Words
Easy	Bag	/bæg/	-
	Teacher	/'ti:tʃə(r)/	-
	Classroom	/'klɑ:sru:m/	-
	Question	/'kwɛstʃən/	/'kwɛstɛstʃən/ and /'kwɛsti:ɒn/
Medium	Garbage	/'gɑ:brɪdʒ/	/'gɑ:bæg/ and /dʒɛrbæg/
	Genre	/'ʒɒnrə/ or /'ʒɔ̃rə/	/'ʒɛnrə/ and /dʒɛnrə/
	Delete	/dɪ'li:t/	/dɪ'let/ and /delet/
	Though	/ðəʊ/	/təʊ/ and /təʊk/
Hard	Queue	/kju:/	/'kwɛwɛ/, /'kwɛ/, /kɒt/, and /k u:tu:/
	Tomb	/tu:m/	/t ɒ m/
	Draught	/dra:ft/	/drau:t/, / drəu:t/, /drʌuk/, and /drɒuk/
	Thoroughly	/'θʌrəli/	/t ɒ r ɒ f l i/, /t ɒ r ɒ k l i/, /'tru:li/, and /t ɒ r ɒ l i/

Table 3 depicts the transcription of the students' pronunciation of the word given. Most of them pronounce the words incorrectly. However, all three words such as bag, teacher, and classroom are pronounced correctly and others are not. The following explanations show students' difficulties in pronouncing the words, particularly on consonant and vowel sounds.

1. Question

The transcription of the word 'question' can be written as /'kwɛstʃən/ and seventy percent of students, or seven out of 10, can pronounce it correctly. While, the other, about 30% of them pronounce it by improving more sounds such as /'kwɛstɛstʃən/ or adding the unnecessary /tes/ in the middle, and in the last part as /ti: ɒn/ instead of /tʃən/. It can be concluded that the students hardly understood how to pronounce the consonant sound [ʃ]. They tend to transform the voiceless consonant sound of [ʃ] to be /I :/ Indicating vowel sounds that present a high voice in their mouth and /ɒ/ which shows their lips in lightly rounded. This deviation occurs as a result of confusion over which consonant sound should be pronounced with a powerful air stream.

2. Garbage

Four students or 40% of them pronounce the word 'Garbage' as /'gɑ:brɪdʒ/ correctly. The rest of them, about 60% of the students pronounce it as /'gɑ:bæg/. They pronounce /'gɑ:/ as the

first initial sound accurately, but in the last part of the word, they pronounce /bɪdʒ/ as /bæg/ imitating the sounds of the word ‘bag’. Other students pronounce the word ‘garbage’ as /dʒərbæg/. In this case, the students changed the elements of the initial sound from the sound of ‘g’ to be pronounced as /dʒ/ rather than /g/. This aberration arises when students replace the voiced velar stop with the voiced palate alveolar affricate sound.

3. Genre

The word ‘Genre’ is transcribed as /'ʒɒnrə/ or /'ʒɔ̃rə/ and none of the ten students pronounced this word correctly. They articulate it as /'genrə/ and /dʒenrə/. Some of them pronounce /'ʒɔ̃/ as /'gen/ and /dʒ/. This distortion is affected by replacing the voiced palate alveolar affricate sound /ʒ/ with the voiced velar stop /g/. While others pronounce /rə/ instead of /rə/ due to the vowel substitution in the last part of the syllable.

4. Delete

None of the ten students managed to pronounce the word ‘delete /dɪ'li:t/’ correctly. However there are two versions of the incorrect form, some pronounce it as /dɪ'let/ or /delet/. One managed to pronounce /dɪ'/' correctly by showing a bit lower and further back than /i:/ sound. They pronounce /let/ without a front vowel instead of /li:t/ with a front vowel. This error is found relevant when the students articulate overlapping vowel and consonant sounds as in /de/ and /let/.

5. Though

Ten students pronounce the word ‘though’ as /təʊ/ and /təʊk/. It indicates that none of the ten students managed to pronounce the word ‘though /ðəʊ/’ correctly. Even though they managed to pronounce /əʊ/ correctly, they were mostly mistaken for the initial sound of /ð/ for /th/. Some of the students also added the consonant /k/ at the end instead of leaving it. The problematic sound of /ð/ is faced by Indonesian students since that sound does not exist in the Indonesian Phonetic System (Utami, 2018). As a result, the students tend to articulate /th/ as /t/ because there is no representation of the sound /ð/. The sound of /ð/ is a voiced dental fricative that is generated by inserting the tip of the tongue between the top and lower lip and gradually releasing air via a tight aperture in the mouth, resulting in friction.

6. Queue

Two students or about 20% of the students successfully articulate the word ‘queue’ as /'kju:/. While eight students pronounce the sound /ju:/ incorrectly and in a variety of ways. Some pronounce it as /'kwe/ or even /'kwewe/. Others are a little bit creative as they pronounce it as /kɹʊt/, and /k u:ɪu:ɪ/. These errors occur because of a lack of understanding in pronouncing consonant and vowel sounds in the syllable of the word ‘Queue’ when they are confirmed to write the sound that they articulate as /kɹʊt/, and /k u:ɪu:ɪ/. They refer to the wrong English sound.

7. Tomb

None of the ten students managed to pronounce the word ‘tomb’ as /tu:m/ correctly. Despite the students pronouncing the initial sound of /t/ correctly, all of them pronounced the middle sound of /u:/ as /ɒ / in which their lips are slightly rounded. It indicates that the students are wrong in articulating vowel sounds.

8. Draught

None of the ten students were able to pronounce the word "draught" accurately. There are four versions of the incorrect form, some of the students pronounce it as /drau:t/ or /dræu:t/. While one managed to pronounce the /dra/ correctly, both versions pronounce /: ft/ incorrectly as /u:t/. The other two versions didn't pronounce /dra/ or /dræ/, instead, they pronounced it as /drʌ/ and /drɒ/, while pronouncing /: ft/ as / uk/.

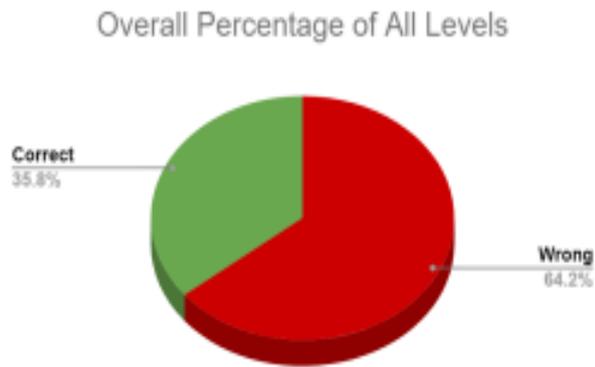
9. Thoroughly

Not a single one of the ten children was able to correctly pronounce the word "thoroughly.". Most of them pronounce it as /tɒrɒfli/, /tɒrɒkli/, /'tru:li/, and /tɒroʊli/ instead of /'θʌrəli/. The /tɒ/, /tə/, /'tru/, /tɒ/ instead of /'θ/. Then /rɒfli/, /rɒkli/, /ru:li/, /roʊli/ instead of /rəli/. The English sound /θ/ is defined as a voiceless dental fricative. The production involves placing the tip of the tongue between the upper and lower teeth, facilitating a gradual release of air through a narrow opening in the mouth, which generates friction without engaging the vocal cords (Utami, 2018).

Based on the presented analysis in the pointers above, it can be concluded that some students correctly pronounce familiar words according to Oxford phonemic rules or IPA. All the students successfully pronounce the words teacher, classroom, and bag. Nevertheless, some students display difficulty in pronouncing commonly used words, such as "delete" and "question" It indicates that the incorrect pronunciations may cause the students to develop an incorrect pronunciation habit. Furthermore, the results of interviews with teachers show that the ability of the students to pronounce only the easy level words and not the medium or hard level words is influenced by their previous education and lack of exposure to harder and scientific English words other than everyday words in their daily lives. In addition to the aforementioned discussion, the students appear to lack a comprehensive understanding of the pronunciation of vowel and consonant sounds.

B. The Frequency of Students' Error in English Pronunciation

The twelve words in Table 1 are chosen to be part of the test and divided into three categories, easy, medium, and hard. The easy level includes words such as bag, teacher, classroom, and question. These four words have been categorized as easy due to the students' familiarity with them, having encountered them on a daily basis in school or daily conversation during English learning. The medium-level words include phrases that students tend to encounter daily, although they are not as common as the easy words. These words still are familiar and could be easily encountered via social media. The words include delete, genre, though, and garbage. The hard-level words include words that some students may or may not be familiar with. Most of these words could be encountered via various scientific texts with different topics as a part of an assignment. The words are 'queue', 'tomb', 'draught', and 'thoroughly'. Some students are not familiar with the words, and the way that they should be pronounced is completely different from how they were written. The finding of the students' errors in pronouncing the twelve words is frequently shown in the picture of the pie chart below.

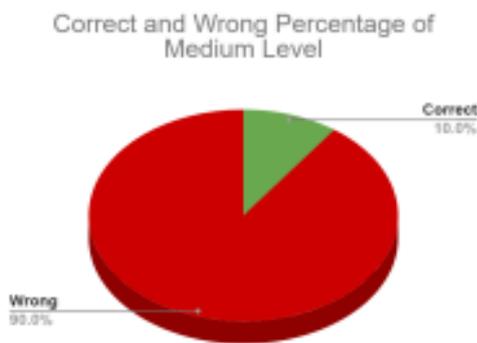


Picture 2. The Percentage of All Levels



Picture 3. The Percentage of Easy-Level

Picture 2 shows that the 10 students pronounced 35.8% of the 12 vocabularies provided correctly and 64.2% of them were pronounced wrong. This result can be separated into multiple charts as illustrated in Pictures 3, 4, and 5. Based on the data shown in Picture 3 above, the easy level had the most correct pronunciation with a percentage of 92.5. These are mainly influenced by the chosen basic words from the A1 level, where most of the students can pronounce the words. This analysis proves that the students are already familiar with the vocabulary from the easy level, as it is often used in the classroom, so the percentage of correct answers is relatively high.



Picture 4. The Percentages of Medium-Level



Picture 5. The Percentage of Hard Level

The data shown in Picture 4 illustrates that the medium-level results consisted of a 10.0% percentage of correct answers and a 90.0% percentage of wrong answers. The wrong answers at this level show significant growth compared to the previous level, the easy level. This is because the words chosen are from levels A2 to B2. Furthermore, the most incorrect pronunciations were spotted at the hard level, from Picture 5, with a 95.0% percentage of wrong answers, with only 5.0% percentage of correct answers. Unfortunately, the medium-level results are not far from the hard level, this less significant growth is because the word chosen for the hard level is from levels B2 to C2. Unfamiliar with most of the words from those levels, students tend to pronounce the literal spelling instead of the proper English words, resulting in most of the students pronouncing words incorrectly.

CONCLUSION AND RECOMMENDATION

The findings of the research show a negative tendency on students' mispronunciation that affects their vocabulary level. It shows that at a percentage of 92.5%, the easy level has the highest percentage of correctly pronounced words than the medium and hard. It means most of the students frequently master the easy level rather than the hard and medium. It reveals that the students don't fully grasp how to pronounce vowel and consonant sounds. Moreover, the students demonstrated an ability to pronounce words that are rarely encountered in everyday speech and that are more scientific in nature. Students who can pronounce more challenging and unfamiliar words correctly are likely to possess a larger and more diverse vocabulary. This enables them to have a greater chance of comprehending more challenging materials at the senior high school and university levels. Most texts at these levels are scientific and formal, and the vocabulary is often unfamiliar. The effective way to cope with this case is the use of a dictionary and recognizing IPA (International Phonetic Alphabet) which can help the students gain a sufficient understanding of words' meaning and pronunciation. Besides, by constantly exposing the students to scientific English vocabulary, they would get used to seeing such words and would eventually no longer consider those as 'hard' words.

The potential contributing factor to this analysis is the acquisition of different pronunciation systems between the Indonesian and the English languages that can be studied by future researchers. Despite this, the subsequent researchers have the ability to employ a different method in order to determine the characteristics of the student's motivation, behavior in speaking, feeling or perception, blunders, and elements that influence their pronunciation.

REFERENCES

- Agistiawati, E., & Asbari, M. (2020). Pengaruh Persepsi Siswa atas Lingkungan Belajar dan Penguasaan Kosakata terhadap Kemampuan Berbicara Bahasa Inggris Siswa Sekolah Menengah Atas Swasta Balaraja. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 513–523. <https://ummaspul.e-journal.id/Edupsyscouns/article/view/516>
- Binkley, J. K. (2022). Investigating the Role of Phonological Awareness in the Training of Phonetic Transcription with SLP Students. *Dissertations and Theses*. <https://red.library.usd.edu/diss-thesis/73>
- Collins, B., Mees, I. M., & Carley, P. (2019). Practical English phonetics and phonology: A Resource Book for Students, Fourth Edition. *Practical English Phonetics and Phonology: A Resource Book for Students, Fourth Edition*, 1–318. <https://doi.org/10.4324/9780429490392>
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson.
- Elvionita, E. (2019). An analysis of students' errors in pronouncing English consonants at senior high school Muhammadiyah 1 Pekanbaru. *State Islamic University of Sultan Syarif Kasim Riau Pekanbaru*.
- Ghorbani, M. R. (2019). The effect of phonetic transcription on Iranian EFL students' word stress learning. *Journal of Language and Linguistic Studies*, 15(2), 400–410. <https://doi.org/10.17263/jlls.586079>
- James, C. (2013). Errors in Language Learning and Use. *Errors in Language Learning and Use*. <https://doi.org/10.4324/9781315842912>
- Tantisari, D., Sari, S. W., Reevenza, E. P., Az-Zahra, J. K., Febriani, P. A., Azzahra, R. J., & Novsya, T. (2025). Investigating the vocabulary level on mispronunciation among eighth-grade students in SMPN 11 Bekasi. *Stairs: English Language Education Journal*, 6(1), 33-43.

- Jannah, R. (2021). *An Analysis of Students' Ability in Pronouncing Vowel Sounds at The Fifth Semester Students in English Education Department of State Islamic University of Sultan Syarif Kasim Riau*. Doctoral Dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Kelly, G. (2008). How to teach pronunciation. In *Les Cahiers de l'APLIUT*, 27 (3), 112–114). <https://doi.org/10.4000/apliut.1350>
- Kirchner, R. (2019). *Chapter 1 – Phonetics and phonology: understanding the sounds of speech*. 1–36.
- Kobilova, N. R. (2022). Importance of Pronunciation in English Language Communication. *Academic Research in Educational Sciences*, 3(6), 592–597.
- Kosasih, A., & Apriliyanti, D. L. (2020). Should English Lesson Be Abolished At the Elementary School Level? English Teachers' and Parents' Dilemma of the 2013 Curriculum. *PROJECT (Professional Journal of English Education)*, 3(5), 602. <https://doi.org/10.22460/project.v3i5.p602-606>
- Kowal, S., & O'Connell, D. C. (2014). Transcription as a Crucial Step of Data Analysis. *The SAGE Handbook of Qualitative Data Analysis*, 64–78. <https://doi.org/10.4135/9781446282243.n5>
- Ladefoged, P., Johnson, K., & Ladefoged, P. (2006). *A course in phonetics* (Vol. 3). Boston: Thomson Wadsworth.
- Prashant, P. D. (2018). Importance of Pronunciation in English Language Communication. *Academic Research in Educational Sciences*, 7(2), 15–20.
- Syafi'i, A. (2022). Meningkatkan kemampuan berbicara bahasa inggris melalui chart pada siswa sekolah menengah kejuruan (SMK). *Jurnal Guru Indonesia*, 2(6), 408-416, <https://doi.org/10.24127/jgi.v2i6.2735>
- Utami, A. L. (2018). *The Analysis of Junior High School Students' Pronunciation Difficulties in Pronouncing English Consonant Sounds in Private Course in Jambi City*. Undergraduate Thesis. Faculty of Teacher Training and Education, English Department, Jambi University, Jambi.
- Wells, J. C. (2006). Phonetic transcription and analysis. *Encyclopedia of language and linguistics*, 9, 386-396.
- Yasa, I. G. S., & Numertayasa, I. W. (2023). Analisis Kesulitan Belajar Bahasa Inggris Siswa Kelas XII AP 1 SMK Singamandawa Tahun 2023. *Innovative: Journal of Social Science Research*, 3 (6), 5423–5434.
- Yates, L., & Zielinski, B. (2009). *Give it a go: Teaching pronunciation to adults*. Adult Migrant English Program (AMEP) Research Centre, Macquarie University.