Pronunciation Errors in Speaking Committed by Non-majoring English Students: Causes and Solution

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Abstract. Errors produced by students while studying English as a foreign language might reveal their level of difficulty and serve as the foundation for developing an effective teaching and learning method. Therefore, this study aimed to find out the causes of pronunciation errors in speaking skills committed by EFL learners and discover the solutions for both students and teachers. It focused on analyzing the causes of pronunciation errors using a diagnosis proposed by Carl James. The method used in this study was a case study. The researcher used purposive sampling in which the sample was chosen for a specific purpose. Twenty non-majoring English students from International Tourism College got involved as the subject of this research. The data were collected from documentation of speaking diagnostic test results and interviewing the participants based on the test results. The findings reported that there were three causes of pronunciation errors, namely interlingual, intralingual, and communication strategy-based errors. It is advised that in order to address this issue, educators and students work together to increase motivation among students to speak the target language more frequently in all contexts. As a result, this error analysis can be used as a guide when creating a speaking learning plan.

Keywords: Non-Majoring English Students, Pronunciation and Grammatical Errors, Speaking Skills.

Introduction

In mastering the target language, a learner may cope with difficulty. Language learners from nations where English is spoken as a foreign language, according to Ballard and Clanchy (as cited in Abukhadrah, 2015), struggle with word choice, pronunciation, oral production, and comprehension. Oral production refers to speaking skill that needs spontaneity in a real-time situation. Speaking is more difficult for many people to learn a new language than listening, reading, and writing for two reasons, according to Nunan (2003, p. 48). At first, the interlocutor needs to respond as soon as their conversation partners have concluded. Next, they are unable to edit their spoken words, unlike when they write. Therefore, those difficulties probably cause errors for EFL learners in speaking proficiency.

In the teaching and learning process, an error is regarded to be useful for both teachers and students to overcome learning problems. As stated by Keshavarz (2012, pp 57-58), errors can be perceived as a sign that a language is being learned. Examining pupils' errors can reveal information about their proficiency in the target language. We can set up an explanation of the linguistic elements that cause the errors made by the students. Moreover, Khansir (2012) explains that by examining students' errors, teachers can become aware of the challenges that students are facing and provide the right support for them as they learn. As a result, the instructor can concentrate on the learning issues of the learners.

Considering what the researcher discovered in the classroom during the teaching and learning process, the EFL students at International Tourism College (ITC) made errors

with their speaking abilities. Initially, when they were performing in front of the class, they struggled to create the proper sentences. They were conversing in the wrong tenses. In several cases, the teacher rectified the students' errors right away by repeating their words using the correct syntax and pronunciation; in other cases, the corrections were made after the fact. Pronunciation is the next issue, which incorporates intonation. Sometimes, they had trouble pronouncing some words. They mispronounce words even when they are familiar with them. As a result, such errors may impair the students' speaking abilities.

We must pinpoint the errors that students make to more effectively customize the learning process to meet their needs and assist them in overcoming their speaking difficulties. We can determine the reasons behind the speaking errors made by the students by classifying the errors according to their type and cause. Therefore, to support their language development, we must examine their errors by identifying the type and source of the problems.

Ramasari (2017) did a previous study that examined and described the pronunciation errors caused by 37 Indonesian first-semester students in the teacher education program during their speaking. By selecting a topic that had been covered in class for five to ten minutes, the students were asked to record their speaking abilities. The idea of Richard and Corder was applied in the study to classify errors. The results demonstrate that interference, intralingual, and developmental errors are the main causes of errors made by students. To categorize and identify the pronunciation errors made by two groups of fifty Saudi students, Ababneh (2018) carried out a study. Students majoring in English make up the first group, while students majoring in other subjects make up the second. The results demonstrate that the students from two distinct groups made comparable errors. They struggled with vowel sounds and had trouble pronouncing consonants. The source of pronunciation errors might be the student's first language. Al-Tamari (2019) categorized the errors found in his study using the error categorization scheme put forward by Dulay and Burt. The results show that interlanguage errors lead to speech errors, but intralingual errors account for the majority of grammatical errors.

Regarding the researcher's observations, no research has been done in Aceh, Indonesia, on the causes of errors based on James's (2013) classification. Heydari & Bagheri (2012) state that certain experts in the field of second language learning have demonstrated inaccuracies in taxonomies. Carl James then developed the most recent error taxonomy in 1998. For these reasons, the researcher planned to employ Carl James' error classification to carry out a study looking into the causes and remedies of pronunciation problems made by non-majoring English students.

Theoretical Framework
Error Analysis (EA)

Throughout the language learning process, errors made by students are expected in order to enhance the quality of instruction and learning. As to Corder (as referenced in Ts, 2020), an error pertains to the consistent mistakes made by language learners that reveal details about their progress in acquiring the target language. He went on to say that the mistakes show what the student has learned about the linguistic system over the course.

Furthermore, an error is not the same as a mistake, which can also happen throughout the learning process. In language learning, James (2013, p. 78) has distinguished between mistake and error. While a mistake can be self-rectified, an error is an example of a language that has purposefully or inadvertently diverged and cannot be corrected by the student. Additionally, Brown (2007, pp. 257-258) distinguishes between mistake and error. A mistake is defined as a performance error resulting from an unanticipated source or slip. Errors are common among both English language learners and native speakers. This means that an error is a measurable departure that indicates the level of language competency of the learners, but a mistake cannot accurately represent a recognized system.

The examination of learners' challenges in understanding the target language is called error analysis (EA). An area of applied linguistics is error analysis, as James (2013, pp. 1-2) described. Determining the frequency, kind, causes, and consequences of unsuccessful language use is known as error analysis (EA). According to Brown (2007, p. 259), EA is the study of errors made by students, which may be viewed, analyzed, and classified to show the linguistic systems of the students. Furthermore, error analysis (EA) is defined by Ellis and Barkhuizen (2009, p. 51) as a set of procedures for identifying, describing, and explaining the mistakes committed by pupils. Al-Khresheh (2016) asserts that EA is an appropriate methodology for examining the errors made by language learners since it can help determine the root cause of an error and its appropriate treatment.

The "father" of EA, Pit Corder, explains that EA has two objects, i.e. theoretical and applied. The theoretical object is used to explain what and how a learner studies a second or foreign language. Then, the applied object is used to allow the learner to study more appropriately by utilizing our knowledge of the learner's dialect for educational purposes (AbiSamra, 2003). EA contributes to a pedagogy of second language acquisition from a theoretical aspect and an applied one. Thus, the result of analyzing the learners' errors is hoped to be useful for the teaching and learning process.

According to Yang (2010 as cited in Merizawati, 2018), there are three levels of errors in second language acquisition, as follows:

1. Misspellings

     At this level, Yang divided into four types of misspelling: punctuation errors, typographic errors, dyslexic errors, and confusables. In punctuation errors, the learners make errors in exclamation, closing inverted commas, capitals, commas between an antecedent and a restrictive relative clause, and colons. In typographic errors, the learners make typos when writing. In dyslexic errors, the learners feel uncertain in selecting the words that have the same sound or similar spellings. In confusables, the learners get confused with similar-sounding morphemes and words.

2. Lexical Errors

     This level is divided into formal errors and semantic errors. In formal errors, the learners make errors in misselection, misformation, and distortions. In semantic errors, the learners make errors due to confusion of sense relations and collocational errors.

3. Pragmatic Errors (Pragmalinguistic deviations)

     In pragmatic errors, the learners make errors when the speaker encodes the message inappropriately. Moreover, there are some improper sources, such as taboo, value and power, and social distance.

The Causes of Pronunciation Error

There are various causes of errors in EA, and different specialists have different theories about where the errors come from. According to Brown (2007, pp. 263-266), there are four categories of sources of errors: communication techniques, the environment of learning, intralingual transfer, and interlingual transfer. The diagnosis of the error caused by James (2013, pp. 178–200), who categorizes the errors into:

1. Interlingual errors

     The native language has an impact on these kinds of errors, which affects the acquisition of the target language. Another name for it is "mother-tongue influence." The learners' mother tongue does not pronounce it with the same symbol. As a result, students might write the word in the same way as they would in their native tongue (Subandowo, 2017).

2. Intralingual errors

     These errors, which include misleading analogies, misanalysis, insufficient rule application, taking advantage of redundancy, ignoring co-occurrence limits,

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hypercorrection or monitor overuse, overgeneralization, and system simplification, are all produced by the target language itself. Learners of language are not proficient in phonetics and pronunciation (Sembiring & Fiber, 2016).

3. Communication strategy-based errors

   These errors are separated into two categories: analytic strategies, or circumlocution, and holistic strategies, or approximation. When employing a holistic approach, students can approximate when speaking the target language; for example, if they can say X, they can also say Y. In order to refer to the intention, students use the analytical technique to determine the referent's criterion attribute.

4. Induced error

   Each of these errors happen when teachers give students the wrong definitions, examples, and explanations; occasionally, they may happen when students fail to comprehend what the teacher is attempting to teach them. Stated differently, the following factors contribute mostly to errors during the teaching and learning process: mistakes caused by materials, mistakes caused by teacher speak, mistakes caused by exercises, mistakes caused by pedagogical priorities, and mistakes produced by look-ups.

Previous Study

A group of advanced-level students of English made numerous errors in all the foregoing categories, such as pronunciation and grammar (Hojati, 2013). Errors can be committed not only by advanced learners but also by beginners. Thus, there are several previous studies conducted by some researchers on learners' errors in speaking. Al-Tamari's (2019) study attempts to categorize speaking errors and clarify errors produced by Arabian pupils. The researcher groups the errors found by applying the error classification scheme put forth by Dulay and Burt. According to the study's findings, interlanguage errors lead to pronunciation errors, but intralingual errors are mostly responsible for grammatical errors.

To categorize and identify the pronunciation errors made by two groups of fifty Saudi students, Ababneh (2018) carried out a study. Students majoring in English make up the first group, while students majoring in other subjects make up the second. In this study, which combined quantitative and qualitative methods, students were asked to pronounce written words. The results demonstrate that the pupils struggled with vowel sounds and consonant sounds that were absent. Overall, there were similarities between the pronunciation problems made by the students in the two groups, suggesting that the students' native language could be the cause.

Fitriani and Zulkarnain (2019) conducted another study intending to identify the typical speech errors and learning experiences of vocational college students in Banda Aceh. In addition to recording the students' speaking performances, this qualitative-quantitative study also distributed questionnaires. According to the survey, grammar, and pronunciation errors are most frequently made when speaking. Grammatical errors include language tenses and plural morphemes, whilst pronunciation errors range from vowel to consonant production. In this regard, the students agreed that they occasionally made errors in grammar despite their efforts to speak English correctly.

Materials and Method

This study uses a qualitative descriptive design. At the International Tourism College (ITC) in Banda Aceh, Indonesia, EFL learners frequently make pronunciation mistakes. The researchers discovered and characterized the reasons of these problems and developed a strategy that both students and teachers can use to correct them. Carl James' error classification was used by the researchers to analyze the errors. To gather specifics, the researcher employed a case study that concentrated on a single entity, like an individual, a group, or a community. A case study is a particular model Louis et al. (2018) that can be

used to report on in order to explain a general concept. Because the researcher watches the influence in a natural situation during the study, a case study can also demonstrate cause and effect. Next, rather than using numbers to explain the data to be conveyed, words were used.

Twenty students, ages 18 to 22, were the study's subjects; twelve of them were female and eight were male. Purposive sampling was utilized in this study, meaning that the sample was chosen with a specific goal in mind—that is, the learners had completed an ITC General English course. ITC is a professional training center that gets aspiring business owners and prospects for employment ready. The hotel, web programming, and airline programs are managed by this college.

To gather data for this study, speaking diagnostic test result document and an in-depth interview were utilized. Using an interview guide, the researchers devised five questions to elucidate the errors made by the students based on the speaking diagnostic test findings documents. Al-Tamari's (2019) questions regarding the comments from the students were adapted and modified to form the interview guide. A list of pertinent questions for every participant is provided in the interview guide (Patton, 2002, p. 343). Semi-structured interviews are the type employed in this study. According to Dörnyei (2007, p. 136), semi-structured interviews are frequently employed in applied linguistics research. Although the structure is open-ended, this kind of interview adheres to the planned questions or interview guide. Because of this, intriguing topics may arise throughout the semi-structured interview depending on the participants' answers.

The researcher used an interview guide to conduct in-person interviews with the students and recorded their responses after reviewing the test results from the document and determining the reasons for any errors. By inquiring about the students' learning techniques, motivation, and challenges with learning the target language, this interview helped to clarify the errors made by the students.

Results and Discussion
Results

In order to determine the reasons behind the pronunciation problems, the researcher in this study examined the speaking diagnostic test result document. Interviewing the participants helped to improve the data by identifying strategies for teachers and students to address pronunciation issues.

The Causes of Pronunciation Error

An interlingual error impacted by the learners' mother tongue is the initial source of the error. The researcher contrasted the errors made by the learners with their native Indonesian language.

Table 1.
Interlingual Error in Pronunciation

Word	Correct Pronunciation	Learners' Error	Contrast
around	/əˈraʊnd/	/əron/	
breakfast	/ˈbrekfəst/	/brikfəs/	
last	/læst/	/les/	no final sound
mount	/maʊnt/	/mon/	
think	/θɪŋk/	/ting/	
think	/θɪŋk/	/ting/	
bath	/bæθ/	/bet/	[θ] → [t]
teeth	/tiːθ/	/tit/	
something	/ˈsʌmθɪŋ/	/samtɪng/	
motivation	/ˌməʊtɪˈveɪʃn/	/motifasyen/	[v] → [f]
university	/ˌjuːnɪˈvɜːrsəti/	/unifersiti/	

event	/ɪˈvent/	/efən/	
very	/ˈveri/	/feri/	
novel	/ˈnɑːvl/	/nofel/	
that	/ðæt/	/det/	
this	/ðɪs/	/dis/	[ð] → [d]
then	/ðen/	/den/	
another	/əˈnʌðər/	/ənodər/	
clothes	/kləʊðz/, /kləʊz/	/klos/	
music	/ˈmjuːzɪk/	/musik/	[z] → [s]
because	/bɪˈkəz/, /bɪˈkɔːz/	/bikaus/	
exactly	/ɪgˈzæktli/	/egzakli/	
college	/ˈkɑːlɪdʒ/	/koledʒ/	[ɪ] → [e]
English	/ˈɪŋglɪʃ/	/english/	
another	/əˈnʌðər/	/ənodər/	
brother	/ˈbrʌðər/	/brodər/	
young	/jʌŋ/	/yong/	[ʌ] → [o]
cousin	/ˈkʌzn/	/kozin/	
done	/dʌn/	/don/	
o'clock	/əˈklɑːk/	/əklok/	
competition	/ˌkɑːmpəˈtɪʃn/	/kompətesyen/	
mom	/mɑːm/	/mom/	[ɑː] → [o]
follow	/ˈfɑːləʊ/	/folou/	
novel	/ˈnɑːvl/	/nofel/	
popular	/ˈpɑːpjələr/	/populər/	
pray	/preɪ/	/prai/	[eɪ] → [ai]
play	/pleɪ/	/plai/	
around	/əˈraʊnd/	/əron/	
mount	/maʊnt/	/moun/	
now	/naʊ/	/nou/	[aʊ] → [ou]
house	/haʊs/	/hos/	
how	/haʊ/	/how/	

The cause of interlingual pronunciation errors is shown in Table 1. The final sound contained the first contrastive sound arising from the original language and the target language. This section has five words—"around," "breakfast," "last," "mount," and "think"—that the students mispronounce. The stop final consonants, which are the sounds of /d/, /t/, and /k/ in each word, were not pronounced by the students. This mistake might have been influenced by their native tongue.

The consonant sound produced the following contrastive sound. Because of their native tongue, the students mispronounced the consonants in /θ/, /v/, /ð/, and /z/. They pronounced the sound /θ/ into /t/ for the words think /□ük/, bath /baeμ/, teeth /tiˑ□/, three /θriˑ/, and something /ˈsʌm□√. They also mispronounced other consonant sounds/v/ into /f/ in the phrases motivation/ˌməʊtïveɪʃn/, university/ˌjuːnïvɜːrsəti/, event/ïvent/, very/ˈveri/, and novel/ˈnɑ\vl/. Then, in terms like that (ðaet), this (ðɪs), then (èen), and another (ˈnʌðər/), the pupils pronounce the consonant sound /ð/ as /d/. The last consonant, /z/, was mispronounced by the students as /s/ in the terms clothes (kləʊz/), music (ˈmjuːzɪk/), and because (bɪˈkəz/).

The students also made errors in diphthong and monophthong when it came to the vowel sound. The learners mispronounced the sounds /ɪ/, /ʌ/, and /ɑ√ in monophthong. In the words exactly/ɪğzaektli/, college/ˈkɑ\lɪdʒ/, and English/ˈüglɪʃ/, they mispronounced /ɪ/ as /e/. In the words another/ənóðər/, brother/ˈbróðər/, young/jó√, cousin/ˈkŌzn/, and done/dŌn/, the /ʌ/ is also pronounced into /o/. The monophthong sound /ǎ/ is also impacted by their mother tongue. Examples of this sound are the words o'clock (klǎk/), competition (kɑ\mpǝʈʃn/), follow (fɑ\ləʊ/, novel (ṅɑ\vl/), popular (ˈp̂\pjələr/), and mom (mǎm/).

Because of their mother tongue, the learners mispronounced the sounds /eɪ/ and /aʊ/ in the diphthongs. The sound /eɪ/ was mispronounced as /ai/. The learners mispronounced the words pray (preɪ/) and play (ple̯/) as /prai/ and /plai/, respectively, since they pronounced the words differently than what was written. In terms like around/əˈraʊnd/, mount/maʊnt/, now/naʊ/, house/haʊs/, and how/haʊ/, the sound of /aʊ/ was pronounced as /ou/.

Table 2.
Intralingual Error inPronunciation

Word	Correct Pronunciation	Learners' Error	Contrast
daughter	/ˈdɔːtər/	/daftər/	
half	/hæf/	/helf/	
listen	/ˈlɪsn/	/listən/	silent letter problem
high	/haɪ/	/haig/	
hour	/ˈaʊər/	/haur/	
masque	/mɑːsk/	/maskiu/	
breakfast	/ˈbrekfəst/	/brikfəs/	
wear	/wer/	/wir/	[e] → [i]
bread	/bred/	/brid/	
nervous	/ˈnɜːrvəs/	/nefərs/	
purpose	/ˈpɜːrpəs/	/propəs/	similar to other words in TL
thirty	/ˈθɜːrti/	/triti/	
uniform	/ˈjuːnɪfɔːrm/	/yunifrom/	

The intralingual error cause that is affected by the target language is shown in Table 2. Words without sound provide a problem. Words like "daughter" were still pronounced by the students as /ˈdɔ\tər/. The children pronounce the silent letter [gh] as the sound /f/, similar to the word "enough." Furthermore, the pupils accurately pronounced the sounds /l/ in the word half (haef), /t/ in the word listen (ˈlɪsn/), /g/ in the word high (haɪ/), and /h/ in the word hour (ˈaʊər/). The learners pronounced the word masque/mǎsk/'s last syllable [que] as they would have the letter [q] in the target language.

The students mispronounced the sound of /e/ in the terms bread/bred/, wear/wer/, and breakfast/ˈbrekfəst/, which is a type of pronunciation error known as misselection. The letter [e] was alphabetically pronounced by them. In such words, it becomes /i/.

The learners misordered the sounds in the word, which is a type of pronunciation problem. For example, the pronunciation of the word anxious, /ˈnɜːrvəs/, is nearly identical to that of the word never, /ˈnevər/. The student blended the pronunciation into /nefərs/ as a result. Next, there is a similarity between the words propose (prəˈpəʊz/) and purpose (ˈpɜ\rpəs/). As a result, the student spoke it as /propəs/. Subsequently, the number three/θriː/ is referred to by the phrase thirty/ˈ□ːrti/. As a result, the student mispronounced it as /triti/. Uniform is the final word (/ˈju\nɪfɔ\rm/). This word's last syllable, [form], sounds like the word from, /frɑːm/. As a result, the student mispronounced it as /yunifrom/.

Table 3.
Communication Strategy-based Errors in Pronunciation

Word	Correct Pronunciation	Learners' Error	Contrast
take	/teɪk/	/tek/	
face	/feɪs/	/fis/	[eɪ] → [e] / [i]
translate	/trænzˈleɪt/	/translit/	

The cause for pronunciation errors in communication strategy is shown in Table 3. The learners mispronounced the sound [eɪs] as /e/ and /i/ in this error. For example, the learners mispronounced the verb take as /tek/. The learners pronounced the words face

(/feɪs/) and translated (/traenzˈleɪt/) as /fis/ and /translit/, respectively. Based on their understanding of the target language, they employed these terms approximatively.

According to this study, pronunciation problems were mostly produced by interlingual errors, which were followed by intralingual and communication strategy-based errors. The learners mispronounced final sounds (/d/, /t/, & /k/), consonant sounds (/θ/, /v/, /ð/, & /z/), vowel sounds (/ɪ/, /ʌ/, & /ɑː/), and diphthong sounds (/eɪ/ & /aʊ/) in their interlingual errors. When making intralingual errors, the students mispronounced silent letters, the vowel sound (/e/), and sounds that were similar to those of another word in the target language. Next, in terms of communication strategy-based errors, the students mispronounced the diphthong sound (/eɪ/).

The Solutions for the Students and Teachers to Solve the Errors

The researcher questioned the students about their English-speaking errors during the interview. To identify the errors and look into their difficulty, this interview employed the Indonesian language to create a solution that would work for both the teachers and the students. The researcher translated the interview into English before presenting the results.

1. The learners' reason for making errors

    Out of the twenty participants, nine acknowledged that their first language also affected their ability to speak English when asked why they made those errors. Due to they were not used to speaking English, they just said what was on their mind. They know the word, then they pronounce it seems like how it is written. The sound they pronounced referred to an Indonesian sound, even though it was an English word. Then, the rest of the students conveyed that they spoke too fast so they missed some sounds like the final consonant sounds. The other students also made errors because they were nervous, forgetful, had dental problems, and were accustomed to making errors.

2. The learners' learning strategy in using dictionary

    When it comes to learning how to use a dictionary, the majority of them use both an electronic and book dictionary. Some people prefer the more accessible and efficient electronic dictionaries, like Google or other mobile applications. They said that they could hear how it was pronounced directly. Some others only use a book dictionary due to the instructor asked them to bring it to the class while learning. During the learning process in the classroom, they faced a new word that they did not know the meaning of and how to pronounce. Hence, they were asked to look up the dictionary to find the meaning and pronunciation.

3. The frequency of speaking English

    When asked how often they use English, the majority of them admitted that they don't speak it very often because they mainly use it in the classroom. When they were learning, their teacher instructed them to talk in English. When they encounter the teacher outside of the classroom at the college, they must also say hello in English. They admitted that they had no friends to talk to in English outside the college. Hence, the chance to speak English is very limited due to there being no interlocutor. Some others also stated that they only communicate in English when they are with someone who does, such in an online game or when they meet up with buddies from boarding school. As a result, kids could practice speaking English more and have the conversation conducted in that language.

Discussion
The Causes of Pronunciation Errors

According to this study, pronunciation problems were mostly produced by interlingual errors, which were followed by intralingual and communication strategy-based errors. In their interlingual errors, the learners mispronounced vowels (/ɪ/, /ʌ/, & /ɑ/), diphthongs (/eɪ/ & /aʊ/), omitted words, and spelled words incorrectly. The learners made misordering,

overinclusion, and misselection of the vowel sound (/e/) when making intralingual pronunciation errors. Subsequently, in terms of communication strategy-based errors, the students mispronounced the diphthong sound (/eɪ/).

These results, which relate the causes of error, generally support the work of other studies in this field. According to a study by Ramasari (2017), non-majoring English students' errors were caused by interference errors, intralingual errors, and developmental errors. They mispronounced vowel sounds (/ae/) and consonant sounds (/b/, /ð/, /z/, & /v/). The learners' mother tongue may have had an impact on them when they committed this error. The current study's findings are consistent with Fitriani and Zulkarnain's (2019) subsequent investigation. In the earlier study, the students also made errors with diphthongs (/eɪ/, /aɪ/, /əʊ/, & /eə/), vowels (/uː/, /ə/, /ɜ/, /ʌ/, & /ɔ/), and consonants (/s/).

For Arabian students, the finding of a study conducted by Al-Tamari (2019) shows the same result interlingual errors cause pronunciation errors. The Arabian students also had problems with consonant and vowel sounds, such as /p/, /v/, and /əː/. Other Saudi students also indicate similar findings to a study conducted by Ababneh (2018). In that previous study, the findings show that the students had difficulty in vowel sounds (/ɪ/, /e/, /iː/, /ɔ/, and /æ/), diphthong sounds (/ei/ & /əʊ/) and consonant sounds (/p/ & /v/) and the source of pronunciation error might be the student's first language.

It is interesting to note that one distinct cause of pronunciation problems in these studies is communication strategy-based errors. The learners' use of an analytical or holistic approach resulted in the errors. The students overused terms to convey their ideas, or they felt that if they could say "A," they could also say "B." Errors based on communication strategies may be the source of these mistakes.

The Solutions for the Students and Teachers to Solve the Errors

From the data in the interview, the researcher offers some suggestions to the students and teachers to solve the errors, as follows:

1. For the students

The results of this survey showed that the students admitted to using English very infrequently. Since the teacher asked them to speak in English, they only spoke in English in the English class or when they spoke with the teacher outside of it. The kids' lack of an English discussion partner is the root of this issue. The interlocutor is necessary to help the pupils improve their English-speaking skills. This study's conclusion is consistent with that of Rahmaniah and Asbah (2019). The lack of an English-speaking community and infrequent use of the language were external factors contributing to the learners' substantial speaking difficulties.

We can conclude from the error findings that the pupils still require additional practice speaking English as the target language. By learning the vocabulary by heart, they have increased their vocabulary. However, learners could forget the terminology if it is not used frequently. Additionally, they mispronounce the word. The pronunciation and spelling of English terms vary (Achmad & Yusuf, 2014). Consistent with the aforementioned concepts, our results imply that students can participate in an activity that highlights speaking in a real-world setting. Furthermore, as motivation has an impact on learning, it is critical to think about raising pupils' motivation levels when they are learning English. High-motivation language learners found it easier to pick up the target language (Jafari, 2013). High motivation may push students to participate in extracurricular activities that push them to use English outside of the classroom, such as joining an English club or following the English community, to increase their exposure to the language. For students to practice English more frequently, they must be involved in the English community. Examples of this include joining an English club or befriending English speakers.

2. For the teachers

Teachers can be a planner and facilitators in every teaching and learning process in the classroom. Peer correction and group interaction, as well as the

creation of new teacher strategies and a stronger emphasis on the needs of individual students, have all had an impact on pedagogical approaches to teaching English (Adams-Goertel, 2013). Therefore, it can be recommended that the students engage in group interaction, peer correction, and real practices. Moreover, speaking activities can be varied. Vũ (2013) suggested that the teachers can apply group work or pair work, such as an interview or telephone conversation. Teachers need to encourage the students in every speaking activity in the classroom and plan the learning strategy carefully. As a result, educators must also create fresh approaches to instruction.

In the case of error correction, teachers should pay more attention to how to correct the learners' errors. According to a research finding conducted by Amara (2015), the learners' affective factors and the effectiveness of the error correction should be considered by the teacher during the teaching and learning process. The teacher has to be careful in making corrections to the learners' errors to not decrease their motivation in learning the target language.

Furthermore, teachers can correct errors made by students to enhance language acquisition. Additionally, they can create an activity that makes students more eager to study English. Achmad and Yusuf (2014) concluded some activities can improve learners' pronunciation in English, i.e., identifying minimal pairs, listening dictation, rhymes and limericks, and 'describe and demonstrate' speaking activities. This makes language learning probably more engaging for both teachers and students.

Conclusion

Based on the research problem's discussion and conclusions, it can be said that there are three reasons why students make pronunciation errors when speaking: intralingual, interlingual, and communication strategy-based errors. For the most part, the learners' interlingual errors were negative transfers from their mother tongue. Their pronunciation was affected by their mother tongue. For the intralingual errors, the learners then committed errors in misanalysis or overgeneralization towards the target language. Finally, errors based on communication techniques have been observed in both analytical and holistic strategies. To reduce pronunciation errors, learners should be more motivated to utilize the target language outside of the English classroom. This will benefit both teachers and students. High motivation from the students is necessary to support language learning. They can so become members of an English community or group. To help students become more proficient speakers, teachers can also create lesson plans that include activities like minimal pair identification, listening dictation, rhyming and limericks, and speaking exercises (role-play, interview, discussion, and others). These techniques can increase the number of possibilities for speaking practice for the pupils. As a result, it can aid learners in pronouncing words correctly in English.

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