

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The research design employed in this research was Descriptive Qualitative. Qualitative research is a research method that aims to explore and understand a phenomenon from the point of view of the research subject under study. According to Creswell (2009), “Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. The descriptive qualitative approach was chosen because it is in accordance with the research objectives, namely to explore the subject's experiences and perspectives in depth related to the phenomenon under study. In this approach, the researcher acts as the main instrument in the data collection and analysis process, which is carried out through tests, interviews, and documents. These techniques allow for rich data collection, resulting in complex descriptions and rich narratives.

The main objective of this design is to provide an in-depth understanding of the research context and to authentically voice the perceptions and experiences of the research subjects. Qualitative researchers focus on the study of social phenomena and voice the feelings and perceptions of the participants studied (Lodico *et al.*, 2006). This mass of information has to be organized, summarized, described and interpreted (Lacey & Luff, 2001).

#### B. Subject of Study

In this study, researchers will choose SMA Negeri 1 Sukadana which is geographically located on model road No.11 Sukadana in Sutra Village, Sukadana District, North Kayong Regency, West Kalimantan Province. There are 5 classes of students in grade XI of SMA Negeri 1 Sukadana, but researchers chose 1 class for this study. The researcher chose class XI B, the selection of this class was based on pre-observation. That

the students in the class had significant difficulties in pronouncing English vocabulary.

### **C. Technique of Data Collection**

Data collection techniques are an important step in research because they allow valid and accurate information to be obtained to answer research questions. According to Creswell (2009), “Discussion of data collection should include the purposeful sampling approach and the forms of data to be collected (i.e., observations, interviews, documents, audiovisual materials)”. In this study, the researcher used direct methods, specifically tests and interviews, to gather data on students’ pronunciation difficulties in English vocabulary. Test is a data collection method used to measure the ability or knowledge possessed by the research subject. “To measure research subjects in various aspects such as knowledge, skills abilities, a test can be used in the form of several questions or worksheets” (Rachmad *et al.*, 2024:176). The test technique is a technique used by carrying out tests in the form of questions that must be answered, questions that must be responded to or tasks that must be carried out by the person being tested (Syahrudin, 2021:29). Following the test, interviews were conducted to explore deeper insights into the internal and external factors influencing students’ pronunciation. Research interviews are customized conversations between researchers and participants to get answers to research questions (Merriam & Tisdell, 2016). The researcher prepared 11 semistructured interview questions specifically designed to explore the various factors contributing to the pronunciation difficulties experienced by students. This approach allowed the researcher to collect more comprehensive data regarding students’ learning experiences, challenges and perceptions in English vocabulary pronunciation.

#### **D. Tools of Data Collection**

Data collection tools are instruments used to measure, observe, and obtain information from research subjects. The following are the techniques used in this study direct communication. According to Rachmad *et al.*, (2024:116) “data collection instruments are tools for obtaining data in the field”. “To collect information from sources, the following tools are needed: Tests, interview guidelines, observation guidelines, and documents” (Rachmad *et al.*, 2024:116). The data collection tools that will be used to support data collection in this study are pronunciation tests, interview guidelines, and documentation.

##### **a. Pronunciation Test**

In this study a text-based pronunciation test consisting of 20 target vocabulary will be used, which is divided into two categories: 10 vowel vocabulary and 10 consonant vocabulary. Vowel vocabulary includes terrible, everyone, defeat, brave, young, decided, acceptance, awoke, actually, and villagers, while consonant vocabulary includes trembled, knights, countries, shoemaker, sulphur, mustard, quickly, bushes, swallowed, and exploded. All of these vocabularies are taken from narrative texts in grade XI English textbooks, in order to fit the authentic learning context. The selection of vocabulary from the narrative text was based on the consideration that the pronunciation of vocabulary in the context of reading as a whole can provide a more accurate picture of students' pronunciation ability than the pronunciation of words separately. In addition, in accordance with the focus of the study, vocabulary was chosen because it is the basic unit in speaking. This test format was chosen to see how students pronounce the target vocabulary in a natural sentence context, so that it can reflect their pronunciation ability in actual language use.

After the test, the researcher will analyze the pronunciation of the 20 vocabulary words to identify students who have pronunciation difficulties. Students who show significant pronunciation errors will be the focus of the follow-up interview stage, in order to explore more deeply the factors that

cause these errors. A total of 32 students of class XI B SMA Negeri 1 Sukadana will take this test to find out their level of difficulty in pronouncing English vocabulary. To ensure accuracy in data collection and analysis, the entire pronunciation process will be recorded using an audio recorder.

b. Interview Guidance

Interview guidance is an important tool in qualitative research to collect rich and in-depth data through purposeful conversations. Ardiansyah *et al.*, (2023) states that the interview guide contains a list of questions or topics to be discussed in qualitative interviews. “Interviews will be conducted if the researcher asks general, open-ended questions to one or more participants and records their answers (Creswell, 2012:217)”. In this study, the type of interview used was a semistructured interview. Semistructured interviews were chosen because they provide a balance between structure and flexibility. This type allows the researcher to follow the interview guidelines that have been prepared, while providing space to ask follow-up questions based on the respondent's answers. According to (Merriam & Tisdell (2016), semistructured interviews provide a balance between structure and flexibility, so that researchers can collect relevant and in-depth data without losing focus on the research objectives. The interviews in this study will focus on two main categories that affect pronunciation: internal and external factors. Internal factors include several indicators, such as age of acquisition, motivation and attitude, and levels of confidence and anxiety. Meanwhile, external factors include instruction and feedback, cultural identity and sociolinguistic factors, and the role of technology and media. To dig deeper into the various factors that contribute to students' pronunciation difficulties, the researcher has prepared 11 semi-structured interview questions. This interview conducted to 5 students of class XI B at SMA Negeri 1 Sukadana, who were selected based on the results of the pronunciation test. These participants were identified as those

who exhibited the significant pronunciation difficulties, and were therefore considered capable of providing rich and relevant data for further analysis.

### **E. Technique of Data Analysis**

Data analysis is the process of organizing and interpreting data to find meaningful information. Hardani *et al.*, (2020:161-162) states that “data analysis is a process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, breaking down into units, synthesizing, compiling into patterns, which are important and which will be studied, and making conclusions so that they are easily understood by themselves and others”.

This process involves not only collecting data, but also organizing the data in such a way that it can reveal important insights. Data analysis is an important part of research as it helps researchers make sense of the information collected, identify patterns, explore key relationships, and uncover significant insights. As such, the results of data analysis provide a solid basis for answering research questions and drawing conclusions that are supported by evidence.

In this study, a qualitative descriptive approach was used to analyze students' pronunciation difficulties. The researcher used triangulation techniques to ensure the validity of the data. According to Creswell (2012), Triangulation is the process of corroborating evidence from different individuals, types of data, or data collection methods in qualitative research. To increase the credibility of the findings, researchers applied source triangulation by integrating data from various methods, such as tests, interviews, and documentation.

According to Miles & Huberman (1994), activities in data analysis, namely data reduction, data display, and conclusion drawing/verification.

#### **a. Data Reduction**

Data reduction in qualitative analysis is a process of simplifying, focusing, and filtering the data collected during the research. The goal is to

transform the abundant data into meaningful and understandable information. The data obtained from the field is quite a lot, and for that, it needs to be recorded carefully and in detail. The longer the researcher goes into the field, the more the amount of data will be numerous, complex, and complicated. For this reason, it is necessary to analyze the data through data reduction.

According to Miles & Huberman (1994:10), “data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions”. Thus the reduced data provides a clearer picture and makes it easier for researchers to carry out further data collection, and search when needed. Data reduction can be assisted with electronic equipment such as computers by providing codes on certain aspects. With the reduction, the researcher summarizes, takes the main, important data, and makes categories. Data that is not important is discarded because it is considered not important to the researcher.

b. Data Display

After the data has been reduced, the next step is to display the data. Data presentation in qualitative analysis is an important step in transforming raw data into meaningful and easily understood information. The goal is to communicate research findings to the audience effectively and interestingly. According to Miles & Huberman (1994:11), “display is an organized, compressed assembly of information that permits conclusion drawing and action”. Viewing a display allows us to understand an event, and then analyze it further or act on our understanding.

c. Conclusion Drawing/Verification

Conclusion drawing in qualitative data analysis is the final stage of the research process which aims to interpret research findings and formulate broader meanings from the results of the analysis. The resulting conclusion must be based on the data that has been collected and analyzed, and connected to the context and objectives of the research. Conclusion drawing

and verification: aiding the analyst to interpret displayed data and to test or confirm findings (Miles B. Matthew, Huberman Michael A., 2014). Verification is an important process to ensure that the conclusions drawn are valid and consistent with existing evidence. This process can be done by testing the findings through additional data or conducting in-depth discussions on patterns that emerged during the analysis. Thus, the final conclusions produced have a strong basis to answer the research questions and make a meaningful contribution to the study conducted.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Findings**

Based on the results of the research, it was found that students at SMA Negeri 1 Sukadana have difficulties in pronouncing English vocabulary. The difficulty is not only influenced by the type of vocabulary, but also by various internal and external factors. The following is a description of the most dominant words that are difficult to pronounce and the factors that affect students' pronunciation.

##### **1. The most dominant words that students find difficult to pronounce**

The present study aims to find out which words are the dominant difficult to pronounce by students at SMA Negeri 1 Sukadana, as well as the factors that influence the difficulty of pronunciation of English vocabulary. The research data was obtained through a pronunciation test given to 32 students and interviews conducted with 5 students. The pronunciation test consisted of 20 English vocabulary words, which were divided into two categories: 10 vowel vocabulary words and 10 consonant vocabulary words. Vowel vocabulary includes terrible, everyone, defeat, brave, young, decided, acceptance, awoke, actually, and villagers, while consonant vocabulary includes trembled, knights, countries, shoemaker, sulphur, mustard, quickly, bushes, swallowed, and exploded. Based on the test results, it was found that pronunciation difficulties were more common in consonant vocabulary than vowel vocabulary. Among the 32 students who participated, 18 students had difficulty in pronunciation of consonant vocabulary, 8 students had more difficulty in vowel vocabulary, and 6 students had both consonant and vowel difficulties.



Pronunciation difficulties in consonant vocabulary commonly occur in words such as Knights, Bushes, Trembled, Shoemaker, Swallowed, and Mustard. Many students omit the initial /k/ sound in Knights, as well as the final /d/ sound in Swallowed, Trembled, and Exploded. Furthermore, the /ʃ/ sound in Bushes is often mispronounced as /s/, resulting in a pronunciation that sounds like busis. In terms of vowel vocabulary, the words that students most frequently struggle with are young, terrible, acceptance, and villagers. These difficulties are often related to the pronunciation of long vowels and vowel combinations that are not commonly found in the Indonesian language.

In addition to recapitulating the types of vocabulary pronunciation difficult, researchers also gave pronunciation test scores to each student based on the predetermined assessment rubric. The score is given in the value range of 1 to 5, with the criteria score 1 means pronunciation difficult occur frequently but can still be understood, and score 5 means pronunciation is equivalent to educated native speakers. Based on the results of the pronunciation test conducted on 32 students, the results showed that 18 students scored 1, 7 students scored 2, and 7 students scored 3. There were no students who scored 4 or 5.

The results of this scoring indicate that the majority of students are in the category of pronunciation that is often wrong but still understandable, and some others are in the category of accent understandable although quite often wrong. These scoring findings are in line with the vocabulary pronunciation difficult data, where students with a score of 1 generally experienced dominant difficult in consonant vocabulary, especially in the words knights, swallowed, trembled, bushes, and shoemaker. meanwhile, students with scores 2 and 3 still experience pronunciation errors, but the frequency is less, especially in consonant vocabulary that has the final /d/ sound, the

initial /k/ sound in the word Knights, and the /ʃ/ sound in Bushes and Shoemaker.

Thus, the pronunciation test results and pronunciation test scoring data reinforce the findings that consonant vocabulary pronunciation difficult are more dominant than vowel vocabulary, and in general the English pronunciation of SMA Negeri 1 Sukadana students are still in the basic to intermediate category.

## **2. Factors of pronunciation difficulties affecting students' English vocabulary**

The researcher limited the analysis to three internal indicators and three external indicators because these six factors were the most dominant factors based on the pre-observation results and appeared most often in the learning context at SMA Negeri 1 Sukadana. The internal factors selected are: age of acquisition, motivation and attitude, and confidence and anxiety. The external factors are: instruction and feedback, cultural identity and sociolinguistic factors, and technology and media. These indicators also informed the development of the interview instrument, to ensure that the data analysis remained focused and aligned with the research objectives. These boundaries are essential to maintain coherence between the theoretical framework, the research instruments, and the descriptive qualitative approach, which emphasizes depth of analysis over breadth of coverage.

The pronunciation difficulties experienced by students are influenced by various factors, which can be classified into internal and external categories. The results of interviews with students at SMA Negeri 1 Sukadana revealed the following:

### **a. Internal Factors Affecting Student Pronunciation**

#### **1) Age of Acquisition**

Most students begin learning English between the ages of 10 and 13. At this age, the ability to imitate the

sounds of a foreign language tends to decline. One student, RA, stated:

*“Saya belajar bahasa Inggris pada usia 12 tahun. Pada usia itu saya belum bisa mempelajari bagaimana pelafalannya, Miss.”*

"I learned English at the age of 12. At that age I could not learn how to pronounce it, Miss."

This quote shows that RA recognized the difficulty of grasping pronunciation patterns when starting to learn English beyond early childhood. The student's statement reflects a reduced sensitivity to phonetic detail, which is common for learners who begin after the so-called "critical period." As a result, these students are more likely to experience persistent challenges in distinguishing and articulating English sounds. Therefore, age of acquisition directly affects students' ability to internalize accurate pronunciation, making it a crucial internal factor in their learning outcomes.

## 2) Motivation and Attitude

Motivation influences students' willingness to practice and improve their pronunciation skills. Students who are highly motivated tend to be more active in the learning process. UN students said:

*“Iya, sangat memotivasi. Hal itu sangat berpengaruh karena jika seseorang ingin berbicara dengan lancar atau memahami film maupun lagu, mereka akan lebih aktif dan sering berlatih, sehingga pengucapannya bisa menjadi lebih baik.”*

"Yes, very motivating. It is very influential because if someone wants to speak fluently or understand a

movie or song, they will be more active and practice often, so that their pronunciation can get better."

This response indicates that motivation is not only present but also closely linked to students' efforts in practicing English pronunciation. The student perceives motivation as a driving force that encourages frequent exposure to English input, which is essential for developing accurate pronunciation. Thus, a positive attitude and intrinsic motivation can significantly influence students' willingness to engage with spoken English and gradually improve their pronunciation performance.

### 3) Confidence and Anxiety Levels

A lack of confidence and anxiety when speaking in front of others can hinder pronunciation practice. RM students revealed:

*"Saya merasa kurang percaya diri saat mengucapkan kosa kata bahasa Inggris, Miss. Bukan hanya takut salah, tapi saya juga sering ragu apakah pelafalan saya sudah benar atau belum."*

"I feel less confident when pronouncing English vocabulary, Miss. Not only am I afraid of being wrong, but I also often doubt whether my pronunciation is correct or not."

This quote shows that emotional barriers such as anxiety and self-doubt inhibit pronunciation practice. When students feel unsure or fear being judged, they tend to avoid speaking opportunities, which slows down their pronunciation development. Therefore, confidence and anxiety are closely tied to the amount of oral practice students are willing to undertake—making them crucial internal factors in pronunciation learning.

## b. External Factors Affecting Student Pronunciation

### 1) Instruction and Feedback

Corrective feedback from teachers is considered helpful by students. PH student said:

*"Iya, guru biasanya langsung membenarkan kalau saya salah sebut. Kadang disuruh ulangi pengucapannya. Menurut saya itu cukup membantu, jadi saya bisa tahu mana yang salah dan benar."*

"Yes, the teacher usually corrects me directly if I mispronounce. Sometimes I am told to repeat the pronunciation. I think it is quite helpful, so I can know what is wrong and right."

This student response illustrates the impact of corrective feedback. Without it, students may continue to mispronounce words and develop fossilized errors. However, when feedback is delivered constructively, it raises awareness and promotes more effective learning. Thus, instructional quality and consistent feedback play a vital role in shaping students' pronunciation development.

### 2) Cultural Identity and Sociolinguistic Factors

Students' regional language and cultural background also influence their pronunciation. RA student explained:

*"Iya, Miss, karena budaya dan bahasa saya beda, jadi saya harus lebih sering dengerin dan baca bahasa Inggris biar bisa pelafalan yang benar. Kadang-kadang cara ngomong di bahasa saya itu beda sama bahasa Inggris, jadi saya harus usaha lebih supaya ndak salah sebut."*

"Yes, Miss, because my culture and language are different, so I have to listen and read English more often so I can pronounce it correctly. Sometimes the

way of speaking in my language is different from English, so I have to put in more effort so I don't mispronounce things."

This comment shows that sociocultural perceptions can create resistance to practicing correct pronunciation. Students may feel self-conscious or uncomfortable when their English speech sounds markedly different from their local norm. Consequently, cultural identity and peer reactions may influence whether students embrace or avoid native-like pronunciation styles.

### 3) Technology and Media

While some students reported listening to English songs daily, only a few regularly watched movies or listened to English podcasts. UN student said:

*"Iya, hampir setiap hari saya mendengarkan lagu berbahasa inggris dari lagu dapat membantu dalam mengenali pelafalan katanya miss."*

"Yes, almost every day I listen to English songs from songs can help in recognizing the pronunciation of miss words."

Listening to English songs helps students develop familiarity with certain word pronunciations. However, songs alone may not provide enough contextual exposure for students to fully grasp pronunciation patterns, especially stress, intonation, or connected speech. Technology and media provide abundant input for pronunciation learning, but students may underutilize available tools. Relying solely on music limits the scope of exposure, while more diversified resources such as English films, audiobooks, or interactive apps can offer more comprehensive and contextualized pronunciation input.

This implies a need for encouraging students to broaden their exposure to spoken English through various media.

## **B. Discussion**

This section presents an in-depth interpretation of the research results obtained through pronunciation tests and interviews. The discussion focuses on answering the research questions and examining the findings by relating them to relevant theories and previous research results. Specifically, this discussion is divided into two main focuses, namely: (1) The most dominant words that students find difficult to pronounce, and (2) analyzing the internal and external factors that influence the difficulty of pronouncing these vocabulary words.

### **1. The most dominant words that students find difficult to pronounce**

Based on the results of the pronunciation test through the reading text “The Dragon of Krakow”, it can be concluded that class X students of SMA Negeri 1 Sukadana have significant difficulties in pronouncing English vocabulary, especially in words that contain foreign consonant and vowels not common in Indonesian. The dominant difficulty lies in the consonant /ʃ/ as in the word shoemaker, /v/ as in the word villagers. These sounds belong to a category that does not exist in the Indonesian phonological system, so students tend to replace them with more familiar sounds or avoid proper pronunciation. According to Ellis (1997), in Second Language Acquisition, phonological differences between L1 and L2 can cause learners to have difficulty producing new sounds that do not exist in their native language. For example, /v/ is often replaced with /f/, which is phonetically closer to the sounds in their native language. This finding is in line with Gulo's (2023) research which also found that students have difficulty in pronouncing foreign consonants such

as [dʒ, θ, ʃ, v], due to the strong influence of the first language as well as the lack of practice in pronouncing these sounds.

Thus, it can be concluded that the difficulty in pronouncing English vocabulary by 10th grade students at SMA Negeri 1 Sukadana is mainly caused by the presence of foreign consonant sounds that do not exist in the phonological system of Indonesian. This causes students to tend to replace or simplify these sounds in accordance with their native language habits.

These difficult indicate a strong influence from the first language or L1 interference, Flege (1995) states that difficulties in second language pronunciation are often caused by differences in phonological systems between the mother tongue and the target language. As a result, students experience obstacles in articulating new sounds that are not recognized in their previous phonetic experience. In addition, difficulties also occur in vowels such as /ʌ/, /ə/, and /ɑ:/, especially in words such as mustard, acceptance, and brave, where students tend to shorten the vowels or equate the vowels with vowel sounds in Indonesian, which has a simpler vowel system. This finding is reinforced by Sariani's (2021) research which notes that students experience mispronunciation of English vowels due to interlingual substitution and misformation caused by the difference in vowel systems between their mother tongue and English.

Therefore, the pronunciation difficulties experienced by students not only include foreign consonants, but are also caused by limitations in recognizing and articulating English vowels that differ from the Indonesian vowel system. First language (L1) interference and differences in phonological systems are the main factors that contribute to these errors.

Furthermore, pronunciation difficult also appear in suprasegmental aspects, such as syllable stress and intonation. Celce-Murcia et al. (2010) states that understanding of suprasegmental



aspects is crucial in improving pronunciation clarity and communication fluency. Many students in this study pronounced long words such as exploded or actually monotonously without proper syllable stress. This condition is in line with the findings of Dewi & Astriyanti (2021) who found that students had difficulty in pronouncing certain sounds due to unfamiliarity with the sound system and stress patterns in English, which are different from Indonesian. This shows a lack of understanding and practice regarding intonation and rhythm in English pronunciation among students.

Thus, it can be concluded that students' weak understanding of suprasegmental aspects, such as syllable stress and intonation, contributes to the lack of clarity and fluency in English pronunciation. This indicates the need for more intensive learning of rhythm and intonation in pronunciation teaching.

Based on the research results, it can be concluded that the dominant difficulty in pronouncing English vocabulary among 11<sup>th</sup> grade students at SMA Negeri 1 Sukadana is foreign consonants, such as the sounds /ʃ/ and /v/, which do not exist in the Indonesian phonological system. This difficulty is caused by the strong influence of the mother tongue (L1) and the tendency of students to replace foreign sounds with more familiar ones. Additionally, students also face difficulties in pronouncing certain vowels and suprasegmental aspects such as stress and intonation. The lack of understanding and practice regarding English sounds and rhythm contributes to these difficulties. Therefore, more intensive and systematic pronunciation instruction is needed to help students improve their accuracy and fluency in English.

## **2. Factors of pronunciation difficulties affecting students' English vocabulary**

Two factors that influence students' difficulty in pronouncing vocabulary, namely internal factors and external factors. Internal

factors are related to situations that arise from within the student, while external factors include things that originate from the student's surroundings.

a. Internal Factors Affecting Student Pronunciation

1) Age of Acquisition

The age factor is an important aspect in the acquisition of second language pronunciation. Lenneberg (1967) states that there is a critical period in language acquisition, where children who learn a second language at an early age have greater potential to master pronunciation close to native speakers. Hartshorne, J. K., Tenenbaum, J. B., & Pinker, (2018) states that in a massive study with 2/3 million English speakers found strong empirical evidence that children learn languages more easily than adults, although when and why this ability declines is still a matter of debate. The findings of this study showed that students who started learning English from the age of 10, such as PA student, claimed to have an easier time imitating and adjusting pronunciation. She stated, *“Usia yang relatif muda memungkinkan saya untuk lebih cepat meniru pelafalan bahasa Inggris dengan lebih alami.”* “The relatively young age allows me to quickly imitate English pronunciation more naturally.” In contrast, students who started learning at an older age such as 12-13 years old felt more rigid and slow in adapting correct pronunciation.

It can be concluded that the age at which one begins learning English affects the ease with which one can imitate and adapt pronunciation. Students who begin learning at an early age tend to master pronunciation more quickly and naturally. Conversely, students who begin learning at an

older age experience difficulty in adapting to the sounds of the language.

Flege (1995) states that adult learners tend to have a phonetic system that has been formed from the mother tongue, making it difficult to adjust to a new sound system. This was seen in some students who admitted that their pronunciation was still carried over from their regional accent or had difficulty imitating unfamiliar sounds.

It can be concluded that students who begin learning English as adults tend to have difficulty adjusting to the new sound system. This is due to the strong influence of the phonetic system of their native language. As a result, their pronunciation is still influenced by regional accents or they find it difficult to imitate foreign sounds.

## 2) Motivation and Attitude

Learning motivation has a significant influence on pronunciation mastery. Gardner (1985) states that in the Socio-educational Model states that integrative motivation, namely the drive to become part of the target language culture, contributes greatly to success in language acquisition. RA student said that *“ketika ia termotivasi, maka ia lebih semangat belajar pelafalan dan meniru pengucapan dari media seperti lagu atau film.”* “when they were motivated, they were more eager to learn pronunciation and imitate pronunciation from media such as songs or movies”. Motivation emerges as the dominant factor influencing pronunciation mastery, with students often inspired by native speakers in movies and songs (Ikhsan, 2017). In contrast, students who do not have a strong learning drive tend to just memorize vocabulary without paying attention to the pronunciation aspect. In addition to motivation, attitude

towards language also plays a role. Students who find English important and useful will be more open to learning correct pronunciation, whereas students who see English as a burden will tend to ignore pronunciation.

It can be concluded that learning motivation and attitude toward language greatly influence pronunciation mastery. Motivated students tend to be more active in imitating and practicing pronunciation from various media. Conversely, students with low motivation tend to ignore the aspect of pronunciation.

### 3) Confidence and Anxiety Levels

Self-confidence is an important psychological aspect in speaking ability. Bandura (2021) states that self-confidence affects students' courage to try and make mistakes in the learning process. In this finding, some students such as PH and RA stated that they felt insecure when speaking English, especially in public. RA student said, "*Saya sering merasa ragu-ragu. Takut salah pengucapan, takut ditertawakan teman.*" "I often feel hesitant. Afraid of mispronunciation, afraid of being laughed at by friends." Haidara (2016) states that foreign language anxiety can directly affect pronunciation, causing speech to become unnatural, rushed, and stilted.

This is exacerbated by the presence of foreign language anxiety. Similarly Hafis & Widya (2021) states that anxiety was the dominant psychological factor hindering students' speaking performance, with many students specifically worrying about pronunciation mistakes and feeling nervous when speaking in front of the class. Horwitz et al. (1986) states that where the fear of making mistakes decreases participation in oral practice. When students

experience high anxiety, their pronunciation becomes unnatural, rushed, and sounds stilted

It can be concluded that self-confidence and anxiety play significant roles in English speaking and pronunciation skills. Students who lack self-confidence tend to hesitate to speak because they are afraid of making mistakes and being ridiculed, while high anxiety can cause their pronunciation to become stiff and unnatural.

b. External Factors Affecting Student Pronunciation

1) Instruction and Feedback

Instruction and feedback from teachers are essential in the development of students' pronunciation. According to Lintunen et al. (2017), consistent and structured feedback can help students recognize pronunciation errors and correct them gradually. Teachers play a vital role in helping students improve their pronunciation through various feedback strategies. EAP teachers, for instance, employ targeted approaches to provide feedback on specific pronunciation features that affect comprehensibility (Baker & Burr, 2016).

In this study, UN students said *"Biasanya jika salah pengucapan, guru tu mengoreksi kosa kata yang salah dengan cara mengulang kata dengan pelafalan yang lebih benar. Itu sangat membantu, Miss."* "Usually, if the pronunciation is wrong, the teacher corrects the wrong vocabulary by repeating the word with a more correct pronunciation. That's very helpful, Miss."

It can be concluded that instructions and feedback from teachers are very helpful in improving students' pronunciation. Consistent feedback allows students to recognize and correct mistakes gradually. Students' positive

responses demonstrate the importance of the teacher's role in pronunciation learning.

However, the effectiveness of feedback largely depends on the teacher's consistency and approach. If feedback is only given occasionally, or not accompanied by enough practice, then students will tend to fall back on the wrong pronunciation pattern.

It can be concluded that the effectiveness of feedback depends heavily on consistency and teaching methods. If feedback is not given regularly and is not accompanied by practice, students tend to revert to incorrect pronunciation patterns. Teacher consistency is key in shaping correct pronunciation.

## 2) Cultural Identity and Sociolinguistic Factors

Cultural identity also plays a role in students' pronunciation. In this study, some students stated that their regional accent still carried over into English pronunciation. RM student said, *“Lidah saya kayaknya belum terbiasa sama cara ngomong orang Inggris, jadi pas ngucapin kata-kata tertentu terasa aneh.”* “My tongue is not used to the way English people speak, so when I say certain words it feels strange.” According to Norton & Toohey (2011), social and cultural identity can influence the extent to which students feel comfortable to imitate the accent or pronunciation of native speakers. Similarly Reina & Corría (2025), states that cultural identity impacts students' language performance, with natural accents affecting speech production. Some students even feel that they do not want to lose their local identity when learning a foreign language. In addition, social pressure and social environment also affect pronunciation motivation. If students are not used to speaking English in

their environment, their efforts to improve their pronunciation will be hampered.

It can be concluded that cultural identity and social environment influence students' pronunciation. Regional accents and a reluctance to imitate native speakers make students uncomfortable when practicing. The lack of English usage in the environment also hinders motivation to practice pronunciation.

### 3) Technology and Media

The use of media such as English movies, songs, and podcasts provides a great opportunity for students to enrich their phonological input. According to Pennington & Rogerson-Revell (2019), English media can introduce students to different variations of pronunciation, intonation and accent. In this study, students who watched movies or listened to songs more often, such as UN student said, *“bahwa media tersebut membantu mereka mengenali cara pengucapan yang benar.”* “these media helped them recognize the correct pronunciation.”

It can be concluded that English-language media such as films, songs, and podcasts are very helpful for students in recognizing pronunciation variations. Exposure to these media enriches their phonological input. Students who frequently access such media tend to find it easier to understand correct pronunciation.

However, some students also stated that they just enjoyed the media without really paying attention to the pronunciation of the words. Therefore, the effectiveness of the media largely depends on how students utilize it. The media should be used actively-by listening, mimicking, and practicing pronunciation, not just for entertainment.

However, some students also stated that they just enjoyed the media without really paying attention to the pronunciation of the words. The effectiveness of media depends on how students utilize it; active engagement through listening, mimicking, and practicing is crucial for optimal results (Yudar, Aditomo, & Silalahi, 2020).

In conclusion, the effectiveness of media in pronunciation learning depends on how students use it. If it is only used for entertainment, its benefits will be limited. Therefore, media needs to be actively utilized through listening and imitation exercises.

Overall, the factors that make it hard for students to pronounce English words are influenced by a mix of internal and external stuff. Internal factors like age, motivation, confidence, and anxiety play a big role in how well students can copy and adjust their English pronunciation. Meanwhile, external factors such as teacher instruction, feedback, cultural identity, social environment, and media utilization also have a significant influence. Therefore, a comprehensive understanding of both aspects is essential for designing more effective pronunciation learning strategies that align with students' needs.