



The Obstructions of Word Pronunciation in Studying English for Seventh Grade Students

Khoirul Umam
IAIN Pontianak
Pos-el: khoir_al@yahoo.com

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Abstract

Recently the students have many obstructions on the words pronunciation style in studying English speech. So, the purpose of this research is to know the students English ability whether they can face the obstructions of words pronunciation in their English speech. This research used a descriptive qualitative design to obtain data concerning the research problems. There are three kinds of instrument used by the researcher to collect the data. They are questionnaire, interview, and practice to pronounce of word by reading. From the questionnaire, it was found 81 percent of students have the obstruction of words pronunciation style in learning English speech. From the interview found that there are 19 students can give some objective answers to the researcher and there are 6 students cannot give the unreasonable answer, meaning that almost all students have problems in pronouncing the word. From practicing to pronounce words by reading can be seen from the test that there are several students who got obstruction in word pronunciation style in English study. From that, the students are expected to pay more attention to teachers explanation at the classroom to have certain ways to enhance vocabulary skills and by reading English texts.

Key Words

Obstruction, Word Pronunciation Style, English Speech

Abstract

Akhir-akhir ini siswa memiliki banyak kendala pada gaya pengucapan kata-kata dalam mempelajari pidato bahasa Inggris. Jadi, tujuan dari penelitian ini adalah untuk mengetahui kemampuan bahasa Inggris siswa apakah mereka dapat menghadapi hambatan pengucapan kata dalam pidato bahasa Inggris mereka. Penelitian ini menggunakan desain deskriptif kualitatif untuk memperoleh data mengenai permasalahan penelitian. Ada tiga macam instrumen yang digunakan peneliti untuk mengumpulkan data. Yaitu angket, wawancara, dan latihan melafalkan kata dengan membaca. Dari angket, ditemukan 81 persen siswa mengalami hambatan gaya pengucapan kata dalam pembelajaran pidato bahasa Inggris. Dari hasil wawancara ditemukan bahwa ada 19 siswa yang dapat memberikan jawaban yang objektif kepada peneliti dan ada 6 siswa yang tidak dapat memberikan jawaban yang tidak masuk akal, artinya hampir semua siswa mengalami kesulitan dalam pengucapan kata. Dari latihan melafalkan kata dengan membaca dapat dilihat dari tes bahwa ada beberapa siswa yang mengalami hambatan dalam gaya pengucapan kata dalam pembelajaran bahasa Inggris. Dari situ, siswa diharapkan lebih memperhatikan penjelasan guru di kelas untuk memiliki cara-cara tertentu untuk meningkatkan kemampuan kosakata dan dengan membaca teks bahasa Inggris.

Kata Kunci

Obstruksi, Gaya Pengucapan Kata, Pidato Bahasa Inggris

Introduction

English is a language for communication which has important role and position in era of globalization so that it is made obligatory of international communication For Secondary School. Language is our primary source of communication (Dutta, 2020). One of important parts in English is pronunciation. Some people will get miscommunication in their speaking if the pronunciation is not good.

English pronunciation is not simple, not only talking about how to pronounce words, but we needed to know that the pronunciation of English is difficult relatively, because we have known that pronouncing is different with writing some words, it is caused by the English language are complex (Purba, 2018). English language constitutes tool to get communication word of mouth and writing that ranges ability to understand and results oral or writing text that implemented into four skill gets languages so can create discourses in societal life.

One of the most important components in language is pronunciation, it is used on articulating way of each word well and appropriate with established manner in dictionary. Pronunciation is not only an important thing in

writing and speaking but also included the important role in language study. If we make mistakes in pronouncing the word, miscommunication between the speakers and listeners will occur. Stress and intonation is become cause errors in the target language (NICKY DWININGRUM, 2016). So, learning how to pronounce words in English is very urgent to make sure that our communication will be better. So, understanding the how to pronounce and know the words is important because in English there are homophones, homographs and homonyms. Those three terms must be understood well in order to the speakers and listeners understand one another.

In the secondary school the students study everything but English lesson is the strange language they learn. Moreover, they are able to understand the subject because there are many factors that influence them. In fact, that caused them to be difficult to response and understand the lesson that makes them suppose that it is obstruction to absorb. It causes they averse to study and let them havent ever studied it yet. It can be the most problems in having ability to create good skill in their study.

So many private schools in Indonesia have English subject at the classes. In addition, the English lesson has also been being taught toward the students at MTs Miftahul Ulum Ponianak. Most of students ability is still low to understand English because of their motivation and the environment do not support the development of their English. Understanding the class should be studied constitutionally (Simanjuntak et al., 2022).

The students at MTs Miftahul Ulum Ponianak find difficulties in both writing and speaking. They supposed that the material is too difficult, commonly in speaking because the written and spoken of words are different, especially the words pronunciation of style that is not the same with the written form. This case makes the students flustered how to express it. Therefore, dealing with this situation, the writer would like to know more detail the students problem in studying English at secondary school, mainly at MTs Miftahul Ulum Ponianak. The writer focuses on the problem by a title The Obstructions of Word Pronunciation Style in Studying English Speech for Seventh Grade Students at MTs Miftahul Ulum Ponianak

Methodology

Pronunciation refers to the production of sounds that we use to make meaning (AMEP A, 2002). It means that there is different way in producing the word from our voice in reading or speaking. In another case, pronunciation is a unit of phonological word that has rules of language. (Trask ; 2004:2). Based on the explanation from Harmer, (1998 : 50), in the pronunciation of English we recognize three areas.

Speech Specifications

This organ is very important to know the nature of speech and the meant by which is produced. There are main organs of speech in the mouth, but the main roof of the mouth is divided into two parts, the front part of constituting the *hard palate* and the back part the *soft palate*. The most part of the roof of the mouth that is convex to tongue is called *teeth-ridge* (gum). The speech organs/vocal tract: Air comes up from the lungs through the trachea, past the vocal folds (aka vocal cords) = two bands of muscles that can be pulled together (like the mouth of a balloon) to close the glottis (the area between the chords). When the vocal chords are pulled tight, the speakers get a glottal stop (uh-oh, button). When theyre pulled not quite as tight, they open and close rapidly, or vibrate; it is called voicing (e.g., s vs. z). Parts of speech. There are some parts of speech classified by Harmer, (2001:64). These are:

Table 1

Part of speech	Description	Examples (Words)	Examples (sentences, etc.)
Noun (Noun Phrase)	A word or group of word. nouns can be used as the subject or object of verb	james Pen School	Jaames arrives tomorrow I have a pen I study at school
Pronoun	A word which is used in place of a noun or noun phrase	I She He We	I love you She met him two years ago He saw me We dont talk much
Adjective	A word which gives information about a noun or Pronoun	Beatifull black big	She a beatifull girl This is a black book I saw a big building



Verb	A word or group of words which are used to describe an action, experience or state	read go	He reads a poem I go to Pontianak
Adverb (Adverbial Phrase)	A word (or group of word) that describe or adds to the meaning of a verb, adjective, another adverb or a whole sentence	At home In half an hour	I like cooking rice at home Lets meet in half an hour
Preposition (Prepositional Phrase)	A word (or group of word) which is used to show the way in which other words are connected	In Of	Put it in there give me two cups of water
Determiner	Definite article Indefinite article Possessives Demonstratives quantifiers	The A An My, your, etc. This, that, those, these, some, many, few, etc.	The book is on the table A pen is good An apple is there My beloved parents Look at those people! Few friends believed him
Conjunction	A word that connects sentences, phrases or clauses	So And but	I am hungry, so I went to the restaurant My friends and I I like it but I cant afford it

Sounds and Letters

The sound is something are heard that rose by knocking, beating, rubbing, or blowing of two thing and mutual related with another (Bridges. 2001; 11) The letter is something written or printed sign representing a sound (Oxford Intermediate Press. 2005; 238). Letters can be seen. It also provides a means of symbolizing sounds.

Classification of Sounds

Every language has its own phonological system: its own collection of available speech sounds and its own rules for combining these sounds into pronounceable word (Trasks Historical linguist)(Millar & Trask, 2015). Based on The Pronunciation of English Book, The sound that is the organs of speech are capable of uttering of many different kinds. Some of continuous voiced produced without obstruction in mouth are what may be called Pure Musical Sounds unaccompanied by any frictional noise (2001; 12). In this part, the sound can also be classified into vowels and consonant. Vowel is the speech sound made without stopping of the breath by the tongue, lips or other organs of speech. (Oxford Intermediate Press. 2005; 238). The consonant is all other articulated sounds. It included of four parts. (i) All breathed sounds, (ii) all voices sounds formed by means of obstruction in the mouth, (iii) all those in which there is a narrowing of the air passage-giving rise to a frictional noise, (iv)certain sounds which are gliding. Minimal pairs illustrate that some speech sounds in a language are contrastive and can be used to make different words such as big and dig. (Nurhayati, 2019)

Definition of Speech

Based on Edward Sapir, Speech is so familiar a feature of daily life that we rarely pause to define it (Bloomfield & Sapir, 1922). The speech is skill or way of speaking toward someone that become audiences in which are included of part of speech, those are Noun (non-phrase), pronoun, adjective, verb, adverb (adverbial phrase), preposition (prepositional phrase), determiner, conjunction (Harmer.1998 ; 37). Careful speech / fast speech; People pronounce the sentences differently when they speak carefully. (Glossary D6.2005:162). For example, people can use careful speech when they are talking in public or reading aloud. However, in normal conversation they would use fast speech. According to VanderNoot, on English Pronunciation for Foreign Speakers, there are six types of phonemes from English are relevant to this discussion, they are Vowels, Semi – vowels, Nasals, Plosives, Fricatives, Affricatives. Phonemes are the different sounds within a language (Kelly, 2001).

The Obstruction Types in Pronounce of Words

Based on Allchin, (2000:38-59) in general obstruction said in his book that: Obstructions or Errors in science range along a spectrum from those relatively local to the phenomenon (usually easily remedied in the laboratory)

to those more conceptually derived (involving theory or cultural factors, sometimes quite long-term). Therefore, the students made the error in using the word even in pronouncing the word (Yamin, 2009). In other hand, the aim of learning One may classify error types broadly as material, observational, conceptual, or discursive. This framework bridges philosophical and sociological perspectives, offering a basis for interfiled discourse. A repertoire of error types also supports error analytics, a program for deepening reliability through strategies for regulating and probing error. Allchin, (2000:40-41) classifies the obstruction types generally into four, they are Material, Discursive, Conceptual, Observational.

The Building Blocks of Words Consonants in the International Phonetic Alphabet (IPA).

In all languages we speak with air from the lungs (*Better-English-Pronunciation (1).Pdf*, n.d.) Consonants are produced when the airflow through the mouth is partially or completely obstructed. Some mobile part of your mouth moves to a certain position and blocks the airflow. Partial obstruction results in sustainable sounds, since airflow can be maintained, although its restricted. These sustainable consonants are named *fricatives* (like the *s* sound in *sing*), **liquids** (like the *l* sound in *liquid*), or **glides** (like the *w* sound in *wave*), after the way they sound. Complete obstruction of the oral cavity produces *stop* consonants (like the *p* sound in *pet*), which are generally not sustainable sounds, since the oral cavity is, momentarily, completely blocked off. The exception is when air is allowed to flow through the nose, even though the mouth is completely obstructed; this produces the sustainable **nasal** stops (like *m* in *mother*). There are also a couple of combination stop/**fricative** consonants, called **affricates** (like the *ch* sound in *church*). Stop affricate and fricative consonants involve a greater degree of obstruction of the oral cavity than liquids or glides; they are consequently called **obstruent**.

Problems Recognizing Allophones in Pronunciation

We know that Allophone is the members of these classes that are actual phonetic segments from a speaker. So, an allophone is a phone which had been divided as belonging to some class or phoneme. (Aspirated [t] Vs Unaspirated [t] in English).

The problems are: 1. Ambiguity in defining what a phone is. For example: British English and American English R in American English the sound is not the same with the in r in British English or French or Arabic. R in American pronunciation is in the center of the mouth and r in British pronunciation is dental; r in French pronunciation is uvular; r in Arabic pronunciation is guttural. 2. Different languages require different distinctions. Some American English native speakers alternate when they produce between these two forms of p in this way, but approximately none of them are aware of it. Yet this difference is not crucial to speak English—it can use a different rule, as many speakers from other parts of the world do—and be understood just fine. Moreover, no one except a linguist would really notice. 3. Pronunciation is different in running (continuous) text. Pronunciation of a sound is different depending on context—beginning vs. middle vs. end of word, surrounding sounds, etc.

Design and Procedures

Research methodology is a way to systematically solve the research problem (صباحي, n.d.) . Its term come from, *methodology*, which has meant a knowledge that applies about methods and ways. Research consists of two words, Re and Search. *Re* has mean repeat and *Search* means of seeking, investigating, and enquiring. Therefore, the research method has mean as a set of science about systematic steps and logical about data search that deal with a particular problem for analyzed, taken by conclusion and further looked for by its working out or its resolving. This definition is supported by Karlingers definition. Research can be described as systematic, controlled, empirical, and critical investigation of hypothetical proportions about the presumed relations among phenomena (Karlinger , 1973:26). However, according to Mardalis (2002:136) explain that The effort in science field that explained to get facts and principals patiently and systematic to render in truth

Based on statement above, research designed and presented to overcome a certain matter in phenomena. It is a strategy to investigate and control of the research in order to get valid for some important data that are suitable with all variable characteristics and objectives of the research. It is described on systematic procedure and makes hypothetic propositions about the presumed relations among phenomena empirically. Besides that, research methodology is the way of scientific where need systematic and procedure that have to be sailed through by researcher improbably leaves each element and necessary component in research. This researchs aim



is collecting the accurate data for then processed so that finds truth, theory, or knowledge. In this case, the researcher will use the research design, which related to the purposes that is a descriptive of qualitative.

Data Collection and Data Analysis

Identifying whether data collection is for either monitoring or evaluation purposes is a first step in planning (UNEG, 2016). There are three kinds of instrument that used by the researcher to collect the data. They are questionnaire, Interview, Practice to pronounce of word by reading. For the first step, it uses questionnaire instrument that given to respondents (*student object*) to answer all questions provided. The researcher gives simple question to them in order to avoid misunderstanding and misinterpretation. Thus, the researcher attempts to investigate the students obstruction when they pronounce the words in English speech. This instrument consists of twenty items in vocabulary form. From the first item until twentieth have different level of difficulties that start from the simpler till difficult item based on structure or categorize of speech form. Besides that, the students are given the opportunity in their problems especially at pronouncing written test to consult toward researcher. Researcher as reference to the matter will use this result in order to know the students ability in word pronunciation style and their problem in learning English speech.

The next is interview, as the second instrument in collecting data. The interview is an important data gathering technique involving verbal communication between the researcher and the participant (Nih, 2009). It supports the first instrument, namely questionnaire. A structured interview is conducted with a number respondents, this interview to students is administrated out in the formal class. Researcher make some interviews to the students that is related to their ability in word pronunciation style for all students of secondary school. Thus, the interview instrument can support the questionnaire.

The last step in collecting data of this research is practice to pronounce words by reading. Its function is to support both instruments in getting details data. Researcher tested the students in order to know how far the ability of students in word pronunciation style in English speech, especially in speech word or vocabulary and understand about the differences of voice product, which is output from the mouth well.

To analyze the data, the researcher will use descriptive analysis or non-statistical method. It uses the formula of problem percentage as below:

$$X = \frac{f}{n} \times 100 \%$$



Explanation of symbol:

f = Frequency (a number of the students getting the questionnaire)

n = Total of number respondents

X = The Percentage of Obstruction

The formula above can help to support in collecting data is obtained by questionnaire, Interview and Practice to Pronounce of Words by reading to give contribution in it. Those steps can be done well regulated. Besides that, the formula of problem percentage above will mention about point criterions until the researcher gets the main problems, which are being faced by the students in class when they are pronouncing the word style in studying English. It is also can be used as a measuring instrument on how far the students skill that they have and then how far the students can understand in pronouncing of English words style. In this case, the researcher will use the rubric instrument as a tool that can help to describe whole students problems in pronouncing of English words style. By this instrument, the researcher will know about the main problems and the solution in solving the problems that are being faced by students when studying.

Results and discussions

Results

The finding of this study was obtained from an English teacher at seventh class student at MTs Miftahul Ulum Pontianak who is teaching in the classroom. The observation had been conducted on 5th February – 5th Mach 2022. In teaching words pronunciation of English speech, the teacher used simple way to make the situation to be comfortable and enjoyable in class. In this case, the goals were to motivate students to learn actively and to prevent them being bored.

Based on the research described during the activities of research in the class, the researcher has found many experiences and learning. In this case every student has equal problem in learning of English, especially in pronunciation of words. Such as in speech of noun, pronounce, adjective, verb, adverb in words.

The researcher gave some tasks almost to all students and after getting some exercise and practice to pronounce words, they got the same problems that is about the obstructions of word pronunciation style in their studying of English speech, especially when they got some exercises about English speech pronunciation of words in vowels, consonants, semi-vowels, nasals, plosives, fricatives and affricatives. These all are elements at the English pronunciations of words, so that this research suitable between the statements of problem (In chapter I) with the facts in the class of seventh grade student at MTs Miftahul Ulum Pontianak. Because Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. Because pronunciation is the act or result of producing the sounds of speech, such as: articulation stress and intonation, often with reference to some standard of correctness or acceptability (Mulatsih, 2018)

After approaching the student, the researcher tried to know what constraint or obstruction that they have. Apparently, there are some factors that make them are obstructed in understanding how to pronounce words in English language so that they cannot speak English well. There are some reasons that they have, they are: The environment factors do not support that make them insufficiently study, it comes from Nature and Person factors. They also do not have partner when they want to practice to speak English so that they feel lazy to study. Besides that, they also do not have some guidance books of English lesson. There are many differences of language between mother language and foreign language, especially in pronouncing the words.

Thus, the researcher encourages to students to speak at least on speech tasks by themselves, because if they have faults in pronouncing the words the meaning will also wrong and approaches to pronunciation teaching are usually discussed by contrasting the bottom-up vs the top-down approach (Pardede, 2018)

Discussion

This point will discuss the fundamental part of the research. In this case the researcher will show the instrument of collecting data and answer the question of where some important data resources were gotten, so this data shows that it is the real resources. The researcher collected this data based on the real object.

The following will describe the instrument of data collecting. There are three instruments that used by the researcher, as follows: The first is Questionnaire. This instrument will analyze the data using the descriptive analysis or non-statistical method. It uses the formula numbers of average assessment on each the questions number. There are 25 students in the class of seventh grade as the correspondents; they consist of several kinds of background and different understanding capacities. The totals of points in each box above are numbers of the whole students answers which fill in the questionnaire. Concerning the data is taken from average value that the total of each questions number from the data above describes that if the students get the point between 100 – 90, they will have a predicate perfect or very good, it says that their answer is perfect assessment which the student can answer the whole questions was provided. It is suitable with the statement and they got the highest point. However, if they got the point between 89 – 70, their point is good. It shows that they have few mistakes in answering the questions. Beside that if they got point between 69 – 50 they will got enough point, it means that they have more mistake than good predicate. It shows that they make mistake almost half of questions. Nevertheless, if the students get the point between 49 – 30 they will have bad predicate, it means that they make mistake in answering some questions. Moreover, if the students answer little from the questions or make many mistakes they will get very bad predicate, which revolve between 29 – 0 point. (See appendix on table I).

After doing the evaluation in class, the researcher got value average from the whole students as correspondents. It describes that the data resource is direct from each of them. The data describes that question from number 1 until number 10 show the total of true on each number in average (all of correspondents), it is almost 75% of all the student in class got rates 60.8 points had wrong answer when they were getting questionnaire test. The result of this instrument mentions that so many students have some basic obstructions in their speech, especially in English pronunciation of words style when they learning English and each of them have different reason with certain factors above.

The second is Interview. For getting the result of interview in observational, it can be pointed out from students knowledge ability about English language that is the thing, which link with vocabularies and how to utter or to pronounce those words. The researcher tries to describe about the result of interview as the second



instrument. It shows that all of the question that is provided become consider on the first instrument mainly questionnaire and both of them are mutually supporting, it also strengthening one thing with another statement. By this instrument, the students can show their ability especially in their knowledge of English basic and general.

Through the interview instrument, the data become more valid in the research. The assessment is gotten from how the student can answer that suitable with question that is asked by researcher to them. So, if the student can answer logically, they will get higher than illogically, and if the student can answer all question well, they will get best point according to their knowledge ability in English.

However, the result of the interview instrument is adequately satisfied, because from each student who gave the response that are clearer so that it can be a detail data. In this case, the researcher can describe about the points that have been gotten by students when they are in interview. This instrument makes them be appearing clearly on their obstructions and their opinions can be expressed wider. For examples, almost 19 students can give some objective answers to the researcher but only 6 students cannot give the answer unreasonable, so that almost 85 percent of all students in class seventh grade with getting averages 56.96 points on understanding skill test and 65.92 points on comprehension skill test of English pronunciation. It shows that they are still decrease of English comprehension and understanding that focus on knowledge on words pronunciation of English speech in which they all have same obstructions in words pronunciation style mainly in learning English speech, they also do not understand what they are learning in general. The assessment from interview instrument above can be known the ability of students in English knowledge. For each number from number one until number ten are distinct level of knowledge, which for every item the value is also different with others. Almost of them can answer to all items provided, but there are several students who cannot answer et al because they have not understood yet how to pronounce the words well. (See appendix on Table II).

The third is Practice to pronounce of words by reading. Another instrument of data is the practice to pronounce of words by reading. In this matter, the students gave the material such as short dialogue and practice pronounce of words to be well. It aims are to make the students in class in order to know in words pronunciation by practicing to pronounce of words style in English with themselves, at least they can make conversation with their friends and do more reading begin from vocabularies, short text, short dialogue, etc. The researcher investigated about Assessments of the obstructions student in pronouncing some words in English speech, these are in vowels, consonant, semi vowel, nasal, plosive, fricative, affricative. But the estimation of all correspondents (student in class) was taken from rates valuation and percentage of the whole element in words pronunciation of English speech. Therefore the result of assessment in a practice to pronounce of words by reading has been shown detail. (See on appendix at table III).

The researcher deliberates to give the task of pronouncing of words based on daily vocabularies in order to the students easy to spell or to pronounce and easy to remember it, because this task is important to train the students skill. When the students practiced in class the researcher thought that word speech basic to be the big problem which they have. There are several students who got obstruction in word pronunciation style in English study; most of them are lack in practice. Beside that they do not understanding how to pronounce well, they also still confused with ambiguous of word meaning when they heard the English words, even if they find the words about homophone, they got difficulties in understanding the articulation. So, The need for training the ear to observe and analyze will be clearly perceived when it is realized that accurate imitation is impossible so long as accurate hearing is not achieved (Komariah, 2019)

Conclusions and suggestions

In this chapter, the researcher will present the summary of discussion from the chapters before. According to the data analysis, the researcher takes a conclusion that some students of seventh grade years at MTs Miftahul Ulum Pontianak have many obstructions of words pronunciation style in studying English. It is described that the result of analyzing data shows that researcher gets some conclusion about the study. From the three instruments which are provided by the researcher (questionnaire, interview, practice to pronounce of words by reading), there are some conclusions that suitable with the result of the research in class.

The conclusion is; the first, from the test identifies that almost all students have the obstruction of words pronunciation style in learning English speech; it is about 81 percent of students in class when they are given the questionnaire task, most of them are making mistakes in pronouncing the words because of some factors that make them difficult to pronounce the words especially in noun, verb, adverb, adjective, pronoun even the term of

English. Besides that the students have many problems factors in learning the process of speech English context. The environment also become factors that that makes them insufficient in learning the pronunciation of word in English (comes from Nature and Person factors). They also do not have partner when they want to practice English so that they feel lazy to study. In other case, they also do not have some English guidance books. So that it causes the lack of motivation in studying English. Then there are the differences in language between mother language and foreign language so that the feel strange to receive it. The second, from the interview identifies that there are 19 students can give some objective answers to the researcher and there are 6 students cannot give the answer unreasonable, so that almost 85 percent they all have same obstructions in words pronunciation style mainly in learning English speech. They also do not understand what they are learning in general. The assessment from interview and instrument above can be known that the ability of students in English knowledge. For each number from number one until number ten are distinct level of knowledge that for every item the value is also different with others. Almost all students can answer all items provided, but there are several students cannot answer the items because they have not understood yet how to pronounce the words well. The last, for practicing to pronounce words by reading, from this test can be identified that there are several students who got obstruction in word pronunciation style in English study. It focuses on substances of pronunciation in English speech; these are vowel, consonant, semi vowel, nasal, plosive, fricative, and affricative; most of them are lack in practice. Beside that they do not understanding how to pronounce well, they also still confused with ambiguous of word meaning when they heard the English words, even if they find the words about homophone, they got difficulties in understanding the articulation, these all are the weakness of students ability in learning English speech.

Based on the conclusion above, the writer wants to give some suggestion for all students and English teachers in order to improve and advance the quality of the students in understanding and master English especially about words pronunciation in learning English speech. So, it will help the students to improve their ability in the future. The suggestions are:

For the teacher in teaching the students, the teacher should find a good method when they want to teach the words pronunciation in contributing English speech. The teacher must prepare before about the way of how to pronounce the English words well so that the teacher can give the material in English speech to the students in order to they can get the material effectively and easy to understand. For students, the students are suggested to pay more attention to teachers explanation at the classroom to have certain ways to enhance vocabulary skills and by reading English texts. By having writing and speaking activities, they should be able to be independent learners.

For further research, the writer suggests and recommends for further researcher to conduct more details research about the word obstructions of pronouncitaion of students, which is learning English in different area, especially in teaching how to pronounce the English words well. It should be mastered the situation and condition toward the research object in order to the research has a big influence to others in general.

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