STUDENTS' PERCEPTION ON THEIR DIFFICULTIES IN ENGLISH PRONUNCIATION

THESIS

Submitted By:

ALDIANSYAH
NIM. 180203211

Student of FakultasTarbiyahdanKeguruan
Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2022 M/1444 H

APROVAL LETTER FROM SUPERVISORS

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

By:

ALDIANSYAH

Students of Fakultas Tarbiyah dan Keguruan
Departement of English Language Education

Approved By :

Main Supervisor,   Co-Supervisor,

Siti Khasinah, S.Ag., M.Pd   **Fitriyah, M.Pd**

Date: /   /   **Date:** /   /

SIDANG MUNAQASYAH-EXAMINER SIGNATURE

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paperand
has been accepted in partial fulfillment of the requirements for the
Bachelor Degree of Education in English Language Teaching

On:

Friday, ⸻ December 22nd 2023 ⸻

09 Jumadil Akhir 1445 H

In Darussalam, Banda Aceh

Board of Examiners

Chairperson,

Siti Khasinah, S.Ag., M.Pd.

Secretary,

Fithriyah, S.Ag., M.Pd.

Member,

Azizah, S.Pd., M.Pd.

Member,

Rahmi, S.Pd.I., M. TESOL., Ph.D.

Certified by :
The Dean of *Fakultas Tarbiyan dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.
NIP. 197301021997031003

DECLARATION OF ORIGINALITY
SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini,

Nama   : Aldiansyah

NIM   : 180203211
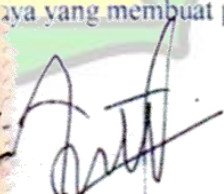
Fakultas   : Tarbiyah dan Keguruan

Program Studi   : Pendidikan Bahasa Inggris

Menyatakan bahwa sesunguhnya skripsi yang berjudul " **Students' Perception On Their Difficulties In English Pronunciation"** adalah benar-benar hasil karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliriuan di dalamnya sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesunguhnya.

Banda Aceh, 24 November 2023

Saya yang membuat pernyataan

(Aldiansyah)

iv

ACKNOWLEDGEMENT

Alhamdulillah, all praise be to Allah SWT, who has given grace, guidance, health and strength so that I was able to finish writing this thesis. Salawat and Salam to beloved Prophet Muhammad SAW who has guided us to a better life and been an inspiration in living the life of this world.

First,I would like to express my gratitude and appreciation to my thesis supervisors, ms. Fitriyah, M.Pd. and ms. Siti Khasinah, S.Ag, M.Pd. for their valuable guidance, advice and input so that I was able to complete this thesis well. My gratitude alos goes to the lecturers and staff in the English education department, who have helped me to complete my education.

Furthermore, my deepest gratitude and sincere respect to my parents, alm.Amiruddin KS and Wartini for all the kindness, prayers, love, patience and endless support both morally and financially, so that I can arrive at this point. To all my brothers M. Azwir AR, A.Md and M. Nazar AR, thanks for always encouraging me and always supporting me with love and also financial. And do not forget also a big thanks to all my cutie, beauty and handsome cousins.

Last but not least, thanks to my friends who has become my support system in completing this writing, and for all the kindness that has been given. I address this greeting to my friends Jamaah As-Sol and Jamah Al-MakDin. Thank for all the support.

Finally, the researcher realizes this thesis is in need for the constructive ideas in order to fulfill its weakness. The researcher hopes it is useful for learning

vocabulary in particular and English Language Education Department of UIN Ar-Raniry Banda Aceh.

Banda Aceh, November 27th, 2023

Aldiansyah

ABSTRACT

Name   : Aldiansyah
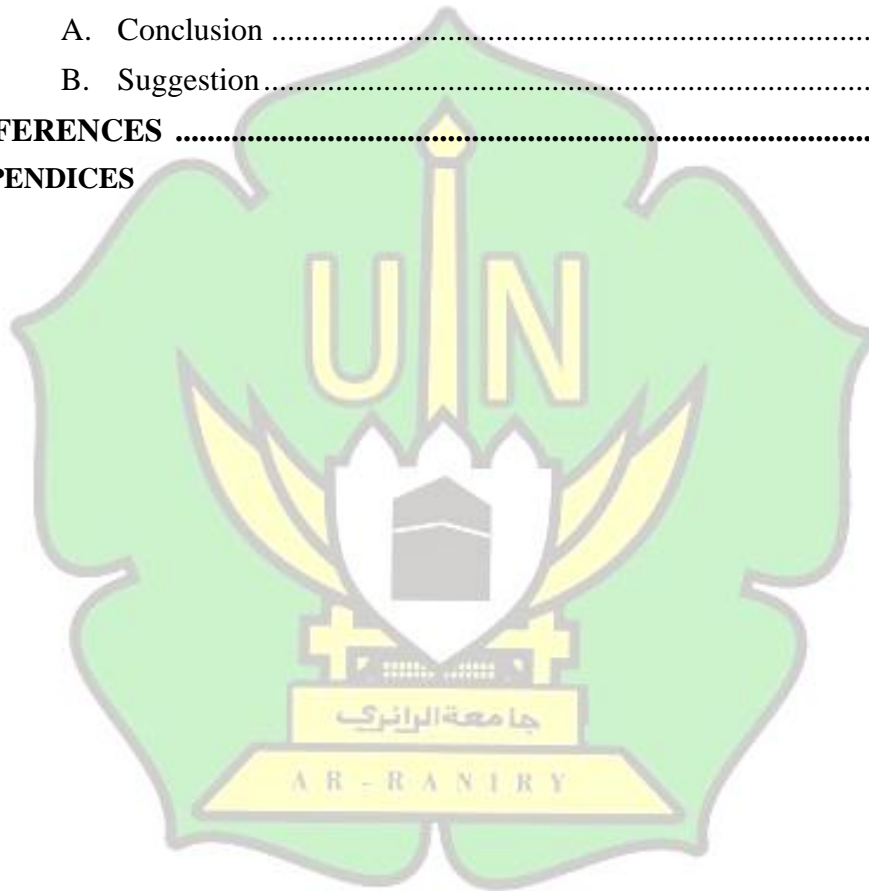NIM   : 180203211
Faculty   : FakultasTarbiyahdan Keguruan
Major   : Department of English Language Education
Thesis Working Title   : Students' Perception On Their Difficulties in
                             English Pronunciation
MainSupervisor   : Siti Khasinah, S.Ag., M.Pd.
Co-Supervisor   : Fitriyah, M.Pd.
Keywords   : Students'Perceptions;Pronunciation,
                             Problem;

There are several types of pronunciation challenges encountered by students, and it is crucial to view students' perspectives as a solution when analyzing each of these pronunciation-related issues. The purpose of this study to knowabout students' perceptions of difficulties in word stress, fluency, and word memorization and to determine the most challenging aspects encountered by students during their pronunciation learning.The researcher used mixed-method by collaborating between quantitative and qualitative research. The quantitative is gained by distributing questionnaire and qualitative by doing semi-structured interviews to gather comprehensive insights. The population of this study were 156 studentsof English language department, Islamic States University of Ar-raniry in batch of 2022 who had completed public speaking and pronunciation courses. Moreover, the sample is gained by proportionate stratified random sampling and appying the slovin's formula which obtain about 61 students as the participant of questionnaire. Three students of the amount sample of questionnaire's participant will be choosen as respondent for interview session. The result of the collecting data is analyzed through triangulation data. The finding of study revealed that majority of students (80%) struggle with word stress, impacting communication clarity, while 74% find pronouncing multisyllabic words challenging. In terms of fluency, 72% face hurdles, with 74% struggling to maintain a smooth rhythm. Word memorization is challenging, with 66% having difficulty with new word pronunciations and 69% with irregular words. Additionally, 73% find integrating pronunciation into language learning challenging. In addition, the interview results showed that the most challenging aspects are in mastering unfamiliar sounds, understanding the significance of word stress in effective communication, and grappling with intonation intricacies.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

APPENDIX 1

CHAPTER I
INTRODUCTION

A.   Background of the Study

Among the four basic skills, speaking is the dominant ability that greatly illustrates one's ability in language. While doing English conversation, pronunciation affectsthe understanding of the meanings of the words, besides vocabulary and grammar knowledge. The result of proper pronunciation is the reproduction of language sounds in such a way that the intended message is passed correctly. In some way, the students usually try to imitate the foreigner by learning the way of native speaker produces the sounds.

In contemporary discussions about English language learning, there is a recurring issue observed among students regarding the importance attributed to pronunciation in speaking. Many students appear to prioritize grammar and other language aspects over pronunciation (Prashant, 2018). This tendency leads to the neglect of pronunciation, resulting in the misproduction of sounds, a concern also raised by Gilakjani and Sabouri (2016) who note that English pronunciation remains overlooked in the classroom setting. The repercussions of mispronunciation are underscored by Purba (2018), who explains that it can lead to misunderstandings due to the role of phonemes in conveying meaning. To elaborate, mastering phonemes is crucial for understanding and effectively pronouncing words. Despite the potential impact on communication, it is

1

surprising that some students persist in allowing mispronunciations to persist in their conversations, as highlighted by Mukmin (2020).

The case of wrong pronunciation is considered reasonable because current studies show that mastering pronunciation is one of the most difficult aspects of English to acquire. The research from Almaqrn and Alshabeb (2017) reveals that some students have a tendency to adopt the pronunciation features of their first language when speaking English, whereas every language in the world has its own particular sounds and patterns for pronunciation, includingBahasa. For example, the group of sounds that do not exist in the Bahasa sound system (æ, ʌ, ɜ, v, θ, ð) (Andi-Pallawa, 2013).

Tambunsaribu and Simatupang (2021) argue in their research that the main problem often faced by the students is often related to the morphology, which causes many problems for Indonesian students while they are pronouncing English words. The massive difference between English and Indonesian is that Indonesian does not have silent letters (i.e. silent "e" and silent "g") and also fricative and affricative sounds. In addition, Syafei,as in Razak (2010), adds that there are numerous students whohave difficulties, which might be caused by the fact that in Indonesian there are only five vowels and three diphthongs, while in English, it has have twelve vowels and nine diphthongs. Besides the pronuonciation components, there are also some factors that affect the personality of the speaker while pronouncing the words.

Khan (2019) finds that the difficulties faced by the students are affected by two main factors: the inner and outer nature of the speaker. The inner

factorsinclude age, brain, aptitude, types of learners, and goals. Meanwhile, outer factors include firstlanguage interference, motivation, types of teachers and teaching methodologies,classroom environment, and institutional variables. In addition, the problem related to the inconsistent pronunciation ofEnglish is faced by English learners all over the world, including in Indonesia, particularly at the Islamic State University of Ar-Raniry. Based on the conducted research from Marzuki and Kuliahana (2021)that held in the English Language Department, it was found that many students were not able to pronounce the words correctly.Some of them are actually able to pronounce the words correctly, but they are not able to use the correct spelling, emphasis, and orientation of the words.

In regards to students' different kinds of problems in pronunciation, the need for perception from students should be considered as a solution in analyzing every kind of the problem related to pronunciation. Baran-Łucarz (2014) defines perception as the way we perceive someone or something based on our beliefs or personal preferences and realize or notice things that are not obvious. Thus, this study aims to explore students' opinions and views on the difficulties they face in English pronunciation. It is important to know the perspectives of students because it enhances the quality of learning pronunciation.

Based on the explanation above, the researcher would like toconduct the research that focus on the students perspective of their problem in English Pronounciation.

B.   Research Questions

Based on the explanation from background of the study above, we might conclude that the research questions of this study, as follows:

1. How do students perceive difficulties related to word stress, fluency, and word memorization in English pronunciation learning at theEnglish language department?

2. To what extent are the most difficult aspects that students face in learning pronunciation based on their perception?

C.   Research Aims

Based on the research question above, it can be conclude that objectives of the research, as stated as follows:

1. To knowabout students' perceptions of difficulties in word stress, fluency, and word memorization in the context of English pronunciation.

2. To determine the most challenging aspects encountered by students during their pronunciation learning.

D.   The Significance of the Research

This research is expected to be useful as mentioned in the following.

1. For the students

This study is highly relevant for English Language Department students. By exploring how students perceive challenges in word stress, fluency, and word memorization during English pronunciation learning, they can better

understand their learning process. Insights gained offer a way to express difficulties, raising awareness of specific obstacles in proper pronunciation. This awareness empowers students to proactively address challenges, adopt effective strategies, and enhance overall pronunciation skills. Moreover, The significance of student perception in the learning process cannot be overstated, as it can exert both positive and negative influences on students. Several studies have explored the impact of perceptions on the learning experience (Mulia, et.al, 2020).

2. For the teachers

This study is vital for educators in the English Language Department. Findings illuminate unique struggles students face in word stress, fluency, and word memorization during pronunciation learning. This understanding allows teachers to adjust methods to accommodate these challenges. By integrating students' perspectives, educators can create targeted interventions, relevant materials, and effective techniques. This empowers teachers to refine strategies, leading to better outcomes and student engagement in pronunciation instruction. Mamoon, et.al (2016) explains that students' perceptions are crucial for educators as they provide valuable feedback on teaching methods and the learning environment, enabling adjustments for a more effective and engaging educational experience.

3. For the future researchers.

This study has broad implications for language acquisition and pedagogy researchers. Exploring students' perceptions establishes a strong foundation

for deeper investigation. Researchers can delve into factors underlying challenges, providing insights into cognitive and socio-linguistic aspects of pronunciation learning (Isaacs &Trofimovich, 2023). Further studies can explore innovative methodologies and interventions, bridging the gap between perceptions and effective teaching. This study initiates discussions on the interplay between perception, pedagogy, and language acquisition, paving the way for deeper understanding of pronunciation learning's impact on language proficiency.

E.   **Research Terminologies**

To avoid misunderstood or miscommunication in explaining several terms to the reader, the reasearcher provides the clear definition which based on the research, as follows:

1. Difficulties

   Based on Marlinda (2022) defines the difficulty is defined as a circumtances or situation where students cannot understand some material because of some interferences while learning something. In this research, the difficulties will be pointed out as responses given or perceived by the students, then its informations will be seen and analyzed by the researcher.

2. Pronunciation

   According to Lasabuda (2017), pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word. However, the definition of pronunciation in this research means as an

object, a topic or a matter that will be asked or discussed during the study. In this study, the pronounciation will be highlighted as a subject matters that faced by the students and will be further discussed in the result of study based on its research problems.

CHAPTER II
LITERATURE REVIEW

This chapter reviews existing literature on the students perception in relation to the difficulties on pronunciation. This chapter aims to deepen knowledge about the field to be researched.

A. Difficulties

1. Definition of Difficulties

Normally, human beings often encounter challenges when trying to grasp unfamiliar concepts that they have not previously acknowledged. Such circumstances can result in the emergence of obstacles or difficulties. When individuals find themselves in challenging situations, they frequently interpret these difficulties as indicators that the task or objective at hand holds significant importance and is deserving of their determined efforts. In simpler terms, people's perception of what constitutes a "difficult" task can vary widely based on the specific tasks or activities they are engaged in. Various experts have provided distinct definitions regarding the nature of difficulties.

According to Yan et al. (2016), the concept of difficulties involves a cultural bias that shapes an individual's capabilities in performing certain duties or tasks. This bias then influences their perception of ease or difficulty based on their experiences. This aligns with the definition provided by Longman Dictionaries as cited in Irvani (2020), where difficulty is characterized as something that poses challenges, is hard to accomplish, deal with, or comprehend in terms of its goals

or purposes. While this definition is clear, it's worth noting that the term "difficulties" covers a broad array of topics. Specifically in the context of the learning process, Agus (2021) describes "difficulty" as the effort exerted by learners that leads to problems arising while trying to comprehend the material explained by their teacher, both during and after the learning session.

Another expert emphasizes that learning certain subjects can be notably challenging for learners due to the substantial effort required. This effort is influenced by various factors, such as intelligence standards, aptitude, motivation, concentration, and interest. This challenge can necessitate a considerable amount of time to overcome, particularly in the context of language learning (Vizioli et al., 2017). Based on the range of definitions provided, it can be concluded that "difficulties" encompass experiences that individuals face, which may lead to failure both during and after engaging in tasks or activities.

B. Pronunciation

1. Definition of Pronunciation

According to Khaleghi et al. (2020), the act of pronunciation involves articulating words using phonetic symbols that are generally recognized and understood through graphical representation of speech sounds. This aligns with definitions provided by other experts, characterizing pronunciation as the active process of producing sounds to convey meaning, encompassing distinct sound segments, aspects of speech (such as intonation, phrasing, stressing, timing, and rhythm), voice quality, gestures, and expressions that closely resemble those of

native speakers. Conversely, proficient pronunciation significantly enhances one's speaking ability.

According to Abdala's perspective (2020), pronunciation is an active engagement undertaken by speakers when generating speech sounds, often relating to the accuracy and acceptability of these speech sounds. This includes articulation, vowel formation, accent, inflection, and intonation. Moreover, Ur (2010 cited in Berry, 2021) asserts that the hallmark of good pronunciation lies in the clarity and precision of sounds, ensuring the accurate expression of meaningful content through constructively formed words and sentences.

Furthermore, pronunciation holds a pivotal role in acquiring a second or foreign language. As highlighted by Amiruddin (2019), mastering English involves grasping its word stress and pronunciation for effective communication. Presently, the study of pronunciation becomes indispensable for exploring students' speaking challenges. Despite receiving English instruction, Indonesian learners might struggle to pronounce English words accurately.

Based on the aforementioned definitions, it can be inferred that pronunciation is an integral aspect of English language education that revolves around the articulation of language sounds, encompassing various facets of speech in a cohesive manner. The ultimate aim is to facilitate mutual understanding between speakers and listeners.

2. Speech Features in Pronunciation

To achieve mastery in pronunciation, individuals must grasp various components integral to effective pronunciation. Two fundamental elements of

speech features in pronunciation are suprasegmental and segmental features, each requiring further elaboration:

a. Suprasegmental aspects encompass specific stylistic features employed in the pronunciation of words or sentences, such as stress, pitch, intonation, and other factors contributing to sound production (Pourhosein, 2012). In the domain of pronunciation, three commonly recognized suprasegmental components are stress, intonation, and syllables.

1) Stress

   Stress refers to the degree of emphasis that prompts a speaker to modulate pitch or volume, thereby highlighting certain aspects of pronunciation. This stress can be classified into three levels: primary, medium, and weak. Each degree imparts distinct meaning to English words.

2) Intonation:

   Intonation involves altering pitch—either higher or lower—while enunciating entire sentences. Intonation serves multiple functions for English speakers, including conveying questions, agreement, disagreement, or affirmation, often guided by the speaker's emotional or expressive state.

3) Syllables (also known as "connected speech")

   Syllables aid listeners in deciphering lengthy words during speech, while also emphasizing stressed components and selecting tone

movements. They facilitate seamless word connection by incorporating multiple phonemes, known as segmental elements in pronunciation.

b. Segmental aspects pertain to the variations in sound within a language's pronunciation system. This consideration involves recognizing the distinctive sounds produced within the language, impacting both sound production and meaning interpretation. Kelly (2000) divides segmental aspects into three phonemes: vowels, diphthongs, and consonants.

1) Vowels

It is sounds generated with an unobstructed airflow and articulation of a voiced airstream through the mouth.

2) Consonants

It encompass voiced or unvoiced sounds, discernible by placing a finger on the throat. Vibrations indicate voiced consonants, while the absence of throat vibrations indicates unvoiced consonants.

3) Diphthongs

It consist of glide-like transitions between two pure vowels, as they seamlessly shift from one vowel sound to another.

In essence, pronunciation mastery involves understanding these components and their interactions to effectively convey language sounds and meaning.

C. Factors that affects the pronunciation

In the process of learning pronunciation, various factors come into play due to the influence of our native language on the way we speak in a different tongue. Several critical factors can impact pronunciation, as outlined by Brown (2001,

cited in Antaris and Omulu, 2019). These six influential factors that shape how individuals articulate words are elucidated as follows:

a. Native speaker influence: English learners often emulate native speakers to acquire a new language, aiming to sound like them during their linguistic journey.
b. Age as a determinant: The time invested in learning, including pronunciation, significantly influences overall mastery, with age playing a role.
c. Exposure's role: Immersion in a supportive environment is pivotal; prolonged exposure fosters improved pronunciation skills.
d. Listening proficiency: Childhood exposure to a language and innate phonetic skills influence language acquisition ease.
e. Identity and language ego: Attitude shapes learners' engagement; understanding language ego aids in recognizing speakers' identities.
f. Motivation's impact: Motivation drives learners toward achieving notable pronunciation skills; perspectives on its importance vary.

In summary, the progress of acquiring proper pronunciation is intertwined with these multifaceted factors, spanning native speaker emulation, age-related nuances, exposure-driven proficiency, listening acumen, identity recognition, and motivational incentives.

D. Students' Challanges in Pronunciation

The challanges are implanted in human's life including to learn about the way of producing sounds aspect. It becomes difficult things for the people to change the habit of moving their speech organs such as the way to produce the native speakers' sounds. Drawing insights from Jariyah's research (2020), a comprehensive spectrum of challenges emerges as students embark on the process of mastering pronunciation as stated in the following Statement:

a. Foreign sound identification challenge: learners struggle with identifying unfamiliar sounds, requiring them to memorize and discern nuanced speech features.
b. Sound production acknowledgment: recognizing self-generated sounds is complex; learners must perceptually grasp and replicate native qualities.

c. Suprasegmental feature complexity: mastering stress, pitch, and intonation complexities adds difficulty, impacting nuanced meaning in pronunciation.

d. Sequencing and integration of sounds: integrating acquired sounds smoothly into connected speech presents a hurdle, demanding fluent and coherent articulation.

In sum, Jariyah's research provides a comprehensive overview of the diverse array of challanges that students encounter when engaging in the process of pronunciation learning. These encompass a spectrum of challenges, including the identification and replication of both foreign and native sounds, the negotiation of the complexities inherent in suprasegmental features, and the coordination of sounds within the fluid context of connected speech.

E.   Previous Study

The first study, conducted by Ahmad (2018), investigates students' perceptions of English pronunciation following exposure to the phonetics and phonology subject. Using a qualitative descriptive approach, the study involved questionnaires distributed to six participants from Singaperbangsa Karawang University's English Education department. Findings highlight ongoing errors in English pronunciation, especially related to vowel sounds. Notably, participants' pronunciation skills improved after the phonetics and phonology course. The researcher plans to explore additional challenges using mixed methods.

The second study by Moedjito (2016) explores Indonesian school teachers' and university students' perspectives on English pronunciation teaching in the EFL context. The study covers various aspects, including perceived difficulty, reasons, classroom integration, instructional objectives, priorities, and techniques. Data collection included questionnaires distributed to 110 teachers and 230

students, analyzed through the two-sample t-test. The study reveals that most participants find English pronunciation challenging due to their first language (L1) influence. Participants advocate for pronunciation teaching in EFL classrooms, emphasizing segmental features, like consonants and vowels, as well as sentence stress. Preferred teaching methods involve L1 explanations and demonstrations. The study's implications support intelligibility-focused pronunciation teaching through strategic techniques and priorities.

.
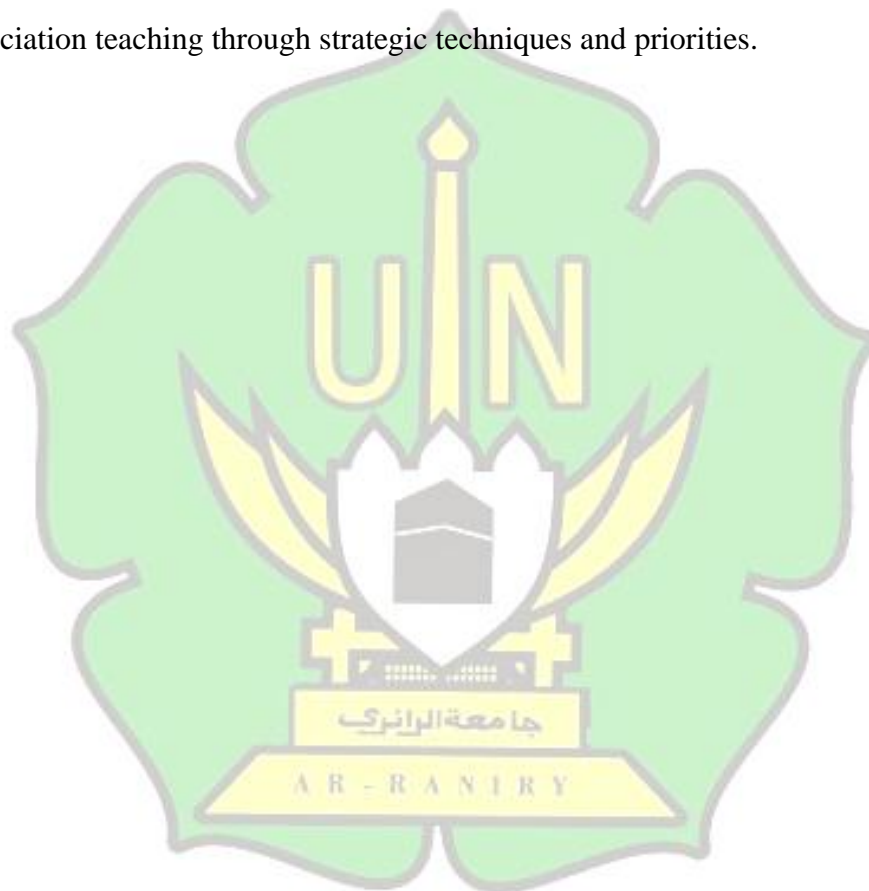
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the research method include the research design, subject of the study, data and data source, technique of collecting data, technique of data verification, and data analysis.

A. Research Design

The research design helps the reseacher to collect and analyze the data comperehensively obtained from the result of the study. According to Dawadi, et.al (2021), there are several techniques to conduct research that guides the researcher's plan of how to proceed an understanding of some groups or some phenomenon in its context based on the research procedures. Ponto (2015) adds that survey reseach aims to describe behaviors and to gather people's perceptions, opinions, attitudes, and beliefs about current topics in the field of education. The researcher decided to use mixed-method to give a brief and clear description of the answer of the formulated question.

The mix-method, which involves both qualitative and quantitative in the reseach is appropriate to use in the study because of its aims to explore students' perceptions of challenges related to word stress, fluency, and word memorization in English pronunciation learning within the English Language Department. The reason for choosing mixed-method by the researcher because it provides a powerful approach by combining quantitative and qualitative methods, offering a comprehensive understanding of research questions. The finding result is not only

obtain the subjective results from the interview, but also objective result from questionnaire.

In addition, mixed-method leverages the strengths of both approaches, enhancing the validity of findings through triangulation and providing a holistic perspective on complex phenomena.The objective result can be observed from the students' responses on first research question about difficulties in word stress, fluency, and word memorization in English pronunciation. Besides, the subjective result can be earned from students' argument based on the second research question about the most difficult aspects that students face in learning pronunciation.

B.   Research Participant

According to Creswell (2016), a population is a group of people with the same characteristics. The populations for this study were the English Education Department students of State Islamic University of Ar-Raniry Banda Aceh in the academic year 2022. The researcher chose those students as participants because they had already completed public speaking and pronunciation courses in the previous semester. To minize the larger size population, the researcher used the sampling method.

The technique for selecting sample that was used by the researcher was probability sampling. It was a sampling technique which provides equal opportunity for each element (member) of the population to be selected as a sample member. According to Creswell (2019), in probability sampling, representative sample from a population provides the ability to generalize to a

population. Probability samplinghas four methods namely simple random sampling, proportionate stratified random sampling, disproportionate random sampling and cluster sampling. stratified random sampling. This method was used when the population has a member or element that was not homogeneous and stratified proportionally. Proportionate stratified random sampling was done by making layers (strata). Then, each layer was taken as a number of subjects randomly. The number of subjects from each layer (strata) is the research sample.

To select the sample, the researchers employed the Slovin formula, a calculation approach within sampling techniques, to ascertain the required sample size from a larger population. This method falls under the category of probability-based sampling techniques, aiming to determine the optimal sample size that adequately reflects the population, particularly in instances of substantial population sizes. Employing the Slovin formula enables researchers to ensure that the chosen sample maintains a satisfactory level of precision.

In measuring the number of samples in this study, the researcher used Slovin's formula with standard error 10%. The total sample of this research was 156 that consist of 29 students from 1^{st}unit, 31 students from 2^{nd}Unit, 33 students from 3rd Unit, 31 students from 4th Unit, and 32 students from 5th Unit. This formula used to determine the number of samples from population. The Slovin's formula shown as followed.

$$Rumus\ Slovin\ (n) = \frac{N}{1 + N.e^2}$$

Notes:

n : Total amount of the sample

N: Total amount of population

e : error tolerance (10% or 0.01).

Based on the Slovin formula, the sample calculation in this study can be described as follows:

$$n = \frac{N}{1 + N.e^2}$$
$$n = \frac{156}{1 + 156 \times 0,1^2}$$
$$n = \frac{156}{2,56}$$
$$n = 60,9375 \text{ Students}$$
$$n = 61 \text{ Students}$$

After using the calculation for sample withdrawal using the slovin formula, 61 respondents were obtained for this study. From amount of the students, the researcher will take 3 of them to be the respondents for interview session in order to answer the research problem concerning the most dominant factors that affect the students to difficulties in English pronunciation.

C. Data Collection Technique

The data for this research was collected using a survey questionnaire to determine how students perceive their difficulty in English pronunciation. According to Kabir (2016), a questionnaire is an appropriate way by spreading form for designing a survey that will be filled out by participants and the give it back to the researcher in order to analyze the results. The questionnaire is a set of question for gathering information from the subject of study. In this research, the researcher will use a survey questionnaire to get data related to the first research

question about students difficulties related to word stress, fluency, and word memorization in English pronunciation learning.Moreover, the second research question about the most difficult aspects that students face in learning pronunciation based on their perception will be obtain from interview sessions.

D.   Research Instruments

Based on the data collection technique above, it can be concluded that the instruments of this research is devided into two types, as follows:

1. Questionnaires

There are twenty statement in the questionnaire are listed in order to asked for their response in the form of mark checklist. The questionnaire will further use the Likert-type scale which classified into five responses of the participant (1= Strongly disagree, 2= Disagree, 3= Agree, and 4= Strongly agree). The list of Statement of questionnaire can be seen on appendix D in this reseach.In brief, the questionnaire Statement highlight a spectrum of challenges encountered by students in their English pronunciation journey. These challenges encompass areas such as word stress, new word pronunciation memorization, fluency hindrances due to pronunciation, and the role of word stress in clear communication. Additionally, the questionnaire addresses difficulties in multisyllabic word pronunciation, maintaining smooth speech rhythm, enunciating consonant clusters accurately, distinguishing between stressed and unstressed syllables, fluency attainment, memorizing irregular word pronunciations, effective conveying of meaning, identifying correct intonation patterns, and managing vowel sound complexities. It also explores the

connections between pronunciation struggles and word memorization, natural speech melody imitation, speaking confidence, word discrimination, pitch modulation for fluent speech, adaptable pronunciation, and its integration into overall language learning. These insights collectively provide a comprehensive understanding of the challenges faced by students in mastering English pronunciation.

    2. Semi-Structured Interview

The second research question is answered by using interview session with the students in relation to the most dominant factors that affect the students to difficulties in English pronunciation. Compared to quantitative research with questionaire, qualitative research through interviews are usually probing openly and less structured. However, it is far more varied in the way it is implemented (Akhtar, et.al, 2016). Hence, the researcher determined to utilize a semi-structured interview in this study to get deeper answers from qualified interviewee. The five questions is listed in order to ask for their perspectives. As mentioned in the guideline of this research, it can be seen in the appendix E. These 5 questions collectively provide a comprehensive overview of interviewees' experiences with pronunciation challenges. By examining specific difficulties, exploring challenging aspects, understanding perceptions of difficulty, identifying encountered rules, and uncovering strategies for improvement, the questions aim to capture a holistic picture of individuals' pronunciation learning process.

E. Data Analysis

There are two types of analysis data that can be devided as follows:

1. Questionnaire's Result

   In this study, the researcher adopts a guided, structured approach outlined by Joshi et al. (2015) to quantitatively analyze survey questionnaire data. This process involves:

   a. Comprehending a likert-type scale questionnaire encompassing twenty Statement;
   b. Ranging from "Strongly Disagree" to "Strongly Agree," each assigned numerical values (1 to 4).
   c. Making the themes like word stress, fluency, memorization difficulties, and more are gleaned from the Statement.
   d. Organizing the students responses, and determing the frequencies
   e. Enabling pattern recognition, the calculation is done by using the pattern on the following.

   $$P = \frac{F}{N} \; X \; 100\%$$

   Where:

   P : The percentage
   F : The frequencies
   N : The total participants
   100 : A constant value.

   f. Calculating mean score calculation.
   g. Identifying of high and low points.
   h. Themes are grouped, with insights embedded in the research's context.
   i. culminating in summarizing key findings.
   j. visualizing data, interpreting, suggesting recommendations,
   k. concluding, encompassing participant perceptions and implications for the English Language Department.

   In essence, this structured approach ensures a comprehensive grasp of participant perspectives on English pronunciation challenges, covering

questionnaire understanding, theme identification, response categorization, pattern analysis, and conclusion.

2. Interview's Result

The second research question is answered by using interview session with the students in relation to the most dominant factors that affect the students to difficulties in English pronunciation. Compared to quantitative research with questionnaire, qualitative research through interviews is usually probing openly and less structured. However, it is far more varied in the way it is implemented (Akhtar, et.al, 2016). Hence, the researcher determined to utilize a semi-structured interview in this study to get deeper answers from qualified interviewee.

Analyzingtype of qualitative design through semi-structured interview data involves extracting insightful narratives from participants and interpreting their experiences within the research objectives. The process includes steps such as transcribing interviews, familiarizing with responses, identifying recurring themes, coding data, categorizing responses, comparing perspectives, extracting direct quotes, conducting contextual and thematic analysis, exploring nuances, providing examples, connecting to the research question, interpreting findings in relation to existing literature, discussing limitations and implications, and summarizing key findings. This approach allows for a comprehensive understanding of participants' perspectives on factors contributing to English pronunciation difficulties.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides an overview of the study's findings, which are organized into two primary sections: one dedicated to presenting the research results and the other to discussing the research outcomes, all derived from a combination of questionnaires and semi-structured interviews.

A. Findings of Questionnaire

The data for this study were obtained through the distribution of a questionnaire to the selected sample. This questionnaire encompassed 20 Statement focusing on the topics of word stress, fluency, and word memorization in English pronunciation learning at the English language department. Moreover, The researcher employed the Likert Scale questionnaire, which includes response options such as Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The Likert scale methodology is recognized for presenting data in both scale and categorical forms, making it a quantitative data collection technique. According to Joshi et al. (2015), Likert Scale in somehow comprises declarative Statement followed by response levels. In line with this, the Likert scale can effectively gauge the attitudes, opinions, and perceptions of individuals or groups regarding educational phenomena. The outcomes of the questionnaire are categorized the Statement into several themes as follows:

1. Word Stress

The questionnaire data reveals specific challenges encountered by students pertaining to the stylistic features of word stress in pronunciation, which constitutes a significant aspect within the realm of suprasegmental aspects of pronunciation. Word stress denotes the emphasis placed on particular syllables within words, prompting speakers to modulate pitch or volume, thereby influencing speech rhythm and clarity. The table below outlines the problems identified by students related to word stress:

Table 4.1

Word Stress

No.	Statement	Frequency				Percentages			
		SA	A	D	SD	SA	A	D	SD
1	I find it challenging to correctly identify and apply word stress patterns in English words (Q1).	18	31	9	3	30%	50%	15%	3%
2	Word stress often affects my ability to communicate clearly (Q4).	21	28	7	5	35%	45%	12%	8%
3	Pronouncing multisyllabic words with correct stress is a challenge for me (Q5).	15	30	9	7	25%	49%	15%	11%
4	I find it hard to differentiate between stressed and unstressed syllables in sentences (Q8).	14	26	11	10	23%	43%	18%	16%
5	I often encounter problems with vowel sounds in English pronunciation (Q13).	14	29	10	8	23%	48%	16%	13%
6	I struggle with distinguishing between similar-sounding words in English (Q17).	15	30	9	7	25%	49%	15%	11%

Table 4.1 presents empirical insights regarding students' encounters with word stress challenges in pronunciation, as delineated by their responses to specific statements. The initial statement (Q1) elucidates that a substantial majority of students find the identification and application of word stress patterns demanding, with a noteworthy consensus of 80% (comprising 30% Strongly Agree (SA) and 50% Agree (A)) acknowledging this challenge. Conversely, a minority of 20% (15% Disagree (D) and 5% Strongly Disagree (SD)) adopt a contrary viewpoint, indicating a lack of difficulty in this aspect.

Similarly, the subsequent statement (Q4) illuminates that a dominant proportion of students, constituting 80%, concur on word stress exerting an impact on communication clarity, delineated by 35% SA and 45% A. However, a contrasting viewpoint is evident among 20% of respondents (12% Disagree (D) and 8% Strongly Disagree (SD)), suggesting a negligible impact on communication clarity.

Furthermore, in reference to stressing multisyllabic words (Q5), a substantive majority of 74% acknowledges the associated difficulty, comprising 30% Agree (A) and 25% Strongly Agree (SA), while a minority of 26% (15% Disagree (D) and 11% Strongly Disagree (SD)) expresses dissenting opinions.

Delving into the differentiation between stressed and unstressed syllables (Q8), a significant 66% of students encounter challenges (43% Agree (A) and 23% Strongly Agree (SA)), while a smaller faction of 34% (18% Disagree (D) and 16% Strongly Disagree (SD)) diverges in their assessment.

Regarding English vowel sounds (Q13), a substantial majority of 71% confront issues (48% Agree (A) and 23% Strongly Agree (SA)), juxtaposed with 29% expressing dissent (16% Disagree (D) and 13% Strongly Disagree (SD)).

Lastly, pertaining to the challenges associated with distinguishing similar-sounding words in English pronunciation (Q17), a notable majority of 74% acknowledges this struggle (49% Agree (A) and 25% Strongly Disagree (SD)), while 26% (15% Disagree (D) and 11% Strongly Disagree (SD)) hold contrary viewpoints.

To sum up, these findings unveil a spectrum of challenges intricately linked with word stress in pronunciation. The majority of students contend with the complexities surrounding word stress identification and application, impacting communication clarity. Moreover, the challenges extend to stressing multisyllabic words, differentiating stressed and unstressed syllables, grappling with English vowel sounds, and discerning similar-sounding words, underscoring multifaceted aspects of pronunciation difficulties faced by students.

2. Fluency

Fluency in students' pronunciation refers to the smoothness, naturalness, and ease with which students are able to articulate and produce sounds, words, phrases, and sentences in a spoken language. This assertion is corroborated by specific statements extracted from the questionnaire findings, delineating the challenges encountered by students in their pursuit of fluent pronunciation. The result of the students' problem about fluency in pronunciation can be seen in the following table.

Table 4.2

Fluency

No.	Statement	Frequency				Percentages			
		SA	A	D	SD	SA	A	D	SD
1	I struggle with fluency when speaking English due to pronunciation issues (Q3)	16	28	11	6	26%	46%	18%	10%
2	I have difficulty maintaining a smooth and natural ryhthm while speaking English (Q6)	15	30	9	7	25%	49%	15%	11%
3	Fluency in English speech becomes hindered by pronounciation difficulties (Q9).	15	31	10	5	25%	51%	16%	8%
4	I find it hard to mimic the rhythm and melody of natural English speech (Q15).	14	28	11	8	23%	46%	18%	13%
5	Pronunciation challenges affect my confidence in speaking English (Q16)	16	27	12	6	26%	44%	20%	10%
6	Fluent speech often requires adjustments in pitch and tone, which I find challenging (Q18).	15	29	10	7	25%	48%	16%	11%
7	I have difficulty adapting my pronunciation in different contexts or situations(Q19).	14	30	11	6	23%	49%	18%	10%

Table 4.2 delineates a comprehensive portrayal of challenges encountered by students in achieving fluency in English pronunciation, encompassing various aspects beyond the suprasegmental element of word stress. The questionnaire

responses unveil distinct and intricate struggles prevalent among the surveyed population.

The first statement (Q3) pertaining to fluency struggles arising from pronunciation issues reveals a substantial consensus among respondents, with 72% acknowledging this challenge. This is evident through the combined agreement percentage of 46% for Agree (A) and 26% for Strongly Agree (SA), while a minority (28%) articulates dissenting views, indicating differing perceptions regarding the impediment posed by pronunciation issues on fluency.

Addressing the endeavor of maintaining a seamless and natural rhythm while speaking (Q6), a significant majority of respondents (74%) acknowledge encountering challenges, illustrated by the combined agreement percentage of 49% for Agree (A) and 25% for Strongly Agree (SA). Conversely, 26% express dissent, showcasing diverse experiences in sustaining a natural rhythm.

Moreover, in assessing the impediment faced in English speech fluency due to pronunciation difficulties (Q9), a considerable majority of 76% acknowledges this obstruction (comprising 51% Agree (A) and 25% Strongly Agree (SA)), contrasting with 24% expressing dissent (16% Disagree (D) and 8% Strongly Disagree (SD)).

Similar to the challenges posed in mimicking the rhythm and melody of natural English speech (Q15), 69% of respondents face difficulties (46% Agree (A) and 23% Strongly Agree (SA)), while 31% express disagreement. Regarding the impact of pronunciation challenges on confidence in speaking English (Q16),

a noteworthy majority of 70% perceives this influence (comprising 44% Agree (A) and 26% Strongly Agree (SA)), while 30% disagree.

Furthermore, the challenge of adjusting pitch and tone for fluent speech (Q18) is acknowledged by a significant majority of 73% (comprising 48% Agree (A) and 25% Strongly Agree (SA)), while 27% express dissent (16% Disagree (D) and 11% Strongly Disagree (SD)).

Lastly, in terms of difficulties adapting pronunciation in different contexts or situations (Q19), 72% of respondents confront such challenges (49% Agree (A) and 23% Strongly Agree (SA)), while 28% express dissent (15% Disagree (D) and 13% Strongly Disagree (SD)).

In summary, these findings underscore a spectrum of intricate challenges faced by students in their pursuit of fluency in English pronunciation. The complexities range from maintaining rhythm and melody to adapting pronunciation across contexts, all influenced by pronunciation issues. These challenges permeate the broader domain of fluency, impacting students' confidence in spoken English.

3. **Word Memorization**

The questionnaire results illuminate that certain students encounter challenges when confronted with unfamiliar words and sounds, necessitating them to engage in memorization and discernment of nuanced speech features. In other words, unfamiliar words and sounds in pronunciation for students refer to linguistic elements within a language that are not readily recognizable, comprehensible, or familiar to the individual. The specific problems faced by

students in terms of word memorization, as articulated through their responses, are outlined below:

Table 4.3

Word Memorization

No.	Statement	Frequency				Percentages			
		SA	A	D	SD	SA	A	D	SD
1	Memorizing the Pronounciation of new words is difficult for me (Q2).	12	28	12	9	20%	46%	20%	15%
2	Memorizing the pronunciation of irregular words is challenging for me (Q10).	13	29	11	8	21%	48%	18%	13%
3	My word memorization skills are impacted by my pronunciation	14	30	11	6	23%	49%	18%	10%
4	I find it challenging to integrate proper pronunciation into my overall language learning (Q20).	15	29	10	7	25%	48%	16%	11%

Table 4.3 presents the problem encountered by students in the process of word memorization, particularly in relation to pronunciation difficulties. The table showcases responses to specific statements extracted from the questionnaire:

In the first statement (Q2) addressing difficulties in memorizing word pronunciation, a substantial majority, constituting 66% of respondents (comprising 46% in agreement (A) and 20% strongly agreeing (SA)), find memorizing the pronunciation of new words challenging. Conversely, 35% express dissent, suggesting a minority that does not encounter difficulties in this aspect.

The second statement (Q10) concerning the struggle with irregular word pronunciation memorization indicates that 69% of respondents face challenges (48% in agreement (A) and 21% strongly agreeing (SA)), while 31% disagree with experiencing such difficulties.

Regarding the impact of pronunciation on word memorization skills (Q14), a significant majority, comprising 72% of respondents (49% in agreement (A) and 23% strongly agreeing (SA)), believe in the correlation between their pronunciation abilities and word memorization. However, 28% express dissent, indicating a minority that does not perceive this association.

Lastly, the fourth statement (Q20) highlights challenges in integrating proper pronunciation into overall language learning. Approximately 73% of students face difficulties (48% in agreement (A) and 25% strongly agreeing (SA)), while 27% express dissent, indicating a minority without such integration challenges.

In summary, the findings suggest that a majority of students encounter obstacles in word memorization, specifically in memorizing new words and irregular pronunciations. Additionally, they perceive a connection between their ability to memorize words and their pronunciation skills. Moreover, integrating proper pronunciation into broader language learning appears challenging for a significant proportion of students, reflecting a multifaceted struggle in pronunciation-related learning aspects.

B.   Findings of Interview

The second research question about the most difficult aspects that students face in learning pronunciation based on students' perception, as evidenced in the interview outcomes.There are several themes can be explained based on the result of interviews, as mentioned in the following themes.

1. What is The Most Challenging Problem Faced by Students in Specific Lesson of Pronunciation?

The result of interview provides valuable insights into the experiences and challenges that students face in learning pronunciation. The first respondent(R1) mention that the students challenges with specific sounds, as stated as follows:

Of course. For me, the "th" sound in English is incredibly challenging. My native language doesn't have this sound, so pronouncing words like "this" or "that" accurately is a constant struggle. The tongue positioning required is quite different from what I'm used to.

Based on the statement of R1, it can be highlighted that the students face difficulties with specific sounds in English that do not exist in their native languages. For example, the "th" sound poses a persistent challenge for R1. Pronouncing this sound correctly, involving unique tongue placement and airflow, has proven to be an ongoing hurdle. It can be indicated from R1's statement that the significance of mastering individual phonemes when learning a new language.

In addition, the Second respondent (R2) centers on the significance of word stress in pronunciation:

I can relate to that. Word stress has been a significant challenge. In English, knowing which syllable to emphasize in longer words is crucial for clear communication. Misplacing stress can lead to misunderstandings, and it's not always intuitive.

The R2 emphasizes the importance of word stress in their pronunciation challenges. Correctly emphasizing syllables in these words is deemed essential, as misplacing stress can lead to misunderstandings. What makes this challenge particularly intriguing is that it is not always intuitive, and mastering word stress patterns becomes paramount. On the other hand, the response of R2 underscores the importance of accurate stress patterns in English pronunciation for conveying intended meanings. Moreover, the third respondent (R3) Argues as follows:

> *Intonation is what I find most challenging. It's about how the pitch of your voice rises and falls while speaking. This can convey different meanings and emotions within a sentence. Getting it right in English, especially in complex sentences, is tough because it's less prominent in my native language.*

The statement shows that R3 has problem regardin to the complexity of intonation, particularly in the context of English. Intonation involves modulating the pitch of one's voice to convey emotions and meanings within a sentence. The student notes that getting intonation right, especially in complex sentences, is challenging due to its reduced prominence in their native language. It can be implies that the students need to navigate the intricate nuances of intonation when learning English pronunciation.

In summary, the interview data analysis reveals three kinds of pronunciation challenges based students' opinion. These challenges are intimately tied to specific aspects of pronunciation, including unique phonemes like the "th" sound, the critical role of word stress patterns in clear communication, and the intricate complexities of intonation. These challenges emphasize the importance of

addressing pronunciation difficulties in language learning, acknowledging the impact of differences between native languages and English phonological systems.

2. What is The Most Challenging Problem Faced by Students in Specific Lesson of Pronunciation?

The result of interview provides a deeper understanding of specific aspects or topics in pronunciation learning that the students found challenging. Three key areas of difficulty emerge from their responses. The R1's response about challenges with linking sounds in connected speech, as in the following.

> *Sure. Linking sounds in connected speech has been tough. It involves understanding how sounds change when words are spoken together. For example, "I don't know" often becomes "I dunno" in casual speech. Initially, this felt unnatural because my language tends to pronounce words distinctly.*

Based on the statement, R1 highlights the difficulty he encountered with linking sounds in connected speech. This aspect of pronunciation involves understanding how sounds change when words are spoken together, such as the transformation of "I don't know" into "I dunno" in casual speech. The student notes that initially, this felt unnatural because their native language tends to pronounce words distinctly. It means that the challenge of adapting to the fluidity and informal nature of spoken English, where sounds often merge or change in connected speech. However, R2 struggles with Consonant Clusters, as stated as follows:

> *Consonant clusters have been a struggle for me. These are groups of consonants in words like "splash" or "street." Pronouncing these clusters fluently is like navigating a tongue twister. It requires breaking down words and practicing them repeatedly.*

It shows that R2 discusses her struggle with consonant clusters, which are groups of consonants found in words like "splash" or "street." Pronouncing these clusters fluently is likened to navigating a tongue twister, requiring the breaking down of words and repeated practice. It proves that the challenge highlights the intricacies of phonetic combinations and the need for precise articulation, which can pose hurdles for learners. Despites, the R3 also gives different perspectives in relation to Complexities of Sentence Stress:

Sentence stress, particularly in longer sentences, has been challenging. Deciding which words to emphasize for clarity or emphasis in complex sentences can be confusing. It's like juggling multiple aspects of pronunciation at once.

Here, R3 brings his attention to the complexities of sentence stress, particularly in longer sentences. Deciding which words to emphasize for clarity or emphasis in complex sentences is likened to juggling multiple aspects of pronunciation simultaneously. It can be included that the cognitive demands associated with managing intonation, word stress, and syllable emphasis in longer spoken expressions.

To sum up, the interview data sheds light on the specific aspects and topics within pronunciation learning that students find challenging. These challenges encompass adapting to the nuances of connected speech, mastering consonant clusters, and navigating the complexities of sentence stress. The insights provided by the students offer valuable perspectives on the multifaceted nature of pronunciation difficulties in language learning.

3. What is the level of difficulty in English Pronunciation?

The result of interview reveals valuable insights into the students' perceptions of different aspects of pronunciation and their relative levels of difficulty. There are several perception given by the respondents, as in the following.

The R1 responses:

> *I believe word stress is particularly challenging because misplaced stress can completely change the meaning of a word. It demands precise attention, and it's critical for clear communication.*

Based on the statement, R1 emphasizes that word stress poses a particularly formidable challenge. She stress that misplaced stress can radically alter the meaning of a word, underscoring the need for precise attention to this aspect of pronunciation. Besides, word stress is seen as critical for clear communication, making it a focal point in their pronunciation learning journey. Furthermore, R2 also said:

> *While word stress is crucial, intonation can be equally challenging. It adds emotional and contextual layers to speech, and mastering these nuances is complex. It's like learning a new layer of language.*

The R2 acknowledges the significance of word stress but highlights the complexities of intonation as equally challenging. Intonation, he explain, adds emotional and contextual layers to speech, akin to mastering a new layer of language. The R2's perspective underscores the intricate role that intonation plays in effective communication, necessitating a nuanced understanding to convey intended meanings and emotions accurately. Similarly, R3 alsoimplies:

> *Intonation is indeed complex, but rhythm has been tough for me too. Knowing when to pause, how to group words together, and maintain a*

natural flow while speaking has been challenging. These elements require practice and patience.

R3 adds that another layer to the discussion by noting that rhythm has presented difficulties in their pronunciation learning. Understanding when to pause, how to group words together, and maintaining a natural flow while speaking has been a challenge. These elements require practice and patience, emphasizing the importance of rhythm in achieving fluency and natural speech patterns.

In summary, the interview data analysis reveals that the students recognize different areas of pronunciation as posing distinct challenges. Word stress is seen as crucial for clarity and precision in communication, while intonation is acknowledged for its complexity in conveying emotions and context. Rhythm is noted for its role in achieving fluency and natural speech patterns, highlighting its significance in pronunciation learning. These insights provide valuable perspectives on the multifaceted nature of pronunciation difficulties and the varied areas that students perceive as more challenging in their language learning journey.

C.   Discussion

The first research question concerning students' perceptions of difficulties related to word stress, fluency, and word memorization in English pronunciation learning at the English Language Department is addressed through a quantitative analysis of questionnaire results. The response of the students can be listed as in the following.

In the realm of word stress, it is evident that a substantial majority of students (80%) encounter difficulties in accurately identifying and applying word stress patterns in English words. Furthermore, word stress is acknowledged as a pivotal factor impacting the clarity of their communication, with 80% of students recognizing its substantial influence. Pronouncing multisyllabic words with correct stress proves to be a challenge for 74% of students. Additionally, the majority (66%) find it challenging to differentiate between stressed and unstressed syllables in sentences, and 71% experience difficulties with English vowel sounds. A significant portion (74%) also grapples with distinguishing between similar-sounding words in English.

It is similar with statement from Algifari (2017) who did a research about Analyzing Students' Pronunciation of Word Stress of IET 7 Students of Cambridge English College (CEC) Makassar, stated that the students face the difficulty to place the stress correctly even though they had been trained well as good speakers and instructors.

Concerning fluency, it is noted that 72% of students concede that they encounter challenges in achieving fluency due to pronunciation issues. Furthermore, a substantial majority (74%) find it challenging to maintain a smooth and natural rhythm while speaking English. The hindrance of fluency in English speech due to pronunciation difficulties is recognized by 76% of students. Additionally, 69% of students find it challenging to mimic the rhythm and melody of natural English speech. Pronunciation challenges are observed to affect the confidence of a significant majority (70%) in speaking English. Adjusting pitch

and tone for fluent speech proves to be a challenge for 73% of students, while 72% experience difficulties in adapting their pronunciation to different contexts or situations.

Similarly, Rahmat et.al (2018) who who did a research about The Influence of Pronunciation Instruction on Speaking Skill of College Students, stated that A proficient level of pronunciation not only augments comprehensibility but also cultivates self-assurance in verbal discourse, thereby facilitating the cultivation of English fluency. In other words,this is predicated on the premise that a mastery of English pronunciation equips students with the ability to articulate the language accurately and fluently.

In the context of word memorization, 66% of students report difficulty in memorizing the pronunciation of new words. Irregular words pose a challenge for 69% of students in terms of pronunciation memorization. Furthermore, 72% of students believe that their pronunciation skills impact their ability to memorize words. Integrating proper pronunciation into overall language learning is found to be challenging for 73% of students.It is indirectly corresponsed to statement from Rosyanda and Apoko (2023) who reveals that the students faced challenges in accurately pronouncing unfamiliar or new words, precisely difficulties in mastering the phonetic of the English language.

In summary, these outcomes reveal prevalent challenges faced by students in English pronunciation learning, particularly in the domains of word stress, fluency, and word memorization. These findings are marked by a consensus among the majority of students, either agreeing or strongly agreeing

with statement related to these aspects. These outcomes underscore the multifaceted nature of pronunciation difficulties in English language education at the English Language Department and emphasize the necessity for tailored instructional approaches to effectively address these challenges.

The second research question on students' perceptions concerning the most formidable aspects encountered by students during the process of learning pronunciation. This insightful exploration emerges from the outcomes of interview sessions, providing a qualitative perspective that complements the quantitative data. The result of interview session can be seen in the following.

Firstly, specific sounds. One recurring challenge students face is related to specific sounds that do not exist in their native languages. For example, the "th" sound in English is particularly challenging for some learners due to differences in tongue positioning and airflow. This highlights the significance of mastering individual phonemes when learning a new language.

Simarmata and Pardede (2018) who similarly said that English causes problems for Indonesian learners since there are sounds in English that do not exist in their native language. Hence, It is clear that pronunciation problems faced by foreign language learners are caused by differences found between the learners' language and the target language.

Secondly, word stress. Another prominent challenge identified by students is word stress. Knowing which syllable to emphasize in longer words is considered crucial for clear communication in English. Misplacing stress can lead to misunderstandings, and this challenge is further complicated by the fact

that word stress patterns are not always intuitive.Overall, word stress is perceived as a critical aspect of English pronunciation (Lewis & Deterning, 2018).

Thirdly, intonation and rhythm.Intonation, characterized by how the pitch of one's voice rises and falls while speaking, is viewed as complex and challenging, especially in the context of English. It adds layers of meaning and emotion to speech, and mastering these nuances can be likened to learning a new layer of language. Additionally, rhythm, which involves knowing when to pause, how to group words together, and maintaining a natural flow while speaking, is recognized as a difficulty that requires practice and patience. Rhythm plays a vital role in achieving fluency and natural speech patterns.

It is corresponsed to Asmaldi, et. al (2018) who adds that both intonation and rhythm are integral components of spoken language, especially in the context of English. Intonation adds layers of meaning and emotion, akin to mastering a new linguistic layer, while rhythm is crucial for achieving fluency and natural speech patterns. These aspects may present challenges, but their mastery significantly enhances one's ability to communicate effectively and expressively in the language.

In summary, students perceive pronunciation difficulties based on their experiences and linguistic backgrounds. These difficulties encompass mastering specific sounds, understanding word stress patterns, and navigating the complexities of intonation and rhythm. The extent of these challenges varies among individuals, highlighting the importance of addressing these aspects in pronunciation instruction to facilitate effective language learning.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A.   Conclusion

The aims of this study is to investigate students' perceptions of difficulties in word stress, fluency, and word memorization in the context of English pronunciation learning and to determine the extent to which perceived difficulties influence the identification of the most challenging aspects encountered by students during their pronunciation learning.

The first research questiongained from questionnaire has unveiled significant challenges in the domains of word stress, fluency, and word memorization in English pronunciation learning at the English Language Department. The findings demonstrate a consensus among the majority of students, with high percentages acknowledging difficulties in accurately applying word stress patterns, maintaining fluency, and memorizing word pronunciations. These multifaceted challenges underscore the need for tailored instructional approaches to address pronunciation difficulties effectively and enhance language education within the department.

Moreover,the second research question gained from interview sessions provide a qualitative perspective that complements the quantitative data, shedding light on the most formidable aspects encountered by students in the process of learning pronunciation. These aspects encompass the mastering of specific sounds not present in their native languages, the crucial role of word stress in achieving

clear communication, and the intricate challenges of intonation and rhythm, akin to acquiring a new layer of language. These findings underscore the nuanced nature of pronunciation difficulties, shaped by students' experiences and linguistic backgrounds. As these challenges vary among individuals, it is imperative for pronunciation instruction to comprehensively address these aspects, thus facilitating effective language learning and ensuring a holistic approach to pronunciation pedagogy.

B. Suggestion

Based on the research results, the writer suggest readers interested in conducting research on a similar topic as well as future researchers. The following suggestions:

1. Students can enhance English pronunciation by concentrating on mastering difficult sounds, grasping word stress patterns, and refining intonation and rhythm through targeted practice, significantly improving their language learning experience.

2. This study emphasizes addressing distinct hurdles in English pronunciation, such as mastering distinct sounds, word stress patterns, and intonation. It underscores the significance of customized language instruction to effectively improve pronunciation skills.

3. This research stresses the need for additional exploration into tailored teaching approaches to tackle specific English pronunciation challenges. It

focuses on individual variances and efficient strategies to elevate language learning programs.

REFERENCES

Almaqrn, R.K., &Alshabeb, A.M. (2017). EFL Learners' Attitudes towards the Proper Pronunciation of English and Podcasts as a Facilitator of Proper Pronunciation. *Arab World English Journal (AWEJ), 8*(1), 208-219.

Agus, M. (2021) *The Difficulties in Learning English for The Second Semester Students of Civil Engineering at Uniska.* (Bachelor's Thesis, Islamic University of Kalimantan Muhammad Arsyad Al-Banjary Banjarmasin, Indonesia).

Andi-Pallawa, B. (2013). International Journal of English Language Education. A Comparative Analysis between English and Indonesian Phonological Systems, *International journal of English language education, 1*(3), 103-129.

Antaris, I, and Omolu, F.A. (2019). Factors Affecting Pronunciation of 8th Grade Students of MTSN Palu Barat. *Journal of Foreign Language and Educational Research, 2*(2), 10–19.

Arifin, H.S., Fuady, I., Kuswarno, E. (2017). Factor Analysis That Effect University Student Perception in Untirta About Existence of Region Regulation in Serang City, *JurnalPenelitianKomunikasidanOpiniPublik, 21*(1), 88-101.

Ary, D et al.2010. *Introduction to Research in Education.*Canada:Thompson.

Azizah, L. (2022). *The Analysis of Students' Difficulties in Pronouncing TheEnglish Vocabulary At MA Darul Huda Ponorogo,*(Bachelors' Thesis,State Institute Islamic Studies of Ponorogo, Indonesia).

Baran-Łucarz, M. (2014). The link between pronunciation anxiety and willingness to communicate in the foreign-language classroom: The Polish EFL context. *Canadian Modern Language Review 70*(4), 445-473.

Berry, D. M. (2021). Level up your pronunciation: Impact of a mobile game. *MEXTESOL Journal,* 45(1), n1.

Cheng, Y.S. (2004). A Measure of Second Language Writing Anxiety: Scale Development and Preliminary Validation. *Journal of Second Language Writing, 13*(4), 313-335.

Creswell, J. W. (2012). *Educational research Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: MA Pearson.

Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-Methods Research: A Discussion on its Types, Challenges, and Criticisms. *Journal of Practical Studies in Education, 2*(2), 25-36.

Djamarah, S.B. (2011). *PsikologiBelajar*. Jakarta: RinekaCipta.

Erin & Maharani, A. (2018). PersepsiMahasiswaPendidikanMatematikaterhadapPerkuliahan Online. *Mosharafa: JurnalPendidikanMatematika, 7*(3), 20-21.

Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching,9*(1),123-133.

Isaacs, T., & Trofimovich, P. (2016). *Second Language Pronunciation Assessment: Interdisciplinary Perspectives*.London: Multilingual Matters.

Joshi, A., Kale, S. K., Chandel, S., & Pal, D. K. (2015). Likert scale: explored and explained. *British Journal of Applied Science and Technology*, *7*(4), 396–403. https://doi.org/10.9734/bjast/2015/14975.

Kabir, S. M. S. (2016). *Methods Of Data Collection Basic Guidelines for Research: An Introductory Approach for All Disciplines* (1st ed.). Chittagong: Book Zone Publication.

Khaleghi, M., Batobara, M., & Saleem, M. (2020). A case for teaching pronunciation to adult EFL learners, using metrical versification. *International Journal of Learning, Teaching and Educational Research, 19*(3), 460-474.

Khan, T. A. (2019). A descriptive study: Factors affecting the pronunciation of English language (L2). *Journal of Communication and Cultural Trends, 1*(2), 01–16.

Lasabuda, N. (2017). An Identification of Students' Difficulties In Pronunciation. *Al-Lisan, 3*(2), 17-24, doi:10.30603/al.v2i2.822.

Mamoon-M.A, Kabir, M. R., & Rahman, I. (2016). The value and effectiveness of feedback in improving students' learning and professionalizing teaching in higher education. *Journal of Education and Practice, 7*(16), 38–41.

Marzuki, A. G., &Kuliahana, A. (2021). Using language games to enhance EFL students'speaking skill in Indonesia. *Al-Ta'lim Journal, 28*(3), 213–222.

Moedjito. (2016). The Teaching of English Pronunciation: Perceptions of Indonesian School Teachers and University Students, *English Language Teaching, 9*(6), 30-41.

Mukmin, M. (2020). *The Students' Pronunciation Awareness (A Case Study of The Students' English Education Program State Islamic Institute (Pare-Pare)* (Bachelor's Thesis, State Islamic Studies of Ponogoro, Indonesia).

Mulia, A.S., Rahmi, R., & Qamariyah, H. (2020). Students' Perception Toward English Speaking Ability (A Descriptive Study of Ninth Grade Students at SMP Negeri 18 Banda Aceh), *Jurnal Ilmiah Mahasiswa Pendidikan, 1*(1), 1-9.

Ponto J. (2015). Understanding and Evaluating Survey Research. *Journal of the Advanced Practitioner in Oncology, 6*(2),168-71.

Prashant,P.D. (2018). Importance of Pronunciation in English Language Communication, *Pronunciation and Communication, 2*(2), 15-20.

PourhoseinGilakjani, A. (2012). A study of factors affecting EFL learners' English pronunciation learning and the strategies for instruction. *International Journal of Humanities and Social Science, 2*(3), 119-128.

Purba, C.N. (2018). The Pronunciation Problems of the English Department Students in the University of HKBP Nommensen, *JETAFL Publishing, 4*(1), 57-67.

Simarmata, D., &Pardede, H. (2018). Error Analysis of Students' Pronunciation in Pronouncing English Vowels and Consonants. *The Episteme Journal of Literature and Linguistics, 2*(1), 1–38.

Sugiyono. (2012). *MemahamiPenelitianKualitatif.* Bandung: ALFABETA.

Tambunsaribu, G., &Simatupang, M. S. (2021). Pronunciation problems faced by Indonesian college students who learn to speak English. *European Journal of Molecular & Clinical Medicine, 8*(2), 759-766.

Yan, V. X., Bjork, E., & Bjork, R. (2016). The Difficulty of Mending Metacognitive Illusions: A Priori Theories, Fluency Effects, and Misattributions of The Interleaving Benefit. *Journal of Experimental Psychology: General, 145*, 918-933.

Vizilio, R., Kaminski, and Paulo, C. (2017). Problem Definition As A Stimulus to The Creative Process: Analysis of A Classroom Exercise, *Journal of Technology and Science Education, 7*(3), 274-29.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6647/UN.08/FTK/KP.07.6/06/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal

MEMUTUSKAN

Menetapkan	:	
PERTAMA		Menunjuk Saudara:

1. Siti Khasinah, M.Pd   Sebagai Pembimbing Pertama
2. Fithriyah, S.Ag. M.Pd.   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Aldiansyah**
NIM	:	**180203211**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Students' Perception on Their Difficulties In English Pronunciation**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 13 Juni 2023
Dekan,

Safrul Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan):
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

APPENDIX 3. CONFIRMATION LETTER FROM DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id. Website : https://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-943/Un.08/PBI/Kp.01.2/12/2023

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama   : **Aldiansyah**

NIM   : 180203211

Fak/Prodi   : Pendidikan Bahasa Inggris/ Fakultas Tarbiyah Keguruan

Alamat   : Lamgugob

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"Students' Perception on Their Difficulties In English Pronuncation"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 20 Desember 2023
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

APPENDIX 4. QUESTIONNAIRES

QUESTIONNAIRES

A. **Participant Identity:**
   Name of Participant   :
   Students' ID   :
   Phone Number   :

B. **Students Perception on Their Difficulties in English Pronunciation**
   Please choose the answer according to your level agreement based on the Statement below. Strongly Agree (SA), Agree (A), Dissagree (D), and Strongly Dissagree (SD).
   Direction:
   1. Read the following Statement carefully.
   2. Please Choose the most appropriate response that applies to you.

A. **Participant Identity:**

Name:	
Students' ID	
Phone Number:	

B. **Students Perception on Their Difficulties in English Pronunciation**

No.	Statement	Response			
		Strongly Agree (SA)	**Agree (A)**	**Dissagree (D)**	**Strongly Dissagree (SD)**
1	I find it challenging to correctly identify and apply word stress patterns in English words.				
2	Memorizingthe pronunciation of new words is difficult for me.				

3	I struggle with fluency when speaking English due to pronunciation issues.				
4	Word stress often affects my ability to communicate clearly.				
5	Pronouncing multisyllabic words with correct stress is a challenge for me.				
6	I have difficulty maintaining a smooth and natural rhythm while speaking English.				
7	Properly enunciating consonant clusters poses a challenge to my pronunciation.				
8	I find it hard to differentiate between stressed and unstressed syllables in sentences.				
9	Fluency in English speech becomes hindered by pronunciation difficulties.				
10	Memorizing the pronunciation of irregular words is challenging for me.				
11	I face difficulties in conveying meaning effectively due to pronunciation issues.				
12	Identifying the correct intonation patterns for different types of sentences is challenging.				
13	I often encounter problems with vowel sounds in English pronunciation.				
14	My word memorization skills are impacted by my pronunciation struggles.				
15	I find it hard to mimic the rhythm and melody of natural English speech.				

| 16	Pronunciation challenges affect my confidence in speaking English.				
17	I struggle with distinguishing between similar-sounding words in English.				
18	Fluent speech often requires adjustments in pitch and tone, which I find challenging.				
19	I have difficulty adapting my pronunciation in different contexts or situations.				
20	I find it challenging to integrateproper pronunciation into my overall language learning.				
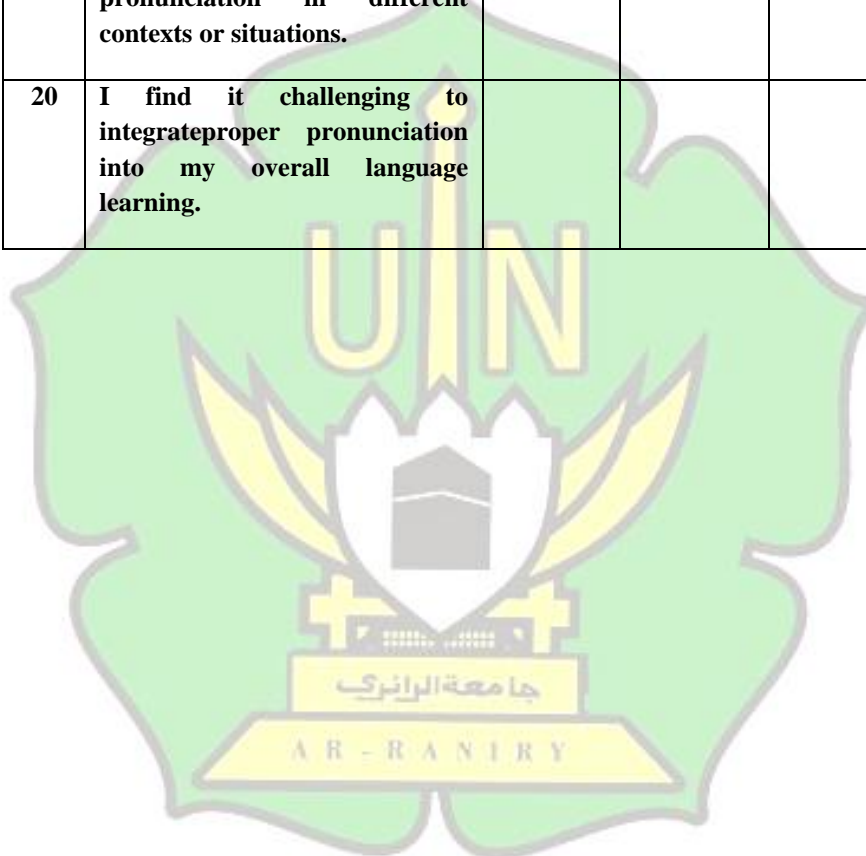
APPENDIX 5. RESULT QUESTIONNAIRES

Result of Questionnaires

No.	Statement	Response			
		Strongly Agree (SA)	Agree (A)	Dissagree (D)	Strongly Dissagree (SD)
1	I find it challenging to correctly identify and apply word stress patterns in English words.	18	31	9	3
2	Memorizingthe pronunciation of new words is difficult for me.	12	28	12	9
3	I struggle with fluency when speaking English due to pronunciation issues.	16	28	11	6
4	Word stress often affects my ability to communicate clearly.	21	28	7	5
5	Pronouncing multisyllabic words with correct stress is a challenge for me.	15	30	9	7
6	I have difficulty maintaining a smooth and natural rhythm while speaking English.	15	30	9	7
7	Properly enunciating consonant clusters poses a challenge to my pronunciation.	21	28	7	5
8	I find it hard to differentiate between stressed and unstressed syllables in sentences.	14	26	11	10
9	Fluency in English speech becomes hindered by pronunciation difficulties.	15	31	10	5
10	Memorizing the pronunciation of irregular words is challenging for me.	13	29	11	8
11	I face difficulties in conveying meaning effectively due to pronunciation issues.	14	30	11	6

12	Identifying the correct intonation patterns for different types of sentences is challenging.	14	30	11	6
13	I often encounter problems with vowel sounds in English pronunciation.	14	29	10	8
14	My word memorization skills are impacted by my pronunciation struggles.	14	30	11	6
15	I find it hard to mimic the rhythm and melody of natural English speech.	14	28	11	8
16	Pronunciation challenges affect my confidence in speaking English.	16	27	12	6
17	I struggle with distinguishing between similar-sounding words in English.	15	30	9	7
18	Fluent speech often requires adjustments in pitch and tone, which I find challenging.	15	29	10	7
19	I have difficulty adapting my pronunciation in different contexts or situations.	14	30	11	6
20	I find it challenging to integrateproper pronunciation into my overall language learning.	15	29	10	7

APPENDIX 6. INTERVIEW SHEET

<div align="center">

SEMI-STRUCTURED INTERVIEW SHEET

</div>

A. Participant Identity:

Name of Participant   :

Students' ID   :

Phone Number   :

1. Can you describe the specific aspects of pronunciation that you find the most challenging to learn? For example, are there certain sounds, words, or patterns that you struggle with?

2. Could you share an example of a lesson or topic in pronunciation learning that you've found particularly difficult? What about it made it challenging for you?

3. In your experience, do you think certain areas of pronunciation, such as word stress, intonation, or rhythm, pose greater difficulties than others? If so, could you explain why you find them more challenging?
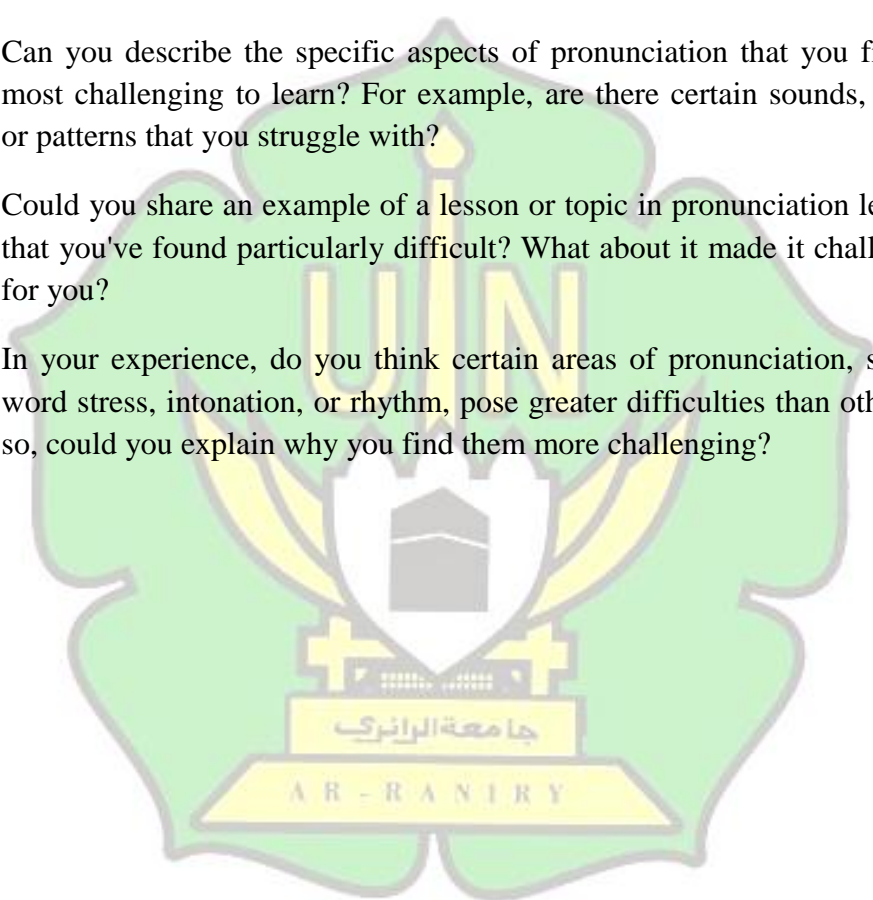
APPENDIX 7. INTERVIEW RESULT

Result of Interview

Interviewer: Thank you for participating in this research study. We'd like to gain insights into your experiences and challenges with pronunciation. Let's start with the first question: Can you describe the specific aspects of pronunciation that you find the most challenging to learn? For example, are there certain sounds, words, or patterns that you struggle with?

Student 1: Of course. For me, the "th" sound in English is incredibly challenging. My native language doesn't have this sound, so pronouncing words like "this" or "that" accurately is a constant struggle. The tongue positioning required is quite different from what I'm used to.

Student 2: I can relate to that. Word stress has been a significant challenge. In English, knowing which syllable to emphasize in longer words is crucial for clear communication. Misplacing stress can lead to misunderstandings, and it's not always intuitive.

Student 3: Intonation is what I find most challenging. It's about how the pitch of your voice rises and falls while speaking. This can convey different meanings and emotions within a sentence. Getting it right in English, especially in complex sentences, is tough because it's less prominent in my native language.

Interviewer: Thank you for sharing your challenges. Now, could you share an example of a lesson or topic in pronunciation learning that you've found particularly difficult? What about it made it challenging for you?

Student 1: Sure. Linking sounds in connected speech has been tough. It involves understanding how sounds change when words are spoken together. For example, "I don't know" often becomes "I dunno" in casual speech. Initially, this felt unnatural because my language tends to pronounce words distinctly.

Student 2: Consonant clusters have been a struggle for me. These are groups of consonants in words like "splash" or "street." Pronouncing these clusters fluently is like navigating a tongue twister. It requires breaking down words and practicing them repeatedly.

Student 3: Sentence stress, particularly in longer sentences, has been challenging. Deciding which words to emphasize for clarity or emphasis in complex sentences can be confusing. It's like juggling multiple aspects of pronunciation at once.

Interviewer: I see the complexities you've encountered. In your experience, do you think certain areas of pronunciation, such as word stress, intonation, or rhythm, pose greater difficulties than others? If so, could you explain why they're more challenging for you?

Student 1: I believe word stress is particularly challenging because misplaced stress can completely change the meaning of a word. It demands precise attention, and it's critical for clear communication.

Student 2: While word stress is crucial, intonation can be equally challenging. It adds emotional and contextual layers to speech, and mastering these nuances is complex. It's like learning a new layer of language.

Student 3: Intonation is indeed complex, but rhythm has been tough for me too. Knowing when to pause, how to group words together, and maintain a natural flow while speaking has been challenging. These elements require practice and patience.

Interviewer: Thank you for sharing your experiences and strategies for improving pronunciation. Your insights provide valuable perspectives on the challenges faced by students in mastering English pronunciation.