


The Analysis of Students' Errors in Pronouncing English Consonant Sounds in Reading Aloud

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* Mainar Fitri, Miftahul Fauziah, Nurzena, Mirawati^{abcd}

¹²³⁴Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

A B S T R A C T

EFL learners often make errors in pronouncing English consonant sounds either in speaking or in reading aloud. Most previous studies researched on students' errors in pronouncing English sounds in speaking and reading aloud. However, a few studies were conducted on analyzing students' errors in pronouncing consonant sounds in reading aloud. So, this research aimed to describe the most dominant error made by the students in pronouncing English consonant sounds at a state senior high school in Pekanbaru, Indonesia. The research design used was descriptive quantitative. The instrument used was an oral test. The result showed that the most dominant error made by the students in pronouncing consonant sounds was dental sound "th" [θ] with the percentage of errors 91%. It can be concluded that most of the students make errors in pronouncing dental sounds "th" [θ].

Keywords: *Analysis; Errors; Pronunciation; Consonant, Sounds*

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INTRODUCTION

Pronunciation is one of language components. According to Hornby (2005), pronunciation is defined as the way of how a language is spoken. It means that pronunciation is the speech production that creates meanings. So, pronunciation refers to the manner in which words are spoken or uttered in speech. It can be understood as the accepted or generally understood way of speaking a word. Pronunciation involves both recognizing and producing sounds. Producing sounds can happen both in speaking and in reading aloud.

Pronunciation involves the features such as stress, intonation, juncture, rhythm, tone, and fluency (Pratama, 2019 in Tia;Anjar; Sunawa , 2023). English stress system is based on the contrast between stressed and unstressed syllables and words. Syllables that are stressed are longer and louder than those that are not. They also have some pitch change or voice movement up and down. Every English word with multiple syllables or word parts has a unique stress pattern. You can look up which syllable is stressed in a dictionary. Stress in English is as important as sound in English. Intonation is a layer of meaning that exists outside of words and helps speakers in communicating meaning through the rise and fall of the voice (Miryani et al., 2011 in Tia;Anjar; Sunawa , 2023). The patterns of rise and fall are described as 'tones'. The next feature of pronunciation is juncture. Demirezen (2019) in Tia;Anjar; Sunawa (2023) states that the term juncture as a phoneme is another measuring unit of intonation. It characterizes the words from one sound to the next in the stream of speech as a supra segmental phoneme. It interposes a temporary halt in the flow of speech by requiring pausing to bring clarity in thought groups in the stream of speech. Rhythm is inextricably linked to beat or pulse (Miryani et al., 2011 in Tia;Anjar; Sunawa , 2023). You have stress to give rhythm to your verse when you have the sound of a drum to mark the beat of a music so that you can

¹Corresponding Author: Mainar Fitri, e-mail: mainar@uin-suska.ac.id

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notice whether the beat is fast or slow. It means that a type of verse is influenced by syllable counting in one line, while syllable counting is influenced by the position of the stress. The next pronunciation feature is tone. According to Yip (2013) in Tia;Anjar; Sunawa (2023), tone is a linguistic concept. It refers to a phonological category that distinguishes two words or utterances, and is thus only applicable in languages where tone plays a linguistic role. The last feature of pronunciation is fluency. Pham Vu Phi Ho (2018) in Tia;Anjar; Sunawa (2023), fluency is an expectation for anyone who wishes to be competent in a target language for which they have invested time and effort

Mancer (1991) stated that the pronunciation of English cannot be separated from aspect of speech, an activity carried on by people who use English for communicating. It is very important to study pronunciation as the pronunciation is a reflection to the meaning of something. The different sounds even in a word will cause misunderstanding in the meaning of the spoken words. Pronunciation is a part of language that is very important in communication. A listener cannot understand what a speaker says if the speaker pronunciation is not good. By having good pronunciation, grammar and vocabulary, the speaker can speak fluently and accurately, thus interlocutor can understand easily. When we talk about language, we have to talk about pronunciation too. Pronunciation is the foundation of speaking. Good Pronunciation may make the communication easier and thus more successful. That is the reason why pronunciation is the most important aspect in acquiring English as foreign language because it is a core of language. It is impossible for us to use language in our communication if we do not know how to pronounce every word of that language. The speaking unjointed and mispronounced, others might not understand the meaning, Kenworthy, J. (1987).

Pronunciation also becomes an important aspect in reading aloud because in reading aloud a reader reads a text loudly to give information to listeners about what the text is about. So, a reader who reads aloud a text must have good pronunciation in order that listeners can catch the gist of the information that the reader reads for them. If the reader is not able to pronounce words correctly, there will be misunderstanding among listeners, or they might not get the point that the reader reads for them. So, a reader must have good pronunciation in reading aloud a text.

Reading aloud is a type of comprehensive pronunciation practice (Pratama 2019 in Tia, D. Sundari; Anjar, M, Nugraha; Sunara, 2023). Not only should students correctly pronounce each word, but they should also divide the meaning groups correctly and arrange the pauses based on the content. Meanwhile, students should use appropriate stress, intonation, and rhythm. It means that when students read aloud without stress, intonation, or rhythm, it can lead to misunderstandings about what they read. Dobson (1978) in Tia, D. Sundari; Anjar, M, Nugraha; Sunara (2013) states that reading aloud in any foreign language is an excellent way for students to improve their pronunciation; therefore, teachers should capitalize on this aspect of reading by using reading as a foundation for practice on pronunciation, stress, intonation, and juncture

In EFL classroom, reading aloud is a technique that teachers usually use when they teach reading texts. The material for reading aloud is the passage with certain content and circumstances (Tia;Anjar; Sunawa , 2023). The content of the texts that students read aloud are based on the type of texts that become a topic for each meeting. The types of the texts consist of narrative texts, descriptive texts, recount texts, news item texts, hortatory exposition texts, analytical exposition texts, report text, procedure texts, and explanation texts. The teachers integrate teaching pronunciation while they are teaching reading. Before asking their students answer the questions of the text, the teachers firstly ask the students to read the text loudly. The teachers usually give a model how to pronounce each word of the text. So, reading aloud can create an interactive environment in which the students can focus on sound recognition, intonation, and stress patterns while receiving immediate feedback from the teachers. So, reading aloud is a comprehensive practice of pronunciation, supporting both linguistic development and communicative competence (Huang; 2010 in Penny; 2025). Furthermore, Reading aloud helps the tongue adapt to new sound combinations and builds students'

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confidence in producing English sounds publicly (Scola, 2009 in Penny, 2025). According to Pratama (2019) in Tia;Anjar;Sunawa, (2023), the advantages of reading aloud toward students' pronunciation is such as reading aloud allows students to improve their listening and comprehension skills, by hearing words in context, students can strengthen their vocabulary foundation. They can improve their memory and language skills by hearing a variety of writing styles and paraphrasing them. The disadvantage of the reading aloud technique for student pronunciation is that when the entire class is reading together, without a specific student being called on to read, some students will be left behind. A student may also become frustrated if they try to participate.

Non-native learners may find difficulties in learning pronunciation as Sadtono in Husnawati (2017) cited by Fitri, Mainar. et al (2024) that pronunciation is a linguistic problem faced by students in language learning. According to Djajaningrat (2011), the English learners in Indonesia sometimes make mistakes in the pronunciation of English sounds. It is known that English pronunciation is difficult to learn. Many learners do errors in articulating several sounds in English. Dulay, Burt & Krashen (1982) said that first language is one of the factors that influences learners to make errors. Some difficult letters, such as /p/, /t/, /s/, //, and so on, are difficult to be pronounced correctly (Minh et al., 2021 in Tia;Anjar;Sunawa, 2023).

There are some theoretical foundations that explain why EFL get difficulties in pronunciation. The theories are from linguistic, biological, and psychological, aspects. From the linguistic aspect, the theories focus how the filter of a person's first language interferes with his/her ability to process a second language. The theories that are related to the linguistic aspects consist of Contrastive Analysis Hypothesis (CAH), Speech Learning Model (SLM), and Perceptual Assimilation Model (PAM). Contrastive Analysis Hypothesis is proposed by Robert Lado (1957). This theory suggests that pronunciation difficulties are predictable by comparing the L1 and L2. So, in this case, there will be positive and negative transfer from L1 to L2. Positive transfer occurs when sounds are similar for both languages (L1 and L2). While negative transfer occurs when there is a difference between L1 sound and L2 sound. Furthermore, Speech Learning Model (SLM) proposed by James Flege. This model argues that the more "similar" an L2 sound is to an L1 sound, the *harder* it is to master. This is because the brain "categorizes" the new sound as the old one, preventing the learner from noticing the subtle differences. "New" sounds (those completely different from L1) are often easier to learn because the brain creates a fresh category for them. The next theory is Perceptual Assimilation Model (PAM), developed by Catherine Best, focuses on perception. It suggests that we "assimilate" non-native sounds into our native phonological space. If two different English sounds (like /r/ and /l/) both sound like a single sound in the learner's L1 (as in Japanese), the learner will struggle to even *hear* the difference, let alone produce it.

In the biological and developmental foundation, the theories focus on why adults often have more difficulty than children in achieving "native-like" accent. There are two theories related to this aspect. Firstly, Critical Period Hypothesis (CPH) popularized by Eric Lenneberg, suggests that there is a biological window (ending around puberty) during which the brain is most "plastic" for language acquisition. After this period, the lateralization of the brain is complete, making it much harder to acquire the neuromuscular coordination required for perfect L2 pronunciation. The second theory is "Native Magnet" Theory: Patricia Kuhl's research shows that infants are "citizens of the world," able to distinguish all human speech sounds. By age one, however, the brain becomes "magnetized" to the sounds of the mother tongue, effectively "tuning out" foreign phonetic contrasts.

In the psychological aspect, the theories are related to cognitive and psychological factors that make EFL struggle in pronunciation. The first theory was proposed by Stephen Krashen. The Affective Filter theory suggests that high levels of anxiety, low motivation, or lack of self-confidence can create a filter that blocks learning. In pronunciation, "fear of sounding foolish" or "betraying one's cultural identity" can lead to fossilized errors. The second theory is related to cognitive factor. It is the Phonological Awareness. This is the cognitive ability to recognize and manipulate the spoken parts of sentences and words. EFL learners often struggle because they lack awareness of English suprasegmentals, or it is called the music

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of the language, such as: Stress related to emphasized syllable, Intonation related to rising and falling of pitch, and Rhythm referred to stress-timed in English, but syllable-time for other languages.

Errors analysis is the type of study and cause of language errors, especially in obtaining a second language and error analysis is the study and evaluation of uncertainly measurement. Error analysis emphasizes the significance of learners in second language. It is important to note here that interferences from the learners' mother tongue is not only reason for committing errors in his target language.

According to Brown (2000), a learner's errors are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language. Thus, description the error of analysis is important because give the purpose to researcher about how to learn language or how to get strategy to use by notaries to find language.

Ellis (2005) stated that the description of errors are essentially a comparative process, the data being the original erroneous utterances. Thus, description of learner errors involves specifying how the forms produced by the learner differ from those produced by the learners native-speaker counterparts. It focuses on the surface properties of learner utterances.

In English, consonants are produced at eight places of articulation. The places of articulation consist of: Bilabial (p, b, m), Labiodental (f, v), Dental ([θ] [ð]), Alveolar (t,d,n,s, z,l), Postalveolar (/ʃ/, /ʒ/, /tʃ/, /dʒ), Retroflex /r/, Palatal /j/, Velar /k/, /g/, /ŋ/, and Glotal /h/.

Based on the researchers' preliminary research at one of state senior high school in Pekanbaru; Indonesia, it was found that most of the students got difficulties in pronouncing English consonant sounds when they were asked to read a text loudly. So, based on this phenomenon, it is necessary to conduct this research to describe the most dominant error made by the students in pronouncing English consonant sounds. By identifying the most dominant error made by the students in pronouncing consonant sounds, English teachers are expected to give more attention in teaching pronunciation especially in the most dominant error made by the students in pronouncing consonant sounds.

Many previous studies focused on students' errors in pronunciation; such as *The Analysis of Students' Pronunciation Errors in Reading Aloud* (Nurmalasari, M; Kania, 2019); *The Analysis of Pronunciation Errors: Students' Reading Aloud* (Tia, D. Sundari; Anjar, M, Nugraha; Sunara, 2013); *An Analysis of Students' Pronunciation Errors in Reading Activity* (afifah, N; Lubis, Yani 2025); *The Identification of English Pronunciation Error Vowels Made by the Students at the Tenth Grade of Islamic Boarding School Lebanon of Mamuju* (Muhammad Idhar.2017); *the English pronunciation problems of EFL students speaking* (Ninin Jariyah,2020); *An Analysis of Students' Pronunciation in Speech of the Third Semester Students at English Language Education Study Program of FKIP UIR* (Rizky Kusuma Dewi:2022); Muhammad Ishak, (2021) entitled "Analysis of Students Error in Pronouncing English Consonants at the Fifth Semester of English Education Study Program at Islamic University Sulthan Thaha Saifuddin Jambi. The result of the research showed that the most problematic sound was dental and labiodental.

Based on the previous research above, the researchers found that one previous study has similarity to this research; it was a study conducted by Muhammad Ishak (2021). Both focused on students' errors in pronouncing English consonant sounds. While the difference is the location of the research. The previous study was conducted at a university, while this study was conducted at a senior high school. So, it is necessary to conduct this research because there are still a few previous studies conducted related to this topic.

METHOD

This research used a descriptive quantitative research method with one variable; that is an analysis of students' errors in pronouncing consonant sounds. The researchers used this research because the researchers wanted to describe students' errors in pronouncing English

consonant sounds. The population of this research were the eleventh-grade students of a senior high school in Pekanbaru, Indonesia. The total number of the population were 295 students that consisted of 8 classes. The researchers took 25 % of the total population. So, the samples were about 75 students taken by using simple random sampling technique. The number of samples for six classes were represented 10 students for each, while one class was represented by 5 students. To take the samples the researchers used lottery. The students who got a paper written S (Sample) on it, they became the samples of the research, while the students who got P (Population) written on it were not samples of the research. The instrument used in this research was an oral test. Before collecting data, the instrument was validated to make the data valid. The students were asked to read aloud a recount text to identify the students' errors in pronouncing consonant sounds. The text consisted of one page with 313 words. The text represented all consonant sounds in English categorized based on the place of articulation. There were 23 words in the text that became items of the test. If the students can pronounce a word correctly, they get 1 of the score. On the other hand, if the students pronounce the word incorrectly, they got 0 of the score. In conducting this research, there were some procedures implemented. Firstly, the researchers asked the students to read a recount text loudly. Secondly, the students read the text loudly while one of the researchers recorded students' voices in reading the text loudly. Thirdly, the researchers asked two raters to check the students' errors in pronouncing consonant sounds. So, in this case, the reliability test was used. Fourthly, the researchers got the result of students' correctness and incorrectness in pronouncing each item of the test. Finally, the data were analysed.

Data Analysis

To analyse errors made by the students in pronouncing consonant sounds, the researchers used some steps. They consisted of identifying errors, classifying, and quantifying errors. In identifying errors, two raters listened to the voice record of the students' pronunciation of the test. Then, both of them identified the correctness of each item in the test. Then, the researchers classified errors made by the students in pronouncing consonant sounds. Based on the written data of student's pronunciation from the raters, the researchers classified the error in each letter of consonant sounds. Then, it was described in a table. Then, the researchers quantified errors by using percentage formula from Sudjono (1989 in Mulansari at al. p.3). To get the percentage of errors (p) was by deviding the frequency of errors of each sound (F) with the number of students (N) times 100 as described in the following formula:

$$P = \frac{F}{N} \times 100\%$$

To classify students' errors in pronouncing consonant sound in reading a recount text is based on the following scales adopted from Sudjono, 1989.

Table.1. Scales of Error Categories

SCORES	CATEGORY
80-100	Very High
66-79	High
56-65	Medium
46-55	Low
0-45	Very Low

FINDINGS AND DISCUSSION

This research consisted one reserach question. The research question was formulated as follows:

What is the most dominant error made by the students in pronouncing consonant sounds?

The following table describes the students' correctness and incorrectness in pronouncing consonant sounds.

Table 2. The Students' Accuracy in Pronouncing Consonant Sounds

Consonant Sounds	Final Score	
	Correct	Incorrect

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		Frequency	Percentage	Frequency	Percentage
Consonant Bilabial sound [p b m]	Pagoda	75	100%	0	0%
	Point	75	100%	0	0%
	Brazil	75	100%	0	0%
	Background	75	100%	0	0%
	Mummy	75	100%	0	0%
	Model	75	100%	0	0%
Consonant Labiodental sound [f v]	Festival	75	100%	0	0%
	Fact	75	100%	0	0%
	Vibrant	7	9%	68	91%
	View	38	51%	37	49%
Consonant Dental sound [θ ð]	Through	7	9%	68	91%
	The	38	51%	37	49%
	Their	34	45%	41	55%
Consonant Alveolar sound [t d n s z l]	Teapot	75	100%	0	0%
	Timeline	75	100%	0	0%
	Drum	75	100%	0	0%
	Display	75	100%	0	0%
	New	75	100%	0	0%
	Next	75	100%	0	0%
	Students	75	100%	0	0%
	Zeus	75	100%	0	0%
	Using	27	36%	48	64%
	Landmark	75	100%	0	0%
Consonant postalveolar sound [ʃ, ʒ, ʒ, dʒ]	Showcased	15	20%	60	80%
	Showing	53	71%	22	29%
	Measure	8	11%	67	89%
	Teach	73	97%	2	3%
	Culture	8	11%	67	89%
	Project	75	100%	0	0%
	Energy	30	40%	45	60%
Consonant Retroflex sound [r]	Research	74	99%	1	1%
Consonant Palatal sound [j]	Japan	75	100%	0	0%
	Jack	75	100%	0	0%
Consonant Velar sounds [k g ŋ]	Kimono	75	100%	0	0%
	Climate	75	100%	0	0%
	Glue	75	100%	0	0%
	Gondola	75	100%	0	0%
	Sphinx	43	57%	32	43%
	Everything	75	100%	0	0%
Consonant Glottal sound [h]	Highlight	75	100%	0	0%
	History	75	100%	0	0%
Total		2.480		595	

Based on the table 2 above, the students did not make errors in pronouncing bilabial sounds (/p/, /b/, /m/) for each word (pagoda, point, Brazil, background, Mummy, model). In labiodental sounds,, the students did not make errors on pronouncing sounds /f/ in the word 'festival, fact'. While 91% made errors in pronouncing consonant /v/ in the word 'vibrant', and 49% made error in pronouncing consonant /v/ in the word view. The students mispronounced the consonant /v/ substituted with /P/. They pronounced /vju: / for the word "view" In dental sounds, most of the students made errors in pronouncing the consonant /θ /with the percentage 91% in pronouncing the word " through". They pronounced /tru:/for the word/θru:/ In pronouncing the consonant / ð//, the students made errors in the word 'the' with 49%, and 55% in the word" their". They mispronounced /ðear/ with /ter/. In pronouncing alveolar sounds, the students did not make errors in pronouncing the consonant sound /t, d, n, s,l. No. errors in pronouncing the sound /t/ in the word ' teapot, timeline", the sound/d/ in the word 'drum, display", the sound /n/ in the word "next, new", the sound /l/ in the word 'landmark", the sound /z/ in the word" Zeus", but the students made errors in pronouncing the sound /z/ in the word ' using' with the percentage 64%. In post alveolar sounds, the students made errors in pronouncing /ʃ/ sounds

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in the word "showcased" with the percentage 80%, and "showing" with the percentage 29%. In pronouncing sound /ʒ/, the students made errors 89% in the word "measure". In pronouncing the sound /ʃ/ in the word "teach" with the percentage 3%, and the word "culture" with the percentage 89%. In pronouncing the sound /dʒ/, no errors were made by the students in pronouncing the word "project", and 60% errors were made by the students in pronouncing the word "energy". In pronouncing retroflex sound /r/, the percentage of errors made by the students was 1% in the word "Research". In pronouncing the palatal sound /j/, there was no error made by the students in pronouncing the word "Japan, Jack". In pronouncing the velar sound /k/ in the words "Kimono, Culture", No. errors were made by the students neither in pronouncing the sound /g/ in the word "glue, gondola". While in pronouncing the sound /ŋ/ in the word "sphinx" was 43% errors made by the students, and 0% error was made in pronouncing the word "everything". The last, in pronouncing glottal sound /h/ in the words "highlight, history", No. error was made by the students.

The following data showed that the percentage of the mean errors in pronouncing English consonant sounds .

Table 3. The Percentage of Mean Errors in Pronouncing English Consonant Sounds

Consonant Sounds		frequency of errors	percentage of errors	Mean Errors	category of errors
Bilabial sound [p b m]	/p/	Pagoda	0	0%	0% Very low
		Point	0	0%	
	/b/	Brazil	0	0%	
		Background	0	0%	
	/m/	Mummy	0	0%	
		Model	0	0%	
Labiodental sound [f v]	/f/	Festival	0	0%	35% Very low
		Fact	0	0%	
	/v/	Vibrant	68	91%	
		View	37	49%	
Dental sound [θ ð]	/θ/	Through	68	91%	71% Medium
	/ð/	The	37	49%	
		Their	41	55%	
Alveolar sound [t d n s z l]	/t/	Teapot	0	0%	11% Very low
		Timeline	0	0%	
	/d/	Drum	0	0%	
		Display	0	0%	
	/n/	New	0	0%	
		Next	0	0%	
	/s/	Student	0	0%	
	/z/	Zeus	0	0%	
		Using	48	64%	
Post alveolar sound [ʃ ʒ ʒ ʒ]	/ʃ/	Showcased	60	80%	55% Low
		Showing	22	29%	
	/ʒ/	Measure	67	89%	
	/ʃ/	Teach	2	3%	
		Culture	67	89%	
	/dʒ/	Project	0	0%	
		Energy	45	60%	
Retroflex sound [r]	/r/	Research	1	1%	1% Very low
Palatal sound [j]	/j/	Japan	0	0%	0% Very low
		Jack	0	0%	
Velar sounds [k g ŋ]	/k/	Kimono	0	0%	7% Very low
		Climate	0	0%	
	/g/	Glue	0	0%	
		Gondola	0	0%	
	/ŋ/	Sphinx	32	43%	
	Everything	0	0%		
Glottal sound [h]	/h/	Highlight	0	0%	0% Very low
		History	0	0%	
TOTAL			597	793%	164%

Based on the table 3 above, the percentage of mean error made by the students in pronouncing the bilabial sounds /p,b,m/ was 0% categorized into very low level. the labiodental sounds /f,v/ was 35% categorized into very low, the dental sounds /θ ð/ was 71% categorized into medium level, the alveolar sound [t d n s z l] was 11% categorized into very low level, Post alveolar sounds [ʃ, ʒ, ʒ, dʒ] was 55% categorized into low level., the retroflex sound /r/ was 1% categorized into very low level, the palatal sound /j/ was 0% categorized into very low level, the velar sounds /k, g, ŋ/ were 7% categorized into very low level, and the glottal sound /h/ was 0% categorized into very low level. In conclusion the highest percentage of errors made by the student was in pronouncing dental sounds / θ ð/with the percentage 71% categorized into medium level.

Tabel 4. The Recapitulation of Students' Errors in Pronouncing Consonant Sounds in Reading Aloud of a Recount Text

Types of Consonant Sounds	Consonant Sounds	Percentage of Errors	Category of Errors
Bilabial Sounds	/p/	0%	Very low
	/b/	0%	Very low
	/m/	0%	Very low
Labiodental Sounds	/f/	0%	Very low
	/v/	70%	High
Dental Sounds	/θ/	91%	Very High
	/ð/	52%	Low
Alveolar Sounds	/t/	0%	Very low
	/d/	0%	Very low
	/n/	0%	Very low
	/s/	0%	Very low
	/z/	32%	Very low
Post Alveolar Sounds	/l/	0%	Very low
	/ʃ/	54%	Low
	/ʒ/	89%	Very High
	/ʒ/	46%	Low
Retroflex Sound	/ɖ/	30%	Very low
Retroflex Sound	/r/	1 %	Very low
Palatal Sound	/j/	0%	Very low
Velar Sounds	/k/	0%	Very low
	/g/	0%	Very low
	/ŋ/	21%	Very low
Glottal Sound	/h/	0%	Very low

Based on the table above, the most dominant sound errors made by the students occurred in the category of Dental consonants with the mean score of error was 71%, which consisted of the sounds [θ] and [ð]. The researchers calculated the average error rates for each sound and found that errors in pronouncing [θ] reached 91%, while errors in pronouncing [ð] were recorded at 49% and 55%, resulting in an average error rate of 52% for [ð]. This analysis indicates that the [θ] sound had the highest error rate at 91%, placing it in the "very high" error category. Therefore, it can be concluded that the most dominant pronunciation error made by the students occurred in the Dental consonant sound the [θ]. The students get difficulty in pronouncing the Dental consonant the [θ] can be caused by some factors. Firstly, the students do not have the sound [θ] in their first language. So, they are not familiar with the sound. They interfere their L1 into L2 sounds. Secondly, the students do not know how to produce the sound because of lack of knowledge, or slip of their tongue. The last but not the least, it can be caused by impaired articulators that the students have.

Discussions

The findings of this study reveal that the most frequent pronunciation errors made by the eleventh-grade students occurred with dental sounds ([θ]). This is consistent with previous research, such as Muhammad Ishak (2021), who also identified significant difficulties with dental sounds. Similarly, errors in postalveolar sounds, particularly in words like measure and culture, with error rates ranging from 80-89%, align with Ishak's findings and further highlight a pattern of challenges with specific consonant sounds.

The results also corroborate studies by Muhammad Idhar (2017) and Ninin Jariyah (2020), which found that English learners often struggle with labiodental and dental sounds. While this study observed very low error rates for bilabial, alveolar, retroflex, palatal, velar, and glottal sounds (ranging from 0% to 7%), the consistent struggles with dental and postalveolar sounds emphasize the need for focused attention on these areas.

These findings suggest that targeted pronunciation practice is crucial to address these challenges. Teaching interventions should emphasize articulation techniques, particularly the placement of the tongue, lips, and airflow control, to help students better produce dental and postalveolar sounds. By incorporating these strategies into pronunciation training, educators can help reduce errors and improve overall pronunciation skills, addressing key areas of difficulty identified in this study.

CONCLUSIONS

Based on the result of the research, it can be concluded that the most dominant error made by the students in pronouncing consonant sounds is dental consonant sound [θ] with the percentage 91% which was categorized at very high level. So, based on the result, it is recommended that English teachers should give more attention on teaching students how to pronounce consonant of dental sound [θ] correctly to make them able to pronounce that sound correctly. Furthermore, the teachers should implement targeted strategies to address students' difficulties in pronouncing dental consonant sounds. Focused pronunciation practice and phonetic awareness activities should be incorporated into lessons to help students understand the articulation of these sounds. Visual aids, such as diagrams and videos, can effectively demonstrate correct tongue and lip positions. Additionally, listening and imitation exercises, minimal pair activities, and interactive games can reinforce proper pronunciation. Regular feedback and individualized guidance are essential to monitor progress, while encouraging students to practice outside the classroom using online resources and apps. These approaches aim to improve students' pronunciation skills and reduce errors in these challenging sounds. For the students, they must try to learn how to pronounce a word in English, it can be by listening some English songs, short movies or films in English, short daily communication and practice it orally with your friends. So, the students should practice more in pronouncing dental consonant [θ] sound. For further researchers, it is recommended to conduct research that explores the causes of students' errors in pronouncing consonant sounds

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