



An Analysis of Pronunciation Speech Error Produced by First Semester Student in Retelling the Contents of Maudy Ayunda's Youtube Channel

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Article Info	Abstract
<p>Received: 2026-04-20 Revised: 2026-05-05 Accepted: 2026-05-06</p> <p>Keywords: <i>EFL students, Pronunciation errors, segmental and suprasegmental errors, speaking performance, YouTube learning</i></p> <p>DOI: 10.24256/ideas.v14i1.10227</p> <p>Corresponding Author: Hilmalia Putri hilmaliaputri107@gmail.com Pendidikan Bahasa Inggris, Universitas Islam Madura, Pamekasan, Jawa Timur</p>	<p><i>This study aims to analyze the pronunciation errors produced by first-semester students in retelling the content of Maudy Ayunda's YouTube channel. The research focuses on identifying the types of pronunciation errors, determining the dominant errors, and exploring the factors causing these errors. This study employed a qualitative approach with a case study design involving 15 first-semester students of the English Education Study Program. The data were collected through observation, interviews, documentation, and students' recorded speech, and analyzed using the interactive model of data analysis. The findings reveal that students produce two major types of pronunciation errors, namely segmental and suprasegmental errors. Segmental errors are found to be the most dominant, including substitution, omission, and addition errors in both vowel and consonant sounds. Meanwhile, suprasegmental errors are identified in word stress, intonation, and rhythm, which significantly affect the clarity and naturalness of students' speech. The study also finds that pronunciation errors are influenced by both linguistic factors, such as first language interference, unfamiliar sounds, and limited vocabulary, and non-linguistic factors, including lack of practice, nervousness, and lack of confidence. In addition, YouTube is found to have a positive role in providing authentic pronunciation input, although its effectiveness depends on active speaking practice. In conclusion, pronunciation errors among first-semester students are complex and influenced by multiple factors. Therefore, an integrated and practice-oriented approach is</i></p>

needed to improve students' pronunciation accuracy and speaking performance.

1. Introduction

Pronunciation plays a crucial role in English speaking skills, as it directly affects the clarity and comprehensibility of spoken communication. In the context of English as a Foreign Language (EFL), many students experience difficulties in producing accurate pronunciation due to differences between their first language and English phonological systems. These difficulties often lead to various types of pronunciation errors, which may hinder effective communication. Based on preliminary observation, first semester students still struggle to pronounce English words correctly when performing speaking tasks, particularly in retelling activities.

This condition indicates that pronunciation remains a fundamental problem that needs to be addressed in early stages of language learning. These findings Wang et al., (2020) indicate that pronunciation plays an important role in students' speaking ability, particularly in terms of clarity and comprehensibility, as supported by previous studies which emphasize that accurate pronunciation is essential for effective oral communication

Previous studies have highlighted that pronunciation errors commonly occur in both segmental and suprasegmental aspects. Segmental errors involve incorrect production of individual sounds such as vowels and consonants, while suprasegmental errors relate to features such as stress, rhythm, and intonation. These findings indicate that students still experience difficulties in both segmental and suprasegmental aspects of pronunciation, including the production of vowels and consonants as well as the use of stress, rhythm, and intonation, which are essential for clear and effective communication (Lasi, 2020) Research findings have shown that EFL learners frequently experience difficulties in distinguishing unfamiliar sounds, leading to substitution, omission, or addition errors.

Moreover, suprasegmental features are often neglected, even though they play an essential role in making speech more natural and understandable. In addition, several studies have emphasized that factors such as mother tongue interference, lack of practice, and limited exposure to English significantly contribute to pronunciation errors. This study (Sun, 2026) examines various types of phonetic errors among EFL learners, such as substitution, omission and addition errors. Furthermore, the article explains that interference from the learner's first language is a major factor contributing to these phonetic errors.

However, despite the growing body of research on pronunciation, there is still limited attention given to how these errors occur in authentic speaking activities, such as retelling tasks based on digital media content. In particular, the use of YouTube as a learning medium has become increasingly popular, yet its role in influencing students' pronunciation performance has not been fully explored. Furthermore, previous studies tend to focus more on general speaking ability rather than specifically analyzing the types of pronunciation errors and the underlying factors in a detailed manner.

Therefore, there is a need to conduct a more focused analysis that examines both linguistic and non-linguistic aspects of pronunciation errors in real speaking contexts. The findings show that digital story retelling positively improves students' speaking performance, especially in terms of fluency, vocabulary, and confidence. It also provides an authentic context that encourages active participation and meaningful communication. However, some pronunciation errors still occur, mainly due to limited exposure and first language interference. Therefore, additional focus on pronunciation practice is still needed (Yulian, 2022)

Based on this gap, this study aims to analyze the pronunciation errors produced by first semester students in retelling the content of Maudy Ayunda's YouTube channel. Specifically, this research seeks to (1) identify the types of pronunciation errors, including segmental and suprasegmental errors, and (2) explore the factors that cause these errors. The novelty of this study lies in its integration of pronunciation analysis with digital media-based speaking tasks, as well as its consideration of psychological factors influencing students' speaking performance. It is expected that the findings of this study will contribute to the development of more effective pronunciation teaching strategies in EFL classrooms.

2. Method

This study employed a qualitative research approach with a case study design. The qualitative approach was chosen because it aims to gain an in-depth understanding of students' pronunciation errors in speaking activities within a natural context. Qualitative research emphasizes meaning, interpretation, and understanding of participants' experiences, in which the researcher acts as the main instrument in collecting and analyzing data (Creswell, 2014). A case study design was used because this research focuses on a specific group in a bounded context, namely first-semester students of the English Education Study Program at Universitas Islam Madura.

A case study allows the researcher to explore a phenomenon in depth within a real-life setting and provides a comprehensive description of a particular case (Creswell, 2014) The participants of this study were first-semester students enrolled in the Speaking 1 course. The sampling technique used was purposive sampling, which involves selecting participants based on specific criteria relevant

to the research objectives. The criteria included active first-semester students, students who had taken Speaking 1, and students who were willing to participate in retelling activities. Purposive sampling was used to ensure that the data collected was relevant and aligned with the focus of the study (Creswell, 2014). The data in this study consisted of primary and secondary data. The primary data were obtained from students' recorded speech during retelling activities based on Maudy Ayunda's YouTube videos.

This data was used to identify segmental and suprasegmental pronunciation errors. The secondary data included students' speech transcripts and supporting notes used to assist in data analysis and interpretation. Data collection was conducted through observation, interviews, field notes, and documentation. Observation was used to directly observe students' pronunciation performance during classroom activities. Interviews were conducted to obtain information about students' experiences and difficulties in pronunciation. Field notes were used to record classroom situations and non-verbal aspects that occurred during the learning process.

Documentation in the form of videos, photos, and transcripts was used to strengthen the research data. All of these techniques were applied to obtain comprehensive and in-depth data (Creswell, 2014). Data analysis in this study followed the interactive model proposed by (Miles et al., 2014), which consists of three stages: data reduction, data display, and conclusion drawing/verification. In the data reduction stage, the researcher selected and focused on data relevant to pronunciation errors.

In the data display stage, the data were organized in narrative descriptions and tables to make patterns easier to understand. Finally, in the conclusion drawing stage, the researcher interpreted the data to answer the research questions, while verification was conducted continuously throughout the research process (Miles et al., 2014). To ensure data validity, this study used triangulation. Triangulation was carried out by comparing data from different sources such as observation, interviews, and documentation. In addition, different data collection techniques were used to ensure the consistency of the findings. This technique was applied to enhance the credibility and accuracy of the research results (Creswell, 2014).

3. Result

Types of Pronunciation Errors

This section presents the findings of the study focusing on the types of pronunciation errors produced by first semester students in retelling the content of Maudy Ayunda's YouTube channel. The errors are classified into two main categories: segmental errors and suprasegmental errors. These findings indicate that first semester students produced pronunciation errors that can be categorized into two main types, namely segmental and suprasegmental errors. Segmental errors include inaccuracies in individual sounds such as vowels and consonants,

while suprasegmental errors involve aspects of pronunciation beyond individual sounds, such as word stress, intonation, and rhythm.(Firdaus, 2021).

Segmental Errors

The analysis shows that segmental errors are the most dominant type of pronunciation errors produced by the students. These errors include vowel mispronunciation, consonant mispronunciation, substitution, omission, and addition.

Table 1. Substitution Errors

No	Words	Dictionary Transcription	Recording Transcription	Vowel Mispronunciation	Consonant Mispronunciation
1.	Introduction	/,ɪntrə'dʌkʃən/ /	/,ɪntrə'dʊkʃən/ /	/ʌ/	
2.	English	/'ɪŋɡlɪʃ/	/'eŋɡlɪs/	/e/	
3.	Ambition	/æm'bɪʃən/	/am'bɪʃən/		/ʃ/
4.	Bridge	/brɪdʒ/	/brɪg/		/dʒ/
5.	Language	/'læŋɡwɪdʒ/	/'læŋɡwɪs/	/æ/	
6.	Literature	/'lɪtrətʃər/	/'lɪtəratur/		/tʃ/
7.	Access	/'ækses/	/'akses/	/æ/	
8.	Questions	/'kwes.tʃənz/	/'kwɛstɪən/		/s/
9.	Speak	/spi:k/	/spɪk/	/i:/	
10.	Communication	/kə,mju:nɪ'keɪʃən/ ʃən/	/komunikasi'ɔn/ n/	/ə/	

Table 1 shows that first-semester students still experience various substitution errors in English pronunciation. Substitution errors occur when one phoneme is replaced by another, either in vowels or consonants. These findings indicate that students have not yet fully mastered the phonological system of English. These findings reveal that first-semester students still experience various substitution errors in English pronunciation. Substitution errors occur when one phoneme is replaced by another, either in vowels or consonants, indicating that students have not yet fully mastered the English phonological system.

This suggests that learners tend to rely on their first language phonological patterns when producing English sounds, which leads to difficulties in accurately distinguishing and producing English vowel and consonant sounds.(N afifah, 2025).

In terms of vowels, substitution errors are found in several words such as *introduction*, *English*, *language*, *access*, *speak*, and *communication*. Students tend to replace English vowels with those that are more familiar in their first language. For example, the vowel /æ/ is realized as /a/, /ɪ/ becomes /e/, the long vowel /i:/ is shortened to /ɪ/, and the schwa /ə/ is replaced by /o/. This phenomenon indicates that students have difficulty distinguishing vowel quality and length, particularly

for English vowels that do not exist in the Indonesian vowel system. These findings show that Indonesian EFL learners experience difficulties in producing several English consonant sounds that do not exist in the Indonesian phonological system.

These difficulties often result in pronunciation errors such as substitution, where learners replace English consonants with more familiar sounds from their first language. The study indicates that such errors are influenced by the learners' limited exposure to English phonetic features and interference from the first language, which leads to inaccurate production of certain consonant sounds in English. (anjani, n.d.2023)

Meanwhile, in terms of consonants, substitution errors are also significantly observed. Complex consonant sounds such as /ʃ/, /dʒ/, and /tʃ/ are often replaced with simpler sounds like /s/, /g/, or /t/. For instance, the sound /ʃ/ in *ambition* and *communication* is realized as /s/, /dʒ/ in *bridge* becomes /g/, and /tʃ/ in *literature* and *questions* is reduced to /t/ or /s/. This suggests that students have difficulty producing consonant sounds that are uncommon in Indonesian, particularly fricatives and affricates.

Overall, the substitution errors identified in this table can be explained by first language interference, where students transfer the sound system of Indonesian into their English pronunciation, resulting in inappropriate sound substitutions. In addition, limited phonetic knowledge, lack of pronunciation practice, and insufficient exposure to authentic pronunciation models also contribute to these errors. These findings indicate that EFL students in both Indonesia and experience various pronunciation errors influenced by their first language.

The study reveals that first language interference plays a significant role in students' pronunciation performance, leading to difficulties in producing English vowel and consonant sounds accurately. In addition, limited phonological knowledge, insufficient pronunciation practice, and lack of exposure to authentic English pronunciation models are identified as contributing factors to these errors. These conditions result in systematic pronunciation problems among EFL learners. (Journal, 2026)

In conclusion, these findings highlight those mastering phonological aspects, especially in distinguishing and producing English vowel and consonant sounds, remains a challenge for students. Therefore, more effective instructional strategies, such as audio-visual pronunciation practice and the use of phonetic transcription, are needed to improve students' pronunciation accuracy.

Table 2. Omission Errors

No	Words	Dictionary Transcription	Recording Transcription	Vowel Mispronunciation	Consonant Mispronunciation
1.	Practice	/ˈpræktɪs/	/ˈprætɪs/		/k/
2.	Help	/help/	/hep/		/l/
3.	Culture	/ˈkʌltʃər/	/ˈkʌtʃər/		/l/
4.	World	/wɜːrld/	/wɜːd/		/r/
5.	Relationship	/rɪˈleɪʃənʃɪp/	/rɪˈleɪʃɪp/	/ə/	
6.	Tells	/telz/	/tels/		/z/
7.	Important	/ɪmˈpɔːrtənt/	/ɪmˈpɔːrtnt/	/ə/	
8.	Different	/ˈdɪfrənt/	/ˈdɪfrent/	/ə/	
9.	Interaction	/ˌɪntərˈæktʃən/	/ˌɪntɪrˈæktʃən/	/ə/	

Table 2 shows that first-semester students also produce omission errors in English pronunciation, which occur when a sound is not pronounced during speech production. These errors occur in both vowels and consonants, indicating students' limitations in articulating all phonemes according to the standard forms.

In terms of consonants, sound omission appears to be quite dominant, as seen in words such as *practice* (the /k/ is omitted), *help* (the /l/ is omitted), *culture* (the /l/ is omitted), and *world* (the /r/ is omitted). In addition, in the word *tells*, the final consonant sound /z/ is omitted, resulting in /s/. This phenomenon suggests that students tend to omit certain consonant sounds, especially those located in the middle or at the end of words, which are generally more complex to pronounce in English.

These findings indicate that first-semester students experience omission errors in English pronunciation, which occur when certain sounds are not articulated during speech production. These errors are found in both vowels and consonants, showing students' limitations in producing all English phonemes accurately according to standard pronunciation. In consonant sounds, omission errors are particularly dominant, especially in middle and final word positions, suggesting that students tend to omit more complex consonant sounds in English pronunciation. (Rsilalahi, 2016)

Meanwhile, in terms of vowels, the omission of the schwa /ə/ is also frequently found, as in the word's *relationship*, *important*, *different*, and *interaction*. The omission of this vowel affects syllable structure and may influence the clarity and fluency of pronunciation. Overall, these omission errors indicate the influence of the first language, a tendency to simplify sounds, and a lack of mastery of English phonological patterns. Therefore, more intensive pronunciation practice is needed, particularly in maintaining the presence of each sound in a word to achieve more accurate pronunciation.

Table 3. Addition Errors

No	Words	Dictionary Transcription	Recording Transcription	Vowel Mispronunciation	Consonant Mispronunciation
1.	People	/ˈpi:pəl/	/ˈpi:pələ/	/ə/	
2.	Internasional	/,ɪntəˈnæʃənəl/	/,ɪntərˈnæʃənəl/		/r/
3.	Because	/bɪˈkɔ:z/	/bɪˈkɔ:zə/	/ə/	
4.	Explain	/ɪkˈspleɪn/	/ekˈsəpleɪn/	/ə/	
5.	Information	/,ɪnfərˈmeɪʃən/	/,ɪnfərˈmeɪʃə/	/ɔ/	
6.	This	/ðɪs/	/dɪsə/	/ə/	
7.	Interested	/ˈɪntərəstɪd/	/ˈɪntərəstɪdə/	/ə/	

Table 3 shows that first-semester students also produce in English pronunciation, which occur when extra sounds are added to words that should not contain them. These errors occur in both vowels and consonants, indicating students' tendency to modify the phonological structure of English words to make them more compatible with the sound patterns of their first language.

In terms of vowels, the addition of sounds appears to be quite dominant, particularly the insertion of the schwa /ə/ in several words such as *people*, *because*, *explain*, *this*, and *interested*. This addition typically occurs in the middle or at the end of words, resulting in changes to the number of syllables. This phenomenon suggests that students tend to insert vowels to facilitate pronunciation, especially when dealing with consonant clusters or complex syllable structures in English.

These findings show that first-semester students commonly make pronunciation errors in the form of sound addition, particularly the insertion of the schwa /ə/. This occurs as students attempt to simplify complex English sound structures. The results also indicate that these errors are influenced by their first language, which leads them to modify English phonological patterns. Therefore, sound addition can be seen as a systematic strategy used by learners to facilitate pronunciation rather than as random errors. (Sayogie & Adbaka, 2022)

Meanwhile, in terms of consonants, sound addition is also observed, as in the word *internasional*, which shows the insertion of the /r/ sound. In addition, in the word *information*, there is a change in vowel quality from /ə/ to /ɔ/, indicating the influence of the first language vowel system. Overall, these addition errors reflect first language interference, a tendency to simplify pronunciation through sound insertion, and limited mastery of English phonological patterns.

Therefore, more focused pronunciation practice is needed, particularly in understanding syllable structure and avoiding unnecessary sound additions to achieve more accurate pronunciation.

Suprasegmental Errors

In addition to segmental errors, the study also identifies errors related to suprasegmental features, including word stress, intonation, and rhythm. He findings show that learners' proficiency level influences their production of both segmental and suprasegmental features. Lower-proficiency learners tend to produce more errors, especially in word stress, intonation, and rhythm. Suprasegmental features are found to be more difficult than segmental ones, affecting the clarity and naturalness of students' speech. Overall, higher proficiency is associated with fewer pronunciation errors and better control of spoken English.(Mehrpour, 2011).

Table 4. Word Stress

No	Word	Correct Form (IPA & Stress)	Error Form (Student)	Type of Error	Analysis
1.	Ambition	/æm'biʃən/	/'æmbiʃən/	Word Stress	Stress incorrectly placed at the beginning
2.	Information	/,ɪnfər'meɪʃən/	/'ɪnfərmeɪʃən/	Word Stress	Primary stress not applied correctly
3.	Language	/'læŋgwɪdʒ/	/læŋ'gwɪdʒ/	Word Stress	Stress shifted to second syllable
4.	Explain	/ɪk'spleɪn/	/'ekspleɪn/	Word Stress	Incorrect stress placement
5.	Answer	/'ænsər/	/æn'sər/	Word Stress	Stress moved to second syllable
6.	Opinion	/ə'pɪnjən/	/'ɒpɪnjən/	Word Stress	Incorrect stress + vowel influence
7.	Successful	/sək'sesfəl/	/'sʌksesfəl/	Word Stress	Stress influenced by spelling

Table 4 shows that first-semester students experience errors in word stress in English pronunciation. These errors occur when stress is not placed on the correct syllable according to the rules of English phonology. This finding indicates that students have not yet fully understood stress patterns, which are an important part of suprasegmental features.

Most of the errors are related to the misplacement or shifting of stress from the correct syllable to another, as seen in words such as *ambition*, *information*, *language*, *explain*, and *answer*. Students tend to place stress on the first syllable, whereas the correct form requires stress on the second or third syllable. This phenomenon suggests a tendency to generalize simpler stress patterns, likely influenced by the stress system of their first language.

In addition, in words such as *opinion* and *successful*, word stress errors are accompanied by spelling influence and changes in vowel quality. This indicates that students rely more on written forms rather than phonological rules in determining stress placement. Overall, these word stress errors can affect both the clarity and naturalness of speech. Therefore, greater attention should be given to teaching suprasegmental features, particularly through continuous and listening-based practice of stress patterns. These findings show that EFL learners commonly make errors in word stress by placing stress on incorrect syllables, often on the first syllable. This indicates limited understanding of English stress patterns and the influence of their first language. As a result, these errors affect the clarity and naturalness of their speech. (Adel & Ramamoorthy, 2021)

Table 5. Intonation Errors

No	Expression	Expected Intonation	Student Production	Type of Error	Analysis
1.	Important information	Falling intonation	Flat intonation	Intonation	No pitch variation at the end
2.	Explain your opinion	Rising-falling	Flat	Intonation	Lack of emphasis on key ideas
3.	Language is important	Falling	Flat	Intonation	Monotonous speech
4.	Information is useful	Falling	Flat	Intonation	No terminal fall
5.	I have ambition	Falling	Flat	Intonation	No intonation pattern applied

6.	She is successful	Falling	Flat	Intonation	No variation in pitch
7.	In my opinion	Falling	Flat	Intonation	Lack of expressive tone

Table 5 shows that first-semester students experience intonation errors in English pronunciation. These errors occur when the pitch movement in speech does not follow the expected intonation patterns. This finding indicates that students are not yet able to control pitch variation appropriately, which is an essential aspect of suprasegmental features.

Most of the errors show the use of flat intonation in almost all expressions, such as *important information*, *language is important*, *information is useful*, and *she is successful*. In fact, declarative sentences in English generally require falling intonation at the end. In addition, in expressions like *explain your opinion*, which should use a rising-falling intonation pattern, students still produce flat intonation. This indicates a lack of pitch variation and an inability to convey meaning or emphasis through intonation. These findings show that EFL learners often make intonation errors by using flat or inappropriate pitch patterns. This indicates limited ability to control pitch variation and a lack of understanding of intonation functions. As a result, their speech sounds less natural and less communicative. (Larassati et al., 2022).

This phenomenon results in speech that sounds monotonous, less expressive, and potentially reduces the clarity of the intended message. Overall, these intonation errors indicate that students have not yet understood the communicative function of intonation in English, such as marking important information, expressing attitudes, or distinguishing sentence types. Therefore, more focused training is needed to develop intonation awareness, such as through listening practice and imitation, so that students can produce more natural and communicative speech.

Table 6. Rhythm Errors

No	Word/Expression	Correct Rhythm (Stress-Timed)	Student Production	Type of Error	Analysis
1.	Important	im-PORT-ant	im-por-tant	Rhythm	Equal stress on all syllables
2.	Explain	ex-PLAIN	ex-plain	Rhythm	No strong stress on main syllable

3.	Language	LAN-guage	lan-guage	Rhythm	Flat syllable timing
4.	Information	infor-MA-tion	in-for-ma-si-on	Rhythm	Syllable-timed pronunciation
5.	Ambition	am-BI-tion	am-bi-tion	Rhythm	No stress prominence
6.	Opinion	o-PI-nion	o-pi-ni-on	Rhythm	All syllables equally stressed
7.	Successful	suc-CESS-ful	suk-ses-ful	Rhythm	Indonesian rhythm interference

Table 6 shows that first-semester students experience rhythm errors in English pronunciation. These errors are related to the inability to apply the rhythm pattern of English, which is *stress-timed*, where stress is not distributed evenly across all syllables but placed on certain prominent syllables.

Most of the errors indicate that students tend to use a syllable-timed rhythm, in which each syllable is pronounced with nearly equal stress. This can be seen in words such as *important*, *language*, *ambition*, and *opinion*, where all syllables are produced without clear stress prominence. In addition, in words like *explain* and *successful*, students fail to place sufficient stress on the syllables that should receive primary stress. This phenomenon suggests that students are not yet able to distinguish stress patterns within English rhythm.

In the word *information*, there is a strong influence of first language rhythm (Indonesian rhythm interference), where the pronunciation becomes *in-for-ma-si-on*, reflecting a syllable-timed pattern. This indicates that students transfer the rhythmic patterns of Indonesian into English. Overall, these rhythm errors make speech sound less natural and inconsistent with the characteristics of English. Therefore, focused training on *stress-timed rhythm*, such as listening practice, imitation, and stress placement exercises, is necessary to improve students' speaking fluency and naturalness. These findings show that EFL learners tend to use syllable-timed rhythm instead of stress-timed due to the influence of their first language. As a result, stress is not placed appropriately, making their speech sound less natural. (Takeda, 2021)

Factors Causing Pronunciation Errors

Table 7. Factors Causing Students' Pronunciation Errors

No	Student Name	Limited Vocabulary	Unfamiliar Sounds	L1 Interference	Lack of Practice	Nervous -ness	Lack of Confidence
1	S ¹	✓	✓	✓	✓	✓	✓
2	S ²	✓	✓	✓	✓	-	✓
3	S ³	✓	✓	✓	✓	✓	✓
4	S ⁴	✓	✓	✓	✓	-	-
5	S ⁵	✓	✓	✓	✓	✓	✓
6	S ⁶	✓	✓	✓	-	✓	✓
7	S ⁷	✓	✓	✓	✓	-	✓
8	S ⁸	✓	✓	✓	✓	✓	✓
9	S ⁹	✓	✓	✓	✓	✓	✓
10	S ¹⁰	✓	✓	✓	✓	-	✓
11	S ¹¹	✓	✓	✓	✓	✓	✓
12	S ¹²	✓	✓	✓	-	✓	✓
13	S ¹³	✓	✓	✓	✓	✓	-
14	S ¹⁴	✓	✓	✓	✓	-	✓
15	S ¹⁵	✓	✓	✓	✓	✓	✓

The table presents a comprehensive overview of the factors contributing to students' pronunciation errors, categorized into linguistic and non-linguistic domains. From an expert perspective, the findings clearly indicate that pronunciation errors among first-semester students are not caused by a single factor, but rather by a complex interaction of multiple underlying variables.

From a linguistic standpoint, first language (L1) interference and unfamiliarity with English sounds emerge as the most dominant factors, as they are consistently experienced by nearly all students. This suggests that learners tend to rely heavily on their native phonological system when producing English sounds, particularly when encountering phonemes that do not exist in Indonesian, such as /æ/, /ə/, /ʌ/, /θ/, /v/, and /ʃ/. In addition, limited vocabulary further constrains students' ability to produce accurate pronunciation, as insufficient lexical knowledge often leads to uncertainty and incorrect sound production.

These findings reinforce the notion that phonological acquisition in a foreign language is strongly influenced by the learner's existing linguistic framework. These findings indicate that students' pronunciation errors are primarily influenced by first language (L1) interference, as learners tend to rely on their native phonological system when producing English sounds. This often results in difficulties in articulating unfamiliar phonemes that do not exist in their mother tongue, leading to frequent mispronunciations. (Riswanto, 2022)

In terms of non-linguistic factors, the table reveals that lack of practice and limited exposure are highly prevalent among students, indicating that opportunities to engage with spoken English remain insufficient. Without consistent and meaningful practice, students are unable to internalize correct pronunciation patterns, even when they are exposed to them through media such as YouTube. Furthermore, psychological factors, particularly nervousness and lack of confidence, also play a significant role. Students who experience anxiety tend to hesitate, avoid speaking, and produce more errors, which ultimately hinders their pronunciation development.

This highlights the importance of affective factors in second language learning, especially in speaking performance. These findings indicate that students' pronunciation difficulties are largely influenced by insufficient practice, limited exposure to authentic English, and psychological factors such as anxiety and lack of confidence. These conditions cause students to hesitate, avoid speaking, and produce more pronunciation errors, which ultimately hinder their speaking performance. (Idrus et al., 2025)

Overall, the findings demonstrate that pronunciation errors are multifaceted in nature, resulting from the interplay between cognitive, linguistic, and affective dimensions. Therefore, effective pronunciation instruction should adopt an integrated approach that not only addresses phonological accuracy but also promotes active practice, increases exposure to authentic input, and supports students' psychological readiness. Such an approach is essential to enhance both the accuracy and naturalness of learners' spoken English.



Figure 1. Documentation



Figure 2. Record

4. Discussion

The findings of this study reveal that first-semester students still encounter substantial challenges in mastering English pronunciation, as reflected in both segmental and suprasegmental errors. These results highlight important theoretical and pedagogical implications, particularly in understanding how learners acquire phonological competence in a foreign language context.

In terms of segmental features, the dominance of substitution, omission, and addition errors indicates that students have not yet fully internalized the English phonological system. Substitution errors, especially in vowel sounds such as /æ/, /ɪ/, /i:/, and /ə/, suggest that learners tend to rely heavily on their first language (L1) sound inventory. Since Indonesian has a relatively simpler vowel system compared to English, learners often replace unfamiliar sounds with more familiar ones. This finding aligns with the concept of L1 interference, where differences between the native language and the target language led to systematic pronunciation deviations. Similarly, consonant substitutions involving sounds such as /f/, /dʒ/, and /tʃ/ further demonstrate learners' difficulty in producing fricatives and affricates that are not commonly found in Indonesian phonology.

These findings show that EFL learners experience significant difficulties in producing English segmental sounds, particularly vowels and consonants that are not present in their first language. The study reveals that substitution errors are the most frequent, indicating strong influence from the learners' native language. As a result, these pronunciation errors reflect limited mastery of the English phonological system. (Yulianti et al., 2025)

Omission errors, particularly the deletion of consonants in medial and final positions, indicate a tendency toward phonological simplification. Learners often omit sounds such as /k/, /l/, /r/, and /z/, which may be influenced by the structural differences between English and Indonesian syllable patterns. Indonesian generally avoids complex consonant clusters, which explains why learners reduce or omit certain sounds to ease articulation. Additionally, the frequent omission of the schwa /ə/ reflects learners' limited awareness of unstressed syllables, which play a crucial role in English pronunciation.

These findings show that EFL learners frequently omit final consonant sounds, particularly /s/ and /z/, due to differences between their first language and English phonological structures. This omission reflects a tendency toward phonological simplification, especially when learners encounter unfamiliar or complex sound patterns. As a result, such errors affect the accuracy and clarity of their pronunciation. (Disney, 2024)

Addition errors further support the notion of phonological adjustment, where learners insert extra sounds—especially vowels like /ə/—to break up consonant clusters or simplify word structures. This phenomenon demonstrates that learners attempt to adapt English pronunciation into a more familiar syllable pattern, typically resembling a consonant-vowel (CV) structure common in Indonesian. These findings suggest that learners' pronunciation is strongly influenced by articulatory habits developed in their first language, as well as limited exposure to authentic English pronunciation.

These findings show that EFL learners frequently produce pronunciation errors, particularly through the addition of sounds to simplify complex word structures. This reflects the influence of their first language, especially in dealing with consonant clusters. As a result, learners tend to modify English pronunciation patterns, indicating limited mastery of the target language's phonological system. (Shinta & Catur, 2026)

Beyond segmental features, the findings also indicate that suprasegmental aspects—namely word stress, intonation, and rhythm—pose even greater challenges for learners. Errors in word stress reveal that students often misplace stress on the first syllable, reflecting a tendency to generalize simple stress patterns or rely on orthographic cues rather than phonological rules. This indicates insufficient awareness of English stress patterns, which are essential for intelligibility and lexical distinction.

Moreover, intonation errors demonstrate that students predominantly produce flat or monotonous pitch patterns, regardless of sentence type. This lack of pitch variation suggests that learners have not yet developed the ability to use intonation as a communicative tool to convey meaning, emphasis, or speaker attitude. As a result, their speech may sound less expressive and potentially ambiguous to listeners.

Similarly, rhythm errors show that learners tend to apply a syllable-timed rhythm, in which all syllables are pronounced with equal prominence. This contrasts with the stress-timed nature of English, where certain syllables are emphasized while others are reduced. The transfer of Indonesian rhythmic patterns into English results in speech that sounds unnatural and less fluent. This finding further supports the argument that suprasegmental features are highly susceptible to L1 interference and require explicit instruction.

These findings show that EFL learners experience difficulties in both segmental and suprasegmental aspects of pronunciation, with greater challenges in suprasegmental features such as word stress, intonation, and rhythm. The errors are largely influenced by the learners' first language, leading to incorrect stress placement, flat intonation, and syllable-timed rhythm. As a result, these issues reduce the naturalness and intelligibility of their speech. (Al-nabhani & Madiseh, 2025)

Importantly, the results also confirm that learners' proficiency level significantly influences their pronunciation performance. Lower-proficiency learners tend to produce more frequent and varied errors in both segmental and suprasegmental features, while higher-proficiency learners demonstrate better control and fewer deviations. This supports previous research suggesting that pronunciation accuracy improves with increased exposure, practice, and phonological awareness. These findings show that learners' pronunciation performance is influenced by individual differences, especially proficiency level. Higher-proficiency learners make fewer errors, while lower-proficiency learners show more difficulties. In addition, exposure, practice, and phonological awareness play an important role in improving pronunciation and intelligibility. (Suzukida, 2021)

Overall, these findings emphasize that pronunciation learning is not limited to the accurate production of individual sounds but also involves the mastery of suprasegmental features that contribute to speech clarity and naturalness. Therefore, effective pronunciation instruction should integrate both segmental and suprasegmental training. Pedagogical strategies such as the use of audio-visual media, phonetic transcription, minimal pair exercises, and listening-imitative practice can help learners develop more accurate and natural pronunciation. In addition, increased exposure to authentic spoken English is essential to enhance learners' sensitivity to stress, intonation, and rhythm patterns.

In conclusion, the persistence of pronunciation errors among first-semester students reflects the complexity of acquiring English phonology in an EFL context. Addressing these challenges requires a comprehensive instructional approach that considers linguistic differences, learner proficiency, and the importance of both segmental and suprasegmental features in achieving effective communication.

Role of YouTube in Pronunciation Learning

The findings also reveal that YouTube plays a positive role in supporting students' pronunciation learning. Through YouTube videos, students are exposed to authentic language input, including native speakers' pronunciation, intonation, and speaking style. This exposure helps students develop better awareness of how English sounds are produced in real contexts. The study found that YouTube has a positive effect on EFL students' speaking skills by providing authentic input such as pronunciation, intonation, and natural speech. It also increases students' motivation and confidence in speaking English. However, YouTube alone is not enough, as its effectiveness is higher when combined with active speaking practice. Without practice, students tend to remain passive viewers and cannot fully improve their speaking ability. (Raza et al., n.d.2025)

However, the study also shows that the use of YouTube alone is not sufficient to significantly improve pronunciation. Students tend to be passive viewers rather than active participants. Without consistent speaking practice, the input gained from YouTube cannot be fully internalized. Therefore, it is important to integrate YouTube-based learning with active speaking activities to maximize its effectiveness.

Overall, the discussion confirms that pronunciation errors among first semester students are influenced by multiple factors, including linguistic limitations, psychological conditions, and learning practices. These findings emphasize the need for a more integrated and practice-oriented approach in teaching pronunciation.

5. Conclusion

This study concludes that first-semester students still experience significant difficulties in mastering English pronunciation, as reflected in both segmental and suprasegmental errors. Segmental errors, particularly substitution, omission, and addition, are the most dominant and indicate that students have not yet fully acquired the English phonological system.

In addition, suprasegmental errors in word stress, intonation, and rhythm further affect the clarity, fluency, and naturalness of students' speech. The findings also reveal that pronunciation errors are caused by a combination of linguistic and non-linguistic factors. Linguistic factors include first language interference, unfamiliar English sounds, and limited vocabulary, while non-linguistic factors involve lack of practice, low confidence, and nervousness during speaking

activities. Furthermore, although YouTube provides beneficial exposure to authentic pronunciation, it is not sufficient without active and consistent speaking practice.

Based on these findings, it is recommended that pronunciation teaching should integrate both segmental and suprasegmental aspects through interactive and practice-based learning strategies. Teachers should also provide more opportunities for students to engage in speaking activities, supported by audio-visual media and guided pronunciation practice. Ultimately, improving students' pronunciation requires not only linguistic training but also continuous practice and psychological support to enhance their confidence in speaking English.

6. References

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