



Analyzing Factors Influencing Students' and Teachers' Pronunciation in Speaking English

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Abstract: This research aims to examine the factors that influence students' and teachers' creativity in speaking English. However, both non-native English students and teachers often face difficulties in this aspect. This research uses qualitative methods to identify factors that influence pronunciation in English for students and teachers. Data was collected through observation, interviews, and analysis. The findings of this research reveal that the influencing factors are the mother tongue, level of phonological awareness, practice habits, social interaction, and effective teaching methods. The influence of the mother tongue has proven to be an important factor in student and teacher pronunciation. Students whose native language has different sounds from English tend to have difficulty pronouncing these sounds accurately. The same applies to teachers with different mother tongues. The level of phonological awareness, which refers to the ability to distinguish and produce sounds in a language, also plays an important role in achieving good pronunciation. Students and teachers who actively engage in social interactions with native English speakers have a greater opportunity to improve their pronunciation skills. Lastly, effective teaching methods are important to improve student and teacher pronunciation.

Keywords: pronunciation, students, teacher, speaking English

Introduction

Pronunciation is a fundamental aspect of effective communication in the English language (Uchida & Sugimoto, 2016). Accurate pronunciation enhances clarity and fluency, enabling individuals to express their thoughts and ideas clearly (Pennington & Rogerson Revell, 2019). However, mastering English pronunciation can be challenging, especially for non-native English speakers.

There are various factors that play a role in analyzing the impact of students' and teachers' pronunciation when speaking English: Pronunciation is a fundamental skill in English communication. It is essential for intelligibility, fluency, and comprehensibility (Brown & Crowther, 2022).

Firstly, the influence of the native language or mother tongue on pronunciation cannot be ignored. Each language has its own set of sounds, rhythms, and intonations (Yadav, 2014). When someone learns English as a second language, they may have difficulties producing sounds that are not present in their native language or adapting to the different stress and intonation patterns of English (Munro et al., 2010). "L1 interference is a complex phenomenon that can be influenced by a variety of factors, including the similarity between the L1 and L2 sound systems, the learner's age of onset of L2 acquisition, and the amount of exposure the learner has to L2". Secondly, individual factors such as age, motivation, and ability can affect pronunciation development. Young learners tend to be more flexible than adults in learning new sounds and pronunciation patterns (Cha, 2011). Motivation and ability also play a crucial role in how much effort individuals put into improving their pronunciation skills.

Furthermore, the learning environment, including classroom instruction and exposure to English outside the classroom, can influence pronunciation outcomes (Couper, 2019; Iizuka, 2020; Pennington, 2021). Effective teaching methods that focus on explicit pronunciation instruction, provide sufficient practice opportunities, and offer feedback and guidance can have a positive impact on students' and teachers' pronunciation abilities (Fouz-González, 2020; Gilakjani, 2020; Lindsey, 2019; Sudhakara, 2019; Tejedor-Garcia, 2020).

Additionally, exposure to authentic English through interactions with native speakers, multimedia resources, and language immersion experiences can help enhance pronunciation skills. Analyzing the factors that affect students' and teachers' pronunciation when speaking English is (Chan, 2019; Zhou, 2023). necessary for providing appropriate interventions and teaching methods. By identifying these factors, educators can design effective pronunciation instruction that meets the specific needs of their students (Zhang, 2009).

Moreover, understanding the influence of teachers' pronunciation can provide input for professional development programs and assist them in providing accurate models for their students (Walker & Gray, 2022). "Immersion programs can be an effective way to provide learners with extensive exposure to authentic English (Walker & Gray, 2022). Analyzing the factors that affect students' and teachers' pronunciation when speaking

English provides valuable insights into the complexities of pronunciation learning. This can guide the development of effective teaching strategies, provide input for language program design, and contribute to overall improvement in English language teaching and learning.

According to the sociolinguistic perspective, language can be studied internally and externally. External study means that the investigation is conducted on things or factors that are outside the language itself, which are related to the language use by its speakers (Mayasari & Irwansyah, 2020). So, the focuses of this research are: 1. To identify and examine the key factors that influence the pronunciation of students and teachers in English language learning, 2. To investigate the impact of individual factors, such as language proficiency and first language interference, on students' and teachers' pronunciation (Gómez, 2023; Rosemarie, 2022; Suparman, 2020).

JIHAD, 2015 also conducted a study about sociolinguistics three forms of code mixing that occurred namely: intra-sentential code mixing, intra-lexical code mixing and involving a change of pronunciation. The intra-sentential code mixing was the most frequently mixed points in English-Indonesian code mixing. There were four moments or situation when the students used English-Indonesian code mixing: (a) asking something, (b) emphasizing message in informal situation (c) keeping the situation going smoothly (relaxed situation), (d) the fact of being forced situation. The reasons of using code mixing were (a) the absence of Indonesian equivalence, (b) being a habitual in daily spoken, (c) suitable for Indonesian words or sentences, (d) expressing group identity. The highest reason why the students always use English Indonesian code mixing was habit that occurred spontaneously in speaking (Swandani, 2022).

Furthermore, based on the belief that the number of studies conducted on this topic, especially in the context of higher education in South Sulawesi. Therefore, the researcher is interested in conducting a study on this topic with the title "Analyzing Factors Influencing Students' and Teachers' Pronunciation in Speaking English".

Methodology

Data Collection Method

In collecting the data of this research, the researcher used interview and document analysis as the technique of collecting data. An instrument in which respondents provide writ-ten response to questions or mark items that indicate their response. The students were considered as respondents and treated as research subjects. Additionally, the technique of data analysis, the researcher used some steps provided by Bashir in Ripah. They were data managing, reading/memorizing, description, classifying, and interpreting.

Research Design

This study adopts a qualitative research approach, specifically the descriptive method. Qualitative research is a procedure that generates descriptive data in the form of written or spoken words from individuals and observed behaviors, as defined by Neni. According to LR Gay, descriptive research involves collecting data to answer questions regarding

people's opinions on specific issues. In essence, descriptive research aims to describe and interpret a subject based on reality. Therefore, qualitative research focuses on describing naturally occurring phenomena and presents them based on field data.

Participant/Sample

1. Participants

The population, whether it be individuals, items, or any other entities from which data and information can be gathered for the study, is the focus of the investigation. In statistical terms, the population includes not only individuals or items belonging to specific categories but also the outcomes of measurements of certain variables. The population for this study consists of the Class XII MIPA (Science) students at Madrasah Aliyah Ash-sholihin.

2. Sample

A sample is a smaller subset of data selected from a larger population using predefined selection methods. Specifically, a sample refers to the data chosen from the population for a particular research study. In this context, the researcher will directly select two classes, namely Class XII MIPA 1 and Class XII MIPA 2, where Class XII MIPA 1 utilizes the use of literary works while Class XII MIPA 2 does not incorporate literary works. The researcher begins by conducting a pre-test on both classes to assess the students' pronunciation proficiency.

Result and Discussion

The results of the interviews and document examination were categorized based on the research questions. The findings of this study include students' responses can enhance students' pronunciation skills.

1. Factors that Influencing Students' Pronunciation in Speaking English.

The factors were ear perception, aptitude, attitude & motivation, personality, individual effort and goal setting, amount & type of prior pronunciation instruction and first language factors. Motivation is the most influential factor in students' English pronunciation ability, as students AB state that "high motivation from teachers, friends, and the environment will make me strive harder in setting goals to improve My English pronunciation skills." Interview with AB on 6th February 2024). After that, student BC believes that individual effort and goal setting are important because students' goals and efforts can improve the accuracy of their English pronunciation, enabling them to communicate clearly in English. Regarding the first language factor, BC States that "I am influenced by their native language or dialect with different backgrounds and accents, making it difficult for them to articulate other phonemes in English." Some of them say that the sounds of words in their first language sound strange. (Interview with BC at 6th February 2024).

Regarding the auditory perception factor, Student BC states that "the student's environment is a significant factor influencing their auditory perception, but the environment only serves as a supportive factor," and student CD also states that "in

addition to the environmental factor, my listening ability is also a factor influencing students' English pronunciation. Students choose to learn in an environment that supports their concentration and maximizes their listening skills". (Interview with CD at 7th February 2024).

As for the factor related to the amount and type of previous English pronunciation instruction, student DC indicates that students' pronunciation is influenced by the type of classes, and student DE States that "patience also affects students' English pronunciation ability, where students who have attended previous English classes will be faster and more responsive in learning English pronunciation." (Interview with DC at 7th February 2024).

2. Factors that Influence Teachers' Pronunciation in Speaking.

English is: The factors influencing English pronunciation for teachers in this interview are:

- a) Accent diversity: Teachers can be influenced by various English accents they encounter, whether from colleagues, peers, or learning sources such as podcasts or videos. This diversity can affect their pronunciation.
- b) Training and self-development: Teachers who engage in pronunciation-related training and self-development tend to have better pronunciation skills. They can attend workshops or courses specifically focused on English pronunciation.
- c) Practice and personal habits: Teachers who regularly practice listening to and speaking in English, whether through authentic sources like podcasts or videos, or by recording themselves and listening back, can improve their pronunciation.
- d) Supportive learning environment: Teachers who create a supportive learning environment, where students feel comfortable practicing and experimenting with pronunciation, encourage better pronunciation development.
- e) Feedback: Teachers can improve their pronunciation by receiving feedback from colleagues, mentors, or even students. This feedback can help them identify areas for improvement and provide specific suggestions for practice.

Conclusion

Based on the findings in the previous chapter, the researcher has reached the following conclusions:

1. There are six factors that influence students' English pronunciation ability. These factors include ear perception, individual effort and goal setting, amount, and type of prior pronunciation instruction, first language, aptitude, attitude, motivation, and personality. These factors play a significant role in determining students' pronunciation ability.
2. The factors mentioned above directly influence students' scores in pronunciation ability. Among the students, there were six who achieved an average score, indicating that they were able to positively deal with the influencing factors. On the other hand,

there were 38 students who scored lower and were unable to effectively deal with these factors. Their scores ranged from 47 to 68, suggesting a lack of focus due to the influencing factors.

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