PRONUNCIATION ERRORS MADE BY SENIOR HIGH SCHOOL STUDENTS IN SPEAKING PERFORMANCE

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Abstract

This study aims to determine students' pronunciation errors in pronouncing consonant sounds in speaking performance. This research is descriptive quantitative with 352 population. The sample of this study was 64 students who were selected by using cluster random sampling technique. The data were collected through pronunciation test, a questionnaire, and interview. The pronunciation test and the questionnaire were analyzed by using formula of the percentage, while the interview recordings were transcribed. There are two findings of percentage in consonant sounds in speaking performance. (1) There are 6 kinds in consonant sounds made by students' speaking performance, namely Alveolar (38.18%), Interdental (34.65%), Alveo-palatal (12.20%), Labiodental (11.81%), Velar (1.79%), and Bilabial (1.38%); (2) Factors that cause students made pronunciation errors in speaking performance are generally influenced by their mother tongue (81.25%), less using English in their daily life (66.67%), unchallenging lessons (56.25%), being passive learners (59.37%), less of confidence while performing (62.50%). Therefore, it can be concluded that there are 6 kinds of consonant errors in students' speaking performance and many errors in pronouncing alveolar sounds. As the results, the students needed to have more exercises in pronouncing the consonant sounds in speaking in order to make it easy to be understood and avoid misunderstandings.

Key words: Pronunciation errors and speaking performance

A. INTRODUCTION

In the last twenty years, the pronunciation has been taught implicit but it tends to be neglected by Kelly (2001). The fact that pronunciation tends to suffer from neglect may not be due to teachers lacking interest in the subject but rather to a feeling of doubt as how to teach it. At that time, teachers have less knowledge about pronunciation theory. In the last ten years, the pronunciation has been taught and already introduced with place of articulation, manner of articulation, visual transcriptions, and all the supra segmental features in the sounds (Yudo, 2010). In the other hand, most of the young

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learners today believe to be having low ability in pronunciation. Their pronunciation still does not meet the Standard English pronunciation and is still far from the teacher's expectations for correct English pronunciation. Last, most of the students may have problems to pronounce English consonants, although the students' get English lessons in their school, but cannot master English pronunciation well. Therefore, students often make errors especially in doing a speaking performance.

There are some reasons why students' make a lot of errors in pronouncing a sound (Na'ama, 2011, Alimemaj, 2014, Hassan and Muhammad, 2014). According to Na'ama (2011), the effect of mother tongue is one of the most problems, because, in learning a foreign language, the first language of the learner will influence their foreign language pronunciation, therefore, learners sometimes feel confused to pronounce the English word especially producing English consonants sound. Alimemaj (2014) said thatlearners rarely practice in pronouncing the English sound because there is limited time to do in the class, and then they do not practice it at home. Thirdly, learners find that English is difficult to pronounce, because there are different sound system between English and Indonesian language. At school, there is less time section in teaching pronunciation to the students. The learners have low motivation in learning English, because they think that English is a difficult subject. Last, Hassan and Muhammad (2014) states that some students got difficulties to remember how to pronounce English consonant sounds. The reason is because Indonesian languages have twenty one consonant sounds while English languages have twenty five consonant sounds.

There are some studies focusing on the vowel production (Yiing, 2011, Riadi, 2013, Fitria, 2014, Aktug, 2015, Novalina, 2016). Yiing(2011) focused on pronunciation errors in English made by six Chinese studies undergraduates according to contrastive analysis and error analysis with these pronunciation errors are neither coincidental nor randomly made. Riadi (2013) investigates students' error in pronouncing English vowel at SMPN 2 Menganti, Gresik. Fitria (2014) analyzes the quality or how well the students pronouncing short and long vowels and what are the factors which cause the problems in pronouncing those vowels made by the second-semester students of English education study program in FKIP Untan in academic year 2012/2013. Aktug (2015) analyzes the common English pronunciation errors on vowel of the seventh-grade Turkish students. Novalina (2016) analyzes of research about An Analysis of Pronunciation Errors by the Fourth Semester Students of English Education Study Program at UNIKA. In conclusion, the issues about focusing on vowel productions are still interesting to be studied until now.

There are also many studies focusing on the consonant production (Riyani, 2013, Astuti, 2014, Hassan, 2014, Sanjaya, 2014). Riyani (2013) analyzes the pronunciation errors of consonants English Second Language learners in Stamford International Community School (SICS), especially in Kindergarten 2 students. Astuti (2014) analyzes the problems in English pronunciation, the factors; some techniques that help the Sudanese students of English improve their pronunciation. Hassan (2014)analyzes pronunciation

errors made by Indonesian singers in Malang in singing English songs. Sanjaya (2014)analyzes the errors of pronouncing vowels and consonant in NHK World TV News line Reporters. In conclusion, the issues about focusing on consonant productions are still interesting to be studied until now.

Most of these researchers did the research focusing on kinds of pronunciation and its factors. Moreover, there has not been any researcher who studied pronunciation in the speaking performance, so this present study fills this gap by analyzing pronunciation error in students speaking performance and continuing the discussion of pronunciation holistically. Therefore, for further research, this research focuses on analyzing the consonant sound because the researcher wants to know the pronunciation errors from consonant sound make by students speaking performance.

In an interview with an English teacher at SMAN 3 Bukittinggi, if the teacher taught their pronunciation and told students to come to the front of the class to speak English, there were several obstacles experienced by the teacher and errors in pronunciation made by students. They have difficulty in pronouncing consonant sounds and sometimes what is said to be misunderstood because of errors made by the pronunciation students. They also have to learn to recognize various sounds in the language and make it difficult for students to mention some consonant sounds that have been difficult to correct because of the influence of mother tongue.However, there are still a lot of pronunciation errors in speaking performance made by the students. It encourages the researcher to make deep research on it. Based on this fact, the researcher is interested in finding out the pronunciation error in terms of consonants and the factors made by the second-grade students.

However, there are still a lot of pronunciation errors in speaking performance made by the students. It encourages the researcher to make deep research on it. Based on this fact, the researcher made two research questions, there areto find out the pronunciation error in terms of consonants and the factors of pronunciation errors made by the first-grade students.

B. RESEARCH METHOD

This research is to analyze pronunciation errors in students' speaking performance made by the first grade students. In this research, the writer used the descriptive quantitative design. The aim of using descriptive quantitative is to find the pronunciation errors in terms of consonants and the factors on speaking performance in the first grade of SMAN 3 Bukittinggi.The population of this research was the first-gradestudents in SMAN 3 Bukittinggi.There are ten classes of first-grade students in SMAN 3 Bukittinggi. The sample was taken from the first grade students of English Department at SMAN 3 Bukittinggi. The technique of sampling was cluster random sampling. Cluster random sampling is used the members of population are distributed in groups. The researcher chose randomly the class of first-grade students of SMAN 3 Bukittinggi as the participants of the research. The researcher chose two classes to be the sample of this research. Fortheprocedure in choosing the sample,the researcher used the lotterysystem. First, the researcher wrote ten classes in ten

small papers. The papers rolled and put in a box. After that, the researcher took two papers from the box. The selected class became class sample and all members of the class became the sample of this research.

In collecting the data, the researcher used three tools to collect the data. First, the test was used to find out the kinds of consonant mispronounced by the students. In doing a test, the researcher instructed the students in front of the class to do the speaking test which was telling a story about "The Unforgettable Experience". Before telling the story, students wrote their story in piece of paper for about 30 minutes. There are 6 themes and the students chose 1 theme to do the pronunciation test. The result was analysed by the researcher in order to get information about the students' English pronunciation errors on consonant. It is hard if the students pronounce the words only one time because the students tend to pronounce the words so fast without paying attention to their pronunciation. So, two or three times is considered to be enough to make sure that the pronunciation is clearly heard and easy to analyze. Second tool was questionnaire. The specific of the questionnaire was taken from the theory by Biyaem (1998). A questionnaire was used to find out the factors of students'pronunciation errors on consonants in speaking performance. Therefore, in this research, the researchers provided 30 questions in the questionnaire and each specification have 5 questions. It also supported by using the interview to find an information about the factors of students' pronunciation errors on consonants in speaking performance. After identifying the students' pronunciation errors on consonants from the test, the researcher was chose some students who had many pronunciation errors on consonants while doing a speaking performance to be interviewed.

In analyzing the consonant sounds that are made by students in speaking performance, some techniques were used by the researcher. First, the recordings of students' speaking performance were transcribed into phonetic transcription. In this case, the researcher used Online Cambridge Advanced Learner's Dictionary as an aid to decide whether the pronunciations are made by students' correct or incorrect. After that, the researcher found the errors in terms of consonants made by students' speaking performance. Last, the researcher identified the mispronounced by the students, this technique was important to decide what kind of consonant that mispronounced by the students. In order to know the percentage of consonant errors pronunciation, the data calculated by using frequency of pronunciation errors divide total of pronunciation errors. In order to know the percentage of questionnaire result for every factor, the data calculated by using the frequency for each questionnaire answer divide number of respondents. In analyzing the interview of data, the researcher transcribed the interview recording. Then, the answers of the interview classified to be interpreted. The researcher identified similar reasons told by the students.

C. RESULT AND DISCUSSION
1. Kinds of pronunciation errors on consonants in speaking performance

Bilabial sounds are formed by using both upper and lower lips. This research found 7 data of bilabial errors in first grade students as follows:

a. Errors in Bilabial Pronunciation

Table 1.Percentage of Bilabial Error

No.	Consonant Sound	Frequency error	Percentage
1	/p/ bilabial	7	1,38%
2	/b/ bilabial	0	0
3	/m/ bilabial	0	0
	Total	7	1,38%

Table 1 shows the percentages of bilabial errors. From the table, it can be seen that there were 7 students who mispronounced in /p/ sound (1.38%) and no students did error in /b/ and /m/ sound in speaking performance.

Relate to the data above, the researcher found some bilabial errors. First, the omission of final Bilabial for instance, students pronounce word **"bump"**as it should be pronounced /bʌmp/ but the student pronounced it /bʌm/. Students did not produce the words based on the phonological rules but on the spelling. Therefore, this error was classified as intralingua errors due to ignorance of rule restrictions. Second, the misinformation of bilabial word **"happen"** should be pronounced /ˈhæp.ᵊn/ but the student pronounced it /ˈhæf.ᵊn/ and "**surprise**" should be pronounced /səˈpraɪz/ but the student pronounced it /səˈfraɪz/.

b. Errors in Labiodental Pronunciation

Labiodental is touching upper teeth to the bottom lip to form sound /f/ and /v/. This research found 60 data of labiodental errors in first grade students in speaking performance, as follows:

Table 2 Percentage of Labiodental Error

No.	Consonant Sound	Frequency error	Percentage
1	/f/ labiodentals	32	6,30%
2	/v/ labiodentals	28	5,51%
	Total	60	11,81%

Table 2 shows the percentages of labiodental errors. From the table, it can be seen that there were 32 students who mispronounced /f/ labiodental sound (6,30%) and 28 students did error in /v/ labiodental sound (5,51%) in speaking performance. First, the word **"enough"** should be pronounced /əˈnʌ**f**/ but the students pronounced it/əˈnʌ**g**/ and the word "**laugh**" should be pronounced /læ**f**/ but the students pronounced it /læ**g**/. Those words become overgeneralization. Second, the word **"favorite"** should be pronounced /ˈfeɪ.**v**ᵊr.ət/ but the students pronounced it/ˈfeɪ.**f**ᵊr.ət/, the word **"several"** should be pronounced /ˈsev.ɚ.ᵊl/ but the students pronounced it /ˈsef.ɚ.ᵊl/, the word **"arrive"** should be pronounced /əˈraɪv/ but the student pronounced it /əˈraɪ**f**/.

c. Errors in Interdental Pronunciation

Interdental sounds are made by bringing the blade of the tongue against the upper teeth or even between the teeth. This research found 176 data of interdental errors in first grade students as follows:

Table 3 Percentage of Interdental Error

No.	Consonant Sound	Frequency error	Percentage
1	/θ/ interdental	35	6,90%
2	/ð/ interdental	141	27,75%
	Total	176	34,65%

Table 3 shows the percentages of interdental errors. From the table, it can be seen that there were 35 students who mispronounced /θ/ interdental sound (6, 90%) and 141 data in /ð/ interdental sound (27, 75%) in speaking performance. In example shows, the participant made error when pronouncing the dental fricative voiceless /θ/ in initial and final. For example, in initial words like, "think", "everything", and "cloth". The word **"think"** should be pronounced /θɪŋk/ but the students pronounced it /**t**ɪŋk/, the word **"everything"** should be pronounced /ˈev.ri.θɪŋ / but the students pronounced it/ˈev.ri.**t**ɪŋ/, The last word **"cloth"** should be pronounced /klɑːθ/ but the students pronounced it /klɑː**t**/. This error was categorized as overgeneralization, where students see "th" sound dental /θ/; they tend to pronounce it as alveolar /t/. Additional, this sound is categorized as universal difficulty

d. Errors in Alveolar Pronunciation

Alveolar sound is kind of consonant pronunciation that is commonly made by first grade students. Alveolar sounds are articulated by raising the front part of the tongue to the alveolar ridge. There are seven sounds of alveolar sounds: /t/, /d /, /n/, /s/, /z/, /l/, and /r/. This research found 194 data of alveolar errors in first grade students as follows:

Table 4 Percentage of Interdental Error

No.	Consonant Sound	Frequency error	Percentage
1	/t/-alveolar	54	10,63%
2	/d/-alveolar	29	5,71%
3	/n/-alveolar	3	0,60%
4	/s/-alveolar	8	1,54%
5	/z/-alveolar	97	19,10%
6	/l/-alveolar	2	0,40%
7	/r/-alveolar	1	0,20%
	Total	194	38, 18%

Table 4 shows the percentages of alveolar errors. From the table, it can be seen that there were 54 students who mispronounced /t/ alveolar sound (10,63%), 29 students mispronounced /d/ alveolar sound (5,71%), 3 students mispronounced /n/ alveolar sound (0,60%), 8 students mispronounced /s/ alveolar sound (1,54%), 97 data in/z/ alveolar sound (19,10%), 2 students mispronounced /l/ alveolar sound (0,40%), 1 students mispronounced /r/

alveolar sound (0,20%) in speaking performance. The students omit the alveolar /t/ when it should be pronounced as consonant cluster, the example like the word **"first"** should be pronounced /ˈfɜːst/ but the students pronounced it /ˈfɜːs/, the word **"went"** should be pronounced /went/ but the students pronounced it /wen/. Students did not produce the words based on the phonological rules but on the spelling. Therefore, this error was classified as Interlingua errors due to ignorance of rule restrictions.Next, the students tend to omit the alveolar /d/ sound when it should be pronounced as consonant cluster /nd, /ld/ in the final position. For instance, the word **"spend"** was pronounced as /spend/ but the students pronounced it /spen/.

e. Errors in Alveo Palatal Pronunciation

Alveo palatal is produced by the front part of the tongue is raised to a point on the hard palate just behind alveolar ridge. This research found 62 data of alveo palatal errors on first grade student's pronunciation as follows:

Table 5 Percentage of Alveo palatal Error

No.	Consonant Sound	Frequency error	Percentage
1	/ʧ/-alveo palatal	24	4,72%
2	/ʤ/-alveo palatal	9	5,71%
3	/ʒ/ - alveo palatal	1	0,20%
4	/ʃ/- alveo palatal	28	5,51%
	Total	62	12, 20%

Table 5 shows the percentages of alveo palatal errors. From the table, it can be seen that there were 24 students who mispronounced /ʧ/-alveo palatal sound (4,72%), 9 students mispronounced /ʤ/-alveo palatal sound (1,77%), 1 students mispronounced /ʒ/ alveo palatal sound (0,20%), 28 students who mispronounced /ʃ/ alveo palatal sound (5,51%). It's found that misinformation of initial and final palato alveolar /ʃ/ sounds in (2, 3, 5, and 6) were wrongly pronounced as palato alveolar /s/ sound in word in instance the word **"finish"** should be pronounced /ˈfɪn.ɪʃ/ but the students pronounced it /ˈfɪn.ɪs/, the word **"fresh"** should be pronounced /freʃ/ but the students pronounced it /fres/. Last, the students pronounced the palato alveolar /ʒ/ sound as alveolar /s/. For example in medial of word **"usual"** should be pronounced /ˈjuː.ʒu.əl/ but the students pronounced it /ˈjuː.su.əl/. It also entered to the inconsistency between English spelling sequence.

f. Errors in Velar Pronunciation

Velar is produced by raising the back of the tongue to the soft palate or velum. /k/, /g/, /ŋ/ and /w/ are velar sounds. The researcher found 9 data of error in velar.

Table 6 Percentage of Velar Error

No.	Consonant Sound	Frequency error	Percentage
1	/k/-velar	8	1,58%
2	/ŋ/-velar	1	0,20%
	Total	9	1,78%

Table 6 shows the percentages of velar error. From the table, it can be seen that there were 8 students who mispronounced /k/-velar sound (1,58%) and 1 students who mispronounced /ŋ/-velar sound (0,20%). First, the word "**mosque**" should be pronounced /mɑːsk/ but the students pronounced it /mɑːsq/. It becomes an interference of the first language, because the students tend to pronounced /q/ than /k/ sound. Second, the word "**headache**" should be pronounced /ˈhed.eɪk/ but the students pronounced it/ˈhed.eɪʧ/. Third, the word "**long**" should be pronounced /lɑːŋer/ but the students pronounced it /lɑːnjer. Last, the students tend to omit the velar /k/ in the final position (4) when it comes with velar /ŋ/ in word "**drink**" should be pronounced /drɪŋk/ but the students pronounced it /drɪŋ/. This process occurs due to unfamiliarity of the students with cluster /ŋk/ in final position. They tend to ignore the rule restrictions. The sound should be there but students did not produce it.

2. Factors students' pronunciation errors on consonants in speaking performance.

The questionnaire used to know the factors students did the pronunciation errors in speaking performance. The questionnaire was distributed to the first grade students' of SMAN 3 Bukittinggi as the sample. This questionnaire consisted of 30 items and have distributed of 30 students of X MIPA 4 and 34 students of X IPS 1. The following table will present the percentages of factors in pronunciation errors:

Table 7 Percentage of the Per Factors in Pronunciation Error

No	Aspects	Percentage
1.	Interference from the mother tongue particularly in pronunciation.	81, 25%
2.	Lack of opportunity to use English in their daily lives.	66, 67%
3.	Unchallenging English lessons.	56, 25%
4.	Being passive learners.	59, 37%
5.	Being too shy to speak English with classmates.	62, 50%
6.	Lack of responsibility for their own learning.	69, 75%

In general, from the result of this research, the researcher found that there were some factors of first-grade students made in pronunciation errors on consonants in speaking performance. Based on the table above, six aspects like interference from the mother tongue particularly in pronunciation, lack of opportunity to use English in their daily lives, unchallenging English lessons, being passive learners, being too shy to speak English with classmates, and lack of responsibility for their own, it shows that interference from the mother tongue particularly in pronunciation was the biggest difficulties encountered by the students. It could be seen by the highest percentage of the six factors.

It supported when the researcher asked the students with an interview the questions why did you make an error in this sound? What caused you to say the

sound ... in the word...? And what causes you to say sounds ... in the words...? The dominant answers were some consonant sounds difficult to pronounce, already used to saying the word without knowing it is wrong or right, tongue still not used to, and follow mother tongue. When the researcher asked the students with an interview that how often do you speak or practice English and have you ever tried to practice imitating various consonant sounds in English, because most students rarely practice and speak English at home or at school. Some students have tried trying to say the consonant sound but it is still difficult to have the correct pronunciation consonant sound because of lack of frequent practice and practice speaking English. When the researcher asked the students with an interview that has the teacher ever corrected your pronunciation errors when speaking English language in the class, some students said that their English teacher rarely corrects pronunciation errors when speaking English in class. Last, when the researcher asked the students with an interview that are you a passive student in class, most students are passive students in class when studying English and speaking in class.

Based on the data analysis, there are five aspects became the factors' students did the pronunciation error in speaking performance. The students' still had interference from the mother tongue particularly in pronunciation. It will be shown that 81,25% students English pronunciation still interference from the mother tongue and accent. Second, the students still lack of opportunity to use English in daily lives. The students seldom used English in daily lives. Third unchallenging English lessons, because the lessons in class are rarely fun and students become less enthusiastic in speaking English, lessons in class often focus on grammar learning and writing rather than speaking makes the class not challenged. Fourth, being passive learners. Some students still being responsive and didn't focused on English lessons in the class. Last, students feel shy to speak English with classmates, because they feel nervous and afraid to pronounce the consonant sounds in front of the class.

Based on the result of this research, findingsof this research areshowed that 6 kinds of consonant errors found in speaking performance. Alveolar errors is the most mispronounced by the students amounted 194 data or 38,18% , interdental amounted 176 or 34,65%, alveo-palatal amounted 62 data or 12,20 %, labiodental amounted 60 data or 11,81%, velar amounted 9 data or 1,78%, and bilabial errors amounted 7 data or 1,38%. Thus, alveolar errors are often made by first grade students in speaking performance. It means that the students used to say /t/, /d/, /n/, /s/, /z/, /l/, and /r/ sound.The finding of second research problem is analyzing the factors students' pronunciation errors on consonants in speaking performance. Based on the data analysis, there are five aspects became the factors' students did the pronunciation error in speaking performance. The students' still had interference from the mother tongue particularly in pronunciation. It will be shown that 81,25% students English pronunciation still interference from the mother tongue and accent.

Based on the findings, found that the research was difference from the research conducted by (Sembiring, 2016). It showed that the most consonant error the students made in the consonant /Ɵ/ sound of the word /bəʊƟ/. In other hand,

the factors was same that the students pronounced the errors in such a way due to the unfamiliarity with the words, lack of practicing English words and understanding the pronunciation subjects. In relation to this, encourage thestudents to practice a lot in pronouncing English words based on the English phonetics transcription and expose them a lot with English language environment are necessary to improve their skills in pronunciation.Moreover, it also different with the research by (Azlin,2016), that there are five kinds of errors made by President JokoWidodo. Labiodental is the most frequent errors made by JokoWidodo in his speeches with percentage 159 data. It means that he used to say /f/ sound for /v/ sound. Further, the next is alveolar which is the speaker pronounced the word as a written form. This research also different with the research by (Tulaktondok, 2016), found that errors in consonants were sounds [f, v, ð, θ, z, ʃ, ʒ, tʃ,] omission medial [j], omission of final [t,d,k] in clusters [nt, nd, st, ld, ŋk]. The factors also different that factors of making pronunciation errors were classified based on the source of errors such as language transfer, overgeneralization, ignorance of rule restrictions, incomplete application rules, and false concepts hypothesized; modality; age; and universal hierarchy of difficulty. It also different with the research by (Afifah, 2015) that she found 48.5% the students had difficulty in pronouncing phoneme /dʒ/, 48.2% of the students tended to use incorrect primary stress and the students tended to use their mother tongue interference in pronouncing English words. (Yiing, 2011) found that in consonants, for instance /θ/, /ð/, /dʒ/, /ʒ/ and /v/ are unshared sounds specific to English. /θ/ and /ð/ were realised as stops /t/ and /d/ respectively

In other hand, this research was similarly with the research by Riyani and Prayogo (2013) that alveolar sound especially /z/ sounds was the most errors that found by the researcher. The researcher found that the singers who are not able to pronounce English consonant correctly did not really understand about how to pronounce it because the words that were used in the research are unfamiliar for them. Moreover, their mother tongue influences their pronunciation. Their pronunciation was influenced by a heavy accent of Javanese accent or Madura accent.

D. CONCLUSION

Based on the findings and discussion above, there are six kinds of pronunciation errors on consonants made by first grade students in speaking performance. It mostly found in alveolar sound. The second consonant error is interdental sounds. An Alveo-palatal sound is the third one. The fourth one is labiodental sound. Next is a velar sound. The less percentage is in bilabial errors. Next, the factors students' did pronunciation errors on consonants in speaking performance, concluded that the factors of students' pronunciation errors on consonants in speaking performance were 5 factors and interference from the mother tongue particularly in pronunciation factors was the highest percentage that the students did pronunciation errors on consonants in speaking performance. Second, the students still lack of opportunity to use English in daily lives. The students seldom used English in daily lives. Third unchallenging English lessons, because the lessons in class are rarely fun and students become less enthusiastic in

speaking English, lessons in class often focus on grammar learning and writing rather than speaking makes the class not challenged. Fourth, being passive learners. Some students still being responsive and didn't focused on English lessons in the class. Last, students feel shy to speak English with classmates, because they feel nervous and afraid to pronounce the consonant sounds in front of the class.

Based on the findings and the conclusion of the research, there are several suggestions offered. First, the English pronunciation subject need to be more highlighted.A separate teaching of pronunciation or pronunciation subject need to be included to the syllabus.Next, based on the findings, the researcher hopes that the teachers could help students more in improving their ability in pronouncing English words by giving them more practice when teaching pronunciation especially teaching consonant sound in the class. For other researchers, it would be worthwhile to study about factors that affect students' pronunciation. Other researchers could also dig deeper and improve or develop the instrument that the researcher used in investigating problems in pronouncing consonant sounds in speaking performance. Thus, deeper analysis will be resulted. Last, it is as well advisable for other researchers to scrutinize not only consonant, but also another kind of aspects such as vowel, diphthong, and sound stress of the pronunciation.

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