

+ Compose

- 📁 **Inbox** 18
- ★ Starred
- 🕒 Snoozed
- 🔔 Important
- 📤 Sent
- 📧 Drafts
- Categories
- 👥 Social
- 📌 **Updates** 5

Meet

- 📅 New meeting
- 👤 Join a meeting

Hangouts

- 👤 yoki +

No recent chats  
[Start a new one](#)



👤 **Editors of The Qualitative Report** <editors-tqr-4846@dcnsu.bepress.com>

Mar 11, 2021, 8:06 PM ☆ ↶ ⋮

to me, The Assigned ▾

🌐 English ▾ > Indonesian ▾ [Translate message](#)

Turn off for: English ✕

\*\*\*

This is an automatically-generated note to inform you that "Yoki Irawan" <yknwn09@gmail.com> has submitted an update to MS #4846, "Indonesian EFL Students' Experiences in Recognizing English Letters," in The Qualitative Report.

The reason for update is:  
reformatted article

The changes made are:

The authors are:

- "Toni Indrayadi" <tonindrayadi@gmail.com>
- "dafizar dafizar" <dafizar@yahoo.com>
- "Yoki Irawan" <yknwn09@gmail.com>
- "Helty Helty" <heltyasafri@unja.ac.id>

A preview of the title page and status may be viewed at:  
<https://msuworks.nova.edu/cgi/preview.cgi?article=4846&context=tqr>

Editors can access the tools to manage this submission at:

<https://msuworks.nova.edu/cgi/editor.cgi?article=4846&context=tqr>

- Tulis
- Kotak Masuk
- Ber bintang
- Dilunda
- Terkirim
- Draf 5
- Selengkapnya

- Mcci
- Rapat baru
- Gabung ke rapat

- Hengout
- Toni

Navigation icons: back, forward, refresh, search, print, share, delete, archive, mute, flag, etc.

### MS #4846 - The Qualitative Report Kotak Masuk X

**Sally St. George** <ss@nova.edu> (4846 2002431@alumni.biprepress.com) Sab, 18 Sep 2021 01:58

Inggris > Indonesia Terjemahkan pesan Nonaktifkan untuk Inggris

Dear Toni Indrayedi, Duffuz Duffuz, Yoki Irawan, and Holly Helly,

Congratulations! After careful review, your article "Indonesian EFL Students' Experiences in Recognizing English Letters" has been accepted into The Qualitative Report with minor changes. We look forward to publishing your article as soon as possible.

We have determined that minor revision of your article is necessary in order for your manuscript to be ready for publication. Please see the link at the bottom of this letter for our review and article mark up.

Please review, revise, and resubmit your revised manuscript as soon as possible. If you choose to resubmit your manuscript, please use the "Revise Submission" option at the top of the page using the link below. Also, please work within the attached file and use the Microsoft Word Review Tools (e.g., Track Changes and Insert Comment) to make your changes to the paper. This will allow us to readily see what steps you have taken to revise your paper. Additionally please use the Insert Comment tool to address the questions and observations made by the reviewers. Lastly, if you have questions of your own, please add them to the paper using the Insert Comments feature.

Finally, we thank you again for submitting your paper to The Qualitative Report. Please let us know if you have any questions and once again, congratulations!

<magic>The current version of your submission is available here:  
[https://onlineworks.nova.edu/cgi-bin/preview.cgi?article\\_4846&context\\_tqr](https://onlineworks.nova.edu/cgi-bin/preview.cgi?article_4846&context_tqr)

Thank you,

Sally St. George  
Editor

The Qualitative Report

## Indonesian EFL Students' Experiences in Recognizing English Letters

Toni Indrayadi, Daflizar, and Yoki Irawan  
Institut Agama Islam Negeri Kerinci, Indonesia

Helty  
Universitas Jambi, Indonesia

*The purpose of this qualitative study was explore the experiences of Indonesian undergraduate students in recognizing English letters at one public Islamic higher education institution in Jambi Province, Indonesia. This study employed the qualitative method with a case study design were used to guide this study. The data were collected through demographic background and semi-structured in-depth interviews with 4 participants. The interviews were analyzed and compared through thematic analysis by discovering themes that emerge that involves a detailed categorization of all major points of each participant, then comparing the focal points throughout all of the participants. Four themes of EFL English pronunciation mastery factors emerged: i.e. motivation, attitude, first language pronunciation interference, and phonetic ability. The findings of this study provide evidence for lecturers on the importance of introducing pronunciation class in the English study program in the earlier years of study to improve students' English pronunciation ability. Implication and limitation of research are provided.*

*Key Words: EFL University Students, English Letters.*

### Introduction

All English as a foreign language (EFL) and English as a second language (ESL) learners in the world would hope to be able to pronounce English correctly like native speakers of English. Having correct pronunciation is important as it can lead to more efficient communication (Kaharuddin & Ahmad, 2018; Zhang, 2009) and support personal and professional development in speaking (Gilakjani, 2012; Kosasih, 2017; Poposka, 2016; Rivas et al, 2013). However, many learners have difficulties in producing correct English pronunciation, including Indonesian learners. According to Carruthers (1987, p. 191), among the reasons why learning another language pronunciation is difficult is the inexistence of some sounds of the target language as compared to in the learner's native language and the difference realisation the difference of distribution between the target language and the native language.

In Indonesia, English has long been the only foreign language that is taught as a compulsory subject in schools and universities. However, there has been a wide-ranging disappointment over the English learning outcomes of university students, especially their speaking skills. A study by Andi and Arafah (2017) reported that among the major problems faced by Indonesian EFL learners in speaking are the mother tongue interference and the limited linguistic resources such

**Commented [ssg1]:** Toni and Team—thank you for your revisions and for using track changes.

Once again, please only work to findings. I think you forgot to add your analysis section so I could not read the results.

Once again, please leave in all of my edits (would you please check that any wording changes I made are acceptable and did not change your meaning?) and comments, and then show all of your revisions through track changes. Thank you.

I am looking forward to continuing. Sally

**Commented [ssg2]:** To examine for what purpose?

**Commented [ssg3R2]:** To explore experiences for what purpose?

**Commented [ssg4]:** Citation needed.

**Commented [ssg5]:** Does this have a special name and citation?

**Commented [ssg6]:** Please consult APA 7<sup>th</sup> ed to bring all citations in accord with that formatting.

**Commented [ssg7]:** Can you please rephrase or explain this phrase—I am not sure I know what you mean.

**Commented [ssg8]:** Who is disappointed?

**Commented [ssg9]:** These two sentences introduce the paragraph but what is contained in the remaining part of the paragraph seems to be an explanation of the actual acquisition trouble. Please re-introduce this paragraph or follow through from what is highlighted.

Actually, it would be helpful to know what disruptions and disturbances there are when pronunciation is not as strong as needed. That would help strengthen the purpose of your study.

as poor pronunciation and limited vocabulary, which hinder effective communication. In terms of pronunciation, one of the causes of the difficulties faced by Indonesian learners is the different sound systems of their native language as compared to English sound systems (Andi-Pallawa & Alam, 2013). Yusriati and Hasibuan (2019) argue that English silent letters create problems for EFL learners and make the pronunciation more difficult because the spelling and its pronunciation do not match. The learners tend to generalize the foreign language or second language sounds based on their mother tongue. For example, Indonesian students pronounce the English silent letter [k] in *know* in the same way as they pronounce the first letter of Indonesia consonant [k] in *kaki* without the absence of the /k/ sound. The mispronunciation of the silent consonant letter above could be the result of the over-practice of the first language, a process of fossilization (Hasan, 2014). In second language acquisition, fossilization refers to "the inability of a person to attain native-like in the target language" (Lowther, 1983, p. 127). Ellis (1985) further explained:

If, when fossilization occurs, the learner has reached a stage of development in which feature *x* in his interlanguage has assumed the same form as in the target language, then fossilization of the correct form will occur. If, however, the learner has reached a stage in which feature *y* still does not have the same form as the target language, the fossilization will manifest itself as error. (p. 48)

Several studies have been conducted related to pronunciation difficulty of EF learners (Abugohar & Yunus, 2018; Bardakçi, 2015; Ercan, 2018; Keshavarz, 2017; Poposka, 2016; Shak et al., 2016; Sumbayak, 2009). ~~However, despite the study appeared evidence of pronunciation difficulty of EF learners, the study still reveals a common concern.~~ These studies however, were only concerned with identifying the types of mispronunciation EFL learners have in general.

To date, several studies have been conducted to investigate pronunciation difficulties encountered by EFL learners (Almaqrn & Alshabeb, 2017; Cakir & Baytar, 2014; Donal, 2016; Elliot, 1995; Farrah & Halahlah, 2020; Gilakjani, 2012; Luo, 2014; Masgoret, & Gardner, 2003; Mathew, 1998; Rivas et al., 2011; Tambunsaribu & Simatupang, 2021; Utami, 2020). These previous studies allow us to gain a better understanding of the experience in pronouncing unrecognizable English phonetic sounds. Yet, most of these studies have been conducted outside of Indonesia, with only four studies conducted in Indonesia to the for the best of our researchers' knowledge, however n. No research to date has been done on Indonesia EFL learners' experience in recognizing English consonant silent letters [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] in terms of motivation, attitude, language interference, and phonetic ability. Regarding the importance of English pronunciation accuracy, the present study attempted to fill these gaps by examining the experiences of Indonesian tertiary EFL students in recognizing English consonant silent letters. Understanding learners' difficulties in pronouncing English consonant silent letters is important as it will enable teachers to better assist the learners to cope with the difficulties. This study was conducted to fill the gap in the literature on students' difficulties in recognizing English silent consonant letters and how pronunciation class should be introduced at the tertiary level. The question of inquiry for this study was "What is the experience of undergraduate students in recognizing English consonant silent letters?"

## Literature Review

As mentioned previously, the phonological systems of Indonesian and English are very different. English has 22 vowels and diphthongs and 24 consonants while Indonesian has only 6 vowels, 3 diphthongs, and 19 consonants. The literature review of this study is the intersection of two senses. The first sense is to explain about English consonant silent letters and how they are produced. The second, is about researchers positioning related to the research conducted

## Silent Letters

A silent letter is a letter that exists in the spelling of a word, but is not pronounced (Mahaputra, 2017; Yusriati & Hasibuan, 2019). As mentioned earlier, this study focused on [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants. These consonants are categorized in terms of their manner and place of articulation based on Roach's (2009) classification, as presented in the following.

**Formatted:** Font: Italic, Complex Script Font: Italic

**Commented [ssg10]:** These were identified in the abstract as your results. Top have them listed here then is confusing.

**Commented [ssg11]:** You have not shown us this yet.

**Commented [ssg13R12]:** Can you please review this and answer these questions more specifically to strengthen the rationale/need for your study. This is needed because your literature review is not typical.

**Commented [ssg14]:** Can your study have merit or utility beyond your locale? Please make sure to address this in your introduction as well.

**Commented [ssg15R14]:** I do not yet see this addressed.

**Commented [ssg12]:** A couple of things here:

1. How prevalent is this problem?
2. Are there other related problems?
3. What makes this particular difficulty so crucial to study on its own?

In addition, I would suggest that you tell us more about what makes this so problematic by using this outline for your introduction by filling in the information you have not supplied to us.

You need to convince the readers that your local study is of global importance. You can develop this rationale by formulating answers to questions such as the following: Does your study address a gap in the body of knowledge on this topic? Is the informational need of local stakeholders similar to others on a more global level? Are you addressing a significant problem, dilemma, or larger question with your study?

This discussion then logically leads into: (a) a statement of rationale of need for the study, (b) naming of the intended audience, and (c) how the intended audience will benefit (I call this answering the "so what?" question).

Then you can move this sentence to the end of your lit review.

**Commented [ssg16]:** I suggest that you fill your literature review with details of the four studies that you said were conducted in Indonesia. We would need to know the particulars of the type of research conducted.

[p], [b], [t], [d], [k], and [g] belong to plosive consonants. These consonants are produced completely by stopping the airflow. However, they have different places of articulation. [p] and [b] are bilabial plosives that are produced by pressing the lips together. These bilabial plosives are absent either in the initial, middle, or final positions of some words, for example, *psychological* /saɪkə'lɒdʒɪkl/, *pneumonia* /nju:'mɒniə/, *cupboard* /'kʌbəd/, *receipt* /rɪ'si:t/, *bomb* /bɒm/, and *thumb* /θʌm/. Consonants [t] and [d] are alveolar plosives. These two consonants are produced when the tongue blade touches the alveolar ridge. In several words, these sounds are silent, for example, *listen* /lɪsən/, *handkerchief* /hæŋkətʃɪf/, and *Wednesday* /'wenzdeɪ/.

/p/, /b/, /t/, /d/, /k/, and /g/ belong to plosive consonants. These consonants are produced completely by stopping the airflow. However, they have different places of articulation. /p/ and /b/ are bilabial plosives that are produced by pressing the lips together. These bilabial plosives are absent either in the initial, middle, or final positions of some words, for example, *psychological* /saɪkə'lɒdʒɪkl/, *pneumonia* /nju:'mɒniə/, *cupboard* /'kʌbəd/, *receipt* /rɪ'si:t/, *bomb* /bɒm/, and *thumb* /θʌm/. /t/ and /d/ are alveolar plosives. These two consonants are produced when the tongue blade touches the alveolar ridge, for example; *listen* /lɪsən/, *handkerchief* /hæŋkətʃɪf/, *Wednesday* /'wenzdeɪ/. Finally, /k/ and /g/ are velar plosives that are produced by pressing the back of the tongue against the hard palate, for example; *knife* /naɪf/, *knock* /nɒk/, *gnome* /nəʊm/, *gnash* /næʃ/, *foreign* /'fɔːrən/, and *sovereign* /'sɒvrɪn/. Thus, if the active and passive articulators actually touch, stopping air-flow through the oral cavity completely for a brief period, the sound articulated is a stop/plosive (McMahon, 2002). These six plosives are not pronounced in certain positions.

Both /s/ and /h/ are fricatives. /s/ belongs to alveolar fricative. It has the same place of articulation as /t/ and /d/ in which the air escapes through a narrow channel of the mouth (Roach, 2009). It is the result of two articulators being in close with each other, and the air passes between them. This alveolar fricative is usually absent in the middle and final of the English words, for example *island* /'aɪlənd/, *aisle* /aɪl/, *debris* /debrɪ:. However, /h/ is glotal fricative that is produced by moving the vocal folds from wide apart to close together (Roach, 2009). This consonant is mostly absent in the initial position of the words that are followed by certain vowels in English, for example *heir* /eə/, *herbivore* /'hɜːbɪvɔː/, *honest* /'ɒnɪst/, *what* /wɒt/, and *when* /wen/.

/m/ is bilabial nasal and /n/ is alveolar nasal that are produced by escaping air through the nose. Both of the nasal consonants involve complete closure in the mouth by lowering the back of the velum to allow airflow escape through the nose (Hayes, 2009). These two nasal consonants are produced quite similar. /m/ is produced by escaping air through the nose totally or air does not pass through the mouth. /m/ is only absent at the beginning of English words for example mnemonic /nɪ'mnɪk/. However, /n/ is a different matter. n is produced by not escaping the air through the nose totally. This nasal consonants are usually absent in the middle and final of the English words, For example; *government* /'gʌvənmənt/, *column* /'kɒləm/, *damn* /dæm/.

/l/, /r/, and /w/ are approximants. /l/ is a lateral approximant that is made by using tongue and alveolar ridge. It is formed by raising the soft palate, and the side of the tongue does not make contact with the side of the palate, the round the central obstruction formed by the tip and blade of the tongue and so out of the mouth (O'Connor, 1980). /l/ comes in two variations – a clear /l/ and a dark /l/ which are in allophonic relation, but the variations do not change the meaning of the words (Vančová, 2016). /l/ is not pronounced in the middle position of English words with certain conditions, for example *calm* /kɑ:m/, and *half* /hɑ:f/. However, /r/ is a post-alveolar approximant that is produced by approaching the tip of the tongue to the alveolar as the way to produce /r/ or /d/, but never actually makes contact with any part of the roof of the mouth (Roach, 2009). These silent consonant letters perhaps only occur in standard British English pronunciation, not in American English, for example *car* /kɑː/, *far* /fɑː/, *card* /kɑːd/, *fork* /fɔːk/, *father* /'fɑːðə/, and *where* /'weə/.

/w/ is velar approximant. It is pronounced like a vowel. This means that it is phonetically like vowels but phonologically like consonants (Roach, 2009). There is an interference of vowel /u/ in producing /w/ in English. It is pronounced without any real obstacle in the air stream, the articulating organs (lips) come to proximity, but they never touch (Vančová, 2016). Similarly, /w/ is produced by approximating the lips, though not enough to cause friction or obstruct the airflow, and the back of the tongue also bunched up (McMahon, 2002). Bilabial glide/w/ is absent

at the beginning, middle, and final of the English words, for example *wrap* /ræp/, *write* /raɪt/, *answer* /ˈɑːnsə/, *hawk* /ˈhɔːk/, *raw* /ˈrɔː/, and *draw* /ˈdrɔː/

## Researchers Positioning

As the first author, I **firstly became** interested in silent letters when I taught a pronunciation class **in** the English department. As an English lecturer, I found that any students who face difficulties in recognizing English consonants silent letters; realize all of the English consonant letters that where they are supposed to be silent. I, therefore, decided to research the students' experiences in recognizing English consonant letters to find the difficulties of the students. The second author has the same lecture specification as the first author. He started to teach pronunciation class after finishing his study in Australia. He found the same problem with the first author when teaching pronunciation class, he stated that the students tend to spell out the consonant silent letters as they pronounce their first language consonant letter. The third author is the assistance of the first author in pronunciation class. He admitted that Indonesian as the first language of the students influenced the English pronunciation; they did not recognize the silent letter in English that may not be realised in its pronunciation. The fourth author experienced be English lecturers who teach in the English department for 3 years. She also interests in pronunciation after he teaches pronunciation class.

## Methodology

A **case study approach** was adopted in this study. This qualitative research approach is employed to obtain in-depth information, phenomenon, and issue of an individual, group, institution, and community in a natural real-life context (Crowe et al, 2011; Flick, 2009). The direct answers related to information and issue can be obtained from the participants face to face as the survey research may not give in-depth information (Creswell, 2007; Johnson & Larry, 2008; Merriam, 1998; Patton, 1990). Specifically, the case study aims to understand specific issues (Stake, 1995); the specific issues in this study is English silent consonant letters recognition. Therefore, this qualitative research approach is considered appropriate to be adopted as this study approach because it can describe the students' difficulties in recognizing English consonant silent letters. Moreover, the instrument of the case study can support the researchers to explore the research question that seeks to describe the students' experiences in recognizing English consonants silent letters.

## Research Site and Sampling Procedures

This study was conducted at the teachers training and education program at one state Islamic institute in Jambi, Indonesia that has more than 100 students. Purposive sampling was used in selecting the participants in this study as we **eam-selected** the participants based on our knowledge and understanding. Etikan and Babatope (2019) argued that cased study is time and cost-effective because it can narrow the subject of interest. This sampling technique is usually used by the researchers of case study research to focus on participants who experience, knowledge, or insight into the topic observed (Max et al., 2005). In other words, the participants are based on specific criteria and goal of the study (Fadillah et al., 2020). Creswell (2012) viewed that purposive sampling select individuals and sites to learn or understand the central phenomenon. These criteria aim to ensure that the selected sample had common experiences regarding the studied phenomenon (Padilla-Díaz, 2015). This sampling also enables to provide the researchers with issues that are found in the research. They were selected when one of the authors taught pronunciation in an English program class. All of the students in his pronunciation class were tested to pronounce English consonant silent letters. The pronunciation test showed that six students got a score below 32 (a quarter of the total test score conversion) in the silent consonant letter test. Therefore, six students were selected as the participants of this study. To ensure the confidentiality of the participants involved in the research in giving the real answers needed for the study, pseudonyms were used in reporting the results. However, permission was

**Commented [sbg17]:** I would suggest that you label this as background information. It is not really a literature review.

**Commented [sbg18]:** Could I please ask you to reword this for greater clarity?  
Also please explain each author's participation in this study? Who did what?

**Commented [BL19]:** We ask each of our authors to write their methods section in a stepwise fashion such that anyone else could use the same procedures/plan that you used. Therefore, I am suggesting that you review this section to show your progression through data gathering and analysis. I am suggesting an outline below and each section should have an associated heading (I realize that some of these sections are already included):

1. Please identify what type of qualitative inquiry you used. Give your rationale for selecting a qualitative design in general and your particular qualitative design choice in particular and discuss how these choices are appropriate to answering the question under study.
2. Include a full discussion of how your participants were identified and recruited. For studies on materials such as previously existing recordings or records, discuss how these data sources were selected.
3. When discussing your study's participants please consider using composite descriptions rather than providing multiple identifying characteristics of each person. Such individuation can jeopardize the confidentiality of your participants and can detract from the composite orientation of your study (i.e., your research question pertained to a presenting a group perspective and not a listing of each individual's perspective).
4. Please explain every step of data generation and collection and provide a rationale for each of your research decisions (please cite the literature that you used as a guide). Make sure to tell us exactly what constitutes data in your study.
5. Clearly describe each step of your analysis of the data—include an example for illustration. You may present each step in terms of it from both a conceptual and operational perspective (please cite the literature that you used as a guide).
6. Include also a full discussion (including relevant literature) of every step you took to ensure rigor and trustworthiness.
7. Tell us how you are going to organize your results and how that is derived from your analysis.

**Commented [BL20]:** Please consider including when and how data was translated and what steps were used to ensure validity.

**Commented [sbg21]:** Please make sure to tell us how case study will enable you to answer your question of inquiry and tell us what you are defining as the case (including guiding literature) you are using for your case study.

**Commented [sbg22]:** I would ask you to strengthen your rationale for this choice and the appropriateness of this method. Because you use the word experience, there could be some confusion with phenomenology. In addition, you need to show the parameters of the case, that is how and what case you are defining. Please tell us as well what author you are following as your guide to a case study methodology.

**Commented [sbg23]:** Please cite here what literature you are using as your guide.

**Commented [sbg24]:** It is customary to say what the parameters of the case are. What are you calling case? Then make it clear how this is appropriate given your question of inquiry. This is important because you have used the word, experience, and we usually associate that with phenomenology.

**Commented [sbg25]:** Please talk specifically about your choices for your study rather than in the general sense.

**Commented [sbg26]:** Please tell us about the relationship between the students and the other authors.

**Commented [sbg27]:** Please provide your rationale.

**Commented [sbg28R27]:** I do not see this addressed yet.

asked to the Rector of the Islamic higher education institution about involving students in researching English consonant silent letters.

Table 1. Participants' Background Information

No	Names	Gender	Age	Major
1	Nur	Female	20	English Education Program
2	Rani	Female	21	English Education Program
3	Fitri	Female	20	English Education Program
4	Doni	Male	21	English Education Program
5	Ani	Female	20	English Education Program
6	Budi	Male	20	English Education Program

**Commented [sbg29]:** Can you please describe your participants in the narrative using aggregate information rather than using a chart?

### Data Collection

The data of this study were collected individually through semi-structured interviews with each lasting 45 and 60 minutes at the location of each student choice over four months starting from June to December 2020. Each student was interviewed more than once in a different location. The semi-structured questions ranged from participants' background information as to their motivation in improving English pronunciation, attitude in practising English with other people, first language pronunciation interference which always influences their English pronunciation, and phonetic ability as the students' main knowledge in English pronunciation. We began to ask the students to talk about their experiences related to English consonants silent letters during the interview. For example, we asked, "How long you have studied English?". We then asked them specific questions related to our research inquiry, motivation in improving their English pronunciation, attitude in practising English, first language interference, and phonetic ability. For example "Do you consider pronunciation rule and accuracy in pronouncing English letters?" The interview was conducted in Indonesia for each participant to gather in-depth information and to make them easy to respond the interview questions. Digital voiced recorder was used to record the participants' response and transcribed.

**Commented [sbg30]:** What were the interview questions? How were they constructed?

**Commented [sbg31]:** Please give your rationale and the number of times they were interviewed.

**Commented [sbg32]:** Was this information analyzed? If not then it is better placed in the description of the participants.

### Data Analysis

The data of this study were collected individually through semi-structured interviews with each lasting 45 and 60 minutes at the location of each student choice over four months starting from June to December 2020. Each student is interviewed more than once in a different location. The semi-structured questions ranged from participants' background information as to their motivation in improving English pronunciation, attitude in practising English with other people, first language pronunciation interference which always influences their English pronunciation, and phonetic ability as the students' main knowledge in English pronunciation. We began to ask the students to talk about their experiences related to English consonants silent letters during the interview. For example, we asked, "How long you have studied English?". We then asked them specific questions related to our research inquiry, motivation in improving their English pronunciation, attitude in practising English, first language interference, and phonetic ability. For example "Do you consider pronunciation rule and accuracy in pronouncing English letters?" The interview was conducted in Indonesia for each participant to gather in-depth information and to make them easy to respond the interview questions. Digital voiced recorder was used to record the participants' response and transcribed.

**Commented [sbg33]:** Please tell us all of the questions you used in your interviews so that we can see exactly what you asked related to their experience of silent letters.

**Commented [sbg34]:** How were these questions developed? How would they help you answer your question of inquiry?

Please see number 4 in the outline to make this a fuller presentation.

**Commented [sbg35R34]:** I do not see this addressed yet.

**Commented [sbg36]:** Make sure to explain how this is part of a rigorous case study.

**Commented [sbg37]:** Please tell us these questions.

**Commented [sbg38]:** See the outline that Bruce included.

### Trustworthiness of the Study

To ensure the trustworthiness of the study, validators involvement and member-checking were used in this study. Validators who are experienced in conducting the qualitative research were asked to review the interview protocol before it was used to interview the participants' experiences in pronouncing English consonants silent letters. While, member-checking ensures the interview transcript accuracy verification, confirmability, transferability of the data, and provides necessary suggestions for the researchers (Bingham et. al, 2021; Smith, 2017). The

**Commented [sbg39]:** This looks like it is repeated from data collection. Could you please write out in a step-wise fashion how you analyzed your data from the interviews? This is the critical part for me to understand your results.

**Commented [sbg40]:** Please be specific with respect to what you asked them to do and what they did.

**Commented [sbg41]:** Sorry, I am not following what you are conveying here.

opportunity was given for the participants to rechecked their interview recording results to ensure the data representation by returning the interview transcripts to each participant. Moreover, the trustworthiness of the data also involved the colleagues as member-checking to ensure the credibility of the data gathered. At last, the findings of the study were presented in integration with the research aims and supported with participants' interview quotations.

~~Qualitative descriptive case study research design contributed toward truth or real world (Mason, 2002). Therefore, the trustworthiness or validity of the data needs to be considered in qualitative research. To gain a valid data, member checking was used. It is based on the assumption that it can serve accuracy verification, provide clarification on interview conversation, and provide possible suggestion to be considered by the researchers (Smith, 2017). In this study, the opportunity for each participant to recheck his/her recordings was given to make sure the data and analysis was representative of case and to avoid misunderstanding. Then, the data were transcribed by listening to the participants' recordings for several times. It is based on the consideration that by listening to participants' recordings, deeper understanding of the information supplied by the participants was easily gathered. To ensure the trustworthiness of the study, validators involvement and member checking were used in this study. Validators who experienced in conducting the qualitative research were asked to review the interview protocol before it used to interview the participants' experiences in pronouncing English consonants silent letters. While, Member checking ensures the interview transcript accuracy verification, confirmability, transferability of the data, and provides necessary suggestions for the researchers (Bingham et. al. 2021; Smith, 2017). The opportunity was given for the participants to rechecked their interview recording results to ensure the data representation by returning the interview transcripts to each participant. Moreover, the trustworthiness of the data also involved the colleagues as member checking to ensure the credibility of the data gathered. At last, the findings of the study were presented in integration with the research aims and supported with participants' interview quotations.~~

**Commented [s5g42]:** Do you mean validators? What did they do?

**Commented [s5g43]:** Make sure to give the rationale for each of the methodological decisions you made and provide illustrations for each step you took.

**Formatted:** English (United States)

## Findings

This study aimed to examine the experiences of students in recognizing English silent consonant letter at one Islamic higher education institution in Jambi, Indonesia. They are [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants in English words. As stated previously that there were six students as the participants of the study, however, two students were not willing to be interviewed because of personal reason. Thus, four students were interviewed in this study. Each of them was interviewed in different places depending on the agreement before conducting the interviews. The language used in conducting the interviews was the Indonesian language. Four themes of EFL English pronunciation mastery that emerged in this research were motivation, attitude, first language pronunciation interference, phonetic ability.

### Motivation

One of the main factor that impacts students' difficulties in recognizing English sound, especially English consonant silent letters was their motivation to improve and develop English pronunciation. All the participants stated that English pronunciation accuracy is not important for them. For example,

~~This theme captured several of the participants' less motivation experiences to improve and develop their pronunciation accuracy. Motivation can influence the improvement and the development of students' pronunciation accuracy. This means that when the students have the motivation to improve and develop their English pronunciation, so better pronunciation will be achieved by them. During the interviews, the participants were asked about their motivation to improve and develop their English pronunciation. The findings of this study indicated that although the participants had studied English since Junior High School, they reported that they were still unmotivated to improve and develop their pronunciation related to English consonant silent letters. For example,~~

**Commented [BL44]:** Please restate each of these terms as themes instead of descriptive terms.

**Commented [BL45]:** Please review wording.

**Formatted:** Indent: First line: 1 cm



**Nur:** I don't care of English pronunciation rules, because it never taught when I was at Junior high school until second semester at English program.

**Budi:** I just focus on mastering vocabulary as many as possible, not pronunciation accuracy. A good pronunataion is not a guarantee in mastering English.

**Fitri:** I expect that little beat error in pronouncing English as foreign language is not a serious case because it is impossible for me to be a native-like. Different phonetic rule of English and Indonesia make me more confuse, that's why I decide that correct pronunciation is not important.

**Doni:** I don't think that pronunciation accuracy is very important in conveying oral message. This thought make me unmotivated to learn pronunciation accuracy.

The examples of excerpts above describe that the participants did not have the concept in their mind about the importance of the English pronunciation accuracy, they focused on the vocabulary and other speakers understanding their oral messages. This problem lead them to ignore English pronunciation accuracy and might demotivate them to improve and develop their English pronunciation accuracy

The participants' statements above indicated that pronunciation accuracy and English phonetic rules influence their motivation to improve and develop their pronunciation. Most of the participants became less motivated to improve and develop their English pronunciation because they thought that correct English pronunciation is not important in learning EFL.

**Formatted:** After: 0 cm, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

**Commented [BL46]:** In this sub-section, the theme was presented and described, followed by several exemplars, and then these exemplars were tied back to the theme – nice work! Please consider repeating this structure for all of the themes.

## Attitude

Another factor that seemed to be impacted on students' difficulties in recognizing English consonant silent letters was the attitude to practice English with other people who can speak English. Several participants avoided using English in the teaching and learning process in the classroom. For example,

This themes focused on students' attitude to practice English with other people who can speak English. Several participants gave similar responses related to practicing English. In this study, the participants reported that they avoided using English in teaching and learning process in the classroom. For example,

**Nur:** I never practice my English with native speaker of English during studying English, because I have many problems with my English grammar, prunciation, and vocabularies.

**Budi:** I just keep silent in the process of teaching and learning, I mean I don't speak if the lecturer does not ask me to speak. I just listen to my classmate asking questions.

**Fitri:** I avoid to use English in the process of teaching and learning. I just use Indonesia in communicating with my classmate and lecturers.

Additionally, one participant reported different statement related to practising English with other people. For example,

Additionally, other participants reported that accuracy in pronunciation is not important. For example,

**Doni:** I don't care of pronunciation accuracy in communicating with my classmates and lecturers. I just pronounce English as I learn from my English teachers in Senior High School.

**Formatted:** Indent: Before: 0 cm, First line: 1 cm, After: 0 cm, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers, Tab stops: Not at 1.75 cm

The participants' statement above indicated that the attitude of practising English with other people is not important for improving and developing pronunciation accuracy. They prefer to keep silent rather than practising English with their classmates and lecturers, underestimated pronunciation accuracy, and even use Indonesia in communicating with their classmates and lecturers.

It was detected that practicing English in the process of teaching and learning in the classroom is very important in improving and developing pronunciation accuracy. The findings above

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

indicated that the participants avoided practicing English in the process of teaching and learning and underestimated pronunciation accuracy.

### First Language Pronunciation Interference

The first language interference appeared to be another factor that influences the students' difficulty in recognizing English consonant silent letters. Most participants did not realize the absence of certain consonants in pronouncing English words. They thought that all the existing letters in English words are pronounced. They reflected This theme encapsulated the participants' views related to the influence of first language pronunciation interference towards their English pronunciation. Nur, Budi, and Doni had similar views in responding to the interviews related to first language pronunciation interference. They did not realize the absence of certain consonants in pronouncing English words. They thought that all the existing letters in English words are pronounced. They reflected,

Commented [BL47]: Please review word choice. Did you mean "existing"?

**Nur:** I pronounce all of existed English consonant letters as I do in in my language. I don't suspect that certain consonants are absent in English.

**Budi:** I just followed my first language rule in pronouncing English consonants letter, because consonants are pronounced in my first language.

**Doni:** I transfer my language pronunciation rule in pronouncing English consonants letter because my first language does like that. I seldom corrected by my lecturers related to pronunciation accuracy.

In contrast, one participant of this study reported that there was no problem with their pronunciation. They reflected,

**Fitri:** I think that there is no problem with my English consonants pronunciation. That's why I never try to improve my English pronunciation.

Commented [BL48]: Missing space.

The data indicated that the rules of Indonesian as the participants' first language influence their English pronunciation. They transferred their first language pronunciation rules into English pronunciation, and lecturers did not correct their students' mistakes in pronunciation.

Commented [BL49]: Review spelling.

### Phonetic Ability

Phonetic ability is the main factor for the students in recognizing English consonant silent letters. All participants perceived that there was no problem with their English phonetic when pronouncing English letters, especially consonant silent letters. They reflected Phonetic ability theme focused on English phonetic ability background of the participants in pronouncing English as a foreign language. The participants were asked to describe the way they pronounce English with limited English phonetic ability. They perceived that their lecturers never support them to have English phonetic ability as the basis of English pronunciation. They reflected,

**Nur:** I do not realize that certain English consonants are not pronounced although they are existed in words. Such as /k/ in initial of *know* and *knock*. I expect that /k/ in initial of *know* and *knock* pronunciation similar to pronounce /k/ in *kick* and *key*.

**Budi:** My lecturers never tell me that certain consonants position in a words influence the sounds. I expect that all I pronounce for English consonants are correct.

**Fitri:** I do not expect that there are any mistakes in my English pronunciation. My lecturers never make any correction on my English pronunciation practice.

**Doni:** I do not know that English have different pronunciation with my first language. I pronounce all of English consonants as I pronounce my first language.

The examples of excerpt above described that participants were not provided enough basis of English phonetic ability by their lecturers. They expect that all English consonants are pronounced in a similar way to the consonants in Bahasa Indonesia as their first language. This makes the participants unrealize that certain consonants are absent in English pronunciation.

### Discussion

The data finding provided more complex information understanding of the participants' experiences toward English consonant silent letters recognition on Islamic higher education institution. Furthermore, Four themes identification within the findings were used as the basis of structuring the discussion. The participants did not focus on the pronunciation accuracy in pronouncing English, especially consonant silent letters. They expected that English pronunciation accuracy is not essential when making conversation with other people. Therefore, they demotivated to improve and develop their English pronunciation. The responses of the participants are contradicted with Cakir & Baytar (2014), Gilakjani (2012), and Masgoret, and Gardner (2003). Cakir & Baytar (2014) found that preparatory school of a state university in Turkey more focused on English pronunciation accuracy because they realize that pronunciation is very important in communication. According to Gilakjani (2012), motivation the EFL students to be native-like pronunciation is essential for the students to improve and develop their target language. Moreover, Masgoret, & Gardner (2003) stated that strong learning L1 or L2 motivation affect more learning success.

The findings of our study also indicated that participants have a negative attitude related to use English in the process of teaching and learning in the class. Most participants avoided practising their English with their classmates, lecturers, and even native speakers. They just listen and keep silent in the process of teaching and learning. Avoiding taking part in English activities in the classroom make students lost their opportunities to practice their phonetic ability (Senel, 2006). In other words, attitude toward English as the target language can support pronunciation development (Silva, 2011). This finding contradicts with the previous study (Almaqarn and Alshabeb, 2017; Elliot, 1995; Gilakjani, 2012; Masgoret, & Gardner (2003; Tambunsaribu & Simatupang, 2021). The study conducted by Almaqarn and Alshabeb (2017) on 23 English department students of Imam University, Saudi Arabia revealed that EFL students were more concerned about native-like pronunciation to gain self-confidence. Elliot (1995) found that the EFL students who were more concerned about their pronunciation practised had the better pronunciation of foreign language compared to unconcerned students. Gilakjani (2012) argued that most students were more focused on acquiring a good pronunciation of English. Masgoret, & Gardner (2003) revealed that the attitude of practising L1 and L2 is very important for its pronunciation improvement. Tambunsaribu and Simatupang (2021) revealed that the EFL students of the university in Jakarta, Indonesia confused to pronounce some English words because of the inconsistency of the pronunciation of vowel letters, vowel-letter combinations, silent letters, and the sounds of two or three combinations of consonant letters. one of their reason is lack of training in pronunciation.

Regarding the first language pronunciation theme, the participants tended to follow the rules of their L1 pronunciation in pronouncing English, especially English consonant silent letters. The interference of the first language in pronouncing English is similar to previous studies conducted by (Chaira, 2015; Farrah & Halahlah, 2020; Luo, 2014; Mathew, 1998; Rivas et al., 2011). Chaira (2015) found that the students of Islamic Boarding School in Aceh pronounced English with no aspirated as they pronounce their L1. such as sound [ph] as in "pen" is pronounced as [pen] instead of [phen] by the students, and also for [th] and [kh] without any aspiration. Farrah and Halahlah (2020) revealed that English major students of Hebron University have difficulties in pronouncing English consonants that are not part of Modern Standard Arabic (MSA) such as /ŋ/, /p/, /ʃ/, /x/, /z/, /tʃ/, the mispronunciation are interference from Arabic. According to Luo (2014), Chinese students transfer their first language pronunciation rules in pronouncing English. Mathew (1998) found that Gayo, and Acehnese, Indonesian EFL learners transfer and developmental factors, spelling interference, learning and communication strategies influence English pronunciation, especially final stops and sibilants and initial and final affricates and interdental. Moreover, Rivas et al (2011) found that El Salvador students faced the most common mispronunciation of fricative

**Commented [BL50]:** In your discussion section, please make sure that all of the following elements are included:

1. Discuss your findings in terms of what was previous known and not know about the focus of your research. Did your findings cohere and/or contrast with previous research on similar groups, locations, people, etc.?
2. Discuss the limitations of your study. These limitations can be organized around simple distinctions of the choices you made in your study regarding who, what, where, when, why, and how. We do not think conducting a qualitative research study in lieu of a quantitative study is a limitation so in this section we suggest refraining from making such observations. Also, please explain how you attempted to limit your limitations (e.g., assessing data saturation or utilizing theoretical sampling).
3. If anything in your results surprised you, please share that experience. That you were able to remain open to the novel, surprising, or unexpected is a positive sign that you worked to maintain a sense of openness, curiosity, and discovery throughout your study.
4. Discuss your position on the generalizability of your results. Qualitative researchers differ as to their positions on whether or not they hold that their findings can be generalized to other settings or situation so it is important you make your position overt on this matter.
5. Discuss the implications your research has for pertinent stakeholders (e.g., future research for other investigators, practice suggestions for practitioners, or policy considerations for administrators).
6. In addressing any of these elements, please make sure you discussion remains directly connected with the study you conducted.

*Toni Indrayadi, Daflizar, Yoki Irawan, & Helty*

and affricate consonant phonemes /ʃ/, /tʃ/, /ð/, /θ/ at the end of the words, they adopted their L1 structures and phonemes in pronouncing L2.

Concerning phonetic ability, Participants did not know about the absence of some consonant sounds in certain positions. They just pronounce English in the same way they pronounce their first language. This may be due to the perception that English phonetics is similar to their first language phonetics. This study finding is similar to Donal (2016), 35 students at the University of Pasir Pengaraian, Riau Province, Indonesia find difficulties in pronouncing English diphthong [au] as the effect of students lack knowledge of English sound systems. Utami (2020) revealed that postgraduate students from china who aware of her English pronunciation difficulty in pronouncing /r/ and /v/, and /ð/, and /θ/ sound, however, she wish to be a native-like in English pronunciation.

The implication of this study can be drawn from the finding of this study for English department students. The finding of this study indicated that the students demotivated to have native-like pronunciation, negative attitude to use English in communication, tended to follow their first language rules in pronouncing English, and no English phonetical background. As a result, they make mistakes in pronouncing English. Decision-makers of Islamic higher education institution, especially the English department should introduce pronunciation class at the beginning when students firstly learnt at English department as the basis of recognizing English phonetic. This would help the students to produce accurate English pronunciation. Moreover, higher education institution should provide training or workshop to train the lecturers in teaching pronunciation for EFL students. Providing the lecturers with training or workshop related to teaching pronunciation can help them to teach an appropriate strategy for introducing English phonetic to students.

Some limitations should be considered related to the finding of this study. Although this study can contribute to the evidence of necessary for introducing pronunciation class at the beginning of the semester of English department and providing a workshop for English pronunciation lecturers at Islamic higher education institution. The participants of this study may not be representative of all English department students in Indonesian higher education and maybe there are any different problems faced by English department students in other Indonesian higher education institutions. Further research related to students experiences in recognizing English consonant silent letters with larger participants is hoped to be conducted by other researchers in other higher education in Indonesia.

The purpose of this qualitative study was to examine the experiences of students in recognizing English single silent consonant letters at the teacher training program at one Islamic public institute higher education institution in Jambi, Indonesia. They are plosive /t/ and /d/ and liquid /l/ in the middle of words, plosive /k/, and glide /w/ in the initial and middle of English words. They are [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants in English words. The experiences of the students were described and interpreted from participants of the study. The findings of this study explained difficulties encountered by English program students at one public Islamic institute higher education institution in Jambi, Indonesia in recognizing English silent consonant letters. Although a number of studies (Alimenaj, 2014; Bakar & Abdullah, 2015; Ba udhan, 2018; Cassimiro, 2011; Chaira, 2015; Farrah & Halahlah, 2000; Hago & Khan, 2015; Li, 2016; Lin, 2014; Luo, 2014; Mathew, 1998; Mahaputra, 2017; Shak, Lee, and Stephen, 2016) have been done related to English pronunciation, research on the experience of Indonesian students in recognizing silent consonant letters is scarce. The four salient factors of EFL English pronunciation mastery were used as a lens include:

- 1) motivation,
- 2) attitude,
- 3) first language pronunciation interference,
- 4) phonetic ability

While it was not easy to get the participants' answers related to their difficulties in recognizing silent consonant letters. However, through the lens of four salient factors of EFL English pronunciation mastery and comparative analysis method, we concluded that those four factors themes influence the success of Indonesian students' English pronunciation recognition.

The findings of our study indicated that although many subjects had been introduced related to English for the participants at first semester at English program, they were still difficult to pronounce certain English consonants correctly, especially silent consonant letters. This problems occurred because pronunciation class was not provided at the beginning of teaching English at English program. Introducing pronunciation at the beginning of teaching English to students may build students' accurate pronunciation habit and make them appreciate the importance of correct pronunciation (Singh, 2017). In this study, introducing participants to the four English skills were not able to improve and develop their pronunciation without earlier pronunciation introduction. Earlier pronunciation introduction help students to improve and develop their pronunciation ability.

Regarding participants difficulties exploration in recognizing English silent consonant letters are very important. Each participants mostly have similar experiences in recognizing English silent consonant letters. Indeed, it cannot be underestimated that pronunciation is the basis of learning English as a foreign language. Accurate or understandable pronunciation is the key of language proficiency for EFL learners (Gilakjani, 2012). In this study, all participants reported that pronunciation accuracy is not important in learning English because error in pronunciation is a problem of all EFL learners.

### **Motivation**

Motivation in improving and developing pronunciation based on English received pronunciation rules is very important. Most participants realize the importance of accurate English pronunciation based on English received pronunciation rules. However, they did not have the motivation to improve and develop their pronunciation. The interview results of the participants bringing emerged in a variety of answers related to unmotivated pronunciation improvement and development. Nur did not care about English pronunciation rules in making conversation with lecturers and classmates because her English teachers and lecturers did not provide time to improve students' English pronunciation. Budi focused on mastering vocabulary compared to improving and developing his English pronunciation which does not guarantee him in mastering English. Fitri described that making pronunciation errors in English is a natural thing for an EFL learner like her. Meanwhile, Doni did not expect that pronunciation accuracy is very important in conveying oral messages. Nur, Budi, Fitri, and Doni may have exhibited negative assumption toward the role of phonetic accuracy in English pronunciation. Participants did not care about pronunciation accuracy because they view that making pronunciation errors in English is a natural thing for an EFL learner. They also tend to focus on mastering vocabulary compared to improving and developing his English pronunciation which does not guarantee him in mastering English. Thus, these reasons is makes them less motivated to improve and develop their English pronunciation. Motivation is a factors that pushes learners to learn a foreign language (Astuti, 2013). It plays a crucial role in learning achievement (Bernard, 2010; Lai, 2013; Mahadi & Jafari, 2012). Students' motivation in identifying and spending time for learning a foreign language help them to develop their native-like pronunciation (Gilakjani, 2011). Therefore, motivation to pronounce as native-like must be possessed by the learners of English as a foreign language.

### **Attitude**

Attitude refers to personal characteristic of the students in learning pronunciation. It contributes to the students' success in learning foreign language pronunciation. According to Elliot (1995), the EFL students who were more concerned about their pronunciation had better pronunciation of foreign language compared to unconcerned students. Moreover, students interaction with a group of native English speakers affect the acquisition of English pronunciation (Gilakjani, 2012). In other words, attitude toward English as the target language can support pronunciation development (Silva, 2011). Negative Attitude toward English experience appeared as the participants' challenge in practicing English. Participants also have a negative attitude related to use English in the process of teaching and learning in the class. Each participant has their reason for not practicing their English with their classmates and lecturers in the process of

teaching and learning. Avoiding to take part in English activities in the classroom make students lost their opportunities to practice their phonetic ability (Senel, 2006). Nur described that she never likes to practice her English since the first time of studying English because of grammar, pronunciation, and vocabulary problems. Budi chose to keep silent in the process of teaching and learning. Fitri preferred to choose her first language in communicating with her classmates and lecturers compared to English in the process of teaching and learning. In contrast, Doni stated that he pronounces English words in the same way as he learned from his Senior high school teacher, and accurate pronunciation is not important for him. As a result, negative experience in practicing English of Nur, Budi, Fitri and Doni seems to impede them from improving and developing their pronunciation accuracy. In other words, attitude toward English as the target language can support pronunciation development (Silva, 2011). Moreover, Elliot (1995) stated that the EFL students who were more concerned about their pronunciation practised had the better pronunciation of foreign language compared to unconcerned students. Furthermore, the student's interaction with a group of native English speakers affects the acquisition of English pronunciation.

### **First Language Pronunciation Interference**

First language pronunciation factor appeared as main problems of the participants in this study. Concerning the first language pronunciation theme, the participants tended to follow the rules of their L1 pronunciation in pronouncing English, especially English consonant silent letters. The learner's first language is a significant factor that influences the pronunciation of the target language (Zhang, 2009). First language interference is one of the factors which affect the foreign language learning (Senel, 2006). This condition occurs because of the different pronunciation rules between English and Bahasa Indonesia as the participants' first language (Chaira, 2015; Senel, 2006). These is rule differences have a negative influence on the participants' English pronunciation (Cassimiro, 2011) and even make learners face difficulties in learning English as the target language, especially when the elements of the target language are completely contrast and different from the first language phonology. Unfamiliarity of learners to English phonemes realization make them transfers their own L1 phonemes into EFL pronunciation (Chaira, 2015). Nur, Budi, and Doni followed their first language rules in pronouncing English. They pronounce all the existed letters in English words as they do in their first language. Fitri described that she did not realize about her English pronunciation mistakes that made her never try to improve her English pronunciation. As a result, the participants transferred their first language rules in pronouncing English as foreign language.

### **Phonetic Ability**

Phonetic ability is one of the main problems faced by non-native English students in pronunciation. Besides first language interference, the participants faced a serious problem in phonetic ability. The phonetic ability affects the students' pronunciation development (Senel, 2006). Lack of the students' knowledge also becomes general problems faced by the students in identifying single silent consonant letters. It has been general problems for all EFL learners, especially Indonesian students. Chitulu and Njemanze (2015) argued that the oral rendition is very important in foreign language learning communication, because it can bring out the correct lexical items and consequently form appropriate and grammatically acceptable syntactic structures (Chitulu & Njemanze, 2015). Nur, Budi, Fitri, and Doni stated that they did not know about the absence of some consonant sounds in certain positions. They just pronounce English in the same way they pronounce their first language. This may be due to the perception that English phonetics is similar to their first language phonetics, and lack of English phonetic background knowledge. Participants stated that they did not know about the absence of some consonant sounds in certain positions. They just pronounce English in the same way they pronounce their first language. This may be due to the perception that English phonetics is similar to their first language phonetics, and lack of English phonetic background knowledge.

Formatted: Indent: First line: 0 cm

Formatted: Indent: First line: 1 cm, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

## **Conclusion**

The purpose of this study was to examine the experiences of Indonesian students in recognizing English silent consonant letters. It can be concluded from the results that there are four main themes emerged, namely: (1) motivation; (2) attitude; (3) first language pronunciation interference; (4) phonetic ability. Concerning motivation, the participants exhibited negative assumption toward the role of phonetic accuracy in English pronunciation. They thought that correct English pronunciation is not important in learning EFL so that they were less motivated to improve and develop their English pronunciation. In terms of attitude, negative assumption also appeared in taking part in practicing English. The participants avoid taking part in practicing English because of grammar, pronunciation, and vocabulary problems. First language pronunciation interference showed that the participants follow the rules of their first language in pronouncing English words. They pronounce all the letters exist in English words in the same way they pronounce their first language. Regarding phonetic ability, the participants have less English phonetic ability, they pronounced English as they pronounced their first language.

The results of this study can serve as a framework for improving and developing English pronunciation at the university's English program. The pronunciation must be better introduced earlier to English program students by the decision makers of the higher education. The English lecturers can equip the students with some linguistics theories and knowledge of phonology which can help the students to cope with their pronunciation problems. Further studies on English pronunciation problems are highly recommended for English lecturers. Besides, the lecturers can introduce accurate pronunciation, analyze issues, and correct students' pronunciation mistakes, as well as provide solutions for pronunciation problems.

## **Implication**

Implication for EFL learners pronunciation can be drawn from finding of this study. It indicated that the participants faced problems in motivation, attitude, first language pronunciation interference, and phonetic ability. As a result, they are difficult to pronounce English. Decision makers of higher education must introduce pronunciation class at English department earlier to strengthen the students knowledge of phonology. It can help the students to cope with their pronunciation problems. Higher education institution should provide training or workshop to train the lecturers in teaching pronunciation for EFL students. Providing the lecturers with training or workshop related to teaching pronunciation can help them to learn appropriate strategy for improving students' English pronunciation.

## **Research Limitation**

Some limitations should be considered related to the finding of this study. Although this study can contribute to the evidence of introducing pronunciation class in earlier semesters at the English department in non-English speaking countries, the participants of this study may not be representative of all English department students in the Indonesia higher education and may be there are any different problems faced by English department students in other Indonesia higher education institutions. Therefore, further research related to students experiences and difficulties

**Commented [BL51]:** In APA, research reports end with the Discussion section, so please either delete your Conclusion or weave that information into one of your Discussion section elements.

**Formatted:** Centered, Indent: First line: 0 cm, Line spacing: Double

**Formatted:** Indent: First line: 1 cm

**Formatted:** Justified

with larger participants is hoped to be conducted by other researchers in other higher education in Indonesia.

Formatted: English (United States)

## References

Alimenaj, Z.M. (2014). English Phonological Problems Encountered by Albanian Learners. *European Scientific Journal*, 10(8), 159-164.

Abugohar, M. A., & Yunus, K. (2018). Difficulties encountered by Arab students in pronouncing English correctly. *International Journal of Education & Literacy Studies*, 6(4), 93-100.

Formatted: Indonesian

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

Formatted: Indent: Before: 0 cm, First line: 0 cm

Andi-Pallawa, B., & Alam, A.F.A. (2013). A Comparative Analysis between English and Indonesian Phonological Systems. *International Journal of English Language Education*, 1(3), 103-129. Retrieved from <http://dx.doi.org/10.5296/ijele.v1i3.3892>.

Astuti, S.P. (2013). Teachers' and Students' Perception of Motivational Teaching Strategies in an Indonesian High School Context. *TEFLIN Journal*, 24(1), 14-31.

Andi, K., & Arafah, B. (2017). using needs analysis to develop english teaching materials in initial speaking skills for indonesian college students of english. *The Turkish Online Journal of Design, Art and Communication, Special Edition*.

Babehuk, W.A., & Badice, M. (2010). Realizing the Potential of Qualitative Designs: A Conceptual Guide for Research and Practice. *Presented in Midwest Research to Practice Conference in Adult, Continuing, and Community Education*. Michigan State University, East Lansing, MI.

Bardakci, M. (2015). Turkish EFL pre-service teachers' pronunciation problems. *Educational Research and Reviews*, 10(16), 2370-2378.

Bakar, Z., & Abdullah, M.R.T.L. (2015). Importance of Correet Pronunciation in Spoken English: Dimension of Second Language Learners' Perspective. *Social Sciences & Humanities*, 23 (S), 143-158.

Ba-udhan, H. S. A. (2018). Knowledge of Spelling: An Experimental Study of ESL Learners in Primary Education. *International Journal of English and Education*, 7(4), 114-139.

Bernard, J. (2010). *Motivation in Foreign Language Learning: The Relationship between Classroom Activities, Motivation, and Outcomes in a University Language Learning Environment*. Carnegie Mellon: University Dept. of Social and Decision Sciences.

Bingham, A. J., Adams, M., & Stewart, R. L. (2021). Competency-Based Education: Examining Educators' Experiences. *The Qualitative Report*, 26(3), 674-695.

Cakir, I., & Baytar, B. (2014). Foreign language learners' views on the importance of learning the target language pronunciation. *Journal of Language and Linguistic Studies*, 10(1), 99-110.

Carruthers, R. (1987). *Teaching speaking. In Methodology in TESOL*. Boston. Heinle & Heinle Publication.

Cassimiro, A.J.J. (2011). Difficulties in Dealing with the English Pronunciation. *Universidade Estadual de Goiás Building the way - Revista do Curso de Letras da UnU Itapuranga*, 1(1), 48-57.

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Chaira, S. (2015). Interference of First Language in Pronunciation of English Segmental Sounds. *English Education Journal*, 6(4), 469-483.

Chitulu, O. M., & Njemanze, Q. U. Njemanze. (2015). Poor English Pronunciation among Nigerian ESL Students; the ICT Solution. *International Journal of Language and Literature*, 3(1), 169-179.

Creswell, J. W. (2007). *Qualitative inquiry & research design*. Thousand Oaks, CA: Sage Publications.



Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

Creswell, J. W. (2012). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). ~~Pearson. University of Nebraska-Lincoln, Boston, US. Pearson.~~

~~Creswell, J. W. (2007). *Qualitative inquiry & research design*. Thousand Oaks, CA: Sage Publications.~~

Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The Case Study Approach. *Medical Research Methodology*. 11(100), 2-9.

Donal, A. (2016). Indonesian students' difficulties in pronouncing English diphthongs. *Journal of English Education*. 2(2), 55-62.

Elliot, A. R. (1995). Foreign Language Phonology: Field independence, attitude, and the success of formal instruction in Spanish pronunciation. *The Modern Language Journal*, 79(4), 530-542.

Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford, UK: Oxford University Press.

Ercan, H. (2018). Pronunciation problems of Turkish EFL learners in Northern Cyprus. *International Online Journal of Education and Teaching (IOJET)*, 5(4), 877-893.

Fadillah, M., Wahab, R., Ayriza, Y. (2020). Understanding the Experience of Early Childhood Education Teachers in Teaching and Training Student Independence at Teachers in Teaching and Training Student Independence at School School. *The Qualitative Report*. 25(6), 1461-1472.

Farrah, M., & Halahlah, N. (2000). Pronunciation Problems among Palestinian English Major Students in Hebron University. *International Journal of Arabic-English Studies (IAES)*. 20(1), 203-226.

Flick, U. (2009). *An Introduction to Qualitative Research*. (4th ed). Singapore: Sage Publications.

~~Gilakjani, A. P. (2011). A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms. *Journal of Studies in Education*. 1(1), 1-15.~~

Gilakjani, A. P. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*. 2(3), 119-128.

~~Goodroe, J. J. (2010). *Teacher Perspective of Contextual Teaching and Learning with Respect to Students Engagement. A Dissertation*. Athens. University of Georgia.~~

~~Hago, O. E & Khan. (2015). The Pronunciation Problems Faced by Saudi EFL Learners at Secondary Schools. *Education and Linguistic research*. 1(2), 85-97.~~

~~Hakim, M. A. (2012). An Analysis Of Phonetics b, d, g, j, dj and ð into English pronunciation for Java Students ( A Study On Java Students at English Department on STAIN Bengkulu Academic Year 2011-2012. *International Journal of Humanities and Social Science*. 2(20), 244-256.~~

~~Harrell, M. C and Bradley, Melissa A. (2009). *Data Collection Methods: Semi-Structured Interviews and Focus Groups*. Rand. *National Defense Research Institute*. Available from: [www.rand.org](http://www.rand.org).~~

Hasan, E. M. I. (2014). Pronunciation Problems. A case Study of English Language Students at Sudan University of Science and Technology. *English Language and Literature Studies*. 4(4), 31-44.

Hayes, B. (2009). *Introductory Phonology*. Singapore, SG: Markono Print Media Pte Ltd.

Johnson, B., & Larry B. C. (2008). *Educational research: Quantitative, qualitative, and mixed approaches*. Boston, MA: Sage Publications.

Kaharuddin, Ahmad, D. (2018). *English phonetics for Indonesian learners of English (An essential guide to natural English pronunciation)*. Yogyakarta, Indonesia: TrustMedia Publishing.

Keshavarz, M. H., & Abubakar, M. K. (2017). An Investigation into Pronunciation Problems of Hausa Speaking Learners of English. *International Online Journal of Education and Teaching (IOJET)*, 4(1). 61-72.

Commented [BL52]: Please review location, publisher order and formatting.

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Commented [BL53]: Missing space

Commented [BL54]: Review spelling

Commented [BL55]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Formatted: English (United States)

- Kosasih, M. M. (2017) Native Language Interference in Learning English Pronunciation: A case study at a private university in West Java, Indonesia. *International Journal of Education and Research*.5(2), 136-150.
- Lai, H.Y.T. (2013). The Motivation of Learners of English as a Foreign Language. *International Education Studies*. 6(10), 90-101. Retrieved from <http://dx.doi.org/10.5539/ies.v6n10p90>
- Li, F. (2016). Contrastive Study between Pronunciation Chinese L1 and English L2 from the Perspective of Interference Based on Observations in Genuine Teaching Contexts. *English Language Teaching*. 9(10), 90-100.
- Lin, L. C. (2014). Understanding Pronunciation Variations Facing ESL Students. *International Journal of Humanities and Social Science*. 4(5), 16-20.
- Luo, J. (2014). A Study of Mother Tongue Interference in Pronunciation of College English Learning in China. *Theory and Practice in Language Studies*. 4(8), 1702-1706.
- Max, N., Woodson, C., Macqueen, K. M., Guest, G., Namey, E. (2005). *Qualitative Research Methods: A Data Collectors Field Guide*. North Carolina: Family Health International.
- Luo, J. (2014). A Study of Mother Tongue Interference in Pronunciation of College English Learning in China. *Theory and Practice in Language Studies*. 4(8), 1702-1706.
- Mahadi, T.S.T., & Jafari, S.M. (2012). Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science*. 3(24), 230-235.
- Mahaputra, B. P. (2017). The Problem of Silent Letters in ESL Teaching and Learning. *International Journal of Creative Research Thoughts (IJCRT)*. 5(4), 3032-3040.
- Mason, J. (2002). *Qualitative Researching*. (2nd Ed). New Delhi: Sage Publications
- Masgoret, A. -M., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and Associates. *Language Learning*. 53(1), 123-163. <https://doi.org/10.1111/1467-9922.00212>
- Mathew, I. B. (1998). Errors in pronunciation of consonants by learners of English as a foreign language whose first languages are Indonesian, Gayo and Acehnese. *Monash University Linguistics Papers*, 3(2), 29-44.
- Max, N., Woodson, C., Macqueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative Research Methods: A Data Collectors Field Guide*. North Carolina: Family Health International.
- McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh, UK: Edinburgh University Press.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- Merriam, S. B. (2001). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- Mirkovic, V., & Jerkovic, I. (2021). Experiences of Mothers of LGBTQ Children in Serbia: What Comes After Coming Out? After Coming Out?. *The Qualitative Report*. 26(3), 652-673.
- O'Connor, J. D. (1980). *Better English Pronunciation*. United Kingdom - London, UK: Cambridge University Press.
- Padilla-Díaz, M. (2015). Phenomenology in Educational Qualitative Research: Philosophy as Science or Philosophical Science? *International Journal of Educational Excellence*. 1(2), 101-110.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Thousand Oaks, CA: Sage Publications.
- Poposka, V.P. (2016). Pronunciation Proficiency Level and Problematic Areas of Tertiary Level Students-Learners of English as a Foreign Language from Gotse Delchev University Shtip-Macedonia. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*. 30(3), 199-208.
- Rivas, M.O.L., Gracia, P.C.M.G., & Mejia, N.V.U. (2011). Interference Caused by First Language on the Pronunciation of English Voiced/Voiceless Fricative and Africate Consonant Sound /ð/, /θ/, /tʃ/, and /ʃ/: A Literature Review Worked Supported with Field Data Collected among Students of the B.A. in English Emphasis on Teaching of the Foreign Languages

Formatted: Indent: Before: -0.11 cm

Commented [BL56]: There appears to be a missing ampersand.

Formatted: Default, Indent: Before: -0.11 cm, Hanging: 1.11 cm

Formatted: Default, Left, Indent: Before: 1 cm, First line: 0 cm

Commented [BL57]: Please review. There appears to be a missing period and comma.

Formatted: Indent: Before: 0 cm, Hanging: 1 cm

Formatted: Indent: Before: 0 cm, Hanging: 1 cm

Commented [BL58]: There appears to be a missing ampersand.

Commented [BL59]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Commented [BL60]: Please review capitalization of this author's name.

Commented [BL61]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Commented [BL62]: There appears to be a missing ampersand.

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

Department of the University of EL Salvador Semester II-2011. *Undergraduate Research*. University of EL Salvador.

Roach, Peter. (2009). *English Phonetics and Phonology A practical course*. (4th Ed). Cambridge, UK: Cambridge University Press.

Senel, M. (2006). Suggestions for Beautifying the Pronunciation of EFL Learners in Turkey. *Journal of Language and Linguistic Studies*. 2(1), 112-125.

Shak, P., Lee, C. S., Stephen, J. (2016). Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students. *International Journal of Language Education and Applied Linguistics (IJLEAL)*. 4, 25-35.

Silva, L.P.G. (2011). Strategies to improve english pronunciation in young learners (B.S. thesis). Pontificia Universidad Católica del Ecuador Sede Ambato.

Singh, P. (2017). Spelling and Pronunciation Errors in English Language. *International Journal of Educational Research and Technology*. 8(1), 25-31.

Smith, B. L. (2017). A Qualitative Study of Veteran Students' Perspectives of their Academic Experiences. A Dissertation of Doctor of Philosophy. United States of America. University of South Florida.

Stake, R. E. (1995). *The art of case study research*. New York, US: Sage Publication.

Stake, R. E. (2010). *Qualitative Research: Studying How Things Work*. London, UK: The Guilford Press.

Sumbayak, D. M. (2009). The Diphthong: The Obstacles for Indonesian Speakers of English. *Journal of Lingua Cultura*. 3(2), 107-115.

Subandowo, D. (2017). *The Language Interference in English Speaking Ability for EFL Learners*. Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT-5).

Sumbayak, D. M. (2009). The Diphthong: The Obstacles for Indonesian Speakers of English. *Journal of Lingua Cultura*. 3(2), 107-115.

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

Utami, V. (2020). EFL learner's pronunciation problems: a phonological analysis. *Journal Basis*. 7(1), 172-184.

Vancova, H. (2016). Phonetics and Phonology: A practical Introduction to Pronunciation and Transcription. *Uebné texty*. Trnavská Univerzita v Trnave Pedagogická fakulta.

Weis, J., Zoffmann, V., & Egerod, I. (2013). Enhancing person-centred communication in NICU: a comparative thematic analysis. *Research*. British Association of Critical Care Nurses.

Yusriati, Y., & Hasibuan, S. H. (2019). The Analysis of English Pronunciation Errors by English Education Students of FKIPUMSU. *Journal of English Education and Teaching*. 3(2), 230-448230.

Zhang, F. (2009). A Study of Pronunciation Problems of English Learners in China. *Journal of Asian Social Science*. 5(6), 141-146.

#### Author Note

Dr. Toni Indrayadi, M.Pd, is a lecturer and researcher ~~of at the English Department at of~~ Institute Agama Islam Negeri Kerinci, Jambi, Indonesia, and expert in Research in English Language Teaching, Research Methodology, Speaking, and Pronunciation. He holds his Doctoral from Jambi University in English Education. Correspondence regarding this article can be addressed directly to: Toni Indrayadi at, [toniindrayadi2@gmail.com](mailto:toniindrayadi2@gmail.com).

Daflizar, M.A., Ph.D. ~~is~~ is a lecturer and researcher at the English department at of ~~Institute Agama Islam Negeri Kerinci, Jambi, Indonesia, and an expert in Research in English Language Teaching, Translation, structure, and pronunciation. He holds his Ph.D from Universitas of Jambi in English Education. He obtained his Master's and Ph.D. degrees from University of Canberra, Australia. His research interests include learner autonomy, language learning strategies, language teaching and learning, technology-based language learning, and~~

**Commented [BL63]:** If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

**Formatted:** Indonesian

**Formatted:** Indonesian

*Toni Indrayadi, Daflizar, Yoki Irawan, & Helty*

language learning motivation. Correspondence regarding this article can be addressed directly to  
:- ~~Daflizar at~~ [daflizar@yahoo.com](mailto:daflizar@yahoo.com).

Yoki Irawan, M.Pd is a faculty member, Faculty of Education, Instituite Agama Islam Negeri Kerinci, Jambi, Indonesia. Correspondence regarding this article can also be addressed directly to :- ~~Yoki Irawan at~~ [ykrwn09@gmail.com](mailto:ykrwn09@gmail.com).

Helty, M.Pd. is a faculty member, Faculty of Education, Jambi University, Indonesia. Correspondence regarding this article can also be addressed directly

to :- ~~Helty at~~ [heltyasafri@unja.ac.id](mailto:heltyasafri@unja.ac.id).

Formatted: Left, Indent: First line: 1.27 cm

Formatted: Indent: First line: 1.27 cm

Appendix 1  
Pronunciation Observation Test

No	Words
1	Psychology
2	Pneumonia
3	Cupboard
4	Receipt
5	Doubt
6	Subtle
7	Bomb
8	Thumb
9	Christmas
10	Fasten
12	Handkerchief
13	Wednesday
14	Knee
15	Knock
16	Gnaw
17	Gnash
18	Sovereign
19	Campaign
20	Island
21	Viscount
22	Debris
23	Heir
24	Honor
25	What
26	While
27	Mnemonic
28	Solemn
29	Autumn
30	Palm
31	Salmon
32	Almond
33	Chart
34	Fork
35	Father
36	Car
37	Mother
38	Wrap
39	Write
40	Answer
41	Hawk
42	Raw
43	Draw

Appendix 2  
Score of Pronunciation Observation Test

No	Name	Raw Score	Conversing Score
1	Meri	33	76
2	Noni	30	70
3	<b>Nur</b>	<b>11</b>	<b>25</b>
4	Vepi	30	70
5	<b>Budi</b>	<b>5</b>	<b>70</b>
6	Moli	34	79
7	Titi	36	84
8	<b>Fitri</b>	<b>7</b>	<b>16</b>
9	Rohida	35	81
10	Novita	33	76
11	Yeni	35	81
12	<b>Rani</b>	<b>8</b>	<b>19</b>
13	Bela	32	74
14	Mona	36	84
15	<b>Doni</b>	<b>10</b>	<b>23</b>
16	Ela	34	79
17	<b>Ani</b>	<b>9</b>	<b>21</b>

\*The scoring technique of each student by totaling item by item, then **conversing it into** 0 to 100 by using the formula below:

$$\text{Value} = \frac{\text{The Number of Correct Items}}{\text{The Total of Item}} \times 100$$

**Commented [BL64]:** Should this read "converting"?

## Indonesian EFL Students' Difficulties Experiences in Recognizing English Letters

Toni Indrayadi, Daflizar, and Yoki Irawan  
Institut Agama Islam Negeri Kerinci, Indonesia

Helty  
Universitas Jambi, Indonesia

~~The purpose of this qualitative study was to explore the difficulties and experiences of Indonesian undergraduate students in recognizing English letters at one public Islamic higher education institution in Jambi Province, Indonesia as the basis in designing pronunciation teaching strategy for English lecturers. This study employed the qualitative method with a case study design. Using qualitative case study methodology 4 participants were interviewed to guide this study. The data were collected through demographic background and semi-structured interview questions in depth interviews with 4 participants. The interviews were analyzed and compared through thematic analysis by discovering themes that emerge that involves a detailed categorization of all major points of each participant, then comparing the focal points throughout all of the participants. Four themes of EFL English pronunciation mastery factors emerged, i.e. motivation, attitude, first language pronunciation interference, and phonetic ability. The findings of this study provide evidence for lecturers on the importance of introducing pronunciation class in the English study program in the earlier years of study to improve students' English pronunciation ability. Implication and limitation of research are provided.~~

*Key Words: EFL University Students, English Letters.*

### Introduction

All English as a foreign language (EFL) and English as a second language (ESL) learners in the world would hope to be able to pronounce English correctly like native speakers of English. Having correct pronunciation is important as it can lead to more efficient communication (Kaharuddin & Ahmad, 2018; Zhang, 2009) and support personal and professional development in speaking (Gilakjani, 2012; Kosasih, 2017; Poposka, 2016; Rivas et al, 2013). However, many learners have difficulties in producing correct English pronunciation, including Indonesian learners. According to Carruthers (1987, p. 191), among the reasons why learning another language pronunciation is difficult is the inexistence of some sounds of the target language as compared to in the learner's native language and the difference realisation the difference of distribution between the target language and the native language.

In Indonesia, English has long been the only foreign language that is taught as a compulsory subject in schools and universities. However, there has been a wide ranging disappointment over the English learning outcomes of university students, especially their speaking skills. Riswanto and Haryanto (2012), revealed that age, phonetic ability, lack of practice, and attitude is factor that make the Indonesian students difficult to pronounce English. Moreover, Andi-Pallawa and Alam (2013) argued that different sound system of Indonesia with English as target language is difficulty factor for Indonesian students in recognizing English letter and sound. A study by Andi and Arafah (2017) reported that among the major problems

**Commented [ssg1]:** Toni and Team—thank you for your revisions and for using track changes.

Once again, please only work to findings. I think you forgot to add your analysis section so I could not read the results.

Once again, please leave in all of my edits (would you please check that any wording changes I made are acceptable and did not change your meaning?) and comments, and then show all of your revisions through track changes. Thank you.

I am looking forward to continuing. Sally

**Commented [ssg2]:** To examine for what purpose?

**Commented [ssg3]:** To explore experiences for what purpose?

**Commented [ssg4]:** Citation needed.

**Commented [ssg5]:** Does this have a special name and citation?

**Commented [ssg6]:** Please consult APA 7<sup>th</sup> ed to bring all citations in accord with that formatting.

**Commented [ssg7]:** Can you please rephrase or explain this phrase—I am not sure I know what you mean.

**Commented [ssg8]:** These two sentences introduce the paragraph but what is contained in the remaining part of the paragraph seems to be an explanation of the actual acquisition trouble. Please re-introduce this paragraph or follow through from what is highlighted.

Actually, it would be helpful to know what disruptions and disturbances there are when pronunciation is not as strong as needed. That would help strengthen the purpose of your study.

faced by Indonesian EFL learners in speaking are the mother tongue interference and the limited linguistic resources such as poor pronunciation and limited vocabulary, which hinder effective communication. In terms of pronunciation, one of the causes of the difficulties faced by Indonesian learners is the different sound systems of their native language as compared to English sound systems (Andi Pallawa & Alam, 2013). Yusriati and Hasibuan (2019) who focused their research on silent letters argued that English silent letters create problems for EFL learners and make the pronunciation more difficult because the spelling and its pronunciation do not match. The learners tend to generalize the foreign language or second language sounds based on their mother tongue. For example, Indonesian students pronounce the English silent letter [k] in *know* in the same way as they pronounce the first letter of Indonesia consonant [k] in *kaki* without the absence of the /k/ sound. The mispronunciation of the silent consonant letter above could be the result of the over-practice of the first language, a process of fossilization (Hasan, 2014). In second language acquisition, fossilization refers to "the inability of a person to attain native-like in the target language" (Lowther, 1983, p.127). Ellis (1985) further explained "If, when fossilization occurs, the learner has reached a stage of development in which feature *x* in his interlanguage has assumed the same form as in the target language, then fossilization of the correct form will occur. If, however, the learner has reached a stage in which feature *y* still does not have the same form as the target language, the fossilization will manifest itself as error". (p. 48)

Regarding silent letter, it is a letter that exists in the spelling of a word, but is not pronounced (Mahaputra, 2017; Yusriati & Hasibuan, 2019). As mentioned earlier, this study focused on [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants. These consonants are categorized in terms of their manner and place of articulation based on Roach's (2009) classification, as presented in the following.

[p], [b], [t], [d], [k], and [g] belong to plosive consonants. These consonants are produced completely by stopping the airflow. However, they have different places of articulation. [p] and [b] are bilabial plosives that are produced by pressing the lips together. These bilabial plosives are absent either in the initial, middle, or final positions of some words, for example, *psychological* /saɪkə'lɒdʒɪkl/, *pneumonia* /nju:'mɔʊniə/, *cupboard* /'kʌbəd/, *receipt* /rɪ'si:t/, *bomb* /bɒm/, and *thumb* /θʌm/. Consonants [t] and [d] are alveolar plosives. These two consonants are produced when the tongue blade touches the alveolar ridge. In several words, these sounds are silent, for example, *listen* /lɪsən/, *handkerchief* /'hæŋkətʃɪf/, and *Wednesday* /'wenzdeɪ/.

~~/p/, [b], [t], [d], [k], and [g] belong to plosive consonants. These consonants are produced completely by stopping the airflow. However, they have different places of articulation. [p] and [b] are bilabial plosives that are produced by pressing the lips together. [p] and [b] are bilabial plosives that are produced by pressing the lips together. These bilabial plosives are absent either in the initial, middle, or final positions of some words, for example, *psychological* /saɪkə'lɒdʒɪkl/, *pneumonia* /nju:'mɔʊniə/, *cupboard* /'kʌbəd/, *receipt* /rɪ'si:t/, *bomb* /bɒm/, and *thumb* /θʌm/. [t] and [d] are alveolar plosives. These two consonants are produced when the tongue blade touches the alveolar ridge, for example; *listen* /lɪsən/, *handkerchief* /'hæŋkətʃɪf/, *Wednesday* /'wenzdeɪ/. Finally, [k] and [g] are velar plosive that are produced by pressing the back of the tongue against the hard palate, for example; *knife* /naɪf/, *knock* /nɒk/, *gnome* /nəʊm/, *gnash* /ŋeɪʃ/, *foreign* /'fɔːrən/, and *sovereign* /'sɒvrɪn/. Thus, if the active and passive articulators actually touch, stopping air-flow through the oral cavity completely for a brief period, the sound articulated is a stop/plosive (McMahon, 2002). These six plosives are not pronounced in certain positions .~~

Both [s] and [h] are fricatives. /s/ belongs to alveolar fricative. It has the same place of articulation as /t/ and /d/ in which the air escapes through a narrow channel of the mouth (Roach, 2009). It is the result of two articulators being in close with each other, and the air passes between them. This alveolar fricative is usually absent in the middle and final of the English words, for example *island* /'aɪlənd/, *aisle* /aɪl/, *debris* /debri:. However, /h/ is glotal fricative that is produced by moving the vocal folds from wide apart to close together (Roach, 2009). This consonant is mostly absent in the initial position of the words that are followed by certain vowels in English, for example *heir* /eɪ/, *herbivore* /'hɜːbɪvɔː/, *honest* /'ɒnɪst/, *what* /wɒt/, and *when* /wen/.

- Formatted: Font: Italic
- Formatted: Font: Italic
- Formatted: Font: Italic
- Formatted: Font: Italic
- Formatted: Font: Italic, No underline, Font color: Auto
- Formatted: Font: Italic, No underline, Font color: Auto
- Formatted: Font: Italic, No underline, Font color: Auto
- Formatted: Font: Italic
- Formatted: Font: Italic



**/m/** is bilabial nasal and **/n/** is alveolar nasal that are produced by escaping air through the nose. Both of the nasal consonants involve complete closure in the mouth by lowering the back of the velum to allow airflow escape through the nose (Hayes, 2009). These two nasal consonants are produced quite similar. /m/ is produced by escaping air through the nose totally or air does not pass through the mouth. /m/ is only absent at the beginning of English words for example mnemonic /ni'mɒnik/. However, /n/ is a different matter. n is produced by no escaping the air through the nose totally. This nasal consonants are usually absent in the middle and final of the English words, For example; *government* /'gʌvənmənt/, *column* /'kɒləm/, *damn* /dæm/.

**[l]**, **[r]**, and **/w/** are approximants. **/l/** is a lateral approximant that is made by using tongue and alveolar ridge. It is formed by raising the soft palate, and the side of the tongue does not make contact with the side of the palate, the round the central obstruction formed by the tip and blade of the tongue and so out of the mouth (O'Connor, 1980). /l/ comes in two variations – a clear **/l/** and a dark **/l/** which are in allophonic relation, but the variations do not change the meaning of the words (Vančová, 2016). **/l/** is not pronounced in the middle position of English words with certain conditions, for example *calm* /kɑ:m/, and *half* /hɑ:f/. However, /r/ is a post-alveolar approximant that is produced by approaching the tip of the tongue to the alveolar as the way to produce /r/ or /d/, but never actually makes contact with any part of the roof of the mouth (Roach, 2009). These silent consonant letters perhaps only occur in standard British English pronunciation, not in American English, for example *car* /kɑ:/, *far* /fɑ:/, *card* /kɑ:d/, *fork* /fɔ:k/, *father* /'fɑ:ðə/, and *where* /weə/.

**/w/** is velar approximant. It is pronounced like a vowel. This means that it is phonetically like vowels but phonologically like consonants (Roach, 2009). There is an interference of vowel /u/ in producing /w/ in English. It is pronounced without any real obstacle in the air stream, the articulating organs (lips) come to proximity, but they never touch (Vančová, 2016). Similarly, /w/ is produced by approximating the lips, though not enough to cause friction or obstruct the air-flow, and the back of the tongue also bunched up (McMahon, 2002). Bilabial glide /w/ is absent at the beginning, middle, and final of the English words, for example *wrap* /ræp/, *write* /raɪt/, *answer* /'ɑ:nsə/, *hawk* /'hɔ:k/, *raw* /'rɔ:/, and *draw* /'drɔ:/.

Several studies have been conducted related to pronunciation difficulty of EF learners (Abugohar & Yunus, 2018; Bardakçi, 2015; Ercan, 2018; Keshavarz, 2017; Poposka, 2016; Shak et al., 2016; Sumbayak, 2009). ~~However, despite the study appeared evidence of pronunciation difficulty of EF learners, the study still reveals a common concern.~~ These studies however, were only concerned with identifying the types of mispronunciation EFL learners have in general.

To date, several studies have been conducted to investigate pronunciation difficulties encountered by EFL learners (Almaqrn & Alshabeb, 2017; Cakir & Baytar, 2014; Chaira, 2015; Donal, 2016; Elliot, 1995; Farrah & Halahlah, 2020; Gilakjani, 2012; Luo, 2014; Masgoret, & Gardner, 2003; Mathew, 1998; Rivas et al., 2011; Tambunsaribu & Simatupang, 2021; Utami, 2020). These previous studies allow us to gain a better understanding of the experience in pronouncing unrecognizable English phonetic sounds. Yet, most of these studies have been conducted outside of Indonesia, with only five studies conducted in Indonesia to the best of our researchers' knowledge. However, no research to date has been done on Indonesia EFL learners' experience in recognizing English consonant silent letters [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w]. Chaira (2015) conducted the research entitled "Inference of First Language in Pronunciation of English Segmental Sounds" by classifying and comparing Indonesian pronunciation as the participants first language with English pronunciation. She found that participants' first language can cause English phonological errors, especially [ph], [th], [kh], [f] for grapheme "ph", [v], [θ], [ð], [z] for grapheme "s", [ʃ], [ks] for grapheme "x", [i:], [u:], [æ], and [e].

Donal (2016) investigated students' difficulties in pronouncing English diphthongs involving thirty-five students at the University of Pasir Pengaraian, Riau Province, Indonesia. The study employed a mix-method and the data were collected using a pronunciation test and classroom observation to describe the factors that influence students' difficulties. The results showed that the English diphthong [av] was the most difficult sound pronounced by the

Formatted: Font: 12 pt, Complex Script Font: 12 pt, Indonesian

Formatted: Font: 12 pt, Complex Script Font: 12 pt, Indonesian

Formatted: Normal, Tab stops: 1 cm, Left

Formatted: Font: 12 pt, Not Italic, Complex Script Font: 12 pt, Indonesian

Formatted: Font: 12 pt, Complex Script Font: 12 pt

Formatted: Font: 12 pt, Not Italic, Complex Script Font: 12 pt, Indonesian

Formatted: Font: 12 pt, Complex Script Font: 12 pt

Formatted: Font: 12 pt, Italic, Complex Script Font: 12 pt, Indonesian

Formatted: Default Paragraph Font, Font: Italic

Formatted: Font: 12 pt, Italic, No underline, Font color: Auto, Complex Script Font: 12 pt, Indonesian

Formatted: Font: 12 pt, Italic, No underline, Font color: Auto, Complex Script Font: 12 pt, Indonesian

Formatted: Default Paragraph Font, Font: Italic

Formatted: Font: Italic, No underline, Font color: Auto, Indonesian

Formatted: Font: 12 pt, Italic, No underline, Font color: Auto, Complex Script Font: 12 pt, Indonesian

Formatted: Font: Italic, No underline, Font color: Auto

Formatted: Font: 12 pt, Italic, No underline, Font color: Auto, Complex Script Font: 12 pt, Indonesian

Formatted: Font: 12 pt, Italic, No underline, Font color: Auto, Complex Script Font: 12 pt, Indonesian

Formatted: Default Paragraph Font, Font: Italic

Formatted: Font: 12 pt, Italic, No underline, Font color: Auto, Complex Script Font: 12 pt, Indonesian

Formatted

Formatted: Default Paragraph Font, Font: Italic

Formatted: Font: Italic, No underline, Font color: Auto

Formatted

Formatted

Formatted

Formatted: Font: Italic, No underline, Font color: Auto

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

students. From the observation, the researcher suggested that the factors that affected students' problems were mother tongue intrusion, students' lack of knowledge of English sound systems, and unsuccessful usage of borrowed English words.

Mathew (1998) who conducted the research on the mispronunciations of English consonants by Indonesian EFL learners. The study involved a total of 24 EFL learners from three different first language groups (Indonesian, Gayo, and Acehese). Using a qualitative method, the study aimed to describe errors made by each first language group. The data were collected through an aural discrimination test, a word repetition test, a reading passage test, and interviews. The findings showed patterns of errors in the realization of certain English phonemes. The errors made by the students were mainly limited to final stops and sibilants and initial and final affricates and interdentals. Based on the findings, the researcher concluded that transfer and developmental factors, spelling interference, learning and communication strategies, and interaction of these all factors were attributed to the mispronunciations.

A more recent study was undertaken by Tambunsaribu and Simatupang (2021) to investigate the errors of English pronunciation among Indonesian university students. Using a qualitative method, the data were collected from 50 students of a university in Jakarta. The data were obtained through students' talk when they introduced themselves in the first meeting of an English class. The researchers typed all the mispronounced words and recorded the students' voices. The researchers then made a list of the mispronounced words and asked the participants again to pronounce them in front of the class in the following meeting. The participants were also interviewed to explore the reasons for their difficulties. The findings revealed that the students faced many types of problems in pronouncing English words. The students were confused to pronounce some English words because of the inconsistency of the pronunciation of vowel letters, vowel-letter combinations, silent letters, and the sounds of two or three combinations of consonant letters. The interview results showed that there are several reasons why the students have problems pronouncing the English words although they have learned English for more than 12 years. Among the reasons are lack of training on pronunciation and English speaking and reading-aloud practice, more grammar-oriented and teacher-centred English instruction.

A research entitled "EFL Learner's Pronunciation Problems" by Utami (2020) who analyzed Chinese post graduate student problems in pronunciation /ð/, /θ/, /r/, and /l/ sounds through case study. The participant began to study English as compulsory subject since primary school until university. Using interview, the data of her study was collected to provide information related to /ð/, /θ/, /r/, and /l/ sounds. Her study found that Chinese post graduate student faced difficulty in pronouncing /ð/, /θ/, /r/, and /l/ sounds.

The findings of the studies presented above showed that English pronunciation errors appeared to be specific to speakers of a certain language. While several studies on English pronunciation have been conducted in the Indonesian contexts, most of the studies have focused on identifying common errors made by the students. Although influencing factors were identified in the studies, some were only based on observations rather than interview results. The present study is different from the above-mentioned studies as it specifically investigated Indonesian undergraduate students' difficulties in recognizing English consonant silent letters in which the data were collected using interviews.

in terms of motivation, attitude, language interference, and phonetic ability. Regarding the importance of English consonant silent letters pronunciation recognition accuracy, the present study aims to explore the difficulties of English department students in Islamic higher education institution in Jambi, Indonesia. The research related to English consonant silent letters is very important because the research is still rare, especially at English department in Indonesia. This study would also attempt to fill gap related to students' difficulties in recognizing English consonant silent letters. These gaps by examining the experiences of Indonesian tertiary EFL students in recognizing English consonant silent letters. Understanding learners' difficulties in pronouncing English consonant silent letters is important as it will enable teachers to better assist the learners to cope with the difficulties. This study was conducted to fill the gap in the literature on students' difficulties in recognizing English silent consonant letters and how pronunciation class should be introduced at the tertiary level. The question of inquiry for this

Formatted: Indonesian

Formatted: Font: (Default) Times New Roman, 12 pt, Complex Script Font: Times New Roman, 12 pt

Commented [ssg10]: These were identified in the abstract as your results. Top have them listed here then is confusing.

Commented [ssg11]: You have not shown us this yet.

study was “What is the difficulties experience of undergraduate students in recognizing English consonant silent letters?”

~~The As the first, second and the third author -author of this study is an English lecturers of English department in Institut Agama Islam Negeri Kerinci. While the fourth author is an English lecturer of Universitas Jambi who interested in pronunciation. Most of the authors were experienced in teaching pronunciation class. As English lecturers, we often discussed related to pronunciation problems faced by EFL learners, especially Indonesia learners. Based on the result of our discussion, we decided to conduct research on English silent letters to explore the Indonesian EFL learners difficulties in recognizing English consonants silent letters. We believed that this research result can be supplementary for the English lecturers to find appropriate teaching technique or strategy to teach pronunciation class.~~

~~I firstly became interested in silent letters when I taught a pronunciation class inat the English department. As an English lecturer, I found that any students who face difficulties in recognizing English consonants silent letters; realize all of the English consonant letters that where they are supposed to be silent. I, therefore, decided to research the students' experiences in recognizing English consonant letters to find the difficulties of the students. The second author has the same lecture specification as the first author. He started to teach pronunciation class after finishing his study in Australia. He found the same problem with the first author when teaching pronunciation class, he stated that the students tend to spell out the consonant silent letters as they pronounce their first language consonant letter. The third author is the assistance of the first author in pronunciation class. He admitted that Indonesian as the first language of the students influenced the English pronunciation; they did not recognize the silent letter in English that may not be realised in its pronunciation. The fourth author experienced be English lecturers who teach in the English department for 3 years. She also interests in pronunciation after he teaches pronunciation class.~~

### Methodology

A case study approach was adopted in this study to examine the participants' difficulties in recognizing English consonant silent letters as it can be a basis of finding what a researcher want to find in a case (Kumar, 2011). This qualitative research approach is employed to obtain in-depth information, phenomenon, and issue of an individual, group, institution, and community in a natural real-life context (Crowe et al, 2011; Flick, 2009). The direct answers related to information and issue can be obtained from the participants face to face as the survey research may not give in-depth information (Creswell, 2007; Johnson & Larry, 2008; Merriam, 1998; Patton, 1990). Specifically, the case study aims to understand specific issues (Stake, 1995); the specific issues in this study is English silent consonant letters recognition. Therefore, this qualitative research approach is considered appropriate to be adopted as this study approach because it can describe the students' difficulties in recognizing English consonant silent letters. Moreover, the instrument of the case study can support the researchers to explore the research question that seeks to describe the students' experiencesdifficulties in recognizing English consonants silent letters.

### Research Site and Sampling Procedures

This study was conducted at the teachers training and education program in at one state Islamic institute-Islamic higher education institution in Jambi, Indonesia that has more than 15000 students. Purposive sampling was used in selecting the participants in this study as we ean-selected the participants based on our knowledge and understanding. Etikan and Babatope (2019) argued that cased study is time and cost-effective because it can narrow the subject of interest. The selected participants in this study were obtained according to the research needs. The criteria of the participants involved in this study were participants who had difficulty in

**Commented [ssg13]:** Can your study have merit or utility beyond your locale? Please make sure to address this in your introduction as well.

**Commented [ssg14]:** I do not yet see this addressed.

**Commented [ssg12]:** A couple of things here:

1. How prevalent is this problem?
2. Are there other related problems?
3. What makes this particular difficulty so crucial to study on its own?

In addition, I would suggest that you tell us more about what makes this so problematic by using this outline for your introduction by filling in the information you have not supplied to us.

You need to convince the readers that your local study is of global importance. You can develop this rationale by formulating answers to questions such as the following: Does your study address a gap in the body of knowledge on this topic? Is the informational need of local stakeholders similar to others on a more global level? Are you addressing a significant problem, dilemma, or larger question with your study?

This discussion then logically leads into: (a) a statement of rationale of need for the study, (b) naming of the intended audience, and (c) how the intended audience will benefit (I call this answering the “so what?” question).

Then you can move this sentence to the end of your lit review.

**Commented [ssg15]:** Could I please ask you to reword this for greater clarity? Also please explain each author's participation in this study? Who did what?

**Commented [BL16]:** We ask each of our authors to write their methods section in a stepwise fashion such that anyone else could use the same procedures/plan that you used. Therefore, I am suggesting that you review this section to show your progression through data gathering and analysis. I am suggesting an outline below and each section should have an associated heading (I realize that some of these sections are already included):

1. Please identify what type of qualitative inquiry you used. Give your rationale for selecting a qualitative design in general and your particular qualitative design choice in particular and discuss how these choices are appropriate to answering the question under study.
2. Include a full discussion of how your participants were identified and recruited. For studies on materials such as previously existing recordings or records, discuss how these data sources were selected.
3. When discussing your study's participants please consider using composite descriptions rather than providing multiple identifying characteristics of each person. Such individuation can jeopardize the confidentiality of your participants and can

**Commented [BL17]:** Please consider including when and how data was translated and what steps were used to ensure validity.

**Commented [ssg18]:** Please make sure to tell us how case study will enable you to answer your question of inquiry and tell us what you are defining as the case (including guiding literature) you are using for your case study.

**Commented [ssg19]:** I would ask you to strengthen your rationale for this choice and the appropriateness of this method. Because you use the word experience, there could be some confusion with phenomenology. In addition, you need to show the parameters of the case, that is how and what case you are defining. Please tell us as well what author you are following as your guide to a case study methodology.

**Commented [ssg20]:** Please cite here what literature you are using as your guide.

**Commented [ssg21]:** It is customary to say what the parameters of the case are. What are you calling case? Then make it clear how this is appropriate given your question of inquiry. This is important because you have used the word, experience, and we usually associate that with phenomenology.

recognizing English consonant silent letters. Six students were selected as the participants of the study because they got score below 32 (a quarter of the total test score conversion) which tested through English consonants silent letters recognition test. However, two students were not willing to be interviewed because of personal reason. Thus, four students were interviewed in this study namely; Nur, Budi, Fitri, and Doni. This sampling technique is usually used by the researchers of case study research to focus on participants who experience, knowledge, or insight into the topic observed (Max et al., 2005). In other words, the participants are based on specific criteria and goal of the study (Fadillah et al., 2020). Creswell (2012) viewed that purposive sampling select individuals and sites to learn or understand the central phenomenon. These criteria aim to ensure that the selected sample had common experiences regarding the studied phenomenon (Padilla Diaz, 2015). This sampling also enables to provide the researchers with issues that are found in the research. They were selected when one of the authors taught pronunciation in an English program class. All of the students in his pronunciation class were tested to pronounce English consonant silent letters. The pronunciation test showed that six students got a score below 32 (a quarter of the total test score conversion) in the silent consonant letter test. Therefore, six students were selected as the participants of this study. To ensure the confidentiality of the participants involved in the research in giving the real answers needed for the study, pseudonyms were used in reporting the results. However, permission was asked to the Rector of the Islamic higher education institution about involving students in researching English consonant silent letters.

**Commented [ssg22]:** Please talk specifically about your choices for your study rather than in the general sense.

**Commented [ssg23]:** Please tell us about the relationship between the students and the other authors.

**Formatted:** Indent: First line: 1 cm

**Commented [ssg24]:** Can you please describe your participants in the narrative using aggregate information rather than using a chart?

Table 1. Participants' Background Information

No	Names	Gender	Age	Major
1	Nur	Female	20	English Education Program
2	Rani	Female	21	English Education Program
3	Fitri	Female	20	English Education Program
4	Doni	Male	21	English Education Program
5	Ani	Female	20	English Education Program
6	Budi	Male	20	English Education Program

**Formatted:** Indent: First line: 1.27 cm

Each participant in this study was narratively described to inform the participants' background. Nur was a student of economic state Islamic school. She never studies English at English course as their friend did because of economic problem. Nur used her time helping her parents bussiness after coming back from school, therefore she did not have more time to take extra English learning class. Then, Budi. Budi is a students who has no background of English phonetic recognition because he was taught by mismatch teacher when he was at senior high school. His English teachers never explain him about the importance of English phonetic recognition. This problem made him studying to regcnize English phonetic him self. Moreover, Fitri who participate in the study as the third participant. Fitri had no intention of studying in the English language study program when she took proficiency test at an Islamic higher education institution in Jambi Indonesia. English was as the choice after Biology, but his parents forced him to take an English study program. This problem makes Fjtri less enthusiastic about learning English which has an effect on the lack of mastery of pronunciation, skills in English, and other aspects of the English. The fourth participant is Doni who has good skills and other aspects of English, except pronunciation. Budi finds it difficult to recognize English phonetics, especially English consonant silent letters, so Doni pronounces English silent letters like he pronounces English consonants as his first language.

**Formatted:** Font: 12 pt, Complex Script Font: 12 pt

**Formatted:** Font: 12 pt, Complex Script Font: 12 pt

**Formatted:** Font: 12 pt, Complex Script Font: 12 pt

**Formatted:** Font: 12 pt, Complex Script Font: 12 pt

**Formatted:** Font: 12 pt, Complex Script Font: 12 pt

**Formatted:** Font: 12 pt, Complex Script Font: 12 pt

**Formatted:** Font: 12 pt, Complex Script Font: 12 pt

### Data Collection

**Commented [ssg25]:** What were the interview questions? How were they constructed?

The data of this study were collected individually through semi-structured interviews with each lasting 45 and 60 minutes at the location of each student choice over four months starting from June to December 2020. Each student was interviewed more than once in a different location to gain in-depth information related to their difficulties in recognizing English consonant silent letters. The semi-structured questions ranged from participants' background information as to their motivation in improving English pronunciation, attitude in practising English with other people. The interviewe was started with the question of participants'

**Commented [ssg26]:** Please give your rationale and the number of times they were interviewed.

**Commented [ssg27]:** Was this information analyzed? If not then it is better placed in the description of the participants.

recognition with English consonant silent letters, such as “Do you recognize English consonant silent letters?”. After cordial question had been established with the participants, we began to ask a relevant question with research question and themes of the study, such as, first language pronunciation interference which always influences their English pronunciation, and phonetic ability as the students' main knowledge in English pronunciation. We began to ask the students to talk about their experiences related to English consonants silent letters during the interview. For example, we asked, “How long you have studied English?”. We then asked them specific questions related to our research inquiry, motivation in improving their English pronunciation, attitude in practising English, first language interference, and phonetic ability. For example “How do you pronounce English consonant silent letters”. Do you consider pronunciation rule and accuracy in pronouncing English letters?”. The interview was conducted in Indonesia for each participant to gather in-depth information and to make them easy to respond the interview questions. Digital voiced recorder was used to record the participants’ response and transcribed.

### Data Analysis

A thematic analysis was used in analyzing participants interview. The data analysis was began with coding technique which identify themes resulted related English consonants silent letters recognition. The transcripts were reread line-by-line several times to obtain an overall response about the students’ difficulties in recognizing English consonant silent letter. Then, the words and statements related to difficulties in recognizing English consonant silent letter were identified and coded. After that, we started to cluster the categorizing code into themes to help us to explain the research questions. The overlapping and repetitive data were removed during this process. The categorizing code themes were then translated into English.

### Trustworthiness of the Study

To ensure the trustworthiness of the study, ~~validators involvement and member-checking~~ were used in this study ~~by recorded and transcribed -the interview~~. Then, the copy of transcript were provided to participants to review the interview transcript. The opportunity was provided to the participants to add and remove something necessary in interview transcript. The member checking was considered very important to ensure the participants view related to single consonant silent letters recognition. ~~Validators who are experienced in conducting the qualitative research were asked to review the interview protocol before it was used to interview the participants' experiences in pronouncing English consonants silent letters. While, m~~Member-checking ensures the interview transcript accuracy verification, confirmability, transferability of the data, and provides necessary suggestions for the researchers (Bingham et. al, 2021; Smith, 2017). ~~The opportunity was given for the participants to rechecked their interview recording results to ensure the data representation by returning the interview transcripts to each participant. Moreover, the trustworthiness of the data also involved the colleagues as member-checking to ensure the credibility of the data gathered. At last, the findings of the study were presented in integration with the research aims and supported with participants' interview quotations.~~

Qualitative descriptive case study research design contributed toward truth or real world (Mason, 2002). Therefore, the trust worthiness or validity of the data needs to be considered in qualitative research. To gain a valid data, member checking was used. It is based on the assumption that it can serve accuracy verification, provide clarification on interview conversation, and provide possible suggestion to be considered by the researchers (Smith, 2017). In this study, the opportunity for each participant to rehear his/her recordings was given to make sure the data and analysis was representative of ease and to avoid misunderstanding. Then, the data were transcribed by listening to the participants’ recordings for several times. It is based on the consideration that by listening to participants’ recordings, deeper understanding of the information supplied by the participants was easily gathered. To ensure the trustworthiness of the study, ~~validators involvement and member checking were used in this study. Validators who~~

**Commented [ssg28]:** Please tell us all of the questions you used in your interviews so that we can see exactly what you asked related to their experience of silent letters.

**Commented [ssg29]:** How were these questions developed? How would they help you answer your question of inquiry?

Please see number 4 in the outline to make this a fuller presentation.

**Commented [ssg30]:** I do not see this addressed yet.

**Commented [ssg31]:** Make sure to explain how this is part of a rigorous case study.

**Commented [ssg32]:** Please tell us these questions.

**Commented [ssg33]:** See the outline that Bruce included.

**Commented [ssg34]:** This looks like it is repeated from data collection. Could you please write out in a step-wise fashion how you analyzed your data from the interviews? This is the critical part for me to understand your results.

**Commented [ssg35]:** Please be specific with respect to what you asked them to do and what they did.

**Commented [ssg36]:** Sorry, I am not following what you are conveying here.

**Commented [ssg37]:** Do you mean validators? What did they do?

**Commented [ssg38]:** Make sure to give the rationale for each of the methodological decisions you made and provide illustrations for each step you took.

~~experienced in conducting the qualitative research were asked to review the interview protocol before it used to interview the participants' experiences in pronouncing English consonants silent letters. While, Member checking ensures the interview transcript accuracy verification, confirmability, transferability of the data, and provides necessary suggestions for the researchers (Bingham et. al, 2021; Smith, 2017). The opportunity was given for the participants to rechecked their interview recording results to ensure the data representation by returning the interview transcripts to each participant. Moreover, the trustworthiness of the data also involved the colleagues as member checking to ensure the credibility of the data gathered. At last, the findings of the study were presented in integration with the research aims and supported with participants' interview quotations.~~

### Findings

~~This study aimed to examine the difficulties ~~experiences~~ of students in recognizing English silent consonant letter at one Islamic higher education institution in Jambi, Indonesia namely; ~~They are~~ [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants in English words. As stated previously that there were six students as the participants of the study, however, two students were not willing to be interviewed because of personal reason. Thus, four students were interviewed in this study. Each of them was interviewed in different places depending on the agreement before conducting the interviews. The language used in conducting the interviews was the Indonesian language. Four themes of EFL English pronunciation mastery that emerged in this research were motivation, attitude, first language pronunciation interference, phonetic ability.~~

### Motivation

~~One of the main factor that impacts students' difficulties in recognizing English sound, especially English consonant silent letters was their motivation to improve and develop English pronunciation. All the participants stated that English pronunciation accuracy is not important for them. For example, This section provide the result of the study on participants' demotivating to recognize the English consonant silent letters. The case study result revealed that participants demotivated by negative assumption of English pronunciation recognition, especially English consonant silent letters. They did not expect that English pronunciation recognition can help them to pronounce English accurately. This remark was made by all participants:~~

~~This theme captured several of the participants' less motivation experiences to improve and develop their pronunciation accuracy. Motivation can influence the improvement and the development of students' pronunciation accuracy. This means that when the students have the motivation to improve and develop their English pronunciation, so better pronunciation will be achieved by them. During the interviews, the participants were asked about their motivation to improve and develop their English pronunciation. The findings of this study indicated that although the participants had studied English since Junior High School, they reported that they were still unmotivated to improve and develop their pronunciation related to English consonant silent letters. For example,~~

**Nur:** I don't care of English pronunciation rules, because it never taught when I was at Junior high school until second semester at English program.

**Budi:** I just focus on mastering vocabulary as many as possible, not pronunciation accuracy. A good pronuntaion is not a guarantee in mastering English.

**Fitri:** I expect that little beat error in pronouncing English as foreign language is not a serious case because it is impossible for me to be a native-like. Different phonetic rule of English and Indonesia make me more confuse, that's why I decide that correct pronunciation is not important.

**Doni:** I don't think that pronunciation accuracy is very important in conveying oral message. This thought make me unmotivated to learn pronunciation accuracy.

Formatted: Indent: First line: 1 cm

Commented [BL39]: Please restate each of these terms as themes instead of descriptive terms.

Formatted: Indent: First line: 1 cm

Commented [BL40]: Please review wording.

Formatted: Indent: First line: 0 cm

Formatted: Indent: First line: 1 cm

~~The participants' statements above indicated that pronunciation accuracy and English phonetic rules influence their motivation to improve and develop their pronunciation. Most of the participants became less motivated to improve and develop their English pronunciation because they thought that correct English pronunciation is not important in learning EFL. The remarks above showed that negative assumption of English pronunciation recognition, especially single consonant silent letter resulting the participants demotivation to recognize English single consonant silent letters.~~

### Attitude

~~This section reports the study finding regarding negative attitude of practicing English with other people who can speak English. Most participants reflected that they avoid practicing English in the process of teaching and learning because of less English pronunciation recognition. This remark was made by three participants:~~

~~This themes focused on students' attitude to practice English with other people who can speak English. Several participants gave similar responses related to practicing English. In this study, the participants reported that they avoided using English in teaching and learning process in the classroom. For example,~~

**Nur:** I never practice my English with native speaker of English during studying English, because I have many problems with my English grammar, pronunciation, and vocabularies.

**Budi:** I just keep silent in the process of teaching and learning, I mean I don't speak if the lecturer does not ask me to speak. I just listen to my classmate asking questions.

**Fitri:** I avoid to use English in the process of teaching and learning. I just use Indonesia in communicating with my classmate and lecturers.

~~Additionally, one participant reported different statement related to practising English with other people:~~

~~Additionally, other participants reported that accuracy in pronunciation is not important. For example,~~

**Doni:** I don't care of pronunciation accuracy in communicating with my classmates and lecturers. I just pronounce English as I learn from my English teachers in Senior High School.

~~It was seen in the remark above that negative attitude of practicing English in the process of teaching and learning caused by some English factors, especially pronunciation recognition, it indicated that pronunciation recognition lead the participants to avoid using English as they way to practice their English pronunciation recognition. Moreover, they prefer to keep silent rather than practising English with their classmates and lecturers, underestimated pronunciation recognition, and even use Indonesia in communicating with their classmates and lecturers during teaching and learning process.~~

~~It was detected that practicing English in the process of teaching and learning in the classroom is very important in improving and developing pronunciation accuracy. The findings above indicated that the participants avoided practicing English in the process of teaching and learning and underestimated pronunciation accuracy.~~

### First Language Pronunciation Interference

~~The first language interference appeared to be another factor that influences the students' difficulty in recognizing English consonant silent letters. Most participants did not realize the absence of certain consonants in pronouncing English words. They thought that all the existing~~

**Commented [BL41]:** In this sub-section, the theme was presented and described, followed by several exemplars, and then these exemplars were tied back to the theme – nice work! Please consider repeating this structure for all of the themes.

**Formatted:** After: 0 cm, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

**Formatted:** Indent: First line: 1 cm

**Formatted:** Indent: Before: 0 cm, First line: 1 cm, After: 0 cm, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers, Tab stops: Not at 1.75 cm

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

~~letters in English words are pronounced. This was made by three participants. This theme encapsulated the participants' views related to the influence of first language pronunciation interference towards their English pronunciation. Nur, Budi, and Doni had similar views in responding to the interviews related to first language pronunciation interference. They did not realize the absence of certain consonants in pronouncing English words. They thought that all the existed letters in English words are pronounced. They reflected,~~

**Commented [BL42]:** Please review word choice. Did you mean "existing"?

**Nur:** I pronounce all of existed English consonant letters as I do in in my language. I don't suspect that certain consonants are absent in English.

**Budi:** I just followed my first language rule in pronouncing English consonants letter, because consonants are pronounced in my first language.

**Doni:** I transfer my language pronunciation rule in pronouncing English consonants letter because my first language does like that. I seldom corrected by my lecturers related to pronunciation accuracy.

In contrast, one participant of this study reported that there was no problem with their pronunciation. They reflected,

**Fitri:** I think that there is no problem with my English consonants pronunciation. That's why I never try to improve my English pronunciation.

**Commented [BL43]:** Missing space.

The data indicated that the rules of Indonesian as the participants' first language influence their English ~~letters recognition pronunciation~~. They ~~transferred~~ their first language pronunciation rules into English ~~pronunciation~~, and lecturers did not correct their students' mistakes ~~in pronunciation~~.

**Commented [BL44]:** Review spelling.

## Phonetic Ability

~~Phonetic ability is the main factor for the students in recognizing English consonant silent letters. All participants perceived that there was no problem with their English phonetic recognition when pronouncing English letters, especially consonant silent letters. This remark was made by all participants. Phonetic ability theme focused on English phonetic ability background of the participants in pronouncing English as a foreign language. The participants were asked to describe the way they pronounce English with limited English phonetic ability. They perceived that their lecturers never support them to have English phonetic ability as the basis of English pronunciation. They reflected,~~

**Nur:** I do not realize that certain English consonants are not pronounced although they are existed in words. Such as /k/ in initial of *know* and *knock*. I expect that /k/ in initial of *know* and *knock* pronunciation similar to pronounce /k/ in *kick* and *key*.

**Budi:** My lecturers never tell me that certain consonants position in a words influence the sounds. I expect that all I pronounce for English consonants are correct.

**Fitri:** I do not expect that there are any mistakes in my English pronunciation. My lecturers never make any correction on my English pronunciation practice.

**Doni:** I do not know that English have different pronunciation with my first language. I pronounce all of English consonants as I pronounce my first language.

The ~~remark examples of excerpt~~ above described that participants were not provided enough basis ~~in recognizing of~~ English ~~consonant silent letters phonetic ability~~ by their lecturers. They expected that all English consonants are pronounced in a similar way to ~~Indonesia~~ the consonants ~~in Bahasa Indonesia~~ as their first language. This makes the participants unrealize that certain consonants are absent in English ~~pronunciation~~.



## Discussion

The data finding provided more complex information understanding of the participants' difficulties toward English consonant silent letters recognition on Islamic higher education institution. Furthermore, Four themes identification within the findings were used as the basis of structuring the discussion. The participants did not focus on the English letters recognition, especially English consonant silent letters. They expected that English letters recognition is not essential when making conversation with other people. Therefore, they demotivated to recognize English pronunciation. The responses of the participants are contradicted with Cakir & Baytar (2014), Gilakjani (2012), and Masgoret, and Gardner (2003). Cakir & Baytar (2014) found that preparatory school of a state university in Turkey more focused on English pronunciation accuracy because they realize that pronunciation is very important in communication. According to Gilakjani (2012), motivation the EFL students to be native-like pronunciation is essential for the students to improve and develop their target language. Moreover, Masgoret, & Gardner (2003) stated that strong learning L1 or L2 motivation affect more learning success.

The findings of our study also indicated that participants have a negative attitude related to use English in the process of teaching and learning in the class. Most participants avoided practising their English with their classmates, lecturers, and even native speakers. They just listen and keep silent in the process of teaching and learning. Avoiding taking part in English activities in the classroom make students lost their opportunities to practice their phonetic recognition ability (Senel, 2006). In other words, attitude toward English as the target language can support pronunciation recognition development (Silva, 2011). This finding contradicts with the previous study (Almaqrn and Alshabeb, 2017; Elliot, 1995; Gilakjani, 2012; Masgoret, & Gardner (2003; Tambunsaribu & Simatupang, 2021). The study conducted by Almaqrn and Alshabeb (2017) on 23 English department students of Imam University, Saudi Arabia revealed that EFL students were more concerned about native-like pronunciation to gain self-confidence. Elliot (1995) found that the EFL students who were more concerned about their pronunciation recognition practised had the better pronunciation of foreign language compared to unconcerned students. Gilakjani (2012) argued that most students were more focused on acquiring a good pronunciation of English. Masgoret, & Gardner (2003) revealed that the attitude of practising L1 and L2 is very important for its pronunciation recognition improvement. Tambunsaribu and Simatupang (2021) revealed that the EFL students of the university in Jakarta, Indonesia confused to recognize some English words because of the inconsistency of the pronunciation of vowel letters, vowel-letter combinations, silent letters, and the sounds of two or three combinations of consonant letters. One of their reason is lack of training in pronunciation recognition.

Regarding the first language pronunciation theme, the participants tended to follow the rules of their L1 recognition in pronouncing English, especially English consonant silent letters. The interference of the first language in recognizing English letters is similar to previous studies conducted by (Chaira, 2015; Farrah & Halahlah, 2020; Luo, 2014; Mathew, 1998; Rivas et al., 2011). Chaira (2015) found that the students of Islamic Boarding School in Aceh pronounced English with no aspirated as they pronounce their L1. Such as sound [ph] as in "pen" is pronounced as [pen] instead of [phen] by the students, and also for [th] and [kh] without any aspiration. Farrah and Halahlah (2020) revealed that English major students of Hebron University have difficulties in recognizing English consonants that are not part of Modern Standard Arabic (MSA) such as /ŋ/, /p/, /t/, /d/, /z/, /tʃ/, the mispronunciation are interference from Arabic. According to Luo (2014), Chinese students transfer their first language pronunciation rules in pronouncing English. Mathew (1998) found that Gayo, and Acehnese, Indonesian EFL learners transfer and developmental factors, spelling interference, learning and communication strategies influence English pronunciation, especially final stops and sibilants and initial and final affricates and interdental. Moreover, Rivas et al (2011) found that Elsavador students faced the most common mispronunciation of fricative and affricate consonant phonemes / ʃ /, /tʃ/, /ð/, /θ/ et the end of the words, they adopted their L1 structures and phonemes in pronouncing L2.

**Commented [BL45]:** In your discussion section, please make sure that all of the following elements are included:

1. Discuss your findings in terms of what was previous known and not know about the focus of your research. Did your findings cohere and/or contrast with previous research on similar groups, locations, people, etc.?
2. Discuss the limitations of your study. These limitations can be organized around simple distinctions of the choices you made in your study regarding who, what, where, when, why, and how. We do not think conducting a qualitative research study in lieu of a quantitative study is a limitation so in this section we suggest refraining from making such observations. Also, please explain how you attempted to limit your limitations (e.g., assessing data saturation or utilizing theoretical sampling).
3. If anything in your results surprised you, please share that experience. That you were able to remain open to the novel, surprising, or unexpected is a positive sign that you worked to maintain a sense of openness, curiosity, and discovery throughout your study.
4. Discuss your position on the generalizability of your results. Qualitative researchers differ as to their positions on whether or not they hold that their findings can be generalized to other settings or situation so it is important you make your position overt on this matter.
5. Discuss the implications your research has for pertinent stakeholders (e.g., future research for other investigators, practice suggestions for practitioners, or policy considerations for administrators).
6. In addressing any of these elements, please make sure you discussion remains directly connected with the study you conducted.

*Toni Indrayadi, Daflizar, Yoki Irawan, & Helty*

Concerning phonetic ability, Participants did not recognize consonant silent letters [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] are absence in English for certain positions. They just recognize English consonant silent letters the same way they recognize consonant in their first language. This may be due to the perception that English consonants silent letters are similar to their first language. This study finding is similar to Donal (2016), 35 students at the University of PasirPengaraian, Riau Province, Indonesia find difficulties in pronouncing English diphthong [au] as the effect of students lack knowledge of English sound systems. Utami (2020) revealed that postgraduate students from china who aware of her English pronunciation difficulty in pronouncing /r/ and /v/, and /ð/, and /θ/ sound, however, she wish to be a native-like in English pronunciation.

The implication of this study can be drawn from the finding of this study for English department students. The finding of this study indicated that the students demotivated to have native-like pronunciation, negative attitude to use English in communication, tended to follow their first language recognition in pronouncing English, and no English phonetical background recognition. As a result, they make mistakes in recognizing English, especially English consonant silent letters. Decision-makers of Islamic higher education institution, especially the English department should introduce pronunciation class at the beginning when students firstly learnt at English department as the basis of recognizing English phonetic. This study would help the students to recognize English letters. Moreover, higher education institution should provide training or workshop to train the lecturers in teaching pronunciation for EFL students. Providing the lecturers with training or workshop related to teaching pronunciation can help them to teach an appropriate strategy for introducing English phonetic to student, as a result the students can recognize all English letters.

Some limitations should be considered related to the finding of this study. Although this study can contribute to the evidence of necessary for introducing pronunciation class at the beginning of the semester of English department and providing a workshop for English pronunciation lecturers at Islamic higher education institution. The participants of this study may not be representative of all English department students in Indonesian higher education and maybe there are any different problems faced by English department students in other Indonesian higher education institutions. Further research related to students experiences in recognizing English consonant silent letters with larger participants is hoped to be conducted by other researchers in other higher education in Indonesia.

The purpose of this qualitative study was to examine the experiences of students in recognizing English single silent consonant letters at the teacher training program at one Islamic public institute higher education institution in Jambi, Indonesia. They are plosive /t/ and /d/ and liquid /l/ in the middle of words, plosive /k/, and glide /w/ in the initial and middle of English words. They are [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants in English words. The experiences of the students were described and interpreted from participants of the study. The findings of this study explained difficulties encountered by English program students at one public Islamic institute higher education institution in Jambi, Indonesia in recognizing English silent consonant letters. Although a number of studies (Alimenaj, 2014; Bakar & Abdullah, 2015; Ba udhan, 2018; Cassimiro, 2011; Chaira, 2015; Farrah & Halahlah, 2000; Hago & Khan, 2015; Li, 2016; Lin, 2014; Luo, 2014; Mathew, 1998; Mahaputra, 2017; Shak, Lee, and Stephen, 2016) have been done related to English pronunciation, research on the experience of Indonesian students in recognizing silent consonant letters is searee. The four salient factors of EFL English pronunciation mastery were used as a lens include:

- 1) motivation,
- 2) attitude,
- 3) first language pronunciation interference,
- 4) phonetic ability

While it was not easy to get the participants' answers related to their difficulties in recognizing silent consonant letters. However, through the lens of four salient factors of EFL English pronunciation mastery and comparative analysis method, we concluded that those four factors themes influence the success of Indonesian students' English pronunciation recognition.

The findings of our study indicated that although many subjects had been introduced related to English for the participants at first semester at English program, they were still difficult to pronounce certain English consonants correctly, especially silent consonant letters. This problems occurred because pronunciation class was not provided at the beginning of teaching English at English program. Introducing pronunciation at the beginning of teaching English to students may build students' accurate pronunciation habit and make them appreciate the importance of correct pronunciation (Singh, 2017). In this study, introducing participants to the four English skills were not able to improve and develop their pronunciation without earlier pronunciation introduction. Earlier pronunciation introduction help students to improve and develop their pronunciation ability.

Regarding participants difficulties exploration in recognizing English silent consonant letters are very important. Each participants mostly have similar experiences in recognizing English silent consonant letters. Indeed, it cannot be underestimated that pronunciation is the basis of learning English as a foreign language. Accurate or understandable pronunciation is the key of language proficiency for EFL learners (Gilakjani, 2012). In this study, all participants reported that pronunciation accuracy is not important in learning English because error in pronunciation is a problem of all EFL learners.

### **Motivation**

Motivation in improving and developing pronunciation based on English received pronunciation rules is very important. Most participants realize the importance of accurate English pronunciation based on English received pronunciation rules. However, they did not have the motivation to improve and develop their pronunciation. The interview results of the participants bringing emerged in a variety of answers related to unmotivated pronunciation improvement and development. Nur did not care about English pronunciation rules in making conversation with lecturers and classmates because her English teachers and lecturers did not provide time to improve students' English pronunciation. Budi focused on mastering vocabulary compared to improving and developing his English pronunciation which does not guarantee him in mastering English. Fitri described that making pronunciation errors in English is a natural thing for an EFL learner like her. Meanwhile, Doni did not expect that pronunciation accuracy is very important in conveying oral messages. Nur, Budi, Fitri, and Doni may have exhibited negative assumption toward the role of phonetic accuracy in English pronunciation. Participants did not care about pronunciation accuracy because they view that making pronunciation errors in English is a natural thing for an EFL learner. They also tend to focus on mastering vocabulary compared to improving and developing his English pronunciation which does not guarantee him in mastering English. Thus, these reasons is makes them less motivated to improve and develop their English pronunciation. Motivation is a factors that pushes learners to learn a foreign language (Astuti, 2013). It plays a crucial role in learning achievement (Bernard, 2010; Lai, 2013; Mahadi & Jafari, 2012). Students' motivation in identifying and spending time for learning a foreign language help them to develop their native-like pronunciation (Gilakjani, 2011). Therefore, motivation to pronounce as native-like must be possessed by the learners of English as foreign language.

### **Attitude**

Attitude refers to personal characteristic of the students in learning pronunciation. It contributes to the students' success in learning foreign language pronunciation. According to Elliot (1995), the EFL students who were more concerned about their pronunciation had better pronunciation of foreign language compared to unconcerned students. Moreover, students interaction with a group of native English speakers affect the acquisition of English pronunciation (Gilakjani, 2012). In other words, attitude toward English as the target language can support pronunciation development (Silva, 2011). Negative Attitude toward English experience appeared as the participants' challenge in practicing English. Participants also have a negative attitude related to use English in the process of teaching and learning in the class. Each participant has their reason for not practicing their English with their classmates and lecturers in

~~the process of teaching and learning. Avoiding to take part in English activities in the classroom make students lost their opportunities to practice their phonetic ability (Senel, 2006). Nur described that she never likes to practice her English since the first time of studying English because of grammar, pronunciation, and vocabulary problems. Budi chose to keep silent in the process of teaching and learning. Fitri preferred to choose her first language in communicating with her classmates and lecturers compared to English in the process of teaching and learning. In contrast, Doni stated that he pronounces English words in the same way as he learned from his Senior high school teacher, and accurate pronunciation is not important for him. As a result, negative experience in practicing English of Nur, Budi, Fitri and Doni seems to impede them from improving and developing their pronunciation accuracy. In other words, attitude toward English as the target language can support pronunciation development (Silva, 2011). Moreover, Elliot (1995) stated that the EFL students who were more concerned about their pronunciation practised had the better pronunciation of foreign language compared to unconcerned students. Furthermore, the student's interaction with a group of native English speakers affects the acquisition of English pronunciation.~~

### **First Language Pronunciation Interference**

~~First language pronunciation factor appeared as main problems of the participants in this study. Concerning the first language pronunciation theme, the participants tended to follow the rules of their L1 pronunciation in pronouncing English, especially English consonant silent letters. The learner's first language is a significant factor that influences the pronunciation of the target language (Zhang, 2009). First language interference is one of the factors which affect the foreign language learning (Senel, 2006). This condition occurs because of the different pronunciation rules between English and Bahasa Indonesia as the participants' first language (Chaira, 2015; Senel, 2006). These is rule differences have a negative influence on the participants' English pronunciation (Cassimiro, 2011) and even make learners face difficulties in learning English as the target language, especially when the elements of the target language are completely contrast and different from the first language phonology. Unfamiliarity of learners to English phonemes realization make them transfers their own L1 phonemes into EFL pronunciation (Chaira, 2015). Nur, Budi, and Doni followed their first language rules in pronouncing English. They pronounce all the existed letters in English words as they do in their first language. Fitri described that she did not realize about her English pronunciation mistakes that made her never try to improve her English pronunciation. As a result, the participants transferred their first language rules in pronouncing English as foreign language.~~

### **Phonetic Ability**

~~Phonetic ability is one of the main problems faced by non-native English students in pronunciation. Besides first language interference, the participants faced a serious problem in phonetic ability. The phonetic ability affects the students' pronunciation development (Senel, 2006). Lack of the students' knowledge also becomes general problems faced by the students in identifying single silent consonant letters. It has been general problems for all EFL learners, especially Indonesian students. Chitulu and Njemanze (2015) argued that the oral rendition is very important in foreign language learning communication, because it can bring out the correct lexical items and consequently form appropriate and grammatically acceptable syntactic structures (Chitulu & Njemanze, 2015). Nur, Budi, Fitri, and Doni stated that they did not know about the absence of some consonant sounds in certain positions. They just pronounce English in the same way they pronounce their first language. This may be due to the perception that English phonetics is similar to their first language phonetics, and lack of English phonetic background knowledge. Participants stated that they did not know about the absence of some consonant sounds in certain positions. They just pronounce English in the same way they pronounce their first language. This may be due to the perception that English phonetics is similar to their first language phonetics, and lack of English phonetic background knowledge.~~

Formatted: Indent: First line: 0 cm

Formatted: Indent: First line: 1 cm, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

## Conclusion

The purpose of this study was to examine the experiences of Indonesian students in recognizing English silent consonant letters. It can be concluded from the results that there are four main themes emerged, namely: (1) motivation; (2) attitude; (3) first language pronunciation interference; (4) phonetic ability. Concerning motivation, the participants exhibited negative assumption toward the role of phonetic accuracy in English pronunciation. They thought that correct English pronunciation is not important in learning EFL so that they were less motivated to improve and develop their English pronunciation. In terms of attitude, negative assumption also appeared in taking part in practicing English. The participants avoid taking part in practicing English because of grammar, pronunciation, and vocabulary problems. First language pronunciation interference showed that the participants follow the rules of their first language in pronouncing English words. They pronounce all the letters exist in English words in the same way they pronounce their first language. Regarding phonetic ability, the participants have less English phonetic ability, they pronounced English as they pronounced their first language.

The results of this study can serve as a framework for improving and developing English pronunciation at the university's English program. The pronunciation must be better introduced earlier to English program students by the decision makers of the higher education. The English lecturers can equip the students with some linguistics theories and knowledge of phonology which can help the students to cope with their pronunciation problems. Further studies on English pronunciation problems are highly recommended for English lecturers. Besides, the lecturers can introduce accurate pronunciation, analyze issues, and correct students' pronunciation mistakes, as well as provide solutions for pronunciation problems.

## Implication

Implication for EFL learners pronunciation can be drawn from finding of this study. It indicated that the participants faced problems in motivation, attitude, first language pronunciation interference, and phonetic ability. As a result, they are difficult to pronounce English. Decision makers of higher education must introduce pronunciation class at English department earlier to strengthen the students knowledge of phonology. It can help the students to cope with their pronunciation problems. Higher education institution should provide training or workshop to train the lecturers in teaching pronunciation for EFL students. Providing the lecturers with training or workshop related to teaching pronunciation can help them to learn appropriate strategy for improving students' English pronunciation.

## Research Limitation

Some limitations should be considered related to the finding of this study. Although this study can contribute to the evidence of introducing pronunciation class in earlier semesters at the English department in non-English speaking countries, the participants of this study may not be representative of all English department students in the Indonesia higher education and may be there are any different problems faced by English department students in other Indonesia higher education institutions. Therefore, further research related to students experiences and

**Commented [BL46]:** In APA, research reports end with the Discussion section, so please either delete your Conclusion or weave that information into one of your Discussion section elements.

**Formatted:** Centered, Indent: First line: 0 cm, Line spacing: Double

**Formatted:** Indent: First line: 1 cm

**Formatted:** Justified

~~difficulties with larger participants is hoped to be conducted by other researchers in other higher education in Indonesia.~~

Formatted: English (United States)

## References

~~Alimenaj, Z.M. (2014). English Phonological Problems Encountered by Albanian Learners. *European Scientific Journal*. 10(8), 159-164.~~

~~Abugohar, M. A., & Yunus, K. (2018). Difficulties Encountered by Arab Students in Pronouncing English Correctly. *International Journal of Education & Literacy Studies*. 6(4), 93-100.~~

Formatted: Indonesian

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

~~Andi-Pallawa, B., & Alam, A.F.A. (2013). A Comparative Analysis between English and Indonesian Phonological Systems. *International Journal of English Language Education*. 1(3), 103-129. Retrieved from <http://dx.doi.org/10.5296/ijele.v1i3.3892>.~~

Formatted: Font color: Auto, Complex Script Font: Bold, Indonesian

~~Astuti, S.P. (2013). Teachers' and Students' Perception of Motivational Teaching Strategies in an Indonesian High School Context. *TEFLIN Journal*. 24(1), 14-31.~~

~~Andi, K., & Arafah, B. (2017). Using Needs analysis to Develop English Teaching Materials in Initial Speaking Skills for Indonesian College Students of English. *The Turkish Online Journal of Design, Art and Communication*. Special Edition.~~

Formatted: Font: Italic

~~Babehuk, W.A., & Badice, M. (2010). Realizing the Potential of Qualitative Designs: A Conceptual Guide for Research and Practice. *Presented in Midwest Research to Practice Conference in Adult, Continuing, and Community Education*. Michigan State University, East Lansing, MI.~~

~~Bardakci, M. (2015). Turkish EFL Pre-Service Teachers' Pronunciation Problems. *Educational Research and Reviews*, 10(16), 2370-2378.~~

~~Bakar, Z., & Abdullah, M.R.T.L. (2015). Importance of Correct Pronunciation in Spoken English: Dimension of Second Language Learners' Perspective. *Social Sciences & Humanities*. 23(S), 143-158.~~

~~Ba udhan, H. S. A. (2018). Knowledge of Spelling: An Experimental Study of ESL Learners in Primary Education. *International Journal of English and Education*. 7(4), 114-139.~~

~~Bernard, J. (2010). *Motivation in Foreign Language Learning: The Relationship between Classroom Activities, Motivation, and Outcomes in a University Language Learning Environment*. Carnegie Mellon: University Dept. of Social and Decision Sciences.~~

~~Bingham, A. J., Adams, M., & Stewart, R. L. (2021). Competency-Based Education: Examining Educators' Experiences. *The Qualitative Report*. 26(3), 674-695.~~

~~Cakir, I., & Baytar, B. (2014). Foreign Language Learners' Views on the Importance of Learning the Target Language Pronunciation. *Journal of Language and Linguistic Studies*, 10(1), 99-110.~~

~~Carruthers, R. (1987). *Teaching speaking*. In *Methodology in TESOL*. Boston. Heinle & Heinle Publication.~~

~~Cassimiro, A.J.J. (2011). Difficulties in Dealing with the English Pronunciation. *Universidade Estadual de Goiás Building the way - Revista do Curso de Letras da UnU Itapuranga*. 1(1), 48-57.~~

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

~~Chaira, S. (2015). Interference of First Language in Pronunciation of English Segmental Sounds. *English Education Journal*. 6(4), 469-483.~~

~~Chitulu, O. M., & Njemanze, Q. U. Njemanze. (2015). Poor English Pronunciation among Nigerian ESL Students; the ICT Solution. *International Journal of Language and Literature*. 3(1), 169-179.~~

~~Creswell, J. W. (2007). *Qualitative Inquiry & Research Design*. Thousand Oaks, CA: Sage Publications.~~

~~Creswell, J. W. (2012). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.)*. Pearson. University of Nebraska-Lincoln, Boston, US. Pearson.~~

Commented [BL47]: Please review location, publisher order and formatting.

- ~~Creswell, J. W. (2007). *Qualitative inquiry & research design*. Thousand Oaks, CA: Sage Publications.~~
- Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The Case Study Approach. *Medical Research Methodology*, 11(100), 2-9.
- Donal, A. (2016). Indonesian Students' Difficulties in Pronouncing English Diphthongs. *Journal of English Education*, 2(2), 55-62.
- Elliot, A. R. (1995). Foreign Language Phonology: Field independence, Attitude, and the Success of Formal Instruction in Spanish pronunciation. *The Modern Language Journal*, 79(4), 530-542.
- Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford, UK: Oxford University Press.
- Ercan, H. (2018). Pronunciation Problems of Turkish EFL learners in Northern Cyprus. *International Online Journal of Education and Teaching (IOJET)*, 5(4), 877-893.
- Fadillah, M., Wahab, R., Ayriza, Y. (2020). Understanding the Experience of Early Childhood Education Teachers in Teaching and Training Student Independence at School. *The Qualitative Report*, 25(6), 1461-1472.
- Farrah, M., & Halahlah, N. (2000). Pronunciation Problems among Palestinian English Major Students in Hebron University. *International Journal of Arabic-English Studies (IJAES)*, 20(1), 203-226.
- Flick, U. (2009). *An Introduction to Qualitative Research*. (4th ed). Singapore: Sage Publications.
- ~~Gilakjani, A. P. (2011). A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms. *Journal of Studies in Education*, 1(1), 1-15.~~
- Gilakjani, A. P. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*, 2(3), 119-128.
- ~~Goodroe, J. J. (2010). Teacher Perspective of Contextual Teaching and Learning with Respect to Students Engagement. A Dissertation. Athens. University of Georgia.~~
- Hago, O. E. & Khan. (2015). The Pronunciation Problems Faced by Saudi EFL Learners at Secondary Schools. *Education and Linguistic research*, 1(2), 85-97.
- ~~Hakim, M. A. (2012). An Analysis Of Phonetics b, d, g, j, dj and ð into English pronunciation for Java Students ( A Study On Java Students at English Department on STAIN Bengkulu Academic Year 2011-2012. *International Journal of Humanities and Social Science*, 2(20), 244-256.~~
- ~~Harrell, M. C and Bradley, Melissa A. (2009). Data Collection Methods Semi-Structured Interviews and Focus Groups. Rand. National Defense Research Institute. Available from: [www.rand.org](http://www.rand.org).~~
- Hasan, E. M. I. (2014). Pronunciation Problems. A case Study of English Language Students at Sudan University of Science and Technology. *English Language and Literature Studies*, 4(4), 31-44.
- Hayes, B. (2009). *Introductory Phonology*. Singapore, SG: Markono Print Media Pte Ltd.
- Johnson, B., & Larry B. C. (2008). *Educational research: Quantitative, qualitative, and mixed approaches*. Boston, MA: Sage Publications.
- Kaharuddin, Ahmad, D. (2018). *English phonetics for Indonesian learners of English (An Essential Guide to Natural English Pronunciation)*. Yogyakarta, Indonesia: Trust Media Publishing.
- ~~Keshavarz, M. H., & Abubakar, M. K. (2017). An Investigation into Pronunciation Problems of Hausa Speaking Learners of English. *International Online Journal of Education and Teaching (IOJET)*, 4(1), 61-72.~~
- Kosasih, M. M. (2017) Native Language Interference in Learning English Pronunciation: A Case Study at A Private University in West Java, Indonesia. *International Journal of Education and Research*, 5(2), 136-150

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Commented [BL48]: Missing space

Commented [BL49]: Review spelling

Commented [BL50]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Formatted: English (United States)

Kumar, R. (2011) *Research Methodology: A Step-by-Step Guide for Beginners*. Los Angeles, US: Sage Publication.

Lai, H.Y.T. (2013). The Motivation of Learners of English as a Foreign Language. *International Education Studies*, 6(10), 90-101. Retrieved from <http://dx.doi.org/10.5539/ies.v6n10p90>

Li, F. (2016). Contrastive Study between Pronunciation Chinese L1 and English L2 from the Perspective of Interference Based on Observations in Genuine Teaching Contexts. *English Language Teaching*, 9(10), 90-100.

Lin, L. C. (2014). Understanding Pronunciation Variations Facing ESL Students. *International Journal of Humanities and Social Science*, 4(5), 16-20.

Luo, J. (2014). A Study of Mother Tongue Interference in Pronunciation of College English Learning in China. *Theory and Practice in Language Studies*, 4(8), 1702-1706.

Max, N., Woodson, C., Macqueen, K. M., Guest, G., Namey, E. (2005). *Qualitative Research Methods: A Data Collectors Field Guide*. North Carolina: Family Health International.

Luo, J. (2014). A Study of Mother Tongue Interference in Pronunciation of College English Learning in China. *Theory and Practice in Language Studies*, 4(8), 1702-1706.

Mahadi, T.S.T., & Jafari, S.M. (2012). Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science*, 3(24), 230-235.

Mahaputra, B. P. (2017). The Problem of Silent Letters in ESL Teaching and Learning. *International Journal of Creative Research Thoughts (IJCRT)*, 5(4), 3032-3040.

Mason, J. (2002). *Qualitative Researching*. (2nd Ed). New Delhi: Sage Publications

Masgoret, A. -M., & Gardner, R. C. (2003). Attitudes, Motivation, and Second language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates. *Language Learning*, 53(1), 123-163. <https://doi.org/10.1111/1467-9922.00212>

Mathew, I. B. (1998). Errors in Pronunciation of Consonants by Learners of English as a Foreign Language whose First Languages are Indonesian, Gayo and Acehese. *Monash University Linguistics Papers*, 3(2), 29-44.

Max, N., Woodson, C., Macqueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative Research Methods: A Data Collectors Field Guide*. North Carolina: Family Health International.

McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh, UK: Edinburgh University Press.

Merriam, S. B. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco, CA: Jossey-Bass.

Merriam, S. B. (2001). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.

Mirkovic, V., & Jerkovic, I. (2021). Experiences of Mothers of LGBTQ Children in Serbia: What Comes After Coming Out? *After Coming Out? The Qualitative Report*, 26(3), 652-673.

O'Connor, J. D. (1980). *Better English Pronunciation*. United Kingdom—London, UK: Cambridge University Press.

Padilla-Díaz, M. (2015). Phenomenology in Educational Qualitative Research: Philosophy as Science or Philosophical Science? *International Journal of Educational Excellence*, 1(2), 101-110.

Patton, M. Q. (1990). *Qualitative Evaluation and Research Methods*. Thousand Oaks, CA: Sage Publications.

Poposka, V.P. (2016). Pronunciation Proficiency Level and Problematic Areas of Tertiary Level Students-Learners of English as a Foreign Language from Gotse Delchev University Shtip- Macedonia. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 30(3), 199-208.

Riswanto, R., & Haryanto, E. (2012). Improving Students' Pronunciation Through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia.

Formatted: Font: 12 pt, Not Bold, Italic, Complex Script Font: 12 pt

Formatted: Font: 12 pt, Italic, Complex Script Font: 12 pt

Formatted: Font: 12 pt, Not Bold, Italic, Complex Script Font: 12 pt

Formatted: Font: 12 pt, Italic, Complex Script Font: 12 pt

Formatted: Font: 12 pt, Not Bold, Italic, Complex Script Font: 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt, Not Bold, Italic, Complex Script Font: Times New Roman, 12 pt

Formatted: Font: 12 pt, Not Bold, Italic, Complex Script Font: 12 pt

Formatted: Indent: Before: -1.11 cm

Commented [BL51]: There appears to be a missing ampersand.

Formatted: Default, Indent: Before: -1.11 cm, Hanging: 1.11 cm

Formatted: Default, Left, Indent: Before: 0 cm, First line: 0 cm

Commented [BL52]: Please review. There appears to be a missing period and comma.

Formatted: Indent: Before: 0 cm, Hanging: 1 cm

Formatted: Indent: Before: 0 cm, Hanging: 1 cm

Commented [BL53]: There appears to be a missing ampersand.

Commented [BL54]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Commented [BL55]: Please review capitalization of this author's name.

Commented [BL56]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Formatted: Justified, Indent: Before: 0 cm, Hanging: 1 cm, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: Font: (Default) Times New Roman, Not Bold, Complex Script Font: Times New Roman

Formatted: Font: (Default) Times New Roman, 12 pt, Not Bold, Complex Script Font: Times New Roman, 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt, Not Bold, Complex Script Font: Times New Roman, 12 pt

Formatted: Font: Not Bold

Formatted: Font: (Default) Times New Roman, 12 pt, Not Bold, Complex Script Font: Times New Roman, 12 pt

Formatted: Font: Indonesian



Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

- Rivas, M. O. L., Gracia, P. C. M. G., & Mejia, N. V. U. (2011). Interference Caused by First Language on the Pronunciation of English Voiced/Voiceless Fricative and Affricate Consonant Sound /ð/, /θ/, /tʃ/, and /ʃ/: A Literature Review Worked Supported with Field Data Collected among Students of the B.A. in English Emphasis on Teaching of the Foreign Languages Department of the University of EL Salvador Semester II-2011. *Undergraduate Research*. University of EL-Salvador.
- Roach, Peter. (2009). *English Phonetics and Phonology A Practical Course*. (4th Ed). Cambridge, UK: Cambridge University Press.
- Senel, M. (2006). Suggestions for Beautifying the Pronunciation of EFL Learners in Turkey. *Journal of Language and Linguistic Studies*. 2(1), 112-125.
- Shak, P., Lee, C. S., Stephen, J. (2016). Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students. *International Journal of Language Education and Applied Linguistics (IJLEAL)*. 4, 25-35.
- Silva, L. P. G. (2011). Strategies to Improve English Pronunciation in Young Learners (B.S. thesis). Pontificia Universidad Católica del Ecuador Sede Ambato.
- Singh, P. (2017). Spelling and Pronunciation Errors in English Language. *International Journal of Educational Research and Technology*. 8(1), 25-31.
- Smith, B. L. (2017). A Qualitative Study of Veteran Students' Perspectives of Their Academic Experiences. A Dissertation of Doctor of Philosophy. United States of America. University of South Florida.
- Stake, R. E. (1995). *The Art of Case Study Research*. New York, US: Sage Publication.
- Stake, R. E. (2010). *Qualitative Research: Studying How Things Work*. London, UK: The Guilford Press.
- Sumbayak, D. M. (2009). The Diphtong: The Obstacles for Indonesian Speakers of English. *Jurnal of Lingua Cultura*. 3(2), 107-115.
- Subandowo, D. (2017). *The Language Interference in English Speaking Ability for EFL Learners*. Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT-5).
- Sumbayak, D. M. (2009). The Diphtong: The Obstacles for Indonesian Speakers of English. *Jurnal of Lingua Cultura*. 3(2), 107-115.
- Tambunsaribu, G., & Simatupang, M. S. (2021). Pronunciation Problems Faced by Indonesian College Students Who Learn to Speak English. *European Journal of Molecular & Clinical Medicine*. 8(2), 759-766.
- Utami, V. (2020). EFL Learner's Pronunciation Problems: A Phonological Analysis. *Journal Basis*. 7(1), 172-184.
- Vancova, H. (2016). Phonetics and Phonology: A practical Introduction to Pronunciation and Transcription. *Uebnétexty*. Trnavska Univerzita V Trnave Pedagogical Fakulta.
- Weis, J., Zoffmann, V., & Egerod, I. (2013). Enhancing person-centred communication in NICU: a comparative thematic analysis. *Research*. British Association of Critical Care Nurses.
- Yusriati, Y., & Hasibuan, S. H. (2019). The Analysis of English Pronunciation Errors by English Education Students of FKIPUMSU. *Journal of English Education and Teaching*. 3(2), 230-448230.
- Zhang, F. (2009). A Study of Pronunciation Problems of English Learners in China. *Journal of Asian Social Science*. 5(6), 141-146.

#### Author Note

Dr. Toni Indrayadi, M.Pd. is a lecturer and researcher at the English Department at Institut Agama Islam Negeri Kerinci, Jambi, Indonesia, and expert in research in English Language Teaching, Research Methodology, Speaking, and Pronunciation. He holds his Doctoral from Jambi University in English Education. Correspondence regarding this article can be addressed directly to: [Toni Indrayadi at: toniindrayadi2@gmail.com](mailto:toniindrayadi2@gmail.com).

Daflizar, M.A., Ph.D. is a lecturer and researcher at the English department at Institut Agama Islam Negeri Kerinci, Jambi, Indonesia, and an expert in Research in English Language Teaching, Translation, structure, and pronunciation. He holds his Ph.D. from

Commented [BL57]: There appears to be a missing ampersand.

Commented [BL58]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Formatted: Indonesian

Formatted: Indonesian

*Toni Indrayadi, Daflizar, Yoki Irawan, & Helty*

Universitas of Jambi in English Education. He obtained his Master's and Ph.D. degrees from University of Canberra, Australia. His research interests include learner autonomy, language learning strategies, language teaching and learning, technology-based language learning, and language learning motivation. Correspondence regarding this article can be addressed directly to :- Daflizar at, daflizar@yahoo.com.

Yoki Irawan, M.Pd is a faculty member, Faculty of Education, Instituite Agama Islam Negeri Kerinci, Jambi, Indonesia. Correspondence regarding this article can also be addressed directly to :- Yoki Irawan at, ykrwn09@gmail.com.

Helty, M.Pd. is a faculty member, Faculty of Education, Jambi University, Indonesia. Correspondence regarding this article can also be addressed directly to :- Helty at, heltyasafri@unja.ac.id.

Formatted: Left, Indent: First line: 1.27 cm

Formatted: Indent: First line: 1.27 cm

Appendix 1  
Pronunciation Observation Test

No	Words
1	Psychology
2	Pneumonia
3	Cupboard
4	Receipt
5	Doubt
6	Subtle
7	Bomb
8	Thumb
9	Christmas
10	Fasten
12	Handkerchief
13	Wednesday
14	Knee
15	Knock
16	Gnaw
17	Gnash
18	Sovereign
19	Campaign
20	Island
21	Viscount
22	Debris
23	Heir
24	Honor
25	What
26	While
27	Mnemonic
28	Solemn
29	Autumn
30	Palm
31	Salmon
32	Almond
33	Chart
34	Fork
35	Father
36	Car
37	Mother
38	Wrap
39	Write
40	Answer
41	Hawk
42	Raw
43	Draw

Appendix 2  
Score of Pronunciation Observation Test

No	Name	Raw Score	Conversing Score
1	Meri	33	76
2	Noni	30	70
3	<b>Nur</b>	<b>11</b>	<b>25</b>
4	Vepi	30	70
5	<b>Budi</b>	<b>5</b>	<b>70</b>
6	Moli	34	79
7	Titi	36	84
8	<b>Fitri</b>	<b>7</b>	<b>16</b>
9	Rohida	35	81
10	Novita	33	76
11	Yeni	35	81
12	<b>Rani</b>	<b>8</b>	<b>19</b>
13	Bela	32	74
14	Mona	36	84
15	<b>Doni</b>	<b>10</b>	<b>23</b>
16	Ela	34	79
17	<b>Ani</b>	<b>9</b>	<b>21</b>

\*The scoring technique of each student by totaling item by item, then ~~conversing~~ **converting** it into 0 to 100 by using the formula below:

$$\text{Value} = \frac{\text{The Number of Correct Items}}{\text{The Total of Item}} \times 100$$

**Commented [BL59]:** Should this read "converting"?

## Indonesian EFL Students' Experiences in Recognizing English Letters

Toni Indrayadi, Daflizar, and Yoki Irawan  
Institut Agama Islam Negeri Kerinci, Indonesia

Helty  
Universitas Jambi, Indonesia

*The purpose of this qualitative study was to examine the experiences of Indonesian undergraduate students in recognizing English letters at one public Islamic higher education institution in Jambi Province, Indonesia. Theoretical frameworks of English letters were used to guide this study. The data were collected through demographic background and semi-structured in-depth interviews with 6 participants. The interviews were analyzed and compared through comparative thematic analysis by discovering themes that emerge that involves a detailed categorization of all major points of each participant, then comparing the focal points throughout all of the participants (Goodroe, 2010; Weis, Zoffmann, & Egerod, 2013). Four themes of EFL English pronunciation mastery factors emerged, i.e. motivation, attitude, first language pronunciation interference, and phonetic ability. The findings of this study provide evidence for lecturers on the importance of introducing pronunciation class in the English study program in the earlier years of study to improve students' English pronunciation ability.*

### Introduction

All English as a foreign language (EFL) and English as a second language (ESL) learners in the world may expect to be able to pronounce English correctly like native speakers of English. Having correct pronunciation is important as it can lead to more efficient communication (Kaharuddin & Ahmad, 2018) and support personal and professional development in speaking (Rivas et al, 2013). Correct pronunciation also enables to embody the learners speaking ability that affects the communication in a conversation (Zhang, 2009). Pronunciation is the basis for speaking skills in understanding spoken English (Kosasih, 2017; Puposka, 2016) and it can affect self-confidence when making conversation (Gilakjani, 2012). However, many learners have difficulties in producing correct English pronunciation, including Indonesian learners. According to Carruthers (1987, p. 191), among the reasons why learning another language pronunciation is difficult are ~~is~~ the inexistence of some sounds of the target language in the learner's native language and the difference of distribution between the target language and the native language.

In Indonesia, English has long been the only foreign language that is taught as a compulsory subject in schools and universities. However, there has been a wide-ranging disappointment over the English learning outcomes of university students, especially their speaking skills. A study by Andi and Arafah (2017) reported that among the major problems

**Commented [s5g1]:** Toni, Yoki, and Helty—thank you for sending me the manuscript that showed all of our comments and all of your edits. That was very helpful. I appreciate the clarification you have provided, and in this review I have asked you to provide some greater specificity especially with regard to your methodology. Also, I have only worked up to the results and would ask that you go no further than the results. The reason for that is I really need to be able to see your analysis in order to read carefully the results and make comments.

I look forward to learning more of your processes. Please use this version to make revisions—please use track changes. Thanks. Sally

**Commented [s5g2]:** Is the problem in recognizing or in pronunciation?

**Commented [s5g3]:** To examine for what purpose?

**Commented [s5g4]:** Does this have a special name and citation?

**Commented [s5g5]:** Please consult APA 7<sup>th</sup> ed to bring all citations in accord with that formatting.

**Commented [s5g6]:** May expect? Or do you mean would hope?

**Commented [s5g7]:** I think you could combine the ideas here into one sentence.

**Commented [s5g8]:** Can you please rephrase or explain this phrase—I am not sure I know what you mean.

faced by Indonesian EFL learners in speaking are the mother tongue interference and the limited linguistic resources such as poor pronunciation and limited vocabulary, which hinder effective communication. In terms of pronunciation, one of the causes of the difficulties faced by Indonesian learners is the different sound systems of their native language as compared to English sound systems (Andi-Pallawa & Alam, 2013). Yusriati and Hasibuan (2019) argue that English silent letters create problems for EFL learners and make the pronunciation more difficult because the spelling and its pronunciation do not match. The learners tend to generalize the foreign language or second language sounds based on their mother tongue. For example, Indonesian students pronounce the English silent letter [k] in *know* in the same way as they pronounce the first letter of Indonesia consonant [k] in *kaki* without the absence of the /k/ sound. The mispronunciation of the silent consonant letter above could be the result of the over-practice of the first language, a process of fossilization (Hasan, 2014). In second language acquisition, fossilization refers to "the inability of a person to attain native-like in the target language" (Lowther, 1983, p.127). Ellis (1985, p. 48) further explained:

If, when fossilization occurs, the learner has reached a stage of development in which feature *x* in his interlanguage has assumed the same form as in the target language, then fossilization of the correct form will occur. If, however, the learner has reached a stage in which feature *y* still does not have the same form as the target language, the fossilization will manifest itself as error. (p. 48)

In other words, the learners' mother tongue mostly influences the ability to produce the target language (Subandowo, 2017).

The present study was stimulated by the observation data in a pronunciation class that was taught by one of the researchers. It was noticed that some students still faced difficulties in identifying English consonant silent letters, which include [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w]. Each of these twelve single consonant silent letters usually became a problem for students when they produced them orally. Many students spelt out these consonants in words where they are supposed to be silent.

To date, several studies have been conducted to investigate pronunciation difficulties encountered by EFL learners (e.g., Abugohar & Yunus, 2018; Bardakçi, 2015; Ercan, 2018; Liang, 2015; Shak et al., 2016). However, many of these studies only focused on identifying the types of mispronunciation EFL learners have in general. Limited research has focused on investigating factors that cause the problems. In addition, scarce studies on this issue have been conducted in the Indonesian context, especially on English consonant silent letters. Regarding the importance of English pronunciation accuracy, the present study attempted to fill these gaps by examining the experiences of Indonesian tertiary EFL students in recognizing English consonant silent letters. Understanding learners' difficulties in pronouncing English consonant silent letters is important as it will enable teachers to better assist the learners to cope with the difficulties. This study was conducted to fill the gap in the literature students' difficulties in recognizing English silent consonant letters and how pronunciation class should be introduced at the tertiary level. The question of inquiry for To guide this study was, general questions are designed "howWhat is the experience of undergraduate students in recognizing English consonant silent letters?"

## Literature Review

As mentioned previously, the phonological systems of Indonesian and English are very different. English has 22 vowels and diphthongs and 24 consonants while Indonesian has only 6 vowels, 3 diphthongs, and 19 consonants. In spoken language, Indonesian words are spelt the way they are pronounced. Therefore, English words in which the spelling does not match the pronunciation may result in problems (Yong, 2001), including English silent letters.

### Silent Letters in English

Formatted: Font: Italic, Complex Script Font: Italic

Commented [ssg9]: A couple of things here:

1. How prevalent is this problem?
2. Are there other related problems?
3. What makes this particular difficulty so crucial to study on its own?

In addition, I would suggest that you tell us more about what makes this so problematic by using this outline for your introduction by filling in the information you have not supplied to us.

You need to convince the readers that your local study is of global importance. You can develop this rationale by formulating answers to questions such as the following: Does your study address a gap in the body of knowledge on this topic? Is the informational need of local stakeholders similar to others on a more global level? Are you addressing a significant problem, dilemma, or larger question with your study?

This discussion then logically leads into: (a) a statement of rationale of need for the study, (b) naming of the intended audience, and (c) how the intended audience will benefit (I call this answering the "so what?" question).

Then you can move this sentence to the end of your lit review.

Commented [ssg10]: Can your study have merit or utility beyond your locale? Please make sure to address this in your introduction as well.

Commented [ssg11]: Can you please introduce your literature review and tell us how you have organized it?

Commented [ssg12]: I would suggest condensing this section. It is not the usual kind of materials we see in a literature review. It would be best to show some of these as examples, but the problem you said you were studying is the trouble that these silent letters created for speakers. Therefore, that should also be the focus of your lit review—studies similar that have focused on the problems.

A silent letter is a letter that exists in the spelling of a word, but is not pronounced (Mahaputra, 2017; Yusriati & Hasibuan, 2019). As mentioned earlier, this study focused on [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants. These consonants are categorized in terms of their manner and place of articulation based on Roach's (2009) classification, as presented in the following.

[p], [b], [t], [d], [k], and [g] belong to plosive consonants. These consonants are produced completely by stopping the airflow. However, they have different places of articulation. [p] and [b] are bilabial plosives that are produced by pressing the lips together. These bilabial plosives are absent either in the initial, middle, or final positions of some words, for example, *psychological* /saɪkə'lɒdʒɪkl/, *pneumonia* /nju:'məʊniə/, *cupboard* /'kʌbəd/, *receipt* /rɪ'si:t/, *bomb* /bɒm/, and *thumb* /θʌm/. Consonants [t] and [d] are alveolar plosives. These two consonants are produced when the tongue blade touches the alveolar ridge. In several words, these sounds are silent, for example, *listen* /lɪsən/, *handkerchief* /hæŋkətʃɪf/, and *Wednesday* /'wenzdeɪ/.

/p/, /b/, /t/, /d/, /k/, and /g/ belong to plosive consonants. These consonants are produced completely by stopping the airflow. However, they have different places of articulation. /p/ and /b/ are bilabial plosives that are produced by pressing the lips together. [p] and [b] are bilabial plosives that are produced by pressing the lips together. These bilabial plosives are absent either in the initial, middle, or final positions of some words, for example, *psychological* /saɪkə'lɒdʒɪkl/, *pneumonia* /nju:'məʊniə/, *cupboard* /'kʌbəd/, *receipt* /rɪ'si:t/, *bomb* /bɒm/, and *thumb* /θʌm/. /t/ and /d/ are alveolar plosives, these two consonants tongue blade touching the alveolar ridge, for example; *listen* /lɪsən/, *handkerchief* /hæŋkətʃɪf/, *Wednesday* /'wenzdeɪ/. Finally, /k/ and /g/ are velar plosive that are produced by pressing the back of the tongue against the hard palate, for example; *knife* /naɪf/, *knock* /nɒk/, *gnome* /nəʊm/, *gnash* /næʃ/, *foreign* /'fɔːrən/, and *sovereign* /'sɒvrɪn/. Thus, if the active and passive articulators actually touch, stopping air-flow through the oral cavity completely for a brief period, the sound articulated is a stop/plosive (McMahon, 2002). These six plosives are not pronounced in certain positions and conditions.

Both /s/ and /h/ are fricatives. /s/ belongs to alveolar fricative. It has the same place of articulation as /t/ and /d/ in which the air escapes through a narrow channel of the mouth (Roach, 2009). It is the result of two articulators being in close with each other, and the air passes between them. This alveolar fricative is usually absent in the middle and final of the English words, for example *island* /'aɪlənd/, *aisle* /aɪl/, *debris* /debrɪ/. However, /h/ is glotal fricative that is produced by moving the vocal folds from wide apart to close together (Roach, 2009). This consonant is mostly absent in the initial position of the words that are followed by certain vowels in English, for example *heir* /eɪ/, *herbivore* /'hɜːbɪvɔː/, *honest* /'ɒnɪst/, *what* /wɒt/, and when /wen/.

/m/ is bilabial nasal and /n/ is alveolar nasal that are produced by escaping air through the nose. Both of the nasal consonants involve complete closure in the mouth by lowering the back of the velum to allow airflow escape through the nose (Hayes, 2009). These two nasal consonants are produced quite similar. /m/ is produced by escaping air through the nose totally or air does not pass through the mouth. /m/ is only absent at the beginning of English words for example mnemonic /nɪ'mɒnɪk/. However, /n/ is a different matter. n is produced by not escaping the air through the nose totally. This nasal consonants are usually absent in the middle and final of the English words, For example; *government* /'gʌvənmənt/, *column* /'kɒləm/, *damn* /dæm/.

/l/, /r/, and /w/ are approximants. /l/ is a lateral approximant that is made by using tongue and alveolar ridge. It is formed by raising the soft palate, and the side of the tongue does not contact with the side of the palate, the round the central obstruction formed by the tip and blade of the tongue and so out of the mouth (O'Connor, 1980). /l/ comes in two variations – a clear /l/ and a dark /l/ which are in allophonic relation, but the variations do not change the meaning of the words (Vančová, 2016). /l/ is not pronounced in the middle position of English words with certain conditions, for example *calm* /kɑ:m/, and *half* /hɑ:f/. However, /r/ is a post-alveolar approximant that is produced by approaching the tip of the tongue to the alveolar as the way to produce /r/ or /d/, but never actually makes contact with any part of the roof of the mouth (Roach, 2009). These silent consonant letters perhaps only occur in standard British English pronunciation, not in American English, for example *car* /kɑː/, *far* /fɑː/, *card* /kɑːd/, *fork* /fɔːk/, *father* /'fɑːðə/, and *where* /'weə/.

Commented [ssg13]: Is a word missing here?

Commented [ssg14]: We can absolutely see how difficult English is. Even many native speakers would say that.

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

/w/ is velar approximant. It is pronounced like a vowel. This means that it is phonetically like vowels but phonologically like consonants (Roach, 2009). There is an interference of vowel /u/ in producing /w/ in English. It is pronounced without any real obstacle in the air stream, the articulating organs (lips) come to proximity, but they never touch (Vančová, 2016). Similarly, /w/ is produced by approximating the lips, though not enough to cause friction or obstruct the air-flow, and the back of the tongue also bunched up (McMahon, 2002). Bilabial glide/w/ is absent at the beginning, middle, and final of the English words, for example *wrap* /ræp/, *write* /raɪt/, *answer* /ˈɑːnsə/, *hawk* /ˈhɔːk/, *raw* /ˈrɔː/, and *draw* /ˈdrɔː/

### Previous Studies on Pronunciation Problems

Several studies on pronunciation problems among EFL learners have been carried out in many different contexts (e.g. Abugohar & Yunus, 2018; Bardakçi, 2015; Ercan, 2018; Farrah & Halahlah, 2020; Liang, 2015; Shak et al., 2016). Shak et al. (2016) conducted a study related to silent letter problems of ESL learners in the Malaysian context. The study aimed to identify the sounds that are frequently mispronounced by low oral proficiency students. The data were collected using reading aloud tests and were analyzed using thematic analysis. The results revealed that the commonly mispronounced sounds included vowels (pure short vowels, pure long vowels, and diphthongs), consonants (plosives, fricatives, and affricates), silent letters, and the '-ed' form.

Farrah and Halahlah (2020) investigated common pronunciation mistakes made by English major students in Hebron University, Palestine, and the factors that cause the problems. The data were collected through a questionnaire and a recorded pronunciation test from 120 participants and interviews with eight of them. The findings showed that the students have difficulties in pronouncing English consonants that are not part of Modern Standard Arabic (MSA) such as /ŋ/, /p/, /θ/, /d/, /ʒ/, /tʃ/, problems in consonant clusters (epenthesis), silent letters, and vowels that have more than one pronunciation. The interview results revealed that among the reasons for the mispronunciation are interference from Arabic and the lack of correct models, exposure to native speakers, and practice.

In the Indonesian context, an earlier study on the mispronunciations of English consonants by Indonesian EFL learners was conducted by Mathew (1998). The study involved a total of 24 EFL learners from three different first language groups (Indonesian, Gayo, and Acehese). Using a qualitative method, the study aimed to describe errors made by each first language group. The data were collected through an aural discrimination test, a word repetition test, a reading passage test, and interviews. The findings showed patterns of errors in the realization of certain English phonemes. The errors made by the students were mainly limited to final stops and sibilants and initial and final affricates and interdental. Based on the findings, the researcher concluded that transfer and developmental factors, spelling interference, learning and communication strategies, and interaction of these all factors were attributed to the mispronunciations.

Donal (2016) investigated students' difficulties in pronouncing English diphthongs involving ~~thirty-five~~ 35 students at the University of PasirPangaraian, Riau Province, Indonesia. The study employed ~~a mixed-methods~~ and the data were collected using a pronunciation test and classroom observation to describe the factors that influence students' difficulties. The results showed that the English diphthong [au] was the most difficult sound pronounced by the students. From the observation, the researcher suggested that the factors that affected students' problems were mother tongue intrusion, students' lack of knowledge of English sound systems, and unsuccessful usage of borrowed English words.

A more recent study was undertaken by Tambunsaribu and Simatupang (2021) to investigate the errors of English pronunciation among Indonesian university students. Using a qualitative method, the data were collected from 50 students of a university in Jakarta. The data were obtained through students' talk when they introduced themselves in the first meeting of an English class. The researchers typed all the mispronounced words and recorded the students' voices. The researchers then made a list of the mispronounced words and asked the participants again to pronounce them in front of the class in the following meeting. The participants were also interviewed to explore the reasons for their difficulties. The findings revealed that the

**Commented [s5g15]:** Were all of these studies conducted with undergraduate students? Are there any differences studied between those students who have studied English for a longer time than those who are newer to the study?



students faced many types of problems in pronouncing English words. The students were confused to pronounce some English words because of the inconsistency of the pronunciation of vowel letters, vowel-letter combinations, silent letters, and the sounds of two or three combinations of consonant letters. The interview results showed that there are several reasons why the students have problems pronouncing the English words although they have learned English for more than 12 years. Among the reasons are lack of training on pronunciation and English speaking and reading-aloud practice along with; more grammar-oriented and teacher-centred English instruction.

The findings of the studies presented above showed that English pronunciation errors appeared to be specific to speakers of a certain language. While several studies on English pronunciation have been conducted in the Indonesian contexts, most of the studies have focused on identifying common errors made by the students. Although influencing factors were identified in the studies, some were only based on observations rather than interview results. The present study is different from the above-mentioned studies as it specifically investigated Indonesian undergraduate students' difficulties in recognizing English consonant silent letters; in which the data were collected using interviews.

### Methodology

A case study approach was adopted in this study. This qualitative approach examines students' experiences related to English silent consonant letters recognition at a public Islamic institute in Jambi, Indonesia as the survey research may not give in-depth information (Creswell, 2007; Johnson & Larry, 2008; Merriam, 1998; Patton, 1990). The case study is a qualitative research approach that attempts to describe a phenomenon or social unit of an individual, group, institution, and community (Flick, 2009). Specifically, the case study aims to understand specific issues (Stake, 1995); the specific issues in this study is English silent consonant letters recognition. This qualitative research approach is considered appropriate to be adopted as this study approach because it can describe the students' experiences in recognizing English consonant silent letters. Moreover, the instrument of the case study can support the researchers to explore the research question that seeks to describe the phenomena related to consonants silent letters recognition.

### Research Site and Sampling Procedures

This study was conducted at the teachers training and education program at one state Islamic institute in Jambi, Indonesia that has more than 700 students. Purposive sampling was used in selecting the participants. This sampling technique is usually used by the researchers of case study research to focus on participants who experience, know, or insight into the topic observed (Max, Woodsong, Mackqueen, Guest, & Namey, 2005). In other words, the participants are based on specific criteria and goal of the study (Fadillah, Wahab, & Ayriza, 2020). Creswell (2012) viewed that purposive sampling select individuals and sites to learn or understand the central phenomenon. These criteria aim to ensure that the selected sample had common experiences regarding the studied phenomenon (Padilla-Díaz, 2015). This sampling enables to provide the researchers with issues that are found in the research. They were selected when one of the authors taught pronunciation in an English program class. Six of them got score below 32 (a quarter of total test score conversion) in silent consonant letter test. To ensure confidentiality of the participants involved in the research in giving the real answers needed for the study, pseudonyms were used in reporting the results.

Table 1. Participants' Background Information

No	Names	Gender	Age	Major
1	Nur	Female	20	English Education Program
2	Rani	Female	21	English Education Program
3	Fitri	Female	20	English Education Program
4	Doni	Male	21	English Education Program
5	Ani	Female	20	English Education Program

**Commented [sbg16]:** Before moving on to Methods we ask all authors to provide a brief discussion of their own context. This is based on a belief that who you are and how you are involved with the topic and study will influence the presentation. We want readers to have a fair understanding of the researcher to make the fullest evaluation of the study and to have greater confidence in what they are about to read. Toward that end, please tell us your relationship to this inquiry. Who are you? What is your interest in this topic? What is your investment in this project? What are your intentions?

**Commented [BL17]:** We ask each of our authors to write their methods section in a stepwise fashion such that anyone else could use the same procedures/plan that you used. Therefore, I am suggesting that you review this section to show your progression through data gathering and analysis. I am suggesting an outline below and each section should have an associated heading (I realize that some of these sections are already included):

1. Please identify what type of qualitative inquiry you used. Give your rationale for selecting a qualitative design in general and your particular qualitative design choice in particular and discuss how these choices are appropriate to answering the question under study.
2. Include a full discussion of how your participants were identified and recruited. For studies on materials such as previously existing recordings or records, discuss how these data sources were selected.
3. When discussing your study's participants please consider using composite descriptions rather than providing multiple identifying characteristics of each person. Such individuation can jeopardize the confidentiality of your participants and can detract from the composite orientation of your study (i.e., your research question pertained to a presenting a group perspective and not a listing of each individual's perspective).
4. Please explain every step of data generation and collection and provide a rationale for each of your research decisions (please cite the literature that you used as a guide). Make sure to tell us exactly what constitutes data in your study.
5. Clearly describe each step of your analysis of the data—include an example for illustration. You may present each step terms of it from both a conceptual and operational perspective (please cite the literature that you used as a guide).
6. Include also a full discussion (including relevant literature) of every step you took to ensure rigor and trustworthiness.
7. Tell us how you are going to organize your results and how that is derived from your analysis.

**Commented [BL18]:** Please consider including when and how data was translated and what steps were used to ensure validity.

**Commented [sbg19]:** Please make sure to tell us how case study will enable you to answer your question of inquiry and tell us what you are defining as the case (including guiding literature) you are using for your case study.

**Commented [sbg20]:** I would ask you to strengthen your rationale for this choice and the appropriateness of this method. Because you use the word experience, there could be some confusion with phenomenology. In addition, you need to show the parameters of the case, that is how and what case you are defining. Please tell us as well what author you are following as your guide to a case study methodology.

**Commented [sbg21]:** Please provide your rationale.

**Commented [sbg22]:** Please provide your rationale.

**Commented [sbg23]:** Please tell us about the ethics permission you received from the university where this study took place.

### Data Collection

The data of this study were collected through semi-structured interviews. Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided (Harell, 2009). Choosing this technique was based on the consideration that this interview type is more suitable for the exploration of the students' experience in producing silent consonant letters. This technique of the data collection was used in the study of one phenomenon being observed by the researcher, when they want to get in-depth answers from the participants. It is used to obtain unique information or interpretation held by the person interviewed, to collect a numerical aggregation of information from many persons, to find out about "a thing" that the researchers were unable to observe themselves (Stake, 2010).

The participants were asked to talk about their experiences related to English consonants silent letter. For example, we asked, "How do you pronounce English consonant silent letters?" then, we asked some specific questions related to our research inquiry, including difficulties in pronouncing English consonants silent letters. The interviews were conducted in the Indonesian language which lasted 45-60 minutes for each participant and was recorded by using a digital voice recorder.

### Data Analysis

The demographic data were analyzed descriptively while the interview data were transcribed individually and then were analyzed using comparative thematic analysis. The data of the students' interviews were transcribed and read line by line. It is written verbatim in line format aligned according to the questions from the interview to help match or contradict corresponding responses from the different cases (Merriam, 2001). In other words, the transcription is based on the interview conducted between each participant and the researcher. Thus, comparative thematic analysis is discovering themes that emerge and involves a detailed categorization of all major points of each participant, then comparing the focal points throughout all of the participants (Goodroe, 2010; Weis, Zoffmann, & Egerod, 2013). In this study, we compared each participant theme to explain the data finding in pronouncing English silent consonant letters. A thematic analysis was used in analyzing participants interview. The data analysis was conducted by firstly transcribed participant's interview from the audio recording. The individual transcripts were written verbatim and several times to obtain the overall experiences of the students in pronouncing English consonant silent letters. This technique was firstly done by the researchers in analyzing the data (Mirkovic & Jerkovic, 2021). Then, the words or statements related to the students' experiences and difficulties in pronouncing English consonants silent letters were identified and coded. Coded words or statements were clustered into themes and integrated into students motivation, attitude, first language pronunciation interference, and phonetic ability. Each participants themes similarities and differences were compared in this study to explain the data found.

### Trustworthiness of the Study

Qualitative descriptive case study research design contributed toward truth or real world (Mason, 2002). Therefore, the trustworthiness or validity of the data needs to be considered in qualitative research. To gain a valid data, member checking was used. It is based on the assumption that it can serve accuracy verification, provide clarification on interview conversation, and provide possible suggestion to be considered by the researchers (Smith, 2017). In this study, the opportunity for each participant to rehear his/her recordings was given to make sure the data and analysis was representative of case and to avoid misunderstanding. Then, the data were transcribed by listening to the participants' recordings for several times. It is based on the consideration that by listening to participants' recordings, deeper understanding of the information supplied by the participants was easily gathered. To ensure the trustworthiness of

**Commented [ssg24]:** What were the interview questions? How were they constructed?

**Commented [ssg25]:** Make sure to explain how this is part of a rigorous case study.

**Commented [ssg26]:** Please tell us these questions.

**Commented [ssg27]:** How were these questions developed? How would they help you answer your question of inquiry?

Please see number 4 in the outline to make this a fuller presentation.

**Commented [ssg28]:** See the outline that Bruce included.

**Commented [ssg29]:** I have left in here what you deleted in case you want to reclaim it. Every step of your analysis needs to be explained, demonstrated, and accompanied by an exemplar. This section must be the most compelling and detailed so that readers will have confidence in your results.

**Commented [ssg30]:** Please use the same format for showing the steps you took to establish trustworthiness. Make sure to explain and demonstrate each step.

**Commented [ssg31]:** What do you mean?

**Commented [ssg32]:** Please make it clear how this is part of case study methodology.

**Commented [BL33]:** Consider combining into single word.

**Commented [ssg34]:** Make sure to give the rationale for each of the methodological decisions you made and provide illustrations for each step you took.

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

the study, validators involvement and member-checking were used in this study. Validators who experienced in conducting the qualitative research were asked to review the interview protocol before it used to interview the participants' experiences in pronouncing English consonants silent letters. While, Member-checking ensures the interview transcript accuracy verification, confirmability, transferability of the data, and provides necessary suggestions for the researchers (Bingham et. al, 2021; Smith, 2017). The opportunity was given for the participants to rechecked their interview recording results to ensure the data representation by returning the interview transcripts to each participant. Moreover, the trustworthiness of the data also involved the colleagues as member-checking to ensure the credibility of the data gathered. At last, the findings of the study were presented in integration with the research aims and supported with participants' interview quotations,

Formatted: English (United States)

## Findings

This study aimed to examine the experiences of students in recognizing English silent consonants letter at an Islamic public Institute in Jambi, Indonesia. They are plosive /t/ and /d/ and liquid /l/ in the middle of words, plosive /k/, and glide /w/ in the initial and middle of English words. As stated previously that there were six students as the participants of the study, however two students were not willing to be interviewed because of personal reason. Thus, four students were interviewed in this study. Each of them was interviewed in different places depending on the agreement before conducting the interviews. The language used in conducting the interviews was Indonesian language. Four factors of EFL English pronunciation mastery that emerged in this research were motivation, attitude, first language pronunciation interference, phonetic ability. This study aimed to examine the experiences of students in recognizing English silent consonant letter at one Islamic higher education institution in Jambi, Indonesia. They are [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants in English words. As stated previously that there were six students as the participants of the study, however, two students were not willing to be interviewed because of personal reason. Thus, four students were interviewed in this study. Each of them was interviewed in different places depending on the agreement before conducting the interviews. The language used in conducting the interviews was the Indonesian language. Four themes of EFL English pronunciation mastery that emerged in this research were motivation, attitude, first language pronunciation interference, phonetic ability.

Commented [BL35]: Were these factors or themes? If these were both then please explain further.

## Motivation

This theme captured several of the participants' less motivation experiences to improve and develop their pronunciation accuracy. Motivation can influence the improvement and the development of students' pronunciation accuracy. This means that when the students have the motivation to improve and develop their English pronunciation, so better pronunciation will be achieved by them. During the interviews, the participants were asked about their motivation to improve and develop their English pronunciation. The findings of this study indicated that although the participants had studied English since Junior High School, they reported that they were still unmotivated to improve and develop their pronunciation related to English consonant silent letters. For example,

Commented [BL36]: Please restate each of these terms as themes instead of descriptive terms.

Commented [BL37]: Please review wording.

**Nur:** I don't care of English pronunciation rules, because it never taught when I was at Junior high school until second semester at English program.

**Budi:** I just focus on mastering vocabulary as many as possible, not pronunciation accuracy. A good pronunctaion is not a guarantee in mastering English.

**Fitri:** I expect that little beat error in pronouncing English as foreign language is not a serious case because it is impossible for me to be a native-like. Different phonetic rule of English and Indonesia make me more confuse, that's why I decide that correct prounciation is not important.

**Doni:** I don't think that pronunciation accuracy is very important in conveying oral message. This thought make me unmotivated to learn pronunciation accuracy.

The participants' statements above indicated that pronunciation accuracy and English phonetic rules influence their motivation to improve and develop their pronunciation. Most of the participants became less motivated to improve and develop their English pronunciation because they thought that correct English pronunciation is not important in learning EFL.

**Commented [BL38]:** In this sub-section, the theme was presented and described, followed by several exemplars, and then these exemplars were tied back to the theme – nice work! Please consider repeating this structure for all of the themes.

### Attitude

This theme focused on students' attitude to practice English with other people who can speak English. Several participants gave similar responses related to practicing English. In this study, the participants reported that they avoided using English in the teaching and learning process in the classroom. For example,

**Nur:** I never practice my English with native speaker of English during studying English, because I have many problems with my English grammar, pronunciation, and vocabularies.

**Budi:** I just keep silent in the process of teaching and learning, I mean I don't speak if the lecturer does not ask me to speak. I just listen to my classmate asking questions.

**Fitri:** I avoid to use English in the process of teaching and learning. I just use Indonesia in communicating with my classmate and lecturers.

Additionally, other participants reported that accuracy in pronunciation is not important. For example,

**Doni:** I don't care of pronunciation accuracy in communicating with my classmates and lecturers. I just pronounce English as I learn from my English teachers in Senior High School.

It was detected that practicing English in the process of teaching and learning in the classroom is very important in improving and developing pronunciation accuracy. The findings above indicated that the participants avoided practicing English in the process of teaching and learning and underestimated pronunciation accuracy.

### First Language Pronunciation Interference

This theme encapsulated the participants' views related to the influence of first language pronunciation interference towards their English pronunciation. Nur, Budi, and Doni had similar views in responding to the interviews related to first language pronunciation interference. They did not realize the absence of certain consonants in pronouncing English words. They thought that all the **existed** letters in English words are pronounced. They reflected,

**Commented [BL39]:** Please review word choice. Did you mean "existing"?

**Nur:** I pronounce all of existed English consonant letters as I do in my language. I don't suspect that certain consonants are absent in English.

**Budi:** I just followed my first language rule in pronouncing English consonants letter, because consonants are pronounced in my first language.

**Doni:** I transfer my language pronunciation rule in pronouncing English consonants letter because my first language does like that. I seldom corrected by my lecturers related to pronunciation accuracy.

In contrast, one participant of this study reported that there was no problem with their pronunciation. They reflected,

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

**Fitri:** I think that there is no problem with myEnglish consonants pronunciation. That's why I never try to improve my English pronunciation.

Commented [BL40]: Missing space.

The data indicated that the rules of Indonesian as the participants' first language influence their English pronunciation. They transferred their first language pronunciation rules into English pronunciation, and lecturers did not correct their students' mistakes in pronunciation.

Commented [BL41]: Review spelling.

## Phonetic Ability

Phonetic ability theme focused on English phonetic ability background of the participants in pronouncing English as a foreign language. The participants were asked to describe the way they pronounce English with limited English phonetic ability. They perceived that their lecturers never support them to have English phonetic ability as the basis of English pronunciation. They reflected,

**Nur:** I do not realize that certain English consonants are not pronounced although they are existed in words. Such as /k/ in initial of *know* and *knock*. I expect that /k/ in initial of *know* and *knock* pronunciation similar to pronounce /k/ in *kick* and *key*.

**Budi:** My lecturers never tell me that certain consonants position in a words influence the sounds. I expect that all I pronounce for English consonants are correct.

**Fitri:** I do not expect that there are any mistakes in my English pronunciation. My lecturers never make any correction on my English pronunciation practice.

**Doni:** I do not know that English have different pronunciation with my first language. I pronounce all of English consonants as I pronounce my first language.

The examples of excerpt above described that participants were not provided enough basis of English phonetic ability by their lecturers. They expect that all English consonants are pronounced in a similar way to the consonants in Bahasa Indonesia as their first language. This makes the participants unrealize that certain consonants are absent in English pronunciation.

## Discussion

Commented [BL42]: In your discussion section, please make sure that all of the following elements are included:

The purpose of this qualitative study was to examine the experiences of students in recognizing English single silent consonant letters at the teacher training program at one Islamic public institute higher education institution in Jambi, Indonesia. ~~They are plosive /t/ and /d/ and liquid /l/ in the middle of words, plosive /k/, and glide /w/ in the initial and middle of English words. They are [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants in English words.~~ The experiences of the students were described and interpreted from participants of the study. The findings of this study explained difficulties encountered by English program students at one public Islamic institute higher education institution in Jambi, Indonesia in recognizing English silent consonant letters. ~~Although a number of studies (Alimenaj, 2014; Bakar & Abdullah, 2015; Ba udhan, 2018; Cassimiro, 2011; Chaira, 2015; Farrah & Halahlah, 2000; Hago & Khan, 2015; Li, 2016; Lin, 2014; Luo, 2014; Mathew, 1998; Mahaputra, 2017; Shak, Lee, and Stephen, 2016) have been done related to English pronunciation, research on the experience of Indonesian students in recognizing silent consonant letters is scarce.~~ The four salient factors of EFL English pronunciation mastery were used as a lens include:

- 1) motivation,
- 2) attitude,
- 3) first language pronunciation interference,
- 4) phonetic ability

1. Discuss your findings in terms of what was previous known and not know about the focus of your research. Did your findings cohere and/or contrast with previous research on similar groups, locations, people, etc.?
2. Discuss the limitations of your study. These limitations can be organized around simple distinctions of the choices you made in your study regarding who, what, where, when, why, and how. We do not think conducting a qualitative research study in lieu of a quantitative study is a limitation so in this section we suggest refraining from making such observations. Also, please explain how you attempted to limit your limitations (e.g., assessing data saturation or utilizing theoretical sampling).
3. If anything in your results surprised you, please share that experience. That you were able to remain open to the novel, surprising, or unexpected is a positive sign that you worked to maintain a sense of openness, curiosity, and discovery throughout your study.
4. Discuss your position on the generalizability of your results. Qualitative researchers differ as to their positions on whether or not they hold that their findings can be generalized to other settings or situation so it is important you make your position overt on this matter.
5. Discuss the implications your research has for pertinent stakeholders (e.g., future research for other investigators, practice suggestions for practitioners, or policy considerations for administrators).
6. In addressing any of these elements, please make sure you discussion remains directly connected with the study you conducted.

While it was not easy to get the participants' answers related to their difficulties in recognizing silent consonant letters. However, through the lens of four salient factors of EFL English pronunciation mastery and comparative analysis method, we concluded that those four factors influence the success of Indonesian students' English pronunciation recognition.

The findings of our study indicated that although many subjects had been introduced related to English for the participants at first semester at English program, they were still difficult to pronounce certain English consonants correctly, especially silent consonant letters. This problem occurred because pronunciation class was not provided at the beginning of teaching English at English program. Introducing pronunciation at the beginning of teaching English to students may build students' accurate pronunciation habit and make them appreciate the importance of correct pronunciation (Singh, 2017). In this study, introducing participants to the four English skills were not able to improve and develop their pronunciation without earlier pronunciation introduction. Earlier pronunciation introduction help students to improve and develop their pronunciation ability.

Regarding participants' difficulties exploration in recognizing English silent consonant letters are very important. Each participant mostly has similar experiences in recognizing English silent consonant letters. Indeed, it cannot be underestimated that pronunciation is the basis of learning English as a foreign language. Accurate or understandable pronunciation is the key of language proficiency for EFL learners (Gilakjani, 2012). In this study, all participants reported that pronunciation accuracy is not important in learning English because error in pronunciation is a problem of all EFL learners.

### Motivation

Motivation in improving and developing pronunciation based on English received pronunciation rules is very important. Most participants realize the importance of accurate English pronunciation based on English received pronunciation rules. However, they did not have the motivation to improve and develop their pronunciation. The interview results of the participants' responses emerged in a variety of answers related to unmotivated pronunciation improvement and development. Nur did not care about English pronunciation rules in making conversation with lecturers and classmates because her English teachers and lecturers did not provide time to improve students' English pronunciation. Budi focused on mastering vocabulary compared to improving and developing his English pronunciation which does not guarantee him in mastering English. Fitri described that making pronunciation errors in English is a natural thing for an EFL learner like her. Meanwhile, Doni did not expect that pronunciation accuracy is very important in conveying oral messages. Nur, Budi, Fitri, and Doni may have exhibited negative assumption toward the role of phonetic accuracy in English pronunciation. Participants did not care about pronunciation accuracy because they view that making pronunciation errors in English is a natural thing for an EFL learner. They also tend to focus on mastering vocabulary compared to improving and developing his English pronunciation which does not guarantee him in mastering English. Thus, these reasons make them less motivated to improve and develop their English pronunciation. Motivation is a factor that pushes learners to learn a foreign language (Astuti, 2013). It plays a crucial role in learning achievement (Bernard, 2010; Lai, 2013; Mahadi & Jafari, 2012). Students' motivation in identifying and spending time for learning a foreign language help them to develop their native-like pronunciation (Gilakjani, 2011). Therefore, motivation to pronounce as native-like must be possessed by the learners of English as a foreign language.

### Attitude

Attitude refers to personal characteristic of the students in learning pronunciation. It contributes to the students' success in learning foreign language pronunciation. According to Elliot (1995), the EFL students who were more concerned about their pronunciation had better pronunciation of foreign language compared to unconcerned students. Moreover, students' interaction with a group of native English speakers affect the acquisition of English pronunciation (Gilakjani, 2012). In other words, attitude toward English as the target language

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

can support pronunciation development (Silva, 2011). Negative Attitude toward English experience appeared as the participants' challenge in practicing English. Participants also have a negative attitude related to use English in the process of teaching and learning in the class. Each participant has their reason for not practising their English with their classmates and lecturers in the process of teaching and learning. Avoiding to take part in English activities in the classroom make students lost their opportunities to practice their phonetic ability (Senel, 2006). Nur described that she never likes to practice her English since the first time of studying English because of grammar, pronunciation, and vocabulary problems. Budi chose to keep silent in the process of teaching and learning. Fitri preferred to choose her first language in communicating with her classmates and lecturers compared to English in the process of teaching and learning. In contrast, Doni stated that he pronounces English words in the same way as he learned from his Senior high school teacher, and accurate pronunciation is not important for him. As a result, negative experience in practicing English of Nur, Budi, Fitri and Doni seems to impede them from improving and developing their pronunciation accuracy. In other words, attitude toward English as the target language can support pronunciation development (Silva, 2011). Moreover, Elliot (1995) stated that the EFL students who were more concerned about their pronunciation practised had the better pronunciation of foreign language compared to unconcerned students. Furthermore, the student's interaction with a group of native English speakers affects the acquisition of English pronunciation.

Formatted: English (United States)

### First Language Pronunciation Interference

First language pronunciation factor appeared as main problems of the participants in this study. Concerning the first language pronunciation theme, the participants tended to follow the rules of their L1 pronunciation in pronouncing English, especially English consonant silent letters. The learner's first language is a significant factor that influences the pronunciation of the target language (Zhang, 2009). First language interference is one of the factors which affect the foreign language learning (Senel, 2006). This condition occurs because of the different pronunciation rules between English and Bahasa Indonesia as the participants' first language (Chaira, 2015; Senel, 2006). These rule differences have a negative influence on the participants' English pronunciation (Cassimiro, 2011) and even make learners face difficulties in learning English as the target language, especially when the elements of the target language are completely contrast and different from the first language phonology. Unfamiliarity of learners to English phonemes realization make them transfer their own L1 phonemes into EFL pronunciation (Chaira, 2015). Nur, Budi, and Doni followed their first language rules in pronouncing English. They pronounce all the existed letters in English words as they do in their first language. Fitri described that she did not realize about her English pronunciation mistakes that made her never try to improve her English pronunciation. As a result, the participants transferred their first language rules in pronouncing English as foreign language.

### Phonetic Ability

Phonetic ability is one of the main problems faced by non native English students in pronunciation. Besides first language interference, the participants faced a serious problem in phonetic ability. The phonetic ability affects the students' pronunciation development (Senel, 2006). Lack of the students' knowledge also becomes general problems faced by the students in identifying single silent consonant letters. It has been general problems for all EFL learners, especially Indonesian students. Chitulu and Njemanze (2015) argued that the oral rendition is very important in foreign language learning communication, because it can bring out the correct lexical items and consequently form appropriate and grammatically acceptable syntactic structures (Chitulu & Njemanze, 2015). Nur, Budi, Fitri, and Doni stated that they did not know about the absence of some consonant sounds in certain positions. They just pronounce English in the same way they pronounce their first language. This may be due to the perception that English phonetics is similar to their first language phonetics, and lack of English phonetic background knowledge. Participants stated that they did not know about the absence of some

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

consonant sounds in certain positions. They just pronounce English in the same way they pronounce their first language. This may be due to the perception that English phonetics is similar to their first language phonetics, and lack of English phonetic background knowledge.

### **Conclusion**

The purpose of this study was to examine the experiences of Indonesian students in recognizing English silent consonant letters. It can be concluded from the results that there are four main themes emerged, namely: (1) motivation; (2) attitude; (3) first language pronunciation interference; (4) phonetic ability. Concerning motivation, the participants exhibited negative assumption toward the role of phonetic accuracy in English pronunciation. They thought that correct English pronunciation is not important in learning EFL so that they were less motivated to improve and develop their English pronunciation. In terms of attitude, negative assumption also appeared in taking part in practicing English. The participants avoid taking part in practicing English because of grammar, pronunciation, and vocabulary problems. First language pronunciation interference showed that the participants follow the rules of their first language in pronouncing English words. They pronounce all the letters exist in English words in the same way they pronounce their first language. Regarding phonetic ability, the participants have less English phonetic ability, they pronounced English as they pronounced their first language. The results of this study can serve as a framework for improving and developing English pronunciation at the university's English program. The pronunciation must be better introduced earlier to English program students by the decision makers of the higher education. The English lecturers can equip the students with some linguistics theories and knowledge of phonology which can help the students to cope with their pronunciation problems. Further studies on English pronunciation problems are highly recommended for English lecturers. Besides, the lecturers can introduce accurate pronunciation, analyze issues, and correct students' pronunciation mistakes, as well as provide solutions for pronunciation problems.

### **Implication**

Implication for EFL learners pronunciation can be drawn from finding of this study. It indicated that the participants faced problems in motivation, attitude, first language pronunciation interference, and phonetic ability. As a result, they are difficult to pronounce English. Decision makers of higher education must introduce pronunciation class at English department earlier to strengthen the students knowledge of phonology. It can help the students to cope with their pronunciation problems. Higher education institution should provide training or workshop to train the lecturers in teaching pronunciation for EFL students. Providing the lecturers with training or workshop related to teaching pronunciation can help them to learn appropriate strategy for improving students' English pronunciation.

### **Research Limitation**

Some limitations should be considered related to the finding of this study. Although this study can contribute to the evidence of introducing pronunciation class in earlier semesters at the English department in non-English speaking countries, the participants of this study may not be representative of all English department students in the Indonesia higher education and may be there are any different problems faced by English department students in other Indonesia higher education institutions. Therefore, further research related to students experiences and difficulties with larger participants is hoped to be conducted by other researchers in other higher education in Indonesia.

### **References**

Alimenaj, Z.M. (2014). English Phonological Problems Encountered by Albanian Learners. *European Scientific Journal*. 10(8), 159-164.

**Commented [BL43]:** In APA, research reports end with the Discussion section, so please either delete your Conclusion or weave that information into one of your Discussion section elements.

**Formatted:** English (United States)



Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

- Abugohar, M. A., & Yunus, K. (2018). Difficulties encountered by Arab students in pronouncing English correctly. *International Journal of Education & Literacy Studies*, 6(4), 93-100.
- Andi-Pallawa, B., & Alam, A.F.A. (2013). A Comparative Analysis between English and Indonesian Phonological Systems. *International Journal of English Language Education*. 1(3),103-129. Retrieved from <http://dx.doi.org/10.5296/ijele.v1i3.3892>.
- Astuti, S.P. (2013). Teachers' and Students' Perception of Motivational Teaching Strategies in an Indonesian High School Context. *TEFLIN Journal*. 24(1), 14-31.
- ~~Babchuk, W.A., & Badice, M. (2010). Realizing the Potential of Qualitative Designs: A Conceptual Guide for Research and Practice. Presented in Midwest Research to Practice Conference in Adult, Continuing, and Community Education. Michigan State University, East Lansing, MI.~~
- Bardakci, M. (2015). Turkish EFL pre-service teachers' pronunciation problems. *Educational Research and Reviews*, 10(16), 2370-2378.
- ~~Bakar, Z., & Abdullah, M.R.T.L. (2015). Importance of Correct Pronunciation in Spoken English: Dimension of Second Language Learners' Perspective. *Social Sciences & Humanities*.23 (S), 143 – 158.~~
- ~~Ba udhan, H. S. A. (2018). Knowledge of Spelling: An Experimental Study of ESL Learners in Primary Education. *International Journal of English and Education*. 7(4), 114-139.~~
- Bernard, J. (2010). *Motivation in Foreign Language Learning: The Relationship between Classroom Activities, Motivation, and Outcomes in a University Language-Learning Environment*. Carnegie Mellon: University Dept. of Social and Decision Sciences.
- Bingham, A. J., Adams, M., & Stewart, R. L. (2021). Competency-Based Education: Examining Educators' Experiences. *The Qualitative Report*.26(3),674-695.
- Carruthers, R. (1987). *Teaching speaking. In Methodology in TESOL*. Boston. Heinle&Heinle Publication.
- Cassimiro, A.J.J. (2011). Difficulties in Dealing with the English Pronunciation. *Universidade Estadual de Goiás Building the way - Revista do Curso de Letras da UnU-Itapuranga*. 1(1), 48-57.
- Chaira, S. (2015). Interference of First Language in Pronunciation of English Segmental Sounds. *English Education Journal*. 6(4), 469-483.
- Chitul, O. M., & Njemanze, Q. U. Njemanze. (2015). Poor English Pronunciation among Nigerian ESL Students; the ICT Solution. *International Journal of Language and Literature*. 3(1), 169-179.
- Creswell, J. W. (2007). *Qualitative inquiry & research design*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2012). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.)*. ~~Pearson. University of Nebraska - Lincoln. Boston, US. Pearson.~~
- ~~Creswell, J. W. (2007). *Qualitative inquiry & research design*. Thousand Oaks, CA: Sage Publications.~~
- Donal, A. (2016). Indonesian students' difficulties in pronouncing English diphthongs. *Journal of English Education*, 2(2), 55-62.
- Elliot, A. R. (1995). Foreign Language Phonology: Field independence, attitude, and the success of formal instruction in Spanish pronunciation. *The Modern Language Journal*, 79(4), 530-542.
- Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford, UK: Oxford University Press.
- Ercan, H. (2018). Pronunciation problems of Turkish EFL learners in Northern Cyprus. *International Online Journal of Education and Teaching (IOJET)*, 5(4), 877-893.
- Fadillah, M., Wahab, R., Ayriza, Y. (2020). Understanding the Experience of Early Childhood Education Teachers in Teaching and Training Student Independence at Teachers in Teaching and Training Student Independence at School School. *The Qualitative Report*. 25(6), 1461-1472.
- Farrah, M., & Halahlah, N. (2000). Pronunciation Problems among Palestinian English Major Students in Hebron University. *International Journal of Arabic-English Studies (IJAES)*. 20(1), 203-226.

**Commented [BL44]:** Please review location, publisher order and formatting.

**Formatted:** Indent: Before: 0 cm, Hanging: 1.11 cm

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

- Flick, U. (2009). *An Introduction to Qualitative Research*. (4th ed). Singapore: Sage Publications.
- Gilakjani, A. P. (2011). A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms. *Journal of Studies in Education*. 1(1), 1-15.
- Gilakjani, A. P. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*. 2(3), 119-128.
- Goodroe, J. J. (2010). *Teacher Perspective of Contextual Teaching and Learning with Respect to Students Engagement. A Dissertation*. Athens. University of Georgia.
- Hago, O. E & Khan.(2015). The Pronunciation Problems Faced by Saudi EFL Learners at Secondary Schools. *Education and Linguistic research*. 1(2),85-97.
- Hakim, M. A. (2012).An Analysis Of Phonetics b, d, g, j, dj and ð into English pronunciation for Java Students ( A Study On Java Students at English Department on STAIN Bengkulu Academic Year 2011-2012. *International Journal of Humanities and Social Science*. 2(20), 244-256.
- Harrell, M. C and Bradley, Melissa A. (2009). Data Collection Methods Semi-Structured Interviews and Focus Groups. Rand. *National Defense Reserch Institute*. Available from: [www.rand.org](http://www.rand.org).
- Hasan, E. M. I. (2014). Pronunciation Problems. A case Study of English Language Students at Sudan University of Science and Technology. *English Language and Literature Studies*. 4(4), 31-44.
- Hayes, B. (2009). *Introductory Phonology*. Singapore, SG: Markono Print Media Pte Ltd.
- Johnson, B., & Larry B. C. (2008). *Educational research: Quantitative, qualitative, and mixed approaches*. Boston, MA: Sage Publications.
- Kaharuddin, Ahmad, D. (2018). *English phonetics for Indonesian learners of English (An essential guide to natural English pronunciation)*. Yogyakarta, Indonesia: TrustMedia Publishing.
- Kosasih, M. M. (2017) Native Language Interference in Learning English Pronunciation: A case study at a private university in West Java, Indonesia. *International Journal of Education and Research*.5(2), 136-150.
- Lai, H.Y.T. (2013). The Motivation of Learners of English as a Foreign Language. *International Education Studies*; 6(10), 90-101. Retrieved from <http://dx.doi.org/10.5539/ies.v6n10p90>
- Li, F. (2016). *Contrastive Study between Pronunciation Chinese L1 and English L2 from the Perspective of Interference Based on Observations in Genuine Teaching Contexts*. *English Language Teaching*. 9(10), 90-100.
- Lin, L. C. (2014). Understanding Pronunciation Variations Facing ESL Students. *International Journal of Humanities and Social Science*. 4(5), 16-20.
- Luo, J. (2014). A Study of Mother Tongue Interference in Pronunciation of College English Learning in China. *Theory and Practice in Language Studies*. 4(8), 1702-1706.
- Max, N., Woodson, C., Macqueen, K. M., Guest, G., Namey, E. (2005). *Qualitative Research Methods: A Data Collectors Field Guide*. North Carolina: Family Health International.
- Mahadi, T.S.T., & Jafari, S.M. (2012). Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science*. 3(24), 230-235.
- Mahaputra, B. P. (2017). The Problem of Silent Letters in ESL Teaching and Learning. *International Journal of Creative Research Thoughts (IJCRT)*. 5(4), 3032-3040.
- Mason, J. (2002). *Qualitative Researching*. (2nd Ed). New Delhi: Sage Publications
- Mathew, I. B. (1998). Errors in pronunciation of consonants by learners of English as a foreign language whose first languages are Indonesian, Gayo and Acehese. *Monash University Linguistics Papers*, 3(2), 29-44.
- Max, N., Woodson, C., Macqueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative Research Methods: A Data Collectors Field Guide*. North Carolina: Family Health International.
- McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh, UK: Edinburgh University Press.

Commented [BL45]: Missing space

Commented [BL46]: Review spelling

Commented [BL47]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Formatted: English (United States)

Commented [BL48]: There appears to be a missing ampersand.

Commented [BL49]: Please review. There appears to be a missing period and comma.

Formatted: Indent: Before: 0 cm, First line: 0 cm

Formatted: Indonesian

Commented [BL50]: There appears to be a missing ampersand.

Commented [BL51]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- ~~Merriam, S. B. (2001). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.~~
- Mirkovic, V., & Jerkovic, I. (2021). Experiences of Mothers of LGBTQ Children in Serbia: What Comes After Coming Out? After Coming Out?. *The Qualitative Report*. 26(3), 652-673.
- O'Connor, J. D. (1980). *Better English Pronunciation*. ~~United Kingdom~~ London, UK: Cambridge University Press.
- Padilla-Díaz, M. (2015). Phenomenology in Educational Qualitative Research: Philosophy as Science or Philosophical Science? *International Journal of Educational Excellence*. 1(2), 101-110.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Thousand Oaks, CA: Sage Publications.
- Poposka, V.P. (2016). Pronunciation Proficiency Level and Problematic Areas of Tertiary Level Students-Learners of English as a Foreign Language from Gotse Delchev University Shtip- Macedonia. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*. 30(3), 199-208.
- Rivas, M.O.L., Gracia, P.C.M.G., & Mejia, N.V.U. (2011). Interference Caused by First Language on the Pronunciation of English Voiced/Voiceless Fricative and Affricate Consonant Sound /ð/, /θ/, /tʃ/, and /ʃ/: A Literature Review Worked Supported with Field Data Collected among Students of the B.A. in English Emphasis on Teaching of the Foreign Languages Department of the University of EL Salvador Semester II-2011. *Undergraduate Research*. University of EL Salvador.
- Roach, Peter. (2009). *English Phonetics and Phonology A practical course*. (4th Ed). Cambridge, UK: Cambridge University Press.
- Senel, M. (2006). Suggestions for Beautifying the Pronunciation of EFL Learners in Turkey. *Journal of Language and Linguistic Studies*. 2(1), 112-125.
- Shak, P., Lee, C. S., Stephen, J. (2016). Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students. *International Journal of Language Education and Applied Linguistics (IJLEAL)*. 4, 25-35.
- Silva, L.P.G. (2011). Strategies to improve english pronunciation in young learners (B.S. thesis). Pontificia Universidad Católica del Ecuador Sede Ambato.
- Singh, P. (2017). Spelling and Pronunciation Errors in English Language. *International Journal of Educational Research and Technology*. 8(1), 25-31.
- Smith, B. L. (2017). A Qualitative Study of Veteran Students' Perspectives of their Academic Experiences. *A Dissertation of Doctor of Philosophy*. United States of America. University of South Florida.
- Stake, R. E. (1995). *The art of case study research*. New York, US: Sage Publication.
- Stake, R. E. (2010). *Qualitative Research: Studying How Things Work*. ~~London~~ UK: The Guilford Press.
- Subandowo, D. (2017). *The Language Interference in English Speaking Ability for EFL Learners*. Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT-5).
- ~~Sumbayak, D. M. (2009). The Diphthong: The Obstacles for Indonesian Speakers of English. *Journal of Lingua Cultura*. 3(2), 107-115.~~
- Tambunsaribu, G., & Simatupang, M. S. (2021). Pronunciation problems faced by Indonesian college students who learn to speak English. *European Journal of Molecular & Clinical Medicine*, 8(2), 759-766.
- Vancova, H. (2016). Phonetics and Phonology: A practical Introduction to Pronunciation and Transcription. *Uebné texty*. Trnavská Univerzita v Trnave Pedagogická Fakulta.
- ~~Weis, J., Zoffmann, V., & Egerod, I. (2013). Enhancing person-centred communication in NICU: a comparative thematic analysis. *Research*. British Association of Critical Care Nurses.~~
- Yusriati, Y., & Hasibuan, S. H. (2019). The Analysis of English Pronunciation Errors by English Education Students of FKIPUMSU. *Journal of English Education and Teaching*. 3(2), 230-448230.

**Commented [BL52]:** Please review capitalization of this author's name.

**Commented [BL53]:** If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

**Commented [BL54]:** There appears to be a missing ampersand.

**Commented [BL55]:** If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

Zhang, F. (2009). A Study of Pronunciation Problems of English Learners in China. *Journal of Asian Social Science*. 5(6), 141-146.

#### Author Note

Dr. Toni Indrayadi, M.Pd. is a lecturer and researcher ~~of the English Department at~~ of Instituite Agama Islam Negeri Kerinci, Jambi, Indonesia, and expert in ~~Research in English~~ Language Teaching, Research Methodology, ~~Speaking,~~ and Pronunciation. He holds his Doctoral from Jambi University in English Education. Correspondence regarding this article can be addressed directly ~~to to: Toni Indrayadi at,~~ [toniindrayadi2@gmail.com](mailto:toniindrayadi2@gmail.com).

Daflizar, M.A., P.h.D. ~~is~~ is a lecturer and researcher at ~~the English department at of~~ Instituite Agama Islam Negeri Kerinci, Jambi, Indonesia, ~~and an expert in Research in English~~ Language Teaching, Translation, structure, and pronunciation. ~~He holds his Ph.D. from~~ Universitas of Jambi in English Education. ~~He obtained his Master's and Ph.D. degrees from~~ University of Canberra, Australia. His research interests include learner autonomy, language learning strategies, language teaching and learning, technology-based language learning, and language learning motivation. Correspondence regarding this article can be addressed directly to: ~~Daflizar at,~~ [daflizar@yahoo.com](mailto:daflizar@yahoo.com).

Yoki Irawan, M.Pd is a faculty member, Faculty of Education, Instituite Agama Islam Negeri Kerinci, Jambi, Indonesia. Correspondence regarding this article can also be addressed directly to: ~~Yoki Irawan at,~~ [ykrwn09@gmail.com](mailto:ykrwn09@gmail.com).

Helty, M.Pd. is a faculty member, Faculty of Education, Jambi University, Indonesia. Correspondence regarding this article can also be addressed directly to: ~~Helty at,~~ [heltyasafri@unja.ac.id](mailto:heltyasafri@unja.ac.id).

Formatted: Left, Indent: First line: 1.27 cm

Appendix 1  
Pronunciation Observation Test

No	Words
1	Psychology
2	Pneumonia
3	Cupboard
4	Receipt
5	Doubt
6	Subtle
7	Bomb
8	Thumb
9	Christmas
10	Fasten
12	Handkerchief
13	Wednesday
14	Knee
15	Knock
16	Gnaw
17	Gnash
18	Sovereign
19	Campaign
20	Island
21	Viscount
22	Debris
23	Heir
24	Honor
25	What
26	While
27	Mnemonic
28	Solemn
29	Autumn
30	Palm
31	Salmon
32	Almond
33	Chart
34	Fork
35	Father
36	Car
37	Mother
38	Wrap
39	Write
40	Answer
41	Hawk
42	Raw
43	Draw

Appendix 2  
Score of Pronunciation Observation Test

No	Name	Raw Score	Conversing Score
1	Meri	33	76
2	Noni	30	70
3	<b>Nur</b>	<b>11</b>	<b>25</b>
4	Vepi	30	70
5	<b>Budi</b>	<b>5</b>	<b>70</b>
6	Moli	34	79
7	Titi	36	84
8	<b>Fitri</b>	<b>7</b>	<b>16</b>
9	Rohida	35	81
10	Novita	33	76
11	Yeni	35	81
12	<b>Rani</b>	<b>8</b>	<b>19</b>
13	Bela	32	74
14	Mona	36	84
15	<b>Doni</b>	<b>10</b>	<b>23</b>
16	Ela	34	79
17	<b>Ani</b>	<b>9</b>	<b>21</b>

\*The scoring technique of each student by totaling item by item, then conversing into 0 to 100 by using the formula below:

$$\text{Value} = \frac{\text{The Number of Correct Items}}{\text{The Total of Item}} \times 100$$

Commented [BL56]: Should this read "converting"?

## Indonesian EFL Students' Difficulties in Recognizing English Letters: A Case Study

Toni Indrayadi, Daflizar, and Yoki Irawan  
Institut Agama Islam Negeri Kerinci, Indonesia;

A Case Study

Helty

Universitas Jambi, Indonesia

*The purpose of this qualitative study was to explore ~~examine~~ the difficulties of Indonesian undergraduate students in recognizing English letters at one public Islamic higher education institution in Jambi Province, Indonesia as the basis for designing pronunciation teaching strategi for English lecturers. Using qualitative case study ~~methodology~~ that attempts to investigate and understand human issues in a particular group (Harrison et al, 2017), 4 participants were interviewed through semi-structured interview questions. The interviews were analyzed and compared through thematic analysis by discovering themes that emerge that involves a detailed categorization of all major points of each participant, then comparing the focal points throughout all of the participants. Four themes of EFL English pronunciation mastery factors emerged: motivation, attitude, first language pronunciation interference, and phonetic ability. The findings of this study provide evidence for lecturers on the importance of introducing pronunciation class in the English study program in the earlier years of study to improve students' English pronunciation ability. Implication and limitation of research are provided.*

*Key Words: EFL University Students, English Letters- case study*

### Introduction

All English as a foreign language (EFL) and English as a second language (ESL) learners in the world would hope to be able to pronounce English correctly like native speakers of English. Having correct pronunciation is important as it can lead to more efficient communication (Kaharuddin & Ahmad, 2018; Zhang, 2009) and support personal and professional development in speaking (Gilakjani, 2012; Kosasih, 2017; Poposka, 2016; Rivas et al., 2013). However, many learners have difficulties in producing correct English pronunciation, including Indonesian learners. According to Carruthers (1987, p. 191), among the reasons why learning another language pronunciation is difficult is the inexistence of some sounds of the target language as compared to the learner's native language. Bui (2016), among the reasons why learning English pronunciation is difficult is strange of English phonetic for EFL learners.

Riswanto and Haryanto (2012), revealed that age, phonetic ability, lack of practice, and attitude are factors that make it difficult for the Indonesian students difficult to pronounce English. Moreover, Andi-Pallawa and Alam (2013) argued that different sound systems of Indonesian with English as target language is difficulty factor for Indonesian students in recognizing English letter and sound. Yusriati and Hasibuan (2019) who focused their research on silent letters argued that English silent letters create problems for EFL learners and make the pronunciation even more difficult because the spelling and its pronunciation do not match. The learners tend to generalize the foreign language or second language sounds based on their

**Commented [ssg1]:** Toni and Team—thank you for your revision—with each revision your paper gets clearer and allows me to appreciate more all of your work.

Please though only work up to the Findings. The methodological section of your paper is not just a quick description—it is an in-depth reporting of each step that you took to build reader confidence in your processes and your findings. Therefore, you need to add fuller descriptions of everything you did, a rationale for each step you took, and illustrations (especially in analysis and trustworthiness) and literature citations. And finally, every methodological decision you have made and taken needs to refer back to how it is appropriate and in line with case study and your question of inquiry—this needs to be said explicitly or readers will have doubts and we do not want that—we want them to hold appreciation.

If you think it would be helpful we could have a conversation on zoom to discuss this further. Thanks. Sally

**Commented [ssg2]:** Please add a citation for case study.

**Commented [ssg3]:** Can you please rephrase or explain this phrase—I am not sure I know what you mean.

mother tongue. For example, Indonesian students pronounce the English silent letter [k] in *know* in the same way as they pronounce the first letter of Indonesia consonant [k] in *kaki* without the absence of the /k/ sound. The mispronunciation of the silent consonant letter above could be the result of the over-practice of the first language and—a process of fossilization (Hasan, 2014). ~~In second language acquisition, fossilization refers to “the inability of a person to attain native-like in the target language” (Lowther, 1983, p.127). repetition of incorrect phonetic of a foreign language which affected by learners L1 (Wei, 2008).~~ Ellis (1985) further explained, “if, when fossilization occurs, the learner has reached a stage of development in which feature *x* in his interlanguage has assumed the same form as in the target language, then fossilization of the correct form will occur. If, however, the learner has reached a stage in which feature *y* still does not have the same form as the target language, the fossilization will manifest itself as error” (p. 48).

### Context of the Study

~~As mentioned earlier, this study~~ focused on English consonant silent letters, namely [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants. These consonants are categorized in terms of their manner and place of articulation based on Roach's (2009) classification, as presented in the following.

[p], [b], [t], [d], [k], and [g] belong to plosive consonants. These consonants are produced completely by stopping the airflow. However, they have different places of articulation. [p] and [b] are bilabial plosives that are produced by pressing the lips together. These bilabial plosives are absent either in the initial, middle, or final positions of some words, for example, *psychological* /saɪkəˈlɒdʒɪkl/, *pneumonia* /njuːˈmɒniə/, *cupboard* /ˈkʌbəd/, *receipt* /rɪˈsiːt/, *bomb* /bɒm/, and *thumb* /θʌm/. Consonants [t] and [d] are alveolar plosives. These two consonants are produced when the tongue blade touches the alveolar ridge. In several words, these sounds are silent, for example, *listen* /lɪsən/, *handkerchief* /ˈhæŋkətʃɪf/, and *Wednesday* /ˈwenzdeɪ/. Finally, [k] and [g] are velar plosive that are produced by pressing the back of the tongue against the hard palate, for example; *knife* /naɪf/, *knock* /nɒk/, *gnome* /nəʊm/, *gnash* /næʃ/, *foreign* /ˈfɔːrən/, and *sovereign* /ˈsɒvrɪn/. Thus, if the active and passive articulators actually touch, stopping airflow through the oral cavity completely for a brief period, the sound articulated is a stop/plosive (McMahon, 2002). These six plosives are not pronounced in certain positions.

Both [s] and [h] are fricatives. /s/ belongs to alveolar fricative. It has the same place of articulation as /t/ and /d/ in which the air escapes through a narrow channel of the mouth (Roach, 2009). It is the result of two articulators being in close with each other, and the air passes between them. This alveolar fricative is usually absent in the middle and final of the English words, for example *island* /aɪlənd/, *aisle* /aɪl/, *debris* /deɪbrɪ/. However, /h/ is glotal fricative that is produced by moving the vocal folds from wide apart to close together (Roach, 2009). This consonant is mostly absent in the initial position of the words that are followed by certain vowels in English, for example *heir* /eɪ/, *herbivore* /ˈhɜːbrɪvɔː/, *honest* /ˈɒnɪst/, *what* /wɒt/, and *when* /wen/.

[m] is bilabial nasal and [n] is alveolar nasal that are produced by escaping air through the nose. Both of the nasal consonants involve complete closure in the mouth by lowering the back of the velum to allow airflow escape through the nose (Hayes, 2009). These two nasal consonants are produced quite similarly. /m/ is produced by escaping air through the nose totally or air does not pass through the mouth. /m/ is only absent at the beginning of English words for example mnemonic /nɪˈmɒnɪk/. However, /n/ is a different matter. n is produced by no escaping the air through the nose totally. This nasal consonants are usually absent in the middle and final of the English words, For example; *government* /ˈgʌvənmənt/, *column* /ˈkɒləm/, *damn* /dæm/.

[l], [r], and [w] are approximants. [l] is a lateral approximant that is made by using tongue and alveolar ridge. ~~It is formed by raising the soft palate, and the side of the tongue does not make contact with the side of the palate, the round the central obstruction formed by the tip and blade of the tongue and so out of the mouth (O'Connor, 1980). Connor (1980) briefly stated that [l] is formed by not contacting side of the tongue with side of the palate to escape the air flow between them.~~ [l] comes in two variations – a clear [l] and a dark [l] which are in

**Commented [ssg4]:** Suggest that you add a heading here—maybe something about background information.

**Formatted:** Font: Bold

**Formatted:** Font: Bold, Indonesian

**Formatted:** Centered, Indent: First line: 0 cm

**Formatted:** Font: Bold

**Formatted:** Indent: First line: 0 cm

**Commented [ssg5]:** Which study are you referring two—there are two citations preceding this phrase.

**Commented [ssg6]:** Please check wording here—something sees missing?



allophonic relation, but the variations do not change the meaning of the words (Vančová, 2016). [l] is not pronounced in the middle position of English words with certain conditions, for example *calm* /kɑ:m/, and *half* /hɑ:f/. However, /r/ is a post-alveolar approximant that is produced by approaching the tip of the tongue to the alveolar as the way to produce /t/ or /d/, but never actually makes contact with any part of the roof of the mouth (Roach, 2009). These silent consonant letters perhaps only occur in standard British English pronunciation, not in American English, for example *car* /kɑ:/, *far* /fɑ:/ *card* /kɑ:d/, *fork* /fɔ:k/, *father* /'fɑ:ðə/, and *where* /'weə/. [w] is velar approximant. It is pronounced like a vowel. This means that it is phonetically like vowels but phonologically like consonants (Roach, 2009). There is an interference of vowel /u/ in producing /w/ in English. It is pronounced without any real obstacle in the air stream, the articulating organs (lips) come to proximity, but they never touch (Vančová, 2016). Similarly, /w/ is produced by approximating the lips, though not enough to cause friction or obstruct the air-flow, and the back of the tongue also bunched up (McMahon, 2002). Bilabial glide /w/ is absent at the beginning, middle, and final of the English words, for example *wrap* /ræp/, *write* /raɪt/, *answer* /'ɑ:nsə/, *hawk* /'hɔ:k/, *raw* /'rɔ:/, and *draw* /'drɔ:/

Several studies have been conducted related to pronunciation difficulty of EF learners (Abugohar & Yunus, 2018; Bardakçi, 2015; Ercan, 2018; Keshavarz, 2017; Poposka, 2016; Shak et al., 2016; Sumbayak, 2009). These studies however, were only concerned with identifying the types of mispronunciation EFL learners have in general.

### Literature Review

To date, several studies have been conducted to investigate pronunciation difficulties encountered by EFL learners (Almaqrn & Alshabeb, 2017; Cakir & Baytar, 2014; Chaira, 2015; Donal, 2016; Elliot, 1995; Farrah & Halahlah, 2020; Gilakjani, 2012; Luo, 2014; Masgoret, & Gardner, 2003; Mathew, 1998; Rivas et al., 2011; Tambunsaribu & Simatupang, 2021; Utami, 2020). These previous studies allow us to gain a better understanding of the experience in pronouncing unrecognizable English phonetic sounds. Yet, most of these studies have been conducted outside of Indonesia with only five studies conducted in Indonesia to the best of our knowledge. No research to date has been done on Indonesia EFL learners' experience in recognizing English consonant silent letters [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w].

Chaira (2015) conducted the research entitled "Inference of First Language in Pronunciation of English Segmental Sounds" by classifying and comparing Indonesian pronunciation as the participants first language with English pronunciation. The study employed internal structural usage of language examination process by collecting the data from the students of Islamic Boarding School in Aceh, Indonesia. She found that participants' first language can cause English phonological errors, especially [ph], [th], [kh], [f] for grapheme "ph", [v], [θ], [ð], [z] for grapheme "s", [ʃ], [ks] for grapheme "x", [i:], [u:], [æ], and [e].

Donal (2016) investigated students' difficulties in pronouncing English diphthongs involving thirty-five students at the University of Pasir Pengaraian, Riau Province, Indonesia. The study employed a mixed-methods and the data were collected using a pronunciation test and classroom observation to describe the factors that influence students' difficulties. The results showed that the English diphthong [au] was the most difficult sound pronounced by the students. From the observation, the researcher suggested that the factors that affected students' problems were mother tongue intrusion, students' lack of knowledge of English sound systems, and unsuccessful usage of borrowed English words.

Mathew (1998) who conducted the research on the mispronunciations of English consonants by Indonesian EFL learners. The study involved a total of 24 EFL learners from three different first language groups (Indonesian, Gayo, and Acehese). Using a qualitative method using experimental design. The study aimed to describe errors made by each first language group. The data were collected through an aural discrimination test, a word repetition test, a reading passage test, and interviews. The findings showed patterns of errors in the realization of certain English phonemes. The errors made by the students were mainly limited to final stops and sibilants and initial and final affricates and interdental. Based on the findings, the researcher concluded that transfer and developmental factors, spelling interference, learning

Formatted: Indonesian

Formatted: Indonesian

Commented [ssg7]: What type—what methodology was used?

Formatted: Indent: First line: 1 cm

Commented [ssg8]: Thank you for this information.

Commented [ssg9]: Which one?

and communication strategies, and interaction of these all factors were attributed to the mispronunciations.

A more recent study was undertaken by Tambunsaribu and Simatupang (2021) to investigate the errors of English pronunciation among Indonesian university students. Using a case study methodology, the data were collected from 50 students of a university in Jakarta. The data were obtained through students' talk when they introduced themselves in the first meeting of an English class. The researchers typed all the mispronounced words and recorded the students' voices. The researchers then made a list of the mispronounced words and asked the participants again to pronounce them in front of the class in the following meeting. The participants were also interviewed to explore the reasons for their difficulties. The findings revealed that the students faced many types of problems in pronouncing English words. The students were confused to pronounce some English words because of the inconsistency of the pronunciation of vowel letters, vowel-letter combinations, silent letters, and the sounds of two or three combinations of consonant letters. The interview results showed that there are several reasons why the students have problems pronouncing the English words although they have learned English for more than 12 years. Among the reasons are lack of training on pronunciation and English speaking and reading-aloud practice, more grammar-oriented and teacher-centred English instruction.

Research entitled "EFL Learner's Pronunciation Problems" was conducted by Utami (2020) who analyzed Chinese post graduate student problems in pronunciation /ð/, /θ/, /r/, and /l/ sound through case study. The participant began to study English as compulsory subject since primary school until university. Using interview, the data of her study was collected to provide information related to /ð/, /θ/, /r/, and /l/ sounds. Her study found that the Chinese post graduate student faced difficulty in pronouncing /ð/, /θ/, /r/, and /l/ sounds.

The findings of the studies presented above showed that English pronunciation errors appeared to be specific to speakers of a certain language. While several studies on English pronunciation have been conducted in the Indonesian contexts, most of the studies have focused on identifying common errors made by the students. Although influencing factors were identified in the studies, some were only based on observations rather than interview results. The present study is different from the above-mentioned studies as it specifically investigated Indonesian undergraduate students' difficulties in recognizing English consonant silent letters in which the data were collected using interviews.

Regarding the importance of English consonant silent letters recognition, the present study aims to explore the difficulties of English department students in an Islamic higher education institution in Jambi, Indonesia. The research related to English consonant silent letters is very important because the research is still rare, especially at English departments in Indonesia. This study would also attempt to fill the gap related to students' difficulties in recognizing English consonant silent letters. The question of inquiry for this study was, "What are the difficulties of undergraduate students in recognizing English consonant silent letters?"

### Authors' Context

The first, second, and the third authors of this study are English lecturers in the English department in Institut Agama Islam Negeri Kerinci, while the fourth author is an English lecturer of Universitas Jambi who interested in pronunciation. Most of the authors were experienced in teaching pronunciation class. As English lecturers, we often discussed pronunciation problems faced by EFL learners, especially Indonesia learners. Based on the results of our discussion, we decided to conduct research on English silent letters to explore the Indonesian EFL learners difficulties in recognizing English consonants silent letters. We believed that this research result can be supplementary for the English lecturers to find appropriate teaching techniques or strategies for teaching pronunciation class.

### Methodology

A case study approach was adopted in this study since it attempts to investigate and understand human issues in a particular group (Harrison et al, 2017). Kumar (2011) briefly

Commented [s10]: What kind of methodology, specifically?

Formatted: Font: Bold, Complex Script Font: Bold

Formatted: Centered

Formatted: Font: Bold, Complex Script Font: Bold

Formatted: Indent: First line: 1 cm

Commented [BL11]: We ask each of our authors to write their methods section in a stepwise fashion such that anyone else could use the same procedures/plan that you used. Therefore, I am suggesting that you review this section to show your progression through data gathering and analysis. I am suggesting an outline below and each section should have an associated heading (I realize that some of these sections are already included):

1. Please identify what type of qualitative inquiry you used. Give your rationale for selecting a qualitative design in general and your particular qualitative design choice in particular and discuss how these choices are appropriate to answering the question under study.
2. Include a full discussion of how your participants were identified and recruited. For studies on materials such as previously existing recordings or records, discuss how these data sources were selected.
3. When discussing your study's participants please consider using composite descriptions rather than providing multiple identifying characteristics of each person. Such individualization can jeopardize the confidentiality of your participants and can detract from the composite orientation of your study (i.e., your research question pertained to a presenting a group perspective and not a listing of each individual's perspective).
4. Please explain every step of data generation and collection and provide a rationale for each of your research decisions (please cite the literature that you used as a guide). Make sure to tell us exactly what constitutes data in your study.
5. Clearly describe each step of your analysis of the data—include an example for illustration. You may present each step in terms of it from both a conceptual and operational perspective (please cite the literature that you used as a guide).
6. Include also a full discussion (including relevant literature) of every step you took to ensure rigor and trustworthiness.
7. Tell us how you are going to organize your results and how that is derived from your analysis.

Commented [s12]: Please make sure to tell us how case study will enable you to answer your question of inquiry and tell us what you are defining as the case (including guiding literature) you are using for your case study.

Commented [s13]: Please tell us the parameters of your case. Is one person studied in depth overtime or some other configuration—and why, and what literature you are using as your guide.

stated that case study can be a basis of finding what a researcher wants to find in a case. The case of this study is the students' difficulties in recognizing English consonant silent letters. A case study is considered appropriate to be used as research methodology of this study to answer research question because it investigate phenomenon, issue of an individual, group, institution, and community in a natural real-life context (Crowe et al. 2011; Flick, 2009). Therefore, employing this qualitative research methodology is to obtain richer data of English department students' difficulties in recognizing English consonant silent letters in one Islamic higher education institution, Jambi, Indonesia.

to examine the participants' difficulties in recognizing English consonant silent letters as it can be a basis of finding what a researcher wants to find in a case (Kumar, 2011). This qualitative research approach is employed to obtain in-depth information, phenomenon, and issue of an individual, group, institution, and community in a natural real-life context (Crowe et al, 2011; Flick, 2009). The direct answers related to information and issue can be obtained from the participants face to face as the survey research may not give in-depth information (Creswell, 2007; Johnson & Larry, 2008; Merriam, 1998; Patton, 1990). Specifically, the case study aims to understand specific issues (Stake, 1995); the specific issues in this study is English silent consonant letters recognition. Therefore, this qualitative research approach is considered appropriate to be adopted as this study approach because it can describe the students' difficulties in recognizing English consonant silent letters. Moreover, the instrument of the case study can support the researchers to explore the research question that seeks to describe the students' difficulties in recognizing English consonants silent letters.

### Research Site and Sampling Procedures

This study was conducted at the teachers training and education program in one state Islamic higher education institution in Jambi, Indonesia that has more than 1500 students. Purposive sampling was used in selecting the participants in this study. In this sampling technique, the researchers can judge the participants who are likely have information based on the research purpose to describe a phenomenon (Kumar, 2011). as we selected the participants based on our knowledge and understanding. Etikan and Babatope (2019) argued that case study is time and cost effective because it can narrow the subject of interest. The selected participants in this study were obtained according to the research needs. The criteria of the participants involved in this study were participants who had difficulty in recognizing English consonant silent letters. Six students were selected as the participants of the study because they got score below 32 (a quarter of the total test score conversion) which tested through English consonants silent letters recognition test. However, two students were not willing to be interviewed because of personal reasons. Thus, four students were interviewed in this study namely; Nur, Budi, Fitri, and Doni. To ensure the confidentiality of the participants involved in the research in giving the real answers needed for the study, pseudonyms were used in reporting the results. However, permission was asked to the Rector of the Islamic higher education institution about involving students in researching English consonant silent letters, although most of the authors are English lecturers in this this Islamic higher education.

We describe the background for each Each participant in what follows. in this study was narratively described to inform the participants background. Nur was a student who never practice her English sinnce she was a high school student because of English phonetic recognition problem. She never recognize English phonetic when she was at senior high school like her classmates in English department. of economic state Islamic school. She never studies English at English course as their friend did because of economic problem. Nur used her time helping her parents' bussiness after coming back returning from school, therefore she did not have more time to take extra English learning classes. Then, Budi. Budi is a students who has no background with English phonetic recognition because he was taught by mismatch teacher who did not have English phonetic background when he was at senior high school. His English teachers never explained to him about the importance of English phonetic recognition. Therefore, he had to rely upon himself. This problem made him studying to recognize English

**Commented [ssg14]:** Sorry, I do not understand what you are saying here.

**Commented [ssg15]:** This is very general—can you please speak specifically to your methodological decisions and processes in this entire section of your paper.

**Commented [ssg16]:** Please tell us about the relationship between the students and the other authors.

**Commented [ssg17]:** What is your relationship to these students—are you the teachers for any of them? Are they from your school? Do they know each other?

**Commented [ssg18]:** Thank you for this—permission was asked and received as well? Permission received is what is more important to state.

**Commented [ssg19]:** Sorry, I am not sure what you are conveying here. Please restate.

**Commented [ssg20]:** Could you use a different description—I think I know what you mean, but cannot come up alternate wording.

phonetic patterns. ~~him self. Moreover, Fitri who participate in the study as the third participant.~~ Fitri, the third participant, had no intention of studying in the English language study program when she took the proficiency test at an Islamic higher education institution in Jambi Indonesia. ~~English program was as a second the choice after Biology,~~ but his parents forced him to take an English study program. ~~This problem-~~ unsurprisingly makes Fitri less enthusiastic about learning English which has an effect on the lack of mastery of pronunciation, skills in English, and other aspects of the English language. The fourth participant ~~i~~was Doni who has good skills with regards to many ~~and other~~ aspects of English learning, except for pronunciation. Budi finds it difficult to recognize English phonetics, especially English consonant silent letters, so Doni pronounces English silent letters like he pronounces English consonants as his first language.

**Commented [ssg21]:** Please reword for greater clarity.

### Data Collection

The data of this study were collected individually through semi-structured interviews with each lasting 45 and 60 minutes at the location of each student choice over 4 months starting from June to December 2020. ~~Each student was interviewed more than once in a different location to gain in-depth information related to their difficulties in recognizing English consonant silent letters. Interviewing the participants more than one can provide the interviewer opportunity to confirm and clarify the previos interview (Bolderston, 2012). Bolderston (2012) then added that before the interview questions used for interviewing the participants, it was developed in order to inform research themes, and gave opportunity for expert to review to express their opinion. In thi study, T~~the interview was started with the question of participants' ~~views related to recognizing recognition with-~~English consonant silent letters, such as "How ~~d~~o you recognize English consonant silent letters?". ~~How does it impact on your English pronunciation". After cordial question had been established with the participants, we began to ask a relevant question with research question and them of the study, such as "How do you pronounce English consonant silent letters". The interviews were face to face, audio recorded, and transcribed. Indonesia as the participants first language were used to make them freely express their views. The participants' language can be used for richer interview research data (Mack et al., 2005), was conducted in Indonesia for each participant to gather in depth information and to make them easy to respond the interview questions. Digital voiced recorder was used to record the participants' response and transcribed.~~

**Commented [ssg22]:** What were the interview questions? How were they constructed?

**Commented [ssg23]:** Please give your rationale and the number of times they were interviewed.

**Commented [ssg24]:** I do not see this addressed yet. That is the rationale for more than one interview.

### Data Analysis

~~A thematic analysis was used in analyzing participants interview .The data analysis was began with coding technique which identify themes resulted related English consonants silent letters recognition. The transcripts were reread line by line several times to obtain an overall response about the students' difficulties in recognizing English consonant silent letter. Then, the words and statements related to difficulties in recognizing English consonant silent letter were identified and coded. After that, we started to cluster the categorizing code into themes to help us to explain the research questions. The overlapping and repetitive data were removed during this process. The categorizing code themes were then translated into English in several steps. First, the recorded data was labelled based on each participants pseudonyms. Secondly, the interviews result were listened for several times for the accuracy. Thirdly, the researchers transcribed each participants interview result. Afterward, the transcripts were reread line-by-line several times to obtain an overall views about the students' difficulties in recognizing English consonant silent letter. Then, the words and statements related to difficulties in recognizing English consonant silent letter were identified and coded. Finally, we started to cluster the categorizing code into themes to help us to explain the research questions. Hilal and Alabri (2013) viewed that code is combination of words, phrases, and sentences chunk of the~~

**Commented [ssg25]:** How were these questions developed? How would they help you answer your question of inquiry?

Please see number 4 in the outline to make this a fuller presentation.

**Commented [ssg26]:** I do not yet see this addressed.

**Commented [ssg27]:** I do not see this addressed yet.

**Commented [ssg29]:** I do not yet see this addressed. Nor do I see what literature you are using as your guide. Please include to increase reader confidence in your hard work.

**Commented [ssg28]:** Make sure to explain how this is part of a rigorous case study.

**Commented [ssg30]:** See the outline that Bruce included.

interview entire the paragraph. However, The overlapping and repetitive data were removed during this process. The categorizing code themes were then translated into English

### Trustworthiness of the Study

To ensure the trustworthiness of the study, member checking were used in this study by recorded and transcribed the interview. Then, the copy of transcript were provided to participants to review the interview transcript. The opportunity was provided to the participants to add and remove something necessary in interview transcript. The member checking was considered very important to ensure the participants view related to single consonant silent letters recognition, firstly the researcher masked the participants identity to maintain their confidentiality in expressing their views. Second, the researchers arranged the interview questions based on themes of the study. Third, the researchers provided the copies of interview for member-checking by involving all participants to ensure the views of participants not misprinted. Finally, the researchers code and identify research themes to present the research question. No conflict of interest among the auctors in this study, despite the first, second, and third author being English lecturers at the Islamic higher education isntitution where the research conducted, they work professionally.

### Findings

This study aimed to examine the difficulties experiences of students in recognizing English silent consonant letter at one Islamic higher education institution in Jambi, Indonesia namely: -They are [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants in English words. As stated previously that there were six students as the participants of the study, however, two students were not willing to be interviewed because of personal reason. Thus, four students were interviewed in this study. Each of them was interviewed in different places depending on the agreement before conducting the interviews. The language used in conducting the interviews was the Indonesian language. Four themes of EFL English pronunciation mastery that emerged in this research were motivation, attitude, first language pronunciation interference, phonetic ability.

### Motivation

One of the main factor that impacts students' difficulties in recognizing English sound, especially English consonant silent letters was their motivation to improve and develop English pronunciation. All the participants stated that English prononeiation accuracy is not important for them. For example, This theme highlighted participants' view to recognize English phonetic, especially English consonant silent letters. Participants reported highly negative view regarding English phonetic recognition in learning EFL. They did not believe that English phonetic recognition influence their English pronunciation accuracy. The interview result also identified mispreception of participant students regarding English consonant silent letters recognition. They viewed:

This theme captured several of the participants' less motivation experiences to improve and develop their pronunciation accuracy. Motivation can influence the improvement and the development of students' pronunciation accuracy. This means that when the students have the motivation to improve and develop their English pronunciation, so better pronunciation will be achieved by them. During the interviews, the participants were asked about their motivation to improve and develop their English pronunciation. The findings of this study indicated that although the participants had studied English since Junior High School, they reported that they were still unmotivated to improve and develop their pronunciation related to English consonant silent letters. For example,

**Commented [s3g31]:** This looks like it is repeated from data collection. Could you please write out in a step-wise fashion how you analyzed your data from the interviews? This is the critical part for me to understand your results.

**Commented [s3g32]:** This section needs to be the most compelling part of your research presentation because it shows how you have transformed data into something meaningful for readers. To make it the most completing it is important that you say first we did.... then give your rationale. Then demonstrate that step with an exemplar, showing the data transformation. Do that for each analytical step you took. So please tell a much fuller story here, complete with the literature that you used as your guide.

**Commented [s3g33]:** The same transparency and fullness we are asking for with regard to your analysis, holds here as well.

**Commented [BL34]:** Please restate each of these terms as themes instead of descriptive terms.

**Formatted:** Indent: First line: 1 cm

**Commented [BL35]:** Please review wording.

**Formatted:** Indent: First line: 0 cm

**Formatted:** Indent: First line: 1 cm

**Nur:** I don't care of English phonetic pronunciation in pronouncing English consonant silent letters rules, because it never taught when I was at Junior high school until second semester at English program.

**Budi:** I just focus on mastering vocabulary as many as possible, not recognizing phonetic pronunciation accuracy. English phonetic might not A good pronunetaion is not a guarantee me to mastering English.

**Fitri:** I expect don't that little beat error in pronouncing English as foreign language is not a serious case because it is impossible for me to be a native-like in English pronunciation. Different phonetic rule of English and Indonesia make me more confuse, that's why I decide that correct pronunciation is not important.

**Doni:** I don't think that accurate English phonetic pronunciation accuracy is very important in conveying oral message. This thought make me unmotivated to recognize English phonetic learn pronunciation accuracy.

The participants' statements above indicated that pronunciation accuracy and English phonetic rules influence their motivation to improve and develop their pronunciation. Most of the participants became less motivated to improve and develop their English pronunciation because they thought that correct English pronunciation is not important in learning EFL. These views show that misperception about recognizing English phonetic resulting the participants' demotivation to recognize accurate English consonant silent letters that is very important for the participants in learning EFL.

## Attitude

This theme reports the participants' view regarding attitude of recognizing English phonetic including English consonant silent letters. All participants reflected that they are not interest in recognizing English phonetic. They viewed:

This themes focused on students' attitude to practice English with other people who can speak English. Several participants gave similar responses related to practicing English. In this study, the participants reported that they avoided using English in teaching and learning process in the classroom. For example,

**Nur:** I never practice my English with native speaker of English during studying English, because I have many problems with my English grammar, prunciation, and vocabularies. I never concern on accurate phonetic in learning English, especially in speaking. I just pronounce English as I pronounce my first language.

**Budi:** I just keep silent in the process of teaching and learning. I mean I don't speak if the lecturer does not ask me to speak. I just listen to my classmate asking questions related English phonetic. Although I have limited English phonetic, but I'm not very interested in English phonetic as my classmates.

**Fitri:** I avoid to use English in the process of teaching and learning. I just use Indonesia in communicating with my classmate and lecturers. never thought getting to recognize English phonetic, including English consonant silent letters. I'm sure other person will understand what I'm saying without accurate English phonetic.

**Doni:** As mentioned before, English phonetic is not my priority in learning English. I just pronounce English as I learn from my English teachers in Senior High School. English phonetic is not important for me as long I can speak grammatically.

It was seen that participants have negative view on accurate English phonetic, including English consonants silent letters. They focused more on making sentences grammatically than pronouncing phonologically, because they perceived that correct grammar is very important in English, especially in speaking.

**Commented [BL36]:** In this sub-section, the theme was presented and described, followed by several exemplars, and then these exemplars were tied back to the theme – nice work! Please consider repeating this structure for all of the themes.

**Formatted:** After: 0 cm, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

**Formatted:** Indent: First line: 0 cm

**Formatted:** Indent: First line: 1 cm

**Formatted:** Indent: Before: 0 cm, After: -0 cm, Tab stops: 1 cm, Left + Not at 1.75 cm

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

Additionally, other participants reported that accuracy in pronunciation is not important. For example,

**Doni:** I don't care of pronunciation accuracy in communicating with my classmates and lecturers. I just pronounce English as I learn from my English teachers in Senior High School.

It was detected that practicing English in the process of teaching and learning in the classroom is very important in improving and developing pronunciation accuracy. The findings above indicated that the participants avoided practicing English in the process of teaching and learning and underestimated pronunciation accuracy.

### First Language Pronunciation Interference

This theme encapsulated the participants' views related to the influence of first language pronunciation interference towards their English pronunciation. Nur, Budi, and Doni had similar views in responding to the interviews related to first language pronunciation interference. They did not realize the absence of certain consonants in pronouncing English words. They thought that all the existing letters in English words are pronounced. They reflected, The first language interference theme appeared to be another factor that influences the students' difficulty in recognizing English consonant silent letters. Most participants did not realize the absence of certain consonants in pronouncing English words. They thought that all the existing letters in English words are pronounced. They viewed:

**Nur:** I pronounce all of existing English consonant letters as I do in my language. I don't expect/suspect that certain consonants are absent in English.

**Budi:** I just followed my first language phonetic rule in pronouncing English consonants letter, because all consonants are pronounced in my first language.

**Doni:** I transfer my language phonetic pronunciation rule in pronouncing English silent consonants letters because my first language does like that. I seldom corrected by my lecturers related to pronunciation accuracy.

In contrast, one participant of this study reported that there was no problem with their pronunciation. They reflected,

**Fitri:** I think that there is no problem with my English consonants pronunciation. That's why I never try to improve my English pronunciation. My first language is as the basis for me in pronouncing English. I just pronounce English as I pronounce my first language.

The data indicated that the rules of Indonesian as the participants' first language influence their English pronunciation. They transferred their first language pronunciation rules into English pronunciation, and lecturers did not correct their students' mistakes in pronunciation. The data indicated that participants transferred their first language phonetic in pronouncing English consonants silent letters. In other words, first language is used by the participants as the basis for pronouncing English consonant silent letters. The first language transfer made them pronounce all English consonant, especially consonant silent letters.

### Phonetic Ability

Phonetic ability theme is the main factor for the students in recognizing English consonant silent letters. All participants perceived that there was no problem with their English

**Formatted:** Indent: Before: 0 cm, First line: 1 cm, After: 0 cm, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers, Tab stops: Not at 1.75 cm

**Commented [BL37]:** Please review word choice. Did you mean "existing"?

**Formatted:** Indent: Before: 1 cm, After: 1 cm, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

**Commented [BL38]:** Missing space.

**Formatted:** Indent: Before: 0 cm

**Commented [BL39]:** Review spelling.

**Formatted:** Indent: First line: 0 cm

phonetic when pronouncing English, especially consonant silent letters. This views was made by all participants:

Phonetic ability theme focused on English phonetic ability background of the participants in pronouncing English as a foreign language. The participants were asked to describe the way they pronounce English with limited English phonetic ability. They perceived that their lecturers never support them to have English phonetic ability as the basis of English pronunciation. They reflected,

**Nur:** I do not realize that certain English consonants are not pronounced although they are existed in words. Such as /k/ in initial of *know* and *knock*. I expect that /k/ in initial of *know* and *knock* pronunciation similar to pronounce /k/ in kick and key.

**Budi:** My lecturers never tell me that certain consonants position in a words influence the sounds. I expect that all I pronounce for English consonants are correct.

**Fitri:** I do not expect that there are any mistakes in my English pronunciation. My lecturers never make any correction on my English pronunciation practice.

**Doni:** I do not know that English have different pronunciation with my first language. I pronounce all of English consonants in a word as I pronounce my first language.

The views examples of excerpt above described that participants were not provided enough basis in recognizing of English consonant silent letters phonetic ability by their lecturers. They expected that all English consonants are pronounced in a similar way to Indonesia the consonants in Bahasa Indonesia as their first language. This makes the participants unrealize that certain consonants are absent in English pronunciation.

### **Discussion**

The data finding provided more complex information understanding of the participants' difficulties toward English consonant silent letters recognition on Islamic higher education institution. Furthermore, Four themes identification within the findings were used as the basis of structuring the discussion. The study confirmed the previous study. All participants negatively view regarding English phonetic recognition, especially consonant silent letters. They were not sure about the importance of English phonetic recognition in learning EFL. Therefore, they demotivated to recognize English English phonetic, including English consonant silent letters. The views of the participants are contradicted with Cakir and Baytar (2014), Gilakjani (2012), and Masgoret and Gardner (2003). Cakir & Baytar (2014) found that preparatory school of a state university in Turkey more focused on English pronunciation accuracy because they realize that pronunciation is very important in communication. According to Gilakjani (2012), motivation the EFL students to be native-like pronunciation is essential for the students to improve and develop their target language. Moreover, Masgoret, & Gardner (2003) stated that strong learning L1 or L2 motivation affect more learning success.

The findings of our study also indicated that participants have a negative attitude related to recognizing English phonetic, including English consonant silent letters. All participants were not interest to recognize English phonetic for improving their pronunciation. They viewed that grammatically sentences is more important than phonetically, especially in speaking. This study finding contradicts with the previous study (Almaqrn and Alshabeb, 2017; Elliot, 1995; Gilakjani, 2012; Masgoret, & Gardner (2003; Tambunsaribu & Simatupang, 2021). The study conducted by Almaqrn and Alshabeb (2017) on 23 English department students of Imam University, Saudi Arabia revealed that EFL students were more concerned about native-like pronunciation to gain self-confidence. Elliot (1995) found that the EFL students who were more concerned about their pronunciation recognition practised had the better pronunciation of foreign language compared to unconcerned students. Gilakjani (2012) argued that most students were more focused on acquiring a good pronunciation of English. Masgoret, & Gardner (2003) revealed that the attitude of practising L1 and L2 is very important for its pronunciation recognition improvement. Tambunsaribu and Simatupang (2021) revealed that

Formatted: Indent: First line: 0 cm

**Commented [BL40]:** In your discussion section, please make sure that all of the following elements are included:

1. Discuss your findings in terms of what was previous known and not know about the focus of your research. Did your findings cohere and/or contrast with previous research on similar groups, locations, people, etc.?
2. Discuss the limitations of your study. These limitations can be organized around simple distinctions of the choices you made in your study regarding who, what, where, when, why, and how. We do not think conducting a qualitative research study in lieu of a quantitative study is a limitation so in this section we suggest refraining from making such observations. Also, please explain how you attempted to limit your limitations (e.g., assessing data saturation or utilizing theoretical sampling).
3. If anything in your results surprised you, please share that experience. That you were able to remain open to the novel, surprising, or unexpected is a positive sign that you worked to maintain a sense of openness, curiosity, and discovery throughout your study.
4. Discuss your position on the generalizability of your results. Qualitative researchers differ as to their positions on whether or not they hold that their findings can be generalized to other settings or situation so it is important you make your position overt on this matter.
5. Discuss the implications your research has for pertinent stakeholders (e.g., future research for other investigators, practice suggestions for practitioners, or policy considerations for administrators).
6. In addressing any of these elements, please make sure you discussion remains directly connected with the study you conducted.



*Toni Indrayadi, Daflizar, Yoki Irawan, & Helty*

the EFL students of the university in Jakarta, Indonesia confused to recognize some English words because of the inconsistency of the pronunciation of vowel letters, vowel-letter combinations, silent letters, and the sounds of two or three combinations of consonant letters. One of their reason is lack of training in pronunciation recognition.

Regarding the first language pronunciation theme, the participants tended to transferred their L1 in pronouncing English, especially English consonant silent letters. They used their L1 as the basis of pronouncing English consonant silent letters. The finding of this study is similar to previous studies conducted by (Chaira, 2015; Farrah & Halahlah, 2020; Luo, 2014; Mathew, 1998; Rivas et al., 2011). Chaira (2015) found that the students of Islamic Boarding School in Aceh pronounced English with no aspirated as they pronounce their L1. Such as sound [ph] as in "pen" is pronounced as [pen] instead of [phen] by the students, and also for [th] and [kh] without any aspiration. Farrah and Halahlah (2020) revealed that English major students of Hebron University have difficulties in recognizing English consonants that are not part of Modern Standard Arabic (MSA) such as /ŋ/, /p/, /ʃ/, /ʒ/, /tʃ/, the mispronunciation are interference from Arabic. According to Luo (2014), Chinese students transfer their first language pronunciation rules in pronouncing English. Mathew (1998) found that Gayo, and Acehnese, Indonesian EFL learners transfer and developmental factors, spelling interference, learning and communication strategies influence English pronunciation, especially final stops and sibilants and initial and final affricates and interdental. Moreover, Rivas et al (2011) found that El Salvador students faced the most common mispronunciation of fricative and affricate consonant phonemes / ʃ /, /tʃ/, /ð/, /θ/ et the end of the words, they adopted their L1 structures and phonemes in pronouncing L2.

Concerning phonetic ability, Participants did not have English phonetic knowledge. They did recognize [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] as silent letters in English which is absence in certain positions, different with their L1. This study finding is similar to Donal (2016), 35 students at the University of Pasir Pengaraian, Riau Province, Indonesia found difficulties in pronouncing English diphthong [av] as the effect of students lack knowledge of English sound systems. Utami (2020) revealed that postgraduate students from china who aware of her English pronunciation difficulty in pronouncing /r/ and /v/, and /ð/, and /θ/ sound, however, she wish to be a native-like in English pronunciation.

The implication can be drawn from the finding of this study for English department students. The finding of this study indicated that the participants demotivated to recognize English phonetic, not interest to recognize English phonetic for improving their pronunciation, tended to transfer their first language in pronouncing English, and no English phonetical background recognition. As a result, they make mistakes in pronouncing English, especially English consonant silent letters. Decision-makers of Islamic higher education institution, especially the English department should introduce pronunciation class at the beginning when students firstly learnt at English department as the basis of recognizing English phonetic. This study would help the students to know the importance of recognize English phonetic, especially English consonant silent letters. Moreover, higher education institution should provide training or workshop to train the lecturers in teaching pronunciation for EFL students. Providing the lecturers with training or workshop related to teaching pronunciation can help them to teach an appropriate strategy for introducing English phonetic to student, as a result the students can recognize all English letters.

Some limitations should be considered related to the finding of this study. The first limitation was exploring the students' difficulties in recognizing silent letters in the context of certain consonants. Further research related to students' difficulties in recognizing silent letters are hope to be conducted to investigate the study in other context and fields to generalize the result finding. The second limitation was the technique of selecting the participants which selected through purposive sampling based on the purpose of the study for exploring the Indonesian undergraduate students in recognizing English letters at one public Islamic higher education institution in Jambi Province, Indonesia. The third limitation was the study only focused on the students' difficulties in recognizing English consonant silent letters, not other aspects. The last limitation was the data collection used semi-structure interview to gather the participants views related to participants' difficulties in recognizing English consonant silent letters.

The purpose of this qualitative study was to examine the experiences of students in recognizing English single silent consonant letters at the teacher training program at one Islamic public institute higher education institution in Jambi, Indonesia. They are plosive /t/ and /d/ and liquid /l/ in the middle of words, plosive /k/, and glide /w/ in the initial and middle of English words. They are [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants in English words. The experiences of the students were described and interpreted from participants of the study. The findings of this study explained difficulties encountered by English program students at one public Islamic institute higher education institution in Jambi, Indonesia in recognizing English silent consonant letters. Although a number of studies (Alimenaj, 2014; Bakar & Abdullah, 2015; Ba udhan, 2018; Cassimiro, 2011; Chaira, 2015; Farrah & Halahlah, 2000; Hago & Khan, 2015; Li, 2016; Lin, 2014; Luo, 2014; Mathew, 1998; Mahaputra, 2017; Shak, Lee, and Stephen, 2016) have been done related to English pronunciation, research on the experience of Indonesian students in recognizing silent consonant letters is scarce. The four salient factors of EFL English pronunciation mastery were used as a lens include:

- 1) motivation,
- 2) attitude,
- 3) first language pronunciation interference,
- 4) phonetic ability

While it was not easy to get the participants' answers related to their difficulties in recognizing silent consonant letters. However, through the lens of four salient factors of EFL English pronunciation mastery and comparative analysis method, we concluded that those four factors themes influence the success of Indonesian students' English pronunciation recognition.

The findings of our study indicated that although many subjects had been introduced related to English for the participants at first semester at English program, they were still difficult to pronounce certain English consonants correctly, especially silent consonant letters. This problems occurred because pronunciation class was not provided at the beginning of teaching English at English program. Introducing pronunciation at the beginning of teaching English to students may build students' accurate pronunciation habit and make them appreciate the importance of correct pronunciation (Singh, 2017). In this study, introducing participants to the four English skills were not able to improve and develop their pronunciation without earlier pronunciation introduction. Earlier pronunciation introduction help students to improve and develop their pronunciation ability.

Regarding participants difficulties exploration in recognizing English silent consonant letters are very important. Each participants mostly have similar experiences in recognizing English silent consonant letters. Indeed, it cannot be underestimated that pronunciation is the basis of learning English as a foreign language. Accurate or understandable pronunciation is the key of language proficiency for EFL learners (Gilakjani, 2012). In this study, all participants reported that pronunciation accuracy is not important in learning English because error in pronunciation is a problem of all EFL learners.

## Motivation

Motivation in improving and developing pronunciation based on English received pronunciation rules is very important. Most participants realize the importance of accurate English pronunciation based on English received pronunciation rules. However, they did not have the motivation to improve and develop their pronunciation. The interview results of the participants upbringing emerged in a variety of answers related to unmotivated pronunciation improvement and development. Nur did not care about English pronunciation rules in making conversation with lecturers and classmates because her English teachers and lecturers did not provide time to improve students' English pronunciation. Budi focused on mastering vocabulary compared to improving and developing his English pronunciation which does not guarantee him in mastering English. Fitri described that making pronunciation errors in English is a natural thing for an EFL learner like her. Meanwhile, Doni did not expect that pronunciation accuracy is very important in conveying oral messages. Nur, Budi, Fitri, and

Doni may have exhibited negative assumption toward the role of phonetic accuracy in English pronunciation. Participants did not care about pronunciation accuracy because they view that making pronunciation errors in English is a natural thing for an EFL learner. They also tend to focus on mastering vocabulary compared to improving and developing his English pronunciation which does not guarantee him in mastering English. Thus, these reasons is makes them less motivated to improve and develop their English pronunciation. Motivation is afactors that pushes learners to learn aforeign language (Astuti, 2013). It plays acrucial role in learning aachievement (Bernard, 2010; Lai, 2013; Mahadi&Jafari, 2012). Students' motivation in identifying and spending time for learning aforeign language help them to develop their native-like pronunciation (Gilakjani, 2011). Therefore, motivation to pronounce as native like must be possessed by the learners of English as foreign language.

### Attitude

Attitude refers to personal characteristic of the students in learning pronunciation. It contributes to the students' success in learning foreign language pronunciation. According to Elliot (1995), the EFL students who were more concerned about their pronunciation had better pronunciation of foreign language compared to unconcerned students. Moreover, students interaction with a group of native English speakers affect the acquisition of English pronunciation (Gilakjani, 2012). In other words, attitude toward English as thetarget language eansupport pronunciation development (Silva, 2011). Negative Attitude toward English experience appeared as the participants' challenge in practicing English. Participants also have a negative attitude related to use English in the process of teaching and learning in the class. Each participant has their reason for not practising their English with their classmates and lecturers in the process of teaching and learning. Avoiding to take part in English activities in the classroom make students lost their opportunities to practice their phonetic ability (Senel, 2006). Nur described that she never likes to practice her English since the first time of studying English because of grammar,pronunciation, and vocabulary problems. Budi chose to keep silent in the process of teaching and learning. Fitri preferred to choose her first language in communicating with her classmates and lecturers compared to English in the process of teaching and learning. In contrast, Doni stated that he pronouncesEnglish wordsin the same way as he learned from his Senior high school teacher, and accurate pronunciation is not important for him. As a result, negative experience in practicing English of Nur, Budi, Fitri and Doniseems to impede them from improving and developing their pronunciation accuracy.In other words, attitude toward English as the target language can support pronunciation development (Silva, 2011). Moreover, Elliot (1995) stated that the EFL students who were more concerned about their pronunciation practised had the better pronunciation of foreign language compared to unconcerned students. Furthermore, the student's interaction with a group of native English speakers affects the acquisition of English pronunciation.

### First Language Pronunciation Interference

First language pronunciation factor appeared as main problems of the participants in this study. Concerning the first language pronunciation theme, the participants tended to follow the rules of their L1 pronunciation in pronouncing English, especially English consonant silent letters. The learner's first language is a significant factor that influences the pronunciation of the target language (Zhang, 2009). First language interference is one of the factors which affect the foreign language learning (Senel, 2006). This condition occurs because ofthe different pronunciation rules between English and Bahasa Indonesia as the participants' first language (Chaira, 2015; Senel, 2006). Theseis rule differenceshavea negative influence on the participants' English pronunciation (Cassimiro, 2011) and even make learners face difficulties in learning English as thetarget language, especially when the elements of the target language are completely contrast and different from the first language phonology. Unfamiliarity of learners to English phonemes realization make them transfers their own L1 phonemes into EFL pronunciation(Chaira, 2015). Nur, Budi, and Doni followed their first language rulesin pronouncing English. They pronounce all the existed letters in English words as they do in their

Formatted: Indent: First line: 0 cm

Formatted: Indent: First line: 0 cm

first language. Fitri described that she did not realize about her English pronunciation mistakes that made her never try to improve her English pronunciation. As a result, the participants transferred their first language rules in pronouncing English as foreign language.

### Phonetic Ability

Phonetic ability is one of the main problems faced by non native English students in pronunciation. Besides first language interference, the participants faced a serious problem in phonetic ability. The phonetic ability affects the students' pronunciation development (Senel, 2006). Lack of the students' knowledge also becomes general problems faced by the students in identifying single silent consonant letters. It has been general problems for all EFL learners, especially Indonesian students. Chitulu and Njemanze (2015) argued that the oral rendition is very important in foreign language learning communication, because it can bring out the correct lexical items and consequently form appropriate and grammatically acceptable syntactic structures (Chitulu & Njemanze, 2015). Nur, Budi, Fitri, and Doni stated that they did not know about the absence of some consonant sounds in certain positions. They just pronounce English in the same way they pronounce their first language. This may be due to the perception that English phonetics is similar to their first language phonetics, and lack of English phonetic background knowledge. Participants stated that they did not know about the absence of some consonant sounds in certain positions. They just pronounce English in the same way they pronounce their first language. This may be due to the perception that English phonetics is similar to their first language phonetics, and lack of English phonetic background knowledge.

### Conclusion

The purpose of this study was to examine the experiences of Indonesian students in recognizing English silent consonant letters. It can be concluded from the results that there are four main themes emerged, namely: (1) motivation; (2) attitude; (3) first language pronunciation interference; (4) phonetic ability. Concerning motivation, the participants exhibited negative assumption toward the role of phonetic accuracy in English pronunciation. They thought that correct English pronunciation is not important in learning EFL so that they were less motivated to improve and develop their English pronunciation. In terms of attitude, negative assumption also appeared in taking part in practicing English. The participants avoid taking part in practicing English because of grammar, pronunciation, and vocabulary problems. First language pronunciation interference showed that the participants follow the rules of their first language in pronouncing English words. They pronounce all the letters exist in English words in the same way they pronounce their first language. Regarding phonetic ability, the participants have less English phonetic ability, they pronounced English as they pronounced their first language.

The results of this study can serve as a framework for improving and developing English pronunciation at the university's English program. The pronunciation must be better introduced earlier to English program students by the decision makers of the higher education. The English lecturers can equip the students with some linguistics theories and knowledge of phonology

**Formatted:** Indent: First line: 1 cm, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

**Commented [BL41]:** In APA, research reports end with the Discussion section, so please either delete your Conclusion or weave that information into one of your Discussion section elements.

**Formatted:** Centered, Indent: First line: 0 cm, Line spacing: Double

**Formatted:** Indent: First line: 1 cm

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

which can help the students to cope with their pronunciation problems. Further studies on English pronunciation problems are highly recommended for English lecturers. Besides, the lecturers can introduce accurate pronunciation, analyze issues, and correct students' pronunciation mistakes, as well as provide solutions for pronunciation problems.

#### Implication

Implication for EFL learners pronunciation can be drawn from finding of this study. It indicated that the participants faced problems in motivation, attitude, first language pronunciation interference, and phonetic ability. As a result, they are difficult to pronounce English. Decision makers of higher education must introduce pronunciation class at English department earlier to strengthen the students knowledge of phonology. It can help the students to cope with their pronunciation problems. Higher education institution should provide training or workshop to train the lecturers in teaching pronunciation for EFL students. Providing the lecturers with training or workshop related to teaching pronunciation can help them to learn appropriate strategy for improving students' English pronunciation.

#### Research Limitation

Some limitations should be considered related to the finding of this study. Although this study can contribute to the evidence of introducing pronunciation class in earlier semesters at the English department in non-English speaking countries, the participants of this study may not be representative of all English department students in the Indonesia higher education and may be there are any different problems faced by English department students in other Indonesia higher education institutions. Therefore, further research related to students experiences and difficulties with larger participants is hoped to be conducted by other researchers in other higher education in Indonesia.

#### References

- Alimenaj, Z.M. (2014). English Phonological Problems Encountered by Albanian Learners. *European Scientific Journal*. 10(8), 159-164.
- Abugohar, M. A., & Yunus, K. (2018). Difficulties Encountered by Arab Students in Pronouncing English Correctly. *International Journal of Education & Literacy Studies*, 6(4), 93-100.
- Almaqam, R. K., & Alshabeb, A. M. (2017). EFL Learners' Attitudes Towards the Proper Pronunciation of English and Podcasts as a Facilitator of Proper Pronunciation. *Arab World English Journal*. 8(1), 208-219.
- Andi-Pallawa, B., & Alam, A.F.A. (2013). A Comparative Analysis between English and Indonesian Phonological Systems. *International Journal of English Language Education*. 1(3), 103-129. Retrieved from <http://dx.doi.org/10.5296/ijele.v1i3.3892>.
- Astuti, S.P. (2013). Teachers' and Students' Perception of Motivational Teaching Strategies in an Indonesian High School Context. *TEFLIN Journal*. 24(1), 14-31.
- Andi, K., & Arafah, B. (2017). Using Needs analysis to Develop English Teaching Materials in Initial Speaking Skills for Indonesian College Students of English. *The Turkish Online Journal of Design, Art and Communication*. Special Edition.
- Babehuk, W.A., & Badiee, M. (2010). Realizing the Potential of Qualitative Designs: A Conceptual Guide for Research and Practice. *Presented in Midwest Research to Practice Conference in Adult, Continuing, and Community Education*. Michigan State University, East Lansing, MI.
- Bardakci, M. (2015). Turkish EFL Pre-Service Teachers' Pronunciation Problems. *Educational Research and Reviews*, 10(16), 2370-2378.
- Bakar, Z., & Abdullah, M.R.T.L. (2015). Importance of Correct Pronunciation in Spoken English: Dimension of Second Language Learners' Perspective. *Social Sciences & Humanities*. 23(S), 143-158.

Formatted: Justified

Formatted: Justified, Indent: Before: 0 cm, After: 0 cm

Formatted: Indonesian

Formatted: Font: Font color: Auto, Complex Script Font: Bold, Indonesian

Formatted: Font: Italic

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

- Ba udhan, H. S. A. (2018). Knowledge of Spelling: An Experimental Study of ESL Learners in Primary Education. *International Journal of English and Education*, 7(4), 114-139.
- Bernard, J. (2010). *Motivation in Foreign Language Learning: The Relationship between Classroom Activities, Motivation, and Outcomes in a University Language Learning Environment*. Carnegie Mellon: University Dept. of Social and Decision Sciences.
- Bingham, A. J., Adams, M., & Stewart, R. L. (2021). Competency-Based Education: Examining Educators' Experiences. *The Qualitative Report*, 26(3), 674-695.
- Bolderston, A. (2012). Conducting a Research Interview. *Journal of Medical Imaging and Radiation Sciences*, 43, 66-76.
- Bui, T. S. (2016). Pronunciations of Consonants /ð/ and /θ/ by Adult Vietnamese EFL Learners. *Indonesian Journal of Applied Linguistics*, 6(1), 125-134.
- Cakir, I., & Baytar, B. (2014). Foreign Language Learners' Views on the Importance of Learning the Target Language Pronunciation. *Journal of Language and Linguistic Studies*, 10(1), 99-110.
- ~~Carruthers, R. (1987). *Teaching speaking. In Methodology in TESOL*. Boston: Heinle & Heinle Publication.~~
- Cassimiro, A. J. J. (2011). Difficulties in Dealing with the English Pronunciation. *Universidade Estadual de Goiás Building the way - Revista do Curso de Letras da UnU Itapuranga*, 1(1), 48-57.
- Chaira, S. (2015). Interference of First Language in Pronunciation of English Segmental Sounds. *English Education Journal*, 6(4), 469-483.
- Chitulu, O. M., & Njemanze, Q. U. Njemanze. (2015). Poor English Pronunciation among Nigerian ESL Students; the ICT Solution. *International Journal of Language and Literature*, 3(1), 169-179.
- Creswell, J. W. (2007). *Qualitative Inquiry & Research Design*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2012). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.)*. ~~Pearson. University of Nebraska Lincoln~~ Boston, US: Pearson.
- ~~Creswell, J. W. (2007). *Qualitative inquiry & research design*. Thousand Oaks, CA: Sage Publications.~~
- Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The Case Study Approach. *Medical Research Methodology*, 11(100), 2-9.
- Donal, A. (2016). Indonesian Sstudents' Deifficulties in Ppronouncing English Deliphthongs. *Journal of English Education*, 2(2), 55-62.
- Elliot, A. R. (1995). Foreign Language Phonology: Field independence, Attitude, and the Success of Fformal Iinstruction in Spanish pronunciation. *The Modern Language Journal*, 79(4), 530-542.
- Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford, UK: Oxford University Press.
- Ercan, H. (2018). Pronunciation Pproblems of Turkish EFL learners in Northern Cyprus. *International Online Journal of Education and Teaching (IOJET)*, 5(4), 877-893.
- Fadillah, M., Wahab, R., Ayriza, Y. (2020). Understanding the Experience of Early Childhood Education Teachers in Teaching and Training Student Independence at Teachers in Teaching and Training Student Independence at School School. *The Qualitative Report*, 25(6), 1461-1472.
- Farrah, M., & Halahlah, N. (2000). Pronunciation Problems Among Palestinian English Major Students in Hebron University. *International Journal of Arabic-English Studies (IJAES)*, 20(1), 203-226.
- Flick, U. (2009). *An Introduction to Qualitative Research*. (4th ed). Singapore: Sage Publications.
- ~~Gilakjani, A. P. (2011). A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms. *Journal of Studies in Education*, 1(1), 1-15.~~

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Commented [BL42]: Please review location, publisher order and formatting.

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

Gilakjani, A. P. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*. 2(3), 119-128.

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Goodroe, J. J. (2010). Teacher Perspective of Contextual Teaching and Learning with Respect to Students Engagement. *A Dissertation*. Athens. University of Georgia.

Hago, O. E & Khan.(2015). The Pronunciation Problems Faced by Saudi EFL Learners at Secondary Schools. *Education and Linguistic research*. 1(2),85-97.

Commented [BL43]: Missing space

Hakim, M. A. (2012).An Analysis Of Phonetics b, d, g, j, dj and ð into English pronunciation for Java Students ( A Study On Java Students at English Department on STAIN Bengkulu Academic Year 2011-2012. *International Journal of Humanities and Social Science*. 2(20), 244-256.

Harrell, M. C and Bradley, Melissa A. (2009). Data Collection Methods Semi-Structured Interviews and Focus Groups. Rand. *National Defense Research Institute*. Available from: [www.rand.org](http://www.rand.org).

Commented [BL44]: Review spelling

Hasan, E. M. I. (2014). Pronunciation Problems. A case Study of English Language Students at Sudan University of Science and Technology. *English Language and Literature Studies*. 4(4), 31-44.

Hayes, B. (2009). *Introductory Phonology*. Singapore, SG: Markono Print Media Pte Ltd.

Commented [BL45]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Johnson, B., & Larry B. C. (2008). *Educational research: Quantitative, qualitative, and mixed approaches*. Boston, MA: Sage Publications. Hilal, A. H., & Alabri, S. S. (2013). Using Nvivo for Data Analysis in Qualitative Research. *International Interdisciplinary Journal of Education*. 2(2), 181-186.

Kaharuddin, Ahmad, D. (2018). *English phonetics for Indonesian learners of English (An Essential Guide to Natural English Pronunciation)*. Yogyakarta, Indonesia: TrustMedia Publishing.

Formatted: English (United States)

Keshavarz, M. H., & Abubakar, M. K. (2017). An Investigation into Pronunciation Problems of Hausa Speaking Learners of English. *International Online Journal of Education and Teaching (IOJET)*. 4(1). 61-72.

Kosasih, M. M. (2017) Native Language Interference in Learning English Pronunciation: A Case Study at a Private University in West Java, Indonesia. *International Journal of Education and Research*. 5(2), 136-150

Kumar, R. (2011) *Research Methodology: A Step-by-Step Guide for Beginners*. Los Angeles, US. Sage Publication.

Formatted: Font: 12 pt, Not Bold, Italic, Complex Script Font: 12 pt

Lai, H.Y.T. (2013). The Motivation of Learners of English as a Foreign Language. *International Education Studies*; 6(10), 90-101. Retrieved from <http://dx.doi.org/10.5539/ies.v6n10p90>

Formatted: Font: 12 pt, Italic, Complex Script Font: 12 pt

Li, F. (2016). Contrastive Study between Pronunciation Chinese L1 and English L2 from the Perspective of Interference Based on Observations in Genuine Teaching Contexts. *English Language Teaching*. 9(10), 90-100.

Formatted: Font: 12 pt, Not Bold, Italic, Complex Script Font: 12 pt

Lin, L. C. (2014). Understanding Pronunciation Variations Facing ESL Students. *International Journal of Humanities and Social Science*. 4(5), 16-20.

Formatted: Font: 12 pt, Italic, Complex Script Font: 12 pt

Luo, J. (2014). A Study of Mother Tongue Interference in Pronunciation of College English Learning in China. *Theory and Practice in Language Studies*. 4(8), 1702-1706.

Formatted: Font: 12 pt, Not Bold, Italic, Complex Script Font: 12 pt

Max, N., Woodsong, C., MacQueen, K. M., Guest, G., Namey, E. (2005). *Qualitative Research Methods: A Data Collectors Field Guide*. North Carolina: Family Health International.

Formatted: Indent: Before: -1.11 cm

Luo, J. (2014). A Study of Mother Tongue Interference in Pronunciation of College English Learning in China. *Theory and Practice in Language Studies*. 4(8), 1702-1706.

Commented [BL46]: There appears to be a missing ampersand.

Mahadi, T.S.T., & Jafari, S.M. (2012). Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science*. 3(24), 230-235.

Formatted: Default, Indent: Before: -1.11 cm, Hanging: 1.11 cm

Mack, N., Woodsong, C., MacQueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative Research Methods: A Data Collector's Field Guide*. North Carolina, US: Family Health International.

Formatted: Default, Left, Indent: Before: 0 cm, First line: 0 cm

Commented [BL47]: Please review. There appears to be a missing period and comma.

Mahapatra, B. P. (2017). The Problem of Silent Letters in ESL Teaching and Learning. *International Journal of Creative Research Thoughts (IJCRT)*. 5(4), 3032-3040.

Formatted: Indent: Before: 0 cm, Hanging: 1 cm

- Mason, J. (2002). *Qualitative Researching*. (2nd Ed). New Delhi: Sage Publications
- Masgoret, A. -M., & Gardner, R. C. (2003). Attitudes, Motivation, and Second language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates. *Language Learning*, 53(1),123–163. <https://doi.org/10.1111/1467-9922.00212>
- Mathew, I. B. (1998). Errors in Ppronunciation of Ceonsonants by Llearners of English as AaFforeign Llanguage Wwhose Ffirst Llanguages are Indonesian, Gayo and Acehnese. *Monash University Linguistics Papers*, 3(2), 29-44.
- Max, N., Woodson, C., Macqueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative Research Methods: A Data Collectors Field Guide*. North Carolina: Family Health International.
- McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh, UK: Edinburgh University Press.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Fransiseo, CA: Jossey Bass.
- Merriam, S. B. (2001). *Qualitative research and case study applications in education*. San Franeiseo, CA: Jossey Bass.
- Mirkovic, V., & Jerkovic, I. (2021). Experiences of Mothers of LGBTQ Children in Serbia: What Comes After Coming Out? After Coming Out?. *The Qualitative Report*, 26(3), 652-673.
- O'eConnor, J. D. (1980). *Better English Pronunciation*. United Kingdom, London, UK: Cambridge University Press.
- Padilla Díaz, M. (2015). Phenomenology in Educational Qualitative Research: Philosophy as Science or Philosophical Science? *International Journal of Educational Excellence*, 1(2), 101-110.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Thousand Oaks, CA: Sage Publications.
- Poposka, V.P. (2016). Pronunciation Proficiency Level and Problematic Areas of Tertiary Level Students-Learners of English as a Foreign Language from GotseDelchev University Shtip- Macedonia. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 30(3), 199-208.
- Riswanto, R., & Haryanto, E. (2012). *Improving Students' Pronunciation Through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia*.
- Rivas, M.O.L., Gracia, P.C.M.G., & Mejia, N.V.U. (2011). Interference Caused by First Language on the Pronunciation of English Voiced/Voiceless Fricative and Affricate Consonant Sound /ð/, /θ/, /tʃ/, and /ʃ/: A Literature Review Worked Supported with Field Data Collected among Students of the B.A. in English Emphasis on Teaching of the Foreign Languages Department of the University of EL Salvador Semester II-2011. *Undergraduate Research*. University of EL Salvador.
- Roach, Peter. (2009). *English Phonetics and Phonology A Ppractical Ceourse*. (4th Ed). Cambridge, UK: Cambridge University Press.
- Senel, M. (2006). *Suggestions for Beautifying the Pronunciation of EFL Learners in Turkey*. *Journal of Language and Linguistic Studies*, 2(1), 112-125.
- Shak, P., Lee, C. S., Stephen, J. (2016). Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students. *International Journal of Language Education and Applied Linguistics (IJLEAL)*, 4, 25-35.
- Silva, L.P.G. (2011). *Strategies to improve english pronunciation in young learners (B.S. thesis)*. Pontificia Universidad Católica del Ecuador Sede Ambato.
- Singh, P. (2017). Spelling and Pronunciation Errors in English Language. *International Journal of Educational Research and Technology*, 8(1), 25-31.
- Smith, B. L. (2017). A Qualitative Study of Veteran Students' Perspectives of Their Academic Experiences. *A Dissertation of Doctor of Philosophy*. United States of America. University of South Florida.
- Stake, R. E. (1995). *The art of case study research*. New York, US: Sage Publication.

Formatted: Indent: Before: 0 cm, Hanging: 1 cm

Commented [BL48]: There appears to be a missing ampersand.

Commented [BL49]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Commented [BL50]: Please review capitalization of this author's name.

Commented [BL51]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Formatted: Justified, Indent: Before: 0 cm, Hanging: 1 cm, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: Font: (Default) Times New Roman, Not Bold, Complex Script Font: Times New Roman

Formatted: Font: (Default) Times New Roman, 12 pt, Not Bold, Complex Script Font: Times New Roman, 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt, Not Bold, Complex Script Font: Times New Roman, 12 pt

Formatted: Font: Not Bold

Formatted: Font: Indonesian

Commented [BL52]: There appears to be a missing ampersand.



Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

Stake, R. E. (2010). *Qualitative Research: Studying How Things Work*. London, UK: The Guilford Press.

Sumbayak, D. M. (2009). The Diphtong: The Obstacles for Indonesian Speakers of English. *Journal of Lingua Cultura*. 3(2), 107-115. Subandowo, D. (2017). *The Language Interference in English Speaking Ability for EFL Learners*. Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT 5).

Sumbayak, D. M. (2009). The Diphtong: The Obstacles for Indonesian Speakers of English. *Journal of Lingua Cultura*. 3(2), 107-115.

Tambunsaribu, G., & Simatupang, M. S. (2021). Pronunciation Problems Faced by Indonesian Ceollege Sstudents Wwho Llearn to Sspeak English. *European Journal of Molecular & Clinical Medicine*. 8(2), 759-766.

Utami, V. (2020). EFL Learner's Pronunciation Problems: A Phonological Analysis. *Journal Basis*. 7(1), 172-184.

Vancova, H. (2016). Phonetics and Phonology: A practical Introduction to Pronunciation and Transcription. *Uebnétexty*. Trnavska Univerzita V Trnave Pedagogical Fakulta.

Weis, J., Zoffmann, V., & Egerod, I. (2013). Enhancing person-centred communication in NICU: a comparative thematic analysis. *Research*. British Association of Critical Care Nurses.

Yusriati, Y., & Hasibuan, S. H. (2019). The Analysis of English Pronunciation Errors by English Education Students of FKIPUMSU. *Journal of English Education and Teaching*. 3(2), 230-448230.

Zhang, F. (2009). A Study of Pronunciation Problems of English Learners in China. *Journal of Asian Social Science*. 5(6), 141-146.

#### Author Note

Dr. Toni Indrayadi, M.Pd. is a lecturer and researcher ~~of at the English D~~departement ~~at of~~ Instituite Agama Islam Negeri Kerinci, Jambi, Indonesia, and expert in ~~R~~research in English Language Teaching, Research Methodology, ~~S~~speaking, and Pronunciation. He holds his Doctoral from Jambi University in English Education. Correspondence regarding this article can be addressed directly ~~to to: Toni Indrayadi at,~~ [toniindrayadi2@gmail.com](mailto:toniindrayadi2@gmail.com).

Daflizar, M.A., P.h.D. ~~is~~ is a lecturer and researcher at ~~the English department at of~~ Instituite Agama Islam Negeri Kerinci, Jambi, Indonesia, ~~and an expert in Research in English Language Teaching, Translation, structure, and pronunciation.~~ He holds his ~~PhD~~ from Universitas of Jambi in English Education. He obtained his Master's and Ph.D. degrees from University of Canberra, Australia. His research interests include learner autonomy, language learning strategies, language teaching and learning, technology-based language learning, and language learning motivation. Correspondence regarding this article can be addressed directly to: ~~Daflizar at,~~ [daflizar@yahoo.com](mailto:daflizar@yahoo.com).

Yoki Irawan, M.Pd is a faculty member, Faculty of Education, Instituite Agama Islam Negeri Kerinci, Jambi, Indonesia. Correspondence regarding this article can also be addressed directly to: ~~Yoki Irawan at,~~ [ykrwn09@gmail.com](mailto:ykrwn09@gmail.com).

Helty, M.Pd. is a faculty member, Faculty of Education, Jambi University, Indonesia. Correspondence regarding this article can also be addressed directly to: ~~Helty at,~~ [heltyasafri@unja.ac.id](mailto:heltyasafri@unja.ac.id).

**Commented [BL53]:** If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

**Formatted:** Indonesian

**Formatted:** Left, Indent: First line: 1.27 cm

**Formatted:** Indent: First line: 1.27 cm

Appendix 1  
Pronunciation Observation Test

No	Words
1	Psychology
2	Pneumonia
3	Cupboard
4	Receipt
5	Doubt
6	Subtle
7	Bomb
8	Thumb
9	Christmas
10	Fasten
12	Handkerchief
13	Wednesday
14	Knee
15	Knock
16	Gnaw
17	Gnash
18	Sovereign
19	Campaign
20	Island
21	Viscount
22	Debris
23	Heir
24	Honor
25	What
26	While
27	Mnemonic
28	Solemn
29	Autumn
30	Palm
31	Salmon
32	Almond
33	Chart
34	Fork
35	Father
36	Car
37	Mother
38	Wrap
39	Write
40	Answer
41	Hawk
42	Raw
43	Draw

Appendix 2  
Score of Pronunciation Observation Test

No	Name	Raw Score	Conversing Score
1	Meri	33	76
2	Noni	30	70
3	<b>Nur</b>	<b>11</b>	<b>25</b>
4	Vepi	30	70
5	<b>Budi</b>	<b>5</b>	<b>70</b>
6	Moli	34	79
7	Titi	36	84
8	<b>Fitri</b>	<b>7</b>	<b>16</b>
9	Rohida	35	81
10	Novita	33	76
11	Yeni	35	81
12	<b>Rani</b>	<b>8</b>	<b>19</b>
13	Bela	32	74
14	Mona	36	84
15	<b>Doni</b>	<b>10</b>	<b>23</b>
16	Ela	34	79
17	<b>Ani</b>	<b>9</b>	<b>21</b>

\*The scoring technique of each student by totaling item by item, then ~~conversing~~ **converting** it into 0 to 100 by using the formula below:

$$\text{Value} = \frac{\text{The Number of Correct Items}}{\text{The Total of Item}} \times 100$$

**Commented [BL54]:** Should this read "converting"?

## Indonesian EFL Students' Difficulties in Recognizing English Letters: A Case Study

Toni Indrayadi, Daflizar, and Yoki Irawan  
Institut Agama Islam Negeri Kerinci, Indonesia

Helty  
Universitas Jambi, Indonesia

---

*The purpose of this qualitative study was to explore the difficulties of Indonesian undergraduate students in recognizing English letters at one public Islamic higher education institution in Jambi Province, Indonesia as the basis for designing pronunciation teaching strategi for English lecturers. Using qualitative case study methodology that attempts to investigate and understand human issues in a particular group (Harrison et al., 2017), 4 participants were interviewed. through semi-structured interview questions. The interviews were analyzed and compared through thematic analysis. Four themes of EFL English pronunciation mastery factors emerged: motivation, attitude, first language pronunciation interference, and phonetic ability. The findings of this study provide evidence for lecturers on the importance of introducing pronunciation class in the English study program in the earlier years of study to improve students' English pronunciation ability. Implication and limitation of research are provided.*

*Key Words: EFL University Students, English Letters, case study*

---

### Introduction

All English as a foreign language (EFL) and English as a second language (ESL) learners in the world would hope to be able to pronounce English correctly like native speakers of English. Having correct pronunciation is important as it can lead to more efficient communication (Kaharuddin & Ahmad, 2018; Zhang, 2009) and support personal and professional development in speaking (Gilakjani, 2012; Kosasih, 2017; Poposka, 2016; Rivas et al., 2013). However, many learners have difficulties in producing correct English pronunciation, including Indonesian learners. According to Bui (2016), among the reasons why learning English pronunciation is difficult is the strangeness of English phonetics for EFL learners.

Riswanto and Haryanto (2012), revealed that age, phonetic ability, lack of practice, and attitude are factors that make it difficult for Indonesian students to pronounce English. Moreover, Andi-Pallawa and Alam (2013) argued that different sound systems of Indonesian with English as the target language presents a difficulty factor for Indonesian students in recognizing English letters and sounds. Yusriati and Hasibuan (2019) who focused their research on silent letters argued that English silent letters create problems for EFL learners and make the pronunciation even more difficult because the spelling and its pronunciation do not match. The learners tend to generalize the foreign language or second language sounds based on their mother tongue. For example, Indonesian students pronounce the English silent letter [k] in *know* in the same way as they pronounce the first letter of Indonesia consonant [k] in *kaki* without the absence of the /k/ sound. The mispronunciation of the silent consonant letter above could be the result of the over-practice of the first language and a process of fossilization (Hasan, 2014). Fossilization refers to repetition of incorrect phonetics of a foreign language (Wei, 2008). Ellis (1985) further explained that fossilization is when a certain feature of his

**Commented [s5g1]:** Toni and Team—thank you for your revisions.

Please though only work up to page 5, up to Analysis. The reason is that there is some confusing or missing information that would increase readers' trust and confidence in your work and it needs to be clarified.

I know I wrote this before: The methodological section of your paper is not just a quick description—it is an in-depth reporting of each step that you took to build reader confidence in your processes and your findings. Therefore, you need to add fuller descriptions of everything you did, a rationale for each step you took, and illustrations (especially in analysis and trustworthiness) and literature citations. And finally, every methodological decision you have made and taken needs to refer back to how it is appropriate and in line with case study and your question of inquiry—this needs to be said explicitly or readers will have doubts and we do not want that—we want them to hold appreciation.

To be honest I am experiencing some confusion as well, and beginning to be worried about several things, including about your fatigue and frustration of repeatedly going over the same sections. Sometimes the revisions are excellent and the sentences and logical presentation finely crafted and at other times they are general or indirect. This is what is contributing to my confusion and uncertainty about how to best help. It leads me to wonder and be worried that my suggestions for revisions are very unclear or irrelevant—could you please let me know your own experience so we can figure out the best way forward to have your work ready for publication? In addition, could we please have a conversation on zoom or skype to discuss this further? I have found that often a direct face-to-face conversation is very helpful in moving forward.

Thank you. Sally

**Commented [s5g2]:** I am leaving the comment above because it still applies and I do not see my comments addressed fully enough—the information in the methodology section is not as convincing or as rigorously presented as it needs to be to make your report credible to readers. This is also why I was suggesting a zoom or skype call.

Sally

interlanguage has the same form as that of target language, then the fossilization of correct forms will take place. In contrast, when the feature is different, then the fossilization of errors form will occur.

### Context of the Study

Our study was focused on exploring the students' difficulties in recognizing English consonant silent letters. The consonants are categorized in terms of their manner and place of articulation based on Roach's (2009) classification. Firstly is plosive; bilabial plosive [p] and [b], alveolar plosive [t] and [d], and velar plosive [k] and [g]. Second, fricative; alveolar fricative [s] and glotal fricative [h]. Third, nasal; bilabial nasal [m] and alveolar nasal [n]. Fourth, approximant; lateral approximant [l], post-alveolar approximant [r], and velar approximant [w].

Plosive is produced completely by stopping the airflow through the oral cavity (McMahon, 2002). [p] and [b] are bilabial plosives that are produced by pressing the lips together. [p] sometime absent in the initial and middle of words, for example, psychological /saɪkə'lɒdʒɪkl/, pneumonia /nju:'mɔ:niə/, however [b] only absent in the final of the words, for example cupboard /'kʌbəd/, receipt /ri'si:t/, bomb /bɒm/, and thumb /θʌm/. Consonants [t] and [d] are alveolar plosives. These two consonants are produced when the tongue blade touches the alveolar ridge. In several words, both [t] and [d] are silent in the middle, for example, listen /lɪsən/, handkerchief /'hæŋkətʃɪf/, and Wednesday /'wenzdeɪ/. Finally, [k] and [g] are velar plosive that are produced by pressing the back of the tongue against the hard palate. The velar plosive [k] usually absent in the initial of words, for example, knife /naɪf/, knock /nɒk/, and [g] is in the initial and middle of the words, for example gnome /nəʊm/, gnash /næʃ/, foreign /'fɔ:rn/, and sovereign /'sɒvrɪn/.

The result of two articulators being in close with each other, and the air passes between them are called fricative. Fricatives however, [s] and [h] belong to different manner of articulation. [s] is belongs to alveolar fricative that has the same place of articulation as [t] and [d] in which the air escapes through a narrow channel of the mouth (Roach, 2009). It is the result of two articulators being in close with each other, and the air passes between them. This alveolar fricative is usually absent in the middle and final of the English words, for example, island /'aɪlənd/, aisle /aɪl/, debris /deɪbri:/. However, [h] is glotal fricative that is produced by moving the vocal folds from wide apart to close together (Roach, 2009). This consonant is mostly absent in the initial position of the words that are followed by certain vowels in English, for example, heir /eə/, herbivore /'hɜ:brɪvɔ:/, honest /'ɒnɪst/, what /wɒt/, and when /wen/.

The consonant which produced by involving complete closure in the mouth by lowering the back of the velum to allow airflow escape through the nose refer to nasal (Hayes, 2009). [m] is bilabial nasal and [n] is alveolar nasal. These two nasal consonants are produced quite similarly. [m] is produced by escaping air through the nose totally or air does not pass through the mouth. This bilabial nasal is only absent at the beginning of English words for example mnemonic /ni'mɒnɪk/. However, [n] is a different matter, it is produced by no escaping the air through the nose totally. This alveolar nasal is usually absent in the middle and final of the English words, for example, government /'gʌvənmənt/, column /'kɒləm/, damn /dæm/.

[l], [r], and [w] are approximants. [l] is a lateral approximant that is made by using the tongue and alveolar ridge. O'Connor (1980) briefly stated that [l] is formed by not contacting the side of the tongue with the side of the palate to escape the air flow between them. [l] comes in two variations, a clear [l] and a dark [l] which are in allophonic relation, but the variations do not change the meaning of the words (Vančová, 2016). [l] is not pronounced in the middle position of English words with certain conditions, for example, calm /kɑ:m/, and half /hɑ:f/. However, [r] is a post-alveolar approximant that is produced by approaching the tip of the tongue to the alveolar as the way to produce [t] or [d], but never actually makes contact with any part of the roof of the mouth (Roach, 2009). These consonant silent letters perhaps only occur in standard British English pronunciation, not in American English, for example, car /kɑ:/, far /fɑ:/ card /kɑ:d/, fork /fɔ:k/, father /'fɑ:ðə/, and where /'weə/. [w] is velar approximant. It is pronounced like a vowel. This means that it is phonetically like vowels but phonologically like

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Italic

consonants (Roach, 2009). There is an interference of vowel [u] in producing [w] in English. It is pronounced without any real obstacle in the air stream, the articulating organs (lips) come to proximity, but they never touch (Vančová, 2016). Similarly, /w/ is produced by approximating the lips, though not enough to cause friction or obstruct the air-flow, and the back of the tongue is also bunched up (McMahon, 2002). Bilabial glide/w/ is absent at the beginning, middle, and final parts of the English words, for example, *wrap* /ræp/, *write* /raɪt/, *answer* /'ɑ:nsə/, *hawk* /'hɔ:k/, *raw* /'rɔ:z/, and *draw* /'drɔ:z/.

Several studies have been conducted related to pronunciation difficulty of EF learners (Abugohar & Yunus, 2018; Bardakçi, 2015; Ercan, 2018; Keshavarz, 2017; Poposka, 2016; Shak et al., 2016; Sumbayak, 2009). These studies however, were only concerned with identifying the types of mispronunciation EFL learners have in general.

### Literature Review

To date, several studies have been conducted to investigate pronunciation difficulties encountered by EFL learners (Almaqrn & Alshabeb, 2017; Cakir & Baytar, 2014; Chaira, 2015; Donal, 2016; Elliot, 1995; Farrah & Halahlah, 2020; Gilakjani, 2012; Luo, 2014; Masgoret, & Gardner, 2003; Mathew, 1998; Rivas et al., 2011; Tambunsaribu & Simatupang, 2021; Utami, 2020). These previous studies allow us to gain a better understanding of the experience in pronouncing unrecognizable English phonetic sounds. Yet, most of these studies have been conducted outside of Indonesia with only five studies conducted in Indonesia to the best of our knowledge. No research to date has been done on Indonesia EFL learners' experience in recognizing English consonant silent letters [bilabial plosive \[p\] and \[b\]](#), [alveolar plosive \[t\] and \[d\]](#), [velar plosive \[k\] and \[g\]](#), [alveolar fricative \[s\]](#), [glotal fricative \[h\]](#), [bilabial nasal \[m\]](#), [alveolar nasal \[n\]](#), [lateral approximant \[l\]](#), [post-alveolar approximant \[r\]](#), and [velar approximant \[w\]](#).

Chaira (2015) conducted the research entitled "Inference of First Language in Pronunciation of English Segmental Sounds" by classifying and comparing Indonesian pronunciation as the participants' first language with English pronunciation. The study employed a descriptive qualitative design by collecting the data from the students of an Islamic Boarding School in Aceh, Indonesia. She found that participants' first language can cause English phonological errors, especially [ph], [th], [kh], [f] for the grapheme "ph," [v], [θ], [ð], [z] for the grapheme "s," [j], [ks] for grapheme "x," [i:], [u:], [æ], and [e].

Donal (2016) investigated students' difficulties in pronouncing English diphthongs involving 35 students at the University of Pasir Pengaraian, Riau Province, Indonesia. The study employed mixed methods and the data were collected using a pronunciation test and classroom observation to describe the factors that influence students' difficulties. The results showed that the English diphthong [av] was the most difficult sound pronounced by the students. From the observation, the researcher suggested that the factors that affected students' problems were mother tongue intrusion, students' lack of knowledge of English sound systems, and unsuccessful usage of borrowed English words.

Mathew (1998) conducted research on the mispronunciations of English consonants by Indonesian EFL learners. The study involved a total of 24 EFL learners from three different first language groups (Indonesian, Gayo, and Acehnese) using an experimental design. The study aimed to describe errors made by each first language group. The data were collected through an aural discrimination test, a word repetition test, a reading passage test, and interviews. The findings showed patterns of errors in the realization of certain English phonemes. The errors made by the students were mainly limited to final stops and sibilants and initial and final affricates and inter-dentals. Based on the findings, the researcher concluded that transfer and developmental factors, spelling interference, learning and communication strategies, and interaction of these all factors were attributed to the mispronunciations.

A more recent study was undertaken by Tambunsaribu and Simatupang (2021) to investigate the errors of English pronunciation among Indonesian university students. Using a case study methodology, the data were collected from 50 students at a university in Jakarta. The data were obtained through students' talk when they introduced themselves in the first meeting of an English class. The researchers typed all the mispronounced words and recorded the

students' voices. The researchers then made a list of the mispronounced words and asked the participants again to pronounce them in front of the class in the following meeting. The participants were also interviewed to explore the reasons for their difficulties. The findings revealed that the students faced many types of problems in pronouncing English words. The students were confused about pronouncing some English words because of the inconsistency of the pronunciation of vowel letters, vowel-letter combinations, silent letters, and the sounds of two or three combinations of consonant letters. The interview results showed that there are several reasons why the students have problems pronouncing the English words although they have learned English for more than 12 years. Among the reasons are lack of training on pronunciation and English speaking and reading-aloud practice, more grammar-oriented and teacher-centred English instruction.

Research entitled "EFL Learner's Pronunciation Problems" was conducted by Utami (2020) who analyzed a Chinese post graduate student problems in pronunciation /ð/, /θ/, /r/, and /l/ sound through case study. The participant began to study English as a compulsory subject from primary school until university. Using interview, the data of her study were collected to provide information related to /ð/, /θ/, /r/, and /l/ sounds. Her study found that the Chinese post graduate student faced difficulty in pronouncing /ð/, /θ/, /r/, and /l/ sounds.

The findings of the studies presented above showed that English pronunciation errors appeared to be specific to speakers of a certain language. While several studies on English pronunciation have been conducted in the Indonesian contexts, most of the studies have focused on identifying common errors made by the students. Although influencing factors were identified in the studies, some were only based on observations rather than interview results. The present study is different from the above-mentioned studies as it specifically investigated Indonesian undergraduate students' difficulties in recognizing English consonant silent letters in which the data were collected using interviews.

Regarding the importance of English consonant silent letters recognition, the present study aims to explore the difficulties of English department students in an Islamic higher education institution in Jambi, Indonesia. The research related to English consonant silent letters is very important because the research is still rare, especially at English departments in Indonesia. This study would also attempt to fill the gap related to students' difficulties in recognizing English consonant silent letters. The question of inquiry for this study was, "What are the difficulties of undergraduate students in recognizing English consonant silent letters?"

### **Authors' Context**

The first, second, and third authors of this study are English lecturers in the English department in Institut Agama Islam Negeri Kerinci, while the fourth author is an English lecturer of Universitas Jambi who is interested in pronunciation. Most of the authors were experienced in teaching pronunciation class. As English lecturers, we often discussed pronunciation problems faced by EFL learners, especially Indonesian learners. Based on the results of our discussion, we decided to conduct research on English silent letters to explore the Indonesian EFL learners' difficulties in recognizing English consonant silent letters. We believed that this research result can be supplementary for the English lecturers to develop appropriate teaching techniques or strategies for teaching pronunciation class.

### **Methodology**

A case study approach was adopted in this study since we are investigating and understanding EFL students' difficulties in recognizing consonant silent letters. This approach attempts to answer the research question about phenomenon and the issue of an individual, group, institution, and community in a natural real-life context (Crowe et al., 2011; Flick, 2009). Moreover, Stake (2010) stated that case study aims to investigate and understand about how the things work. The rationale of using case study was the English department students at one Islamic higher education institution is representative of other English department students that faced pronunciation problems. The result of this study can be an informative for English department students at other higher education institution or universities (Yin, 2003).

research approach can help us to obtain in-depth information regarding students' difficulties in recognizing English consonant silent letters

## Participants

### Participants' Selection

This study was conducted at the teachers training and education program in one state Islamic higher education institution in Jambi, Indonesia that has more than 1500 students. We asked permission to the head of English department to involve the students in our study. We informed him that we would like to interview English department students. He responded our aims positively by giving the opportunity for us to conduct our study as long as not disturb the students teaching and learning process. We used purposive sampling in selecting the participants since it judges participants based on our study purpose. Purposive sampling aims to have a relevant data based research topic (Kumar, 2011; Yin, 2011). To employ purposive sampling in this study, 35 of fourth semester English department students that belong to three classes were asked to pronounce English words containing 13 English consonant silent letters: bilabial plosive [p] and [b], alveolar plosive [t] and [d], velar plosive [k] and [g], alveolar fricative [s], glotal fricative [h], bilabial nasal [m], alveolar nasal [n], lateral approximant [l], post-alveolar approximant [r], and velar approximant [w], as a basis of selecting participants. Our inclusion criteria were the students who got scores below 32 (a quarter of the total test score conversion). This pronunciation test was designed by ourselves only as requirement for selecting the study participants. In this test, each correct pronunciation was scored 1 and incorrect was 0 to know the each student ability. We asked 35 of fourth. The pronunciation test measurement showed that six students were selected as the research participants because they got score below 32. However two students were not willing to be interviewed because of personal problems.

### Participated Participants

Four participants For our study, we specifically interviewed four students selected and who are willing to be interviewed give their views related to difficulties in recognizing English consonant silent letters, were contacted and invited to participate in the study. We have used pseudonyms for all participants to ensure confidentiality; they are Nur, Budi, Fitri, and Doni. Nur is a student with limited English phonetic recognition. She never recognized English phonetics when she was at senior high school like her classmates in the English department. Budi is a student who has no background with English phonetic recognition because he was taught by a senior high school teacher who did not have any English phonetic background; His English teachers never explained to him about the importance of English phonetic recognition and therefore, he had to rely upon himself to recognize English phonetic patterns. Fitri, the third participant, had no intention of studying in the English language study program when she took the proficiency test at an Islamic higher education institution in Jambi Indonesia. The English program was as a second choice; he had preferred biology, but his parents forced him to take an English study program. This unsurprisingly makes Fitri less enthusiastic about learning English which has an effect on the lack of mastery of pronunciation, skills in English, and other aspects of the English language. The fourth participant was Doni who has good skills with regards to many aspects of English learning, except for pronunciation. He finds it difficult to recognize English phonetics, especially English consonant silent letters, so he pronounces English silent letters like he pronouncing English consonants as in his first language.

All participants in this study were students we know as they are studying at English department of an Islamic higher education institution in Jambi, Indonesia where we teach. This relationship helped us conducting deep conversation to gain in depth information related to the participants difficulties in recognizing English consonant silent letters. This trust relationship between participants and the researchers enable us to clarify the data needed for this study. Moreover, underlying relationship and trust allow us to reach the participants any time we need

**Commented [ssg3]:** This is redundant—can you get even more specific with regard to the parameters of the case—see case study literature to help you explain this—the literature that you are citing is not the main and complete version. I think that Stake will offer more specifics—it is critical that you show your knowledge of your chosen methodology with regard to your study. Make sure that you show how *and why* case study can help you answer your question of inquiry (because many other methods could also have helped you answer your question of inquiry).

**Commented [ssg4]:** I suggest that you call this section "Participants" and then divide it into two subsections: Participant Selection and Students Who Participated. Then include full information according to those subheadings. I also offer some comments below to help with what is included and what is not and ways to make the information explicit.

**Commented [ssg5]:** Please report this in the order in which you proceeded. I wasn't quite able to determine your steps in order.

**Formatted:** Indent: First line: 0 cm

**Commented [ssg6]:** What were the ethical permissions your received in order to conduct this study?

**Commented [ssg7]:** Why these—your introduction contained some different letters so it makes me wonder about your choice. We believe at TQR that all researchers must be as transparent as possible in reporting their research to avoid confusions and suspicions on the part of readers.

**Commented [ssg8]:** Was this a standardized test?

**Commented [ssg9]:** Is this all of them or members of one class only?

**Commented [ssg10]:** Is this part of a standardized test, or was it done after the test? If not part of the test, how did you decide to test in this way and determine the scoring?

**Formatted:** English (United States)

**Formatted:** Font: Bold

**Formatted:** Font: Bold

**Commented [ssg11]:** It would be best if you started the sentence with "we used purposive sampling...." and then followed it with your rationale.

**Commented [ssg12]:** Please explicitly say why you used purposive sampling. And add a citation/reference for it.

It would be most helpful if you would use the structure of we decided to ....for this reason.... and this is how we did it.

**Commented [ssg13]:** Please tell us about the relationship between the students and the other authors. (See my comment below as well.)

**Commented [ssg14]:** Should this be Doni?

**Commented [ssg15]:** Sorry, I got confused by this phrase. Please reword.



to conduct additional interview. Only the fourth author do not have relationship with the participants as she teach at other higher education.

## Data Collection

The data for this study were collected through semi-structured interviews with each lasting 45 and 60 minutes at the location of each participant student choice over 4 months starting from June to December 2020. This technique of data collection provide us rich data under investigation. Creswell (2012) briefly stated that semi-structured interview is the most appropriate technique for collecting data of human being. We performed and focused the interview protocol on exploring students' difficulties in recognizing English consonant silent letters (e.g., What do you think about accurate English pronunciation? How do you pronounce existing letters in the words but sound absent such as [p] in *psychology*, [b] in *subtle*, [k] in *know*? Do you effort to perform accurate English pronunciation? What is the main basis for you in pronouncing English? Do you consider pronunciation errors when pronouncing English? All willing participants were face-to-face interviewed and audio recorded for the transcribing purposes. Each student participant was interviewed twice in a different location. Interviewing the participants more than one can provide the interviewer opportunity to confirm and clarify the previous interview (Bolderston, 2012). Participants' first language were used in interview to make them freely to express their idea.

In the first interview, we asked several questions to investigate the participants difficulties in recognizing English consonant silent letters based on the study themes, for example "apakah anda mengetahui huruf konsonan diam Bahasa Inggris? (Do you recognize English consonant silent letters?). Bagaimana huruf konsonan diam tersebut mempengaruhi prounciation bahasa inggris anda? (How does it impact on your English pronunciation?). The second interview was the confirmation and clarification of the previous interview. We also used Indonesia as the participants first language in interview to make them freely to express their idea. All participants interviews were audio recorded. We then transcribed the recorded interviews word by word. We reread the interview transcript line by line several times to obtain an overall views about the students' difficulties in recognizing English consonant silent letter.

All participants in this study were students we know as they are studying at English department of an Islamic higher education institution in Jambi, Indonesia where we teach. This relationship helped us conducting deep conversation to gain gain in depth information related to the participants difficulties in recognizing English consonant silent letters. This trust relationship between participants and the reseachers enable us to clarify the data needed for this study. Moreover, underlying relationship and trust allow me to reach the participants any time we need to conduct additional interview.

## Data Analysis

We analyzed the interview transcript based on Yin case study analysis strategy (Yin, 2009), through thematic analysis. In this study, we analyzed the interview data reported by the participants by coding, categorizing, describing, and analyzing into themes. Thematic analysis was used to explore the difficulties in recognizing English consonant silent letters. The interview data were listened for several times to keep the accuracy. Afterward, we transcribed the data as real as possible. Then, identified and coded words, phrases, and statements related to research themes with using different colors. We believed that coding process is an important step in thematic analysis. We first reread the interview transcript line by line for several time to obtain an overall views about the students' difficulties in recognizing English consonant silent letter. We then identified and coded the words, phrases, and statements related to research aims by coloring the reseach themes. Lastly, after the complete review, we classified the identification and coding words, phrases, and statements into themes to help us to present the interpretation of participants data analysis. difficulties in recognizing English consonant silent letters.

**Commented [ssg16]:** Place this information under participants where my comments indicate because this information does not really show us data collection steps.

**Commented [ssg17]:** My suggestion for presenting this section the most clearly is to tell the story of what you decided and did in the order in which you proceeded. For example, what did you decide would be the best data to collect to answer your questions of inquiry. Why?

Then how did you prepare the data collection process and why? Who of you collected the information?

**Commented [ssg18]:** What were the interview questions? How were they constructed?

**Commented [ssg19]:** I do not see this addressed. We would like to know all of the interview questions.

**Commented [ssg20]:** Please tell us all of your interview question protocol and how the question were constructed and decided upon.

**Formatted:** Font: Italic

**Formatted:** Font: Italic

**Formatted:** Font: Italic

**Commented [ssg21]:** How would someone know if the letters were supposed to be silent—doesn't having difficulty say they wouldn't even know, especially if they had not phonetics background/training as you described about the 4 students?

**Commented [ssg22]:** Sorry, I am unclear on what this means.

**Commented [ssg23]:** I do not see this addressed yet. That is the rationale for more than one interview.

**Commented [ssg24]:** How were these questions developed? How would they help you answer your question of inquiry?

Please see number 4 in the outline to make this a fuller presentation.

**Commented [ssg25]:** What literature did you use as your guide?

**Commented [ssg26]:** Place this information under participants where my comments indicate because this information does not really show us data collection steps.

**Formatted:** English (United States)

**Commented [ssg27]:** Bot this section and the next need to be the most compelling—this means that every step you took is made fully transparent by saying what you decided to do, why you decided this, what literature grounded your decision, how you did it, and an exemplar illustrating what you did. Without this transparency readers will have little or no confidence in your results.

### Trustworthiness of the Study

To ensure the trustworthiness of the study, we firstly informed the participants about the reason of conducting interview, masked their identity, voluntary participation in the research, and possibility of withdrawing from the research. Second, regarding credibility, we provided the copies of interview for member-checking by involving all participants to give feedback to ensure their views not misprinted. Involving the participants to check their interview results is determining the accuracy of the research findings (Creswell, 2014). Third, identification and coding of research themes, we colored the words, phrase, and statetments related to research themes. Fourth, classification and identification, we classified identification and coding words, phrases, and statements before they were presented in the study finding.

### Findings

This study aimed to examine the difficulties experiences of students in recognizing English silent consonant letter at one Islamic higher education institution in Jambi, Indonesia : They are [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants in English words. As stated previously that there were six students as the participants of the study, however, two students were not willing to be interviewed because of personal reason. Thus, four students were interviewed in this study. Each of them was interviewed in different places depending on the agreement before conducting the interviews. The language used in conducting the interviews was the Indonesian language. Four themes of EFL English pronunciation mastery that emerged in this research were motivation, attitude, first language pronunciation interference, phonetic ability. Our study finding revealed that although participants express similar views related to the difficulties in recognizing English consonants silent letters, but each of them has their uniqueness. Therefore, our study only presented the most unique data among four participants.

### Motivation

This theme focuses on participants' motivation to recognize English phonetic. As one of the study themes, motivation have important role in performing the students' accurate pronunciation. We found that all participants demotivated to recognize English phonetic with their own reason. Most participants misperceive about the importance of English phonetic recognition for English pronunciation accuracy. "I just focus on mastering vocabulary as many as possible, not recognizing phonetic. English phonetic might not guarantee me to master English" (Budi). "I don't expect that little beat error in pronouncing English as foreign language is not a serious case because it is impossible for me to be a native-like in English pronunciation" (Fitri). "I don't think that accurate English phonetic is very important in conveying oral message. This thought make me unmotivated to recognize English phonetic" (Doni). However, one participants had different view with most participant, she did not believe that English phonetic recognition can influence their English pronunciation accuracy;

"I don't care of English phonetic in pronouncing English words, because it never taught in detail when I was at Junior high school until second semester at English program" (Nur).

One of the main factor that impacts students' difficulties in recognizing English sound, especially English consonant silent letters was their motivation to improve and develop English pronunciation. All the participants stated that English pronunciation accuracy is not important for them. For example,

This theme captured several of the participants' less motivation experiences to improve and develop their pronunciation accuracy. Motivation can influence the improvement and the development of students' pronunciation accuracy. This means that when the students have the motivation to improve and develop their English pronunciation, so better pronunciation will be achieved by them. During the interviews, the participants were asked about their motivation to improve and develop their English pronunciation. The findings of this study indicated that although the participants had studied English since Junior High School, they reported that they

Commented [BL28]: Please restate each of these terms as themes instead of descriptive terms.

Formatted: English (United States)

Commented [BL29]: Please review wording.

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

were still unmotivated to improve and develop their pronunciation related to English consonant silent letters. For example,

It can be seen that Nur: I don't care of English pronunciation rules, because it never taught when I was at Junior high school until second semester at English program.

Budi: I just focus on mastering vocabulary as many as possible, not pronunciation accuracy. A good pronunetaion is not a guarantee in mastering English.

Fitri: I expect that little beat error in pronouncing English as foreign language is not a serious ease because it is impossible for me to be a native like. Different phonetic rule of English and Indonesia make me more confuse, that's why I decide that correct pronunciation is not important.

Doni: I don't think that pronunciation accuracy is very important in conveying oral message. This thought make me unmotivated to learn pronunciation accuracy.

The participants' statements above indicated that pronunciation accuracy and English phonetic rules influence their motivation to improve and develop their pronunciation. Most of the participants became less motivated to improve and develop their English pronunciation because they thought that correct English pronunciation is not important in learning EFL. These views show the misperception of English phonetic recognition role factor brought about participants' demotivated reason for improving their pronunciation.

## Attitude

Attitude also play important role for performing accurate pronunciation. This study revealed that the participants had negative attitude related to recognizing English phonetic. Most participants of the study did not pay attention to English phonetic accuracy. "I never concern on accurate phonetic in learning English, especially in speaking. I just pronounce English as I pronounce my first language" (Nur). "I just listen to my classmate asking questions related English phonetic. Although I have limited English phonetic, but I'm not very interested in English phonetic as my classmates" (Budi). "As mentioned before, English phonetic is not my priority in learning English. I just pronounce English as I learn from my English teachers in Senior High School. English phonetic is not important for me as long I can speak grammatically" (Doni). However, one participants misunderstand about the role of English phonetic accuracy: This themes focused on students' attitude to practice English with other people who can speak English. Several participants gave similar responses related to practicing English. In this study, the participants reported that they avoided using English in teaching and learning process in the classroom. For example,

"Nur: I never practice my English with native speaker of English during studying English, because I have many problems with my English grammar, prunciation, and vocabularies.

Budi: I just keep silent in the process of teaching and learning, I mean I don't speak if the lecturer does not ask me to speak. I just listen to my classmate asking questions.

Fitri: I avoid to use English in the proecess of teaching and learning. I just use Indonesia in communicating with my classmate and lecturers. I never thought getting to recognize English phonetic can improve my English pronunciation. But, I'm sure other person will understand what I'm saying without accurate English phonetic" (Fitri).

It can be seen that participants underestimate English phonetic role when making conversation with other people. This negative factor lead the participants to perform in accurate English pronunciation.

Formatted: Indent: First line: 0 cm

Formatted: English (United States)

Formatted: Indent: Before: 0 cm, First line: 1.27 cm

Formatted: Indent: Before: 0 cm, First line: 1 cm, After: 0.08 cm

Commented [BL30]: In this sub-section, the theme was presented and described, followed by several exemplars, and then these exemplars were tied back to the theme – nice work! Please consider repeating this structure for all of the themes.

Formatted: Indent: Before: 0 cm, After: 0.08 cm

Formatted: Indent: Before: 0 cm, First line: 1 cm, After: 0.08 cm

Formatted: English (United States)

Formatted: Indent: Before: 0 cm, First line: 1 cm

Formatted: Indent: Before: 0 cm, After: -0 cm, Tab stops: 1 cm, Left + Not at 1.75 cm

~~Additionally, other participants reported that accuracy in pronunciation is not important. For example,~~

~~**Doni:** I don't care of pronunciation accuracy in communicating with my classmates and lecturers. I just pronounce English as I learn from my English teachers in Senior High School.~~

~~It was detected that practicing English in the process of teaching and learning in the classroom is very important in improving and developing pronunciation accuracy. The findings above indicated that the participants avoided practicing English in the process of teaching and learning and underestimated pronunciation accuracy.~~

### ~~First Language Pronunciation Interference~~

~~With regard first This theme encapsulated the participants' views related to the influence of first language pronunciation interference towards their English pronunciation. Nur, Budi, and Doni had similar views in responding to the interviews related to first language pronunciation interference. They did not realize the absence of certain consonants in pronouncing English words. They thought that all the existing letters in English words are pronounced. They reflected, language interference, all participants used their first language as the basis of pronouncing English. "I just followed my first language phonetic rule in pronouncing English consonants letter, because all consonants are pronounced in my first language" (Budi). "I transfer my language phonetic rule in pronouncing English silent letters because my first language does like that. I seldom corrected by my lecturers related to pronunciation accuracy" (Doni). "My first language is as the basis for me in pronouncing English. I just pronounce English as I pronounce my first language" (Fitri). Different views related to first language interference in recognizing English consonant silent letters reflected by one participants. She pronounce English consonant silent letters based on her own knowledge:~~

~~**Nur:** I pronounce all of existing English consonant letters as I do in in my language. I don't knowsusp that certain consonants are absent in English" (Nur).~~

~~**Budi:** I just followed my first language rule in pronouncing English consonants letter, because consonants are pronounced in my first language.~~

~~**Doni:** I transfer my language pronunciation rule in pronouncing English consonants letter because my first language does like that. I seldom corrected by my lecturers related to pronunciation accuracy.~~

~~In contrast, one participant of this study reported that there was no problem with their pronunciation. They reflected,~~

~~**Fitri:** I think that there is no problem with my English consonants pronunciation. That's why I never try to improve my English pronunciation.~~

~~The data indicated that the rules of Indonesian as the participants' first language influence their English pronunciation. They transferred their first language pronunciation rules into English pronunciation, and lecturers did not correct their students' mistakes in pronunciation. The views indicate that English phonetic was not used by the participants as the main basis of pronunciation. This case brought them to pronounce all existing letter in English as they pronounce their first language.~~

Formatted: English (United States)

Formatted: Indent: Before: 0 cm, After: -0 cm, Tab stops: 1 cm, Left + Not at 1.75 cm

Formatted: Indent: Before: 0 cm, First line: 1 cm, After: 0 cm, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers, Tab stops: Not at 1.75 cm

Formatted: English (United States)

Commented [BL31]: Please review word choice. Did you mean "existing"?

Formatted: Indent: First line: 1 cm

Formatted: Indent: Before: 1 cm, First line: 1 cm, After: 1 cm, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Commented [BL32]: Missing space.

Formatted: Indent: Before: 0 cm, First line: 1 cm

Commented [BL33]: Review spelling.

## Phonetic Ability

All participants stated that they did not have English phonetic knowledge recognition. “I do not realize that certain English consonants are not pronounced although they are existed in words. Such as /k/in initial of *know* and *knock*. I expect that /k/ in initial of *know* and *knock* pronunciation similar to pronounce /k/ in *kick* and *key*”. (Nur). “My lecturers never tell me that certain consonants position in a words influence the sounds. so, I expect that all I pronounce for English consonants are correct” (Budi). “I do not expect that there are any mistakes in my English pronunciation. My lecturers never make any correction on my English pronunciation practice” (Fitri). “I do not know that English have different pronunciation with my first language. I pronounce all of English consonants in a word as I pronounce my first language” (Doni).

The views show that the participants pronounced all existing letters in English words. They did not expect that certain consonant in English words are absence when they are in certain positions in English word. This problem made participants pronounced all of existing consonants. Phonetic ability theme focused on English phonetic ability background of the participants in pronouncing English as a foreign language. The participants were asked to describe the way they pronounce English with limited English phonetic ability. They perceived that their lecturers never support them to have English phonetic ability as the basis of English pronunciation. They reflected,

**Nur:** I do not realize that certain English consonants are not pronounced although they are existed in words. Such as /k/in initial of *know* and *knock*. I expect that /k/ in initial of *know* and *knock* pronunciation similar to pronounce /k/ in *kick* and *key*.

**Budi:** My lecturers never tell me that certain consonants position in a words influence the sounds. I expect that all I pronounce for English consonants are correct.

**Fitri:** I do not expect that there are any mistakes in my English pronunciation. My lecturers never make any correction on my English pronunciation practice.

**Doni:** I do not know that English have different pronunciation with my first language. I pronounce all of English consonants as I pronounce my first language.

The examples of excerpt above described that participants were not provided enough basis of English phonetic ability by their lecturers. They expect that all English consonants are pronounced in a similar way to the consonants in Bahasa Indonesia as their first language. This makes the participants unrealize that certain consonants are absent in English pronunciation.

## Discussion

The data finding provided more complex information understanding of the participants' difficulties toward English consonant silent letters recognition on Islamic higher education institution. By identifying four themes of motivation, attitude, first language intergerence, and phonetic ability, this study provided the participants' views of English silent letters recognition. Result from this study highlight difficulties reason of the participants in recognizing English consonant silent letters. In this study, main findings were confirmed to the previous study. These principles enabled meto ensure the distinct and novel of the EFL learners difficulties in recognizing English consonant silent letters.

We found that all participants negatively view regarding English phonetic recognition in our study finding. They were not sure about the importance of English phonetic recognition in learning EFL. Therefore, they demotivated to recognize English phonetic, including consonant silent letters. The views of the participants are contradicted with (Cakir & Baytar, 2014; Gilakjani, 2012; Masgoret & Gardner, 2003). Cakir & Baytar (2014) found that preparatory school of a state university in Turkey more focused on English pronunciation accuracy because they realize that pronunciation is very important in communication. According to Gilakjani (2012), motivation the EFL students to be native-like pronunciation is essential for the students to improve and develop their target language. Moreover, Masgoret, & Gardner (2003) stated that strong learning L1 or L2 motivation affect more learning success.

Formatted: English (United States)

Formatted: Font: 12 pt, Complex Script Font: 12 pt

Formatted: Font: 12 pt, Complex Script Font: 12 pt

Formatted: Indent: First line: 1 cm

Formatted: Indent: Before: 0 cm, First line: 1 cm

Formatted: Indent: First line: 1 cm, After: 0 cm

**Commented [BL34]:** In your discussion section, please make sure that all of the following elements are included:

1. Discuss your findings in terms of what was previous known and not know about the focus of your research. Did your findings cohere and/or contrast with previous research on similar groups, locations, people, etc.?
2. Discuss the limitations of your study. These limitations can be organized around simple distinctions of the choices you made in your study regarding who, what, where, when, why, and how. We do not think conducting a qualitative research study in lieu of a quantitative study is a limitation so in this section we suggest refraining from making such observations. Also, please explain how you attempted to limit your limitations (e.g., assessing data saturation or utilizing theoretical sampling).
3. If anything in your results surprised you, please share that experience. That you were able to remain open to the novel, surprising, or unexpected is a positive sign that you worked to maintain a sense of openness, curiosity, and discovery throughout your study.
4. Discuss your position on the generalizability of your results. Qualitative researchers differ as to their positions on whether or not they hold that their findings can be generalized to other settings or situation so it is important you make your position overt on this matter.
5. Discuss the implications your research has for pertinent stakeholders (e.g., future research for other investigators, practice suggestions for practitioners, or policy considerations for administrators).
6. In addressing any of these elements, please make sure you discussion remains directly connected with the study you conducted.

The findings of our study also indicated that participants have a negative attitude related to recognizing English phonetic. All participants were not interest to recognize English phonetic for improving their pronunciation. They viewed that grammatically sentences is more important than English phonetic, especially in speaking. This study finding contradicts with the previous study (Almaqrn and Alshabeb, 2017; Elliot, 1995; Gilakjani, 2012; Masgoret, & Gardner (2003; Tambunsaribu & Simatupang, 2021). The study conducted by Almaqrn and Alshabeb (2017) on 23 English department students of Imam University, Saudi Arabia revealed that EFL students were more concerned about native-like pronunciation to gain self-confidence. Elliot (1995) found that the EFL students who were more concerned about their pronunciation recognition practised had the better pronunciation of foreign language compared to unconcerned students. Gilakjani (2012) argued that most students were more focused on acquiring a good pronunciation of English. Masgoret, & Gardner (2003) revealed that the attitude of practising L1 and L2 is very important for its pronunciation recognition improvement. Tambunsaribu and Simatupang (2021) revealed that the EFL students of the university in Jakarta, Indonesia confused to recognize some English words because of the inconsistency of the pronunciation of vowel letters, vowel-letter combinations, silent letters, and the sounds of two or three combinations of consonant letters. One of their reason is lack of training in pronunciation recognition.

Regarding the first language pronunciation theme, we also found that the participants tended to transferred their L1 in pronouncing English. They used their L1 as the basis of pronouncing English consonant silent letters. The finding of this study is similar to previous studies conducted by (Chaira, 2015; Farrah & Halahlah, 2020; Luo, 2014; Mathew, 1998; Rivas et al., 2011). Chaira (2015) found that the students of Islamic Boarding School in Aceh pronounced English with no aspirated as they pronounce their L1. Such as sound [ph] as in "pen" is pronounced as [pen] instead of [phen] by the students, and also for [th] and [kh] without any aspiration. Farrah and Halahlah (2020) revealed that English major students of Hebron University have difficulties in recognizing English consonants that are not part of Modern Standard Arabic (MSA) such as /ŋ/, /p/, /ʃ/, /ʒ/, /tʃ/, the mispronunciation are interference from Arabic. According to Luo (2014), Chinese students transfer their first language pronunciation rules in pronouncing English. Mathew (1998) found that Gayo, and Acehnese, Indonesian EFL learners transfer and developmental factors, spelling interference, learning and communication strategies influence English pronunciation, especially final stops and sibilants and initial and final affricates and interdental. Moreover, Rivas et al (2011) found that Elsavador students faced the most common mispronunciation of fricative and affricate consonant phonemes / ʃ /, /tʃ/, /ð/, /θ/ et the end of the words, they adopted their L1 structures and phonemes in pronouncing L2.

Concerning phonetic ability, participants did not have enough basis of English phonetic knowledge. They did not know that there were any English letters are absence in certain positions, different with their L1. This study finding is similar to Donal (2016), 35 students at the University of PasirPengaraian, Riau Province, Indonesia found difficulties in pronouncing English diphthong [av] as the effect of students lack knowledge of English sound systems. Utami (2020) revealed that postgraduate students from china who aware of her English pronunciation difficulty in pronouncing /r/ and /v/, and /ð/, and /θ/ sound, however, she wish to be a native-like in English pronunciation.

Some limitations should be considered related to the finding of this study. The participants' view about difficultis in recognizing English consonant silent letters were explored once. Administering pronunciation test to English department students for selecting the study participants, coupled with an obeservation to enrich and extend the data. As well, the information of the difficulties in recognizing English consonant silent letters only coded four patterns accross the four participants. Although the participants interviewed through semi-structured, however the participants' views of difficulties in recognizing English consonant silent letters were exist a deeper in this study.

The implication can be drawn from the finding of this study for English department students. The finding of this study indicated that the participants demotivated to recognize English phonetic, not interest to recognize English phonetic for improving their pronunciation, tended to transfer their first language in pronouncing English, and no English phonetical

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

background recognition. As a result, they make mistakes in pronouncing English, especially English consonant silent letters. Decision-makers of Islamic higher education institution, especially the English department should introduce pronunciation class at the beginning when students firstly learnt at English department as the basis of recognizing English phonetic. This study would help the students to know the importance of recognize English phonetic, especially English consonant silent letters. Moreover, higher education institution should provide training or workshop to train the lecturers in teaching pronunciation for EFL students. Providing the lecturers with training or workshop related to teaching pronunciation can help them to teach an appropriate strategy for introducing English phonetic to student, as a result the students can recognize all English letters.

The purpose of this qualitative study was to examine the experiences of students in recognizing English single silent consonant letters at the teacher training program at one Islamic public institute higher education institution in Jambi, Indonesia. They are plosive /t/ and /d/ and liquid /l/ in the middle of words, plosive /k/, and glide /w/ in the initial and middle of English words. They are [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants in English words. The experiences of the students were described and interpreted from participants of the study. The findings of this study explained difficulties encountered by English program students at one public Islamic institute higher education institution in Jambi, Indonesia in recognizing English silent consonant letters. Although a number of studies (Alimenaj, 2014; Bakar & Abdullah, 2015; Ba udhan, 2018; Cassimiro, 2011; Chaira, 2015; Farrah & Halahlah, 2000; Hago & Khan, 2015; Li, 2016; Lin, 2014; Luo, 2014; Mathew, 1998; Mahaputra, 2017; Shak, Lee, and Stephen, 2016) have been done related to English pronunciation, research on the experience of Indonesian students in recognizing silent consonant letters is scarce. The four salient factors of EFL English pronunciation mastery were used as a lens include:

- 1) motivation,
- 2) attitude,
- 3) first language pronunciation interference,
- 4) phonetic ability

While it was not easy to get the participants' answers related to their difficulties in recognizing silent consonant letters. However, through the lens of four salient factors of EFL English pronunciation mastery and comparative analysis method, we concluded that those four factors themes influence the success of Indonesian students' English pronunciation recognition.

The findings of our study indicated that although many subjects had been introduced related to English for the participants at first semester at English program, they were still difficult to pronounce certain English consonants correctly, especially silent consonant letters. This problems occurred because pronunciation class was not provided at the beginning of teaching English at English program. Introducing pronunciation at the beginning of teaching English to students may build students' accurate pronunciation habit and make them appreciate the importance of correct pronunciation (Singh, 2017). In this study, introducing participants to the four English skills were not able to improve and develop their pronunciation without earlier pronunciation introduction. Earlier pronunciation introduction help students to improve and develop their pronunciation ability.

Regarding participants difficulties exploration in recognizing English silent consonant letters are very important. Each participants mostly have similar experiences in recognizing English silent consonant letters. Indeed, it cannot be underestimated that pronunciation is the basis of learning English as a foreign language. Accurate or understandable pronunciation is the key of language proficiency for EFL learners (Gilakjani, 2012). In this study, all participants reported that pronunciation accuracy is not important in learning English because error in pronunciation is a problem of all EFL learners.

## **Motivation**

Motivation in improving and developing pronunciation based on English received pronunciation rules is very important. Most participants realize the importance of accurate English pronunciation based on English received pronunciation rules. However, they did not have the motivation to improve and develop their pronunciation. The interview results of the participants' responses emerged in a variety of answers related to unmotivated pronunciation improvement and development. Nur did not care about English pronunciation rules in making conversation with lecturers and classmates because her English teachers and lecturers did not provide time to improve students' English pronunciation. Budi focused on mastering vocabulary compared to improving and developing his English pronunciation which does not guarantee him in mastering English. Fitri described that making pronunciation errors in English is a natural thing for an EFL learner like her. Meanwhile, Doni did not expect that pronunciation accuracy is very important in conveying oral messages. Nur, Budi, Fitri, and Doni may have exhibited negative assumption toward the role of phonetic accuracy in English pronunciation. Participants did not care about pronunciation accuracy because they view that making pronunciation errors in English is a natural thing for an EFL learner. They also tend to focus on mastering vocabulary compared to improving and developing his English pronunciation which does not guarantee him in mastering English. Thus, these reasons make them less motivated to improve and develop their English pronunciation. Motivation is a factor that pushes learners to learn a foreign language (Astuti, 2013). It plays a crucial role in learning achievement (Bernard, 2010; Lai, 2013; Mahadi & Jafari, 2012). Students' motivation in identifying and spending time for learning a foreign language help them to develop their native-like pronunciation (Gilakjani, 2011). Therefore, motivation to pronounce as native like must be possessed by the learners of English as foreign language.

#### Attitude

Attitude refers to personal characteristic of the students in learning pronunciation. It contributes to the students' success in learning foreign language pronunciation. According to Elliot (1995), the EFL students who were more concerned about their pronunciation had better pronunciation of foreign language compared to unconcerned students. Moreover, students' interaction with a group of native English speakers affect the acquisition of English pronunciation (Gilakjani, 2012). In other words, attitude toward English as the target language can support pronunciation development (Silva, 2011). Negative Attitude toward English experience appeared as the participants' challenge in practicing English. Participants also have a negative attitude related to use English in the process of teaching and learning in the class. Each participant has their reason for not practicing their English with their classmates and lecturers in the process of teaching and learning. Avoiding to take part in English activities in the classroom make students lost their opportunities to practice their phonetic ability (Senel, 2006). Nur described that she never likes to practice her English since the first time of studying English because of grammar, pronunciation, and vocabulary problems. Budi chose to keep silent in the process of teaching and learning. Fitri preferred to choose her first language in communicating with her classmates and lecturers compared to English in the process of teaching and learning. In contrast, Doni stated that he pronounces English words in the same way as he learned from his Senior high school teacher, and accurate pronunciation is not important for him. As a result, negative experience in practicing English of Nur, Budi, Fitri and Doni seems to impede them from improving and developing their pronunciation accuracy. In other words, attitude toward English as the target language can support pronunciation development (Silva, 2011). Moreover, Elliot (1995) stated that the EFL students who were more concerned about their pronunciation practiced had the better pronunciation of foreign language compared to unconcerned students. Furthermore, the student's interaction with a group of native English speakers affects the acquisition of English pronunciation.

#### First Language Pronunciation Interference

First language pronunciation factor appeared as main problems of the participants in this study. Concerning the first language pronunciation theme, the participants tended to follow the

Formatted: Indent: First line: 0 cm

Formatted: Indent: First line: 0 cm



Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

rules of their L1 pronunciation in pronouncing English, especially English consonant silent letters. The learner's first language is a significant factor that influences the pronunciation of the target language (Zhang, 2009). First language interference is one of the factors which affect the foreign language learning (Senel, 2006). This condition occurs because of the different pronunciation rules between English and Bahasa Indonesia as the participants' first language (Chaira, 2015; Senel, 2006). These is rule differences have a negative influence on the participants' English pronunciation (Cassimiro, 2011) and even make learners face difficulties in learning English as the target language, especially when the elements of the target language are completely contrast and different from the first language phonology. Unfamiliarity of learners to English phonemes realization make them transfers their own L1 phonemes into EFL pronunciation (Chaira, 2015). Nur, Budi, and Doni followed their first language rules in pronouncing English. They pronounce all the existed letters in English words as they do in their first language. Fitri described that she did not realize about her English pronunciation mistakes that made her never try to improve her English pronunciation. As a result, the participants transferred their first language rules in pronouncing English as foreign language.

### **Phonetic Ability**

Phonetic ability is one of the main problems faced by non-native English students in pronunciation. Besides first language interference, the participants faced a serious problem in phonetic ability. The phonetic ability affects the students' pronunciation development (Senel, 2006). Lack of the students' knowledge also becomes general problems faced by the students in identifying single silent consonant letters. It has been general problems for all EFL learners, especially Indonesian students. Chitulu and Njemanze (2015) argued that the oral rendition is very important in foreign language learning communication, because it can bring out the correct lexical items and consequently form appropriate and grammatically acceptable syntactic structures (Chitulu & Njemanze, 2015). Nur, Budi, Fitri, and Doni stated that they did not know about the absence of some consonant sounds in certain positions. They just pronounce English in the same way they pronounce their first language. This may be due to the perception that English phonetics is similar to their first language phonetics, and lack of English phonetic background knowledge. Participants stated that they did not know about the absence of some consonant sounds in certain positions. They just pronounce English in the same way they pronounce their first language. This may be due to the perception that English phonetics is similar to their first language phonetics, and lack of English phonetic background knowledge.

### **Conclusion**

The purpose of this study was to examine the experiences of Indonesian students in recognizing English silent consonant letters. It can be concluded from the results that there are four main themes emerged, namely: (1) motivation; (2) attitude; (3) first language pronunciation interference; (4) phonetic ability. Concerning motivation, the participants exhibited negative assumption toward the role of phonetic accuracy in English pronunciation. They thought that correct English pronunciation is not important in learning EFL so that they were less motivated to improve and develop their English pronunciation. In terms of attitude, negative assumption also appeared in taking part in practicing English. The participants avoid taking part in practicing English because of grammar, pronunciation, and vocabulary problems. First language pronunciation interference showed that the participants follow the rules of their first language in pronouncing English words. They pronounce all the letters exist in English words in the same way they pronounce their first language. Regarding phonetic ability, the participants have less English phonetic ability, they pronounced English as they pronounced their first language.

The results of this study can serve as a framework for improving and developing English pronunciation at the university's English program. The pronunciation must be better introduced earlier to English program students by the decision makers of the higher education. The English lecturers can equip the students with some linguistics theories and knowledge of phonology which can help the students to cope with their pronunciation problems. Further studies on English

pronunciation problems are highly recommended for English lecturers. Besides, the lecturers can introduce accurate pronunciation, analyze issues, and correct students' pronunciation mistakes, as well as provide solutions for pronunciation problems.

### Implication

Implication for EFL learners pronunciation can be drawn from finding of this study. It indicated that the participants faced problems in motivation, attitude, first language pronunciation interference, and phonetic ability. As a result, they are difficult to pronounce English. Decision makers of higher education must introduce pronunciation class at English department earlier to strengthen the students knowledge of phonology. It can help the students to cope with their pronunciation problems. Higher education institution should provide training or workshop to train the lecturers in teaching pronunciation for EFL students. Providing the lecturers with training or workshop related to teaching pronunciation can help them to learn appropriate strategy for improving students' English pronunciation.

### Research Limitation

Some limitations should be considered related to the finding of this study. Although this study can contribute to the evidence of introducing pronunciation class in earlier semesters at the English department in non-English speaking countries, the participants of this study may not be representative of all English department students in the Indonesia higher education and may be there are any different problems faced by English department students in other Indonesia higher education institutions. Therefore, further research related to students experiences and difficulties with larger participants is hoped to be conducted by other researchers in other higher education in Indonesia.

### References

- Alimenaj, Z.M. (2014). English Phonological Problems Encountered by Albanian Learners. *European Scientific Journal*, 10(8), 159-164.
- Abugohar, M. A., & Yunus, K. (2018). Difficulties Encountered by Arab Students in Pronouncing English Correctly. *International Journal of Education & Literacy Studies*, 6(4), 93-100.
- Almaqri, R. K., & Alshabeb, A. M. (2017). EFL Learners' Attitudes Towards the Proper Pronunciation of English and Podcasts as a Facilitator of Proper Pronunciation. *Arab World English Journal*, 8(1), 208-219.
- Andi Pallawa, B., & Alam, A.F.A. (2013). A Comparative Analysis between English and Indonesian Phonological Systems. *International Journal of English Language Education*, 1(3), 103-129. Retrieved from <http://dx.doi.org/10.5296/ijele.v1i3.3892>.
- Andi-Pallawa, B., & Alam, A. F. A. (2013). A Comparative Analysis between English and Indonesian of Phonological System. *International Journal of English Language Education*, 1(3), 103-129.
- Astuti, S.P. (2013). Teachers' and Students' Perception of Motivational Teaching Strategies in an Indonesian High School Context. *TEFLIN Journal*, 24(1), 14-31.
- Babchuk, W.A., & Badice, M. (2010). Realizing the Potential of Qualitative Designs: A Conceptual Guide for Research and Practice. *Presented in Midwest Research to Practice Conference in Adult, Continuing, and Community Education*. Michigan State University, East Lansing, MI.
- Bardakci, M. (2015). Turkish EFL Pre-Service Teachers' Pronunciation Problems. *Educational Research and Reviews*, 10(16), 2370-2378.
- Bakar, Z., & Abdullah, M.R.T.L. (2015). Importance of Correct Pronunciation in Spoken English: Dimension of Second Language Learners' Perspective. *Social Sciences & Humanities*, 23(S), 143-158.
- Ba-udhan, H. S. A. (2018). Knowledge of Spelling: An Experimental Study of ESL Learners in Primary Education. *International Journal of English and Education*, 7(4), 114-139.

Formatted: Indonesian

Formatted: Font: 12 pt, Italic, Font color: Black, Complex Script Font: 12 pt

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

- ~~Bernard, J. (2010). *Motivation in Foreign Language Learning: The Relationship between Classroom Activities, Motivation, and Outcomes in a University Language Learning Environment*. Carnegie Mellon: University Dept. of Social and Decision Sciences.~~
- ~~Bingham, A. J., Adams, M., & Stewart, R. L. (2021). *Competency Based Education: Examining Educators' Experiences*. *The Qualitative Report*, 26(3), 674-695.~~
- ~~Bui, T. S. (2016). Pronunciations of Consonants /ð/and /θ/by Adult Vietnamese EFL Learners. *Indonesian Journal of Applied Linguistics*, 6(1), 125-134.~~
- ~~Bolderston, A. (2012). Conducting a Research Interview. *Journal of Medical Imaging and Radiation Sciences*, 43, 66-76.~~
- ~~Cakir, I., & Baytar, B. (2014). Foreign Language Learners' Views on the Importance of Learning the Target Language Pronunciation. *Journal of Language and Linguistic Studies*, 10(1), 99-110.~~
- ~~Carruthers, R. (1987). *Teaching speaking. In Methodology in TESOL*. Boston. Heinle&Heinle Publication.~~
- ~~Cassimiro, A.J.J. (2011). Difficulties in Dealing with the English Pronunciation. *Universidade Estadual de Goiás Building the way Revista do Curso de Letras da UnU Itapuranga*. 1(1), 48-57.~~
- ~~Chaira, S. (2015). Interference of First Language in Pronunciation of English Segmental Sounds. *English Education Journal*, 6(4), 469-483.~~
- ~~Chitulu, O. M., & Njemanze, Q. U. Njemanze. (2015). Poor English Pronunciation among Nigerian ESL Students; the ICT Solution. *International Journal of Language and Literature*. 3(1), 169-179.~~
- ~~Creswell, J. W. (2007). *Qualitative inquiry & research design*. Thousand Oaks, CA: Sage Publications.~~
- ~~Creswell, J. W. (2012). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.)*. Pearson. University of Nebraska-Lincoln, Boston, US. Pearson.~~
- ~~Creswell, J. W. (2007). *Qualitative inquiry & research design*. Thousand Oaks, CA: Sage Publications.~~
- ~~Chaira, S. (2015). Interference of First Language in Pronunciation of English Segmental Sounds. *English Education Journal*, 6(4), 469-483.~~
- ~~Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Pearson Education.~~
- ~~Creswell, J. W. (2014). *Research design: Quantitative, qualitative and mixed-method approaches*. Sage Publication.~~
- ~~Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The Case Study Approach. *Medical Research Methodology*, 11(100), 2-9.~~
- ~~Donal, A. (2016). Indonesian Students' Difficulties in Pronouncing English Diphthongs. *Journal of English Education*, 2(2), 55-62.~~
- ~~Elliot, A. R. (1995). Foreign Language Phonology: Field independence, Attitude, and the Success of Formal Instruction in Spanish pronunciation. *The Modern Language Journal*, 79(4), 530-542.~~
- ~~Elliot, A. R. (1995). Foreign Language Phonology: Field independence, Attitude, and the Success of Formal Instruction in Spanish pronunciation. *The Modern Language Journal*, 79(4), 530-542.~~
- ~~Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford, UK: Oxford University Press.~~
- ~~Ercan, H. (2018). Pronunciation Problems of Turkish EFL learners in Northern Cyprus. *International Online Journal of Education and Teaching (IOJET)*, 5(4), 877-893.~~
- ~~Fadillah, M., Wahab, R., Ayryza, Y. (2020). Understanding the Experience of Early Childhood Education Teachers in Teaching and Training Student Independence at Teachers in Teaching and Training Student Independence at School School. *The Qualitative Report*. 25(6), 1461-1472.~~
- ~~Farrah, M., & Halahlah, N. (2000). Pronunciation Problems Among Palestinian English Major Students in Hebron University. *International Journal of Arabic-English Studies (IJAES)*, 20(1), 203-226.~~

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Formatted: Indent: Before: 0 cm, First line: 0 cm

Commented [BL35]: Please review location, publisher order and formatting.

Formatted: Font: Italic

Formatted: Font: Italic

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

- Flick, U. (2009). *An Introduction to Qualitative Research*. (4th ed). Singapore: Sage Publications.
- Gilakjani, A. P. (2011). A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms. *Journal of Studies in Education*. 1(1), 1-15.
- Gilakjani, A. P. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*, 2(3), 119-128.
- Goodroe, J. J. (2010). Teacher Perspective of Contextual Teaching and Learning with Respect to Students Engagement. *A Dissertation*. Athens. University of Georgia.
- Hago, O. E & Khan.(2015). The Pronunciation Problems Faced by Saudi EFL Learners at Secondary Schools. *Education and Linguistic research*. 1(2),85-97.
- Hakim, M. A. (2012).An Analysis Of Phonetics b, d, g, j, dj and ð into English pronunciation for Java Students ( A Study On Java Students at English Department on STAIN Bengkulu Academic Year 2011-2012. *International Journal of Humanities and Social Science*. 2(20), 244-256.
- Harrell, M. C and Bradley, Melissa A. (2009). Data Collection Methods: Semi-Structured Interviews and Focus Groups. *Rand. National Defense Research Institute*. Available from: [www.rand.org](http://www.rand.org).
- Harrison, H., Birks, M., Franklin, R., & Mills, J. (2017). Case Study Research: Foundation and Methodological Orientations. *Forum Qualitative Forschung Social Research*, 18(1). Art. 19.
- Hasan, E. M. I. (2014). Pronunciation Problems. A case Study of English Language Students at Sudan University of Science and Technology. *English Language and Literature Studies*, 4(4), 31-44.
- Hayes, B. (2009). *Introductory Phonology*. Singapore, SG: Markono Print Media Pte Ltd.
- Johnson, B., & Larry B. C. (2008). *Educational research: Quantitative, qualitative, and mixed approaches*. Boston, MA: Sage Publications.
- Kaharuddin, Ahmad, D. (2018). *English phonetics for Indonesian learners of English (An Essential Guide to Natural English Pronunciation)*. Yogyakarta, Indonesia: TrustMedia Publishing.
- Keshavarz, M. H., & Abubakar, M. K. (2017). An Investigation into Pronunciation Problems of Hausa Speaking Learners of English. *International Online Journal of Education and Teaching (IOJET)*, 4(1). 61-72.
- Kosasih, M. M. (2017) Native Language Interference in Learning English Pronunciation: A Case Study at A Private University in West Java, Indonesia. *International Journal of Education and Research*, 5(2), 136-150.
- Kumar, R. (2011). *Research Methodology: A Step-by-Step Guide for Beginners*. Los Angeles, US. Sage Publication.
- Lai, H.Y.T. (2013). The Motivation of Learners of English as a Foreign Language. *International Education Studies*, 6(10), 90-101. Retrieved from <http://dx.doi.org/10.5539/ies.v6n10p90>
- Li, F. (2016). Contrastive Study between Pronunciation Chinese L1 and English L2 from the Perspective of Interference Based on Observations in Genuine Teaching Contexts. *English Language Teaching*. 9(10), 90-100.
- Lin, L. C. (2014). Understanding Pronunciation Variations Facing ESL Students. *International Journal of Humanities and Social Science*. 4(5), 16-20.
- Luo, J. (2014). A Study of Mother Tongue Interference in Pronunciation of College English Learning in China. *Theory and Practice in Language Studies*. 4(8), 1702-1706.
- Max, N., Woodsong, C., Macqueen, K. M., Guest, G., Namey, E. (2005). *Qualitative Research Methods: A Data Collectors Field Guide*. North Carolina: Family Health International.
- Luo, J. (2014). A Study of Mother Tongue Interference in Pronunciation of College English Learning in China. *Theory and Practice in Language Studies*. 4(8), 1702-1706.
- Mahadi, T.S.T., & Jafari, S.M. (2012). Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science*. 3(24), 230-235.
- Mahaputra, B. P. (2017). The Problem of Silent Letters in ESL Teaching and Learning. *International Journal of Creative Research Thoughts (IJCRT)*. 5(4), 3032-3040.

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Commented [BL36]: Missing space

Commented [BL37]: Review spelling

Formatted: Font: Italic

Commented [BL38]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Formatted: English (United States)

Formatted: Indent: Before: 0 cm

Commented [BL39]: There appears to be a missing ampersand.

Commented [BL40]: Please review. There appears to be a missing period and comma.

Formatted: Indent: Before: 0 cm, Hanging: 1 cm

- Mason, J. (2002). *Qualitative Researching*. (2nd Ed). New Delhi: Sage Publications
- Masgoret, A. -M., & Gardner, R. C. (2003). Attitudes, Motivation, and Second language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates. *Language Learning*, 53(1), 123–163. <https://doi.org/10.1111/1467-9922.00212>
- Mathew, I. B. (1998). Errors in Pronunciation of Consonants by Learners of English as A Foreign Language Whose First Languages are Indonesian, Gayo and Acehese. *Monash University Linguistics Papers*, 3(2), 29-44.
- Max, N., Woodson, C., Macqueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative Research Methods: A Data Collectors Field Guide*. North Carolina: Family Health International.
- McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh, UK: Edinburgh University Press.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Fransiseo, CA: Jossey Bass.
- Merriam, S. B. (2001). *Qualitative research and case study applications in education*. San Franeiseo, CA: Jossey Bass.
- Mirkovic, V., & Jerkovic, I. (2021). Experiences of Mothers of LGBTQ Children in Serbia: What Comes After Coming Out? After Coming Out?. *The Qualitative Report*, 26(3), 652-673.
- O'eConnor, J. D. (1980). *Better English Pronunciation*. United Kingdom, London, UK: Cambridge University Press.
- Padilla Díaz, M. (2015). Phenomenology in Educational Qualitative Research: Philosophy as Science or Philosophical Science? *International Journal of Educational Excellence*, 1(2), 101-110.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Thousand Oaks, CA: Sage Publications.
- Poposka, V.P. (2016). Pronunciation Proficiency Level and Problematic Areas of Tertiary Level Students-Learners of English as a Foreign Language from GotseDelchev University Shtip-Macedonia. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 30(3), 199-208.
- Riswanto, R., & Haryanto, E. (2012). *Improving Students' Pronunciation Through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia*.
- Rivas, M. O. L., Gracia, P. C. M. G., & Mejia, N. V. U. (2011). Interference Caused by First Language on the Pronunciation of English Voiced/Voiceless Fricative and Affricate Consonant Sound /ð/, /θ/, /tʃ/, and /ʃ/: A Literature Review Worked Supported with Field Data Collected among Students of the B.A. in English Emphasis on Teaching of the Foreign Languages Department of the University of EL Salvador Semester II-2011. *Undergraduate Research*. University of EL Salvador.
- Roach, Peter. (2009). *English Phonetics and Phonology A Practical Course*. (4th Ed). Cambridge, UK: Cambridge University Press.
- Senel, M. (2006). Suggestions for Beautifying the Pronunciation of EFL Learners in Turkey. *Journal of Language and Linguistic Studies*, 2(1), 112-125.
- Shak, P., Lee, C. S., Stephen, J. (2016). Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students. *International Journal of Language Education and Applied Linguistics (IJLEAL)*, 4, 25-35.
- Silva, L.P.G. (2011). *Strategies to improve english pronunciation in young learners (B.S. thesis)*. Pontificia Universidad Católica del Ecuador Sede Ambato.
- Singh, P. (2017). Spelling and Pronunciation Errors in English Language. *International Journal of Educational Research and Technology*, 8(1), 25-31.
- Smith, B. L. (2017). A Qualitative Study of Veteran Students' Perspectives of their Academic Experiences. *A Dissertation of Doctor of Philosophy*. United States of America: University of South Florida.
- Stake, R. E. (2010). *Qualitative Research: Studying How Things Work*. New York, US: The Guilford Press.
- Stake, R. E. (1995). *The art of case study research*. New York, US: Sage Publication.

Formatted: Indent: Before: 0 cm, Hanging: 1 cm

Commented [BL41]: There appears to be a missing ampersand.

Commented [BL42]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Commented [BL43]: Please review capitalization of this author's name.

Commented [BL44]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Formatted: Justified, Indent: Before: 0 cm, Hanging: 1 cm, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: Font: (Default) Times New Roman, Not Bold, Complex Script Font: Times New Roman

Formatted: Font: (Default) Times New Roman, 12 pt, Not Bold, Complex Script Font: Times New Roman, 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt, Not Bold, Complex Script Font: Times New Roman, 12 pt

Formatted: Font: Not Bold

Formatted: Font: Indonesian

Commented [BL45]: There appears to be a missing ampersand.

Formatted: Font: 12 pt, Italic, Font color: Black, Complex Script Font: 12 pt

Formatted: Font: 12 pt, Complex Script Font: 12 pt

Formatted: Indonesian

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

- Stake, R. E. (2010). *Qualitative Research: Studying How Things Work*. London, UK: The Guilford Press.
- Stake, R. E. (2010). *Qualitative Research Studying: How Things Works*. London, UK: The Guilford Press.
- Sumbayak, D. M. (2009). *The Diphthong: The Obstacles for Indonesian Speakers of English*. *Journal of Lingua Cultura*, 3(2), 107-115.
- Subandowo, D. (2017). *The Language Interference in English Speaking Ability for EFL Learners*. Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT 5).
- Sumbayak, D. M. (2009). *The Diphthong: The Obstacles for Indonesian Speakers of English*. *Journal of Lingua Cultura*, 3(2), 107-115.
- Tambunsaribu, G., & Simatupang, M. S. (2021). *Pronunciation Problems Faced by Indonesian College Students Who Learn to Speak English*. *European Journal of Molecular & Clinical Medicine*, 8(2), 759-766.
- Utami, V. (2020). *EFL Learner's Pronunciation Problems: A Phonological Analysis*. *Journal Basis*, 7(1), 172-184.
- Vancova, H. (2016). *Phonetics and Phonology: A practical Introduction to Pronunciation and Transcription*. *Uebnĕtexty*. Trnavska Univerzita V Trnave Pedagogical Fakulta.
- Wei, X. (2008). *Implication of IL Fossilization in Second Language Acquisition*. *English Language Teaching*, 1(1), 127-131.
- Weis, J., Zoffmann, V., & Egerod, I. (2013). *Enhancing person-centred communication in NICU: a comparative thematic analysis*. *Research*. British Association of Critical Care Nurses.
- Yin, R. K. (2003). *Case study research design and methods (3rd ed.)*. SAGE.
- Yin, R. K. (2009). *Case study research: Design and methods (4th Ed.)*. Thousand Oaks, CA: Sage.
- Yin, R. K. (2011). *Qualitative Report from Start to Finish*. New York, US: The Guildford Press.
- Yusriati, Y., & Hasibuan, S. H. (2019). *The Analysis of English Pronunciation Errors by English Education Students of FKIP\_UMSU*. *Journal of English Education and Teaching*, 3(2), 230-448230.
- Zhang, F. (2009). *A Study of Pronunciation Problems of English Learners in China*. *Journal of Asian Social Science*, 5(6), 141-146.

#### Author Note

Dr. Toni Indrayadi, M.Pd. is a lecturer and researcher at the English Department of Institute Agama Islam Negeri Kerinci, Jambi, Indonesia, and expert in research in English Language Teaching, Research Methodology, Speaking, and Pronunciation. He holds his Doctoral from Jambi University in English Education. Correspondence regarding this article can be addressed directly to [toniindrayadi2@gmail.com](mailto:toniindrayadi2@gmail.com).

Daflizar, M.A., Ph.D. is a lecturer and researcher at the English department of Institute Agama Islam Negeri Kerinci, Jambi, Indonesia. He obtained his Master's and Ph.D. degrees from University of Canberra, Australia. His research interests include learner autonomy, language learning strategies, language teaching and learning, technology-based language learning, and language learning motivation. Correspondence regarding this article can be addressed directly to [daflizar@yahoo.com](mailto:daflizar@yahoo.com).

Yoki Irawan, M.Pd. is a faculty member, Faculty of Education, Institute Agama Islam Negeri Kerinci, Jambi, Indonesia. Correspondence regarding this article can also be addressed directly to [toyrwn09@gmail.com](mailto:toyrwn09@gmail.com).

Helty, M.Pd. is a faculty member, Faculty of Education, Jambi University, Indonesia. Correspondence regarding this article can also be addressed directly to [heltyasafri@unja.ac.id](mailto:heltyasafri@unja.ac.id).

**Commented [BL46]:** If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

**Formatted:** Indonesian

**Formatted:** Font: Italic

**Formatted:** Indonesian

**Formatted:** Default, Justified

**Formatted:** Font: Italic

**Formatted:** Font: (Default) Times New Roman, Complex Script Font: Times New Roman

**Formatted:** Indent: Before: 0 cm, Hanging: 1.25 cm

**Formatted:** Font: (Default) Times New Roman, Italic, Complex Script Font: Times New Roman

**Formatted:** Font: (Default) Times New Roman, Complex Script Font: Times New Roman

**Formatted:** Font: Italic

Appendix 1  
Pronunciation Observation Test

No	Words
1	Psychology
2	Pneumonia
3	Cupboard
4	Receipt
5	Doubt
6	Subtle
7	Bomb
8	Thumb
9	Christmas
10	Fasten
12	Handkerchief
13	Wednesday
14	Knee
15	Knock
16	Gnaw
17	Gnash
18	Sovereign
19	Campaign
20	Island
21	Viscount
22	Debris
23	Heir
24	Honor
25	What
26	While
27	Mnemonic
28	Solemn
29	Autumn
30	Palm
31	Salmon
32	Almond
33	Chart
34	Fork
35	Father
36	Car
37	Mother
38	Wrap
39	Write
40	Answer
41	Hawk
42	Raw
43	Draw

Appendix 2  
Score of Pronunciation Observation Test

No	Name	Raw Score	Conversing Score
1	Meri	33	76
2	Noni	30	70
3	<b>Nur</b>	<b>11</b>	<b>25</b>
4	Vepi	30	70
5	<b>Budi</b>	<b>5</b>	<b>70</b>
6	Moli	34	79
7	Titi	36	84
8	<b>Fitri</b>	<b>7</b>	<b>16</b>
9	Rohida	35	81
10	Novita	33	76
11	Yeni	35	81
12	<b>Rani</b>	<b>8</b>	<b>19</b>
13	Bela	32	74
14	Mona	36	84
15	<b>Doni</b>	<b>10</b>	<b>23</b>
16	Ela	34	79
17	<b>Ani</b>	<b>9</b>	<b>21</b>

\*The scoring technique of each student by totaling item by item, then ~~conversing~~ **converting** it into 0 to 100 by using the formula below:

$$\text{Value} = \frac{\text{The Number of Correct Items}}{\text{The Total of Item}} \times 100$$

**Commented [BL47]:** Should this read "converting"?



## Indonesian EFL Students' Difficulties in Recognizing English Letters: A Case Study

Toni Indrayadi, Daflizar, and Yoki Irawan  
Institut Agama Islam Negeri Kerinci, Indonesia

Helty  
Universitas Jambi, Indonesia

---

*The purpose of this qualitative study was to explore the difficulties of Indonesian undergraduate students in recognizing English letters at one public Islamic higher education institution in Jambi Province, Indonesia as the basis for designing pronunciation teaching strategi for English lecturers. Using qualitative case study methodology that attempts to investigate and understand human issues in a particular group (Harrison et al., 2017), 4 participants were interviewed through semi-structured interview questions. The interviews were analyzed and compared through thematic analysis. Four themes of EFL English pronunciation mastery factors emerged: motivation, attitude, first language pronunciation interference, and phonetic ability. The findings of this study provide evidence for lecturers on the importance of introducing pronunciation class in the English study program in the earlier years of study to improve students' English pronunciation ability. Implication and limitation of research are provided.*

*Key Words: EFL University Students, English Letters, case study*

---

### Introduction

All English as a foreign language (EFL) and English as a second language (ESL) learners in the world would hope to be able to pronounce English correctly like native speakers of English. Having correct pronunciation is important as it can lead to more efficient communication (Kaharuddin & Ahmad, 2018; Zhang, 2009) and support personal and professional development in speaking (Gilakjani, 2012; Kosasih, 2017; Poposka, 2016; Rivas et al., 2013). However, many learners have difficulties in producing correct English pronunciation, including Indonesian learners. According to Bui (2016), among the reasons why learning English pronunciation is difficult is the strangeness of English phonetics for EFL learners.

Riswanto and Haryanto (2012), revealed that age, phonetic ability, lack of practice, and attitude are factors that make it difficult for Indonesian students to pronounce English. Moreover, Andi-Pallawa and Alam (2013) argued that different sound systems of Indonesian with English as the target language presents a difficulty factor for Indonesian students in recognizing English letters and sounds. Yusriati and Hasibuan (2019) who focused their research on silent letters argued that English silent letters create problems for EFL learners and make the pronunciation even more difficult because the spelling and its pronunciation do not match. The learners tend to generalize the foreign language or second language sounds based on their mother tongue. For example, Indonesian students pronounce the English silent letter [k] in *know* in the same way as they pronounce the first letter of Indonesia consonant [k] in *kaki* without the absence of the /k/ sound. The mispronunciation of the silent consonant letter above could be the result of the over-practice of the first language and a process of fossilization (Hasan, 2014). Fossilization refers to repetition of incorrect phonetics of a foreign language (Wei, 2008). Ellis (1985) further explained that fossilization is when a certain feature of his interlanguage has the same form as that of target

**Commented [s5g1]:** Toni and Team—thank you for your revisions.

Please though only work up to page 5, up to Analysis. The reason is that there is some confusing or missing information that would increase readers' trust and confidence in your work and it needs to be clarified.

I know I wrote this before: The methodological section of your paper is not just a quick description—it is an in-depth reporting of each step that you took to build reader confidence in your processes and your findings. Therefore, you need to add fuller descriptions of everything you did, a rationale for each step you took, and illustrations (especially in analysis and trustworthiness) and literature citations. And finally, every methodological decision you have made and taken needs to refer back to how it is appropriate and in line with case study and your question of inquiry—this needs to be said explicitly or readers will have doubts and we do not want that—we want them to hold appreciation.

To be honest I am experiencing some confusion as well, and beginning to be worried about several things, including about your fatigue and frustration of repeatedly going over the same sections. Sometimes the revisions are excellent and the sentences and logical presentation finely crafted and at other times they are general or indirect. This is what is contributing to my confusion and uncertainty about how to best help. It leads me to wonder and be worried that my suggestions for revisions are very unclear or irrelevant—could you please let me know your own experience so we can figure out the best way forward to have your work ready for publication? In addition, could we please have a conversation on zoom or skype to discuss this further? I have found that often a direct face-to-face conversation is very helpful in moving forward.

Thank you. Sally

**Commented [s5g2R1]:** I am leaving the comment above because it still applies and I do not see my comments addressed fully enough—the information in the methodology section is not as convincing or as rigorously presented as it needs to be to make your report credible to readers. This is also why I was suggesting a zoom or skype call.

Sally

language, then the fossilization of correct forms will take place. In contrast, when the feature is different, then the fossilization of errors form will occur.

### Context of the Study

Our study was focused on exploring the students' difficulties in recognizing English consonant silent letters, namely [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants. These consonants are categorized in terms of their manner and place of articulation based on Roach's (2009) classification, as presented in the following.

The consonants, [p], [b], [t], [d], [k], and [g] belong to plosive consonants. These consonants are produced completely by stopping the airflow. However, they have different places of articulation. [p] and [b] are bilabial plosives that are produced by pressing the lips together. These bilabial plosives are absent either in the initial, middle, or final positions of some words, for example, *psychological* /saɪkə'lɒdʒɪkəl/, *pneumonia* /nju:'mɒniə/, *cupboard* /'kʌbəd/, *receipt* /rɪ'si:t/, *bomb* /bɒm/, and *thumb* /θʌm/. Consonants [t] and [d] are alveolar plosives. These two consonants are produced when the tongue blade touches the alveolar ridge. In several words, these sounds are silent, for example, *listen* /lɪsən/, *handkerchief* /'hæŋkətʃɪf/, and *Wednesday* /'wenzdeɪ/. Finally, [k] and [g] are velar plosive that are produced by pressing the back of the tongue against the hard palate, for example, *knife* /naɪf/, *knock* /nɒk/, *gnome* /nəʊm/, *gnash* /næʃ/, *foreign* /'fɔːrən/, and *sovereign* /'sɒvrɪn/. Thus, if the active and passive articulators actually touch, stopping air-flow through the oral cavity completely for a brief period, the sound articulated is a stop/plosive (McMahon, 2002). These six plosives are not pronounced in certain positions.

Both [s] and [h] are fricatives. [s] belongs to alveolar fricative. It has the same place of articulation as [t] and [d] in which the air escapes through a narrow channel of the mouth (Roach, 2009). It is the result of two articulators being in close with each other, and the air passes between them. This alveolar fricative is usually absent in the middle and final of the English words, for example, *island* /'aɪlənd/, *aisle* /aɪl/, *debris* /deɪbrɪ:./. However, [h] is glotal fricative that is produced by moving the vocal folds from wide apart to close together (Roach, 2009). This consonant is mostly absent in the initial position of the words that are followed by certain vowels in English, for example, *heir* /eɪ/, *herbivore* /'hɜːbrɪvɔː/, *honest* /'ɒnɪst/, *what* /wɒt/, and *when* /wen/.

[m] is bilabial nasal and [n] is alveolar nasal that are produced by escaping air through the nose. Both of the nasal consonants involve complete closure in the mouth by lowering the back of the velum to allow airflow escape through the nose (Hayes, 2009). These two nasal consonants are produced quite similarly. [m] is produced by escaping air through the nose totally or air does not pass through the mouth. [m] is only absent at the beginning of English words for example mnemonic /nɪ'mɒnɪk/. However, [n] is a different matter. n is produced by not escaping the air through the nose totally. This nasal consonants are usually absent in the middle and final of the English words, for example, *government* /'gʌvənmənt/, *column* /'kɒləm/, *damn* /dæm/.

[l], [r], and [w] are approximants. [l] is a lateral approximant that is made by using the tongue and alveolar ridge. O'Connor (1980) briefly stated that [l] is formed by not contacting the side of the tongue with the side of the palate to escape the air flow between them. [l] comes in two variations, a clear [l] and a dark [l] which are in allophonic relation, but the variations do not change the meaning of the words (Vančová, 2016). [l] is not pronounced in the middle position of English words with certain conditions, for example, *calm* /kɑ:m/, and *half* /hɑ:f/. However, [r] is a post-alveolar approximant that is produced by approaching the tip of the tongue to the alveolar as the way to produce [t] or [d], but never actually makes contact with any part of the roof of the mouth (Roach, 2009). These consonant silent letters perhaps only occur in standard British English pronunciation, not in American English, for example, *car* /kɑː/, *far* /fɑː/, *card* /kɑːd/, *fork* /fɔːk/, *father* /'fɑːðə/, and *where* /'weə/. [w] is velar approximant. It is pronounced like a vowel. This means that it is phonetically like vowels but phonologically like consonants (Roach, 2009). There is an interference of vowel [u] in producing [w] in English. It is pronounced without any real obstacle in the air stream, the articulating organs (lips) come to proximity, but they never touch (Vančová, 2016). Similarly, /w/ is produced by approximating the lips, though not enough to cause friction or obstruct the air-flow, and the back of the tongue is also bunched up (McMahon, 2002). Bilabial glide/w/ is absent at the beginning, middle, and final parts of the English words, for example, *wrap* /ræp/, *write* /raɪt/, *answer* /'ɑːnsə/, *hawk* /'hɔːk/, *raw* /rɔː/, and *draw* /'drɔː/.

Several studies have been conducted related to pronunciation difficulty of EF learners (Abugohar & Yunus, 2018; Bardakçi, 2015; Ercan, 2018; Keshavarz, 2017; Poposka, 2016; Shak et al., 2016; Sumbayak, 2009). These studies however, were only concerned with identifying the types of mispronunciation EFL learners have in general.

### **Literature Review**

To date, several studies have been conducted to investigate pronunciation difficulties encountered by EFL learners (Almaqrn & Alshabeb, 2017; Cakir & Baytar, 2014; Chaira, 2015; Donal, 2016; Elliot, 1995; Farrah & Halahlah, 2020; Gilakjani, 2012; Luo, 2014; Masgoret, & Gardner, 2003; Mathew, 1998; Rivas et al., 2011; Tambunsaribu & Simatupang, 2021; Utami, 2020). These previous studies allow us to gain a better understanding of the experience in pronouncing unrecognizable English phonetic sounds. Yet, most of these studies have been conducted outside of Indonesia with only five studies conducted in Indonesia to the best of our knowledge. No research to date has been done on Indonesia EFL learners' experience in recognizing English consonant silent letters [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [h], [t], and [w].

Chaira (2015) conducted the research entitled "Inference of First Language in Pronunciation of English Segmental Sounds" by classifying and comparing Indonesian pronunciation as the participants' first language with English pronunciation. The study employed a descriptive qualitative design by collecting the data from the students of an Islamic Boarding School in Aceh, Indonesia. She found that participants' first language can cause English phonological errors, especially [ph], [th], [kh], [f] for the grapheme "ph," [v], [θ], [ð], [z] for the grapheme "s," [ʃ], [ks] for grapheme "x," [i:], [u:], [æ], and [e].

Donal (2016) investigated students' difficulties in pronouncing English diphthongs involving 35 students at the University of Pasir Pengaraian, Riau Province, Indonesia. The study employed mixed methods and the data were collected using a pronunciation test and classroom observation to describe the factors that influence students' difficulties. The results showed that the English diphthong [au] was the most difficult sound pronounced by the students. From the observation, the researcher suggested that the factors that affected students' problems were mother tongue intrusion, students' lack of knowledge of English sound systems, and unsuccessful usage of borrowed English words.

Mathew (1998) conducted research on the mispronunciations of English consonants by Indonesian EFL learners. The study involved a total of 24 EFL learners from three different first language groups (Indonesian, Gayo, and Acehnese) using an experimental design. The study aimed to describe errors made by each first language group. The data were collected through an aural discrimination test, a word repetition test, a reading passage test, and interviews. The findings showed patterns of errors in the realization of certain English phonemes. The errors made by the students were mainly limited to final stops and sibilants and initial and final affricates and inter-dentals. Based on the findings, the researcher concluded that transfer and developmental factors, spelling interference, learning and communication strategies, and interaction of these all factors were attributed to the mispronunciations.

A more recent study was undertaken by Tambunsaribu and Simatupang (2021) to investigate the errors of English pronunciation among Indonesian university students. Using a case study methodology, the data were collected from 50 students at a university in Jakarta. The data were obtained through students' talk when they introduced themselves in the first meeting of an English class. The researchers typed all the mispronounced words and recorded the students' voices. The researchers then made a list of the mispronounced words and asked the participants again to pronounce them in front of the class in the following meeting. The participants were also interviewed to explore the reasons for their difficulties. The findings revealed that the students faced many types of problems in pronouncing English words. The students were confused about pronouncing some English words because of the inconsistency of the pronunciation of vowel letters, vowel-letter combinations, silent letters, and the sounds of two or three combinations of consonant letters. The interview results showed that there are several reasons why the students have problems pronouncing the English words although they have learned English for more than

12 years. Among the reasons are lack of training on pronunciation and English speaking and reading-aloud practice, more grammar-oriented and teacher-centred English instruction.

Research entitled “EFL Learner’s Pronunciation Problems” was conducted by Utami (2020) who analyzed a Chinese post graduate student problems in pronunciation /ð/, /θ/, /r/, and /l/ soundthrough case study. The participant began to study English as a compulsory subject from primary school until university. Using interview, the data of her study were collected to provide information related to /ð/, /θ/, /r/, and /l/ sounds. Her study found that the Chinese post graduate student faced difficulty in pronouncing /ð/, /θ/, /r/, and /l/ sounds.

The findings of the studies presented above showed that English pronunciation errors appeared to be specific to speakers of a certain language. While several studies on English pronunciation have been conducted in the Indonesian contexts, most of the studies have focused on identifying common errors made by the students. Although influencing factors were identified in the studies, some were only based on observations rather than interview results. The present study is different from the above-mentioned studies as it specifically investigated Indonesian undergraduate students’ difficulties in recognizing English consonant silent letters in which the data were collected using interviews.

Regarding the importance of English consonant silent letters recognition, the present study aims to explore the difficulties of English department students in an Islamic higher education institution in Jambi, Indonesia. The research related to English consonant silent letters is very important because the research is still rare, especially at English departments in Indonesia. This study would also attempt to fill the gap related to students’ difficulties in recognizing English consonant silent letters. The question of inquiry for this study was, “What are the difficulties of undergraduate students in recognizing English consonant silent letters?”

### Authors’ Context

The first, second, and third authors of this study are English lecturers in the English department in Institut Agama Islam Negeri Kerinci, while the fourth author is an English lecturer of Universitas Jambi who is interested in pronunciation. Most of the authors were experienced in teaching pronunciation class. As English lecturers, we often discussed pronunciation problems faced by EFL learners, especially Indonesian learners. Based on the results of our discussion, we decided to conduct research on English silent letters to explore the Indonesian EFL learners’ difficulties in recognizing English consonant silent letters. We believed that this research result can be supplementary for the English lecturers to develop appropriate teaching techniques or strategies for teaching pronunciation class.

### Methodology

A case study approach was adopted in this study since we are investigating and understanding EFL students’ difficulties in recognizing consonant silent letters. This research approach can help us to obtain in-depth information regarding students’ difficulties in recognizing English consonant silent letters. Therefore, this research approach is considered appropriate to be used in this study. A case study is research methodology that attempts to answer the research question about phenomenon and the issue of an individual, group, institution, and community in a natural real-life context (Crowe et al., 2011; Flick, 2009). Moreover, Stake (2010) stated that case study aims to investigate and understand about how the things work. .

### Participants

This study was conducted at the teachers training and education program in one state Islamic higher education institution in Jambi, Indonesia that has more than 1500 students. We used purposive sampling in selecting the participants who have difficulties in recognizing English consonant silent letters. In this regard, twelve English consonant silent letters [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [h], [t], and [w] were measured. Our inclusion criteria were the students who got scores below 32 (a quarter of the total test score conversion). We asked thirty five of fourth semester English department students to pronounce English words containing English

**Commented [s3g3]:** This is redundant—can you get even more specific with regard to the parameters of the case—see case study literature to help you explain this—the literature that you are citing is not the main and complete version. I think that Stake will offer more specifics—it is critical that you show your knowledge of your chosen methodology with regard to your study. Make sure that you show how *and why* case study can help you answer your question of inquiry (because many other methods could also have helped you answer your question of inquiry).

**Commented [s3g4]:** I suggest that you call this section “Participants” and then divide it into two subsections: Participant Selection and Students Who Participated. Then include full information according to those subheadings. I also offer some comments below to help with what is included and what is not and ways to make the information explicit.

**Commented [s3g5R4]:** Please report this in the order in which you proceeded. I wasn’t quite able to determine your steps in order.

**Commented [s3g6]:** What were the ethical permissions you received in order to conduct this study?

**Commented [s3g7]:** Why these—your introduction contained some different letters so it makes me wonder about your choice. We believe at TQR that all researchers must be as transparent as possible in reporting their research to avoid confusions and suspicions on the part of readers.

**Commented [s3g8]:** Was this a standardized test?

**Commented [s3g9]:** Is this all of them or members of one class only?

consonant letters. The pronunciation test measurement showed that six students were selected as the research participants because they got score below 32. However two students were not willing to be interviewed because of personal problems.

For our study, we specifically interviewed four students who are willing to give their views related to difficulties in recognizing English consonant silent letters. We *have used* pseudonyms ~~the participants~~ to ensure confidentiality. ~~in giving the real views needed for the study,~~ they are Nur, Budi, Fitri, and Doni. Nur is a student with limited English phonetic recognition. She never recognized English phonetics when she was at senior high school like her classmates in the English department. Budi is a student who has no background with English phonetic recognition because he was taught by a *senior high school* teacher who did not have *any* English phonetic background ~~when he was at senior high school.~~ His English teachers never explained to him about the importance of English phonetic recognition ~~and~~ therefore, he had to rely upon himself to recognize English phonetic patterns. Fitri, the third participant, had no intention of studying in the English language study program when she took the proficiency test at an Islamic higher education institution in Jambi Indonesia. *The* English program was as a second choice; *he had preferred* after Biology, but his parents forced him to take an English study program. This unsurprisingly makes Fitri less enthusiastic about learning English which has an effect on the lack of mastery of pronunciation, skills in English, and other aspects of the English language. The fourth participant was Doni who has good skills with regards to many aspects of English learning, except for pronunciation. Budi finds it difficult to recognize English phonetics, especially English consonant silent letters, so Doni pronounces English silent letters like he pronounces English consonants as his first language.

## Data Collection

The data for this study were collected through semi-structured interviews with each lasting 45 and 60 minutes at the location of each student choice over 4 months starting from June to December 2020. Each student was interviewed twice in a different location. In the first interview, we asked several questions to investigate the participants difficulties in recognizing English consonant silent letters based on the study themes, for example “apakah anda mengetahui huruf konsonan diam Bahasa Inggris? (Do you recognize English consonant silent letters?). Bagaimana huruf konsonan diam tersebut mempengaruhi pronunciation bahasa inggris anda? (How does it impact on your English pronunciation?).” The second interview was the confirmation and clarification of the previous interview. We also used Indonesia as the participants first language in interview to make them freely to express their idea. All participants interviews were audio recorded. We then transcribed the recorded interviews word by word. We reread the interview transcript line-by-line several times to obtain an overall views about the students’ difficulties in recognizing English consonant silent letter.

All participants in this study were students we know as they are studying at English department of an Islamic higher education institution in Jambi, Indonesia where we teach. This relationship helped us conducting deep conversation to gain gain in depth-information related to the participants difficulties in recognizing English consonant silent letters. This trust relationship between participants and the researchers enable us to clarify the data needed for this study. Moreover, underlying relationship and trust allow me to reach the participants any time we need to conduct additional interview.

## Data Analysis

We analyzed the interview transcript through thematic analysis. Thematic analysis was used to explore the difficulties in recognizing English consonant silent letters. We first reread the interview transcript line by line for several time to obtain an overall views about the students’ difficulties in recognizing English consonant silent letter. We then identified and coded the words, phrases, and statements related to research aims by coloring the research themes. Lastly, after the complete review, we classified the identification and coding words, phrases, and statements into

**Commented [ssg10]:** Is this part of a standardized test, or was it done after the test? If not part of the test, how did you decide to test in this way and determine the scoring?

**Commented [ssg11]:** It would be best if you started the sentence with “we used purposive sampling....” and then followed it with your rationale.

**Commented [ssg12R11]:** Please explicitly say why you used purposive sampling. And add a citation/reference for it.

It would be most helpful if you would use the structure of we decided to ....for this reason.... and this is how we did it.

**Commented [ssg13]:** Please tell us about the relationship between the students and the other authors. (See my comment below as well.)

**Commented [ssg14]:** Should this be Doni?

**Commented [ssg15]:** Sorry, I got confused by this phrase. Please reword.

**Commented [ssg16]:** My suggestion for presenting this section the most clearly is to tell the story of what you decided and did in the order in which you proceeded. For example, what did you decide would be the best data to collect to answer your questions of inquiry. Why?

Then how did you prepare the data collection process and why? Who of you collected the information?

**Commented [ssg17]:** What were the interview questions? How were they constructed?

**Commented [ssg18]:** I do not see this addressed. We would like to know all of the interview questions.

**Commented [ssg19R18]:** Please tell us all of your interview question protocol and how the question were constructed and decided upon.

**Commented [ssg20]:** How would someone know if the letters were supposed to be silent—doesn’t having difficulty say they wouldn’t even know, especially if they had not phonetics background/training as you described about the 4 students?

**Commented [ssg21]:** Sorry, I am unclear on what this means.

**Commented [ssg22]:** I do not see this addressed yet. That is the rationale for more than one interview.

**Commented [ssg23]:** How were these questions developed? How would they help you answer your question of inquiry?

Please see number 4 in the outline to make this a fuller presentation.

**Commented [ssg24R23]:** What literature did you use as your guide?

**Commented [ssg25]:** Place this information under participants where my comments indicate because this information does not really show us data collection steps.

**Commented [ssg26]:** Bot this section and the next need to be the most compelling—this means that every step you took is made fully transparent by saying what you decided to do, why you decided this, what literature grounded your decision, how you did it, and an exemplar illustrating what you did. Without this transparency readers will have little or no confidence in your results.

themes to help us to present the interpretation of participants difficulties in recognizing English consonant silent letters.

### Trustworthiness of the Study

To ensure the trustworthiness of the study, we firstly informed the participants about the reason of conducting interview, masked their identity, voluntary participation in the research, and possibility of withdrawing from the research. Second, regarding credibility, we provided the copies of interview for member-checking by involving all participants to ensure their views not misprinted. Third, identification and coding of research themes, we colored the words, phrase, and statements related to research themes, fourth, classification and identification, we classified identification and coding words, phrases, and statements before they were presented in the study finding.

### Findings

This study aimed to examine the difficulties experiences of students in recognizing English silent consonant letter at one Islamic higher education institution in Jambi, Indonesia namely: ~~They are [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [h], [t], and [w] consonants in English words. As stated previously that there were six students as the participants of the study, however, two students were not willing to be interviewed because of personal reason. Thus, four students were interviewed in this study. Each of them was interviewed in different places depending on the agreement before conducting the interviews. The language used in conducting the interviews was the Indonesian language. Four themes of EFL English pronunciation mastery that emerged in this research were motivation, attitude, first language pronunciation interference, phonetic ability. Our study finding revealed that although participants express similar views related to the difficulties in recognizing English consonants silent letters, but each of them has their uniqueness. Therefore, our study only presented the most unique data among four participants.~~

### Motivation

All participants in our study expressed their demotivation to recognize English consonants silent letters. Most participants misperceive about the importance of English phonetic recognition for English pronunciation accuracy. "I just focus on mastering vocabulary as many as possible, not recognizing phonetic. English phonetic might not guarantee me to master English" (Budi). "I don't expect that little beat error in pronouncing English as foreign language is not a serious case because it is impossible for me to be a native-like in English pronunciation" (Fitri). "I don't think that accurate English phonetic is very important in conveying oral message. This thought make me unmotivated to recognize English phonetic" (Doni). However, one participants had different view with most participant, she did not believe that English phonetic recognition can influence their English pronunciation accuracy:

"I don't care of English phonetic in pronouncing English consonant silent letters, because it never taught when I was at Junior high school until second semester at English program" (Nur).

One of the main factor that impacts students' difficulties in recognizing English sound, especially English consonant silent letters was their motivation to improve and develop English pronunciation. All the participants stated that English pronunciation accuracy is not important for them. For example,

This theme captured several of the participants' less motivation experiences to improve and develop their pronunciation accuracy. Motivation can influence the improvement and the development of students' pronunciation accuracy. This means that when the students have the motivation to improve and develop their English pronunciation, so better pronunciation will be achieved by them. During the interviews, the participants were asked about their motivation to improve and develop their English pronunciation. The findings of this study indicated that although the participants had studied English since Junior High School, they reported that they were still unmotivated to improve and develop their pronunciation related to English consonant silent letters. For example,

**Commented [BL27]:** Please restate each of these terms as themes instead of descriptive terms.

**Formatted:** Indent: Before: 0 cm, First line: 1 cm, After: 0 cm, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

**Commented [BL28]:** Please review wording.

It can be seen that Nur: I don't care of English pronunciation rules, because it never taught when I was at Junior high school until second semester at English program.

Budi: I just focus on mastering vocabulary as many as possible, not pronunciation accuracy. A good pronouncation is not a guarantee in mastering English.

Fitri: I expect that little beat error in pronouncing English as foreign language is not a serious case because it is impossible for me to be a native like. Different phonetic rule of English and Indonesia make me more confuse, that's why I decide that correct prounciation is not important.

Doni: I don't think that pronunciation accuracy is very important in conveying oral message. This thought make me unmotivated to learn pronunciation accuracy.

The participants' statements above indicated that pronunciation accuracy and English phonetic rules influence their motivation to improve and develop their pronunciation. Most of the participants became less motivated to improve and develop their English pronunciation because they thought that correct English pronunciation is not important in learning EFL. Participants demotivated to recognize English phonetic. They did not concern on English phonetic recognition, because they tought that English phonetic recognition would not help them in pronouncing English accurately. They prefer to concern on mastering vocabulary and speaking without considering English phonetic accuracy.

## Attitude

The participants reported negative attitude related to recognizing English phonetic including English consonant silent letters. Most participants of the study did not pay attention to English phonetic accuracy. I never concern on accurate phonetic in learning English, especially in speaking. "I just pronounce English as I pronounce my first language" (Nur). "I just listen to my classmate asking questions related English phonetic. Although I have limited English phonetic, but I'm not very interested in English phonetic as my classmates" (Budi). "As mentioned before, English phonetic is not my prorty in learning English . I just pronounce English as I learn from my English teachers in Senior High School. English phonetic is not important for me as long I can speak grammatically" (Doni). However, one participants misunderstand about the role of English phonetic accuracy: This themes focused on students' attitudde to practice English with other people who can speak English. Several participants gave similar responses related to practicing English. In this study, the participants reported that they avoided using English in teaching and learning process in the classroom. For example,

"Nur: I never practice my English with native speaker of English during studying English, because I have many problems with my English grammar, prunciation, and vocabularies.

Budi: I just keep silent in the process of teaching and learning, I mean I don't speak if the lecturer does not ask me to speak. I just listen to my classmate asking questions.

Fitri: I avoid to use English in the process of teaching and learning. I just use Indonesia in communicating with my classmate and lecturers. never thought getting to recognize English phonetic, including English consonant silent letters can improve my English pronunciation. But, I' m sure other person will understand what I' m saying without accurate English phonetic" (Fitri).

Formatted: Indent: First line: 0 cm

Formatted: Font: Not Bold

Formatted: Indent: Before: 0 cm, First line: 1 cm

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Indent: First line: 1 cm

Formatted: After: 0 cm, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

**Commented [BL29]:** In this sub-section, the theme was presented and described, followed by several exemplars, and then these exemplars were tied back to the theme – nice work! Please consider repeating this structure for all of the themes.

Formatted: Indent: First line: 0 cm

Formatted: Indent: Before: 0 cm

Formatted: Indent: First line: 1 cm

— This views show negative attitude of recognizing English phonetic among participants. Most participants underestimate about the important role of English phonetic accuracy in learning English for EFL learners.

Additionally, other participants reported that accuracy in pronunciation is not important. For example,

**Doni:** I don't care of pronunciation accuracy in communicating with my classmates and lecturers. I just pronounce English as I learn from my English teachers in Senior High School.

— It was detected that practicing English in the process of teaching and learning in the classroom is very important in improving and developing pronunciation accuracy. The findings above indicated that the participants avoided practicing English in the process of teaching and learning and underestimated pronunciation accuracy.

### First Language Pronunciation Interference

With regard first This theme encapsulated the participants' views related to the influence of first language pronunciation interference towards their English pronunciation. Nur, Budi, and Doni had similar views in responding to the interviews related to first language pronunciation interference. They did not realize the absence of certain consonants in pronouncing English words. They thought that all the existing letters in English words are pronounced. They reflected, language interference, all participants used their first language as the basis of pronouncing English. "I just followed my first language phonetic rule in pronouncing English consonants letter, because all consonants are pronounced in my first language" (Budi). "I transfer my language phonetic rule in pronouncing English silent letters because my first language does like that. I seldom corrected by my lecturers related to pronunciation accuracy" (Doni). "My first language is as the basis for me in pronouncing English. I just pronounce English as I pronounce my first language" (Fitri). Different views related to first language interference in recognizing English consonant silent letters reflected by one participants. She pronounce English consonant silent letters based on her own knowledge:

**Nur:** I pronounce all of existing English consonant letters as I do in in my language. I don't know-suspect that certain consonants are absent in English" (Nur).

**Budi:** I just followed my first language rule in pronouncing English consonants letter, because consonants are pronounced in my first language.

**Doni:** I transfer my language pronunciation rule in pronouncing English consonants letter because my first language does like that. I seldom corrected by my lecturers related to pronunciation accuracy.

In contrast, one participant of this study reported that there was no problem with their pronunciation. They reflected,

**Fitri:** I think that there is no problem with my English consonants pronunciation. That's why I never try to improve my English pronunciation.

The data indicated that the rules of Indonesian as the participants' first language influence their English pronunciation. They transferred their first language pronunciation rules into English pronunciation, and lecturers did not correct their students' mistakes in pronunciation. It can be seen from the views that first language interference is as one of participants' difficulties factor in recognizing English consonant silent letters. All participants used their first language as the basis of pronouncing English which make them pronounce all English consonant, especially consonant silent letters.

Formatted: Indent: Before: 0 cm, After: -0 cm, Tab stops: 1 cm, Left + Not at 1.75 cm

Formatted: Indent: Before: 0 cm, After: -0 cm, Tab stops: 1 cm, Left + Not at 1.75 cm

Formatted: Indent: Before: 0 cm, First line: 1 cm, After: 0 cm, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers, Tab stops: Not at 1.75 cm

Commented [BL30]: Please review word choice. Did you mean "existing"?

Formatted: Indent: First line: 1 cm

Formatted: Indent: Before: 1 cm, First line: 1 cm, After: 1 cm, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Commented [BL31]: Missing space.

Formatted: Indent: Before: 0 cm, First line: 1 cm

Commented [BL32]: Review spelling.



Formatted: Indent: First line: 1 cm

Formatted: Indent: First line: 0 cm

## Phonetic Ability

All participants stated that they did not have English phonetic knowledge recognition in pronouncing English silent letters. "I do not realize that certain English consonants are not pronounced although they are existed in words. Such as /k/ in initial of *know* and *knock*. I expect that /k/ in initial of *know* and *knock* pronunciation similar to pronounce /k/ in *kick* and *key*". (Nur). "My lecturers never tell me that certain consonants position in a words influence the sounds. so, I expect that all I pronounce for English consonants are correct" (Budi). I do not expect that there are any mistakes in my English pronunciation. "My lecturers never make any correction on my English pronunciation practice" (Fitri). "I do not know that English have different pronunciation with my first language. I pronounce all of English consonants in a word as I pronounce my first language"

Formatted: Indent: Before: 0 cm, First line: 1 cm, After: 0 cm

The views showed that the participants pronounced all existing consonant silent letters in English words. They did not expect that certain consonant in English words are absence when they are in certain positions in English word. This problem made participants pronounced all of existing consonants. Phonetic ability theme focused on English phonetic ability background of the participants in pronouncing English as a foreign language. The participants were asked to describe the way they pronounce English with limited English phonetic ability. They perceived that their lecturers never support them to have English phonetic ability as the basis of English pronunciation. They reflected,

Formatted: Font: 12 pt, Complex Script Font: 12 pt

Formatted: Font: 12 pt, Complex Script Font: 12 pt

**Nur:** I do not realize that certain English consonants are not pronounced although they are existed in words. Such as /k/ in initial of *know* and *knock*. I expect that /k/ in initial of *know* and *knock* pronunciation similar to pronounce /k/ in *kick* and *key*.

Formatted: Indent: First line: 1 cm

Formatted: Indent: Before: 0 cm, First line: 1 cm

**Budi:** My lecturers never tell me that certain consonants position in a words influence the sounds. I expect that all I pronounce for English consonants are correct.

**Fitri:** I do not expect that there are any mistakes in my English pronunciation. My lecturers never make any correction on my English pronunciation practice.

**Doni:** I do not know that English have different pronunciation with my first language. I pronounce all of English consonants as I pronounce my first language.

The examples of excerpt above described that participants were not provided enough basis of English phonetic ability by their lecturers. They expect that all English consonants are pronounced in a similar way to the consonants in Bahasa Indonesia as their first language. This makes the participants unrealize that certain consonants are absent in English pronunciation.

Formatted: Indent: First line: 1 cm, After: 0 cm

**Commented [BL33]:** In your discussion section, please make sure that all of the following elements are included:

1. Discuss your findings in terms of what was previous known and not know about the focus of your research. Did your findings cohere and/or contrast with previous research on similar groups, locations, people, etc.?
2. Discuss the limitations of your study. These limitations can be organized around simple distinctions of the choices you made in your study regarding who, what, where, when, why, and how. We do not think conducting a qualitative research study in lieu of a quantitative study is a limitation so in this section we suggest refraining from making such observations. Also, please explain how you attempted to limit your limitations (e.g., assessing data saturation or utilizing theoretical sampling).
3. If anything in your results surprised you, please share that experience. That you were able to remain open to the novel, surprising, or unexpected is a positive sign that you worked to maintain a sense of openness, curiosity, and discovery throughout your study.
4. Discuss your position on the generalizability of your results. Qualitative researchers differ as to their positions on whether or not they hold that their findings can be generalized to other settings or situation so it is important you make your position overt on this matter.
5. Discuss the implications your research has for pertinent stakeholders (e.g., future research for other investigators, practice suggestions for practitioners, or policy considerations for administrators).
6. In addressing any of these elements, please make sure you discussion remains directly connected with the study you conducted.

## Discussion

The data finding provided more complex information understanding of the participants' difficulties toward English consonant silent letters recognition on Islamic higher education institution. By identifying four themes of motivation, attitude, first language intergerence, and phonetic ability, this study provided the participants' views of English silent letters recognition. Result from this study highlight difficulties reason of the participants in recognizing English consonant silent letters. In this study, main findings were confirmed to the previous study. These principles enabled me to ensure the distinct and novel of the EFL learners difficulties in recognizing English consonant silent letters.

We found that all participants negatively view regarding English phonetic recognition, especially consonant silent letters in our study finding. They were not sure about the importance of English phonetic recognition in learning EFL. Therefore, they demotivated to recognize English phonetic, including consonant silent letters. The views of the participants are contradicted with (Cakir & Baytar, 2014; Gilakjani, 2012; Masgoret & Gardner, 2003). Cakir & Baytar (2014) found that preparatory school of a state university in Turkey more focused on English

*Toni Indrayadi, Daflizar, Yoki Irawan, & Helty*

pronunciation accuracy because they realize that pronunciation is very important in communication. According to Gilakjani (2012), motivation the EFL students to be native-like pronunciation is essential for the students to improve and develop their target language. Moreover, Masgoret, & Gardner (2003) stated that strong learning L1 or L2 motivation affect more learning success.

The findings of our study also indicated that participants have a negative attitude related to recognizing English phonetic, including English consonant silent letters. All participants were not interest to recognize English phonetic for improving their pronunciation. They viewed that grammatically sentences is more important than phonetically, especially in speaking. This study finding contradicts with the previous study (Almaqrn and Alshabeb, 2017; Elliot, 1995; Gilakjani, 2012; Masgoret, & Gardner (2003; Tambunsaribu & Simatupang, 2021). The study conducted by Almaqrn and Alshabeb (2017) on 23 English department students of Imam University, Saudi Arabia revealed that EFL students were more concerned about native-like pronunciation to gain self-confidence. Elliot (1995) found that the EFL students who were more concerned about their pronunciation recognition practised had the better pronunciation of foreign language compared to unconcerned students. Gilakjani (2012) argued that most students were more focused on acquiring a good pronunciation of English. Masgoret, & Gardner (2003) revealed that the attitude of practising L1 and L2 is very important for its pronunciation recognition improvement. Tambunsaribu and Simatupang (2021) revealed that the EFL students of the university in Jakarta, Indonesia confused to recognize some English words because of the inconsistency of the pronunciation of vowel letters, vowel-letter combinations, silent letters, and the sounds of two or three combinations of consonant letters. One of their reason is lack of training in pronunciation recognition.

Regarding the first language pronunciation theme, we also found that the participants tended to transferred their L1 in pronouncing English, especially English consonant silent letters. They used their L1 as the basis of pronouncing English consonant silent letters. The finding of this study is similar to previous studies conducted by (Chaira, 2015; Farrah & Halahlah, 2020; Luo, 2014; Mathew, 1998; Rivas et al., 2011). Chaira (2015) found that the students of Islamic Boarding School in Aceh pronounced English with no aspirated as they pronounce their L1. Such as sound [ph] as in "pen" is pronounced as [pen] instead of [phen] by the students, and also for [th] and [kh] without any aspiration. Farrah and Halahlah (2020) revealed that English major students of Hebron University have difficulties in recognizing English consonants that are not part of Modern Standard Arabic (MSA) such as /ŋ/, /p/, /t/, /d/, /z/, /tʃ/, the mispronunciation are interference from Arabic. According to Luo (2014), Chinese students transfer their first language pronunciation rules in pronouncing English. Mathew (1998) found that Gayo, and Acehnese, Indonesian EFL learners transfer and developmental factors, spelling interference, learning and communication strategies influence English pronunciation, especially final stops and sibilants and initial and final affricates and interdental. Moreover, Rivas et al (2011) found that Elsavador students faced the most common mispronunciation of fricative and affricate consonant phonemes / ʃ /, /tʃ/, /ð/, /θ/ et the end of the words, they adopted their L1 structures and phonemes in pronouncing L2.

Concerning phonetic ability, participants did not have English phonetic knowledge. They did not recognize [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [h], [t], and [w] as silent letters in English which is absence in certain positions, different with their L1. This study finding is similar to Donal (2016), 35 students at the University of Pasir Pengaraian, Riau Province, Indonesia found difficulties in pronouncing English diphthong [au] as the effect of students lack knowledge of English sound systems. Utami (2020) revealed that postgraduate students from china who aware of her English pronunciation difficulty in pronouncing /r/ and /v/, and /ð/, and /θ/ sound, however, she wish to be a native-like in English pronunciation.

Some limitations should be considered related to the finding of this study. The participants' view about difficultis in recognizing English consonant silent letters were explored once. Administering pronunciation test to English department students for selecting the study participants, coupled with an observation to enrich and extend the data. As well, the information of the difficulties in recognizing English consonant silent letters only coded four patterns accross the four participants. Although the participants interviewed through semi-structured, however the

participants' views of difficulties in recognizing English consonant silent letters were exist a deeper in this study.

The implication can be drawn from the finding of this study for English department students. The finding of this study indicated that the participants demotivated to recognize English phonetic, not interest to recognize English phonetic for improving their pronunciation, tended to transfer their first language in pronouncing English, and no English phonetical background recognition. As a result, they make mistakes in pronouncing English, especially English consonant silent letters. Decision-makers of Islamic higher education institution, especially the English department should introduce pronunciation class at the beginning when students firstly learnt at English department as the basis of recognizing English phonetic. This study would help the students to know the importance of recognize English phonetic, especially English consonant silent letters. Moreover, higher education institution should provide training or workshop to train the lecturers in teaching pronunciation for EFL students. Providing the lecturers with training or workshop related to teaching pronunciation can help them to teach an appropriate strategy for introducing English phonetic to student, as a result the students can recognize all English letters.

The purpose of this qualitative study was to examine the experiences of students in recognizing English single silent consonant letters at the teacher training program at one Islamic public institute higher education institution in Jambi, Indonesia. They are plosive /t/ and /d/ and liquid /l/ in the middle of words, plosive /k/, and glide /w/ in the initial and middle of English words. They are [b], [d], [g], [h], [k], [l], [m], [n], [p], [s], [t], and [w] consonants in English words. The experiences of the students were described and interpreted from participants of the study. The findings of this study explained difficulties encountered by English program students at one public Islamic institute higher education institution in Jambi, Indonesia in recognizing English silent consonant letters. Although a number of studies (Alimenaj, 2014; Bakar & Abdullah, 2015; Ba udhan, 2018; Cassimiro, 2011; Chaira, 2015; Farrah & Halahlah, 2000; Hago & Khan, 2015; Li, 2016; Lin, 2014; Luo, 2014; Mathew, 1998; Mahaputra, 2017; Shak, Lee, and Stephen, 2016) have been done related to English pronunciation, research on the experience of Indonesian students in recognizing silent consonant letters is scarce. The four salient factors of EFL English pronunciation mastery were used as a lens include:

- 1) motivation,
- 2) attitude,
- 3) first language pronunciation interference,
- 4) phonetic ability

While it was not easy to get the participants' answers related to their difficulties in recognizing silent consonant letters. However, through the lens of four salient factors of EFL English pronunciation mastery and comparative analysis method, we concluded that those four factors themes influence the success of Indonesian students' English pronunciation recognition.

The findings of our study indicated that although many subjects had been introduced related to English for the participants at first semester at English program, they were still difficult to pronounce certain English consonants correctly, especially silent consonant letters. This problems occurred because pronunciation class was not provided at the beginning of teaching English at English program. Introducing pronunciation at the beginning of teaching English to students may build students' accurate pronunciation habit and make them appreciate the importance of correct pronunciation (Singh, 2017). In this study, introducing participants to the four English skills were not able to improve and develop their pronunciation without earlier pronunciation introduction. Earlier pronunciation introduction help students to improve and develop their pronunciation ability.

Regarding participants' difficulties exploration in recognizing English silent consonant letters are very important. Each participants mostly have similar experiences in recognizing English silent consonant letters. Indeed, it cannot be underestimated that pronunciation is the basis of learning English as a foreign language. Accurate or understandable pronunciation is the key of language proficiency for EFL learners (Gilakjani, 2012). In this study, all participants

reported that pronunciation accuracy is not important in learning English because error in pronunciation is a problem of all EFL learners.

### Motivation

Motivation in improving and developing pronunciation based on English received pronunciation rules is very important. Most participants realize the importance of accurate English pronunciation based on English received pronunciation rules. However, they did not have the motivation to improve and develop their pronunciation. The interview results of the participants brought up a variety of answers related to unmotivated pronunciation improvement and development. Nur did not care about English pronunciation rules in making conversation with lecturers and classmates because her English teachers and lecturers did not provide time to improve students' English pronunciation. Budi focused on mastering vocabulary compared to improving and developing his English pronunciation which does not guarantee him in mastering English. Fitri described that making pronunciation errors in English is a natural thing for an EFL learner like her. Meanwhile, Doni did not expect that pronunciation accuracy is very important in conveying oral messages. Nur, Budi, Fitri, and Doni may have exhibited negative assumption toward the role of phonetic accuracy in English pronunciation. Participants did not care about pronunciation accuracy because they view that making pronunciation errors in English is a natural thing for an EFL learner. They also tend to focus on mastering vocabulary compared to improving and developing his English pronunciation which does not guarantee him in mastering English. Thus, these reasons make them less motivated to improve and develop their English pronunciation. Motivation is a factor that pushes learners to learn a foreign language (Astuti, 2013). It plays a crucial role in learning achievement (Bernard, 2010; Lai, 2013; Mahadi & Jafari, 2012). Students' motivation in identifying and spending time for learning a foreign language help them to develop their native-like pronunciation (Gilakjani, 2011). Therefore, motivation to pronounce as native-like must be possessed by the learners of English as a foreign language.

### Attitude

Attitude refers to personal characteristics of the students in learning pronunciation. It contributes to the students' success in learning foreign language pronunciation. According to Elliot (1995), the EFL students who were more concerned about their pronunciation had better pronunciation of foreign language compared to unconcerned students. Moreover, students' interaction with a group of native English speakers affects the acquisition of English pronunciation (Gilakjani, 2012). In other words, attitude toward English as the target language can support pronunciation development (Silva, 2011). Negative attitude toward English experience appeared as the participants' challenge in practicing English. Participants also have a negative attitude related to using English in the process of teaching and learning in the class. Each participant has their reason for not practicing their English with their classmates and lecturers in the process of teaching and learning. Avoiding to take part in English activities in the classroom makes students lose their opportunities to practice their phonetic ability (Senel, 2006). Nur described that she never likes to practice her English since the first time of studying English because of grammar, pronunciation, and vocabulary problems. Budi chose to keep silent in the process of teaching and learning. Fitri preferred to choose her first language in communicating with her classmates and lecturers compared to English in the process of teaching and learning. In contrast, Doni stated that he pronounces English words in the same way as he learned from his Senior high school teacher, and accurate pronunciation is not important for him. As a result, negative experience in practicing English of Nur, Budi, Fitri, and Doni seems to impede them from improving and developing their pronunciation accuracy. In other words, attitude toward English as the target language can support pronunciation development (Silva, 2011). Moreover, Elliot (1995) stated that the EFL students who were more concerned about their pronunciation practiced had the better pronunciation of foreign language compared to unconcerned students. Furthermore, the student's interaction with a group of native English speakers affects the acquisition of English pronunciation.

### First Language Pronunciation Interference

First language pronunciation factor appeared as main problems of the participants in this study. Concerning the first language pronunciation theme, the participants tended to follow the rules of their L1 pronunciation in pronouncing English, especially English consonant silent letters. The learner's first language is a significant factor that influences the pronunciation of the target language (Zhang, 2009). First language interference is one of the factors which affect the foreign language learning (Senel, 2006). This condition occurs because of the different pronunciation rules between English and Bahasa Indonesia as the participants' first language (Chaira, 2015; Senel, 2006). These rule differences have a negative influence on the participants' English pronunciation (Cassimiro, 2011) and even make learners face difficulties in learning English as the target language, especially when the elements of the target language are completely contrast and different from the first language phonology. Unfamiliarity of learners to English phonemes realization make them transfers their own L1 phonemes into EFL pronunciation (Chaira, 2015). Nur, Budi, and Doni followed their first language rules in pronouncing English. They pronounce all the existed letters in English words as they do in their first language. Fitri described that she did not realize about her English pronunciation mistakes that made her never try to improve her English pronunciation. As a result, the participants transferred their first language rules in pronouncing English as foreign language.

### Phonetic Ability

Phonetic ability is one of the main problems faced by non-native English students in pronunciation. Besides first language interference, the participants faced a serious problem in phonetic ability. The phonetic ability affects the students' pronunciation development (Senel, 2006). Lack of the students' knowledge also becomes general problems faced by the students in identifying single silent consonant letters. It has been general problems for all EFL learners, especially Indonesian students. Chitulu and Njemanze (2015) argued that the oral rendition is very important in foreign language learning communication, because it can bring out the correct lexical items and consequently form appropriate and grammatically acceptable syntactic structures (Chitulu & Njemanze, 2015). Nur, Budi, Fitri, and Doni stated that they did not know about the absence of some consonant sounds in certain positions. They just pronounce English in the same way they pronounce their first language. This may be due to the perception that English phonetics is similar to their first language phonetics, and lack of English phonetic background knowledge. Participants stated that they did not know about the absence of some consonant sounds in certain positions. They just pronounce English in the same way they pronounce their first language. This may be due to the perception that English phonetics is similar to their first language phonetics, and lack of English phonetic background knowledge.

### Conclusion

The purpose of this study was to examine the experiences of Indonesian students in recognizing English silent consonant letters. It can be concluded from the results that there are four main themes emerged, namely: (1) motivation; (2) attitude; (3) first language pronunciation interference; (4) phonetic ability. Concerning motivation, the participants exhibited negative assumption toward the role of phonetic accuracy in English pronunciation. They thought that correct English pronunciation is not important in learning EFL so that they were less motivated to improve and develop their English pronunciation. In terms of attitude, negative assumption

Formatted: Indent: First line: 0 cm

Formatted: Indent: First line: 1 cm, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Commented [BL34]: In APA, research reports end with the Discussion section, so please either delete your Conclusion or weave that information into one of your Discussion section elements.

Formatted: Centered, Indent: First line: 0 cm, Line spacing: Double

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

also appeared in taking part in practicing English. The participants avoid taking part in practicing

English because of grammar, pronunciation, and vocabulary problems. First language pronunciation interference showed that the participants follow the rules of their first language in pronouncing English words. They pronounce all the letters exist in English words in the same way they pronounce their first language. Regarding phonetic ability, the participants have less English phonetic ability, they pronounced English as they pronounced their first language.

Formatted: Indent: First line: 1 cm

The results of this study can serve as a framework for improving and developing English pronunciation at the university's English program. The pronunciation must be better introduced earlier to English program students by the decision makers of the higher education. The English lecturers can equip the students with some linguistics theories and knowledge of phonology which can help the students to cope with their pronunciation problems. Further studies on English pronunciation problems are highly recommended for English lecturers. Besides, the lecturers can introduce accurate pronunciation, analyze issues, and correct students' pronunciation mistakes, as well as provide solutions for pronunciation problems.

Formatted: Justified

#### Implication

Implication for EFL learners pronunciation can be drawn from finding of this study. It indicated that the participants faced problems in motivation, attitude, first language pronunciation interference, and phonetic ability. As a result, they are difficult to pronounce English. Decision makers of higher education must introduce pronunciation class at English department earlier to strengthen the students knowledge of phonology. It can help the students to cope with their pronunciation problems. Higher education institution should provide training or workshop to train the lecturers in teaching pronunciation for EFL students. Providing the lecturers with training or workshop related to teaching pronunciation can help them to learn appropriate strategy for improving students' English pronunciation.

#### Research Limitation

Some limitations should be considered related to the finding of this study. Although this study can contribute to the evidence of introducing pronunciation class in earlier semesters at the English department in non-English speaking countries, the participants of this study may not be representative of all English department students in the Indonesia higher education and may be there are any different problems faced by English department students in other Indonesia higher education institutions. Therefore, further research related to students experiences and difficulties with larger participants is hoped to be conducted by other researchers in other higher education in Indonesia.

Formatted: Justified, Indent: Before: 0 cm, After: 0 cm

#### References

- Alimenaj, Z.M. (2014). English Phonological Problems Encountered by Albanian Learners. *European Scientific Journal*, 10(8), 159-164.
- Abugohar, M. A., & Yunus, K. (2018). Difficulties Encountered by Arab Students in Pronouncing English Correctly. *International Journal of Education & Literacy Studies*, 6(4), 93-100.
- Almaqarn, R. K., & Alshabeb, A. M. (2017). EFL Learners' Attitudes Towards the Proper Pronunciation of English and Podcasts as a Facilitator of Proper Pronunciation. *Arab World English Journal*, 8(1), 208-219.
- Andi Pallawa, B., & Alam, A.F.A. (2013). A Comparative Analysis between English and Indonesian Phonological Systems. *International Journal of English Language Education*, 1(3), 103-129. Retrieved from <http://dx.doi.org/10.5296/ijele.v1i3.3892>.

Formatted: Indonesian

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

- Astuti, S.P. (2013). Teachers' and Students' Perception of Motivational Teaching Strategies in an Indonesian High School Context. *TEFLIN Journal*, 24(1), 14-31.
- Babehuk, W.A., & Badice, M. (2010). Realizing the Potential of Qualitative Designs: A Conceptual Guide for Research and Practice. *Presented in Midwest Research to Practice Conference in Adult, Continuing, and Community Education*. Michigan State University, East Lansing, MI.
- Bardakci, M. (2015). Turkish EFL Pre-Service Teachers' Pronunciation Problems. *Educational Research and Reviews*, 10(16), 2370-2378.
- Bakar, Z., & Abdullah, M.R.T.L. (2015). Importance of Correct Pronunciation in Spoken English: Dimension of Second Language Learners' Perspective. *Social Sciences & Humanities*, 23(S), 143-158.
- Ba udhan, H. S. A. (2018). Knowledge of Spelling: An Experimental Study of ESL Learners in Primary Education. *International Journal of English and Education*, 7(4), 114-139.
- Bernard, J. (2010). *Motivation in Foreign Language Learning: The Relationship between Classroom Activities, Motivation, and Outcomes in a University Language Learning Environment*. Carnegie Mellon: University Dept. of Social and Decision Sciences.
- Bingham, A. J., Adams, M., & Stewart, R. L. (2021). Competency Based Education: Examining Educators' Experiences. *The Qualitative Report*, 26(3), 674-695.
- Bui, T. S. (2016). Pronunciations of Consonants /ð/ and /θ/ by Adult Vietnamese EFL Learners. *Indonesian Journal of Applied Linguistics*, 6(1), 125-134.
- Cakir, I., & Baytar, B. (2014). Foreign Language Learners' Views on the Importance of Learning the Target Language Pronunciation. *Journal of Language and Linguistic Studies*, 10(1), 99-110.
- Carruthers, R. (1987). *Teaching speaking. In Methodology in TESOL*. Boston: Heinle & Heinle Publication.
- Cassimiro, A.J.J. (2011). Difficulties in Dealing with the English Pronunciation. *Universidade Estadual de Goiás Building the way - Revista do Curso de Letras da UnU Itapuranga*, 1(1), 48-57.
- Chaira, S. (2015). Interference of First Language in Pronunciation of English Segmental Sounds. *English Education Journal*, 6(4), 469-483.
- Chitul, O. M., & Njemanze, Q. U. Njemanze. (2015). Poor English Pronunciation among Nigerian ESL Students; the ICT Solution. *International Journal of Language and Literature*, 3(1), 169-179.
- Creswell, J. W. (2007). *Qualitative inquiry & research design*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2012). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.)*. Pearson: University of Nebraska-Lincoln, Boston, US: Pearson.
- Creswell, J. W. (2007). *Qualitative inquiry & research design*. Thousand Oaks, CA: Sage Publications.
- Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The Case Study Approach. *Medical Research Methodology*, 11(100), 2-9.
- Donal, A. (2016). Indonesian Students' Difficulties in Pronouncing English Diphthongs. *Journal of English Education*, 2(2), 55-62.
- Elliot, A. R. (1995). Foreign Language Phonology: Field independence, Attitude, and the Success of Formal Instruction in Spanish pronunciation. *The Modern Language Journal*, 79(4), 530-542.
- Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford, UK: Oxford University Press.
- Ercan, H. (2018). Pronunciation Problems of Turkish EFL learners in Northern Cyprus. *International Online Journal of Education and Teaching (IOJET)*, 5(4), 877-893.
- Fadillah, M., Wahab, R., Ayryza, Y. (2020). Understanding the Experience of Early Childhood Education Teachers in Teaching and Training Student Independence at Teachers in

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Commented [BL35]: Please review location, publisher order and formatting.

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

Teaching and Training Student Independence at School. *The Qualitative Report*, 25(6), 1461-1472.

Farrah, M., & Halahlah, N. (2000). Pronunciation Problems among Palestinian English Major Students in Hebron University. *International Journal of Arabic-English Studies (IJAES)*, 20(1), 203-226.

Flick, U. (2009). *An Introduction to Qualitative Research*. (4th ed). Singapore: Sage Publications.

Gilakjani, A. P. (2011). A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms. *Journal of Studies in Education*, 1(1), 1-15.

Gilakjani, A. P. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*, 2(3), 119-128.

Goodroe, J. J. (2010). Teacher Perspective of Contextual Teaching and Learning with Respect to Students Engagement. *A Dissertation*. Athens. University of Georgia.

Hago, O. E. & Khan. (2015). The Pronunciation Problems Faced by Saudi EFL Learners at Secondary Schools. *Education and Linguistic research*, 1(2), 85-97.

Hakim, M. A. (2012). An Analysis Of Phonetics b, d, g, j, dj and ð into English pronunciation for Java Students ( A Study On Java Students at English Department on STAIN Bengkulu Academic Year 2011-2012). *International Journal of Humanities and Social Science*, 2(20), 244-256.

Harrell, M. C. and Bradley, Melissa A. (2009). Data Collection Methods Semi-Structured Interviews and Focus Groups. *Rand. National Defense Research Institute*. Available from: [www.rand.org](http://www.rand.org).

Harrison, H., Birks, M., Franklin, R., & Mills, J. (2017). Case Study Research: Foundation and Methodological Orientations. *Forum Qualitative Forschung Social Research*, 18(1).

Hasan, E. M. I. (2014). Pronunciation Problems. A case Study of English Language Students at Sudan University of Science and Technology. *English Language and Literature Studies*, 4(4), 31-44.

Hayes, B. (2009). *Introductory Phonology*. Singapore, SG: Markono Print Media Pte Ltd.

Johnson, B., & Larry B. C. (2008). *Educational research: Quantitative, qualitative, and mixed approaches*. Boston, MA: Sage Publications.

Kaharuddin, Ahmad, D. (2018). *English phonetics for Indonesian learners of English (An Essential Guide to Natural English Pronunciation)*. Yogyakarta, Indonesia: TrustMedia Publishing.

Keshavarz, M. H., & Abubakar, M. K. (2017). An Investigation into Pronunciation Problems of Hausa Speaking Learners of English. *International Online Journal of Education and Teaching (IOJET)*, 4(1), 61-72.

Kosasih, M. M. (2017). Native Language Interference in Learning English Pronunciation: A Case Study at a Private University in West Java, Indonesia. *International Journal of Education and Research*, 5(2), 136-150

Lai, H.Y.T. (2013). The Motivation of Learners of English as a Foreign Language. *International Education Studies*, 6(10), 90-101. Retrieved from <http://dx.doi.org/10.5539/ies.v6n10p90>

Li, F. (2016). Contrastive Study between Pronunciation Chinese L1 and English L2 from the Perspective of Interference Based on Observations in Genuine Teaching Contexts. *English Language Teaching*, 9(10), 90-100.

Lin, L. C. (2014). Understanding Pronunciation Variations Facing ESL Students. *International Journal of Humanities and Social Science*, 4(5), 16-20.

Luo, J. (2014). A Study of Mother Tongue Interference in Pronunciation of College English Learning in China. *Theory and Practice in Language Studies*, 4(8), 1702-1706.

Max, N., Woodson, C., Macqueen, K. M., Guest, G., Namey, E. (2005). *Qualitative Research Methods: A Data Collectors Field Guide*. North Carolina: Family Health International.

Luo, J. (2014). A Study of Mother Tongue Interference in Pronunciation of College English Learning in China. *Theory and Practice in Language Studies*, 4(8), 1702-1706.

Mahadi, T.S.T., & Jafari, S.M. (2012). Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science*, 3(24), 230-235.

Formatted: Indent: Before: 0 cm, Hanging: 1.11 cm

Commented [BL36]: Missing space

Commented [BL37]: Review spelling

Formatted: Font: Italic

Commented [BL38]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Formatted: English (United States)

Formatted: Indent: Before: -1.11 cm

Commented [BL39]: There appears to be a missing ampersand.

Formatted: Default, Indent: Before: -1.11 cm, Hanging: 1.11 cm

Formatted: Default, Left, Indent: Before: 0 cm, First line: 0 cm

Commented [BL40]: Please review. There appears to be a missing period and comma.



- Mahaputra, B. P. (2017). The Problem of Silent Letters in ESL Teaching and Learning. *International Journal of Creative Research Thoughts (IJCRT)*, 5(4), 3032-3040.
- Mason, J. (2002). *Qualitative Researching*. (2nd Ed). New Delhi: Sage Publications
- Masgoret, A. -M., & Gardner, R. C. (2003). Attitudes, Motivation, and Second language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates. *Language Learning*, 53(1), 123-163. <https://doi.org/10.1111/1467-9922.00212>
- Mathew, I. B. (1998). Errors in Pronunciation of Consonants by Learners of English as a Foreign Language Whose First Languages are Indonesian, Gayo and Acehnese. *Monash University Linguistics Papers*, 3(2), 29-44.
- Max, N., Woodson, C., Macqueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative Research Methods: A Data Collectors Field Guide*. North Carolina: Family Health International.
- McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh, UK: Edinburgh University Press.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- Merriam, S. B. (2001). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- Mirkovic, V., & Jerkovic, I. (2021). Experiences of Mothers of LGBTQ Children in Serbia: What Comes After Coming Out? After Coming Out? *The Qualitative Report*, 26(3), 652-673.
- O'Connor, J. D. (1980). *Better English Pronunciation*. United Kingdom, London, UK: Cambridge University Press.
- Padilla Díaz, M. (2015). Phenomenology in Educational Qualitative Research: Philosophy as Science or Philosophical Science? *International Journal of Educational Excellence*, 1(2), 101-110.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Thousand Oaks, CA: Sage Publications.
- Poposka, V.P. (2016). Pronunciation Proficiency Level and Problematic Areas of Tertiary Level Students-Learners of English as a Foreign Language from Gotse Delchev University Shtip-Macedonia. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 30(3), 199-208.
- Riswanto, R., & Haryanto, E. (2012). *Improving Students' Pronunciation Through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia*.
- Rivas, M.O.L., Gracia, P. C. M. G., & Mejia, N. V. U. (2011). Interference Caused by First Language on the Pronunciation of English Voiced/Voiceless Fricative and Affricate Consonant Sound /ð/, /θ/, /tʃ/, and /ʃ/: A Literature Review Worked Supported with Field Data Collected among Students of the B. A. in English Emphasis on Teaching of the Foreign Languages Department of the University of EL Salvador Semester II-2011. *Undergraduate Research*. University of EL Salvador.
- Roach, Peter. (2009). *English Phonetics and Phonology A Practical Course*. (4th Ed). Cambridge, UK: Cambridge University Press.
- Senel, M. (2006). Suggestions for Beautifying the Pronunciation of EFL Learners in Turkey. *Journal of Language and Linguistic Studies*, 2(1), 112-125.
- Shak, P., Lee, C. S., Stephen, J. (2016). Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students. *International Journal of Language Education and Applied Linguistics (IJLEAL)*, 4, 25-35.
- Silva, L.P.G. (2011). Strategies to improve english pronunciation in young learners (B.S. thesis). Pontificia Universidad Católica del Ecuador Sede Ambato.
- Singh, P. (2017). Spelling and Pronunciation Errors in English Language. *International Journal of Educational Research and Technology*, 8(1), 25-31.
- Smith, B. L. (2017). A Qualitative Study of Veteran Students' Perspectives of their Academic Experiences. *A Dissertation of Doctor of Philosophy*. United States of America. University of South Florida.
- Stake, R. E. (2010). *Qualitative Research: Studying How Things Work*. New York, US: The Guilford Press.
- Stake, R. E. (1995). *The art of case study research*. New York, US: Sage Publication.

Formatted: Indent: Before: 0 cm, Hanging: 1 cm

Formatted: Indent: Before: 0 cm, Hanging: 1 cm

Commented [BL41]: There appears to be a missing ampersand.

Commented [BL42]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Commented [BL43]: Please review capitalization of this author's name.

Commented [BL44]: If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

Formatted: Justified, Indent: Before: 0 cm, Hanging: 1 cm, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: Font: (Default) Times New Roman, Not Bold, Complex Script Font: Times New Roman

Formatted: Font: (Default) Times New Roman, 12 pt, Not Bold, Complex Script Font: Times New Roman, 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt, Not Bold, Complex Script Font: Times New Roman, 12 pt

Formatted: Font: Not Bold

Formatted: Font: Indonesian

Commented [BL45]: There appears to be a missing ampersand.

Formatted: Font: 12 pt, Italic, Font color: Black, Complex Script Font: 12 pt

Formatted: Font: 12 pt, Complex Script Font: 12 pt

Formatted: Indonesian

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

- Stake, R. E. (2010). *Qualitative Research: Studying How Things Work*. London, UK: The Guilford Press.
- Sumbayak, D. M. (2009). The Diphtong: The Obstacles for Indonesian Speakers of English. *Jurnal of Lingua Cultura*, 3(2), 107-115.
- Subandowo, D. (2017). *The Language Interference in English Speaking Ability for EFL Learners*. Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT-5).
- Sumbayak, D. M. (2009). The Diphtong: The Obstacles for Indonesian Speakers of English. *Jurnal of Lingua Cultura*, 3(2), 107-115.
- Tambunsari, G., & Simatupang, M. S. (2021). Pronunciation Problems Faced by Indonesian College Students Who Learn to Speak English. *European Journal of Molecular & Clinical Medicine*, 8(2), 759-766.
- Utami, V. (2020). EFL Learner's Pronunciation Problems: A Phonological Analysis. *Journal Basis*, 7(1), 172-184.
- Vancova, H. (2016). Phonetics and Phonology: A practical Introduction to Pronunciation and Transcription. *Uebnétexty*. Trnavska Univerzita V Trnave Pedagogical Fakulta.
- Wei, X. (2008). Implication of IL Fossilization in Second Language Acquisition. *English Language Teaching*, 1(1), 127-131.
- Weis, J., Zoffmann, V., & Egerod, I. (2013). Enhancing person-centred communication in NICU: a comparative thematic analysis. *Research*. British Association of Critical Care Nurses.
- Yusriati, Y., & Hasibuan, S. H. (2019). The Analysis of English Pronunciation Errors by English Education Students of FKIPUMSU. *Journal of English Education and Teaching*, 3(2), 230-448230.
- Zhang, F. (2009). A Study of Pronunciation Problems of English Learners in China. *Journal of Asian Social Science*, 5(6), 141-146.

#### Author Note

Dr. Toni Indrayadi, M.Pd. is a lecturer and researcher at the English Department of Institute Agama Islam Negeri Kerinci, Jambi, Indonesia, and expert in research in English Language Teaching, Research Methodology, Speaking, and Pronunciation. He holds his Doctoral from Jambi University in English Education. Correspondence regarding this article can be addressed directly to [toniindrayadi2@gmail.com](mailto:toniindrayadi2@gmail.com).

Daflizar, M.A., Ph.D. is a lecturer and researcher at the English department of Institute Agama Islam Negeri Kerinci, Jambi, Indonesia. He obtained his Master's and Ph.D. degrees from University of Canberra, Australia. His research interests include learner autonomy, language learning strategies, language teaching and learning, technology-based language learning, and language learning motivation. Correspondence regarding this article can be addressed directly to [daflizar@yahoo.com](mailto:daflizar@yahoo.com).

Yoki Irawan, M.Pd. is a faculty member, Faculty of Education, Institute Agama Islam Negeri Kerinci, Jambi, Indonesia. Correspondence regarding this article can also be addressed directly to [toykrwn09@gmail.com](mailto:toykrwn09@gmail.com).

Helty, M.Pd. is a faculty member, Faculty of Education, Jambi University, Indonesia. Correspondence regarding this article can also be addressed directly to [heltyasafri@unj.ac.id](mailto:heltyasafri@unj.ac.id).

**Commented [BL46]:** If available, please include city and country for non-US locations. This is an opportunity through the Reference section.

**Formatted:** Indonesian

**Formatted:** Font: 12 pt, Italic, Font color: Black, Complex Script Font: 12 pt

**Formatted:** Indonesian

Appendix 1  
Pronunciation Observation Test

No	Words
1	Psychology
2	Pneumonia
3	Cupboard
4	Receipt
5	Doubt
6	Subtle
7	Bomb
8	Thumb
9	Christmas
10	Fasten
12	Handkerchief
13	Wednesday
14	Knee
15	Knock
16	Gnaw
17	Gnash
18	Sovereign
19	Campaign
20	Island
21	Viscount
22	Debris
23	Heir
24	Honor
25	What
26	While
27	Mnemonic
28	Solemn
29	Autumn
30	Palm
31	Salmon
32	Almond
33	Chart
34	Fork
35	Father
36	Car
37	Mother
38	Wrap
39	Write
40	Answer
41	Hawk
42	Raw
43	Draw

Appendix 2  
Score of Pronunciation Observation Test

No	Name	Raw Score	Conversing Score
1	Meri	33	76
2	Noni	30	70
3	<b>Nur</b>	<b>11</b>	<b>25</b>
4	Vepi	30	70
5	<b>Budi</b>	<b>5</b>	<b>70</b>
6	Moli	34	79
7	Titi	36	84
8	<b>Fitri</b>	<b>7</b>	<b>16</b>
9	Rohida	35	81
10	Novita	33	76
11	Yeni	35	81
12	<b>Rani</b>	<b>8</b>	<b>19</b>
13	Bela	32	74
14	Mona	36	84
15	<b>Doni</b>	<b>10</b>	<b>23</b>
16	Ela	34	79
17	<b>Ani</b>	<b>9</b>	<b>21</b>

\*The scoring technique of each student by totaling item by item, then ~~conversing~~ **converting** it into 0 to 100 by using the formula below:

$$\text{Value} = \frac{\text{The Number of Correct Items}}{\text{The Total of Item}} \times 100$$

**Commented [BL47]:** Should this read "converting"?

## Indonesian EFL Students' Difficulties in Recognizing English Letters: A Case Study

Toni Indrayadi, Daflizar, and Yoki  
Irawan  
Institut Agama Islam Negeri Kerinci,  
Indonesia

Helty  
Universitas Jambi, Indonesia

*The purpose of this qualitative study was to explore the difficulties of Indonesian undergraduate students in recognizing English letters at one public Islamic higher education institution in Jambi Province, Indonesia as the basis for designing pronunciation teaching strategies for English lecturers. Using a qualitative methodology that attempts to investigate and understand human issues in a particular group (Harrison et al., 2017), 4 participants were interviewed through semi-structured interview questions. The interviews were analyzed and compared along four dimensions of EFL English pronunciation mastery factors: motivation, attitude, first language pronunciation interference, and phonetic ability. The findings of this study provide evidence for lecturers on the importance of introducing pronunciation class in the English study program in the earlier years of study to improve students' English pronunciation ability. Implication and limitation of research are provided.*

*Key Words: EFL University Students, English Letters,*

### Introduction

All English as a foreign language (EFL) and English as a second language (ESL) learners in the world would hope to be able to pronounce English correctly like native speakers of English. Having correct pronunciation is important as it can lead to more efficient communication (Kaharuddin & Ahmad, 2018; Zhang, 2009) and support personal and professional development in speaking (Gilakjani, 2012; Kosasih, 2017; Poposka, 2016; Rivas et al., 2013). However, many learners have difficulties in producing correct English pronunciation, including Indonesian learners. According to Bui (2016), among the reasons why learning English pronunciation is difficult is the strangeness of English phonetics for EFL learners.

Riswanto and Haryanto (2012), revealed that age, phonetic ability, lack of practice, and attitude are factors that make it difficult for Indonesian students to pronounce English. Moreover, Andi-Pallawa and Alam (2013) argued that different sound systems of Indonesian with English as the target language presents a difficulty factor for Indonesian students in recognizing English letters and sounds. Yusriati and Hasibuan (2019) who focused their research on silent letters argued that English silent letters create problems for EFL learners and make the pronunciation even more difficult because the spelling and its pronunciation do not match. The learners tend to generalize the foreign language or second language sounds based on their mother tongue. For example, Indonesian students pronounce the English silent letter [k] in *know* in the same way as they pronounce the first letter of Indonesia consonant [k] in

**Commented [ssg1]:** Toni and tram—just a few details to work on. Thanks.

Would you also please check my edits to make sure they are OK and do not change your meaning?

Sally

**Commented [ssg2]:** Not found in reference list—please reconcile.

**Commented [ssg3]:** Does not match reference.

*kaki* without the absence of the /k/ sound. The mispronunciation of the silent consonant letter above could be the result of the over-practice of the first language and a process of fossilization (Hasan, 2014). Fossilization refers to repetition of incorrect phonetics of a foreign language (Wei, 2008). Ellis (1985) further explained that fossilization is when a certain feature of his interlanguage has the same form as that of target language, then the fossilization of correct forms will take place. In contrast, when the feature is different, then the fossilization of errors form will occur.

### Context of the Study

Our study was focused on exploring the students' difficulties in recognizing English consonant silent letters. The consonants are categorized in terms of their manner and place of articulation based on Roach's (2009) classification: firstly is plosive; bilabial [p] and [b], alveolar [t] and [d], and velar plosive [k] and [g]; second, fricative; alveolar [s] and glotal [h]; third, nasal, bilabial [m] and alveolar [n]; and fourth, approximant, lateral [l], post-alveolar [r], and velar [w].

Plosive is produced completely by stopping the airflow through the oral cavity (McMahon, 2002). [p] and [b] are bilabial plosives that are produced by pressing the lips together. [p] sometime absent in the initial and middle of words, for example, *psychological* /saɪkə'lɒdʒɪkl/, *pneumonia* /nju:'mɒniə/, however [b] only absent in the final of the words, for example *cupboard* /'kʌbəd/, *receipt* /ri'si:t/, *bomb* /bɒm/, and *thumb* /θʌm/. Consonants [t] and [d] are alveolar plosives. These two consonants are produced when the tongue blade touches the alveolar ridge. In several words, both [t] and [d] are silent in the middle, for example, *listen* /lɪsən/, *handkerchief* /hæŋkətʃɪf/, and *Wednesday* /'wenzdeɪ/. Finally, [k] and [g] are velar plosive that are produced by pressing the back of the tongue against the hard palate. The velar plosive [k] usually absent in the initial of words, for example, *knife* /naɪf/, *knock* /nɒk/, and [g] is in the initial and middle of the words, for example *gnome* /nəʊm/, *gnash* /næʃ/, *foreign* /'fɔrən/, and *sovereign* /'sɒvrɪn/.

The result of two articulators being in close with each other, and the air passes between them are called fricative, however, [s] and [h] belong to a different manner of articulation. [s] is alveolar fricative that has the same place of articulation as [t] and [d] in which the air escapes through a narrow channel of the mouth (Roach, 2009). It is the result of two articulators being in close with each other, and the air passes between them. This alveolar fricative is usually absent in the middle and final of the English words, for example, *island* /aɪlənd/, *aisle* /aɪl/, *debris* /debri:/. However, [h] is glotal fricative that is produced by moving the vocal folds from wide apart to close together (Roach, 2009). This consonant is mostly absent in the initial position of the words that are followed by certain vowels in English, for example, *heir* /eə/, *herbivore* /'hɜ:bɪvɔ:/. *honest* /'ɒnɪst/, *what* /wɒt/, and *when* /wen/.

The consonant which is produced by involving complete closure in the mouth by lowering the back of the velum to allow airflow escape through the nose refers to nasal (Hayes, 2009). [m] is bilabial nasal and [n] is alveolar nasal. These two nasal consonants are produced quite similarly. [m] is produced by escaping air through the nose totally or air does not pass through the mouth. This bilabial nasal is only absent at the beginning of English words for example *mnemonic* /ni'mɒnɪk/. However, [n] is a different matter, it is produced by no escaping the air through the nose totally. This alveolar nasal is usually absent in the middle and final of the English words, for example, *government* /'gʌvənmənt/, *column* /'kɒləm/, *damn* /dæm/.

[l], [r], and [w] are approximants. [l] is a lateral approximant that is made by using the tongue and alveolar ridge. O'Connor (1980) briefly stated that [l] is formed by not contacting the side of the tongue with the side of the palate to escape the air flow between them. [l] comes in two variations, a clear [l] and a dark [l] which are in allophonic relation, but the variations do not change the meaning of the words (Vančová, 2016). [l] is not pronounced in the middle position of English words with certain conditions, for example, *calm* /kɑ:m/, and *half* /hɑ:f/. However, [r] is a post-

alveolar approximant that is produced by approaching the tip of the tongue to the alveolar as the way to produce [t] or [d], but never actually makes contact with any part of the roof of the mouth (Roach, 2009). These consonant silent letters perhaps only occur in standard British English pronunciation, not in American English, for example, *car* /ka:/, *far* /fa:/ *card* /ka:d/, *fork* /fɔ:k/, *father* /'fa:ðə/, and *where* /'weə/. [w] is velar approximant. It is pronounced like a vowel. This means that it is phonetically like vowels but phonologically like consonants (Roach, 2009). There is an interference of vowel [u] in producing [w] in English. It is pronounced without any real obstacle in the air stream, the articulating organs (lips) come to proximity, but they never touch (Vančová, 2016). Similarly, /w/ is produced by approximating the lips, though not enough to cause friction or obstruct the air-flow, and the back of the tongue is also bunched up (McMahon, 2002). Bilabial glide/w/ is absent at the beginning, middle, and final parts of the English words, for example, *wrap* /ræp/, *write* /raɪt/, *answer* /'ɑ:nsə/, *hawk* /'hɔ:k/, *raw* /rɔ:ɹ/, and *draw* /'drɔ:ɹ/.

Several studies have been conducted to pronunciation difficulty of EFL learners (Abugohar & Yunus, 2018; Bardakçi, 2015; Ercan, 2018; Keshavarz, 2017; Poposka, 2016; Shak et al., 2016; Sumbayak, 2009). These studies however, were only concerned with identifying the types of mispronunciation EFL learners have in general.

### Literature Review

To date, several studies have been conducted to investigate pronunciation difficulties encountered by EFL learners (Almaqin & Alshabeb, 2017; Cakir & Baytar, 2014; Chaira, 2015; Donal, 2016; Elliot, 1995; Farrah & Halahlah, 2020; Gilakjani, 2012; Luo, 2014; Masgoret, & Gardner, 2003; Mathew, 1998; Rivas et al., 2011; Tambunsaribu & Simatupang, 2021; Utami, 2020). These previous studies allow us to gain a better understanding of the experience in pronouncing unrecognizable English phonetic sounds. Yet, most of these studies have been conducted outside of Indonesia with only five studies conducted in Indonesia to the best of our knowledge. No research to date has been done on Indonesia EFL learners in recognizing English consonant silent letters bilabial plosive [p] and [b], alveolar plosive [t] and [d], velar plosive [k] and [g], alveolar fricative [s], glotal fricative [h], bilabial nasal [m], alveolar nasal [n], lateral approximant [l], post-alveolar approximant [r], and velar approximant [w].

Chaira (2015) conducted the research entitled "Inference of First Language in Pronunciation of English Segmental Sounds" by classifying and comparing Indonesian pronunciation as the participants' first language with English pronunciation. The study employed a descriptive qualitative design by collecting the data from the students of an Islamic Boarding School in Aceh, Indonesia. She found that participants' first language can cause English phonological errors, especially [ph], [th], [kh], [f] for the grapheme "ph," [v], [θ], [ð], [z] for the grapheme "s," [ʃ], [ks] for grapheme "x," [i:], [u:], [æ], and [e].

Donal (2016) investigated students' difficulties in pronouncing English diphthongs involving 35 students at the University of Pasir Pengaraian, Riau Province, Indonesia. The study employed mixed methods and the data were collected using a pronunciation test and classroom observation to describe the factors that influence students' difficulties. The results showed that the English diphthong [av] was the most difficult sound pronounced by the students. From the observation, the researcher suggested that the factors that affected students' problems were mother tongue intrusion, students' lack of knowledge of English sound systems, and unsuccessful usage of borrowed English words.

Mathew (1998) conducted research on the mispronunciations of English consonants by Indonesian EFL learners. The study involved a total of 24 EFL learners from three different first language groups (Indonesian, Gayo, and Acehese) using an experimental design. The study aimed to describe errors made by each first language

Commented [ssg4]: Needs to match reference.

group. The data were collected through an aural discrimination test, a word repetition test, a reading passage test, and interviews. The findings showed patterns of errors in the realization of certain English phonemes. The errors made by the students were mainly limited to final stops and sibilants and initial and final affricates and interdental. Based on the findings, the researcher concluded that transfer and developmental factors, spelling interference, learning and communication strategies, and interaction of these all factors were attributed to the mispronunciations.

A more recent study was undertaken by Tambunsaribu and Simatupang (2021) to investigate the errors of English pronunciation among Indonesian university students. Using a case study methodology, the data were collected from 50 students at a university in Jakarta. The data were obtained through students' talk when they introduced themselves in the first meeting of an English class. The researchers typed all the mispronounced words and recorded the students' voices. The researchers then made a list of the mispronounced words and asked the participants again to pronounce them in front of the class in the following meeting. The participants were also interviewed to explore the reasons for their difficulties. The findings revealed that the students faced many types of problems in pronouncing English words. The students were confused about pronouncing some English words because of the inconsistency of the pronunciation of vowel letters, vowel-letter combinations, silent letters, and the sounds of two or three combinations of consonant letters. The interview results showed that there are several reasons why the students have problems pronouncing the English words although they have learned English for more than 12 years. Among the reasons are lack of training on pronunciation and English speaking and reading-aloud practice, more grammar-oriented and teacher-centred English instruction.

Research entitled "EFL Learner's Pronunciation Problems" was conducted by Utami (2020) who analyzed a Chinese post graduate student problem in pronunciation /ð/, /θ/, /r/, and /l/ sounds through case study. The participant began to study English as a compulsory subject from primary school until university. Using interview, the data of her study were collected to provide information related to /ð/, /θ/, /r/, and /l/ sounds. Her study found that the Chinese post graduate student faced difficulty in pronouncing /ð/, /θ/, /r/, and /l/ sounds.

The findings of the studies presented above showed that English pronunciation errors appeared to be specific to speakers of a certain language. While several studies on English pronunciation have been conducted in the Indonesian contexts, most of the studies have focused on identifying common errors made by the students. Although influencing factors were identified in the studies, some were only based on observations rather than interview results. The present study is different from the above-mentioned studies as it specifically investigated Indonesian undergraduate students' difficulties in recognizing English consonant silent letters in which the data were collected using interviews.

Regarding the importance of English consonant silent letters recognition, the present study aims to explore the difficulties of English department students in an Islamic higher education institution in Jambi, Indonesia. The research related to English consonant silent letters is very important because the research is still rare, especially at English departments in Indonesia. This study would also attempt to fill the gap related to students' difficulties in recognizing English consonant silent letters. The question of inquiry for this study was, "What are the difficulties of undergraduate students in recognizing English consonant silent letters?"

### **Authors' Context**



The first, second, and third authors of this study are English lecturers in the English department in Institut Agama Islam Negeri Kerinci, while the fourth author is an English lecturer of Universitas Jambi who is interested in pronunciation. Most of the authors were experienced in teaching pronunciation class. As English lecturers, we often discussed pronunciation problems faced by EFL learners, especially Indonesian learners. Based on the results of our discussion, we decided to conduct research on English silent letters to explore the Indonesian EFL learners' difficulties in recognizing English consonant silent letters. We believed that this research result can be supplementary for the English lecturers to develop appropriate teaching techniques or strategies for teaching pronunciation class.

### Methodology

A qualitative approach was adopted in this study since we are investigating and understanding EFL students' difficulties in recognizing consonant silent letters. This approach attempts to answer the research question about phenomenon and the issue of an individual, group, institution, and community in a natural real-life context (Crowe et al., 2011; Flick, 2009). ~~Moreover, Stake (2010) stated that case study aims to investigate and understand about how things work. This type of qualitative research is appropriate to answer the research question because it investigates an issue through several lenses, so the issue can be understood comprehensively (Baxter & Jack, 2008). Moreover, Yin (2003) argued that case study~~ Creswell (2013) stated that qualitative approach attempts to empower the individuals to share their experiences about an issue or phenomena naturally through direct interview by minimizing relationship between the researchers and the participants of the research. Therefore, we decided to employ this approach to gather richer understanding of the students' difficulties in recognizing silent letters.

**Commented [s5g5]:** I think this needs to be rewritten using more general qualitative language and references as I do not see that you conducted a formal case study—it was more a general non-specific methodology. Please revised accordingly.

### Participants

#### *Selection of Participants*

This study was conducted at the teachers training and education program in one state Islamic higher education institution in Jambi, Indonesia, that has more than 1500 students. We asked permission from the head of English department to involve the students in our study. We informed him that we would like to interview English department students. He responded to our aims positively by giving us the opportunity to conduct our study as long as we did not disturb the students' teaching and learning processes. We used purposive sampling in selecting the participants since it judges participants based on our study purpose. Purposive sampling aims to have relevant data based on the specific research topic (Kumar, 2011; Yin, 2014). To employ purposive sampling in this study, 35 of fourth semester English department students that belong to three classes were asked to pronounce English words containing 13 English consonant silent letters; bilabial plosive [p] and [b], alveolar plosive [t] and [d], velar plosive [k] and [g], alveolar fricative [s], glotal fricative [h], bilabial nasal [m], alveolar nasal [n], lateral approximant [l], post-alveolar approximant [r], and velar approximant [w] as a basis for selecting participants. This pronunciation test was designed by us only as requirement for selecting the study participants. In this test, each correct pronunciation was scored 1 and incorrect was 0 to come to know each student's ability. Our inclusion criteria was a score of less than 32 (a quarter of the total test score conversion). The pronunciation test showed that six students were selected as the research participants because they got a score below 32. However two students were not willing to be interviewed because of personal problems, therefore four students participated in this study.

**Formatted:** Line spacing: single

#### *Participant Students*

We used pseudonyms for our four participants to ensure confidentiality; they are Nur, Budi, Fitri, and Doni. Nur is a student with limited English phonetic recognition. She never recognized English phonetics when she was at senior high school like her classmates in the English department. Budi is a student who has no background with English phonetic recognition because he was taught by a senior high school teacher who did not have any English phonetic background. His English teachers never explained to him about the importance of English phonetic recognition and therefore, he had to rely upon himself to recognize English phonetic patterns. Fitri, the third participant, had no intention of studying in the English language study program when she took the proficiency test at an Islamic higher education institution in Jambi Indonesia. The English program was as a second choice; he had preferred biology, but his parents forced him to take an English study program. This, unsurprisingly, made Fitri less enthusiastic about learning English which had an effect on the lack of mastery of pronunciation, skills in English, and other aspects of the English language. The fourth participant was Doni who has good skills with regards to many aspects of English learning, except for pronunciation. He finds it difficult to recognize English phonetics, especially English consonant silent letters, so he pronounces English silent letters like he is pronouncing consonants in his first language.

All participants in this study were students we (the first three authors) know as they are studying English in our department within an Islamic higher education institution in Jambi, Indonesia, where we teach. This relationship helped us conduct deep conversations to gain in depth-information related to the participants' difficulties in recognizing English consonant silent letters. This trusting relationship between participants and the researchers enabled us to clarify the data needed for this study. Moreover, underlying relationship and trust allowed us to reach the participants any time we needed to conduct additional interviews. Only the fourth author did not have a relationship with the participants as she teaches at another higher education.

### **Data Collection**

The data for this study were collected through semi-structured interviews with each participant lasting 45 and 60 minutes at the location of each participant's choice over a 4-month period from June to December 2020. This technique of data collection provides us rich data with respect to the difficulties of silent letters in English pronunciation learning. Creswell (2012) stated that conducting semi-structured interviews is the most appropriate technique for collecting data from human beings. Open-ended and follow up questions are implemented in this interview based on our experiences. After asking questions about the participants' basic demographic information, first we asked "How interested are you to recognize English phonetics for better pronunciation?" to learn their motivation in recognizing English phonetics. Second, we asked "How aware are you of recognizing English phonetics like a native?" to learn their attitude in recognizing English phonetics. Third, "What is the role of your first language towards your English phonetics?" to learn about the influences of their first language on English phonetics. Finally, we asked "How important is English phonetics ability for you?" to learn their English phonetic knowledge.

Before the interviews were conducted, objectives of the research were explained. Each participant was also asked to sign a document of informed concern that has been approved by secretary of English department.

All willing participants were interviewed in a face-to-face format by the first author. Each interview which was conducted using the participants' first language and was audio recorded for transcribing purposes. Furthermore, each participant was interviewed a second time. Interviewing the participants more than once provided the interviewer with the opportunity to confirm and clarify the previous interview

(Bolderston, 2012). In that interview, we gave opportunity for each participant to clarify their answers from the first interview if they thought it was needed.

### Data Analysis

Having transcribed the interview data, we analyzed the data using Saldana’s (2009) qualitative data analysis approach that focuses on coding to assign a summative, essence-capturing, evocative attribute for a portion of language-based or visual data. We used the spirit of Saldana’s analysis to find out exactly what the participants told us in regard to their motivation for learning English phonetics through in vivo coding. We highlighted and report exactly what they said in answer to the question about their motivation. Then we did the same for each interview question category of attitude, first language interference, and phonetic ability. This coding process was established to connect codes and to attribute meaning to the units of data (Veloso, et al., 2021). The example of coding process is provided in the table below.

Table 1  
Example of Coding Process

Transcript	Cat
<b>Nur:</b> Although most of my classmates paid their attention on English phonetic recognition during study at English department, <i>I am not interested to recognize English phonetics, because its rule makes me more confused. I mean, there is the inconsistency of the letters with their phonetics in English.</i>	Motivation
<b>Budi:</b> Although I have limited English phonetics, <i>I never focus my attention on phonetics until now although pronunciation classes include obligatory subjects that must be taken in the English department at my college.</i>	Attitude
<b>Fitri:</b> <i>As a beginner EFL learner, I cannot avoid my first language intervention for certain English phonetics. A different rule of both languages bothered me in recognizing English phonetics.</i> My first language not only influence me in pronunciation, but also in speaking and grammar.	First Language Interference
<b>Doni:</b> I do not know that there are any different phonetics between English and my first language for certain letters. Therefore, <i>I feel no problems with my limited English phonetics. It doesn't affect another English subject I learnt as an English department student.</i>	Phonetics Ability

**Commented [s5g6]:** I think it is accurate to call these categories rather than themes. They go with the design of your questions. So we need to delete any reference to themes or thematic analysis.

**Commented [s5g7R6]:** Please apply this to what follows

### Trustworthiness of the Study

To ensure the trustworthiness of the study, we undertook several methods recommended by Tracy (2010); ~~thick description~~, triangulation, and member reflections. ~~In using thick description, we provided in-depth information related to setting, participants, themes of the study to ensure the transferability of the study findings in order that the readers may make their own conclusion about the study. To triangulate information, In triangulating the information,~~ we compared our observations and knowledge of the participants with their interviews to avoid subjectivity bias and to test consistency of the findings. ~~While for~~ member reflection, we provided the copies of interviews for member reflection or member-checking by involving all participants to give feedback to ensure their views were not misprinted and reflected the participants’ true experiences. Involving the participants to check their interview results making sure of the accuracy of their contributions (Creswell, 2014).

**Commented [s5g8]:** I am not sure we can see this—suggest removing this or calling it something else that is more reflective of the depth you present.

**Commented [s5g9]:** change

### Findings

This study aimed to examine the difficulties of students in recognizing English silent consonant letters at one Islamic higher education institution in Jambi, Indonesia. The participants were clear in explaining to us about their motivation, attitude, first language interference, and ability with respect to recognizing silent letters in English pronunciation. Our study findings revealed that although participants expressed similar views related to the difficulties in recognizing English consonants silent letters, each had their uniqueness.

### **Motivation**

This category focuses on participants' motivation to recognize English phonetics. Motivation cannot be separated from pronunciation because it can encourage the EFL learners to recognize English phonetics for better pronunciation. During the interview, the participants were asked about their interest to recognize English phonetics in learning English as foreign language. A view of interest emerged from the participants of the study that they were uninterested in recognizing accurate English phonetics. This view was based on the assumption that there was no phonetic contribution to the English subjects they study in English department. Although all participants mostly have similar thoughts of recognizing English phonetics, each of them has different reason.

“I am not interested to recognize English phonetics, because its rule makes me more confused. I mean, there is the inconsistency of the letters with their phonetics in English” (Nur).

“Recognizing phonetics do not guarantee me in learning English lectures at the English department, such as reading, writing, and speaking, that's why I just underestimate them and focus on the aspect of grammar and vocabulary which is necessary for learning English skills as I mentioned before” (Budi).

“As long as I know, little beat errors in English phonetics is a common problem for EFL learners, therefore I lack interest to recognize English phonetics as my classmates do. I am still able to learn English better without accurate phonetics” (Fitri).

“As an EFL learner, accurate English phonetics is not important as long as I understand the words and sentences meaning of the English book we read. I mean, phonetics cannot help me to comprehend English subjects written in English, for example, morphology, phonology, cross-culture understanding, etc.” (Doni).

It can be seen from these views that most participants in this study were uninterested in recognizing English phonetics due to confusion and lack of utility.

### **Attitude**

Attitude also plays an important role in English pronunciation. It refers to awareness of the EFL learners to recognize English phonetics, that the more the learners are aware the more accurate pronunciation they have. Under this category, the participants were asked about their awareness in recognizing English phonetics. Most of our participants reported that they did not focus on phonetics during their study in the English department. They were not aware of the importance of accurate phonetic in learning English. They reflected:

“I never think of accurate phonetics during my study in the English department, I just recognize English as I recognize my first language” (Nur).

*Toni Indrayadi, Daflizar, Yoki Irawan, & Helty*

“I never focus my attention on phonetics until now although pronunciation classes include obligatory subjects that must be taken in the English department at my college” (Budi).

“Phonetics is not my priority during studying in the English department. I feel enough with the English phonetics I learn in Senior High School although it is not as detail as I have learned in the English department” (Fitri).

“I ignore English phonetics during studying in the English department because I think this ability can be learnt later after four English skills. Focusing on phonetic in learning English only help me in listening class, not in other English skill” (Doni).

Learning English without recognizing English phonetics has inspired our participants not to recognize accurate English phonetics. Most of them expect that it is not important to recognize English phonetics in learning English. This negative assumption makes them not pay attention to the importance of phonetics that can support their English learning.

### **First Language Pronunciation Interference**

The interference of first language in English pronunciation referred to transferring the learners' native language to English as the target language. Our participants reported that they were influenced by their first language when we interviewed them about first language interference in recognizing English phonetics. They testified that rules of their first language phonetics interfere them in recognizing English phonetics.

“My first language phonetics always influences me for both consonants and vowels. I mean the consistency of my first language letters and phonetics influences my English phonetics. As long as I know any letters in English are different between its letters and phonetics” (Nur).

“Rule of my first language phonetics always disturbs me in recognizing English phonetics. For example, s letter is recognized as /s/ in its phonetic, different from English. I mean s letter is sometimes recognized as /z/ in English phonetics” (Budi).

“As a beginner EFL learner, I cannot avoid my first language intervention for certain English phonetics. A different rule of both languages bothered me in recognizing English phonetics” (Fitri).

“I often transfer my first language phonetic rule when I feel doubt with my English phonetics recognition. I do this way because I am aware of my limited phonetic knowledge” (Doni).

Our participants expressed that different phonetics of both languages became main reason for them transferring their first language phonetics into English. The examples of thought showed that their first language was used by the participants in recognizing English phonetics.

### **Phonetic Ability**

Phonetic ability serves as basis element of target language pronunciation which relates to knowledge of sound-symbol. When our participants were asked about the importance of English phonetics ability toward English pronunciation, our participants reported that this study category did not have any contribution for most of the English skills they learn.

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

“Phonetics recognition ability is considered unimportant for me as long as I have the vocabulary and know the way to arrange the sentences grammatically” (Nur).

“Not too important compared to mastering vocabulary and grammar, because vocabulary and grammar can give a contribution to me in learning writing, reading, and speaking” (Budi).

“Although I don’t recognize some English phonetics, it does not negatively influence my English writing, speaking, listening, and reading subjects learning. Recognizing English phonetic only waste my time” (Fitri).

“I feel no problems with my limited English phonetics. It doesn’t affect another English subject I learnt as an English department student” (Doni).

These views show that our participants ignore the phonetics as the important aspect in learning English. Our participants did not believe that the phonetic knowledge cannot help them in learning English compared to vocabularies and grammar.

### Discussion

The findings our study provided information of the participants’ difficulties toward English consonant silent letters recognition on Islamic higher education institution. Recognizing English phonetics is very important for EFL learners for better pronunciation. Our study findings indicated that although English phonetics have been introduced through pronunciation class in English department, the participants still faced difficulties in recognizing them. The difficulties were caused by their negative assumptions of English phonetics role in supporting their English learning. With respect to motivation of recognizing English phonetics, our study results indicated that all of our participants reported that they were not interest in recognizing English phonetics. They did not believe that English phonetics supported them to learn English better. It is consistent with Fauzi’s (2016) research results: lack of knowledge related to the importance of pronunciation can cause lack of interest in recognizing English phonetics. Al Yaqoobi et al. (2016) pointed out that inadequacy in recognizing English phonetics can affect EFL learners’ pronunciation problems.

We also found that our participants have negative attitudes toward English phonetics recognition. They did not make the effort to recognize accurate English phonetics for better pronunciation while learning English. This unawareness made our participants underestimate the important rule of English phonetics. This finding is in line with AlMansour’s (2016), study that unawareness of English pronunciation would result in negative effects on students’ success in learning English as foreign language. Likewise, Tambunsaribu and Simatupang (2021) revealed that the Indonesian university student’s held unconscious attitudes towards accurate pronunciation because of confusion over the inconsistency of English phonetics.

Regarding first language interference, our participants were influenced by their first language in recognizing English phonetics. They reflected that they tended to transfer from their first language into English phonetics. It was caused by the inconsistency of the English letters and phonetics. This case made our participants use their first language as the basis of recognizing English phonetics. Our study findings related to first language interference were consistent with Luo (2014), who recognized that EFL students’ first language always interferes in recognizing English phonetics. ~~Accordingly, Chaira (2015) found that phonetics different realization between Aceh (Indonesian) as the EFL first language learners and English as their foreign language made them did the transfer process. Similarly, Chaira (2015) found that the students tended to transfer their Indonesian phonetic pattern into English, particularly when the English phonetics do not exist in their first language.~~ In addition, Authar (2018) revealed that Indonesian students negatively transferred [z] and [v]

Commented [sbg10]: Revise wording here.

Commented [sbg11]: Please reword here for greater clarity.

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

because both of them {z} never occurred in the final and {v} does not exist never occur in the final position of Indonesian phonetics. in Indonesian EFL learners' first language.

**Commented [s5g12]:** Not sure what this means—please reword.

The findings, furthermore, demonstrated a lack phonetic ability of the participants in pronunciation. Our participants assume that phonetics did not have any contribution for them in learning English. Therefore, they ignored the phonetics rule. Our study results support the previous research findings by Al-Rubaat and Alshammari (2020) and Febriana et al. (2019). Al-Rubaat and Alshammari (2020) revealed that English phonetics recognition does not contribution to Saudi EFL learners in learning English, because it is impossible for them to recognize English phonetics as accurate as an English-speaking native. Febriana et al. (2019) found that Indonesian EFL learners negatively perceive the usefulness of English phonetics in English learning because it is difficult to recognize.

Involving small sample in this study was our greatest limitation. However, it gave us a starting place for looking at our teaching and curriculum. We can change our emphasis to stress that EFL learners are expected to recognize English phonetics in order to have better English pronunciation. We hope that knowing the difficulties and attitudes of students that the rector as the policy maker in the higher education institutions would consider inviting English native lecturers to train English lecturers to teach pronunciation class. In addition, as the authors of this study, we hope the next researchers to conduct similar research by involving English department students from another higher education institution to learn more.

**References**

Abugohar, M. A., & Yunus, K. (2018). Difficulties Encountered by Arab Students in Pronouncing English Correctly. *International Journal of Education & Literacy Studies*, 6(4), 93-100.

AlMansour, N. S. (2016). Effect of Attitude on Foreign Language Acquisition: Arabic Pronunciation as Case Study. *Arab World English Journal (AWEJ)*, 7(1), 310-325.

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

Al-Rubaat, A. M., & Alshammari (2020). Analysis of Phonetic and Phonological Constraints of Saudi EFL Learners. *English Language Teaching*, 13(1), 63-72.

Al Yaqoobi, Z. M., Ali, F., & Sulan, N. (2016). An Analysis of Errors Caused by Omani EFL Learners in Pronouncing Certain Consonant Sounds. *International Journal of Language Education and Applied Linguistics*, 5, 59-71.

Andi-Pallawa, B., & Alam, A. F. A. (2013). A Comparative Analysis between English and Indonesian of Phonological System. *International Journal of English Language Education*, 1(3), 103-129.

Authar, N. (2018). The influence of first language on the pronunciation of second language (a case study of the members of English club at mts salafiyahsyafiiyah mumbulsari jember). *Education and Human Development Journal*, 3(1), 71-80.

Bardakçi, M. (2015). Turkish EFL Pre-Service Teachers' Pronunciation Problems. *Educational Research and Reviews*, 10(16), 2370-2378.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559. <https://doi.org/10.46743/2160-3715/2008.1573>

Bolderston, A. (2012). Conducting a Research Interview. *Journal of Medical Imaging and Radiation Sciences*, 43, 66-76.

Bui, T. S. (2016). Pronunciations of Consonants /ð/and /θ/by Adult Vietnamese EFL Learners. *Indonesian Journal of Applied Linguistics*, 6(1), 125-134.

~~Çakir, I., & Baytar, B. (2014). Foreign Language Learners' Views on the Importance of Learning the Target Language Pronunciation. *Journal of Language and Linguistic Studies*, 10(1), 99-110.~~

Chaira, S. (2015). Interference of First Language in Pronunciation of English Segmental Sounds. *English Education Journal*, 6(4), 469-483.

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

~~Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing among Five Approaches* (3rd ed.). SAGE.~~

Creswell, J. W. (2014). *Research design: Quantitative, qualitative and mixed-method approaches*. Sage.

Crowe, S., Creswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The Case Study Approach. *Medical Research Methodology*, 11(100), 2-9.

Donal, A. (2016). Indonesian Students' Difficulties in Pronouncing English Diphthongs. *Journal of English Education*, 2(2), 55-62.

~~Elliot, A. R. (1995). Foreign Language Phonology: Field independence, Attitude, and the Success of Formal Instruction in Spanish pronunciation. *The Modern Language Journal*, 79(4), 530-542.~~

Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford University Press.

Ercan, H. (2018). Pronunciation Problems of Turkish EFL learners in Northern Cyprus. *International Online Journal of Education and Teaching (IOJET)*, 5(4), 877-893.

**Commented [ssg13]:** 1.Please correct the capitalization of the titles of articles according to APA 7<sup>th</sup> ed. Thanks. That is the most consistent change needed.  
2.Make sure all volume numbers are italicized.

**Commented [ssg14]:** Make sure that names have the same spelling/punctuation/emphasis marks in reference list as they do in the citations. Thanks.

**Formatted:** Font: Italic, Complex Script Font: Not Italic

**Formatted:** Font: Italic, Complex Script Font: Not Italic

**Formatted:** Font: Italic, Complex Script Font: Not Italic

**Formatted:** Font: Italic, Complex Script Font: Not Italic

**Formatted:** Font: Italic, Complex Script Font: Not Italic

**Formatted:** Font: Italic, Complex Script Font: Not Italic

**Formatted:** Font: Italic, Complex Script Font: Not Italic

**Commented [ssg15]:** Include online string, please.

**Formatted:** Font: Italic, Complex Script Font: Not Italic

**Formatted:** Font: (Default) Times New Roman, Complex Script Font: Times New Roman

**Formatted:** Font: Italic, Complex Script Font: Not Italic

**Formatted:** Font: Italic, Complex Script Font: Italic

**Formatted:** Font: Italic, Complex Script Font: Not Italic

**Formatted:** Font: Not Italic, Complex Script Font: Italic

**Formatted:** Font: (Default) Times New Roman, Complex Script Font: Times New Roman

**Formatted:** Font: Italic, Complex Script Font: Not Italic

**Formatted:** Font: Italic, Complex Script Font: Not Italic

**Formatted:** Font: Italic, Complex Script Font: Italic



- Farah, M., & Halahlah, N. (2000). Pronunciation Problems Among Palestinian English Major Students in Hebron University. *International Journal of Arabic-English Studies (IJAES)*, 20(1), 203-226.
- Fauzi, A. R. (2016). The Attitude of English Students of University of Pasir Pengaraian in Learning Pronunciation. *Journal of English Education*, 2(2), 83-89.
- Febriana, I., Anshori, S., & Utami, H. S. (2019). Students' Perception Toward Phonetic Notation in English Language Learning. 3rd English Language and Literature International Conference (ELLiC) Proceedings 3, 23-34.
- Flick, U. (2009). *An Introduction to Qualitative Research* (4th ed). Sage.
- Gilakjani, A. P. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*, 2(3), 119-128.
- Harrison, H., Birks, M., Franklin, R., & Mills, J. (2017). Case Study Research: Foundation and Methodological Orientations. *Forum Qualitative Forschung Social Research*, 18(1), Art. 19.
- Hasan, E. M. I. (2014). Pronunciation Problems. A case Study of English Language Students at Sudan University of Science and Technology. *English Language and Literature Studies*, 4(4), 31-44.
- Hayes, B. (2009). *Introductory Phonology*. Markono Print Media Pte Ltd.
- Jain, A., & Ogden, J. (1999). General Practitioners' Experiences of Patients' Complaints: A Qualitative Study. *BMJ*, 318(7198), 1596-1599.
- Kaharuddin, A. H. M. D. (2018). *English phonetics for Indonesian learners of English (An Essential Guide to Natural English Pronunciation)*. Trust Media Publishing.
- Keshavarz, M. H., & Abubakar, M. K. (2017). An Investigation into Pronunciation Problems of Hausa Speaking Learners of English. *International Online Journal of Education and Teaching (IOJET)*, 4(1), 61-72.
- Kosasih, M. M. (2017). Native Language Interference in Learning English Pronunciation: A Case Study at A Private University in West Java, Indonesia. *International Journal of Education and Research*, 5(2), 136-150.
- Kumar, R. (2011). *Research Methodology: A Step-by-Step Guide for Beginners*. Sage.
- Luo, J. (2014). A Study of Mother Tongue Interference in Pronunciation of College English Learning in China. *Theory and Practice in Language Studies*, 4(8), 1702-1706.
- Masgoret, A. M., & Gardner, R. C. (2003). Attitudes, Motivation, and Second Language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates. *Language Learning*, 53(1), 123-163. <https://doi.org/10.1111/1467-9922.00212>
- Mathew, I. B. (1998). Errors in Pronunciation of Consonants by Learners of English as A Foreign Language Whose First Languages are Indonesian, Gayo and Acehese. *Monash University Linguistics Papers*, 3(2), 29-44.
- McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh University Press.
- O'Connor, J. D. (1980). *Better English Pronunciation*. Cambridge University Press.
- Poposka, V. P. (2016). Pronunciation Proficiency Level and Problematic Areas of Tertiary Level Students-Learners of English as a Foreign Language from Gotse Delchev University Shtip-Macedonia. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 30(3), 199-208.
- Riswanto, R., & Haryanto, E. (2012). Improving Students' Pronunciation Through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia. *International Journal of Humanities and Social Science*, 2(21), 82-87.
- Rivas, M. O. L., Gracia, P. C. M. G., & Mejia, N. V. U. (2011). Interference Caused by First Language on the Pronunciation of English Voiced/Voiceless Fricative

Formatted: Font: Italic, Complex Script Font: Not Italic

Formatted: Font: Italic, Complex Script Font: Not Italic

Formatted: Font: Italic, Complex Script Font: Not Italic

Formatted: Complex Script Font: Bold, Indonesian

Formatted: Font: Italic, Complex Script Font: Not Italic

Commented [s5g16]: Not found in text.

Commented [s5g17]: initial

Formatted: Font: Italic, Complex Script Font: Italic

Formatted: Font: Italic, Complex Script Font: Not Italic

Formatted: Font: 8 pt, Complex Script Font: 8 pt

Commented [s5g18]: Not found in text. Please reconcile.

Formatted: Font: Italic, Complex Script Font: Italic

Formatted: Font: Italic, Complex Script Font: Not Italic

Formatted: Font: Italic, Complex Script Font: Not Italic

Commented [BL19]: There appears to be a missing ampersand.

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

- and Affricate Consonant Sound /ð/, /θ/, /tʃ/, and /ʃ/: A Literature Review Worked Supported with Field Data Collected among Students of the B.A. in English Emphasis on Teaching of the Foreign Languages Department of the University of EL Salvador Semester II-2011. *Undergraduate Research*. University of ELSalvador.
- Roach, Peter. (2009). *English Phonetics and Phonology A Practical Course*. (4th ed). Cambridge University Press.
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. SAGE.
- Schutt, R. K. (2009). *Investigating the social world: The process and practice of research*. Pine Forge Press.
- Shak, P., Lee, C. S., Stephen, J. (2016). Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students. *International Journal of Language Education and Applied Linguistics (IJLEAL)*, 4, 25-35.
- Stake, R. E. (2010). *Qualitative Research: Studying How Things Work*. The Guilford Press.
- Sumbayak, D. M. (2009). The Diphtong: The Obstacles for Indonesian Speakers of English. *Journal of Lingua Cultura*, 3(2), 107-115.
- Tambunsaribu, G., & Simatupang, M. S. (2021). Pronunciation Problems Faced by Indonesian College Students Who Learn to Speak English. *European Journal of Molecular & Clinical Medicine*, 8(2), 759-766.
- Tracy, S. J. (2010). Qualitative quality: Eight “big tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851. doi:10.1177/1077800410383121
- Utami, V. (2020). EFL Learner’s Pronunciation Problems: A Phonological Analysis. *Journal Basis*, 7(1), 172-184.
- Vancova, H. (2016). Phonetics and Phonology: A practical Introduction to Pronunciation and Transcription. *Uebnétexty*. Trnavska Univerzita V Trnave Pedagogical Fakulta.
- Veloso, E. C., Yehl, A., Pann, J., Connolly, J., Grabner, S. (2021). Returning Veterans’ Experiences of a Holistic Therapeutic Program. *The Qualitative Report*, 26(8), 2390-2404.
- Wei, X. (2008). Implication of IL Fossilization in Second Language Acquisition. *English Language Teaching*, 1(1), 127-131.
- Widiantari, I., Aunurrahman, A., & Sahrawi, S. (2021). An Analysis of Mother Tongue Interference in English Pronunciation. *Journal of English Language Teaching and Education*, 1(1), 1-14.
- Yin, R. K. (2003). *Case study research design and methods* (3rd ed.). SAGE.
- Yin, R. K. (2011). *Qualitative Report from Start to Finish*. The Guildford Press.
- Yusriati, Y., & Hasibuan, S. H. (2019). The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU. *Journal of English Education and Teaching*, 3(2), 230-448230.
- Zhang, F. (2009). A Study of Pronunciation Problems of English Learners in China. *Journal of Asian Social Science*, 5(6), 141-146.

Commented [s20]: initial

Formatted: Font: Italic, Complex Script Font: Not Italic

Commented [s21]: Remove?

Formatted: Font: Italic, Complex Script Font: Not Italic

Formatted: Font: Italic, Complex Script Font: Not Italic

Formatted: Font: Italic, Complex Script Font: Not Italic

Formatted: Font: Italic, Complex Script Font: Italic

Formatted: Font: Italic, Complex Script Font: Not Italic

Formatted: Font: Italic, Complex Script Font: Not Italic

Formatted: Font: Italic, Complex Script Font: Not Italic

Commented [s22]: Not found in text.

Commented [s23]: Remove?

Commented [s24]: ???

Formatted: Font: Italic, Complex Script Font: Not Italic

Formatted: Font: Italic, Complex Script Font: Not Italic

#### Author Note

Dr. Toni Indrayadi, M.Pd. is a lecturer and researcher at the English Department of Institute Agama Islam Negeri Kerinci, Jambi, Indonesia, and expert in research in English Language Teaching, Research Methodology, Speaking, and Pronunciation. He holds his Doctoral from Jambi University in English Education. Correspondence regarding this article can be addressed directly to [toniindrayadi2@gmail.com](mailto:toniindrayadi2@gmail.com).

Daflizar, M.A., Ph.D. is a lecturer and researcher at the English department of Institute Agama Islam Negeri Kerinci, Jambi, Indonesia. He obtained his Master’s and Ph.D. degrees from University of Canberra, Australia. His research interests

*Toni Indrayadi, Daflizar, Yoki Irawan, & Helty*

include learner autonomy, language learning strategies, language teaching and learning, technology-based language learning, and language learning motivation. Correspondence regarding this article can be addressed directly to [daflizar@yahoo.com](mailto:daflizar@yahoo.com).

Yoki Irawan, M.Pd is a faculty member, Faculty of Education, Institute Agama Islam Negeri Kerinci, Jambi, Indonesia. Correspondence regarding this article can also be addressed directly to [ykrwn09@gmail.com](mailto:ykrwn09@gmail.com).

Helty, M.Pd. is a faculty member, Faculty of Education, Jambi University, Indonesia. Correspondence regarding this article can also be addressed directly to [heltyasafri@unja.ac.id](mailto:heltyasafri@unja.ac.id).

Appendix 1  
Pronunciation Observation Test

No	Words
1	Psychology
2	Pneumonia
3	Cupboard
4	Receipt
5	Doubt
6	Subtle
7	Bomb
8	Thumb
9	Christmas
10	Fasten
12	Handkerchief
13	Wednesday
14	Knee
15	Knock
16	Gnaw
17	Gnash
18	Sovereign
19	Campaign
20	Island
21	Viscount
22	Debris
23	Heir
24	Honor
25	What
26	While
27	Mnemonic
28	Solemn
29	Autumn
30	Palm
31	Salmon
32	Almond
33	Chart
34	Fork
35	Father
36	Car
37	Mother
38	Wrap
39	Write
40	Answer
41	Hawk
42	Raw
43	Draw

Appendix 2  
Score of Pronunciation Observation Test

No	Name	Raw Score	Conversing Score
1	Meri	33	76
2	Noni	30	70
3	<b>Nur</b>	<b>11</b>	<b>25</b>
4	Vepi	30	70
5	<b>Budi</b>	<b>5</b>	<b>70</b>
6	Moli	34	79
7	Titi	36	84
8	<b>Fitri</b>	<b>7</b>	<b>16</b>
9	Rohida	35	81
10	Novita	33	76
11	Yeni	35	81
12	<b>Rani</b>	<b>8</b>	<b>19</b>
13	Bela	32	74
14	Mona	36	84
15	<b>Doni</b>	<b>10</b>	<b>23</b>
16	Ela	34	79
17	<b>Ani</b>	<b>9</b>	<b>21</b>

\*The scoring technique of each student by totaling item by item, then converting it into 0 to 100 by using the formula below:

$$\text{Value} = \frac{\text{The Number of Correct Items}}{\text{The Total of Item}} \times 100$$

## Indonesian EFL Students' Difficulties in Recognizing English Letters

Toni Indrayadi, Daflizar, and Yoki  
Irawan  
Institut Agama Islam Negeri Kerinci,  
Indonesia

Helty  
Universitas Jambi, Indonesia

---

*The purpose of this qualitative study was to explore the difficulties of Indonesian undergraduate students in recognizing English letters at one public Islamic higher education institution in Jambi Province, Indonesia as the basis for designing pronunciation teaching strategies for English lecturers. Using a qualitative methodology that attempts to investigate and understand human issues in a particular group (Harrison et al., 2017), 4 participants were interviewed through semi-structured interview questions. The interviews were analyzed and compared along four dimensions of EFL English pronunciation mastery factors: motivation, attitude, first language pronunciation interference, and phonetic ability. The findings of this study provide evidence for lecturers on the importance of introducing pronunciation class in the English study program in the earlier years of study to improve students' English pronunciation ability. Implication and limitation of research are provided.*

*Key Words: EFL University Students, English Letters,*

---

### Introduction

All English as a foreign language (EFL) and English as a second language (ESL) learners in the world would hope to be able to pronounce English correctly like native speakers of English. Having correct pronunciation is important as it can lead to more efficient communication (Kaharuddin & Ahmad, 2018; Zhang, 2009) and support personal and professional development in speaking (Gilakjani, 2012; Kosasih, 2017; Poposka, 2016; Rivas et al., 2011). However, many learners have difficulties in producing correct English pronunciation, including Indonesian learners. According to Bui (2016), among the reasons why learning English pronunciation is difficult is the strangeness of English phonetics for EFL learners.

Riswanto and Haryanto (2012), revealed that age, phonetic ability, lack of practice, and attitude are factors that make it difficult for Indonesian students to pronounce English. Moreover, Andi-Pallawa and Alam (2013) argued that different sound systems of Indonesian with English as the target language presents a difficulty factor for Indonesian students in recognizing English letters and sounds. Yusriati and Hasibuan (2019) who focused their research on silent letters argued that English silent letters create problems for EFL learners and make the pronunciation even more difficult because the spelling and its pronunciation do not match. The learners tend to generalize the foreign language or second language sounds based on their mother tongue. For example, Indonesian students pronounce the English silent letter [k] in

**Commented [ssg1]:** Please make the necessary revisions in the reference list—please consult APA7th ed.

*know* in the same way as they pronounce the first letter of Indonesia consonant [k] in *kaki* without the absence of the /k/ sound. The mispronunciation of the silent consonant letter above could be the result of the over-practice of the first language and a process of fossilization (Hasan, 2014). Fossilization refers to repetition of incorrect phonetics of a foreign language (Wei, 2008). Ellis (1985) further explained that fossilization is when a certain feature of his interlanguage has the same form as that of target language, then the fossilization of correct forms will take place. In contrast, when the feature is different, then the fossilization of errors form will occur.

### Context of the Study

Our study was focused on exploring the students' difficulties in recognizing English consonant silent letters. The consonants are categorized in terms of their manner and place of articulation based on Roach's (2009) classification: firstly is plosive; bilabial [p] and [b], alveolar [t] and [d], and velar plosive [k] and [g]; second, fricative; alveolar [s] and glotal [h]; third, nasal, bilabial [m] and alveolar [n]; and fourth, approximant, lateral [l], post-alveolar [r], and velar [w].

Plosive is produced completely by stopping the airflow through the oral cavity (McMahon, 2002). [p] and [b] are bilabial plosives that are produced by pressing the lips together. [p] sometime absent in the initial and middle of words, for example, *psychological* /saɪkə'lɒdʒɪkl/, *pneumonia* /nju:'mæʊniə/, however [b] only absent in the final of the words, for example *cupboard* /'kʌbəd/, *receipt* /ri'si:t/, *bomb* /bɒm/, and *thumb* /θʌm/. Consonants [t] and [d] are alveolar plosives. These two consonants are produced when the tongue blade touches the alveolar ridge. In several words, both [t] and [d] are silent in the middle, for example, *listen* /lɪsən/, *handkerchief* /hæŋkətʃɪf/, and *Wednesday* /'wenzdeɪ/. Finally, [k] and [g] are velar plosive that are produced by pressing the back of the tongue against the hard palate. The velar plosive [k] usually absent in the initial of words, for example, *knife* /naɪf/, *knock* /nɒk/, and [g] is in the initial and middle of the words, for example *gnome* /nəʊm/, *gnash* /næʃ/, *foreign* /'fɔɪrən/, and *sovereign* /'sɒvrɪn/.

The result of two articulators being in close with each other, and the air passes between them are called fricative, however, [s] and [h] belong to a different manner of articulation. [s] is alveolar fricative that has the same place of articulation as [t] and [d] in which the air escapes through a narrow channel of the mouth (Roach, 2009). It is the result of two articulators being in close with each other, and the air passes between them. This alveolar fricative is usually absent in the middle and final of the English words, for example, *island* /'aɪlənd/, *aisle* /aɪl/, *debris* /deɪbrɪ/. However, [h] is glotal fricative that is produced by moving the vocal folds from wide apart to close together (Roach, 2009). This consonant is mostly absent in the initial position of the words that are followed by certain vowels in English, for example, *heir* /eə/, *herbivore* /'hɜ:bɪvɔ:/, *honest* /'ɒnɪst/, *what* /wɒt/, and *when* /wen/.

The consonant which is produced by involving complete closure in the mouth by lowering the back of the velum to allow airflow escape through the nose refers to nasal (Hayes, 2009). [m] is bilabial nasal and [n] is alveolar nasal. These two nasal consonants are produced quite similarly. [m] is produced by escaping air through the nose totally or air does not pass through the mouth. This bilabial nasal is only absent at the beginning of English words for example *mnemonic* /ni'mnɒnɪk/. However, [n] is a different matter, it is produced by no escaping the air through the nose totally. This alveolar nasal is usually absent in the middle and final of the English words, for example, *government* /'gʌvənmənt/, *column* /'kɒləm/, *damn* /dæm/.

[l], [r], and [w] are approximants. [l] is a lateral approximant that is made by using the tongue and alveolar ridge. O'Connor (1980) briefly stated that [l] is formed by not contacting the side of the tongue with the side of the palate to escape the air flow between them. [l] comes in two variations, a clear [l] and a dark [l] which are in allophonic relation, but the variations do not change the meaning of the words (Vančová, 2016). [l] is not pronounced in the middle position of English words with

certain conditions, for example, *calm* /kɑ:m/, and *half* /hɑ:f/. However, [r] is a post-alveolar approximant that is produced by approaching the tip of the tongue to the alveolar as the way to produce [t] or [d], but never actually makes contact with any part of the roof of the mouth (Roach, 2009). These consonant silent letters perhaps only occur in standard British English pronunciation, not in American English, for example, *car* /kɑ:/, *far* /fɑ:/ *card* /kɑ:d/, *fork* /fɔ:k/, *father* /'fɑ:ðə/, and *where* /'weə/. [w] is velar approximant. It is pronounced like a vowel. This means that it is phonetically like vowels but phonologically like consonants (Roach, 2009). There is an interference of vowel [u] in producing [w] in English. It is pronounced without any real obstacle in the air stream, the articulating organs (lips) come to proximity, but they never touch (Vančová, 2016). Similarly, /w/ is produced by approximating the lips, though not enough to cause friction or obstruct the air-flow, and the back of the tongue is also bunched up (McMahon, 2002). Bilabial glide/w/ is absent at the beginning, middle, and final parts of the English words, for example, *wrap* /ræp/, *write* /raɪt/, *answer* /'ɑ:nsə/, *hawk* /'hɔ:k/, *raw* /'rɔ:/, and *draw* /'drɔ:/.

Several studies have been conducted related to pronunciation difficulty of EFL learners (Abugohar & Yunus, 2018; Bardakçi, 2015; Ercan, 2018; Keshavarz, 2017; Poposka, 2016; Shak et al., 2016; Sumbayak, 2009). These studies however, were only concerned with identifying the types of mispronunciation EFL learners have in general.

### Literature Review

To date, several studies have been conducted to investigate pronunciation difficulties encountered by EFL learners (Chaira, 2015; Donal, 2016; Mathew, 1998; Tambunsaribu & Simatupang, 2021; Utami, 2020). These previous studies allow us to gain a better understanding of the experience in pronouncing unrecognizable English phonetic sounds. Yet, most of these studies have been conducted outside of Indonesia with only five studies conducted in Indonesia to the best of our knowledge. No research to date has been done on Indonesia EFL learners in recognizing English consonant silent letters bilabial plosive [p] and [b], alveolar plosive [t] and [d], velar plosive [k] and [g], alveolar fricative [s], glotal fricative [h], bilabial nasal [m], alveolar nasal [n], lateral approximant [l], post-alveolar approximant [r], and velar approximant [w].

Chaira (2015) conducted the research entitled "Inference of First Language in Pronunciation of English Segmental Sounds" by classifying and comparing Indonesian pronunciation as the participants' first language with English pronunciation. The study employed a descriptive qualitative design by collecting the data from the students of an Islamic Boarding School in Aceh, Indonesia. She found that participants' first language can cause English phonological errors, especially [ph], [th], [kh], [f] for the grapheme "ph," [v], [θ], [ð], [z] for the grapheme "s," [ʃ], [ks] for grapheme "x," [i:], [u:], [æ], and [e].

Donal (2016) investigated students' difficulties in pronouncing English diphthongs involving 35 students at the University of Pasir Pengaraian, Riau Province, Indonesia. The study employed mixed methods and the data were collected using a pronunciation test and classroom observation to describe the factors that influence students' difficulties. The results showed that the English diphthong [aʊ] was the most difficult sound pronounced by the students. From the observation, the researcher suggested that the factors that affected students' problems were mother tongue intrusion, students' lack of knowledge of English sound systems, and unsuccessful usage of borrowed English words.

Mathew (1998) conducted research on the mispronunciations of English consonants by Indonesian EFL learners. The study involved a total of 24 EFL learners from three different first language groups (Indonesian, Gayo, and Acehese) using an experimental design. The study aimed to describe errors made by each first language group. The data were collected through an aural discrimination test, a word repetition



test, a reading passage test, and interviews. The findings showed patterns of errors in the realization of certain English phonemes. The errors made by the students were mainly limited to final stops and sibilants and initial and final affricates and interdental. Based on the findings, the researcher concluded that transfer and developmental factors, spelling interference, learning and communication strategies, and interaction of these all factors were attributed to the mispronunciations.

A more recent study was undertaken by Tambunsaribu and Simatupang (2021) to investigate the errors of English pronunciation among Indonesian university students. Using a case study methodology, the data were collected from 50 students at a university in Jakarta. The data were obtained through students' talk when they introduced themselves in the first meeting of an English class. The researchers typed all the mispronounced words and recorded the students' voices. The researchers then made a list of the mispronounced words and asked the participants again to pronounce them in front of the class in the following meeting. The participants were also interviewed to explore the reasons for their difficulties. The findings revealed that the students faced many types of problems in pronouncing English words. The students were confused about pronouncing some English words because of the inconsistency of the pronunciation of vowel letters, vowel-letter combinations, silent letters, and the sounds of two or three combinations of consonant letters. The interview results showed that there are several reasons why the students have problems pronouncing the English words although they have learned English for more than 12 years. Among the reasons are lack of training on pronunciation and English speaking and reading-aloud practice, more grammar-oriented and teacher-centred English instruction.

Research entitled "EFL Learner's Pronunciation Problems was conducted by Utami (2020) who analyzed a Chinese post graduate student problem in pronunciation /ð/, /θ/, /r/, and /l/ sounds through case study. The participant began to study English as a compulsory subject from primary school until university. Using interview, the data of her study were collected to provide information related to /ð/, /θ/, /r/, and /l/ sounds. Her study found that the Chinese post graduate student faced difficulty in pronouncing /ð/, /θ/, /r/, and /l/ sounds.

The findings of the studies presented above showed that English pronunciation errors appeared to be specific to speakers of a certain language. While several studies on English pronunciation have been conducted in the Indonesian contexts, most of the studies have focused on identifying common errors made by the students. Although influencing factors were identified in the studies, some were only based on observations rather than interview results. The present study is different from the above-mentioned studies as it specifically investigated Indonesian undergraduate students' difficulties in recognizing English consonant silent letters in which the data were collected using interviews.

Regarding the importance of English consonant silent letters recognition, the present study aims to explore the difficulties of English department students in an Islamic higher education institution in Jambi, Indonesia. The research related to English consonant silent letters is very important because the research is still rare, especially at English departments in Indonesia. This study would also attempt to fill the gap related to students' difficulties in recognizing English consonant silent letters. The question of inquiry for this study was, "What are the difficulties of undergraduate students in recognizing English consonant silent letters?"

### **Authors' Context**

The first, second, and third authors of this study are English lecturers in the English department in Institut Agama Islam Negeri Kerinci, while the fourth author is

*Toni Indrayadi, Daflizar, Yoki Irawan, & Helty*

an English lecturer of Universitas Jambi who is interested in pronunciation. Most of the authors were experienced in teaching pronunciation class. As English lecturers, we often discussed pronunciation problems faced by EFL learners, especially Indonesian learners. Based on the results of our discussion, we decided to conduct research on English silent letters to explore the Indonesian EFL learners' difficulties in recognizing English consonants silent letters. We believed that this research result can be supplementary for the English lecturers to develop appropriate teaching techniques or strategies for teaching pronunciation class.

### **Methodology**

A qualitative approach was adopted in this study since we are investigating and understanding EFL students' difficulties in recognizing consonant silent letters. This approach attempts to answer the research question about phenomenon and the issue of an individual, group, institution, and community in a natural real-life context (Crowe et al., 2011; Flick, 2009). Creswell (2013) stated that a qualitative approach attempts to empower the individuals to share their experiences about an issue or phenomena naturally through direct interview between the researchers and the participants of the research. Therefore, we decided to employ this approach to gather richer understanding of the students' difficulties in recognizing silent letters.

### **Participants**

#### ***Selection of Participants***

This study was conducted at the teachers training and education program in one state Islamic higher education institution in Jambi, Indonesia, that has more than 1500 students. We asked permission from the head of English department to involve the students in our study. We informed him that we would like to interview English department students. He responded to our aims positively by giving us the opportunity to conduct our study as long as we did not disturb the students' teaching and learning processes. We used purposive sampling in selecting the participants since it judges participants based on our study purpose. Purposive sampling aims to have relevant data based on the specific research topic (Kumar, 2011). To employ purposive sampling in this study, 35 of fourth semester English department students that belong to three classes were asked to pronounce English words containing 13 English consonant silent letters; bilabial plosive [p] and [b], alveolar plosive [t] and [d], velar plosive [k] and [g], alveolar fricative [s], glotal fricative [h], bilabial nasal [m], alveolar nasal [n], lateral approximant [l], post-alveolar approximant [r], and velar approximant [w] as a basis for selecting participants. This pronunciation test was designed by us only as requirement for selecting the study participants. In this test, each correct pronunciation was scored 1 and incorrect was 0 to come to know each student's ability. Our inclusion criteria was a score of less than 32 (a quarter of the total test score conversion). The pronunciation test showed that six students were selected as the research participants because they got a score below 32. However two students were not willing to be interviewed because of personal problems, therefore four students participated in this study.

#### ***Participant Students***

We used pseudonyms for our four participants to ensure confidentiality; they are Nur, Budi, Fitri, and Doni. Nur is a student with limited English phonetic recognition. She never recognized English phonetics when she was at senior high school like her classmates in the English department. Budi is a student who has no background with English phonetic recognition because he was taught by a senior high school teacher who did not have any English phonetic background. His English

teachers never explained to him about the importance of English phonetic recognition and therefore, he had to rely upon himself to recognize English phonetic patterns. Fitri, the third participant, had no intention of studying in the English language study program when she took the proficiency test at an Islamic higher education institution in Jambi Indonesia. The English program was as a second choice; he had preferred biology, but his parents forced him to take an English study program. This, unsurprisingly, made Fitri less enthusiastic about learning English which had an effect on the lack of mastery of pronunciation, skills in English, and other aspects of the English language. The fourth participant was Doni who has good skills with regards to many aspects of English learning, except for pronunciation. He finds it difficult to recognize English phonetics, especially English consonant silent letters, so he pronounces English silent letters like he is pronouncing consonants in his first language.

All participants in this study were students we (the first three authors) know as they are studying English in our department within an Islamic higher education institution in Jambi, Indonesia, where we teach. This relationship helped us conduct deep conversations to gain in depth-information related to the participants' difficulties in recognizing English consonant silent letters. This trusting relationship between participants and the researchers enabled us to clarify the data needed for this study. Moreover, underlying relationship and trust allowed us to reach the participants any time we needed to conduct additional interviews. Only the fourth author did not have a relationship with the participants as she teaches at another higher education.

### **Data Collection**

The data for this study were collected through semi-structured interviews with each participant lasting 45 and 60 minutes at the location of each participant's choice over a 4-month period from June to December 2020. This technique of data collection provides us rich data with respect to the difficulties of silent letters in English pronunciation learning. Creswell (2012) stated that conducting semi-structured interviews is the most appropriate technique for collecting data from human beings. Open-ended and follow up questions are implemented in this interview based on our experiences. After asking questions about the participants' basic demographic information, first we asked "How interested are you to recognize English phonetics for better pronunciation?" to learn their motivation in recognizing English phonetics. Second, we asked "How aware are you of recognizing English phonetics like a native?" to learn their attitude in recognizing English phonetics. Third, "What is the role of your first language towards your English phonetics?" to learn about the influences of their first language on English phonetics. Finally, we asked "How important is English phonetics ability for you?" to learn their English phonetic knowledge.

Before the interviews were conducted, objectives of the research were explained. Each participant was also asked to sign a document of informed concern that has been approved by secretary of English department.

All willing participants were interviewed in a face-to-face format by the first author. Each interview which was conducted using the participants' first language and was audio recorded for transcribing purposes. Furthermore, each participant was interviewed a second time. Interviewing the participants more than once provided the interviewer with the opportunity to confirm and clarify the previous interview (Bolderston, 2012). In that interview, we gave opportunity for each participant to clarify their answers from the first interview if they thought it was needed.

### **Data Analysis**

Having transcribed the interview data, we analyzed the data using Saldana's (2009) qualitative data analysis approach that focuses on coding to assign a

summative, essence-capturing, evocative attribute for a portion of language-based or visual data. We used the spirit of Saldana’s analysis to find out exactly what the participants told us in regard to their motivation for learning English phonetics through in vivo coding. We highlighted and report exactly what they said in answer to the question about their motivation. Then we did the same for each interview question category of attitude, first language interference, and phonetic ability. This coding process was established to connect codes and to attribute meaning to the units of data (Veloso et al., 2021). The example of coding process is provided in the table below.

Table 1  
Example of Coding Process

Transcript	Categories
<b>Nur:</b> Although most of my classmates paid their attention on English phonetic recognition during study at English department, <u>I am not interested to recognize English phonetics, because its rule makes me more confused. I mean, there is the inconsistency of the letters with their phonetics in English.</u>	Motivation
<b>Budi:</b> Although I have limited English phonetics, <u>I never focus my attention on phonetics until now although pronunciation classes include obligatory subjects that must be taken in the English department at my college.</u>	Attitude
<b>Fitri:</b> <u>As a beginner EFL learner, I cannot avoid my first language intervention for certain English phonetics. A different rule of both languages bothered me in recognizing English phonetics.</u> My first language not only influence me in pronunciation, but also in speaking and grammar.	First Language Interference
<b>Doni:</b> I do not know that there are any different phonetics between English and my first language for certain letters. Therefore, <u>I feel no problems with my limited English phonetics. It doesn't affect another English subject I learnt as an English department student.</u>	Phonetics Ability

### Trustworthiness of the Study

To ensure the trustworthiness of the study, we undertook several methods recommended by Tracy (2010); triangulation and member reflections. In triangulating the information, we compared our observations and knowledge of the participants with their interviews to avoid subjectivity bias and to test consistency of the findings. While for member reflection, we provided the copies of interviews for member reflection or member-checking by involving all participants to give feedback to ensure their views were not misprinted and reflected the participants’ true experiences. Involving the participants to check their interview results making sure of the accuracy of their contributions (Creswell, 2014).

### Findings

This study aimed to examine the difficulties of students in recognizing English silent consonant letters at one Islamic higher education institution in Jambi, Indonesia. The participants were clear in explaining to us about their motivation, attitude, first language interference, and ability with respect to recognizing silent letters in English pronunciation. Our study findings revealed that although participants expressed similar views related to the difficulties in recognizing English consonants silent letters, each had their uniqueness.

### Motivation

This category focuses on participants’ motivation to recognize English phonetics. Motivation cannot be separated from pronunciation because it can

encourage the EFL learners to recognize English phonetics for better pronunciation. During the interview, the participants were asked about their interest to recognize English phonetics in learning English as foreign language. A view of interest emerged from the participants of the study that they were uninterested in recognizing accurate English phonetics. This view was based on the assumption that there was no phonetic contribution to the English subjects they study in English department. Although all participants mostly have similar thoughts of recognizing English phonetics, each of them has different reason.

“I am not interested to recognize English phonetics, because its rule makes me more confused. I mean, there is the inconsistency of the letters with their phonetics in English” (Nur).

“Recognizing phonetics do not guarantee me in learning English lectures at the English department, such as reading, writing, and speaking, that's why I just underestimate them and focus on the aspect of grammar and vocabulary which is necessary for learning English skills as I mentioned before” (Budi).

“As long as I know, little beat errors in English phonetics is a common problem for EFL learners, therefore I lack interest to recognize English phonetics as my classmates do. I am still able to learn English better without accurate phonetics” (Fitri).

“As an EFL learner, accurate English phonetics is not important as long as I understand the words and sentences meaning of the English book we read. I mean, phonetics cannot help me to comprehend English subjects written in English, for example, morphology, phonology, cross-culture understanding, etc.” (Doni).

It can be seen from these views that most participants in this study were uninterested in recognizing English phonetics due to confusion and lack of utility.

### **Attitude**

Attitude also plays an important role in English pronunciation. It refers to awareness of the EFL learners to recognize English phonetics, that the more the learners are aware the more accurate pronunciation they have. Under this category, the participants were asked about their awareness in recognizing English phonetics. Most of our participants reported that they did not focus on phonetics during their study in the English department. They were not aware of the importance of accurate phonetic in learning English. They reflected:

“I never think of accurate phonetics during my study in the English department, I just recognize English as I recognize my first language” (Nur).

“I never focus my attention on phonetics until now although pronunciation classes include obligatory subjects that must be taken in the English department at my college” (Budi).

“Phonetics is not my priority during studying in the English department. I feel enough with the English phonetics I learn in Senior High School although it is not as detail as I have learned in the English department” (Fitri).

“I ignore English phonetics during studying in the English department because I think this ability can be learnt later after four English skills. Focusing on phonetic in learning English only help me in listening class, not in other English skill” (Doni).

Learning English without recognizing English phonetics has inspired our participants not to recognize accurate English phonetics. Most of them expect that it

is not important to recognize English phonetics in learning English. This negative assumption makes them not pay attention to the importance of phonetics that can support their English learning.

### **First Language Pronunciation Interference**

The interference of first language in English pronunciation referred to transferring the learners' native language to English as the target language. Our participants reported that they were influenced by their first language when we interviewed them about first language interference in recognizing English phonetics. They testified that rules of their first language phonetics interfere them in recognizing English phonetics.

“My first language phonetics always influences me for both consonants and vowels. I mean the consistency of my first language letters and phonetics influences my English phonetics. As long as I know any letters in English are different between its letters and phonetics” (Nur).

“Rule of my first language phonetics always disturbs me in recognizing English phonetics. For example, s letter is recognized as /s/ in its phonetic, different from English. I mean s letter is sometimes recognized as /z/ in English phonetics” (Budi).

“As a beginner EFL learner, I cannot avoid my first language intervention for certain English phonetics. A different rule of both languages bothered me in recognizing English phonetics” (Fitri).

“I often transfer my first language phonetic rule when I feel doubt with my English phonetics recognition. I do this way because I am aware of my limited phonetic knowledge” (Doni).

Our participants expressed that different phonetics of both languages became main reason for them transferring their first language phonetics into English. The examples of thought showed that their first language was used by the participants in recognizing English phonetics.

### **Phonetic Ability**

Phonetic ability serves as basis element of target language pronunciation which relates to knowledge of sound-symbol. When our participants were asked about the importance of English phonetics ability toward English pronunciation, our participants reported that this study category did not have any contribution for most of the English skills they learn.

“Phonetics recognition ability is considered unimportant for me as long as I have the vocabulary and know the way to arrange the sentences grammatically” (Nur).

“Not too important compared to mastering vocabulary and grammar, because vocabulary and grammar can give a contribution to me in learning writing, reading, and speaking” (Budi).

“Although I don't recognize some English phonetics, it does not negatively influence my English writing, speaking, listening, and reading subjects learning. Recognizing English phonetic only waste my time” (Fitri).

“I feel no problems with my limited English phonetics. It doesn't affect another English subject I learnt as an English department student” (Doni).

These views show that our participants ignore the phonetics as the important aspect in learning English. Our participants did not believe that the phonetic

knowledge cannot help them in learning English compared to vocabularies and grammar.

### **Discussion**

The findings our study provided information of the participants' difficulties toward English consonant silent letters recognition on Islamic higher education institution. Recognizing English phonetics is very important for EFL learners for better pronunciation. Our study findings indicated that although English phonetics have been introduced through pronunciation class in English department, the participants still faced difficulties in recognizing them. The difficulties were caused by their negative assumptions of English phonetics role in supporting their English learning. With respect to motivation of recognizing English phonetics, our study results indicated that all of our participants reported that they were not interest in recognizing English phonetics. They did not believe that English phonetics supported them to learn English better. It is consistent with Fauzi's (2016) research results: lack of knowledge related to the importance of pronunciation can cause lack of interest in recognizing English phonetics. Al Yaqoobi et al. (2016) pointed out that inadequacy in recognizing English phonetics can affect EFL learners' pronunciation problems.

We also found that our participants have negative attitudes toward English phonetics recognition. They did not make the effort to recognize accurate English phonetics for better pronunciation while learning English. This unawareness made our participants underestimate the important rule of English phonetics. This finding is in line with AlMansour's (2016), study that unawareness of English pronunciation would result in negative effects on students' success in learning English as foreign language. Likewise, Tambunsaribu and Simatupang (2021) revealed that the Indonesian university student's held unconscious attitudes towards accurate pronunciation because of confusion over the inconsistency of English phonetics.

Regarding first language interference, our participants were influenced by their first language in recognizing English phonetics. They reflected that they tended to transfer from their first language into English phonetics. It was caused by the inconsistency of the English letters and phonetics. This case made our participants use their first language as the basis of recognizing English phonetics. Our study findings related to first language interference were consistent with Luo (2014), who recognized that EFL students' first language always interferes in recognizing English phonetics. Similarly, Chaira (2015) found that the students tended to transfer their Indonesian phonetic pattern into English, particularly when the English phonetics do not exist in their first language. In addition, Authar (2018) revealed that Indonesian students negatively transferred [z] and [v] because both of them never occur in the final position of Indonesian phonetics.

The findings, furthermore, demonstrated a lack phonetic ability of the participants in pronunciation. Our participants assume that phonetics did not have any contribution for them in learning English. Therefore, they ignored the phonetics rule. Our study results support the previous research findings by Al-Rubaat and Alshammari (2020) and Febriana et al. (2019). Al-Rubaat and Alshammari (2020) revealed that English phonetics recognition does not contribution to Saudi EFL learners in learning English, because it is impossible for them to recognize English phonetics as accurate as an English-speaking native. Febriana et al. (2019) found that Indonesian EFL learners negatively perceive the usefulness of English phonetics in English learning because it is difficult to recognize.

Involving small sample in this study was our greatest limitation. However, it gave us a starting place for looking at our teaching and curriculum. We can change our emphasis to stress that EFL learners are expected to recognize English phonetics in order to have better English pronunciation. We hope that knowing the difficulties and attitudes of students that the rector as the policy maker in the higher education institutions would consider inviting English native lecturers to train English lecturers

*Toni Indrayadi, Daflizar, Yoki Irawan, & Helty*

to teach pronunciation class. In addition, as the authors of this study, we hope the next researchers to conduct similar research by involving English department students from another higher education institution to learn more.



## References

- Abugohar, M. A., & Yunus, K. (2018). Difficulties Encountered by Arab Students in Pronouncing English Correctly. *International Journal of Education & Literacy Studies*, 6(4), 93-100.
- AlMansour, N. S. (2016). Effect of Attitude on Foreign Language Acquisition: Arabic Pronunciation as Case Study. *Arab World English Journal (AWEJ)*, 7(1), 310-325.
- Al-Rubaat, A. M., & Alshammari (2020). Analysis of Phonetic and Phonological Constraints of Saudi EFL Learners. *English Language Teaching*, 13(1), 63-72.
- Al Yaqoobi, Z. M., Ali, F., & Sulan, N. (2016). An Analysis of Errors Caused by Omani EFL Learners in Pronouncing Certain Consonant Sounds. *International Journal of Language Education and Applied Linguistics*, 5, 59-71.
- Andi-Pallawa, B., & Alam, A. F. A. (2013). A Comparative Analysis between English and Indonesian of Phonological System. *International Journal of English Language Education*, 1(3), 103-129.
- Authar, N. (2018). The Influence of First Language on the Pronunciation of Second Language (A Case Study of the Members of English Club at MTS Salafiyahsyafiiyah Mumbulsari jember). *Education and Human Development Journal*, 3(1), 71-80.
- Bardakçi, M. (2015). Turkish EFL Pre-Service Teachers' Pronunciation Problems. *Educational Research and Reviews*, 10(16), 2370-2378.
- Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13(4), 544-559. <https://doi.org/10.46743/2160-3715/2008.1573>
- Bolderston, A. (2012). Conducting a Research Interview. *Journal of Medical Imaging and Radiation Sciences*, 43, 66-76.
- Bui, T. S. (2016). Pronunciations of Consonants /ð/ and /θ/ by Adult Vietnamese EFL Learners. *Indonesian Journal of Applied Linguistics*, 6(1), 125-134.
- Chaira, S. (2015). Interference of First Language in Pronunciation of English Segmental Sounds. *English Education Journal*, 6(4), 469-483.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson Education.
- Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing among Five Approaches* (3rd ed.). SAGE.
- Creswell, J. W. (2014). *Research Design: Quantitative, Qualitative and Mixed-Method Approaches*. Sage.
- Crowe, S., Creswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The Case Study Approach. *Medical Research Methodology*, 11(100), 2-9.
- Donal, A. (2016). Indonesian Students' Difficulties in Pronouncing English Diphthongs. *Journal of English Education*, 2(2), 55-62.
- Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford University Press.
- Ercan, H. (2018). Pronunciation Problems of Turkish EFL learners in Northern Cyprus. *International Online Journal of Education and Teaching (IOJET)*, 5(4), 877-893.
- Fauzi, A. R. (2016). The Attitude of English Students of University of Pasir Pengaraian in Learning Pronunciation. *Journal of English Education*, 2(2), 83-89.
- Febriana, I., Anshori, S., & Utami, H. S. (2019). Students' Perception Toward Phonetic Notation in English Language Learning. 3rd English Language and Literature International Conference (ELLiC) Proceedings, 3, 23-34.
- Flick, U. (2009). *An Introduction to Qualitative Research* (4th ed). Sage.

**Commented [s2g2]:** 1. Please correct the capitalization of the titles of articles according to APA 7th ed. Thanks. That is the most consistent change needed.  
2. Make sure all volume numbers are italicized.

**Commented [s3g3]:** Make sure that names have the same spelling/punctuation/emphasis marks in reference list as they do in the citations. Thanks.

**Formatted:** Font: Not Italic, Complex Script Font: Italic

**Formatted:** Font: Not Italic, Complex Script Font: Italic

**Formatted:** Font: Italic, Complex Script Font: Italic

**Formatted:** Font: Not Italic, Complex Script Font: Italic

**Formatted:** Font: Not Italic, Complex Script Font: Italic

**Formatted:** Font: Not Italic, Complex Script Font: Italic

**Formatted:** Font: Not Italic, Complex Script Font: Italic

**Formatted:** Font: Not Italic, Complex Script Font: Not Italic

**Formatted:** Font: Not Italic, Complex Script Font: Italic

**Formatted:** Font: Not Italic, Complex Script Font: Italic

**Formatted:** Font: Not Italic, Complex Script Font: Not Italic

**Formatted:** Font: Not Italic, Complex Script Font: Italic

**Formatted:** Font: Italic, Complex Script Font: Italic

- Gilakjani, A. P. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*, 2(3), 119-128.
- Harrison, H., Birks, M., Franklin, R., & Mills, J. (2017). Case Study Research: Foundation and Methodological Orientations. *Forum Qualitative Forschung Social Research*, 18(1), Art. 19.
- Hasan, E. M. I. (2014). Pronunciation Problems. A eCase Study of English Language Students at Sudan University of Science and Technology. *English Language and Literature Studies*, 4(4), 31-44.
- Hayes, B. (2009). *Introductory Phonology*. Markono Print Media Pte Ltd.
- Kaharuddin, A. D. (2018). *English phonetics for Indonesian learners of English (An Essential Guide to Natural English Pronunciation)*. Trust Media Publishing.
- Keshavarz, M. H., & Abubakar, M. K. (2017). An Investigation into Pronunciation Problems of Hausa Speaking Learners of English. *International Online Journal of Education and Teaching (IOJET)*, 4(1), 61-72.
- Kosasih, M. M. (2017) Native Language Interference in Learning English Pronunciation: A Case Study at A Private University in West Java, Indonesia. *International Journal of Education and Research*, 5(2), 136-150.
- Kumar, R. (2011). *Research Methodology: A Step-by-Step Guide for Beginners*. Sage.
- Luo, J. (2014). A Study of Mother Tongue Interference in Pronunciation of College English Learning in China. *Theory and Practice in Language Studies*, 4(8), 1702-1706.
- Mathew, I. B. (1998). Errors in Pronunciation of Consonants by Learners of English as A Foreign Language Whose First Languages are Indonesian, Gayo and Acehese. *Monash University Linguistics Papers*, 3(2), 29-44.
- McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh University Press.
- O'Connor, J. D. (1980). *Better English Pronunciation*. Cambridge University Press.
- Poposka, V. P. (2016). Pronunciation Proficiency Level and Problematic Areas of Tertiary Level Students-Learners of English as a Foreign Language from Gotse Delchev University Shtip-Macedonia. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 30(3), 199-208.
- Riswanto, R., & Haryanto, E. (2012). Improving Students' Pronunciation Through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia. *International Journal of Humanities and Social Science*, 2(21), 82-87.
- Rivas, M. O. L., Gracia, P. C. M. G., & Mejia, N. V. U. (2011). Interference Caused by First Language on the Pronunciation of English Voiced/Voiceless Fricative and Affricate Consonant Sound /ð/, /θ/, /tʃ/, and /ʃ/: A Literature Review Worked Supported with Field Data Collected among Students of the B.A. in English Emphasis on Teaching of the Foreign Languages Department of the University of EL Salvador Semester II-2011. *Undergraduate Research*. University of EL Salvador.
- Roach, P. (2009). *English Phonetics and Phonology A Practical Course* (4th ed). Cambridge University Press.
- Saldaña, J. (2009). *The eCoding Manual for qQualitative rResearchers*. SAGE.
- Schutt, R. K. (2009). *Investigating the sSocial wWorld: The pProcess and pPractice of rResearch*. Pine Forge Press.
- Shak, P., Lee, C. S., Stephen, J. (2016). Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students. *International Journal of Language Education and Applied Linguistics (IJLEAL)*, 4, 25-35.
- Sumbayak, D. M. (2009). The Diphtong: The Obstacles for Indonesian Speakers of English. *Jurnal of Lingua Cultura*, 3(2), 107-115.
- Tambunsaribu, G., & Simatupang, M. S. (2021). Pronunciation Problems Faced by Indonesian College Students Who Learn to Speak English. *European Journal of Molecular & Clinical Medicine*, 8(2), 759-766.

Formatted: Font: Not Italic, Complex Script Font: Italic

Formatted: Font: Not Italic, Complex Script Font: Italic

Formatted: Font: Not Italic, Complex Script Font: Italic

Formatted: Font: Not Italic, Complex Script Font: Not Italic

Formatted: Font: Not Italic, Complex Script Font: Italic

Formatted: Font: Italic, Complex Script Font: Italic

Formatted: Font: Not Italic, Complex Script Font: Not Italic

Formatted: Font: Not Italic, Complex Script Font: Italic

Formatted: Font: Not Italic, Complex Script Font: Italic

Formatted: Font: Not Italic, Complex Script Font: Italic

Formatted: Font: Not Italic, Complex Script Font: Italic

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

Tracy, S. J. (2010). Qualitative quality: Eight “Big Tent” Criteria for Excellent Qualitative Research. *Qualitative Inquiry*, 16(10), 837-851. doi:10.1177/1077800410383121

Formatted: Font: Not Italic, Complex Script Font: Not Italic

Utami, V. (2020). EFL Learner’s Pronunciation Problems: A Phonological Analysis. *Journal Basis*, 7(1), 172-184.

Formatted: Font: Not Italic, Complex Script Font: Italic

Vancova, H. (2016). Phonetics and Phonology: A practical Introduction to Pronunciation and Transcription. *Uebnétexty*. Trnavska Univerzita V Trnave Pedagogical Fakulta.

Veloso, E. C., Yehl, A., Pann, J., Connolly, J., Grabner, S. (2021). Returning Veterans’ Experiences of a Holistic Therapeutic Program. *The Qualitative Report*, 26(8), 2390-2404.

Formatted: Font: Not Italic, Complex Script Font: Italic

Wei, X. (2008). Implication of IL Fossilization in Second Language Acquisition. *English Language Teaching*, 1(1), 127-131.

Formatted: Font: Not Italic, Complex Script Font: Italic

Yusriati, Y., & Hasibuan, S. H. (2019). The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU. *Journal of English Education and Teaching*, 3(2), 230-448230.

Formatted: Font: Not Italic, Complex Script Font: Italic

Zhang, F. (2009). A Study of Pronunciation Problems of English Learners in China. *Journal of Asian Social Science*, 5(6), 141-146.

Formatted: Font: Not Italic, Complex Script Font: Italic

#### Author Note

Dr. Toni Indrayadi, M.Pd. is a lecturer and researcher at the English Department of Institute Agama Islam Negeri Kerinci, Jambi, Indonesia, and an expert in research in English Language Teaching, Research Methodology, Speaking, and Pronunciation. He holds his Doctoral from Jambi University in English Education. Correspondence regarding this article can be addressed directly to [toniindrayadi2@gmail.com](mailto:toniindrayadi2@gmail.com).

Daflizar, M.A., Ph.D. is a lecturer and researcher at the English department of Institute Agama Islam Negeri Kerinci, Jambi, Indonesia. He obtained his Master’s and Ph.D. degrees from University of Canberra, Australia. His research interests include learner autonomy, language learning strategies, language teaching and learning, technology-based language learning, and language learning motivation. Correspondence regarding this article can be addressed directly to [daflizar@yahoo.com](mailto:daflizar@yahoo.com).

Yoki Irawan, M.Pd is a faculty member, Faculty of Education, Institute Agama Islam Negeri Kerinci, Jambi, Indonesia. Correspondence regarding this article can also be addressed directly to [ykrwn09@gmail.com](mailto:ykrwn09@gmail.com).

Helty, M.Pd. is a faculty member, Faculty of Education, Jambi University, Indonesia. Correspondence regarding this article can also be addressed directly to [heltyasafri@unja.ac.id](mailto:heltyasafri@unja.ac.id).

Appendix 1  
Pronunciation Observation Test

No	Words
1	Psychology
2	Pneumonia
3	Cupboard
4	Receipt
5	Doubt
6	Subtle
7	Bomb
8	Thumb
9	Christmas
10	Fasten
12	Handkerchief
13	Wednesday
14	Knee
15	Knock
16	Gnaw
17	Gnash
18	Sovereign
19	Campaign
20	Island
21	Viscount
22	Debris
23	Heir
24	Honor
25	What
26	While
27	Mnemonic
28	Solemn
29	Autumn
30	Palm
31	Salmon
32	Almond
33	Chart
34	Fork
35	Father
36	Car
37	Mother
38	Wrap
39	Write
40	Answer
41	Hawk
42	Raw
43	Draw

Appendix 2  
Score of Pronunciation Observation Test

No	Name	Raw Score	Conversing Score
1	Meri	33	76
2	Noni	30	70
3	<b>Nur</b>	<b>11</b>	<b>25</b>
4	Vepi	30	70
5	<b>Budi</b>	<b>5</b>	<b>70</b>
6	Moli	34	79
7	Titi	36	84
8	<b>Fitri</b>	<b>7</b>	<b>16</b>
9	Rohida	35	81
10	Novita	33	76
11	Yeni	35	81
12	<b>Rani</b>	<b>8</b>	<b>19</b>
13	Bela	32	74
14	Mona	36	84
15	<b>Doni</b>	<b>10</b>	<b>23</b>
16	Ela	34	79
17	<b>Ani</b>	<b>9</b>	<b>21</b>

\*The scoring technique of each student by totaling item by item, then converting it into 0 to 100 by using the formula below:

$$\text{Value} = \frac{\text{The Number of Correct Items}}{\text{The Total of Item}} \times 100$$

## Indonesian EFL Students' Difficulties in Recognizing English Letters: A Case Study

Toni Indrayadi, Daflizar, and Yoki  
Irawan  
Institut Agama Islam Negeri Kerinci,  
Indonesia

Helty  
Universitas Jambi, Indonesia

*The purpose of this qualitative study was to explore the difficulties of Indonesian undergraduate students in recognizing English letters at one public Islamic higher education institution in Jambi Province, Indonesia as the basis for designing pronunciation teaching strategies for English lecturers. Using a qualitative case study methodology that attempts to investigate and understand human issues in a particular group (Harrison et al., 2017), 4 participants were interviewed through semi-structured interview questions. The interviews were analyzed and compared along four dimensions of EFL English pronunciation mastery factors: motivation, attitude, first language pronunciation interference, and phonetic ability. The findings of this study provide evidence for lecturers on the importance of introducing pronunciation class in the English study program in the earlier years of study to improve students' English pronunciation ability. Implication and limitation of research are provided.*

*Key Words: EFL University Students, English Letters,*

### Introduction

All English as a foreign language (EFL) and English as a second language (ESL) learners in the world would hope to be able to pronounce English correctly like native speakers of English. Having correct pronunciation is important as it can lead to more efficient communication (Kaharuddin & Ahmad, 2018; Zhang, 2009) and support personal and professional development in speaking (Gilakjani, 2012; Kosasih, 2017; Poposka, 2016; Rivas et al., 2013). However, many learners have difficulties in producing correct English pronunciation, including Indonesian learners. According to Bui (2016), among the reasons why learning English pronunciation is difficult is the strangeness of English phonetics for EFL learners.

Riswanto and Haryanto (2012), revealed that age, phonetic ability, lack of practice, and attitude are factors that make it difficult for Indonesian students to pronounce English. Moreover, Andi-Pallawa and Alam (2013) argued that different sound systems of Indonesian with English as the target language presents a difficulty factor for Indonesian students in recognizing English letters and sounds. Yusriati and Hasibuan (2019) who focused their research on silent letters argued that English silent letters create problems for EFL learners and make the pronunciation even more difficult because the spelling and its pronunciation do not match. The learners tend to generalize the foreign language or second language sounds based on their mother tongue. For example, Indonesian students pronounce the English silent letter [k] in

**Commented [s1g1]:** Toni and tram—just a few details to work on. Thanks.

Would you also please check my edits to make sure they are OK and do not change your meaning?

Sally

**Commented [s2g2]:** Not found in reference list—please reconcile.

**Commented [s3g3]:** Does not match reference.

*know* in the same way as they pronounce the first letter of Indonesia consonant [k] in *kaki* without the absence of the /k/ sound. The mispronunciation of the silent consonant letter above could be the result of the over-practice of the first language and a process of fossilization (Hasan, 2014). Fossilization refers to repetition of incorrect phonetics of a foreign language (Wei, 2008). Ellis (1985) further explained that fossilization is when a certain feature of his interlanguage has the same form as that of target language, then the fossilization of correct forms will take place. In contrast, when the feature is different, then the fossilization of errors form will occur.

### Context of the Study

Our study was focused on exploring the students' difficulties in recognizing English consonant silent letters. The consonants are categorized in terms of their manner and place of articulation based on Roach's (2009) classification: firstly is plosive; bilabial [p] and [b], alveolar [t] and [d], and velar plosive [k] and [g]; second, fricative; alveolar [s] and glotal [h]; third, nasal, bilabial [m] and alveolar [n]; and fourth, approximant, lateral [l], post-alveolar [r], and velar [w].

Plosive is produced completely by stopping the airflow through the oral cavity (McMahon, 2002). [p] and [b] are bilabial plosives that are produced by pressing the lips together. [p] sometime absent in the initial and middle of words, for example, *psychological* /saɪkə'lɒdʒɪkl/, *pneumonia* /nju:'mæʊniə/, however [b] only absent in the final of the words, for example *cupboard* /'kʌbəd/, *receipt* /ri'si:t/, *bomb* /bɒm/, and *thumb* /θʌm/. Consonants [t] and [d] are alveolar plosives. These two consonants are produced when the tongue blade touches the alveolar ridge. In several words, both [t] and [d] are silent in the middle, for example, *listen* /lɪsən/, *handkerchief* /hæŋkətʃɪf/, and *Wednesday* /'wenzdeɪ/. Finally, [k] and [g] are velar plosive that are produced by pressing the back of the tongue against the hard palate. The velar plosive [k] usually absent in the initial of words, for example, *knife* /naɪf/, *knock* /nɒk/, and [g] is in the initial and middle of the words, for example *gnome* /nəʊm/, *gnash* /næʃ/, *foreign* /'fɔɪrən/, and *sovereign* /'sɒvrɪn/.

The result of two articulators being in close with each other, and the air passes between them are called fricative, however, [s] and [h] belong to a different manner of articulation. [s] is alveolar fricative that has the same place of articulation as [t] and [d] in which the air escapes through a narrow channel of the mouth (Roach, 2009). It is the result of two articulators being in close with each other, and the air passes between them. This alveolar fricative is usually absent in the middle and final of the English words, for example, *island* /aɪlənd/, *aisle* /aɪl/, *debris* /debri:. However, [h] is glotal fricative that is produced by moving the vocal folds from wide apart to close together (Roach, 2009). This consonant is mostly absent in the initial position of the words that are followed by certain vowels in English, for example, *heir* /eə/, *herbivore* /'hɜ:bɪvɔ:/. *honest* /'ɒnɪst/, *what* /wɒt/, and *when* /wen/.

The consonant which is produced by involving complete closure in the mouth by lowering the back of the velum to allow airflow escape through the nose refers to nasal (Hayes, 2009). [m] is bilabial nasal and [n] is alveolar nasal. These two nasal consonants are produced quite similarly. [m] is produced by escaping air through the nose totally or air does not pass through the mouth. This bilabial nasal is only absent at the beginning of English words for example *mnemonic* /ni'mnɒnik/. However, [n] is a different matter, it is produced by no escaping the air through the nose totally. This alveolar nasal is usually absent in the middle and final of the English words, for example, *government* /'gʌvənmənt/, *column* /'kɒləm/, *damn* /dæm/.

[l], [r], and [w] are approximants. [l] is a lateral approximant that is made by using the tongue and alveolar ridge. O'Connor (1980) briefly stated that [l] is formed by not contacting the side of the tongue with the side of the palate to escape the air flow between them. [l] comes in two variations, a clear [l] and a dark [l] which are in allophonic relation, but the variations do not change the meaning of the words (Vančová, 2016). [l] is not pronounced in the middle position of English words with

certain conditions, for example, *calm* /kɑ:m/, and *half*/hɑ:f/. However, [r] is a post-alveolar approximant that is produced by approaching the tip of the tongue to the alveolar as the way to produce [t] or [d], but never actually makes contact with any part of the roof of the mouth (Roach, 2009). These consonant silent letters perhaps only occur in standard British English pronunciation, not in American English, for example, *car* /kɑ:/, *far* /fɑ:/ *card* /kɑ:d/, *fork*/fɔ:k/, *father*/'fɑ:ðə/, and *where* /'weə/. [w] is velar approximant. It is pronounced like a vowel. This means that it is phonetically like vowels but phonologically like consonants (Roach, 2009). There is an interference of vowel [u] in producing [w] in English. It is pronounced without any real obstacle in the air stream, the articulating organs (lips) come to proximity, but they never touch (Vančová, 2016). Similarly, /w/ is produced by approximating the lips, though not enough to cause friction or obstruct the air-flow, and the back of the tongue is also bunched up (McMahon, 2002). Bilabial glide/w/ is absent at the beginning, middle, and final parts of the English words, for example, *wrap* /ræp/, *write* /raɪt/, *answer* /'ɑ:nsə/, *hawk* /'hɔ:k/, *raw* /'rɔ:z/, and *draw* /'drɔ:z/.

Several studies have been conducted related to pronunciation difficulty of EFL learners (Abugohar & Yunus, 2018; Bardakçi, 2015; Ercan, 2018; Keshavarz, 2017; Poposka, 2016; Shak et al., 2016; Sumbayak, 2009). These studies however, were only concerned with identifying the types of mispronunciation EFL learners have in general.

### Literature Review

To date, several studies have been conducted to investigate pronunciation difficulties encountered by EFL learners (Almaqarn & Alshabeb, 2017; Cakir & Baytar, 2014; Chaira, 2015; Donal, 2016; Elliot, 1995; Farrah & Halahlah, 2020; Gilakjani, 2012; Luo, 2014; Masgoret, & Gardner, 2003; Mathew, 1998; Rivas et al., 2011; Tambunsaribu & Simatupang, 2021; Utami, 2020). These previous studies allow us to gain a better understanding of the experience in pronouncing unrecognizable English phonetic sounds. Yet, most of these studies have been conducted outside of Indonesia with only five studies conducted in Indonesia to the best of our knowledge. No research to date has been done on Indonesia EFL learners in recognizing English consonant silent letters bilabial plosive [p] and [b], alveolar plosive [t] and [d], velar plosive [k] and [g], alveolar fricative [s], glotal fricative [h], bilabial nasal [m], alveolar nasal [n], lateral approximant [l], post-alveolar approximant [r], and velar approximant [w].

Chaira (2015) conducted the research entitled "Inference of First Language in Pronunciation of English Segmental Sounds" by classifying and comparing Indonesian pronunciation as the participants' first language with English pronunciation. The study employed a descriptive qualitative design by collecting the data from the students of an Islamic Boarding School in Aceh, Indonesia. She found that participants' first language can cause English phonological errors, especially [ph], [th], [kh], [f] for the grapheme "ph," [v], [θ], [ð], [z] for the grapheme "s," [ʃ], [ks] for grapheme "x," [i:], [u:], [æ], and [e].

Donal (2016) investigated students' difficulties in pronouncing English diphthongs involving 35 students at the University of Pasir Pengaraian, Riau Province, Indonesia. The study employed mixed methods and the data were collected using a pronunciation test and classroom observation to describe the factors that influence students' difficulties. The results showed that the English diphthong [aʊ] was the most difficult sound pronounced by the students. From the observation, the researcher suggested that the factors that affected students' problems were mother tongue intrusion, students' lack of knowledge of English sound systems, and unsuccessful usage of borrowed English words.

Mathew (1998) conducted research on the mispronunciations of English consonants by Indonesian EFL learners. The study involved a total of 24 EFL learners from three different first language groups (Indonesian, Gayo, and Acehese) using

Commented [ssg4]: Needs to match reference.



anexperimental design. The study aimed to describe errors made by each first language group. The data were collected through an aural discrimination test, a word repetition test, a reading passage test, and interviews. The findings showed patterns of errors in the realization of certain English phonemes. The errors made by the students were mainly limited to final stops and sibilants and initial and final affricates and interdental. Based on the findings, the researcher concluded that transfer and developmental factors, spelling interference, learning and communication strategies, and interaction of these all factors were attributed to the mispronunciations.

A more recent study was undertaken by Tambunsaribu and Simatupang (2021) to investigate the errors of English pronunciation among Indonesian university students. Using a case study methodology, the data were collected from 50 students at a university in Jakarta. The data were obtained through students' talk when they introduced themselves in the first meeting of an English class. The researchers typed all the mispronounced words and recorded the students' voices. The researchers then made a list of the mispronounced words and asked the participants again to pronounce them in front of the class in the following meeting. The participants were also interviewed to explore the reasons for their difficulties. The findings revealed that the students faced many types of problems in pronouncing English words. The students were confused about pronouncing some English words because of the inconsistency of the pronunciation of vowel letters, vowel-letter combinations, silent letters, and the sounds of two or three combinations of consonant letters. The interview results showed that there are several reasons why the students have problems pronouncing the English words although they have learned English for more than 12 years. Among the reasons are lack of training on pronunciation and English speaking and reading-aloud practice, more grammar-oriented and teacher-centred English instruction.

Research entitled "EFL Learner's Pronunciation Problems" was conducted by Utami (2020) who analyzed a Chinese post graduate student problems in pronunciation /ð/, /θ/, /r/, and /l/ sounds through case study. The participant began to study English as a compulsory subject from primary school until university. Using interview, the data of her study were collected to provide information related to /ð/, /θ/, /r/, and /l/ sounds. Her study found that the Chinese post graduate student faced difficulty in pronouncing /ð/, /θ/, /r/, and /l/ sounds.

The findings of the studies presented above showed that English pronunciation errors appeared to be specific to speakers of a certain language. While several studies on English pronunciation have been conducted in the Indonesian contexts, most of the studies have focused on identifying common errors made by the students. Although influencing factors were identified in the studies, some were only based on observations rather than interview results. The present study is different from the above-mentioned studies as it specifically investigated Indonesian undergraduate students' difficulties in recognizing English consonant silent letters in which the data were collected using interviews.

Regarding the importance of English consonant silent letters recognition, the present study aims to explore the difficulties of English department students in an Islamic higher education institution in Jambi, Indonesia. The research related to English consonant silent letters is very important because the research is still rare, especially at English departments in Indonesia. This study would also attempt to fill the gap related to students' difficulties in recognizing English consonant silent letters. The question of inquiry for this study was, "What are the difficulties of undergraduate students in recognizing English consonant silent letters?"

### **Authors' Context**

The first, second, and third authors of this study are English lecturers in the English department in Institut Agama Islam Negeri Kerinci, while the fourth author is an English lecturer of Universitas Jambi who is interested in pronunciation. Most of the authors were experienced in teaching pronunciation class. As English lecturers, we often discussed pronunciation problems faced by EFL learners, especially Indonesian learners. Based on the results of our discussion, we decided to conduct research on English silent letters to explore the Indonesian EFL learners' difficulties in recognizing English consonant silent letters. We believed that this research result can be supplementary for the English lecturers to develop appropriate teaching techniques or strategies for teaching pronunciation class.

### Methodology

A ~~case study~~ **qualitative** approach was adopted in this study since we are investigating and understanding EFL students' difficulties in recognizing consonant silent letters. This approach attempts to answer the research question about phenomenon and the issue of an individual, group, institution, and community in a natural real-life context (Crowe et al., 2011; Flick, 2009). Moreover, Stake (2010) stated that case study aims to investigate and understand about how things work. This type of qualitative research is appropriate to answer the research question because it investigates an issue through several lenses, so the issue can be understood comprehensively (Baxter & Jack, 2008). Moreover, Yin (2003) argued that case study can be informative for English department students at other higher education institution or universities. Therefore, we decided to employ this approach to gather richer understanding of the students' difficulties in recognizing silent letters.

**Commented [ssg5]:** I think this needs to be rewritten using more general qualitative language and references as I do not see that you conducted a formal case study—it was more a general non-specific methodology. Please revised accordingly.

### Participants

#### *Selection of Participants*

This study was conducted at the teachers training and education program in one state Islamic higher education institution in Jambi, Indonesia, that has more than 1500 students. We asked permission from the head of English department to involve the students in our study. We informed him that we would like to interview English department students. He responded to our aims positively by giving us the opportunity to conduct our study as long as we did not disturb the students' teaching and learning processes. We used purposive sampling in selecting the participants since it judges participants based on our study purpose. Purposive sampling aims to have relevant data based on the specific research topic (Kumar, 2011; Yin, 2011). To employ purposive sampling in this study, 35 of fourth semester English department students that belong to three classes were asked to pronounce English words containing 13 English consonant silent letters; bilabial plosive [p] and [b], alveolar plosive [t] and [d], velar plosive [k] and [g], alveolar fricative [s], glotal fricative [h], bilabial nasal [m], alveolar nasal [n], lateral approximant [l], post-alveolar approximant [r], and velar approximant [w] as a basis for selecting participants. This pronunciation test was designed by us only as requirement for selecting the study participants. In this test, each correct pronunciation was scored 1 and incorrect was 0 to come to know each student's ability. Our inclusion criteria was a score of less than 32 (a quarter of the total test score conversion). The pronunciation test showed that six students were selected as the research participants because they got a score below 32. However two students were not willing to be interviewed because of personal problems, therefore four students participated in this ~~case~~ study.

#### *Participant Students*

We used pseudonyms for our four participants to ensure confidentiality; they are Nur, Budi, Fitri, and Doni. Nur is a student with limited English phonetic recognition. She never recognized English phonetics when she was at senior high school like her classmates in the English department. Budi is a student who has no background with English phonetic recognition because he was taught by a senior high school teacher who did not have any English phonetic background. His English teachers never explained to him about the importance of English phonetic recognition and therefore, he had to rely upon himself to recognize English phonetic patterns. Fitri, the third participant, had no intention of studying in the English language study program when she took the proficiency test at an Islamic higher education institution in Jambi Indonesia. The English program was as a second choice; he had preferred biology, but his parents forced him to take an English study program. This, unsurprisingly, made Fitri less enthusiastic about learning English which had an effect on the lack of mastery of pronunciation, skills in English, and other aspects of the English language. The fourth participant was Doni who has good skills with regards to many aspects of English learning, except for pronunciation. He finds it difficult to recognize English phonetics, especially English consonant silent letters, so he pronounces English silent letters like he is pronouncing consonants in his first language.

All participants in this study were students we (the first three authors) know as they are studying English in our department within an Islamic higher education institution in Jambi, Indonesia, where we teach. This relationship helped us conduct deep conversations to gain in depth-information related to the participants' difficulties in recognizing English consonant silent letters. This trusting relationship between participants and the researchers enabled us to clarify the data needed for this study. Moreover, underlying relationship and trust allowed us to reach the participants any time we needed to conduct additional interviews. Only the fourth author did not have a relationship with the participants as she teaches at another higher education.

### **Data Collection**

The data for this study were collected through semi-structured interviews with each participant lasting 45 and 60 minutes at the location of each participant's choice over a 4-month period from June to December 2020. This technique of data collection provides us rich data with respect to the difficulties of silent letters in English pronunciation learning. Creswell (2012) stated that conducting semi-structured interviews is the most appropriate technique for collecting data from human beings. Open-ended and follow up questions are implemented in this interview based on our experiences. After asking questions about the participants' basic demographic information, first we asked "How interested are you to recognize English phonetics for better pronunciation?" to learn their motivation in recognizing English phonetics. Second, we asked "How aware are you of recognizing English phonetics like a native?" to learn their attitude in recognizing English phonetics. Third, "What is the role of your first language towards your English phonetics?" to learn about the influences of their first language on English phonetics. Finally, we asked "How important is English phonetics ability for you?" to learn their English phonetic knowledge.

Before the interviews were conducted, objectives of the research were explained. Each participant was also asked to sign a document of informed concern that has been approved by secretary of English department.

All willing participants were interviewed in a face-to-face format by the first author. Each interview which was conducted using the participants' first language and was audio recorded for transcribing purposes. Furthermore, each participant was interviewed a second time. Interviewing the participants more than once provided the interviewer with the opportunity to confirm and clarify the previous interview

(Bolderston, 2012). In that interview, we gave opportunity for each participant to clarify their answers from the first interview if they thought it was needed.

### Data Analysis

Having transcribed the interview data, we analyzed the data using Saldana's (2009) qualitative data analysis approach that focuses on coding to assign a summative, essence-capturing, evocative attribute for a portion of language-based or visual data. We used the spirit of Saldana's analysis to find out exactly what the participants told us in regard to their motivation for learning English phonetics through in vivo coding. We highlighted and report exactly what they said in answer to the question about their motivation. Then we did the same for each interview question category of attitude, first language interference, and phonetic ability. This coding process was established to connect codes and to attribute meaning to the units of data (Veloso, et al., 2021). The example of coding process is provided in the table below.

Table 1  
Example of Coding Process

Transcript	
<b>Nur:</b> Although most of my classmates paid their attention on English phonetic recognition during study at English department, <i><u>I am not interested to recognize English phonetics, because its rule makes me more confused. I mean, there is the inconsistency of the letters with their phonetics in English.</u></i>	Motivation
<b>Budi:</b> Although I have limited English phonetics, <i><u>I never focus my attention on phonetics until now although pronunciation classes include obligatory subjects that must be taken in the English department at my college.</u></i>	Attitude
<b>Fitri:</b> <i><u>As a beginner EFL learner, I cannot avoid my first language intervention for certain English phonetics. A different rule of both languages bothered me in recognizing English phonetics.</u></i> My first language not only influence me in pronunciation, but also in speaking and grammar.	First Language Interference
<b>Doni:</b> I do not know that there are any different phonetics between English and my first language for certain letters. Therefore, <i><u>I feel no problems with my limited English phonetics. It doesn't affect another English subject I learnt as an English department student.</u></i>	Phonetics Ability

**Commented [s5g6]:** I think it is accurate to call these categories rather than themes. They go with the design of your questions. So we need to delete any reference to themes or thematic analysis.

**Commented [s5g7R6]:** Please apply this to what follows

### Trustworthiness of the Study

To ensure the trustworthiness of the study, we undertook several methods recommended by Tracy (2010); **thick description**, triangulation, and member reflections. In using thick description, we provided in depth information related to setting, participants, **themes of the study** to ensure the transferability of the study findings in order **that** the readers may make their own conclusion about the study. To triangulate information, we compared our observations and knowledge of the participants with their interviews to avoid subjectivity bias and to test consistency of the findings. In member reflection, we provided the copies of interviews for member reflection or member-checking by involving all participants to give feedback to ensure their views were not misprinted and reflected the participants' true experiences. Involving the participants to check their interview results making sure of the accuracy of their contributions (Creswell, 2014).

**Commented [s5g8]:** I am not sure we can see this—suggest removing this or calling it something else that is more reflective of the depth you present.

**Commented [s5g9]:** change

### Findings

This study aimed to examine the difficulties of students in recognizing English silent consonant letters at one Islamic higher education institution in Jambi, Indonesia. The

participants were clear in explaining to us about their motivation, attitude, first language interference, and ability with respect to recognizing silent letters in English pronunciation. Our study findings revealed that although participants expressed similar views related to the difficulties in recognizing English consonants silent letters, each had their uniqueness.

### **Motivation**

This category focuses on participants' motivation to recognize English phonetics. Motivation cannot be separated from pronunciation because it can encourage the EFL learners to recognize English phonetics for better pronunciation. During the interview, the participants were asked about their interest to recognize English phonetics in learning English as foreign language. A view of interest emerged from the participants of the study that they were uninterested in recognizing accurate English phonetics. This view was based on the assumption that there was no phonetic contribution to the English subjects they study in English department. Although all participants mostly have similar thoughts of recognizing English phonetics, each of them has different reason.

“I am not interested to recognize English phonetics, because its rule makes me more confused. I mean, there is the inconsistency of the letters with their phonetics in English” (Nur).

“Recognizing phonetics do not guarantee me in learning English lectures at the English department, such as reading, writing, and speaking, that's why I just underestimate them and focus on the aspect of grammar and vocabulary which is necessary for learning English skills as I mentioned before” (Budi).

“As long as I know, little beat errors in English phonetics is a common problem for EFL learners, therefore I lack interest to recognize English phonetics as my classmates do. I am still able to learn English better without accurate phonetics” (Fitri).

“As an EFL learner, accurate English phonetics is not important as long as I understand the words and sentences meaning of the English book we read. I mean, phonetics cannot help me to comprehend English subjects written in English, for example, morphology, phonology, cross-culture understanding, etc.” (Doni).

It can be seen from these views that most participants in this study were uninterested in recognizing English phonetics due to confusion and lack of utility.

### **Attitude**

Attitude also plays an important role in English pronunciation. It refers to awareness of the EFL learners to recognize English phonetics, that the more the learners are aware the more accurate pronunciation they have. Under this category, the participants were asked about their awareness in recognizing English phonetics. Most of our participants reported that they did not focus on phonetics during their study in the English department. They were not aware of the importance of accurate phonetic in learning English. They reflected:

“I never think of accurate phonetics during my study in the English department, I just recognize English as I recognize my first language” (Nur).

“I never focus my attention on phonetics until now although pronunciation classes include obligatory subjects that must be taken in the English department at my college” (Budi).

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

“Phonetics is not my priority during studying in the English department. I feel enough with the English phonetics I learn in Senior High School although it is not as detail as I have learned in the English department” (Fitri).

“I ignore English phonetics during studying in the English department because I think this ability can be learnt later after four English skills. Focusing on phonetic in learning English only help me in listening class, not in other English skill” (Doni).

Learning English without recognizing English phonetics has inspired our participants not to recognize accurate English phonetics. Most of them expect that it is not important to recognize English phonetics in learning English. This negative assumption makes them not pay attention to the importance of phonetics that can support their English learning.

### **First Language Pronunciation Interference**

The interference of first language in English pronunciation referred to transferring the learners' native language to English as the target language. Our participants reported that they were influenced by their first language when we interviewed them about first language interference in recognizing English phonetics. They testified that rules of their first language phonetics interfere them in recognizing English phonetics. ~~They viewed:~~

“My first language phonetics always influences me for both consonants and vowels. I mean the consistency of my first language letters and phonetics influences my English phonetics. As long as I know any letters in English are different between its letters and phonetics” (Nur).

“Rule of my first language phonetics always disturbs me in recognizing English phonetics. For example, s letter is recognized as /s/ in its phonetic, different from English. I mean s letter is sometimes recognized as /z/ in English phonetics” (Budi).

“As a beginner EFL learner, I cannot avoid my first language intervention for certain English phonetics. A different rule of both languages bothered me in recognizing English phonetics” (Fitri).

“I often transfer my first language phonetic rule when I feel doubt with my English phonetics recognition. I do this way because I am aware of my limited phonetic knowledge” (Doni).

Our participants expressed that different phonetics of both languages became main reason for them transferring their first language phonetics into English. The examples of thought showed that their first language was used by the participants in recognizing English phonetics.

### **Phonetic Ability**

Phonetic ability serves as basis element of target language pronunciation which relates to knowledge of sound-symbol. When our participants were asked about the importance of English phonetics ability toward English pronunciation, our participants reported that this study category did not have any contribution for most of the English skills they learn.

~~For example:~~

“Phonetics recognition ability is considered unimportant for me as long as I have the vocabulary and know the way to arrange the sentences grammatically” (Nur).

“Not too important compared to mastering vocabulary and grammar, because vocabulary and grammar can give a contribution to me in learning writing, reading, and speaking” (Budi).

“Although I don't recognize some English phonetics, it does not negatively influence my English writing, speaking, listening, and reading subjects learning. Recognizing English phonetic only waste my time” (Fitri).

“I feel no problems with my limited English phonetics. It doesn't affect another English subject I learnt as an English department student” (Doni).

These views show that our participants ignore the phonetics as the important aspect in learning English. Our participants did not believe that the phonetic knowledge cannot help them in learning English compared to vocabularies and grammar.

### Discussion

The findings our study provided information of the participants' difficulties toward English consonant silent letters recognition on Islamic higher education institution. Recognizing English phonetics is very important for EFL learners for better pronunciation. Our study findings indicated that although English phonetics have been introduced through pronunciation class in English department, the participants still faced difficulties in recognizing them. The difficulties were caused by their negative assumptions of English phonetics role in supporting their English learning. With respect to motivation of recognizing English phonetics, our study results indicated that all of our participants reported that they were not interest in recognizing English phonetics. They did not believe that English phonetics supported them to learn English better. It is consistent with Fauzi's (2016) research results: lack of knowledge related to the importance of pronunciation can cause lack of interest in recognizing English phonetics. Al Yaqoobi et al. (2016) pointed out that inadequacy in recognizing English phonetics can affect EFL learners' pronunciation problems.

We also found that our participants have negative attitudes toward English phonetics recognition. They did not make the effort to recognize accurate English phonetics for better pronunciation while learning English. This unawareness made our participants underestimate the important rule of English phonetics. This finding is in line with AlMansour's (2016), study that unawareness of English pronunciation would result in negative effects on students' success in learning English as foreign language. Likewise, Tambunsaribu and Simatupang (2021) revealed that the Indonesian university student's held unconscious attitudes towards accurate pronunciation because of confusion over the inconsistency of English phonetics.

Regarding first language interference, our participants were influenced by their first language in recognizing English phonetics. They reflected that they tended to transfer from their first language into English phonetics. It was caused by the inconsistency of the English letters and phonetics. This case made our participants use their first language as the basis of recognizing English phonetics. Our study findings related to first language interference were consistent with Luo (2014), who recognized that EFL students' first language always interferes in recognizing English phonetics. Accordingly, Chaira (2015) found that phonetics different realization between Aceh (Indonesian) as the EFL first language learners and English as their foreign language made them did the transfer process. In addition, Authar (2018) revealed that Indonesian students negatively transferred ~~of~~ [z] and [v]. ~~This transferring process occurred~~ because [z] never occurred in the final and [v] does not exist in Indonesian EFL learners' first language.

The findings, furthermore, demonstrated a lack phonetic ability of the participants in pronunciation. Our participants assume that phonetics did not have any contribution for them in learning English. Therefore, they ignored the phonetics

Commented [ssg10]: Revise wording here.

Commented [ssg11]: Please reword here for greater clarity.

Commented [ssg12]: Not sure what this means—please reword.

*Toni Indrayadi, Daflizar, Yoki Irawan, & Helty*

rule. Our study results support the previous research findings by Al-Rubaat and Alshammari (2020) and Febriana et al. (2019). Al-Rubaat and Alshammari (2020) revealed that English phonetics recognition does not have contribution for Saudi EFL learners in learning English, because it is impossible for them to recognize English phonetics as accurate as an English speaking native. Febriana et al. (2019) found that Indonesian EFL learners negatively perceive about the usefulness of English phonetics in English learning because it is difficult to be recognized by them.

Involving small sample in this study was our greatest limitation. However, it gave us a starting place for looking at our teaching and curriculum, based on the consideration that it enables resulting categories overall. However, our sample may not representative of all English department students across the countries, they were only generalizability of English department students in Indonesia.

We can change our emphasis to stress that EFL learners are expected to recognize English phonetics in order to have better English pronunciation. We hope that knowing the difficulties and attitudes of students that the rector as the policy maker in the higher education institutions would consider inviting English native lecturers to train English lecturers to teach pronunciation class. In addition, as the authors of this study, we hope the next researchers to conduct similar research by involving English department students from another higher education institution to learn more.



## References

- Abugohar, M. A., & Yunus, K. (2018). Difficulties Encountered by Arab Students in Pronouncing English Correctly. *International Journal of Education & Literacy Studies*, 6(4), 93-100.
- AlMansour, N. S. (2016). Effect of Attitude on Foreign Language Acquisition: Arabic Pronunciation as Case Study. *Arab World English Journal (AWEJ)*, 7(1), 310-325.
- Almaqarn, R. K., & Alshabeb, A. M. (2017). EFL Learners' Attitudes Towards the Proper Pronunciation of English and Podcasts as a Facilitator of Proper Pronunciation. *Arab World English Journal*, 8(1), 208-219.
- Al-Rubaat, A. M., & Alshammari (2020). Analysis of Phonetic and Phonological Constraints of Saudi EFL Learners. *English Language Teaching*, 13(1), 63-72.
- Al Yaqoobi, Z. M., Ali, F., & Sulan, N. (2016). An Analysis of Errors Caused by Omani EFL Learners in Pronouncing Certain Consonant Sounds. *International Journal of Language Education and Applied Linguistics*, 5, 59-71.
- Andi-Pallawa, B., & Alam, A. F. A. (2013). A Comparative Analysis between English and Indonesian of Phonological System. *International Journal of English Language Education*, 1(3), 103-129.
- Authar, N. (2018). ~~†~~The influence of first language on the pronunciation of second language (a case study of the members of ~~E~~english club at mts salafiyahsyafiiyah mumbulsari jember). *Education and Human Development Journal*, 3(1), 71-80.
- Bardakçi, M. (2015). Turkish EFL Pre-Service Teachers' Pronunciation Problems. *Educational Research and Reviews*, 10(16), 2370-2378.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559.
- Bolderston, A. (2012). Conducting a Research Interview. *Journal of Medical Imaging and Radiation Sciences*, 43, 66-76.
- Bui, T. S. (2016). Pronunciations of Consonants /ð/and /θ/by Adult Vietnamese EFL Learners. *Indonesian Journal of Applied Linguistics*, 6(1), 125-134.
- Çakir, I., & Baytar, B. (2014). Foreign Language Learners' Views on the Importance of Learning the Target Language Pronunciation. *Journal of Language and Linguistic Studies*, 10(1), 99-110.
- Chaira, S. (2015). Interference of First Language in Pronunciation of English Segmental Sounds. *English Education Journal*, 6(4), 469-483.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.
- Creswell, J. W. (2014). *Research design: Quantitative, qualitative and mixed-method approaches*. Sage ~~Publication~~.
- Crowe, S., Creswell, K., Robertson, A., Hubby, G., Avery, A., & Sheikh, A. (2011). The Case Study Approach. *Medical Research Methodology*, 11(100), 2-9.
- Donal, A. (2016). Indonesian Students' Difficulties in Pronouncing English Diphthongs. *Journal of English Education*, 2(2), 55-62.
- Elliot, A. R. (1995). Foreign Language Phonology: Field independence, Attitude, and the Success of Formal Instruction in Spanish pronunciation. *The Modern Language Journal*, 79(4), 530-542.
- Ellis, R. (1985). *Understanding Second Language Acquisition*. ~~Oxford, UK:~~ Oxford University Press.
- Ercan, H. (2018). Pronunciation Problems of Turkish EFL learners in Northern Cyprus. *International Online Journal of Education and Teaching (IOJET)*, 5(4), 877-893.
- Farrah, M., & Halahlah, N. (2000). Pronunciation Problems Among Palestinian English Major Students in Hebron University. *International Journal of Arabic-English Studies (IJAES)*, 20(1), 203-226.

**Commented [s5g13]:** 1.Please correct the capitalization of the titles of articles according to APA 7<sup>th</sup> ed. Thanks. That is the most consistent change needed.

2.Make sure all volume numbers are italicized.

**Commented [s5g14]:** Make sure that names have the same spelling/punctuation/emphasis marks in reference list as they do in the citations. Thanks.

**Formatted:** Font: Italic, Complex Script Font: Italic

**Commented [s5g15]:** Include online string, please.

**Formatted:** Font: Not Italic, Complex Script Font: Italic

- Fauzi, A. R. (2016). The Attitude of English Students of University of Pasir Pengaraian in Learning Pronunciation. *Journal of English Education*, 2(2), 83-89.
- Febriana, I., Anshori, S., & Utami, H. S. (2019). Students' Perception Toward Phonetic Notation in English Language Learning. 3 rd English Language and Literature International Conference (ELLiC) Proceedings 3, 23-34.
- Flick, U. (2009). *An Introduction to Qualitative Research*: (4th ed). ~~Singapore~~: Sage Publications.
- Gilakjani, A. P. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*, 2(3), 119-128.
- Hasan, E. M. I. (2014). Pronunciation Problems. A case Study of English Language Students at Sudan University of Science and Technology. *English Language and Literature Studies*, 4(4), 31-44.
- Hayes, B. (2009). *Introductory Phonology*. ~~Singapore, SG~~: Markono Print Media Pte Ltd.
- Jain, A., & Ogdan, J. (1999). General Practitioners' Experiences of Patients' Complain: Qualitative Study. *BMJ*, 318(7198), 1596-1599.
- Kaharuddin, Ahmad, D. (2018). *English phonetics for Indonesian learners of English (An Essential Guide to Natural English Pronunciation)*. ~~Yogyakarta, Indonesia~~: Trust Media Publishing.
- Keshavarz, M. H., & Abubakar, M. K. (2017). An Investigation into Pronunciation Problems of Hausa Speaking Learners of English. *International Online Journal of Education and Teaching (IOJET)*, 4(1). 61-72.
- Kosasih, M. M. (2017) Native Language Interference in Learning English Pronunciation: A Case Study at A Private University in West Java, Indonesia. *International Journal of Education and Research*, 5(2), 136-150.
- Kumar, R. (2011). *Research Methodology: A Step-by-Step Guide for Beginners*. ~~Los Angeles, US~~: Sage Publication.
- Luo, J. (2014). A Study of Mother Tongue Interference in Pronunciation of College English Learning in China. *Theory and Practice in Language Studies*, 4(8), 1702-1706.
- Manna, V. (2021). Helpless Mothers Dropping Out of the Workplace: The Italian Case of Voluntary Resignation. *The Qualitative Report*, 26(4), 1179-1199.
- Masgoret, A. M., & Gardner, R. C. (2003). Attitudes, Motivation, and Second language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates. *Language Learning*, 53(1), 123-163. <https://doi.org/10.1111/1467-9922.00212>
- Mathew, I. B. (1998). Errors in Pronunciation of Consonants by Learners of English as A Foreign Language Whose First Languages are Indonesian, Gayo and Acehese. *Monash University Linguistics Papers*, 3(2), 29-44.
- McMahon, A. (2002). *An Introduction to English Phonology*. ~~Edinburgh, UK~~: Edinburgh University Press.
- O'Connor, J. D. (1980). *Better English Pronunciation*. ~~London, UK~~: Cambridge University Press.
- Poposka, V. P. (2016). Pronunciation Proficiency Level and Problematic Areas of Tertiary Level Students-Learners of English as a Foreign Language from Gotse Delchev University Shtip-Macedonia. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 30(3), 199-208.
- Riswanto, R., & Haryanto, E. (2012). Improving Students' Pronunciation Through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia. *International Journal of Humanities and Social Science*, 2(21), 82-87.
- Rivas, M. O. L., Gracia, P. C. M. G., & Mejia, N. V. U. (2011). Interference Caused by First Language on the Pronunciation of English Voiced/Voiceless Fricative and Affricate Consonant Sound /ð/, /θ/, /tʃ/, and /ʃ/: A Literature Review Worked

Commented [s16]: Not found in text.

Commented [s17]: initial

Commented [s18]: Not found in text. Please reconcile.

Commented [BL19]: There appears to be a missing ampersand.

Toni Indrayadi, Daflizar, Yoki Irawan, & Helty

- Supported with Field Data Collected among Students of the B.A. in English Emphasis on Teaching of the Foreign Languages Department of the University of EL Salvador Semester II-2011. *Undergraduate Research*. University of EL Salvador.
- Roach, Peter. (2009). *English Phonetics and Phonology A Practical Course*. (4th Ed). Cambridge, UK: Cambridge University Press.
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. SAGE Publications.
- Shak, P., Lee, C. S., Stephen, J. (2016). Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students. *International Journal of Language Education and Applied Linguistics (IJLEAL)*,4, 25-35.
- Stake, R. E. (2010). *Qualitative Research: Studying How Things Work*. New York, US: The Guilford Press.
- Sumbayak, D. M. (2009). The Diphthong: The Obstacles for Indonesian Speakers of English. *Jurnal of Lingua Cultura*, 3(2), 107-115.
- Tambunsaribu, G., & Simatupang, M. S. (2021). Pronunciation Problems Faced by Indonesian College Students Who Learn to Speak English. *European Journal of Molecular & Clinical Medicine*, 8(2), 759-766.
- Tracy, S. J. (2010). Qualitative quality: Eight “big tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851. doi:10.1177/1077800410383121
- Utami, V. (2020). EFL Learner’s Pronunciation Problems: A Phonological Analysis. *Journal Basis*, 7(1), 172-184.
- Vancova, H. (2016). Phonetics and Phonology: A practical Introduction to Pronunciation and Transcription. *Uebnétexty*. Trnavska Univerzita V Trnave Pedagogical Fakulta.
- Veloso, E. C., Yehl, A., Pann, J., Connolly, J., Grabner, S. (2021). Returning Veterans’ Experiences of a Holistic Therapeutic Program. *The Qualitative Report*, 26(8), 2390-2404.
- Wei, X. (2008). Implication of IL Fossilization in Second Language Acquisition. *English Language Teaching*, 1(1), 127-131.
- Widiantari, I., Aunurrahman, A., & Sahrawi, S. (2021). An Analysis of Mother Tongue Interference in English Pronunciation. *Journal of English Language Teaching and Education*, 1(1), 1-14.
- Yin, R. K. (2003). *Case study research design and methods* (3rd ed.). SAGE.
- Yin, R. K. (2011). *Qualitative Report from Start to Finish*. New York, US: The Guilford Press.
- Yusriati, Y., & Hasibuan, S. H. (2019). The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU. *Journal of English Education and Teaching*, 3(2), 230-448230.
- Zhang, F. (2009). A Study of Pronunciation Problems of English Learners in China. *Journal of Asian Social Science*, 5(6), 141-146.

Commented [s20]: initial

Commented [s21]: Remove?

Commented [s22]: Not found in text.

Commented [s23]: Remove?

Commented [s24]: ???

#### Author Note

Dr. Toni Indrayadi, M.Pd. is a lecturer and researcher at the English Department of Instituite Agama Islam Negeri Kerinci, Jambi, Indonesia, and expert in research in English Language Teaching, Research Methodology, Speaking, and Pronunciation. He holds his Doctoral from Jambi University in English Education. Correspondence regarding this article can be addressed directly to [toniindrayadi2@gmail.com](mailto:toniindrayadi2@gmail.com).

Daflizar, M.A., Ph.D. is a lecturer and researcher at the English department of Instituite Agama Islam Negeri Kerinci, Jambi, Indonesia. He obtained his Master’s and Ph.D. degrees from University of Canberra, Australia. His research interests include learner autonomy, language learning strategies, language teaching and

*Toni Indrayadi, Daflizar, Yoki Irawan, & Helty*

learning, technology-based language learning, and language learning motivation. Correspondence regarding this article can be addressed directly to [daflizar@yahoo.com](mailto:daflizar@yahoo.com).

Yoki Irawan, M.Pd is a faculty member, Faculty of Education, Institute Agama Islam Negeri Kerinci, Jambi, Indonesia. Correspondence regarding this article can also be addressed directly to [ykrwn09@gmail.com](mailto:ykrwn09@gmail.com).

Helty, M.Pd. is a faculty member, Faculty of Education, Jambi University, Indonesia. Correspondence regarding this article can also be addressed directly to [heltyasafri@unja.ac.id](mailto:heltyasafri@unja.ac.id).

Appendix 1  
Pronunciation Observation Test

No	Words
1	Psychology
2	Pneumonia
3	Cupboard
4	Receipt
5	Doubt
6	Subtle
7	Bomb
8	Thumb
9	Christmas
10	Fasten
12	Handkerchief
13	Wednesday
14	Knee
15	Knock
16	Gnaw
17	Gnash
18	Sovereign
19	Campaign
20	Island
21	Viscount
22	Debris
23	Heir
24	Honor
25	What
26	While
27	Mnemonic
28	Solemn
29	Autumn
30	Palm
31	Salmon
32	Almond
33	Chart
34	Fork
35	Father
36	Car
37	Mother
38	Wrap
39	Write
40	Answer
41	Hawk
42	Raw
43	Draw

Appendix 2  
Score of Pronunciation Observation Test

No	Name	Raw Score	Conversing Score
1	Meri	33	76
2	Noni	30	70
3	<b>Nur</b>	<b>11</b>	<b>25</b>
4	Vepi	30	70
5	<b>Budi</b>	<b>5</b>	<b>70</b>
6	Moli	34	79
7	Titi	36	84
8	<b>Fitri</b>	<b>7</b>	<b>16</b>
9	Rohida	35	81
10	Novita	33	76
11	Yeni	35	81
12	<b>Rani</b>	<b>8</b>	<b>19</b>
13	Bela	32	74
14	Mona	36	84
15	<b>Doni</b>	<b>10</b>	<b>23</b>
16	Ela	34	79
17	<b>Ani</b>	<b>9</b>	<b>21</b>

\*The scoring technique of each student by totaling item by item, then converting it into 0 to 100 by using the formula below:

$$\text{Value} = \frac{\text{The Number of Correct Items}}{\text{The Total of Item}} \times 100$$