MISPRONUNCIATION IN STUDENTS' ENGLISH VIDEO PRESENTATION

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Abstract:
Mastering pronunciation, especially in speaking English, is crucial for effective communication in order to creates meaning. In Indonesia itself, English is considered a foreign language (L2) for Indonesian people who speak the Indonesian language as their mother tongue (L1). Thus, the differences in phonological features between English and Indonesian pose challenges for learners, particularly in pronouncing English words. This study explored the mispronunciations made by students in their job interview simulation video. This is a qualitative study conducted using the document analysis technique. Data were collected from the videos that were uploaded to Youtube or Google Drive by 25 students of International Trade major as an assignment in English for the International Trade course. The data collected were analyzed and classified into three types of mispronunciations proposed by Bonaventura et al. (2000). The results show that there are 72 words mispronounced, namely 23 words classified as Type 1: Problems in the pronunciation of non-native sounds, 24 words categorized as Type 2: Carry-over of pronunciation regularities from the mother tongue (L1), and 26 words classified as Type 3: Overgeneralizations of the target language (L2). It can be concluded that students still have difficulties in speaking English, and thus need more practice and be taught about pronunciation rules so that they can differentiate how each word is pronounced, instead of guessing how a word is pronounced. It is expected that the results of this study can help both students and teachers in improving students' speaking skills, particularly in pronunciation.

Keywords: mispronunciation; English; speaking; video

INTRODUCTION

Mastering pronunciation, especially in speaking English, is crucial for effective communication in order to create meaning. In Indonesia itself, English is considered a foreign language (L2) for Indonesian people who speak the Indonesian language as their mother tongue (L1). Thus, the differences in phonological features between English and Indonesian pose challenges for

learners, particularly in pronouncing English words. The complexity of English pronunciation, with numerous vowel and consonant sounds, makes it particularly challenging for non-native speakers. Research indicates that unfamiliar sounds can lead to difficulties in production, with students often substituting sounds from their native language. Pronunciation challenges are influenced by various internal and external factors; thus, making mispronunciation when speaking English is inevitable.

In general, both Indonesian and English have 26 letters in their alphabet systems. However, these letters produce different sounds (phonemes). In the Indonesian language, these letters produce 24 consonant and 10 vowel phonemes (Alwi et al., 2003). It is quite easy to learn how Indonesian alphabets sound because how Indonesian letters are written is similar to how they are pronounced. Indonesian is a lingua franca that has quite easy features in its language system (Steinhauer, 2000). For example, the letter [a] is pronounced as /a/ as in the Indonesian word *apel*. This sound resembles to phoneme /ʌ/ in English. We can see a complete distribution of Indonesian phonemes in Figure 1 below.

Monophthongs							
a	**i**	**I**	**u**	**U**			
apel	itik	kering	ulir	taruh			
e	**ə**	**ɛ**	**o**	**ɔ**			
lele	lemas	ember	olah	mogok			
p	**b**	**t**	**d**	**c**	**j**	**k**	**g**
paku	buku	tipu	duri	cicak	jam	kulit	gajah
m	**n**	**ŋ**	**ñ**	**l**	**f**	**s**	**z**
makan	net	yang	nyamuk	lidi	fauna	saku	zat
ʃ	**x**	**h**	**r**	**w**	**y**	**ʔ**	
maʃarakat	axir	hari	raya	wanita	yakin	rakyat	

(Vowels / Consonants labels on left margin)

Figure 1. Sounds in Indonesian Language

On the other hand, based on the phonemic chart of International Phonetic Alphabet (IPA), English has 24 consonants and 20 vowels, both monophthongs and diphthongs. Every language system has its own English has its own phonemic chart, thus resulted in its own pronunciation rules. Different from Indonesian, how English letters are written do not always represent how they sound. Therefore, learners often find it challenging to determine the correct pronunciation of English words or how to spell words based on what they hear (Gunantar & Rosaria, 2020). The phonemic chart of English is presented in Figure 2 below.

Figure 2. Sounds in English Language

Based on the phonemic chart in Figure 2, it can be seen that there are 20 vowel phonemes in English, resulting to a variety way to pronounce a letter. For example, depending on what words the letter is in, the letter [o] can be pronounced as /uː/ or /ʊ/, as in the words *who* and *wolf* that are pronounced as /huː/ and /wʊlf/. In addition, the letter [o] can also be pronounced as /ɔɪ/ and /aʊ/, as can be found in the words *join,* and *now* that are pronounced as /dʒɔɪn/ and /naʊ/. This irregularity sometimes might confuse learners on how to apply the sound, thuse resulted in using modification in how a letter is pronounced based on partial rules that they know. Let's say when a learner knows to pronounce [o] in the *wolf* as /wʊlf/, when he/she finds the word *who* without knowing how to pronounce it, the latter word might be pronounced as /hʊ/.

The way we pronounce words significantly influences our personal and social lives, as it reflects our identities and shows our connection to specific communities (Seidlhofer, 2001). This is in line with what is stated by Rajadurai, that pronunciation is closely connected to social, cultural, and personal identity matters (Rajadurai, 2007). In Indonesia, there are approximately 700 local languages which result in various dialects and accent. When Indonesian people talk in their national language, which is Indonesian language, sometimes their pronunciation is influenced by their mother tongue, let alone when they speak foreign language such as English language. Indonesian language has different phonemic system with English language, thus making mispronunciations while speaking English when an Indonesian learner speaks is inevitable. Mispronunciations may lead to misunderstanding when two or more people are communicating, particularly in foreign language, since the meaning intended might be different with the words they pronounce. Therefore, it is important to know about types of mispronunciation of Indonesian learner may make in learning English to know what words generally are mispronounced.

There are many theories that can be used as an approach about pronunciation errors made by students who learn English as target language. One of the approaches used in thi research is the one that classifies pronunciations into three types (Bonaventura et al., 2000). There are three types of mispronunciation that can be used to categorized the pronunciation errors made by English learners, namely (1) problems in the pronunciation of non-native sounds, (2) carry-over of pronunciation regularities from the mother tongue (L1); and (3) overgeneralizations of the target language (L2) (Bonaventura et al., 2000).

The first categorization is problems in the pronunciation of non-native sounds (Bonaventura et al., 2000). Here, the mispronunciations happen because speakers find problem in pronouncing the sounds of their target language (L2) because the sounds do not exist in their mother tongue (L1). Therefore, the speakers will try to find the closest sounding phonemes they can find in L1 to pronounce the words in L2. In this study, the sounds being compared are those used in the Indonesian language as mother tongue (L1) and English as the native language (L2). For example, the letter [th] can be pronounced as /ð/ as in the word *this* and *then* that are pronounced as /ðɪs/ and /ðen/. However, in Indonesian there is no such phoneme, and the closest sound can be found in Indonesian is /d/. Therefore, these two words might be pronounced by English learners who speak Indonesian as /den/ and /dɪs/.

The second type of mispronunciation is carry-over of pronunciation regularities from the mother tongue (L1)(Bonaventura et al., 2000). In this type, mispronunciation can happen when learners use familiarity of how sounds in pronounced in their mother tongue in pronouncing the words in their target language, such as using the spelling-to-sound mapping of the mother tongue. In Indonesia, how a word is written is the same with how it is spelled. This mapping is sometimes used by Indonesian speakers when learning how to pronounce English words. For example, in English, the letter [h] can be pronounced several ways, one of which become voiceless or should not be pronounced as in the word *honest*. However, in Indonesian, the letter is pronounced as /h/. Therefore, when an Indonesian speaker try to pronounce this letter in English, she/he might use her/his knowledge on how the letter is pronounced in Indonesian to pronounce the word in English, where latter word is pronounced as /ˈhones/ instead of /ˈɑːnɪst/.

In addition, in Indonesian language, there are a number of words that are have similar written form and meaning with English words. This might cause Indonesian speakers to casually pronounce the words using Indonesian way of pronunciation when pronounce an English word. For example, the word *technology* in English is similar to the word *teknologi* in meaning in Indonesian. Therefore, it is not uncommon to hear an Indonesian speaker pronounce the word *technology* as /tekˈnɑːləgi/, the way Indonesian speaker will pronounce the word *teknologi* in Indonesian, instead of pronouncing is correctly as /tekˈnɑːlədʒi/. In addition, in Indonesian language, the letter [g] is pronounced as /g/ and not /dʒ/.

The third type of mispronunciation is overgeneralizations of the target language (L2)(Bonaventura et al., 2000). This pronunciation errors might happen when a learner of L2 apply a possible pronunciation in an unsuitable word. In English, there are many possibilities in pronouncing a letter. For example, the letter [o] can be pronounced at least in four different sounds, as /uː/, /ʊ/, /ɔɪ/, and /aʊ/. Another example can be seen from how the letter [a] is pronounced. It can be pronounced as monophthongs, such as /æ/ in the word *cat,* as /ə/ in the word *ladder,* and /ɔː/ in the word *paw*. This latter can also be pronounced as diphthongs, including as /eɪ/ as in the word *bay* and /eə/ as in the word *chair.*

The problem occurs if learners are not familiar with all of the pronunciation rules of how a letter is pronounced, resulting in mistakes like co-articulation error. Regarding of how letter [a] is pronounced, if a learner only know that the letter is pronounced as /æ/, he/she might use the same pattern to pronounce other words with the letter [a] in it. For example, the word *later* might be pronounced as /ˈlætər/ instead of correctly pronounced as /ˈleɪtər/. This might happen because the speaker assumes that the letter [a] is pronounced the same as it is pronounced in the word *ladder,* which is pronounced as /ˈlædər/.

Since Indonesian and English have different phonemic system, it is common that pronunciation errors occur, particularly for students who speak Indonesian (L1) when learning English as the target language (L2). Previously, there are many studies about mispronunciations that have been conducted. These studies show different result. For example, a research by (Gunantar & Rosaria, 2020) show there are 224 common pronunciation mistakes produced by Indonesian participants that is caused by substituting mistake, where the participants tend to substitute the English sounds that does not exist in Indonesian with the closest Indonesian sound. The types of error often happened are the substitution error, inserting error, and omission error (Gunantar & Rosaria, 2020).

Therefore, this study was conducted to analyze the mispronunciations made by students in their job interview simulation video using. The main focus of this study is to analyze and classified the mispronunciations occurred into three types of mispronunciations, including (1) problems in the pronunciation of non-native sounds, (2) carry-over of pronunciation regularities from the mother tongue (L1); and (3) overgeneralizations of the target language (L2) (Bonaventura et al., 2000).

METHODS

This study analyzed mispronunciations that occurred in job interview simulation videos made by 25 students of international trade in English for International Trade course. This study was conducted using a qualitative study, which is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell & Creswell, 2018). Furthermore, this approach involves inductive questioning, data collection in the participant's environment, inductive data analysis leading from specifics to general themes, and the researcher interpreting the data's meaning in a flexible final report that values an inductive style, individual meaning, and comprehensive situational complexity (Creswell & Creswell, 2018).

In this study, data were collected from videos recorded by students. Before recording, students were asked to make a script of a job interview simulation video, record the video within 3-5 minutes either individually or with partner, then upload the video to social media (Youtube or Google Drive). The link of the video then shared to the course learning website provided. Videos then were observed and analyzed by researchers. Notes were taken on pronunciation error occurred during the video to collect the data.

The data of mispronunciation were then analyzed using document analysis technique. Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material (Bowen, 2009). A document analysis examines human communication, including books, newspaper, films, television, art, music, videotapes of human interaction, and transcripts conversations (Leedy & Ormrod, 2005). In this study, the presentation is recorded into a video, and observation is made while assessing the speaking activity of the students, and pronunciation errors were analyzed as part of human communication activity made by students. The mispronounced words were identified, and the correct pronunciation were checked using online dictionary. The dictionary used was Oxford Learner Dictionary (https://www.oxfordlearnersdictionaries.com/) as it provides the phonetic symbols, making it easier to compare the correct and mispronounced words.

Next, the mispronunciations occurred in the videos were code and classified based on the theory of mispronunciation classifications (Bonaventura et al., 2000), namely there are three types of pronunciation, including (1) problems in the pronunciations of non-native sounds, (2) carry-over of pronunciation

regularities from the mother tongue (L1); and (3) overgeneralizations of the target language (L2) (Bonaventura et al., 2000)

RESULTS AND DISCUSSION

This section presents the findings of the study, which is the mispronunciations occurred during job interview simulation video made by students of International Trading major in English for International Trade course. The results show that there are 72 mispronunciations made by students. These mispronunciations were then classified based on three types of mispronunciations (Bonaventura et al., 2000). They are (1) problems in the pronunciations of non-native sounds, (2) carry-over of pronunciation regularities from the mother tongue (L1); and (3) overgeneralizations of the target language (L2) (Bonaventura et al., 2000). There are 23 mispronunciations occurred that were caused by the problems in the pronunciation of non-native sounds, such as replacing the non-native sound the sound most close to the student's native sound. The number of mispronunciations made in this type is equal to 32%. Next, there are 24 mispronunciations that fall into the second type, namely carrying-over of pronunciation regularities from the mother tongue (L1), that equals to 33%. Last, there were 26 mispronunciations that belong to the third type, i.e. overgeneralizations of the target language (L2), equivalent to 6%. Figure 3 below shows the complete overview.
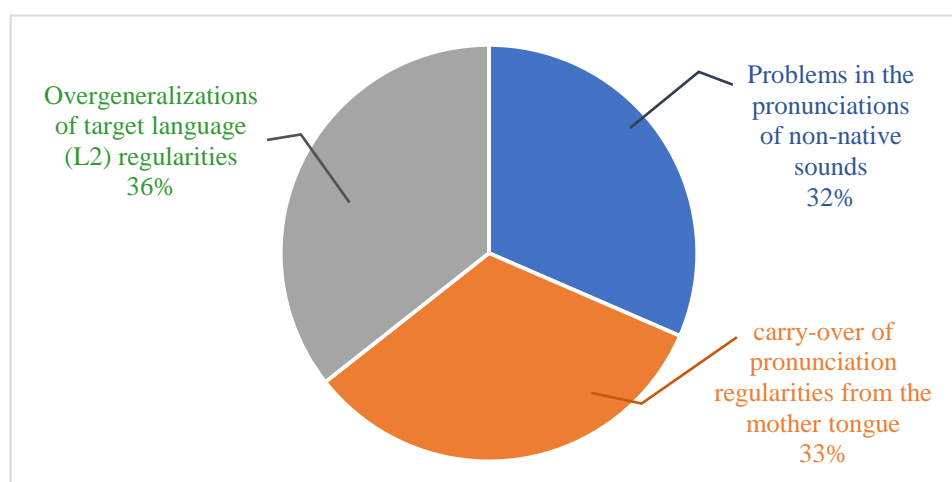
Figure 3. Percentage of Mispronunciations

Type 1: Problems in the Pronunciations of Non-Native Sounds

The following table displays 23 mispronunciations of specific phonemes in the target language, representing some pronunciation errors made by the students. The errors occurred because students replaced phonemes that were absent from their mother tongue (L1) with phonemes that were comparable. The complete results can be seen in Table 1.

Table 1. Mispronunciations Type 1

No	Words	CORRECT PRONUNCIATION	MISPRONUNCIATION
1	about	/əˈbaʊt/	/əˈbɔt/
2	communicate	/kəˈmjuːnɪkeɪt/	/kəˈmuːnɪket/
3	continuous	/kənˈtɪnjuəs/	/kənˈtɪnəs/
4	contribute	/kənˈtrɪbjuːt/	/kənˈtrɪbut/
5	could	/kʊd/	/kʊld/ /kəʊld/
6	culture	/ˈkʌltʃər/	/ˈkultur/

7	found	/faʊnd/	/fɑːnd/
8	health	/helθ/	/helt/
9	introduce	/ˌɪntrəˈduːs/	/ˌɪntrəˈdutʃ/
10	leadership	/ˈliːdərʃɪp/	/ˈliːdərsɪp/
11	other	/ˈʌðər/	/ˈəʊdər/
12	paced	/ˈpeɪst/	/ˈpetʃəd/
13	panicked	/ˈpænɪkd/	/ˈpenɪkd/
14	previous	/ˈpriːviəs/	/ˈpreviɔs/
15	prioritize	/praɪˈɔːrətaɪz/	/prɪˈɔrɪtaɪs/
16	question	/ˈkwestʃən/	/ˈkwezən/
17	resource	/ˈriːsɔːrs/	/ˈriːsɔtʃ/
18	student	/ˈstjuːdnt/	/ˈstʌːdnt/
19	thank	/θæŋk/	/teŋk/
20	then	/ðen/	/den/
21	this	/ðɪs/	/dɪs/
22	through	/θruː/	/truː/
23	would	/wʊd/	/wəʊld/

Based on Table 1, it can be seen that there are 23 words that are mispronounced by students because they have difficulties to pronounce the sounds that do not exist in their mother tongue, which is Indonesian Language. The mispronunciations of this type occurred because students have difficulty to produce some sounds in English because there is no similar sound found in their mother tongue (L1), which is Indonesian language. Therefore, they tend to replace the phonemes in English with the closest phonemes they could find in Indonesian language.

The most common pronunciation errors can be found in the word *culture* that was pronounced as /ˈkultur/ whereas the correct pronunciation is /ˈkʌltʃər/. This is because there is no /tʃ/ in Indonesian as in English, as in Indonesian letter [t] is pronounced the way it is, which as /t/, hence the Indonesian student tend to pronounce is as /kultur/. This is similar to the word *student* that was mispronounced /ˈstʌːdnt/, whereas it should be pronounced as as /ˈstjuːdnt/.

Other example can be seen from the way the word *through* is pronounced. Instead of being pronounced as /θruː/, the word was pronounced as /truː/. This is because in Indonesia, there is no sound similar to the /θ/ in English, therefore it is replaced by /t/ because it is the closest that can be found. Another example of mispronunciation with the same sound can be found in how the word *thank* that was pronounced as /tenk/ instead of /θæŋk/. Similarly, since Indonesian phonemic system does not recognise the sound /θ/, Indonesian learners tend to pronounce the word *health* as /helt/ instead of /helθ/. This can lead to misunderstanding whether the word referred to is *health* or *held*.

Another sound that does not exist in in Indonesian phonemic system is /ð/. Indonesian only recognise the letter d that is pronounced as /d/. Therefore, when students encountered English words that should be pronounced as /ð/, they tend to pronounce it as the sound /d/. For example, instead pronouncing the word *then* as /ðen/, students pronounced it as /den/. Similar case occurs in how the word *this* was pronounced, which is as /dis / instead of its correct pronunciation /ðis/.

Type 2: Carry-over of pronunciation regularities from the mother tongue (L1)

The second type of mispronunciation occurred is the carry-over of pronunciation regularities from the mother tongue (L1). There are 24 mispronunciations of produced by students. The errors occurred because students tend to pronounced particular sounds of English (L2) as the sounds they have in their mother tongue (L1), as can be seen can be seen in Table 2.

Table 2. Mispronunciations Type 2

No	Words	CORRECT PRONUNCIATION	MISPRONUNCIATION
1	accurate	/ˈækjərət/	/ˈʌkurʌt/
2	also	/ˈɔːlsəʊ/	/ˈʌlsəʊ/
3	always	/ˈɔːlweɪz/	/ˈʌlwes/
4	being	/ˈbiːɪŋ/	/ˈbeyɪŋ/
5	calm	/kɑːm/	/kɑlem/
6	completely	/kəmˈpliːtli/	/kəmˈflitli/
7	environment	/ɪnˌvaɪrənˈment/	/enˌvɪronˈmen/
8	follow	/ˈfɑːləʊ/	/ˈpoləʊ/
9	honest	/ˈɑːnɪst/	/ˈhones/
10	identifying	aɪˈdentɪfaɪ/	/ɪˈdentɪfaɪŋ/
11	important	/ɪmˈpɔːrtnt/	/ɪmˈfɔːrtʌnt/
12	industry	/ˈɪndəstri/	/ˈɪndustri/
13	interview	/ˈɪntərvjuː/	/ˈɪntəripjuː/
14	knowledge	/ˈnɑːlɪdʒ/	/ˈknowledʒ/
15	major	/ˈmeɪdʒər/	/məˈdʒɔr/
16	office	/ˈɑːfɪs/	/ˈəʊpɪs/
17	origin	/ˈɔːrɪdʒɪn/	/ˈəʊrɪdʒɪn/
18	place	/pleɪs/	/fleɪs/
19	product	/ˈprɑːdʌkt/	/ˈprodʌkt/
20	project	/ˈprɑːdʒekt/	/ˈprɑːdʒekt/
21	stressful	/ˈstresfl/	/ˈstrespul/
22	technology	/tekˈnɑːlədʒi/	/tekˈnɑːləgi/
23	vacancy	/ˈveɪkənsi/	/ˈpekənsi/
24	values	/ˈvæljuː/	ˈfeljus/

Based on Table 2, there are 24 mispronounced words produced by students that belong to Type 2: Carry-over of pronunciation regularities from the mother tongue. This means, students tended to use the regularities of their mother tongue (L1), which is Indonesian language, in pronouncing word in English. In Indonesian, the way an alphabet is pronounced is similar with how the sound is produced. In other words, there is a reciprocal relationship between spelling and pronunciation in Indonesian (Gunantar & Rosaria, 2020).

The pronunciation errors that belong to this type usually includes phonological changes, the spelling-to-sound mapping of the mother tongue (Megariani et al., 2020). For example, the word *also,* which should be pronounced as /ˈɔːlsəʊ/, was pronounced as /ˈʌlsəʊ/ because in Indonesian, the letter [a] is pronounced as the sound /a/ that is similar to /ʌ/ in English. Similar treatment was also applied to the word *always* that was mispronounced as /ˈʌlwes/ instead of /ˈɔːlweɪz/.

The familiarity of mother tongue (L1) that affects how speaker pronounce English as foreign language (L2) can be seen from how the words *industry* and *accurate* were pronounced. These words are similar to the word *industry* and *akurat* in Indonesian that have the same meaning with the English words.

Therefore, when the words *industry* and *accurate* were pronounced by Indonesian speakers, mispronounced might occur that both words were pronounced as the Indonesian version (/ˈɪndustri/ and /ˈʌkurʌt/) instead of pronounced as the correct English pronunciation (/ɪmˈpɔːrtnt/ and /ˈækjərət/).

In addition, in Indonesia, every area has its own local language, like Sundanese that is widely spoken in West Java Province, particularly in Bandung city. Sundanese has its distinct characteristics compared to Indonesian, let alone English. Some students use Indonesian as their mother tongue (L1), some of them use their local language, such as Sundanese as their mother tongue that can be heard from the dialect because people who speak Sundanese sound different from people who speak other language, like Indonesia, not to mention English. One distinct characteristics of Sundanese people is that they tend to substitute /f/ in Indonesian with /p/ It is also could be applied when they pronounce English words in Sundanese dialect. This can be seen from how the word *follow* was pronounced. The word, which should be pronounced as /ˈfɑːləʊ/, was pronounced as /ˈpoləʊ/ instead. This pattern also applied in the word *office* that was pronounced as /ˈəʊpɪs/ instead of /ˈɑːfɪs/, the sound /f/ was substituted with /p/. Not only that, in the same word, there is other substitution occurred, which is /ɑː/ with /əʊ/ because in both Indonesian and Sundanese, the letter [o] is pronounced as it is, which is as /o/ that is similar to /əʊ/ in English. On the other hand, inverted substitution of /p/ in Indonesian with /f/ in Sundanese can be seen in how the words *place* and *important* were pronounced. These words were mispronounced as /fleɪs/ and /ɪmˈfɔːrtʌnt/ instead of /pleɪs/ and /ɪmˈpɔːrtnt/ because the speaker was familiar with his mother tongue, which is Sundanese.

Type 3: Overgeneralizations of target language (L2) regularities

The third type of mispronunciation is overgeneralizations of target language (L2) regularities (Bonaventura et al., 2000). Here, there are 25 words that fall under the third category of mispronunciations. This error occurred because students overgeneralize the words of target language (L2) in how the words are pronounced. The full list is shown in Table 3 below.

Table 3. Mispronunciations Type 3

No	Words	CORRECT PRONUNCIATION	MISPRONUNCIATION
1	accuracy	/ˈækjərəsi/	/ˈekurəsi/
2	already	/ɔːlˈredi/	/elˈredi/
3	artificial	/ˌɑːrtɪˈfɪʃl/	/ˌɑːrtɪˈfɪsɪl/
4	certainly	/ˈsɜːrtnli/	/ˈkɜːrtenli/
5	comfortable	/ˈkʌmfərtəbl/	/ˈkʌmfərteɪbl/
6	during	/ˈdʊrɪŋ/	/ˈdʌrɪŋ/
7	English	/ˈɪŋglɪʃ/	/ˈeŋglɪs/
8	establish	/ɪˈstæblɪʃ/	/eˈstəblaɪs/
9	experience	/ɪkˈspɪriəns/	/ekˈsperiəns/
10	expertise	/ˌekspɜːrˈtiːz/	/ˌekspɜːrˈtais/
11	great	/greɪt/	/griːt/
12	hire	/ˈhaɪər/	/hɪə(r)/
13	importance	/ɪmˈpɔːrtns/	/ɪmˈpɔːrtens/
14	live	/lɪv/	/laɪf/
15	necessary	/ˈnesəseri/	/ˈnisəssəri/
16	one	/ wʌn/	/ɑːn /
17	previously	/ˈpriːviəsli/	/ˈpreːviusli/

18	rate	/reɪt/	/ret/
19	resume	/ˈrezəmeɪ/	/ˈrezum/
20	since	/sɪns/	/ˈsaɪəns/
21	strength	/streŋkθ/	/streɪndʒ/
22	study	/ˈstʌdi/	/ˈstudi/
23	suitable	/ˈsuːtəbl/	/ˈsujtəbəl/
24	urgency	/ˈɜːrdʒənsi/	/ˈʌrgənsi/
25	works	/wɜːrks/	/wɜːrs/

As can be seen from Table 3 above, there are 25 mispronounced word that most probably occurred because the students tend to overgeneralize the use of certain sound found in some English words. Then, they used this assumption and applied it to other words. For example, when studying English alphabet pronunciation, the letter [i] is pronounced as /aɪ/. Hence some L2 learners, applied it to some words such as *establish, expertise,* and *since* that were mispronounced as /eˈstəblaɪs/, /ˌekspɜːrˈtais/, /ˈsaɪəns/. It is true that some English words have [i] in it pronounced as /aɪ/. However, that does not apply to the three words mentioned before; they should be pronounced as /ɪˈstæblɪʃ/, /ˌekspɜːrˈtiːz/, and /sɪns/, where [i] is pronounced as /ɪ/.

Another example can be seen from the words *great* and *necessary,* which should be pronounced as /ɡreɪt/ and /ˈnesəseri/. However, these words were mispronounced as /ɡriːt/ and /ˈnisəssəri/ because students thought that letter [e] was pronounced as /ɪ/, like how it is pronounced in English alphabet. Next is the overgeneralization that occurred in how [u] is pronounced in reguler English, which is as /ʌ/ as in the word *rush,* that makes student pronounced *during* and *urgency* as /ˈdʌrɪŋ/ and /ˈʌrgənsi/, instead of their correct pronunciation of /ˈdʊrɪŋ/ and /ˈɜːrdʒənsi/. In addition to vocal letter [e] being mispronounced as [i], other vocal mispronunciation was also found in how students pronounced the letter [o], particularly on how the word *one* was pronounced. The word *one* should be pronounced as /wʌn/. However, in Indonesian the letter [o] is pronounced as /o/. Therefore, the word *one* was sometimes pronounced as /ɑːn/, just like the sound /o/ is pronounced in the word *on.* This is because the students in this study overgeneralized the pronunciation of the letter [o] and pronounced it using Indonesian phonemic system, instead of using English phonemic system.

Besides vocal sound familiarization, mispronunciation of consonant also can be found in how [c] is pronounced, which is as /k/, since [c] in some English words are pronounced as /k/ such as the word *curtain.* This makes student made student thing that in general, that is how the letter sound. However, this rule does not apply for the pronunciation of the word *certainly,* where [c] is pronounced as instead of /s/ as in /ˈsɜːrtnli/, not /ˈkɜːrtenli/.

Not only overgeneralization of vocal or consonant sound individually, there are also mispronunciations that involve the combination of consonant and vocal all at once. This occurred in how the word *expertise* was pronounced, particularly in how the letters [ise] was pronounced. In English phonemic system, the vocal [i] can be pronounced in various ways, such as /ɪ/ and /aɪ/ depending on where the letter is located in the word. Some students acknowledged the latter as the generalization pronunciation of the letter [i]. similarly to vocal letters, in English phonemic system, one consonant can be pronounced in various way, for example the letter [s] can be pronounced as [z] sound as in the word *busy* or [s] sound as in the word *respect.* Some students generalised of how the letter [s] should be pronounced as the latter. The

combination of generalization usage of the vocal sound of [i] and [s] led to the word *expertise* being pronounced as /ˌeksp₃ːrˈtais/, instead of /ˌeksp₃ːrˈtiːz/.

The overgeneralization of how a word is pronounced can be caused because there are short words that form other longer words, so the pronunciation rule of the former word is used in the latter word. For example, it is found that the word *comfortable* was pronounced as /ˈkʌmfərteɪbl/ because the word *table,* as a part of the word *comfortable,* is pronounced as /ˈteɪbl/. Therefore, the assumption was that the same sound is applied for the longer word with the word *table* it in, which is a false assumption.

From this type of mispronunciation, it can be concluded that some students make assumption that a single English letter can solely be pronounced in one way, whereas it can be pronounced several ways, depends on the words they are in. In other word, it can be assumed that the students disregarded the diversity within the English pronunciation system, where a single letter can exhibit various pronunciations (Martanti, 2022). This is in line with the fact that in English there are 5 consonants that can produce up to 20 sounds.

CONCLUSION

This study analyzed the mispronunciation occurred in the job interview simulations videos made by students of International Trade. There were 72 mispronounced words found that were classified into three types of mispronunciations. The first type is problems in the pronunciations of non-native sounds, with 23 mispronounced words. The second type is carry-over of pronunciation regularities from the mother tongue (L1), with 24 mispronounced words. Here the mother tongue related are Indonesian and Sundanese. The last type is overgeneralizations of the target language (L2), as many as 25 words. It can be seen that the errors found is almost equal in number in all mispronunciation types. Therefore, it can be concluded that student still need to be taught about pronunciation rules so that they can differentiate how each word is pronounced, instead of guessing how a word is pronounced, for example, by using the rule that applied to other word.

Based on this study results, it can be seen that Indonesian students still have difficulties in pronouncing English words due to differences in phonemic system between English phonemic system and Indonesian phonemic system, particularly students who were Sundanese who speaks English with Sundanese dialect. It is expected that the results of this study can help both students and teachers in improving students' speaking skills, particularly in pronunciation, as well as giving teachers an insight to develop more effective technique to teach pronunciations for students. For further study, it is suggested to explore more specifically one or more notions of these study results, such as exploring the mispronunciation of Sundanese speakers in speaking English.

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