

## THE ANALYSIS OF EFL STUDENTS' PRONUNCIATION USING PRAAT SOFTWARE (A Case Study at State Islamic University)

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### Abstract

Pronunciation is one of the speaking skills. Speaking without proper pronunciation can lead to misunderstandings between speakers and listeners. Therefore, accurate pronunciation is essential for clear communication in English. By utilizing PRAAT software and students' perceptions, this study aims to explore the accuracy of EFL students' pronunciation and to identify common errors that EFL students often make. This study employs both case study and qualitative research approaches. This is used due to Gerring (2004), the depth of analysis is one of the key strengths of the case study approach. The participants of this study are three students in the third semester of the English Language Education Department at Sunan Gunung Djati State Islamic University, Bandung. The study's results show that EFL students have good pronunciation abilities. Students are already aware of typical errors and know how to correct them. The accuracy of EFL students' pronunciation is evaluated using PRAAT software. PRAAT software is often used to study sounds since it provides intensity, pitch, waveform, and formant information. Consequently, these represent the outcomes of students' pronunciation accuracy while utilizing PRAAT software. As a result, students and teachers can effectively test accuracy with this software. The findings revealed that students generally pronounced words like "presentation," "magazine," and "challenges" quite accurately, with some progress despite occasional issues on specific syllables. The software analysis showed that the students' pitch, formants, and intensity closely matched those of native speakers, especially in the word "Presentation". The study also found that common pronunciation errors among EFL students include issues with syllable pronunciation, vowel combinations, word stress, and silent letters, which can hinder communication. Despite these challenges, students remain committed to improving their pronunciation by using technology and listening to native speakers, acknowledging that mistakes are part of the learning process. Overall, the students demonstrated a decent level of pronunciation accuracy, though there is room for improvement.

Keywords: EFL Student, Pronunciation, PRAAT

### INTRODUCTION

Pronunciation is an essential aspect for students when communicating in English. Pronunciation is essential for effective communication since proper pronunciation always leads to the recipient needing to understand the message. Speaking without considering pronunciation could result in differing interpretations of meaning between speakers and listeners. Hence, proper pronunciation is essential while speaking English in order to clarify the ideas. Unfortunately, students occasionally make errors while pronouncing English words.

It is common for students to make errors while learning English pronunciation. Error arises when students lack linguistic maturity and have not yet learned the foreign language rules (Buana & Irawan, 2021).

Pronunciation error is the inaccurate production of sounds or words in a language, notably in the case of English as a foreign language (EFL). It is a typical occurrence in language acquisition, where learners may fail to pronounce words appropriately due to many causes, such as variances in phonology between their mother tongue and English, lack of exposure to native speakers, and insufficient training. Furthermore, pronunciation is a critical aspect of speaking accuracy in EFL, and students must focus on it. It is a key component of language learning that must be well mastered to support the development of students' competence in language skills, particularly speaking skills (Irwan et al, 2023). Pronunciation accuracy is crucial since it directly influences the comprehensibility of the speaker's message. Learners struggling with pronunciation can lead to misconceptions and misinterpretations, which can prevent efficient communication. An error, which has always been a fundamental concern in language learning, is currently the central concern in approaches to pronunciation. Students who have good pronunciation in English are more likely to be understood, even if they make errors in other areas; students whose pronunciation is difficult to understand will not be understood, even if their grammar is excellent.

According to a preliminary survey of a number of 3rd-semester students at a state Islamic university in Indonesia, they have taken several pronunciation subjects in the first semester and a speaking subject in the second semester. Students face several problems in speaking English, including pronunciation. They accept that faults in pronunciation are the result of insufficient practice and language understanding. Aside from that, the nervousness of making errors in pronunciation is one of the factors. They receive the task in the form of a vlog, demonstration video, and presentation for helping them to improve their pronunciation. Besides, the pronunciation might determine whether or not students comprehend them. Suadi (2020) states that to activate students' speaking skills, their speaking video recordings are used for correcting, commenting, and evaluating their performance. Students are expected to perform efficiently in all sorts of speaking duties; thus, their pronunciation should be good. In this case, students' pronunciation must be of good quality because they are frequently assigned comparable tasks. Moreover, in this digital era, there are many applications or software that can be used to analyze students' pronunciation. One of them is PRAAT software. PRAAT stands for Patchogue Rotary Animal Assisted Therapy. It is a free computer software package for speech analysis in phonetics. It was designed in 1991 and continues to be developed by Paul Boersma and David Weenink of the University of Amsterdam. PRAAT is a popular speaking analysis program that provides an acoustic analysis of the speech signal, usually in the form of a visualization of the speech waveform, spectrogram, and pitch, to provide feedback for students to improve their EFL pronunciation and raise awareness of speech errors. PRAAT software is a software containing tutorials on the analysis and reconstruction of acoustic speech signals (Surahman, 2022). It allows them to analyze the visual patterns of their own speech to distinguish how it differs from the target pronunciation. Thus, the use of PRAAT proves to be very useful for helping EFL learners improve their English pronunciation.

On the other hand, the current study uses PRAAT software to analyze EFL students' pronunciation. The program can show the tone, intensity, and performance of the sound. This study was done on EFL students and focused on their pronunciation. Hopefully, this research can provide particular information about the pronunciation reported in the PRAAT software wave findings.

## METHOD

The research utilizes a qualitative approach to investigate the difficulties faced by EFL students in English pronunciation. Qualitative research is characterized by its focus on understanding the quality of relationships, activities, situations, or materials rather than quantifying them (Fraenkel et al, 2012). This approach allows for a deeper exploration of the subjective experiences and perspectives of the participants, providing rich and detailed insights into the research problem. Furthermore, this research uses a case study design to describe and interpret what is investigated.

A case study is an in-depth exploration of a limited system, such as an activity, event, process, or individual, based on extensive data collection (Creswell, 2012). This design is very suitable for understanding the complexity and nuances of difficulties that EFL students experience in speaking pronunciation using PRAAT software. Data collection methods in this research include interviews and analysis of recordings from participants. The research focuses on 3rd-semester students of the English Language Education Department at Islamic State University Sunan Gunung Djati Bandung. This study takes document analysis as one of the sources of data. The materials analyzed are voice notes from students who take the Public Speaking course in the second semester. From the voice notes, three words are chosen that are mentioned naturally by three participants. Three words are chosen to be studied: presentation, magazine, and challenges. Based on CEFR, in the Cambridge Dictionary list, the word 'Magazine' is at level A2 and B1 as a noun; the word 'Challenges' is at level B1 as a noun and B2 as a verb; and the word 'Presentation' is at level C2 as a noun. Furthermore, it uses interviews to collect data about their speaking pronunciation experiences. Selected students are interviewed to gather insights into their perceptions and experiences with speaking pronunciation. This context-specific research aims to enhance understanding of how EFL students pronounce words. The interview responses inform the study of speaking pronunciation and show the extent of students' speaking skills and the effectiveness of PRAAT software.

## FINDING AND DISCUSSIONS

### Finding

This section demonstrates the outcomes of analyzing the accuracy of EFL students' pronunciation, as well as students' responses to the most common errors in pronunciation that EFL students make. There are two instruments to conduct the study. The first is EFL students' perceptions of common challenges they frequently face, which are collected through interviews. To simplify the interview process and avoid misunderstandings, the analysis is conducted utilizing WhatsApp VoiceNote in Indonesian. There are 14 interview questions which are classified into three, namely pronunciation errors, challenges in pronunciation, and correction methods.

As a result, EFL students' experiences show that challenges in pronunciation, such as syllable pronunciation, vowel combinations, word stress, and silent letters, are often similar and hinder communication. They recognize the importance of rhythm, intonation, and lecturer feedback in learning. Despite the difficulties, students consistently improve their pronunciation by utilizing technology and listening to native speakers. Their proactive attitude shows an understanding that mistakes are part of the learning process. Therefore, EFL students strive to achieve accuracy and fluency in communicating in English.

The second is the process of collecting voices from EFL students who have learned speaking, especially pronunciation, of which the EFL students' voices are analyzed using PRAAT. PRAAT is used to analyze EFL students' pronunciation from three third-semester students who had studied pronunciation in the previous semester. The analysis begins in this phase, using voice notes obtained from students in the public speaking course. The three students are given codes, namely P1H, P2F, and P3F. There are three words being analyzed

that were extracted from the recording of the public speaking task in order to achieve natural pronunciation. The three words are chosen based on their CEFR levels as listed in the Cambridge vocabulary list. The words labeling are Presentation, Magazine, and Challenges. The accuracy of EFL students' pronunciation can be seen from the results of the PRAAT analysis of Google Translate audio as a native speaker.

### 1) Presentation

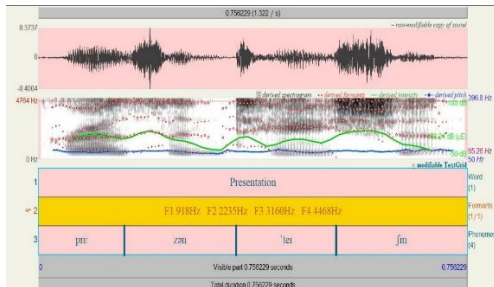


Figure 3.1 The result of Google Translate audio 'Presentation' using PRAAT

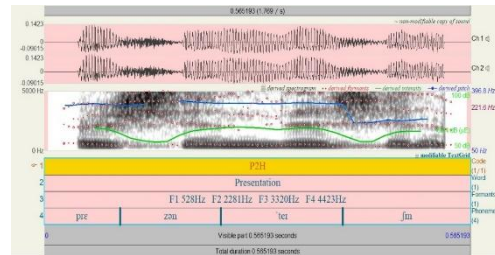


Figure 3.3 P2H analysis results of word 'Presentation' using PRAAT

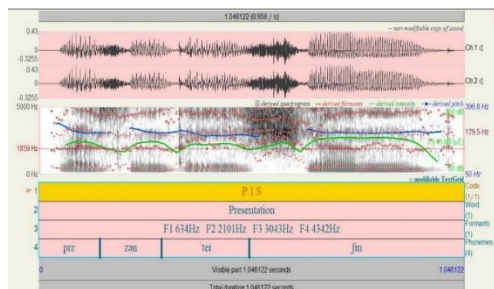


Figure 3.2 P1S analysis results of word 'Presentation' using PRAAT

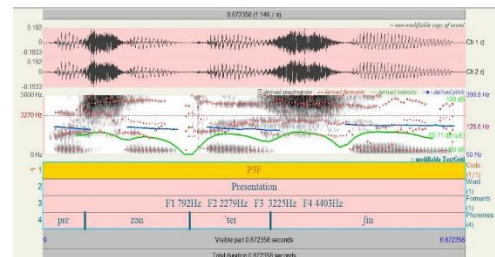


Figure 3.4 P3F analysis results of word 'Presentation' using PRAAT

The figure above shows that the word 'Presentation' from Google Translate, as used by a native speaker, is the standard for the accuracy of the three participants. The word 'Presentation' has the phoneme /prɛzən'teɪʃn/ and four syllables. The sound wave in the picture also depicts the rise and fall of tone and stress when pronouncing. The graphic depicts the intensity, formants, and pitch employed when pronouncing a word. The native speaker's findings in Figure 3.1 reveal that the intensity section generates 68.4 dB in the 50 to 100 dB range. There are four formants: F1, F2, F3, and F4. F1 shows 918 Hz, F2 2235 Hz, F3 3160 Hz, and F4 4468 Hz. The image additionally reveals the explanation for the phonemes. Besides, Figure 3.2 displays the analysis results from P1S, which appear different from the Google Translate audio. The sound wave generated shows a lack of volume at stress points, indicating insufficient emphasis. The formants produced are also significantly lower compared to the native speaker, suggesting a slight difference in vowel articulation, as seen in the F1 value of 634 Hz and F2 value of 2101 Hz. The pitch produced by P1S is relatively high, at 179.5 Hz, whereas the native speaker's pitch is only 65.26 Hz. Based on Surahman (2022), high-pitched tones range from 150-300 Hz, indicating that the sound produced falls within the high tone or loud category. Consequently, the intensity is also high, at 73.43 dB, which differs from the native speaker's 68.4 dB. Similarly, P2H's results are not significantly different from P1S. The analysis for P2H shows an even higher pitch at 221.6 Hz. However, the intensity appears normal, at 66.4 dB, which is close to the native speaker's 68.4 dB. The average intensity is around 60 dB, which is considered normalized (Surahman, 2022).

On the other hand, P3F produced formants with values of F1 792 Hz and F2 2279 Hz, which are close to those of the native speaker. The sound wave generated by P3F clearly shows

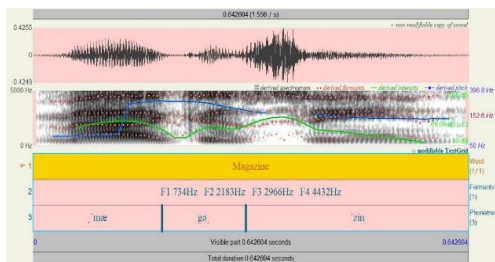
stress in the thickened waveform. The intensity produced is also normal, at 65.71 dB, with the lowest pitch among P1S and P2H, at 128.6 Hz.

Table 3.1 Analysis results of word 'Presentation'

| Word : Presentation |       |        |        |        |         |           |
|---------------------|-------|--------|--------|--------|---------|-----------|
| Code                | F1    | F2     | F3     | F4     | Pitch   | Intensity |
| Native              | 918Hz | 2235Hz | 3160Hz | 4468Hz | 65.26Hz | 68.4 dB   |
| P1S                 | 634Hz | 2101Hz | 3043Hz | 4342Hz | 179.5Hz | 73.43dB   |
| P2H                 | 528Hz | 2281Hz | 3320Hz | 4423Hz | 221.6Hz | 66.4 dB   |
| P3F                 | 792Hz | 2279Hz | 3225Hz | 4403Hz | 128.6Hz | 65.71 dB  |

Table 3.1 shows that P3F appears to articulate vowels properly. This can be noticed in the frequency of F1 and F2. According to Swain et al (2018), as cited in Magdin et al (2019), the first two formants are effective for identifying vowels. P3F produced formants with values of F1 792 Hz and F2 2279 Hz. These values are close to the formants produced by the native speaker, which are F1 918 Hz and F2 2235 Hz. Additionally, the pitch and intensity results for P3F appear nearly identical to those of the native speaker. The pitch is recorded at 128.6 Hz, which is relatively high and somewhat distant from the native speaker's result. However, this pitch is the closest to normal intensity and the native's values among the participants. Therefore, P3F's pronunciation of the word "Presentation" is considered to be quite good.

## 2) Magazine



Figures 3.5 The result of Google translate audio 'Magazine' using PRAAT

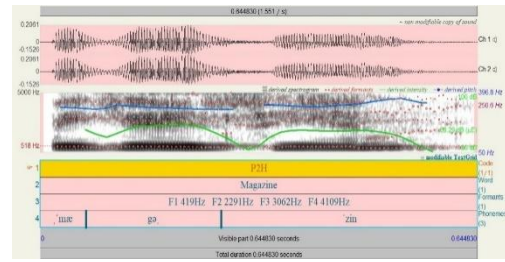


Figure 3.7 P2H analysis results of word 'Magazine' using PRAAT

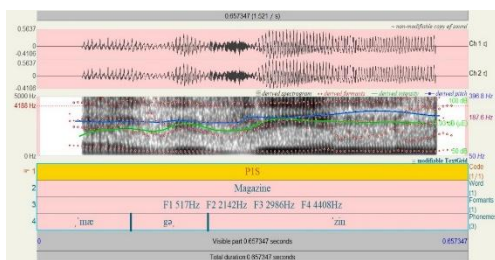


Figure 3.6 P1S analysis results of word 'Magazine' using PRAAT

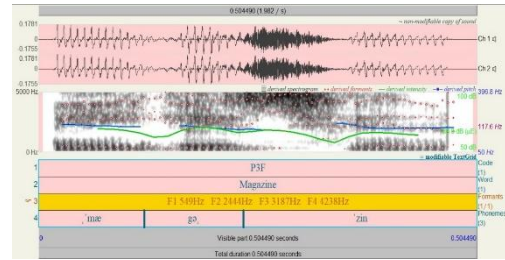


Figure 3.8 P3F analysis results of word 'Magazine' using PRAAT

As seen in Figure 3.5, the accuracy reference provided by Google Translate audio is as follows: The intensity produced is 69.09 dB. The resulting formant frequencies are F1 734 Hz and F2 2183 Hz, respectively. It displays the whole pitch analysis of the word 'Magazine', which is 152.6 Hz. Besides, the image also shows the phonemes displayed based on the syllable. Furthermore, Figure 3.5 shows the sound wave thickening due to stress on the words 'mae' and 'zi:n'.

This is not consistent with the results of the three participants' sound waves. P1S and P3F emphasize the stress on the syllable 'zi:n', but P2H does not accentuate the sound wave on the word 'Magazine'. Moreover, F1 of the three participants seems lower, with P3F being the closest to the native frequency at 549 Hz, while the native is at 734 Hz. F2 is higher with 2444

Hz while the native is 2183 Hz. The pitch frequencies produced by the three participants differ. The average pressure produced by P2H seems to be substantially higher, at 250.6 Hz and 68.29 dB intensity (normal to high). Meanwhile, P1S and P3F yield Pitch frequency results that are comparable to native. P1S appears to be higher, at 187.6 Hz and an intensity of 77.03 dB. P3F generates a lower pitch of 117.7 Hz at a normal intensity of 66.8 dB. In brief, the results of the analysis of the word 'Magazine' using PRAAT show that P3F has fairly excellent accuracy.

Table 3.2 Analysis result of word "Magazine"

| Word : Magazine |       |        |        |        |         |           |
|-----------------|-------|--------|--------|--------|---------|-----------|
| Code            | F1    | F2     | F3     | F4     | Pitch   | Intensity |
| Native          | 734Hz | 2183Hz | 2966Hz | 4432Hz | 152.6Hz | 69.09 dB  |
| P1S             | 517Hz | 2142Hz | 2986Hz | 4408Hz | 187.6Hz | 77.03 dB  |
| P2H             | 419Hz | 2291Hz | 3062Hz | 4109Hz | 250.6Hz | 68.29 dB  |
| P3F             | 549Hz | 2444Hz | 3187Hz | 4238Hz | 117.6Hz | 66.8 dB   |

Table 4.22 shows that all three participants are able to pronounce the word 'Magazine' almost correctly. P3F seems quite good in vowel articulation, with F1 549 Hz and F2 2444 Hz. The formant produced by P3F seems to be the closest to the native compared to P1S and P2H. The results of the frequency of P3F's voice intensity are also in the normal range, which is 66.8 dB compared to the native frequency of 69.09 dB. However, the overall pressure level seems to be lower than the native as seen in the frequency produced by the native, which is 152.6 Hz and P3F 117.6 Hz. Despite this, P3F is considered to pronounce the word quite well compared to the others.

### 3) Challenges

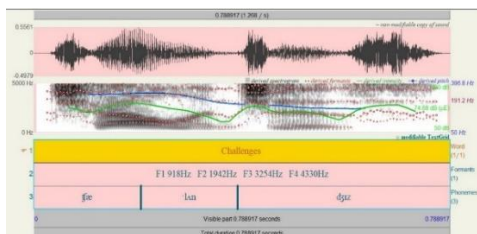


Figure 3.9 The result of Google Translate audio 'Challenges' using PRAAT

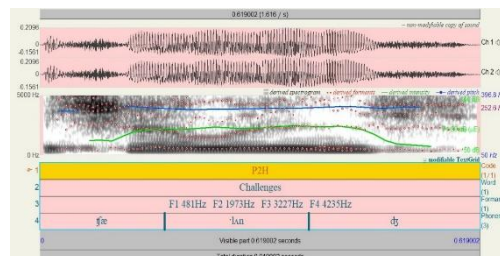


Figure 3.11 P2H analysis results of word 'Challenges' using PRAAT

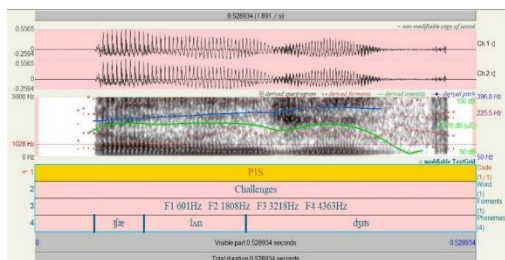


Figure 3.10 P1S analysis results of word 'Challenges' using PRAAT

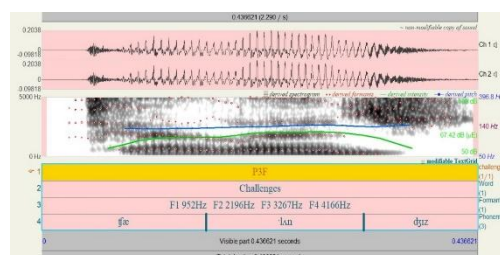


Figure 3.12 P3F analysis results of word 'Challenges' using PRAAT

There are significant differences in the sound waves in the four images of the PRAAT analysis results on the word 'Challenge'. The intensity and tone lines also appear different. However, the formants produced appear basically identical. The sound waves produced by natives are thicker which means greater sound emphasis is seen at a fairly high pitch frequency number of 192.2 Hz. This is clarified by the frequency results on the formants which show

quite large numbers, namely F1 918 Hz and F2 1942 Hz, which explains that the vowel articulation is quite clear.

Furthermore, Figure 3.10 shows the sound wave from P1S, which is quite thin and not dense, suggesting that the sound generated is not strong and does not have much stress. The pitch line in the blue line as seen in the picture is an upward line with an average pitch frequency of 225.5 Hz and a sound intensity of 73.58 dB, as seen in the green line wave. The resultant formants have a lower frequency, specifically F1 601 Hz and F2 1808 Hz. The P2H study findings show a slightly denser sound wave when compared to P1S and P3F. The resulting formant bubble seems lower, with F1 481 Hz, while F2 is nearly identical to the native, at 1973 Hz. The intensity generated is significantly lower than the native, with a value of 70.14 dB and a much higher pitch pressure than P1S and P3F, at 251.6 Hz. This also reveals a significant difference from the pitch produced by the native.

Moreover, P3F seems to be highly precise in vowel articulation. This is evident from the findings of F1 952 Hz and F2 2196 Hz, which are not far from the native values. However, the sound generated is not very loud, resulting in a low intensity of 67.42 dB. This is also demonstrated by the sound waves generated, which are not dense and tend to be sparse, with a low pitch of 140 Hz. Overall, the P3F analysis appears to be more accurate with native than the others. It is merely that the pitch frequency and sound intensity are often lower.

Table 3.3 Analysis result of word "Challenges"

| Word : Challenges |       |        |        |        |         |             |
|-------------------|-------|--------|--------|--------|---------|-------------|
| Code              | F1    | F2     | F3     | F4     | Pitch   | Intensity   |
| Native            | 918Hz | 1942Hz | 3254Hz | 4330Hz | 191.2Hz | 74.68<br>dB |
| P1S               | 601Hz | 1808Hz | 3218Hz | 4363Hz | 225.5Hz | 73.58<br>dB |
| P2H               | 481Hz | 1973Hz | 3227Hz | 4235Hz | 252.6Hz | 70.14<br>dB |
| P3F               | 952Hz | 2196Hz | 3267Hz | 4166Hz | 140Hz   | 67.42<br>dB |

Table 3.3 describes that a pronunciation analysis of the word 'Challenges' reveals that P3F yields formants that are almost identical to native, specifically F1 952 Hz, F2 2196 Hz, F3 3267 Hz, and F4 4166 Hz. F1 and F2 accurately describe the articulation of the vowels produced. However, the intensity produced is less than native, at 67.42 dB, but this amount is included in the standard value for the intensity frequency. The total pitch generated seems lower, at 140 Hz, and is included in the low pitch frequency, whereas the high pitch ranges from 150 to 300 Hz.

Moreover, the pitch frequency, intensity, formant, and sound waves exhibited show the findings of the PRAAT-based pronunciation analysis of EFL students' pronunciation accuracy. It reveals a considerable variation in sound waves produced by three participants compared to the frequency of native sound waves. This discrepancy may be detected in the results of varied intensity and pitch figures due to the participants' speed of intonation, which causes mistakes in the stress that should be. In addition, the formant depicted describes the high and low frequencies induced by vowel articulation that is pronounced, as well as the intonation of variables and tone pressures in each individual. The value of pitch and formants is technically dependent on the tone, with words pronounced at a higher intonation displaying higher values, while a lower tone results in lower values (Surahman, 2022).

## Discussion

This section discusses how accurate students' pronunciation is after learning pronunciation in speaking skills for two semesters. This study finds that the sound analysis of the words Presentation, magazine, and challenges which are done naturally in the voice note task by three

participants showed primary and secondary stress seen from the sound waveform produced through PRAAT software. In addition to the sound wave, the pitch line, intensity, and formant bubble are also visible. From the image, a flat blue line is seen which is the pitch line produced. The pitch produced explains the high or low sound. Then, the formant produced is seen with a red bubble line in the image. Furthermore, the rise and fall of the yellow intensity line shows the air pressure on a syllable.

Based on the sound waves and spectrograms produced in this study, students are nearly perfect in pronouncing the three words. Several syllables of the word are spoken incorrectly. The word 'Magazine' is at A2 and B1 in the Cambridge English Dictionary. Students increase the syllable 'zin instead of the primary emphases on 'mae in the word magazine. PRAAT study reveals a thickening of colour in sound waves, similar to native' key stress words' 'mæ and 'zin. Meanwhile, P1S, P2H, and P3F only show a thickening of the wave on the syllable 'zin with a flat pitch and at a low frequency of 70 - 150 Hz. A low tone indicates a low value, while a normal tone ranges from 90-100 Hz, and a loud tone indicates a high pitch value, ranging from 150-300 Hz (Surahman, 2022). When the speech waveform is accurately analyzed, it can provide insights into the relative length of syllables, allowing students to identify the duration differences between stressed and unstressed syllables (Hincks, 2015).

Furthermore, in the word 'Challenges', students sound like they are saying the word 'Challenge'. This happens when pronouncing dʒɪz; students sound more like dʒ or st. It can be seen in the sound waves produced by natives that there is a thickening of the syllable dʒɪz at the beginning and end of the duration, which indicates that a large sound is produced when pronouncing the phoneme dʒ and phoneme z. The vocal cords vibrate, producing a variety of sound waves (Surahman, 2022). The pitch produced seems to continue to increase from 150 - 300 Hz for each syllable. However, this is not due to stress but because of the large vibration of the vocal cords produced by the three participants. In addition, there is no emphasis on primary stress, so that the sound waves produced in PRAAT are not thick. This word is at level B1 (as a noun) and B2 (as a verb) according to Cambridge English Dictionary. Therefore, students have a little more trouble pronouncing the word 'Challenges' compared to the word 'Magazine'

Moreover, the word 'Presentation' is at a higher level than the previous word according to the Cambridge English Dictionary, which is at level B1 and C2. However, the three participants seem quite good at pronouncing the word. It can be seen from the sound waves produced, which are quite accurate with those produced by native speakers. Of the three participants, P3F produces the pronunciation that is most similar to native speakers. With the formants F1 792 Hz and F2 2279 Hz, and native speakers producing F1 918 Hz and F2 2235 Hz. This indicates that the articulation of the vowels produced is quite good.

Thus, after studying for two semesters, students are almost accurate in pronunciation. This can be proven by using PRAAT software. PRAAT produces features that help to assess how well the pronunciation is pronounced by comparing the voice of EFL students with natives in terms of sound waves, pitch, formants, and intensity.

Furthermore, based on interviews conducted with 3 EFL students, it was found that the challenges and errors they faced in pronunciation tended to be similar. Common errors included syllable pronunciation, vowel combinations, word stress, and silent letters, which often hindered comprehension when communicating in English. Students recognized the importance of rhythm and intonation in communication, as well as the crucial role of lecturers in providing constructive feedback.

Despite challenges such as pronunciation of vowels and consonants and difficulties with accents, students have a consistent approach to correcting their pronunciation errors. The Industrial Revolution 4.0 has greatly influenced foreign language teaching by using multimedia technology to diversify and enhance the efficiency of skill transmission, particularly in teaching

speaking abilities (Nguyen & Pham, 2022). They use technology such as Google Translate, podcasts, and other apps, and listen to and imitate native speakers to help improve their skills.

According to Hieu (2011) and Zang (2006), as cited in He and Chen (2010), students are terrified of making mistakes because they are concerned that others will judge them and offer them negative criticism if they speak English incorrectly. Fortunately, their proactive attitude, not being afraid to make mistakes when speaking, shows that they understand that mistakes are an important part of the learning process. Therefore, despite the challenges, EFL students show persistent efforts in correcting their pronunciation. Speaking includes communication and information sharing (Abrar et al, 2018). By utilizing various resources and lecturers' guidance, they strive to achieve accuracy and fluency in communicating in English.

## CONCLUSION

There are two points concluded from this study. The first is the accuracy of students' pronunciation and is answered by the results of data analysis using PRAAT software as an analysis document. Certain words in English, such as "presentation," "magazine," and "challenges," were almost perfectly spoken by the students. Despite occasional pronunciation problems on individual syllables, especially in "Magazine" and "Challenges," the pupils made tremendous progress. The study utilizing PRAAT software found that the students' pitch, formants, and intensity were very similar to native speakers, particularly in the phrase "Presentation". Overall, the pupils demonstrated a decent degree of pronunciation accuracy, while there are certainly places for development. The second is to determine common pronunciation errors made by EFL students. According to the experiences of P1S, P2H, and P3F as EFL students, pronunciation issues such as syllable pronunciation, vowel combinations, word stress, and silent letters are common and frequently impede communication. They grasp the importance of rhythm, intonation, and feedback from lecturers in the learning process. Despite their obstacles, students continue to focus on boosting their pronunciation using technology and listening to native speakers. Their proactive approach indicates a recognition that mistakes are a necessary part of the learning process. Overall, EFL students strive for accuracy and fluency when speaking in English.

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