PRONUNCIATION ERROR DONE BY THE STUDENT OF ISLAMIC EDUCATION IN STUDYING ABOUT ENGLISH PHONETICS AT THE FACULTY OF RELIGIOUS STUDIES IN THE UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

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Abstract
This article's goals were to 1) look into what students thought about problems with phonetics learning, and 2) determine what elements were driving students' errors with phonetics learning. The samples consisted of 6 undergraduate Islamic education students who were chosen for an interview on purpose. A questionnaire and a semi-interview form were examined as research tools. According to the students' opinions, certain sounds, particularly [θ], [ð], and [ʤ], produced major phonetics learning challenges at the segmental level. It was also noted that linking produced major problems with supra segmental phonetics learning. Furthermore, phonetic ability was identified as the most common reason for difficulties in learning phonetics. It might be argued that the perception of the difference in sound systems between English and Indonesian, as well as various characteristics such as phonetic aptitude, native language, and prior English knowledge, all contribute to this conclusion.

Keywords: *Pronunciation problems, Islamic education students, phonetics.*

1. INTRODUCTION

One of the challenges that a foreign language student has is articulating the language's speaking sounds authentic. We learn a language in order to communicate with other people. However, if we are unable to use the same phonological features that native speakers of the language do, the message will almost certainly be misconstrued, and communication will break down. This is a typical occurrence in Indonesia, particularly at the University of Muhammadiyah Sumatera Utara's faculty of religious studies, where English is spoken with an accent comparable to the speakers' mother tongue and with minimal concern for English sound patterns. Islamic education students, despite their higher education, are afraid to communicate and express ideas in English, and everything they say is influenced by the Indonesian dialect. Though native-like fluency is not essential, speaking English to the maximum degree possible

is an art. As a result, the researcher has concluded that tertiary students' speaking skills need to be developed in the contemporary context of ever-increasing globalization. It is critical in this case to be able to prevent the influence of local variants.

Objectives

1) to find out what students thought about problems with phonetics learning, and
2) to determine what elements were driving the students' problems with phonetics learning

2. METHODOLOGY

The design of this study is descriptive qualitative. It is qualitative in nature and aims to explain, describe, and analyze data supplied in the form of field notes. Statistical procedures or other quantification techniques do not reveal the findings of this inquiry. This study is referred to as "qualitative research" since its primary data collection methods include observation, interviewing, and recording. Six Islamic education students from the University of Muhammadiyah Sumatera Utara's faculty of religious studies worked on this project. It implies that the English phonological systems have already been taught to them. The students, on the other hand, continue to have difficulty grasping the English phonological system. This example asks the researcher to look into why students have trouble correctly pronouncing English words or sentences, as well as what leads them to have trouble speaking English.

3. FINDINGS AND DISCUSSION

The results are discussed and analyzed to answer the following research questions: (1) How difficult do students find it to pronounce English words and sentences? (2) What causes kids to struggle with pronouncing English words and sentences? In accordance with the research problems, the answers to the questions above are listed below. According to the findings, the six students are unfamiliar with a variety of English phonological systems, which hinders their capacity to communicate in the language. The distinctions between the pupils' native language (Indonesian = Bahasa Indonesia) and the L2 language are related to phonemic, phonetic, and phonotactic variances (English). As shown in the samples below, students revealed that the different sound systems of Indonesian and English could be the source of their pronunciation issues :

Number	Students opinions
1.	"Some English consonant sounds, especially those that aren't the same as Indonesian consonant sounds, are really difficult for me to pronounce such as [θ], [ð], [ʤ] and so on."
2.	"I have a hard time with consonant clusters. Some clusters, such as "Throw," which has [θ] and [r] in the first place, and "Asked," which has [s], [k], and [t] in the last position, are really difficult for me."
3.	"Listening to native speakers speak normally makes it very difficult for me to understand every word because they speak quickly and occasionally with ambiguous sounds."
4.	"I'm never sure if the new pronunciations I learned from the teacher's textbook are the same as the ones I learned previously."
5.	"I never pay attention to voicing when speaking because there is none in Indonesian."
6.	"In my English speaking, voicing is usually an issue."

Below are some random words pronounced by the students:

Number	words	correct pronunciation	pronunciation of the students
1.	lady	/ˈleɪdi/	/ˈledi/
2.	gentleman	/ˈʤentlmən/	/ˈjentelmən/
3.	holiday	/ˈhɒlədeɪ/	/ˈholideɪ/
4.	homework	/ˈhəʊmwɜːk/	/ˈhomwɜːk/
5.	student	/ˈstjuːdənt/	/ˈstaːdənt/
6.	headmaster	/ˌhedˈmɑːstər/	/ˌhidˈmɑstər/
7.	hour	/aʊər/	/haʊər/
8.	breakfast	/ˈbrekfəst/	/ˈbrikfəst/
9.	through	/θruː/	/truː/
10.	death	/deθ/	/ded/
11.	very	/ˈveri/	/ˈberi/
12.	focus	/ˈfəʊkəs/	/ˈfokius/
13.	language	/ˈlæŋgwɪʤ/	/ˈleŋuwej/
14.	table	/ˈteɪbl/	/ˈteɪbel/
15.	apple	/ˈæpl/	/ˈeipel/
16.	sweater	/ˈswetər/	/ˈswitər/
17.	shoulder	/ˈʃəʊldər/	/ˈʃoʊldər/
18.	soldier	/ˈsəʊlʤər/	/ˈsoldiər/
19.	globalization	/ˌgləʊbəlaɪˈzeɪʃən/	/ˌgloʊbəlɪˈzeɪʃən/
20.	go	/gəʊ/	/goʊ/
21.	think	/θɪŋk/	/tɪŋk/
22.	thing	/θɪŋ/	/tɪŋ/

23.	gorgeous	/ˈgɔːdʒəs/	/ˈjoːdʒəs/
24.	truth	/truːθ/	/truːth/
25.	civilization	/ˌsɪvəlaɪˈzeɪʃən/	/ˌsɪvilɪˈzeɪʃən/
26.	department	/dɪˈpɑːtmənt/	/deˈpɑrtemənt/
27.	steak	/steɪk/	/stɪk/
28.	shake	/ʃeɪk/	/ʃek/
29.	snack	/snæk/	/snek/
30.	snake	/sneɪk/	/sneik/
31.	leader	/ˈliːdər/	/ˈliːder/
32.	ladder	/ˈlædər/	/ˈleddər/
33.	vegetable	/ˈvedʒtəbl/	/ˈvejetəbel/
34.	fruit	/fruːt/	/fruit/
35.	and	/ænd/	/and/
36.	end	/end/	/ind/
37.	shoot	/ʃuːt/	/ʃoːt/
38.	friend	/frend/	/freind/
39.	paper	/ˈpeɪpər/	/ˈpeɪper/
40.	pepper	/ˈpepər/	/ˈpeiper/
41.	file	/faɪl/	/fæɪl/
42.	fail	/feɪl/	/faɪl/
43.	diligent	/ˈdɪlɪdʒənt/	/ˈdɪlɪjənt/
44.	clever	/ˈklevər/	/ˈklivər/
45.	stupid	/ˈstjuːpɪd/	/ˈstuːpɪd/
46.	share	/ʃeər/	/sheər/
47.	walk	/wɔːk/	/woːk/
48.	work	/wɜːk/	/woːk/
49.	talk	/tɔːk/	/toːk/
50.	speak	/spiːk/	/spik/
51.	study	/ˈstʌdi/	/ˈstudi/
52.	umbrella	/ʌmˈbrelə/	/yumˈbrelə/
53.	house	/haʊs/	/hoʊs/
54.	privilege	/ˈprɪvəlɪdʒ/	/ˈprɪvilɪj/
55.	breath	/breθ/	/breth/
56.	bread	/bred/	/bret/
57.	bear	/beər/	/biər/
58.	stomach	/ˈstʌmək/	/ˈstomək/
59.	brush	/brʌʃ/	/brash/
60.	watch	/wɒtʃ/	/wotch/

Students reported major problems with English pronunciation, which could be influenced by a variety of variables, according to the research. Furthermore, the qualitative data highlighted two major pronunciation issues raised by the students: 1) the disparity between the English and Indonesian sound systems, and 2) variables that negatively affect pronunciation.

Finally, the students said that one of the factors affecting their pronunciation was previous English pronunciation learning. English pronunciation is commonly recognized as being neglected in primary and secondary schools. The majority of the material will be about grammar. When students were studying for a bachelor's degree, this made it harder for them to learn. Students regularly and instinctively pronounce the term inaccurately, according to the researcher. They came to a halt after that and repeated the proper pronunciation they had heard in class. As a result, pupils claimed that their previous learning experiences with pronunciation had harmed their English pronunciation.

4. CONCLUSION

To recapitulate, the given data explained that the students' cluster articulation may be a concern and more research is needed to find the most effective techniques for supporting students in fixing their pronunciation challenges so that they may communicate in English clearly and comprehensibly. Finally, the lecturer for the English Phonetics course at the University of Muhammadiyah Sumatera Utara's Faculty of Religious Studies should prepare more intensive exercises, activities, and multimedia to assist students in resolving issues related to the sound system differences between English and Indonesian, as well as other factors that affect English pronunciation learning.

5. ACKOWLEDGEMENT

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