

ABSTRAK

HANA SAJIDAH, 2024. "SCRUTINISING DIFFICULTIES AND STRATEGIES OF EFL STUDENTS' ENGLISH PRONUNCIATION IN PRONUNCIATION CLASS" Department of English Education. Faculty of Educational Sciences and Teachers' Training. University of Siliwangi. Tasikmalaya.

Fakta bahwa pengajaran pelafalan hanya diprioritaskan pada tingkat universitas menunjukkan siswa tidak memahami pengetahuan pelafalan mereka. Pada prakteknya, beberapa mahasiswa Indonesia mengalami kesalahan pelafalan dalam pembelajaran di dalam kelas. Selain itu, mereka juga menerapkan beberapa strategi untuk mengatasi kesalahan tersebut. Tujuan penelitian ini untuk meneliti kesulitan mahasiswa dalam pembelajaran pelafalan serta berbagai strategi yang mereka aplikasikan untuk mengatasi kesulitan tersebut. Metode penelitian menggunakan studi kasus deskriptif kualitatif. Peserta penelitian sebanyak tiga orang mahasiswa Pendidikan Bahasa Inggris di Tasikmalaya. Pengumpulan data menggunakan stimulated recall interview (SRI) dan dianalisis menggunakan analisis tematik. Temuan penelitian menunjukkan bahwa terdapat tiga kesulitan pelafalan yang dipengaruhi oleh beberapa faktor, yaitu: (1) faktor bahasa ibu; (2) faktor kemampuan fonetik; dan (3) faktor motivasi untuk pelafalan yang baik. Selain itu, peserta menerapkan beberapa strategi untuk mengatasi kesulitan-kesulitan mereka seperti strategi kognitif, metakognitif, dan afektif. Memahami kesulitan dan strategi ini dapat menginformasikan pentingnya pendekatan pembelajaran dan lingkungan belajar yang mendukung untuk meningkatkan pelafalan mahasiswa EFL dalam lingkungan pendidikan bahasa Inggris.

Kata kunci: *Pelafalan, kesulitan pelafalan, strategi pelafalan, faktor bahasa ibu*

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The fact that pronunciation instruction is not prioritised until the university level indicates that students are unaware of their pronunciation knowledge. Practically, some Indonesian students experienced mispronunciation in pronunciation learning in class. Besides, they were also applied several strategies to overcome the mispronunciation. This study aims to scrutinise students' pronunciation difficulties in pronunciation learning and various strategies applied to overcome the difficulties. The research method used a qualitative descriptive case study. The participants were three English Language Education students in Tasikmalaya. The data were collected using stimulated recall interview (SRI) and analysed using thematic analysis. The research findings showed that there are three pronunciation difficulties that are influenced by several factors, namely; (1) native language factors; (2) phonetic ability factors; and (3) motivation for good pronunciation factors. Besides, the participants applied strategies to address these difficulties such as cognitive, metacognitive, and affective strategies. Understanding these difficulties and strategies can inform the importance of the instructional approaches and supportive learning environment to improve EFL students' pronunciation in an English language education environment.

Keywords: Pronunciation, pronunciation difficulties, pronunciation strategies, native language factors