
ERRORS IN PRONOUNCING INTERDENTAL CONSONANTS BY AMERICAN BRITISH INSTITUTE STUDENTS YOGYAKARTA

Adam Maulana¹, Dinda Aulia Maharani², Rigita Ratna Viryanti³, Nurul Rezky Amalia⁴

Universitas Gadjah Mada

am2025adamsyahmaulana@mail.ugm.ac.id

Abstract	Article Information
<p><i>This research aims to find out (1) pronunciation errors produced by American British Institute students when pronouncing interdental consonant sounds, (2) factors that influenced errors in producing interdental sounds of American British Institute students, and (3) strategies implemented by the students of American British Institute to improve their pronunciation, especially in producing interdental sounds. This research used a qualitative approach. The data were shown by a descriptive qualitative method. The data were collected by transcribing the data and interview. Subjects of this research were eight students of the American British Institute, Yogyakarta. The findings of this research are (1) Pronunciation errors made by American British Institute students Yogyakarta are pre-systematic, systematic, and post-systematic; (2) Factors that influence their pronunciation especially in interdental sounds are their native language in which it causes the replacement of interdental consonant [ð] and [θ] into [d] or [t]; the respondents' age that makes them hard to understand English pronunciation and thus making some errors; and the instructional language, the teachers who taught in Bahasa Indonesia tend to make the students ignore about their errors; (3) Strategies that are implemented to improve their pronunciation errors are watching English movie, listening to English songs, and talking English to peers.</i></p> <p>Keywords: <i>phonology, consonants, place of articulation, interdental consonant, error analysis</i></p>	<p><i>Received:</i> 09/01/2026</p> <p><i>Revised:</i> 02/03/2026</p> <p><i>Accepted:</i> 04/03/2026</p>

INTRODUCTION

English, which is widely recognized as a global or international language, plays a crucial role in the cruise ship industry, as it functions as the primary medium of daily communication among employees. On board cruise ships, crew members originate from diverse

linguistic and cultural backgrounds; therefore, the consistent use of English is essential to ensure effective interaction, operational coordination, and service delivery. In this context, English serves not only as a working language but also as a linguistic bridge that connects individuals who do not share the same mother tongue. Consequently, proficiency in English has become a fundamental requirement for employment in the cruise ship sector. This demand is reflected in the policies of employment agencies, particularly labor supply agencies that specialize in recruiting and preparing workers for cruise ship placements, where English competence is treated as a key qualification (Yoon & Cha, 2020).

Language errors tend to make an utterance sound inappropriate and may lead to ambiguity, multiple interpretations, or even misperceptions. Frequent errors can become obstacles in everyday communication. One common error produced by non-native speakers involves the distribution of interdental consonants. Interdental consonants are sounds articulated by placing the tip of the tongue between the upper and lower teeth. Errors in producing these sounds often result in consonant substitution, causing distinctions between sounds that should be different to become unclear. These pronunciation errors arise from the absence of interdental consonants in Indonesian languages. As a result, learners tend to experience a shift in consonant distribution, in which unfamiliar interdental sounds are replaced by more familiar consonants from their native phonological system. This phonological interference causes systematic substitution errors, as learners rely on existing sound inventories when producing English speech. Consequently, the lack of interdental consonants in the learners' first language significantly influences their pronunciation accuracy in the target language.

The relevant studies of this research were conducted by (Dewi et al., 2025; Khoirunisa, 2022; Kurnia et al., 2023; Pranawijaya & Mertoso, 2025; Silalahi et al., 2021) that investigated pronunciation errors produced by elementary school students. The research employed a case study approach that examined all words articulated by the speakers without imposing limitations related to place of articulation. The findings indicated that pronunciation errors mainly stemmed from discrepancies between English spelling and pronunciation. This phenomenon occurred because the respondents' mother tongue does not adopt such orthographic-phonological differences, leading learners to rely on reading-based pronunciation rather than phonological rules. Therefore, the research gap addressed in this study lies in the simplification of the research scope by focusing exclusively on interdental consonants. This limitation was intentionally selected due to the absence of interdental sounds in Indonesian, which indicates the potential occurrence of consonant distribution shifts or systematic pronunciation errors among learners.

Based on these considerations, the present research is necessary to examine the role of English within institutions that prepare prospective cruise ship employees. The American British Institute, as a labor supply agency that consistently provides manpower for the cruise ship industry, represents a relevant and significant research setting. Within this institution, both students and mentors use English as the primary language of instruction and daily interaction, creating an immersive English-speaking environment. Such conditions indicate that English is not only taught as a subject but also practiced as a functional communication tool

aligned with workplace demands. Therefore, investigating English use in this context is expected to provide valuable insights into how language practices support workforce readiness and professional communication in the global cruise ship industry.

LITERATURE REVIEW

Interdental Consonants

English interdental is one of the manners of articulation. This manner of articulation is produced by placing the tongue's tip between the front teeth, upper and lower. (Yusriati & Hasibuan, 2019), There are two kinds of English interdental consonants: the voiced interdental consonant [ð] and the voiceless interdental consonant [θ]. they are pronounced in the same place; the tip of the tongue is positioned very close to the upper teeth, or the tongue is placed between the lower and upper teeth, and the vocal folds. The difference is that [ð] is pronounced vibrating and [θ] is pronounced without vibrating.

Phonological Problem

1. Pronunciation Errors

(Corder in (Maharani et al., 2020) There are three main types of pronunciation errors: pre-systematic errors, systematic errors, and post-systematic errors. Pre-systematic errors occur when students produce incorrect pronunciations without being aware of the mistake. These errors typically appear in irregular situations, and learners are usually unable to explain why they choose a particular pronunciation form. Systematic errors arise when students are aware that they are making errors but do not yet know the correct pronunciation of the words. Finally, post-systematic errors occur when students recognize their mistakes and already know the correct pronunciation; however, they remain inconsistent in producing the correct forms, which occasionally leads to recurring errors.

2. Factors Influencing Pronunciation Errors

(Rosyid, 2016) there were only three factors investigated in this study; they are mother tongue influence, age, and teachers' instruction on target language.

a. Mother Tongue

(Arsanto et al., 2019) state that the rules and patterns of students' native language are unconsciously applied to their second or foreign language, and it might lead to the production of a foreign accent. It also effects when the students pronounce English words such as English interdental sounds with their own accent (mother tongue).

b. Age

Age becomes the factor of pronunciation errors. Many students start learning L2 (English) too late. (Arsanto et al., 2019) state people who begin learning a new language after the age before their golden age will get little difficulties in building their accent. In facts, people from Indonesia usually

start learning English intensively at around twenties. Based on the data from (Sugiarto, 2013), mostly Indonesian leaned English deeply at around twenties.

c. Teachers' Instruction to Target Language

(Rosyid, 2016) explains how pronunciation is frequently considered to be a part of linguistic fluency rather than conversational fluency. (Arsanto et al., 2019) states teachers tend to take into account pronunciation as the less useful aspect of basic language skills. As a result, to maximize the time spent in class on other speech topics or skills, they generally avoid teaching pronunciation. Teachers who teach English using *Bahasa Indonesia* (mother tongue) will give bad impact such as students will not pay attention about pronunciation errors they make.

3. Learning Strategy

(Yusriati & Hasibuan, 2019), The following were some of the strategies used by students as an effort to improve their English pronunciation skills: watching English movies, listening to English music or songs, watching YouTube with English-language content, practice with friends, and practice to pronounce every new vocabulary. Watching English movie, listening English songs, and watching YouTube with English-language can improve students' pronunciation skill because students can learn how to pronounce English words correctly by the natives. Then, practice to friends and practice to pronounce new English words can build their vocabulary that indirectly practice their pronunciation.

RESEARCH METHODOLOGY

This research was conducted using a descriptive qualitative method. It describes the research problem through a description (Creswell, 2009). The researcher considers pronunciation errors in producing interdental consonant sounds to be an important phenomenon to investigate because the subjects of this study are prospective employees who will work abroad and use English in daily communication, where accurate pronunciation is essential for effective interaction in international professional contexts. Furthermore, this phenomenon cannot be adequately measured using numerical data alone; therefore, a qualitative approach employing descriptive analysis is considered more appropriate to capture the nature and patterns of the pronunciation errors in detail

To analyze the data, the researcher uses two techniques of data analysis revealed by Creswell and Anderson. First technique data analysis by (Creswell, 2009): (1) Organizing and preparing data for analysis, (2) Reading all data in depth, (3) Starting a detailed analysis through the coding process, (4) Using the coding process to describe settings, people, categories or themes for analysis, (5) Determining how the description and theme would be represented in qualitative narratives, (6) The last stage was making interpretations or meanings of data from the coding process.

The second technique data analysis is by (Anderson et al., 2022): (1) Identifying and organize the phones of interest, (2) Identifying the individual environments of the phones of interest, (3) Determine overlap in environments, (4) Simplify the environments, (5) Organize the phones into phonemes, (6) Identify the default allophone and finalize the analysis. The researcher uses two techniques of data analysis because the data needs to be processed in two ways, so it fulfills the data triangulation and makes the data more valid.

FINDINGS AND DISCUSSION

Pronunciation Errors

The researcher selected 57 English words containing interdental consonants in order to examine the patterns of pronunciation errors produced by the students. The selected words represented interdental consonants occurring in initial, medial, and final positions. This distribution was intended to provide a comprehensive overview of students' pronunciation performance across different word positions. Based on the data analysis, the identified errors are presented in the table below.

Table 1. Students' Pronunciation Errors

No	Respondent	Total Errors
1	Respondent 1	17,3%
2	Respondent 2	100%
3	Respondent 3	100%
4	Respondent 4	100%
5	Respondent 5	100%
6	Respondent 6	100%
7	Respondent 7	100%
8	Respondent 8	21%

Based on Table 1, it is evident that out of the eight respondents involved in this study, six produced pronunciation errors in all target words, indicating a high frequency of mispronunciation. In contrast, the remaining two respondents demonstrated a lower error rate, making errors in fewer than 20% of the total words. To facilitate systematic analysis, the data were categorized according to error percentages, which were subsequently analyzed and classified into three distinct types of pronunciation errors – pre-systematic errors, systematic errors, and post-systematic errors.

1. Pre-systematic Errors

Pre-systematic errors refer to errors that occur when learners are unaware of and unable to control their pronunciation of certain sounds. In this study, the researcher

found that one participant fell into this category. Specifically, Respondent 8 demonstrated pre-systematic errors by producing a high frequency of mispronunciations, accounting for 21% of errors in the pronunciation of interdental consonants.

Table 2. Pre-systematics Data Table

Interdental Word	Consonant	Received Pronunciation	Respondent 8 (Ki)
Although		[ɔ:l'ðəʊ]	[ɔ:l'θəʊk]
Healthy		['hɛlθi]	['hɛlti]
Authentic		[ɔ:'θɛntɪk]	[aʊtɛn'tɪk]

Based on table 2, respondent 8 was expected to pronounce the words in accordance with Received Pronunciation; however, he produced the words based on his own phonological knowledge, which he described as pronouncing them “as I know.” His pronunciation errors predominantly involved substitutions between interdental consonants, particularly the replacement of /ð/ with /θ/ and /θ/ with /t/. These errors reflect shifts from voiced to voiceless interdental consonants and from interdental fricatives to alveolar stops. For instance, the word *although* [ɔ:l'ðəʊ] was pronounced as [ɔ:l'θəʊk], while *healthy* ['hɛlθi] was produced as ['hɛlti] and *authentic* [ɔ:'θɛntɪk] as [aʊtɛn'tɪk]. These examples illustrate the respondent’s difficulty in accurately producing interdental consonant sounds in English.

2. Systematics Errors

Systematic errors refer to errors that occur when learners consistently pronounce words incorrectly and do not know the correct pronunciation, yet they are aware that their production is erroneous. In this study, the researcher found that six students fell into this category. These respondents produced errors in 100% of the words containing interdental consonants; however, they demonstrated a high level of awareness of their mispronunciations. The following examples illustrate the types of systematic errors identified in this category.

Table 3. Systematics Data Table

Word	Received Pronunciation	Pro- (Ad)	Respondent 2 (Fr)	Respondent 3 (Sa)	Respondent 4
Authentic	[ɔ:'θɛntɪk]	[aʊtɛn'tɪk]	[aʊtɛn'tɪk]	[aʊtɛn'tɪk]	[aʊtɛn'tɪk]
Smooth	[smu:ð]	[smu:t]	[smɔt]	[smɔt]	[smɔt]
Other	['ʌðə(r)]	[əʊ'tɛr]	['əʊtɛr]	[əʊ'tɛr]	[əʊ'tɛr]

Table 3 shows all of the target words were pronounced incorrectly by the respondents. One recurring error was the substitution of the consonant /θ/ with /t/, such as in the word *authentic* [ɔ:'θɛntɪk], which was pronounced as [aʊtɛn'tɪk] and/or

[aʊtən'tɪk]. Another frequent error involved the replacement of the consonant /ð/ with /d/ or /t/, as found in the word *other* ['ʌðə(r)], which was pronounced as [əʊd hər]. These errors occurred because the students did not know how to pronounce the words according to Received Pronunciation; consequently, they produced the words based on the phonological patterns of their mother tongue.

3. Post-systematics Errors

Post-systematic errors refer to errors that occur when learners know the correct pronunciation of words but produce them inconsistently. In this study, the researcher identified one student who belonged to this category. This respondent made 17.8% pronunciation errors; however, he demonstrated awareness of these errors. The inconsistencies were evident in his pronunciation of words containing interdental consonants, as he was able to produce the correct forms in some instances but not in others. The relevant data illustrating these post-systematic errors are presented below.

Table 4. Post-systematics Data Table

Word	Received Pronunciation	Respondent 1 (Ak)
Birthday	['bɜːrθdeɪ]	['bɜːrsdeɪ]
Healthy	['heɪθi]	['hɛlti]
Thorough	['θʌrə]	['ðɜːrəʊf]

Based on Table 4, Respondent 1 produced pronunciation errors in 17.8% of the interdental consonant words, mispronouncing a total of 10 items. The identified errors involved substitutions of both voiced and voiceless interdental consonants with other consonant sounds. These included the substitution of /θ/ with /ð/, as in *thorough* ['θʌrə], which was pronounced as ['ðɜːrəʊf]; the substitution of /θ/ with /s/ in *birthday* ['bɜːrθdeɪ], pronounced as ['bɜːrsdeɪ]; and the substitution of /θ/ with /t/ in *healthy* ['heɪθi], pronounced as ['hɛlti].

Factors Influencing Pronunciation Errors

1. Mother Tongue

In the process of learning a foreign language, learners often rely on linguistic factors derived from their first language. This study primarily focused on the pronunciation of the interdental consonant sounds [ð] and [θ]. Based on the interview data, all respondents shared the same linguistic background, namely Javanese. Notably, neither Bahasa Indonesia nor Javanese contains the consonant sounds [ð] and [θ], which significantly influences learners' pronunciation. As a result, most respondents substituted the voiced interdental consonant [ð] with the dental stop [d] and the voiceless interdental consonant [θ] with [t]. Interview findings further revealed that many respondents were unfamiliar with the correct articulation of these sounds and tended to pronounce them according to patterns found in their mother tongue, prioritizing perceived similarity over phonetic accuracy. The substitution of [θ] with [t] in *Bahasa*

Indonesia represents an error in the manner of articulation, as the airflow is fully obstructed in stop consonants rather than partially obstructed as required for fricative sounds.

Table 5. Substitution of Interdental Consonants as Mother Tongue Factor

No	Errors	Evidences	Word
1	Replacing /ð/ → /d̥/	[ðeɪ(r)] → [d̥eɪr]	Their
		[fəðə(r)] → [fəd̥ə(r)]	Father
2	Replacing /θ/ → /t/	[θɪŋ] → [tɪŋ]	Thing
		['helθi] → ['helti]	Healthy

Table 5 indicates that errors in pronouncing interdental consonants are strongly influenced by the speakers' mother tongue. This phenomenon occurs due to the absence of interdental consonants in the learners' first language, which results in sound substitution. In line with the theoretical perspective attributed to Chomsky, as discussed in (Maulana et al., 2025) research, when a target sound is not present in a particular language, it tends to shift to a phonetically similar sound available in that language. In this study, such shifts were observed in the substitution of the consonant /ð/ with /d̥/, as in *their* [ðeɪ(r)] pronounced as [d̥eɪr], and the substitution of /θ/ with /t/, as in *thing* [θɪŋ] pronounced as [tɪŋ].

2. Age

The second factor influencing the respondents' acquisition of English pronunciation is age, which in this study refers to the period when respondents began intensive pronunciation learning. Based on the interview findings, many respondents started learning English pronunciation more intensively during their enrollment at the American British Institute. One respondent stated that he began learning English pronunciation intensively at the age of 31 and experienced difficulty in understanding the instructional materials, which he attributed to age-related factors. In relation to the Critical Period Hypothesis (CPH), language learning is considered more effective when it begins at an early age, particularly around seven years old, as learners at this stage tend to acquire pronunciation more easily. Since most respondents only began intensive pronunciation training in adulthood at the American British Institute, this factor may have contributed to their difficulty in fully comprehending the mentor's explanations and accurately producing English pronunciation.

3. Teachers' Instruction on Target Language

Teachers' instructional practices in the target language were also identified as a factor influencing students' English pronunciation. Based on the interview data, five respondents reported that their teachers used English as the sole medium of instruction during the learning process. In contrast, three respondents stated that their teachers delivered pronunciation materials primarily in *Bahasa Indonesia*.

Table 6 Teacher Instruction Used in the Learning Process

Teacher Instruction	Respondents
English	5
<i>Bahasa Indonesia</i>	3
Total	8

Table 6 shows that respondents who were instructed using English as the medium of instruction tended to demonstrate greater fluency in understanding pronunciation materials. In such classes, teachers occasionally provided corrective feedback when students made pronunciation errors. In contrast, teachers who delivered instruction in Bahasa Indonesia tended to pay less attention to pronunciation accuracy, particularly with Received Pronunciation. As reported by one respondent, “When I pronounced the word father [ˈfɑːðə(r)] as [ˈfɑːɖər], my teacher never corrected me.” This statement indicates that some teachers did not consistently address pronunciation errors, suggesting a lack of emphasis on accurate English pronunciation during instruction.

Students’ Strategies

Some learning strategies were commonly employed by all participants in this study. These strategies included listening to English songs, watching English-language movies or series, and engaging in direct practice with peers. Among these approaches, listening to English songs was perceived as an effective method for improving pronunciation, particularly in producing interdental consonant sounds. Students preferred this strategy because it allowed them to combine enjoyment with learning; through repeated exposure to song lyrics, they were able to familiarize themselves with correct pronunciation patterns while simultaneously memorizing the words. This activity also provided indirect input related to the articulation of English interdental consonants, as these sounds frequently occur in song lyrics.

Furthermore, the findings revealed that watching English movies or series was the most frequently used and highly preferred strategy for enhancing English pronunciation. This strategy was considered especially beneficial for improving the pronunciation of English interdental sounds. Similar to listening to songs, watching English movies offers authentic language input; however, it provides additional visual and contextual support. Through films and series, students can observe how native speakers articulate interdental consonants in natural communicative situations, including facial expressions and mouth movements. As a result, this strategy enables learners to acquire more accurate pronunciation models directly from native speakers, thereby supporting more effective pronunciation development.

The final strategy identified in this study was direct practice with friends. One respondent reported that engaging in English conversations with peers contributed significantly to the improvement of pronunciation skills. According to this participant, regular interaction in English provides opportunities to apply pronunciation knowledge in real communicative contexts, allowing learners to become more confident and fluent in producing English sounds.

Specifically, Respondent 7 stated that speaking English with friends helped him improve his pronunciation ability, as it enabled immediate practice and reinforcement of correct pronunciation patterns through daily interaction.

“Saya lebih suka berbicara langsung dengan teman sir, karena dapat langsung melatih mental berbicara kita”.

“I prefer to talk directly to friends, sir, because I can directly practice my mental in speaking English”.

Talking with friends can support the improvement of English pronunciation because speaking partners are able to provide immediate feedback when pronunciation errors occur. This direct correction helps learners recognize and refine inaccurate sound production. However, this strategy also has limitations, as speaking partners may not consistently pay attention to pronunciation and may choose not to correct errors as long as the intended meaning is clearly understood.

Based on the three strategies employed by the respondents, listening to English songs emerged as the most preferred strategy. The respondents stated that listening to English songs was more frequently accessed than the other two strategies. This preference was influenced by the fact that watching English movies requires a relatively quiet environment and a high level of concentration, while practicing English with friends is often challenging due to issues related to partners' availability and mutual agreement. In contrast, listening to English songs can be done in various situations and does not necessarily require full focus. Therefore, this flexibility makes listening to English songs the most favored strategy among the respondents.

CONCLUSION

This study found that there are the types of pronunciation errors found in American British Institute students Yogyakarta; one student was in pre-systematics errors, six students were in systematics errors, one student was in post-systematics errors. The second result was the three factors influencing pronunciation errors; they were mother tongue that caused replacement of interdental consonant sounds to be various different consonant, students' age that caused students got hard to understand how to pronounce English interdental sounds because the time was too late to learn English intensively, and teachers' instruction on target language that meant teacher who taught in Bahasa Indonesia would give big impact because students would not pay attention of their errors. And the third result in this result was the three of students' strategies in improving their pronunciation errors especially in pronouncing interdental consonant sounds. These were listening to English songs and watching English movies that students could learn how to pronounce English interdental sounds correctly by imitating the natives, and talking to friends in English that meant the speaker could get correction by the listener directly when they have the conversation. The highest errors were systematics because it was influenced by the students' native language (Javanese language). Six students said that they never heard English interdental consonant sounds. They tended to produce the sounds incorrectly by replacing English interdental consonant [ð] to [d̪] and [θ]

to [t]. it was caused English interdental consonants did not exist in their native language and they did not know how to pronounce those consonants. Beside of all of the errors that produced by students, students should expose themselves more to English sources, such as songs, and movies, and students also needed to get assistance from peers during any conversation.

REFERENCES

- Anderson, C., Bjorkman, B., Denis, D., Donner, J., & Grant, M. (2022). *Essentials of Linguistics* (Second Edi). eCampusOntario.
- Arsanto, A. Y., Prawinanto, A., & Bram, B. (2019). Interdental Consonant Sound Errors Made by First Semester Students of English Education of Sanata Dharma University. *Vision: Journal for Language and Foreign Language Learning*, 8(2), 118–132. <https://doi.org/10.21580/vjv8i23816>
- Creswell, J. (2009). *RESEARCH DESIGN: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publication.
- Dewi, N. P. K., Laba, I. N., & Awololon, Y. O. L. (2025). An Analysis of Students' Pronunciation Errors at Bilingual Community School. *Santhet: Jurnal Sejarah, Pendidikan Dan Humaniora*, 9(6), 2171–2183. <https://doi.org/10.36526/js.v3i2.5882>
- Khoirunnisa, A. (2022). An Analysis of Pronunciation Errors Produced by Indonesian Learners of English: A Case Study of English Department Student of Trunojoyo University. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 8(1), 57–70. <http://ejournal.kopertais4.or.id/mataraman/index.php/efiPage|59>
- Kurnia, R. A., Jabu, B., & Munir. (2023). The Pronunciation Errors Made by Students of First Grade of Senior High School Frater Makassar. *International Journal of Business, English, and Communication (IJoBEC)*, 1(1), 31–35. <https://journal.unm.ac.id/index.php/ijobec/article/view/31>
- Maharani, I. A., Pastika, I. W., & Indrawati, N. L. K. M. (2020). An Analysis of Pronunciation Errors Made by Medical Students at S&I Learning Centre. *RETORIKA: Jurnal Ilmu Bahasa*, 6(2), 105–112. <https://doi.org/10.22225/jr.6.2.2527.105-112>
- Maulana, A., Anwar, A. N. P., Mabruh, S., & Lukman, D. S. (2025). The Roles of Javanese Phonology in Conveying Cultural Values in the Short Film Uba Rampe (2025). *Humanitatis: Journal of Language and Literature*, 12(1), 113–122. <https://doi.org/10.30812/humanitatis.v12i1.5885>
- Pranawijaya, A., & Mertosono, S. (2025). Pronunciation Errors Committed by First Year English Students at Tadulako University. *Jurnal Ilmiah Multidisiplin*, 4(6), 1531–1539. <https://doi.org/https://doi.org/10.56799/jim.v4i7.9944>
- Rosyid, A. (2016). Factors Affecting Efl Learners in Learning English Pronunciation. *Pedagogia: Jurnal Ilmiah Pendidikan*, 8(2), 436–443. <https://doi.org/10.55215/pedagogia.v8i2.4924>
- Silalahi, M., Sibuea, B., Silalahi, T. F., & Purba, A. (2021). Pronunciation Errors in Reading Text Made By Students of English Language Education Department. *Print) Journal*

of English Language and Education, 10(6), 2025.
<https://doi.org/10.31004/jele.v10i6.1684>

Sugiarto, A. T. (2013). *PRONUNCIATION ERRORS MADE BY THE FOURTH Submitted in partial fulfillment of the requirements for the Degree of.*

Yoon, Y. H., & Cha, K. C. (2020). A case study on cruise service quality of cruise lines sailing in Asia. *International Journal of Tourism and Hospitality Research*, 31(1), 229–247. <https://doi.org/10.21298/ijthr.2017.01.31.1.229>

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), 230–248. <https://doi.org/10.33369/jeet.3.2.230-248>