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An Analysis of English Pronunciation Errors Using Praat Software Among Second-Semester Students At Panca Sakti Bekasi University

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ABSTRACT

This study aims to analyze the types of English pronunciation errors made by second-semester students of the English Education Study Program at Panca Sakti University Bekasi and to examine the differences between students' pronunciation and that of native speakers using PRAAT software. This study employed a descriptive qualitative method. The participants consisted of ten second-semester students of the English Education Study Program at Panca Sakti University Bekasi during the even semester of the 2025/2026 academic year. The data were collected through a pronunciation test, observation, and documentation in the form of students' voice recordings. The students were asked to pronounce ten English words: beat, sheep, leave, full, hat, man, let, back, safe, and fan. The recordings were analyzed using PRAAT software by examining waveform and spectrogram displays and comparing the students' pronunciation with that of a native speaker. The findings show that out of 100 English word pronunciations produced by the students, 63 pronunciation errors were identified. The errors mainly involved vowel substitution and consonant substitution. Vowel substitutions included /iː/ → /ɪ/ in beat, sheep, and leave, /ʊ/ → /uː/ in full, and /æ/ → /e/, /ʌ/, or other vowel sounds in several words. Consonant substitutions included /v/ → /f/ in leave and /f/ → /v/ in safe, as well as changes in final consonants in several words. Substitution was the dominant type of pronunciation error, while addition and omission were not clearly identified in the analyzed data. The PRAAT analysis also revealed measurable differences between students' pronunciation and the native speaker's pronunciation through waveform, spectrogram, F1, and F2 values, particularly in words involving vowel and consonant substitutions. Therefore, the study concludes that second-semester students still experience difficulties in producing several English vowel and consonant sounds accurately, and PRAAT is useful for objectively identifying and describing pronunciation differences through acoustic analysis.

Keywords: English pronunciation, pronunciation errors, PRAAT software

INTRODUCTION

Language is the primary means by which humans communicate in daily life. Through language, individuals are able to effectively express ideas, thoughts, and feelings to others. Therefore, the existence of language plays a crucial role in building social interactions and conveying information. In linguistic studies, language is understood as a structured system consisting of several main components, namely phonology, semantics, syntax, and pragmatics. Phonology deals with the sound system of a language, semantics is concerned with meaning, syntax governs sentence structure, and pragmatics emphasizes the use of language

within a social context. Thus, language not only functions as a tool for communication but also constitutes an organized system that enables meaning to be conveyed clearly and accurately.

One of the branches of linguistics that plays a significant role in the study of language is phonology. According to Savitri (2020:1.4), phonology is derived from the word "phone," meaning sound, and "logos," meaning science; thus, phonology can be defined as the study of the sounds of language. Language sounds are produced by human speech organs, also known as articulatory organs. As a branch of linguistic science, phonology not only examines sounds as elements of language but also studies their functions, patterns, and organization within utterances. Furthermore, phonology is related to the study of sounds from physiological, anatomical, psychological, and neurological perspectives. Studies that focus on the physical aspects of language sounds are referred to as phonetics.

Phonetics is a branch of linguistics that specifically examines language sounds in terms of their production, transmission, and perception. This field contributes to understanding how sounds are produced by the speech organs, how they propagate through the air, and how they are perceived by listeners. In language learning practices, phonetics is accompanied by a system of symbols that serves as a guide for pronouncing sounds, including both vowels and consonants. The use of phonetic symbols is important because it helps learners produce more accurate pronunciation and reduces the likelihood of articulation errors.

Pronunciation itself is a crucial aspect of language skills, particularly in speaking. Good pronunciation enables the intended message to be clearly understood by the interlocutor. Conversely, errors in pronunciation may lead to misunderstandings or even changes in meaning. In learning English, mastering pronunciation often becomes a challenge for learners due to differences between the sound systems of their mother tongue and English. Therefore, accurate pronunciation is one of the key factors in achieving successful communication.

As an international language, English plays a significant role in various fields, such as education, technology, and global communication. In Indonesia, English has become a compulsory subject at various levels of education. Nevertheless, in practice, there are still numerous obstacles in learning English, particularly in the aspect of pronunciation. Many learners experience difficulties in distinguishing similar sounds, which frequently results in pronunciation errors that affect meaning comprehension.

Based on observations conducted by the researcher in the English Education Study Program, it was found that students still experience difficulties in English pronunciation. The Pronunciation course is one of the essential components supporting speaking skills and is offered in the second, third, fourth, and fifth semesters. In the learning process, students are often required to write the phonetic transcription of words or sentences and then pronounce them. Pronunciation instruction encompasses aspects that influence the meaning of utterances, particularly those related to segmental phonemes. This is important because pronunciation forms the foundation of speaking ability. Inaccurate pronunciation can lead to misunderstandings in communication.

Students often encounter difficulties in distinguishing similar-sounding words, such as beat and bit. In addition, limited understanding of accent variation presents another challenge, as most students are primarily accustomed to the American accent. When exposed to other accents, they tend to experience difficulties in comprehending spoken meaning.

To address these issues, the use of technology is required as a tool to assist in analyzing pronunciation. In the current digital era, various software applications have been developed to analyze language sounds acoustically. One such application is Praat, developed by Paul Boersma and David Weenink from the University of Amsterdam in 1992. Praat enables users to analyze sound signals visually through waveform displays, spectrograms, pitch, and intensity. Thus, pronunciation analysis is not solely dependent on auditory perception but is also supported by objective and measurable visual data.

The use of Praat software is expected to assist in identifying students' pronunciation errors more accurately. Through the analysis of sound waves and spectrograms, researchers can compare students' pronunciation with that of native speakers.

Based on this explanation, the researcher is interested in conducting a study entitled "**An Analysis of English Pronunciation Errors Using Praat Software among Second-Semester Students at Panca Sakti Bekasi University.**" This study is expected to serve as an alternative medium for analyzing pronunciation errors and to contribute to improving students' pronunciation skills.

METHOD

This study employed a descriptive qualitative research design to investigate the pronunciation errors produced by second-semester students in the English Education Study Program at Panca Sakti University Bekasi. The study was conducted from February to July 2026 and involved ten students selected randomly from a morning class of 22 students. The participants consisted of five female and five male students. Each participant was asked to pronounce ten predetermined English words, and their pronunciations were recorded for subsequent analysis. The study focused on identifying the types of pronunciation errors and examining differences between students' pronunciation and American English reference pronunciation.

Data were collected through pronunciation tests, observation, and documentation. During the pronunciation test, participants pronounced the ten target words individually under consistent conditions. They were instructed to pronounce each word clearly and naturally, using their own knowledge of English pronunciation. The recordings were made in the classroom while other students maintained a quiet environment to minimize background noise. In addition to audio recordings, the researcher documented the research activities through photographs and observation notes.

The recorded data were analyzed using PRAAT software. The analysis began by checking the quality of the recordings, listening to and transcribing the participants' pronunciation, and comparing their productions with American

English reference audio obtained from Wiktionary. Pronunciation errors were identified and classified into substitution, addition, and omission. The recordings were then examined acoustically through waveform and spectrogram displays, with particular attention to F1 and F2 measurements for vowel sounds. These acoustic characteristics were compared with those of the reference pronunciation to provide a more detailed description of the observed pronunciation differences.

To ensure data trustworthiness, the study applied methodological triangulation by comparing observation findings with documentation, particularly students' audio recordings and photographs of the research activities. This procedure was used to strengthen the credibility and consistency of the findings.

RESULT

The following discussion is based on the results of pronunciation tests, observations, and analysis using PRAAT software. The data that has been obtained and previously analyzed is used as a basis to discuss the types of pronunciation errors made by students as well as the differences in students' pronunciation compared to native speakers. Therefore, this discussion in the study focuses on vowel and consonant pronunciation errors and differences in acoustic characteristics based on the PRAAT analysis results.

The Description of Pronunciation Errors Made by the Students

Table 1. Vowel and Consonant Pronunciation Errors

No	Word	Target Pronunciation (IPA)	Error Form	Type of Error	Respondents
1	Beat	/biːt/	/bɪt/	Vowel Substitution	R4, R5, R10
			/biːn/	Consonant Substitution	R6
			/biːd/		R9
2	Sheep	/ʃiːp/	/ʃɪp/	Vowel Substitution	R1, R2, R3, R5, R6
			/tʃiːp/	Consonant Substitution	R8
3	Leave	/liːv/	/liːf/	Consonant Substitution	R2, R5, R6, R7, R8
			/lɪv/	Vowel Substitution	R1, R10
4	Full	/fʊl/	/fuːl/	Vowel Substitution	R1, R5, R6, R8
5	Hat	/hæt/	/hɛt/	Vowel Substitution	R4, R7, R9, R10
			/hʌt/		
6	Man	/mæn/	/men/	Vowel Substitution	R4, R9
7	Let	/let/	/led/	Consonant Substitution	R1, R4, R5, R7, R8
			/lek/		

			/leg/		
			/lets/	Consonant Addition	R9
			/leɪt/	Vowel Substitution	R2, R3, R6
			/lɪt/		
8	Back	/bæk/	/bek/	Vowel Substitution	R4, R10
			/bæg/	Consonant Substitution	R5, R8
			/pæk/		
9	Safe	/seɪf/	/seɪv/	Consonant Substitution	R7, R8
10	Fan	/fæn/	/fʌn/	Vowel Substitution	R1, R3, R6, R10
			/fæt/	Consonant Substitution	R4, R8
			/fæŋ/		

Based on the research results, second-semester students of the English Language Education Study Program made several errors in pronouncing ten English words, namely beat, sheep, leave, full, hat, man, let, back, safe, and fan. These errors were identified by comparing the students' pronunciation with that of native speakers. The results of the analysis show that the errors mainly involved vowel sound substitutions and consonant sound substitutions. In addition, a consonant addition was also found in one pronunciation. These errors indicate that some second-semester students of the English Language Education Study Program still have difficulty producing English sounds according to native speaker pronunciation.

When it comes to vowel sounds, some students had difficulty distinguishing English vowel sounds that have very similar phonetic characteristics. In the word beat /biːt/, Respondents 4, 5, and 10 pronounced it as /bɪt/. In the word sheep /ʃiːp/, Respondents 1, 2, 3, 5, and 6 pronounced it as /ʃɪp/. Next, in the word leave /liːv/, Respondents 1 and 10 pronounced it as /lɪv/, while in the word full /fʊl/, Respondents 1, 5, 6, and 8 pronounced it as /fuːl/. Errors were also found in the words hat /hæt/, man /mæn/, let /let/, back /bæk/, and fan /fæn/. These findings show that second-semester students of the English Language Education Study Program still have difficulty distinguishing the quality and length of some English vowel sounds.

Errors were also found in consonant sounds. In the word leave /liːv/, Respondents 2, 5, 6, 7, and 8 pronounced the final /v/ sound as /f/, resulting in /liːf/. In the word beat /biːt/, Respondent 9 pronounced it as /biːd/, while Respondent 6 pronounced it as /biːn/. In the word back /bæk/, some respondents also produced sound changes, such as /bæg/ and /pæk/. Meanwhile, in the word safe /seɪf/, Respondents 7 and 8 changed the final /f/ sound to /v/. These errors show that second-semester students of the English

Language Education Study Program also have difficulty distinguishing and producing some English consonant sounds correctly.

In addition to substitution errors, a consonant addition was found in the word let /let/. Respondent 9 pronounced the word as /lets/, adding the consonant /s/ at the end of the target word /let/. This error is categorized as an addition error because a sound that is not present in the target pronunciation was added by the respondent. The addition of /s/ changes the pronunciation from /let/ to /lets/.

Overall, the research results show that the mispronunciations made by second-semester students of the English Language Education Study Program were mostly dominated by sound substitutions, both in vowels and consonants. However, a consonant addition was also found in the pronunciation of the word let. These errors occur when students replace the target sound with another sound or add a sound that is not present in the target word. This finding aligns with Brown (2007:262) and Crystal (2008:173), who classify pronunciation errors into three main categories: addition, omission, and substitution. Based on this classification, most of the errors found in this study fall into the substitution category, since students replace the target sound with another sound. Meanwhile, an addition error was found in Respondent 9's pronunciation of let /let/ as /lets/, while omission was not clearly found in the research data.

This also aligns with James (as cited in Brown, 2000:217), who explains that an error is a mistake that learners cannot correct on their own. Thus, the research results show that the difficulties experienced by second-semester students of the English Language Education Study Program in producing certain vowel and consonant sounds can be mainly categorized as substitution errors, with one instance of consonant addition.

Differences in Pronunciation Between Students and Native Speakers

Based on the analysis of audio signals using PRAAT software, differences in acoustic characteristics were found between the pronunciation of second-semester students and native speakers. These differences were not only identified auditorily but were also objectively visualized through sound waveforms, spectrograms, and shifts in vowel formant frequencies (F1 and F2), particularly in words that exhibited vowel and consonant substitutions.

For target words containing long vowels, such as beat /biːt/, sheep /ʃiːp/, and leave /liːv/, native speakers consistently produced longer waveform durations and stable spectrogram patterns. For example, in the word leave /liːv/, native speakers produced the high front vowel /iː/ with a low F1 and high F2, reflecting a tongue position raised toward the hard palate and appropriately spread lips. In contrast, students who pronounced the word as /lɪv/ or /liːf/ showed relatively shorter vowel durations in the spectrogram. The higher F1 values produced by the students indicate that their tongue position was relatively lower (lax position) and that the vowel was not maintained for a sufficient duration. This acoustic difference suggests that students tend to neutralize the vowel length contrast because vowel duration is not a distinctive feature in the Indonesian phonological system, indicating possible mother tongue transfer.

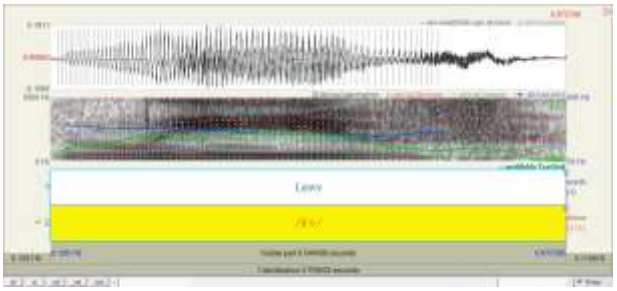


Figure 1. Native Speaker Word Leave

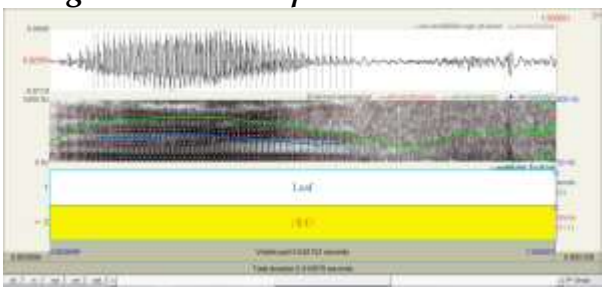


Figure 2. Students Word Leaf

A similar acoustic difference was also observed in back vowels, as in the word full /fʊl/. Native speakers produce the short vowel /ʊ/ in full with F1 and F2 formant patterns typical of a lax vowel, whereas students who pronounce it as /fuːl/ show a narrower formant spacing that resembles the characteristics of the tense vowel /uː/. Meanwhile, in the words back /bæk/, hat /hæt/, and fan /fæn/, differences can be observed in the F1 and F2 values due to the students' difficulty in producing the low-front vowel /æ/. Students who pronounce back as /bek/ show an increase in F2 in the spectrogram, indicating that their tongue articulation is positioned too far forward and too high, approaching the position of the neutral /e/ vowel in Indonesian.

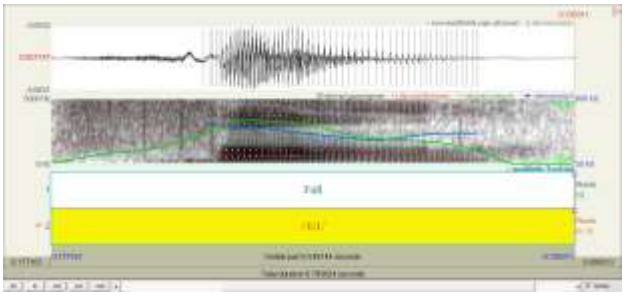


Figure 3. Native Speaker Word Full

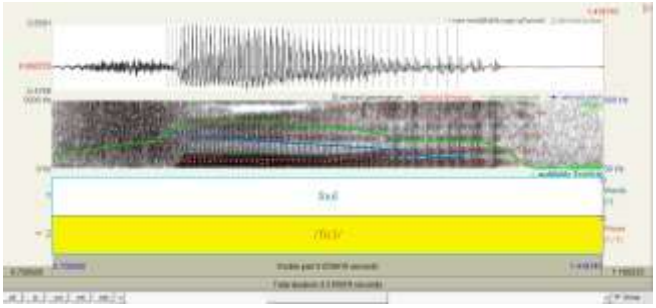


Figure 4 Students Word Fool

Besides vowel sounds, differences were also found in the production of consonant sounds. In the word leave /liːv/, some students replaced the final /v/ sound with /f/, while in the word beat /biːt/, some students changed the final sound to /d/ or /n/. These differences can be observed through the spectrogram patterns in the consonant segments, particularly in terms of voicing, frication, and nasality. Therefore, the PRAAT analysis results show that the differences between the students' pronunciation and that of native speakers are not only audible but can also be observed through the acoustic characteristics of each sound production.

Overall, the research results show that there are differences in the acoustic characteristics between the pronunciation of second-semester students and that of native speakers, particularly in words that undergo vowel and consonant substitutions. These findings are in line with Boersma and Heuven (2001:341–345), who explained that PRAAT is a tool for analyzing and visualizing speech signals through various features, including waveforms, spectrograms, pitch contours, and formant contours. In this study, these features were used to observe the differences in pronunciation between the students and native speakers, while the F1 and F2 values were used to examine the acoustic characteristics of the vowel sounds produced.

In addition, the findings regarding pronunciation differences are in line with Richards (1974:173), who explained that errors made by foreign language learners when using the target language can be influenced by their first language or mother tongue. In the context of this study, the differences between the students' pronunciation and that of native speakers may indicate the influence of the students' first-language sound system on their production of English sounds as the target language.

CONCLUSION

Based on the results of the research entitled "An Analysis of English Pronunciation Errors Using Praat Software among Second-Semester Students at Panca Sakti Bekasi University," it can be concluded that second-semester students of the English Language Education Study Program still experience several difficulties in producing English pronunciation accurately. The research involved ten second-semester students who were asked to pronounce ten selected English words, namely *beat, sheep, leave, full, hat, man, let, back, safe,* and *fan*. The students' pronunciations were recorded and analyzed through pronunciation tests, observation, documentation, and PRAAT software. The analysis was conducted by comparing the students' pronunciation with American English reference pronunciation in order to identify the types of errors and the acoustic differences between the students and the reference speaker.

The first conclusion concerns the types of pronunciation errors made by the students. The findings show that the errors were mainly categorized into vowel substitution and consonant substitution. Vowel substitution occurred when students replaced the target vowel with another vowel sound. For example, the long vowel /iː/ in *beat, sheep,* and *leave* was frequently pronounced as /ɪ/.

The vowel /ʊ/ in *full* was also pronounced as /uː/, while difficulties in producing the vowel /æ/ were found in words such as *hat, man, back,* and *fan*. These findings indicate that students still have difficulties distinguishing differences in vowel quality and vowel length in English.

Consonant substitution was also identified in several words. In *leave*, some students changed the final /v/ into /f/. In *beat*, some students replaced the final /t/ with /d/ or /n/. Similar substitutions were found in *back* and *safe*. These errors demonstrate that students also face difficulties in distinguishing and producing certain English consonants accurately, particularly consonants that have similar articulatory or acoustic characteristics. In addition to substitution errors, one consonant addition was identified when Respondent 9 pronounced *let* /let/ as /lets/ by adding the consonant /s/ at the end of the word. Meanwhile, omission errors were not clearly identified in the research data. Therefore, substitution can be considered the dominant type of pronunciation error found in this study.

The second conclusion relates to the differences between students' pronunciation and native speaker pronunciation. The analysis using PRAAT demonstrated that these differences were not only perceptible through listening but could also be observed objectively through waveform, spectrogram, and vowel formant measurements, particularly F1 and F2. In words containing long vowels such as *beat, sheep,* and *leave*, native speakers generally produced vowel sounds with longer duration and acoustic characteristics that differed from those produced by the students. Students who pronounced /iː/ as /ɪ/, for example, tended to produce shorter vowel durations and different F1 and F2 characteristics. These differences indicate that students had difficulty maintaining the appropriate vowel quality and duration required in English pronunciation.

Similar acoustic differences were also found in the pronunciation of back vowels and low-front vowels. In *full*, students who pronounced /ʊ/ as /uː/ demonstrated formant characteristics associated with a tense vowel rather than the intended lax vowel. Meanwhile, in *back, hat,* and *fan*, difficulties in producing /æ/ resulted in different F1 and F2 patterns compared with the native speaker pronunciation. Differences were also observed in consonant production, particularly in the pronunciation of final consonants such as /v/, /f/, /t/, /d/, and /n/. These findings show that PRAAT can provide measurable acoustic evidence of pronunciation differences that may not be fully explained through auditory observation alone.

Overall, this research concludes that second-semester students still need to improve their ability to produce several English vowel and consonant sounds accurately. The dominance of substitution errors suggests that students require more focused pronunciation practice, particularly in distinguishing similar vowel sounds, maintaining vowel length, and producing final consonants correctly. The differences may also indicate the influence of the students' first-language phonological system on their English pronunciation. PRAAT software is therefore useful as an objective supporting tool in pronunciation analysis because it enables researchers and learners to visualize and measure speech characteristics through

waveform, spectrogram, F1, and F2. Consequently, the use of PRAAT can support more detailed pronunciation assessment and may contribute to improving students' awareness and accuracy in producing English sounds.

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