

## The Analysis of Vlogging-Pronunciation Error by The Students of Tegal Poltekkes Kemenkes Nursing Program

Didi Hermawan<sup>1</sup>, Haryanto Haryanto<sup>2</sup>

<sup>1</sup>Politeknik Stibisnis Tegal, <sup>2</sup>Universitas Islam Nahdlatul Ulama

<sup>1</sup>Tegal, Indonesia, <sup>2</sup>Jepara, Indonesia

E-mail: [didipintersung@gmail.com](mailto:didipintersung@gmail.com) & [haryanto@unisu.ac.id](mailto:haryanto@unisu.ac.id)

### Abstract

The purpose of the research is to analyze the error pronunciation made by students of Poltekkes Kemenkes Semarang Diploma III Nursing Study Program Tegal when the students make a vlog. Vocabularies in the nursing program are certainly different from general English. The English that the students face is related to medical vocabulary. It needs to analyze how the students sound the vocabulary when they make a vlog. A vlog is a video logging used as media for students to practice speaking. This research employed a mixed method combining qualitative and quantitative methods. The qualitative is applied to figure out the analysis of the error made by the students and the quantitative is applied to know how the percentages of the error are. The result of the study shows that several error pronunciations occurred in consonants, vowels, and diphthongs. There are 150 errors in consonants with a percentage is 22,2 and the analyses show that the students produce the sounds/θ/, /tʃ/, /f/, and /k/ inappropriately. Furthermore, it was found that some error pronunciations are on the sound /ɪ/, /ʌ/, and /i/ for vowels and /ie/,/ei/, /ou/, and /ai/ for diphthong. Additionally, vlogs could be the media for students to improve their English, particularly productive skills.

**Keywords:** Error Analysis, Nursing Students, Vlogging

### 1. Introduction

English is an international language that is used in many countries. The language covers basic skills such as productive skills and receptive skills. In productive skills, there are speaking and writing skills while listening and reading are receptive skills. Non-native speakers, when conveying the meaning of expressions by oral skill, face some obstacles. One of the obstacles they get is a lack of pronunciation. Surely, mistaken pronunciation makes different meanings in any language and It does in English, for instance, it is incorrect if you pronounce the word Wind /wind/ to mean air that moves quickly but it is correct if you pronounce the word /wind/. Therefore, knowing how to pronounce well is quite necessary.

English is taught in Poltekkes Kemenkes Semarang Prodi Diploma III at Tegal city. English is related to nursing since it is majoring in nursing. The students learn English based on their purpose. Furthermore, they study the vocabulary and many kinds of English material affiliated with Medical vocabulary. The student's face some difficulties in pronunciation since the words are not easy to sound, perhaps the words are different from other words. Discussion regarding Pronunciations can cover consonants, Vowels, and Diphthongs and they are needed to elaborate in this paper based on the object of the research.

Words vowel and consonant are quite familiar ones. When we learn the sound of speech scientifically, it is not easy to elaborate on what they mean. If there are no obstructions to the flow of air passing from the larynx to the lips such as we make sounds ah, they are called vowels. However, if there are obstructions such as we make sounds like s or d, we call them Consonants.

## 2. Literature Review

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### 2.1 Consonant

It is one of the speech sounds or letters of the alphabet that is a different vowel. Consonants are pronounced by stopping the air from flowing easily through the mouth, especially by closing the lips or touching the teeth with the tongue. According to Haryani et al (2020) & Mc Mahoon (2002), consonants In English are produced at eight places of articulation. The followings are the elaboration:

#### 2.1.1 Bilabial

McMahon (2002: 31) stated that “for a bilabial sound, the active articulator is the bottom lip, and the passive articulator is the top lip”. The examples are /p/ for pie (voiceless bilabial plosive), /b/ for by (voiced bilabial plosive), and /m/ my (voiced bilabial nasal).

#### 2.1.2 Labio-dental

According to Mc Mahoon (2002) “For labio-dental sounds, the active articulator is again the bottom lip, but this time it moves up to the top front teeth”. Remember that the sounds are labio-dental, while /w/ is labial-velar. The example of Labio – dental is /f/ fat (voiceless labio-dental fricative), and /v/ vat voiced labio-dental fricative

#### 2.1.3 Dental

Some dental sounds happen in English; both are normally written with the letters th, for example, the words *thin* and *then*. The vocal folds will vibrate for *then*, but not for *thin*. The initial sound of thin is voiceless /θ/, but the corresponding one of them is voiced /ð/. The other examples are /θ/ for *thigh* (voiceless dental fricative)

and /ð/ for *thy* (voiced dental fricative).

#### 2.1.4 Alveolar

McMohan (2002) stated that Alveolar sounds are created by the tip or blade of the tongue moving up towards the alveolar ridge, the bony protrusion you can feel if you curl your tongue back just behind your top front teeth. Here are some consonants that follow the alveolar: /t/ tie, /d/ die, /n/ night, /s/ sip, /z/ zip, /r/ rip, /l/ lip.

#### 2.1.5 Postal Alveolar

If one moves his/her tongue tip back behind the alveolar ridge, he/she will feel the hard palate, which then, moving further back again, becomes the soft palate, or velum. According to McMohan (2002) “postalveolar sounds are produced with the blade of the tongue as the active articulator, and the adjoining parts of the alveolar ridge and the hard palate as the passive one”. He further said, “They include two fricatives and the affricates introduced in the last section”. These are the instances; /ʃ/ *ship*, /tʃ/ *chunk*, /dʒ/ *junk*.

#### 2.1.6 Palatal

McMohan (2002) stated that Palatals are created by the front of the tongue, which moves up towards the hard palate. The examples are /j/ in *yes*, /ç/ in *kitchen*.

#### 2.1.7 Velar

Sembiring and Ginting (2016) stated “Velar sounds are dorso-velar, with the back of the tongue articulating against in the velum. In English the velars are / k g ŋ/”. The followings are the final consonants in the words *sick*, *egg*, and *sing*;

/ k / *kiss*, *locker*, *sock*

/ g / *gun*, *rugger*, *sag*

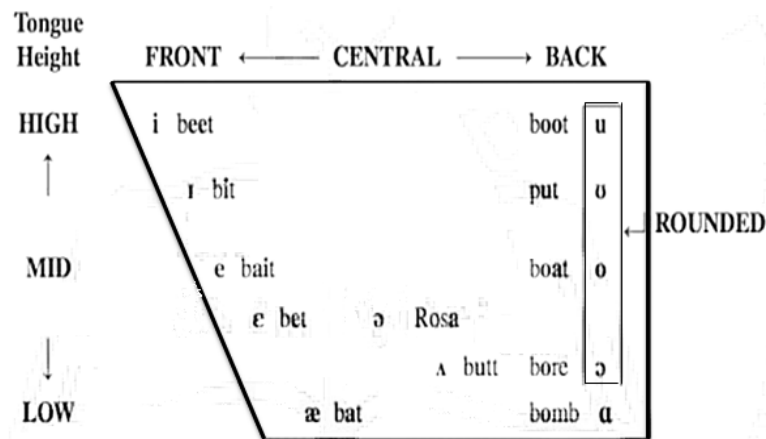
/ ŋ / *singer*, *bang*

#### 2.1.8 Glottal

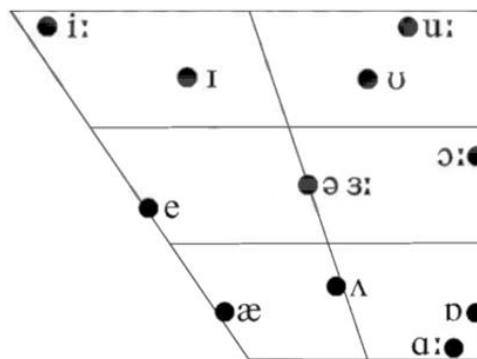
According to Sembiring and Ginting (2016), the glottal stop / ʔ / is produced in the larynx by holding the focal folds tightly together so that no air escapes. It seems like when we say ‘*uh*’ or ‘*oh*’. In addition, the other example is /h/ *high* (voiceless glottal fricative)

### 2.2 Vowel

A vowel is defined as a speech sound created by humans as the breath flows out through the mouth without any being blocked by the teeth, tongue, or lips. Dale & Poms (2005) said that vowel is a speech sound produced using vibrating vocal cords and a continuous flow without any obstacles to air getting in from the mouth. There are thirteen vowels in English according to Dale & Poms. Those vowels are /i:/, /ɪ/, /e/, /ɛ/, /æ/, /ɒ/, /u:/, /ʊ/, /ʌ/, /ɔ:/, /ɔ/, /ə/, and /ɜ:/. Below are the vowel graphs and descriptions of each vowel.



Sketch 1: Vowel Graph 1



Sketch 2: Vowel Graph 2

According to Dale & Poms, 2005, the followings are the descriptions:

1. Vowel /i:/ is front vowel. /i:/ is sounded that the lips look smile position, the jaw almost raised, with the tongue is high, close to the roof of the mouth. The instance of vowel words /i:/ is “sleep”, “deep”, “feet”, “seem”, and “mean”.
2. Vowel /ɪ/ is the front vowel. It is sounded with the lips that are relaxed and slightly parted, the jaw and the tongue are slightly lower than /i:/, for examples word “slip”, “dip”, “fit”, “simple”, and “minute”.
3. Vowel /e/ is a front vowel that is sounded with spread with no rounded lips, the tongue and the jaw raise and closes a bit and the movement of the tongue glides from midlevel to close to the roof of the mouth, for instance: “fake”, “take”, “ben” and “make”.
4. Vowel /ɛ/ is the front vowel which is pronounced by the lips bit spread and not rounded, the jaw opens wider than for /eɪ/, and the tongue is high, close to the roof of the mouth, for example: “bet”, “egg”, “met”, “net”, and “pet”.
5. Vowel /æ/ is categorized as a front vowel which is pronounced by lips spread, the

position of the jaw is open wider than for /ε/, and the tongue position is high, near the floor of the mouth, for instance: “man”, “bad”, “hammer”, “panda”, and “band”.

6. Vowel /ɒ/ is categorized as a back vowel which is pronounced with the lips seeming to be yawning position, the jaw's position is the lowest than for any other vowel. Furthermore, the tongue position is flat on the floor of the mouth. The instances of the vowel words are “pot”, “phonics”, “horrible”, and “modern”.
7. Vowel /u:/ is a back vowel. The position of the lips looks like we want to whistle. The word vowels are like “food”, “tooth”, “pooch”, “you”, and “rude”.
8. Vowel /ʊ/ is the back vowel. It is sounded with relaxed lips and a bit part, the jaw is lower than for /u:/, and the tongue position is high. The examples are “put”, “good”, and “foot”.
9. Vowel /ʌ/ is the center vowel which is pronounced with relaxed lips and a bit part, relaxed jaw and slightly lowered, and relaxed tongue and midlevel in the mouth. The examples are “under”, “hunger”, and “bump”
10. Vowel /ɔ:/ is categorized as a back vowel since we pronounced it with the position of the tongue being high and closer to the latter. This vowel is almost fully back and has quite strong lip rounding. “Walk”, “warm”, and “horse” are the vowel words /ɔ:/.
11. Vowel /ɔ/ is the back vowel. It is pronounced with the lips which are in a tense oval shape and slightly protruded, the position of the jaw is open more than for /ɔ:/, and the tongue position is low, near the floor of the mouth (Dale & Poms, 2005). Examples of the words are “all”, “fall”, “song”, “boss”, and “call”.
12. Vowel /ə/ is a pretty short and quick sound. We pronounce this with lips that should be completely relaxed and barely move during its production. The examples are “mother”, “father”, and “about”.
13. Vowel /ɜ:/ is the center vowel since It seems pronounced with the protruded lips and a bit part, the jaw is a bit lowered, and the tongue is midlevel in the mouth. The examples are “her”, “learn”, “serve”, “turn”, and “word”.

### 2.3 Diphthong

It is a vowel sound in which the tongue takes position to create the sound of two vowels. English is a language of exceptions and certain eccentricities, you may state that the letters “w” and “y” can be categorized as vowels when relating to English diphthongs. Examples of the words are “May” and “How”. The “ay” sound in “May” takes the same sound as “ea” as in “break” and the “ow” sound in “now” takes the same sound as “ou” as in “noun. According to Dale and Poms (2005), a diphthong is a combination of two vowels that begins as one vowel and ends as another vowel. In English diphthongs, there are two kinds of diphthong; centering diphthong (it glides to the schwa /ɪə/, /eə/, and /ʊə/) and closing diphthong (diphthongs that have characteristics end with a glide toward a closer vowel /eɪ/, /aɪ/, /ɔɪ/, /oʊ/, /aʊ/. The followings are the sample list of English diphthongs:

/aɪ/	/əʊ/	/ɪə/	/ʊə/	/aʊ/	/ɔɪ/	/eə/	/ei/
Kind	Toe	Ear	Pure	Out	Join	Hair	Paint
Flight	Propose	Bear	Secure	Owl	Employ	There	Remain
Pride	Toast	Near	Manicure	House	Avoid	Square	Rain
Height	Boat	Clear	Europe	Around	Lawyer	Stairs	Stay
Sight	Coast	Fear	Mature	About	Spoil	Prepare	Sale

Table 1: Sample List of Diphthongs

## 2.4 Vlogging

Even though vlogging recently becomes famous, some people are still new to it and don't know what vlogging or vlogging means and stands for. Vlog stands for a video blog or video log. A vlog is a blog that consists of video footage (Talukdar, 2020). Vlogging relates to the process of making a vlog, usually filming. A vlog can be a video documenting a person's life but can also be regarding a certain topic such as a certain hobby and can be either instructional or entertaining (Agave Putra, 2022). The main aim of a vlog is to communicate with a wide audience on a personal level. The term "vlog" is frequently used concerning another term (frequencies; daily vlogs, weekly vlogs) or referring to the main topic of the vlog. An instance of topical vlogs is vlogging while cooking called a cooking vlog or called tutorial cooking (Martanti, 2022).

These days, many people carry their smartphones on any occasion. They easily keep in touch with social media. Most of them have an account on social media such as Twitter, Facebook, Instagram, and many other apps on their smartphone (Fidriani et al, 2021). Vlogging is one of their activities on their social media. They make and upload on the apps they use, and even this kind of activity recently become a new habit for *generations of millennials* (people who were born after the 90s). In addition, vlogging created by the students can be analyzed through speaking skills, of course, pronunciation analyses can be employed on students' vlogging (Awaliyah, 2020).

Mistaken pronunciations are frequently experienced by students while speaking English. Research regarding error pronunciation had ever conducted by some researchers. Raya Kalaldehy (2016), who researched English pronunciation errors by Jordanian University students, found that informants frequently confuse the following phonemes /p - ŋ - ɹ - ɪ/ with /b - ng - r - l/ respectively, and some mistakes on the pronunciation. Moreover, informants frequently insert an epenthetic /ɛ/ or /ɪ/ in consonant clusters whether within words; /sɪkri:m/ for /skɪi:m/ or across words; /best ɹ frend/ for /best frend/. Regarding vowels, informants commonly confuse the KIT-DRESS vowels producing both as /e/. The realization of the schwa /ə/ is greatly influenced by spelling. She emphasized the investigation of the production of English consonants, vowels, consonant clusters, and word stress by informants (Yusriati & Hasibuan, 2019).



One other type of research discussing pronunciation problems is done by Geylanioglu and Dikilitaş (2012) that stated that Turkish foreign language learners of English have serious difficulties in pronouncing schwa, th, and ng sounds. Their study attempts to examine oft-cited sounds such as Schwa (Ə), Voiced and voiceless Th (/ð/-/θ/), and ng (/ŋ/) sounds. According to Sembiring et al.(2016) and Anggrarini & Istiqomah (2019), error pronunciations of learners may occur on consonants, vowels, and diphthongs. They found that even among English department students. It was suggested to the learners to practice a lot in pronouncing English words based on the English phonetic transcription and to get exposure for the students to the English environment. According to Laila & Rini (2009), students sometimes have no motivation to imitate native speakers and ignore their error pronunciation. They in the research figure out the quality of the learners' pronunciation (Alzinaidi & Latif, 2019).

The previous studies above reveal that error pronunciation includes consonants, vowels, and diphthongs. Many types of research focus on the error analysis made by students through consonants, vowels, and diphthongs. Yet, there is no research regarding the error pronunciation through the students' vlogging. To sum up, this research aims to find the error pronunciation made by the students of Poltekkes Kemenkes Semarang nursing study program Tegal in second B grade. Furthermore, the research figures out the percentage of errors.

### 3. Methods

The research in the paper focuses on the analysis of students' errors in pronunciation. Therefore, the qualitative method was used in this research. The method was applied to analyze the pronunciations error made by students. According to Burns (1999:22), the purpose of qualitative approaches is to offer description, interpretation, and classifications of naturalistic social contexts (Hermawan, 2021). Hence, this research discussed and analyse the pronunciations error of the students. The population of the research is the students of Politekkes Kemenkes Semarang Nursing study program in Tegal. Furthermore, the sample is from the third-semester students. Fifty students are involved in the research. The way to collect the data is using a document and recorder. The writer provided a summary reading passage regarding *The work of doctors and nurses in the UK* formed in questions. The reading passage consists of vocabulary related to medical purposes. The Students are ordered to make Vlog (Video logging) and conveyed what they read in a speaking way in the video, then they are recorded. Here, the researcher didn't analyze the speaking skills but the pronunciation. Below are the words which are analyzed

Consonants	Vowels	Diphthongs
Medical	Refer	Organized
Services	Duty	Identical
Hospital	Therapist	Ways
Doctor	Surgery	Country
Officer	Speech	Diagnose
Physical	Workers	Advise
Register	Blood	Patient
Temperatures	Pressure	Psychologist
Health	Pads	Hygiene
Incontinence	Sanitary	Minor
Routine	Nappies	Trainee
Tasks	Feed	Senior
District	Treatment	Signs
Changing	Administer	Respiration
Towels	Alcohol	Rates
Surgeries	Depressions	Train
Anesthetic	Dependency	Local
Injuries	Illness	Clients
Disorder	Visitor	Neurosis
Phobic	Babies	Anxiety
Severe		Psychiatric
Personality		Vital
Chronic		Grade
Support		
Mothers		
Disabilities		
Acute		

Table 2: The words analyzed (some of them are related to the medical word)

Besides qualitative, this research employed the quantitative, too. However, the Quantitative method is only applied to count how many percents of the students make the error pronunciation.

The following is the formula to cont the percentage:



$$\% = \frac{f}{n} \times 100$$

% = Percentage of error

*f* = Frequency of class error

*n* = Total number of errors.

#### 4. Results and Discussion

The researcher only focuses on the pronunciation analysis that is observed from the video logging (Vlog). Several error pronunciations are caught during they speak in their video. Below is the elaboration.

##### 4.1. Error in Consonant

From the data analyses, it is found that there is some error pronunciation made by the students in the second grade B of Poltekkes Kemenkes Semarang Nursing study program Tegal. The error pronunciation occurs not only in consonants and vowels but also in diphthongs. For consonants, The total error pronunciations that the students did are 150 errors. It is about 22,2 for the percentage errors in a consonant. Furthermore, most of the students made an error in the consonant word is word Anesthetic which is about 22 students did the error. As it is seen in phonetic transcription of the word Anesthetic /æ'nə'sθetɪk/, sound /θ/ is the sound that the students most did the mistake. sound /θ/ takes the place of articulation in dental. We cannot find the sound /θ/ in Indonesian, so the students perhaps feel difficult to produce the sound /θ/. In addition, they used to read the word Anesthetic in Indonesian, like “anastesi”. Therefore, the students need to be drilled more to say the word appropriately.

The other error in consonants made by the students is the word Temperature which must be sounded /temprəʃər/. 19 students did a mistake in producing the sound /ʃ/. They almost pronounce the sound /t/ instead of the /ʃ/ sound. The sound /ʃ/ is a postalveolar sound that is produced with the blade of the tongue as the active articulator, the adjoining parts of the alveolar ridge, and the hard palate as the passive one. There is also an error related to the articulation of Labio-dental (sounds like /f/) when the students sound the word Phobic. They produce the sound /p/ (bilabial) instead of /f/. Yet, the correct one is /foʊbɪk/ for Phobic, /f/ sound not /p/. There are about ten students who did the error with the word Phobic. However, the students sometimes say the word phobia correctly. The fewest error made by the students in a consonant is the word Chronic. Only a student who did the error. He sounded /s/ instead of /k/ for the last letter of the word Chronic.

The knowledge ...of the students must be increased to recognize the way to pronounce consonants well. Many factors support the error pronunciation produced by the students; such as lack of insight regarding how to pronounce the word, never practice, or even the lecturer when they give lecture they teach how to sound the words incorrectly. Words related to medical vocabulary, Anesthetic, must

be acquired well for nursing students. However, Indonesian and English are different from each other, but knowing how to sound consonant words is a must, in order not to miss the meaning.

#### 4.2. Error in Vowel

There are 94 error pronunciations made by the students in vowel words provided. It is about 18,8 for the percentage. In addition, the word vowel that the student error pronounced is the word Depression. The sound /ɛ/ is produced by the students so that the phonetic is /dɛ'prɛʃən/, but this phonetic /dɛ'prɛʃən/ is incorrect, this should be /dɪ'prɛʃən/. The students changed the sound /ɪ/ to be sound /ɛ/. Sound /ɪ/ is quite different from sound /ɛ/ although both of them are vowels. Vowel /ɪ/ is the front vowel. It is sounded with the lips that are relaxed and slightly parted, the jaw and the tongue are slightly lower than /i:/. Besides, Vowel /ɛ/ is a front vowel which is pronounced by the lips bit spread and not rounded, the jaw opens wider than for /eɪ/, and the tongue is high, close to the roof of the mouth.

For vowel /ʌ/ that is for the word Blood /blʌd/, it occurred error pronunciation made by the students. 13 students did this error. Sound /ʌ/ is the center vowel which is pronounced with relaxed lips and a bit part, relaxed jaw and slightly lowered, and relaxed tongue and midlevel in the mouth. However, The students tended to use the sound /u/ instead of the sound /ʌ/. Wrongly, They produced the sound /blud/for the word Blood. Some of the students even say the word Blood to be /blod/.

Furthermore, the least error is the vowel /i/. Only a student made this error. Sound /i/ in /trɪtmənt/ is produced utilizing the lips look smile position, the jaw almost raised, with the tongue is high, close to the roof of the mouth. Most of the students can pronounce the word treatment since they perhaps feel familiar with the word as they practice nursing and they frequently mention /trɪtmənt/ correctly.

Several vowels which are provided in vlogging are sounded correctly because the students are not new to them. The words with no error pronunciation made by the students are familiar and they are taught in their major material in nursing. Furthermore, the point is that some medical English vocabularies are already taught in the non-English subject. some words are correct but some others are not. Surely, Non-English lecturers lack knowledge about how to pronounce the words well.

#### 4.3. Error in Diphthong

Dale and Poms (2005) mentioned that diphthong is a combination of two vowels that starts as one vowel and ends as another vowel. From the number of words provided and the number of students, it was found that the total error made by the students is 259 with a percentage of 45 percent. Most of the students lack knowledge regarding diphthongs. Therefore, most of the errors occur in diphthongs. It is also because of the vocabulary that is related to medical words.

Most of the students did errors on the word Vital. The students are used to sounding /vital/ more than sounding /vaitəl/. The correct one is /vartəl/ based on the phonetic transcription. According to the analysis, the students intended to sound /i/ but not diphthong /ai/. The other diphthongs /ai/ which the students sounded inappropriately are on the words Hygiene, Psychiatric, and Diagnose. Some other diphthongs which are sounded wrongly are /ie/, /ei/, and /ou/. Words like Hygiene, Psychiatric, and Diagnose are not new to the students. They feel that those words are frequently used in their other subject (such as Asuhan Keperawatan) but the words are translated in Indonesia, and they do not look them up in the dictionary how to pronounce the words correctly.

## 5. Conclusion and Recommendation

Medical vocabularies for nursing students are different from general English vocabulary. Either the lectures or the students should pay attention to the way how to pronounce medical words well. As it is seen in the analysis, many students made an error in saying or pronouncing the words provided in their vlog. In consonants, sounds /θ/, /ʃ/, /f/, and /k/ are pronounced inappropriately in which the percentage of the error in a consonant is 22, 2 percent with 150 errors. Besides, error analysis in vowels includes the sounds /ɪ/, /ʌ/, and /i/. On the analysis, the total error produced by the students in a vowel is 94 with 18,8 for the percentage.

Error analysis in diphthong is emerged, either. Sound /ie/, /ei/, /ou/, and /ai/ are analyzed in which there are 259 errors with the percentage is about 45. Yet, not all of the words are sounded wrongly, such as the word trainee. The correct pronunciation comes from the habit to say the words because those words are familiar and affiliated with their background in nursing material. Additionally, the analysis is based on their vlog. As stated before, vlog can be the media for students to improve their English (especially in productive skill; speaking, and pronunciation) particularly the 'z generation' or 'millennial generation' that emphasize people who were born after the 90s, in which the students in Poltekkes Kemenkes Semarang Nursing Study Program Tegal Indonesia are involved.

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