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FACTORS INFLUENCING STUDENTS' GRAMMAR AND PRONUNCIATION ABILITY IN NUSA LONTAR HIGH SCHOOL (SMA NUSA LONTAR)

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ABSTRACT

This research, entitled *Factors Influencing Students' Grammar and Pronunciation Ability in Nusa Lontar Senior High School (SMA Nusa Lontar)* aims to investigate the factors behind students' low performance in grammar and pronunciation. The study focuses on identifying the reasons that contribute to these difficulties among Grade XI students. Using a qualitative descriptive approach and a case study design, data were collected through classroom observation, interviews, and documentation. The findings reveal that several factors influence the students' low ability, including limited exposure to English, lack of practice, insufficient understanding of grammatical rules, lack of motivation in spending more time in studying English, and students' low confidence in speaking. To face these challenges, the teacher develops some learning methods such as making more sentences to understand the contextual use of tenses, spending more time to learn about tenses, study how to pronounce words correctly and repeat the pronouncing, motivate the students more both in studying the grammar and pronunciation. From the results and discussion, the writer concludes that improving learning strategies, providing more speaking opportunities, and increasing students' motivation can help enhance their grammar and pronunciation abilities.

Key words: grammar, pronunciation, ability, English, students, senior high school

ABSTRAK

Penelitian ini, yang berjudul *Factors Influencing Students' Grammar and Pronunciation Ability in Nusa Lontar Senior High School (SMA Nusa Lontar)*, bertujuan untuk menyelidiki faktor-faktor yang menjadi penyebab rendahnya kemampuan siswa dalam tata bahasa dan pengucapan. Penelitian ini berfokus pada identifikasi alasan yang berkontribusi terhadap kesulitan tersebut pada siswa Kelas XI. Dengan menggunakan pendekatan deskriptif kualitatif dan desain studi kasus, data dikumpulkan melalui observasi kelas, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa beberapa faktor memengaruhi rendahnya kemampuan siswa, antara lain keterbatasan paparan terhadap bahasa Inggris, kurangnya latihan, pemahaman yang tidak memadai tentang aturan tata bahasa, kurangnya motivasi untuk menghabiskan lebih banyak waktu belajar bahasa Inggris, serta rendahnya kepercayaan diri siswa dalam berbicara. Untuk menghadapi tantangan tersebut, guru mengembangkan beberapa metode pembelajaran, seperti membuat lebih banyak kalimat untuk memahami penggunaan tenses secara kontekstual, mengalokasikan lebih banyak waktu untuk mempelajari tenses, belajar cara mengucapkan kata dengan benar dan mengulang pengucapannya, serta memotivasi siswa lebih banyak baik dalam

belajar tata bahasa maupun pengucapan. Dari hasil dan pembahasan, penulis menyimpulkan bahwa peningkatan strategi pembelajaran, pemberian lebih banyak kesempatan berbicara, dan peningkatan motivasi siswa dapat membantu meningkatkan kemampuan tata bahasa dan pengucapan mereka.

Kata kunci: tata bahasa, pengucapan, kemampuan, Bahasa Inggris, siswa, Sekolah Menengah Atas

INTRODUCTION

The level and the extent of English learning have been increasing significantly recently. Many people, especially youngsters, are likely to learn English through many tools and ways along with the fast growing needs of English in many aspects of human life. Technology development and the innovations of numbers of new applications contribute to higher will of people to be more engaging and active in studying and learning English. Moreover, these new kinds of learning methods offers more chances to studying independently, relying only on the *apps* and the gadgets, to name one of the benefits.

Speaking of studying and learning English, it can be very challenging when English is the second language. It is not the same like a baby learn his first language. Second language acquisition, which is English, is a process where learners will through some stages, from the simple ones to the difficult or advanced stages. The learners must also be exposed to English as often as possible.

In Indonesia, English has become one of the compulsory subjects taught in schools, both junior and senior high schools, since 1960s through the decree issued by the Indonesian Minister of Education No.096/1967. Today, English

becomes optional subject in almost all elementary schools.

Researchers have been conducted throughout the years in the issue of how English is studied by non native speakers and how they keep continuing facing challenges in some majoring parts or points. Grammar, pronunciation, speaking, reading, listening, writing, are basic English skills which the students or the learners have to deal with when they want to master English for any purpose.

From the initial research conducted in the Nusa Lontar senior high school, the writer found that the students have are struggling in learning English almost in all aspects. In this research the writer wants to focus on what aspects contribute to this kind of level especially of pronunciation and grammar skills.

Pronunciation is important in speaking. Without the correct pronunciation, speakers of a language may miss the message or the main points of the sentences or the conversations. The students had poor pronunciation. They even could not pronounce words which they use to learn or hear in every class, such as education, task, church, engage, brother, mother, father, think, etc. Grammar, on the other hand, is also another English skill where students were struggling to learn. They could not say *how are you today* or *why are you late, Ma'am?* correctly (based on the rule of grammar).

There are numbers of researches which are conducted concerning these two aspects. *Students' Ability in Pronouncing English Vowel* (Fitri Yanti, 2020) is a thesis examining eleventh-grade students' vowel pronunciation and its relation to speaking ability at a Pekanbaru senior high school.

Pronunciation Problems Faced by Indonesian College Students (Tambunsaribu & Simatupang, 2023) is to investigate common pronunciation errors among Indonesian university students (useful for background on error types and causes).

Analyzing Factors Influencing Students' English Pronunciation Ability (Suryani Jihad, et al, 2024) is a recent paper identifying multiple influencing factors (perception, L1 transfer, motivation, amount/type of input).

An Analysis of Factors Influencing Students' English Pronunciation Ability (Tri R.), IAIN Curup thesis is a descriptive study focused on internal/external factors shaping pronunciation ability.

Errors in English Pronunciation Made by (High School) Students, is a conference/proceedings paper analyzing segmental/consonant-cluster problems and linking them to L1 and teaching methods.

The Senior High School Students' Grammar Mastery on Speaking Performance is a study exploring correlation between grammar mastery and speaking performance among senior high students; useful if you want to link grammar to oral skills.

The Correlation Between High School Students' Grammar and Writing Ability examines significant relationships between grammar knowledge and writing outcomes (helps justify why grammar research matters).

Grammatical Features in Indonesian English: A Study of Indonesian College Students analysis of recurrent grammatical features/transfer in Indonesian English which is good for typology and error patterns.

Enhancing Grammar Teaching in an Indonesian Senior High School (Grammar Wheel intervention) is an action research testing a teaching technique to improve grammar; useful for intervention ideas.

Many of the researches have discussed about the factors influencing or contributing the low ability of pronunciation. Meanwhile for grammar aspect, there haven't been any research discuss about the factors contributing to the low level of grammar skill. Although many research have been conducted to analyze and discuss factors influencing the level of pronunciation of senior high schools students, the writer still conducted her research because of the participants of the researches are different. This leads to different results due to places where the students are studying and social and cultural background of the students. Considering of these factors, the writer eventually decided to conduct the research

This study aims to identify the factors contributing to the students difficulties in grammar and pronunciation and what kind of approaches or methods the research would do to solve this problem. The findings of this research are expected to enrich the existing literature on English language learning, particularly in the areas of grammar and pronunciation. By identifying the factors that contribute to students' low performance, this study provides additional insights for researchers regarding the challenges that Indonesian senior high school students commonly

face in acquiring grammatical accuracy and understandable pronunciation. The results may also serve as a reference for future studies exploring similar issues in other educational contexts. The writer also expects that this research helps teachers better understand the specific difficulties faced by their students in grammar and pronunciation. By knowing the factors that influence these weaknesses—such as lack of exposure, limited practice, low motivation, or ineffective learning strategies—teachers can adjust their teaching methods, materials, and classroom activities to improve learning outcomes. Next, the writer expects that results of this study can motivate students to be more aware of their learning challenges and encourage them to actively improve their grammar and pronunciation skills. Understanding the factors that affect their difficulties may help them adopt better strategies and habits in learning English. For Schools / institution, the study is expected to provide valuable information for the school management in evaluating the effectiveness of the English learning program at SMA Nusa Lontar. The findings may help the school design better academic support systems, such as additional coaching, improved resources, or teacher development programs. For future researchers, the finding of this study is expected to be able to serve as a reference for researchers who wish to investigate similar topics. This study can also serve as a foundation for comparative research, intervention-based studies, or more in-depth investigations into specific grammatical or phonological issues.

METHODS

The method used in this study is qualitative descriptive. According to Lambert and Lambert (2012), qualitative descriptive is to describe a phenomenon or to summarize experiences of language used in human's daily activities. It is to answer such questions or issues starts with "who, what, or where". This method can be useful when analyzing poorly understood topics.

With the use of such technique like open-ended interviews, researcher may get huge numbers of rich and straightforward descriptive data.

The design of this research is a case study. It is used to examine a specific detail of a person, group, or organization and to gain an in-depth understanding of a complex issue. The collecting and analyzing data have purpose which is to get insights, solve problems, or generate theories.

Like what Robert E. Stake (1995) emphasizes "the particularity and complexity of a single case" and understanding it within important circumstances, that fits the researcher focus on depth and context. It goes along with John Creswell (2007) description of what is meant by case study. It is in-depth qualitative examination of an individual, program, or event within its real-world context, often using multiple data sources, which matches the collecting and analyzing information; it is to find insights, solve problems, or generate theories.

The participant of this research is the students of Nusa Lontar senior high school (SMA Nusa Lontar) which is located in Landu Leko district, Rote-Ndao regency, the province of East Nusa Tenggara. The writer also interviewed some teachers who had once taught English subject to the students of the Nusa Lontar senior high school.

Data are collecting by: Interviews (structured or semi-structured), class observation, class tests, documentation. The instruments used in this research are: the interview guide, observation checklist, documentation notes, field notes, a phone (functions as a recorder). The data were presented narratively by describing the findings in detailed verbal explanations. The researcher organized the data into themes based on the results of interviews, class observations, and documentation. Each theme was explained using descriptive paragraphs supported by direct quotations from participants and relevant field notes. This narrative presentation allowed the researcher to clearly illustrate the students' experiences and provide a deeper understanding of the phenomena studied.

RESULTS AND DISCUSSION

The data will be presented in two main parts:

a. Grammar

Parts of Speech	Tenses	How to make sentence(s)
Noun: what is meant by noun and the examples of noun	Simple Present Tense, Present Continuo us Tense, Present Perfect Tense	A sentence consists of subject noun or noun phrases) and a verb
Verb: what is meant by verb and the examples	Simple Past Tense, Past Continuo	A sentence consists of subject+verb + adverb+etc

of Verbs	us Tense	
Adjectives : what is meant by adjectives and the examples of adjectives	Simple Future Tense	
Adverbs and the examples of adverbs		
Pronoun: what is meant by pronoun and the examples of pronoun		
Prepositio n: what is meant by prepositio n and the examples of prepositio n		
Conjunctio n and the determiner		

b. Pronunciation

To find out the students' level of pronunciation, the writer ask the them to pronounce the following words:

Education-related words: Book, pencil, pen, bag, ruler, eraser, sharpener, table, chair, white board, school, building, wall, yard, garden, teacher, student, worker, staff, education, studying, learn, task, homework,

Family-related words: Help, household, house, father, mother, sibling, cousin, family, brother, sister, young, old, uncle, aunt, shoes, clothe, uniform, outfit, socks, shirt, skirt, trouser, pants.

Others: Government, experience, experiment, establishment, jeopardize, blasphemy, criticize, denominations, engage, guilty, harassment, violence, presumptuous, narrative, recount, verb, vision, violence, explanatory, descriptive, razor, finalize, stutter, shutter, silent, malicious, nutrient, nature, propose, research, tragedy, thought, thorough, think, thing.

Discussion

The data which already presented before were collected through three methods, namely interviews, class observations, and documentation conducted during the two month period of classes.

From the three classification of grammar, the writer gets the results as following:

1). Most of the students cannot classify or recognize the classes of words/ parts of speech, even they don't know what is meant by the class of words/parts of speech. It is the same when the writer mentions nouns, verbs, adjectives, and other class of words. When the writer explains about the definitions of these classifications of words such as what is meant by nouns, there are about three to four students who are able to mention some words classified as nouns. They mention book, pen, bag, shoes, table, chair, bottle, house, uniform.

They can mention numbers of nouns but many of them are in Indonesian. There are only under ten words they can mention in English. When they can't find the English words of the nouns, they go immediately to the *online dictionaries*. Many of them recognize the words after they find it in the dictionary.

When it comes to verbs, the same students give answers. But the rest of the students find it difficult to find the examples of the verbs. This is getting more difficult when the writer mentions adjectives, adverbs, the prepositions, the conjunctions. When talking about the pronoun, the writer finds all students recognize the words when they are added into the sentences, e.g., *I gave him my pen, She likes your friend, or They went to attend his party last night*. They don't know what is meant by pronoun but the four students know how to use it in the simple sentences (like the above sentences).

All students are difficult to find the examples of adjectives. They can mention some words classified as adjectives in Indonesian but they can't find the English words. However, they recognize the words when the writer mention *lazy, beautiful, smart, diligent, rich, poor, hungry, thirsty, angry, happy, good, well, fine, bad, tall, short*. Many of the words are recognizable, e.g., sunny, bright, thoughtful, brave, bold, compassionate, persistent, cloudy, cheerful, miserable, painful. They are not able to make a sentence and put the adjectives in it. They don't know the position of an adjective inside a sentence.

Adverbs, preposition, and conjunction are the most difficult parts

of parts of speech. All students don't know what these three classes of words mean and are not able to mention of the examples of those. The writer has to explain and gives examples of adverbs, conjunctions, and prepositions, such as *beautifully, quickly, happily, slowly, now, later, today, tomorrow, next week, yesterday, next month, always, usually, sometimes, very, quite*. They require the words, such as *always, today, tomorrow, yesterday, next week, next month* but they are not able to put it in a sentence. They are not able to make a sentence with an adverb inside it. Prepositions are recognized when the writer mentions *in, at, on, under, behind, near*, but they don't know the meaning of them. Conjunctions are recognizable when the writer mentions (writes) *a, an, the*. Four students, after listening to the writer's explanations, are able to make a simple sentence but they are not able to differentiate the use of the three words. In the words such as *book and bottle*, we should use *a* instead of *an*.

For the use of *the*, the writer gives following examples:

I have *a* novel. I usually read it in my free time. *The* novel is written in English. *The* writer of the novel is Nicholas Sparks.

In the above sentence, all the students are not able to digest why there is *a* in the first sentence and there are *thes* in the second and the third sentences. They are not able to make sentences on their own without the help of the teacher.

To explain about other determiners, the writer gives some examples, such as:

Whose book is this?

What song do you sing usually?

Which pen is yours?

My father loves my mother so much

My brother is now in America

The boy likes this fruit

That guy over there is my sister's boyfriend

My parents don't have much money but they can support our education until we complete our undergraduate studies.

After reading the sentences and understanding them, the students are asked to make theirs using the determiners used in the previous sentences. The result is without the help of the internet sources, they are not able to make ones.

In understanding tenses, all of them are not able to recognize the types of the tenses and make sentences of it. Simple present tense is the simpler one but they don't know the definition, the use, or the generic structure of this tense. When the writer explains these all sentences one by one there are three or four students showing their interests. This is followed their eagerness to make sentences. To test their ability in comprehending the tenses, the writer ask them to make sentences by stating word by word so that they can understand what kind of tenses they should use. It is also to find out to what extent they are able or understand to make sentences.

They do this by stating the subject firstly which is noun or noun phrase, followed by verb, and other words they like. They think of a sentence,

translating it into English, word per word.

There are some sentences they make:

I love you

I go to school everyday

I feel lazy

We are studying Physics

We have eaten in the morning

Merlin has taken a bath

I have a dream. I will go to Surabaya to continue my study one day.

They make sentences in all tenses, but they must be helped by the teacher or other sources, e.g., dictionaries, where they mainly use it to translate the Indonesian words into English.

In comprehending the tenses, the writer should explain clearly by using Indonesian and how these sentences are in Indonesian. They should understand how they are in Indonesian sentences and context. This method more enables them to understand about the use of the tenses.

Pronunciation

In pronouncing the words (which the writer asked to) the results are:

1). All students can pronounce following words without difficulty: book, pencil, pen, bag (with g sounds like k, so it is pronounced like in back), table, chair, school, building, wall, yard, garden, teacher, student, staff, studying, learn, help, house, sibling, cousin, shirt, skirt, trouser,

pants, young, old, sister, old, uncle, uniform, outfit, socks, narrative, recount, nature, nutrient, thought, thing.

2). Most of the students are quite struggling to pronounce words, such as: ruler, eraser, sharpener, white board, worker, education, task, homework, father, mother, cousin, family, brother, aunt, shoes, clothe, homework, household.

They also have difficulties in pronouncing following words: government, experience, experiment, establishment, jeopardize, blasphemy, criticize, denominations, engage, guilty, harassment, violence, presumptuous, propose, explanatory, descriptive, razor, finalize, stutter, shutter, silent, malicious, research, tragedy, through, thorough, think.

From the above results, the writer can conclude that the students have difficulty in pronouncing words:

a). The words with the double 'r' consonant in it: ruler, eraser. In the word, *ruler*, they cannot pronounce it clearly in the syllable *ru*; not the same with the *eraser*, they have to say it per syllable, but still cannot do it easily when asked to pronounce straightly one word. It is the same when they are asked to pronounce sharpener (they pronounce the *sh* like in *silent* or *sad*. They find it easy to pronounce when asked to say it slowly, syllable per syllable). Same thing happens when they pronounce *shoes*. In the word *razor*, it seems that the double *r* and the *z* consonant add more *difficulties to the tongue*.

b). In the *worker*, they pronounce the *o* consonant like in the word *cold*, or

hope. They are motivated to pronounce correctly but they keep repeating the same pronunciation instead of /wɜ:k/ (British English) or /wɜːk/ (American English). In other words like homework and household, they are able to pronounce by saying it word per word, since those words consist of two base words, *home* and *work*, *house* and *hold*.

c). They cannot pronounce words with /θ/ sound like in: think /θɪŋk/ (British & American English)

d). They cannot pronounce words with ð sound (pronounce for th) like in mother, father, or brother American English: /'brʌðər/ or British English: /'brʌðə/

e). In the words such as church, judge, judgmental, jeopardize, blasphemy, criticize, through, thorough,

f). In the three-syllable or more than three-syllable words, e.g., government, education, explanatory

g). In the word *task*, almost all of them cannot say it. They pronounce it *taks* /taks/ or *tax* like in *taxi* instead of /tæsk/ (American English) or /tɑːsk/ (British English).

h). In the words *verb*, *vision*, *violence*, the students pronounce /fɜ:rbz/ instead of /vɜ:rbz/, /'frɜ.ən/ instead of /'vɪɜ.ən/, and /'faɪ.ə.ləns/ instead of /'vaɪ.ə.ləns/. The writer gave an example of how to pronounce the words correctly but they kept repeating their own pronunciations.

Besides difficulties to pronounce the words, they also cannot remember easily the meaning of the words. When

they are asked to pronounce the words they already learnt the other day, they find it hard to speak. Students are struggling with remembering or memorizing the meaning of the words. In their opinion, knowing the meaning of the words is the most important thing. They don't really pay much focus into pronunciation or the grammar. Hence, the efforts to pronouncing words correctly don't appear as a significant thing in student's learning and studying process.

These difficulties are found as the impacts caused by:

1). Low exposure to English. The students are barely exposed to any source of English in their daily activities. They are studying English two times a week. They studied the materials the teachers have prepared for them. They listened, took notes, answered the questions if there were any, and did some tasks sometimes. They were not provided by textbooks. These all activities were conducted mostly in Indonesian. When they finished their school time, they would not spend any more time at their homes to engage with English-based things. Some of them sometimes listened to English songs, but they did it by little frequency. When they were given *homeworks*, they would just try to finish them without adding time to study the material.

2). Students don't spend enough time to study more, both grammar and pronunciation. Through the interviews, the writer knows that the students didn't really care about studying more about the materials they studied at school. They preferred to do other activities

than to study again all the subjects back at their homes, such as playing or hanging out with their friends. Moreover, many of them stated that they must help their families with home chores, making them unable to study at homes.

3). Students feel reluctant or unwilling to study more, especially pronunciation or grammar. They liked singing English songs but they would not pay attention when it was about studying grammar or pronouncing words. They have low motivation in this aspect. They see pronunciation as *disturbing* and *hard to understand*, making them far less interested. Almost all of them also think that pronunciation is the most difficult thing when it comes numbers of certain words (the examples are presented in the result section). They are not able to pronounce them due to the differences in pronunciation between Indonesian words or local language words with English words. For examples, when they were asked to pronounce task, ruler, or think. Indonesian or local language words don't have such type of words with the pronunciations consecutively, making it difficult to the tongues to pronounce them.

4). When pronouncing *verb*, *vision*, *violence* the students didn't know that there are differences in pronouncing the words with v and those ones with f consonants in it. This is due to the same pronunciation between f and v sounds in their first language (both local language and Indonesian). This understanding made them persisting, kept them from pronouncing the words correctly. After the writer told them that were different in the way of pronouncing, they were trying to pronounce with the correct

way but it was difficult. So the basic linguistic knowledge plays an important key in this situation.

5). In the learning process (class conduct) the teacher rarely paid attention to teach the students the correct pronunciation of words.

How the previous studies relevant to this research

The results of this research have numbers of similarity with the results of some previous studies especially in terms of pronunciation. For example the research done by Fitri Yanti in *Students' Ability in Pronouncing English Vowel* (2020), is a thesis examining eleventh-grade students' vowel pronunciation and its relation to speaking ability at a Pekanbaru senior high school. She exposes that pronunciation is influenced by first language, how students perceive the English words, motivation of the students, and the amount and type of linguistic input the students receive.

In *Pronunciation Problems Faced by Indonesian College Students* (Tambunsaribu & Simatupang, 2023) found that some *sounds* become the source of the students' difficulties in pronouncing words. They are /θ/ in *think* , /ð/ in *mother* or *father*, /v/ in *voice* or *verb*, /ʃ/ in *sheep* or *education*, /tʃ/ in *church*.

The results of this research also goes along with what is presented in *Analyzing Factors Influencing Students' English Pronunciation Ability* conducted by Suryani Jihad, et al (2024) which talk about the influences by first language (mother tongue), practice habits, teaching methods, and the exposure to the English itself.

The significance of this study and how it relates in many parts with other studies reflects the same pattern of how students are struggling to learn English especially speaking of pronunciation and grammar. This result signifies a need to change the method both in teaching and learning or studying process. The writer, through this study wants to emphasize the importance of grammar and pronunciation in learning English. Teachers should pay more attention about this, develop more awareness and more methods that can help students better.

The solutions

1). Making more sentences to understand the contextual use of tenses

To enhance students' understanding in grammar, the writer encourages them to create multiple sentences using the same tense in different contexts. This helps them see how tenses function in real communication, not just in theory. For example, practicing the past tense with sentences about daily activities, stories, or personal experiences can strengthen understanding and retention

2). Spending more time to learn about tenses

The writer also urges the students to allocate more focused study sessions on tense forms, rules, and exceptions. Repetition and review over time help solidify students' grasp of tenses. Using exercises, worksheets, or short writing tasks regularly can make tense learning more effective

3). Study how to pronounce words correctly and repeat the pronouncing

To develop their ability in pronouncing the words, the writer proposes a method where students are taught the correct pronunciation of words using phonetic symbols, audio examples, or language apps. They also must be encouraged to practice repeatedly to build muscle memory and improve fluency. Pairing pronunciation practice with listening exercises helps students hear and produce sounds accurately

4). Motivate the students more both in studying the grammar and pronunciation

Other solution that also can be done is using positive reinforcement, rewards, or fun activities to increase student engagement. The teacher can show students the practical benefits of mastering grammar and pronunciation, such as better communication or higher exam scores. Additionally, the teacher can create a supportive classroom environment where mistakes are seen as part of the learning process

5). Learn pronunciation by singing

Many students preferred learning by singing some English songs. To connect this, the teacher can integrate songs into language learning to make pronunciation practice enjoyable. Singing helps students with intonation, rhythm, stress, and vowel/consonant sounds in a natural and memorable way. This kind of activity will encourage students to repeat lyrics, mimic native speakers' pronunciation, and

even record themselves to track improvement

6). To increase pronunciation, the students or the learners need to listen to English from any accessible sources as many as possible. This could be best done by listening to the any spoken sources by native speakers, both American or British.

CONCLUSION AND SUGGESTION

Based on the findings of this study, it can be concluded that the low ability of Grade XI students at SMA Nusa Lontar in grammar and pronunciation is influenced by several factors. These include:

- 1). Students' lack of motivation, limited self-confidence in speaking English, and insufficient mastery of basic grammar rules
- 2). Teaching methods that are less communicative, limited exposure to English outside the classroom, insufficient practice opportunities, and lack of supporting learning resources.

The interplay between these internal and external factors significantly affects students' ability to construct grammatically correct sentences and pronounce words accurately, which in turn impacts their overall communicative competence in English.

Based on the research findings, the following suggestions are proposed:

For Teachers:

- 1). Implement more interactive and communicative teaching methods to

improve students' grammar and pronunciation.

2). Provide regular speaking practice through dialogues, role-plays, or pronunciation exercises.

3). Offer personalized feedback on students' grammar errors and pronunciation mistakes to help them improve gradually.

For Students

1). Practice speaking English actively both inside and outside the classroom.

2). Focus on self-study of grammar rules and pronunciation patterns using dictionaries, language apps, or online resources.

3). Increase exposure to English by watching movies, listening to English songs, or participating in English conversation clubs.

For School / Institution

1). Provide additional learning resources such as English laboratories, audio materials, or pronunciation workshops.

2). Organize teacher training programs to update teaching methods that emphasize communicative competence.

3). Encourage a supportive English learning environment where students feel comfortable practicing the language.

For Future Researchers

1). Conduct similar studies in other schools to compare factors influencing students' grammar and pronunciation in different contexts.

2). Explore the effectiveness of specific interventions (e.g., technology-based pronunciation

tools, peer correction strategies) in improving students' language skills.

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