

THE CAPABILITY OF ENGLISH DEPARTMENT STUDENTS OF FKIP UMSU IN PRONOUNCING THE DOUBLE “O” LETTERS BASED ON THE IPA ARE STILL POOR ENOUGH

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ABSTRACT

This research study aims to investigate and analyse why English department students of FKIP UMSU are not standard enough in pronouncing the double “O” letters based on the standard of IPA (International Pronunciation Association). Pronunciation, according to Webster’s New World College Dictionary, 3rd Edition says, 1. The act or manner in pronouncing syllables, words, and phrases with regard to the production of sounds and the placing of stress, intonation etc, 2. a). Any of accepted or standard ways of pronouncing a word, etc, b). the transcription is symbol of such a way of pronouncing a word. Based on this information we can say that the pronunciations among languages are not always similar. The word /p-u-t/ as a verb in English means to drop something in a certain place while the word /p-u-t/ as a noun in Gayonese, means someone’s butt or ass. They both have the same pronunciation, but they carry different meanings. Let alone in English, say for example, the word /w-i-n-d/, even the spelling and the pronunciation is the same but they may have different words functions meanings. The noun /w-i-n-d/ means as air in motion, while the verb /w-i-n-d/ means to turn or make revolve. This research is focusing on the pronunciation of the “O-O” letters. In fact, not all “O-O” letters in English are pronounced similarly. The words; *book, good, look, cook* are pronounced similar, that is by using /u/, while the words: *mood, moon, shoot, food, too, booth* have different pronunciations, long /u:/ is applied. Then, the words; *blood, flood* is pronounced as /a/, *door, floor, poor*, is pronounced as /o/. The question is how standard can those English department students in semester III of FKIP UMSU pronounce those double “O-O” letters? How many presents can they pronounce these double “O” letters correctly? And what causes them?

Keyword : *Language, language transcription, pronunciation, meanings, double “O” letters in English*

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1. INTRODUCTION

Many English experts, English professors, lecturers, teachers and tutors keep doing some readings, investigations and also doing some comparisons on English pronunciation. Since it is true that English language in the word also keeps developing as the human beings do. In fact, more new vocabularies keep appearing in English. Some universities in this world, through their faculties, also provide some English as one of mandatory subjects so students can take and learn as their non-mandatory subject. As a matter of fact, many university students in many different universities overseas decide to learn English as a mandatory or a non-mandatory subject. Then once they graduate and master English, later on they can apply for a job in any embassy or in

general consulates in overseas, either as an interpreter or as a translator. That is the very reason why immigration offices in overseas do need several English experts to be interpreter as well as translator when overseas travellers who do not speak the spoken language in that immigration office there. The question related to this study is that, first, why do some people need to learn and master English language? In Indonesia, for example, there are some great reasons why several foreign people learn to master another language. 1). They want to manage some local trading, and find more customers. 2). They have to move and stay in that local place for the sake of job activities. 3). They want to know the local language and local culture for their study. 4). They want to get married to the local people and stay there so they need the local language and so forth. Second, why do some people in the world try to learn another foreign language? There are several great reasons that the researcher finds out, they are as the following, 1). Some people find their further and related studies in foreign country. 2). Some people apply for a job and accepted by the company in overseas. 3). Some researchers are conducting their research in overseas. 4). Some travellers learn foreign language just for fun.

As we know that there are tremendous number of people continue their studies in foreign countries and even millions of legal and illegal Indonesian workers are making money to earn living in overseas. This fact can drive the researcher to temporarily conclude that nowadays English language is spoken by more and more speakers worldwide. Besides, there are tremendous number of foreign travellers, foreign business players, international researchers, and even more foreign language professors, lecturers and teachers are applying English in their business. When the researcher visited Saudi Arabia, particularly Medina and Mecca cities, the researcher met lots of foreign people speak English. Most of them were running their business activities there. One of them claimed that he learned English since millions of people visit those two main cities for special holly programs called Umrah and Haj pilgrim. The researcher found that these people speak English, but grammatically far away from being standard. Sometimes misunderstanding takes place, because they sometimes mix the words and their English pronunciation is not standard enough.

When the researcher applied for the visa in American Embassy in Jakarta, he found some American employees used Indonesian standardly. Then when the researcher arrived in the immigration office in LA, one of the officers said “*don't worry gentleman, if you do not speak English well here in our office, we have prepared somebody who can speak Indonesian because we do need real and true information from you*”. Another professional and pleasure speaking experience when the researcher arrived in the International Airport in Taipei, Taiwan. The researcher did not speak Mandarin at all, but most of the airport officers used Mandarin. Since the researcher could speak standard English so the conversation can run smoothly.

Identification of Problems.

Misunderstanding may happen when you pronounce the words wrongly. Or when you are communicating with foreign people then you mispronounce the words either in English or in another language the meaning can be connected or disconnected. Then, it is advised that we must learn the standard pronunciation before we produce the words or phrases in order to avoid misunderstanding. When we are teaching English, we almost always hear that students mispronounce the double “O” letters. Many of them often feel doubt about how to pronounce the following lists of words; *floor, book, blood, flood, hood, soon, door, poor, look, too*. The main problem in this research is how the letters double “O” in English is standardly pronounced.

Scope and Limitation of Problems

This research study focuses on the mispronunciation of double “O” letters of English words or phrases structurally break or damage the standard English pronunciation. The limitation of this research study is basically on those standard and or non-standard pronunciation of double “O” letters in English words or phrases produced by those English department students of FKIP UMSU

in semester III, academic year 2025-2026. The problems of this research focus on the standard pronunciation of the double “O” letters.

Formulations of The Problems

The formulations of the study are as the following:

1. Why can those English department students of FKIP UMSU in semester III, academic year 2025-2026, easily mispronounce the double “O” letters in English words?
2. After producing those mispronunciation of double “O” letters in English words or phrases while they are in the processes of learning English, will they be able to pronounce the standard pronunciation of double “O” letters based on IPA?
3. What are the very negative effects of mispronouncing those double “O” letters of English words in terms of learning and mastering English?

Language

The researcher tries to invite the readers of this study to imagine and to think about the total number of languages available in this world. A total of 7,151 languages are spread throughout the world and only a few languages are used by more than 74 million speakers per year 2022. Indonesian is in the top 10. (<https://www.detik.com>). We believe that some languages are getting more and more popular while some are getting less popular, some languages even already died since they have no more speakers at all. Through Google searching and services, it is found out that English is the most popular language on earth (1.12 billion speakers), then followed by Mandarin (1.10 billion speakers), Hindi (698 million speakers), Spanish (512 million speakers), France (284 million speakers), Arabic (273 million speakers), Bengali Language (265 million speakers) Russian (258 million speakers). Indonesian is in the Top 10 Most Used Languages in the World. The definition of language according to (Ministry of National Education 2005) Language is essentially the speech of human thoughts and feelings on a regular basis which uses sound as a tool besides that. The definition of language according to Harun Rasyid, Mansur and Suratno (2009), language is a symbol of structure and meaning that is independently used as a sign that concludes a goal. Meanwhile, language according to the Indonesian Dictionary ((Hasan Alwi 2002) Language means an arbitrary sound symbol system that is used by all people or community members to cooperate, interact, and identify themselves in the form of good conversation, good behaviour and good manners.

Language and Rules

What is language? Again, different language experts in this world may scientifically define language differently. They can define language based on their scientific knowledge and professional working experience. Julia S at all, claim that language reflects both the individual characteristics of a person, as well as the beliefs and practices of his or her community. They further agreed that languages are rule-governed systems made up of signs, so for an outsider to learn the language of the community. In conjunction with language and rules, then Yehonatan.G, asks a question, can language be centrally planned and be controlled? Then, Friedrich considers language the archetypal example of spontaneous order, yet many countries adopt a planned order approach to language, attempting to centrally plan and control it through language academies. In this case, the researcher agrees that to master a language, learners have to learn it through its set-up rules, sounds and signs, too. Besides, the learners have to know the characteristics of the language, including the rules and the systems so that they can walk and run in it. Indonesian and English both have many different characteristics. Say for instance, in terms of their grammar and their meanings; In English: “*I cut my little finger*”, while in Indonesian: “*Jari kecil saya tersayat*”. Both speakers

have no intention to cut their little fingers. Now let's us mix the rules or the grammar of these two sentences. "*I cut my little jari*" ... in English and "*Jari little saya tersayat*", another great example; in English... "*I'll pay that cicil*", and in Indonesian ... "*Saya akan bayar cash*". In this case, foreign learners and foreign speakers will feel confused. While most Indonesians are already familiar with the term "cash". Language rule is crucial in applying a language. Azizah Nurzika R at all, in their article agree that a scientific article should include and discuss a certain case about scientific rules (Ghufron, 2014). The problem is that what will happen when we damage the rules of a certain language by mixing the words or phrases of several languages when we use it? For example, "*Come come lah to my house!*". "*Why our salary no up up?*" we do agree that both languages (Indonesian and English) have rules to follow,

Language and Meanings

Talking about meaning, meaning is a complex translation and interpretation activities. To gain the real meaning of some particular words or phrases in a certain language, the translator and interpreter have to have such huge information, knowledge, experience both in first language and in the target language. The meaning can be disconnected when the translator and interpreter do not have these three categories. In another words, both the speaker and the listener cannot run the conversation smoothly. Further, Jesus Martinez, at al, explains that the meaning constitutes the series of contents making up the linguistic world human subjects can manage real things with. That is one of the reasons why the real things are not described with meanings but merely represented and designated. Meanings represent the essence of things thus making them members of a category, Jesus Martinez further explains, in this sense, meaning is the base to create things in as much as they constitute entities. Only through the operation of determination the meanings can designate individual real things. Since meaningful categories are intended to particular purposes, meaning is intentional and inclusive. Jesus Marinez, at al, further clarify that meaning as the original function of language is the arrangement of internal things on the part of the creative and historical individual subject who speaks a particular language. Even one word in the same language may have diverse meaning, too. In English for example, the word "run" may carry several different meanings. It depends very much on the context. The word "run" in the following statements carry different meanings. 1). *Uncle Clinton runs a few business activities in Indonesia.* [run means manages], 2). *Blue colour runs well with white colour.* [run mean suitable], 3). *My nose is running in every rainy season.* [running means having flue], 4). *Bukit Lawang river is long and running very fast.* [running means flowing], 5). *That lady cannot run very fast.* [run means move]. The meaning of one word in one language may have different meanings in another language. For example, the word "utuh" in Indonesian means something which is *still useful*. While the word "utuh" in Gayonese, spoken language in central Aceh, means "*penis*". The very contrary one is that the word "nggih". This word means "yes" in Javanese, but "no" in Gayonese. Now what will happen when, first, some says one word in English repeatedly. For example, sharing-sharing, little-little, and second, what is going on when one mixes words or phrases from different language into two different languages? As an example, 1). *Saya hanya mau sharing-sharing*, 2). *Saya bisa berbahasa Inggris tapi little-little*. 3). *I don't want to pay it cicil*, 4). *Kamu bisa pay mobil baru itu cash?* Do they make sense for those native and non-native speakers? Are they grammatically acceptable? And are they naturally and structurally standard languages? The airplane can crash in the air when the pilot misunderstands about the information he gets from the speaker in the tower building.

The officer in the tower says, "OK. Pilot, due to bad weather, instruct the pilot to fly the airplane about 70.000 above sea level, but the pilot misunderstands the info, he flies the plane above 17.000. finally the plane hits the mountain and crash. All these examples are related to what Jesus Martinez, at al, explains that the meaning constitutes the series of contents making up the linguistic world human subjects can manage real things with. Real things are not described with meanings but merely represented and designated. Meanings represent the essence of things thus

making them members of a category. In this sense, meaning is the base to create things in as much as they constitute entities. Only through the operation of determination can meanings designate individual real things. Since meaningful categories are intended to particular purposes, meaning is intentional and inclusive. And, also the above examples are really related to what Radika S, et al, write that, Halliday convinces the three factors namely 1). *Textual*, namely the context form of the speech that represents the meaning of the speech; 2). *Ideational*, namely the content of the message to be conveyed; 3). *Interpersonal*, namely the meaning that is present in the speech event by the user. There is no consensus on a theory that can be used for all situation. In English, for instance, the words “*Stay*” and “*Live*” carry different meanings, “*Where do you stay?*” (asking for temporary address), while “*Where do you live?*” (asking for permanent address). Truly speaking, Indonesian also carries different meanings when talking about words and their meanings. For examples, the Indonesian words, “*tinggal, meninggal, tertinggal, bertinggalan, ketinggalan, ditinggalkan*”. Indonesians may think twice to gain the meaning of the following statement, “*Berapa lama bapak meninggal di Amerika?*” From these examples, the researcher concludes that, when we speak a language, no matter even in the same language, applying the wrong words then we may have disconnected meanings.

Language and Functions.

When we discuss about the functions of a language, then we believe that every language is creative, since vocabulary in one particular language keeps increasing, in another words, several new words keep existing and even being printed in a dictionary of the language. Also, one meaning in one context of a particular word is never enough to explain its function about something. In English for example, “*a glass of tea*” and “*a cup of tea*”. The word “*glass*” refers to some cold drink, while the word “*cup*” refers to some hot drink. Busmin Gurning, Fakultas Bahasa dan Seni Universitas Negeri, completely clarifies that because language is seen as a means of expressing meaning which is manifested in lexicogrammatical form, or realizing meaning in the form of language units [wordings] then can be heard (phonology) or readable (graphology) (Eggins, 1994: 18). Lexicogrammatology is a combination of grammar and vocabulary or vocabulary arranged based on grammatical principles to express meaning in language. The meaning referred to here can be in the form of ideas, thoughts, feelings, opinions, wishes, and desires or messages and information. The meaning can be expressed clearly if the person expressing the meaning, both orally and in writing, chooses the correct and appropriate vocabulary and grammar as well as the use of the original language. Language context plays a very important role in expressing meaning. Cultural involvement is actually very crucial in this matter, but this is not done specifically but only in passing. Language is an inseparable part of human life because, with language, one can convey intentions and desires to others. According to Chaer and Agustina (2004), language is a system, meaning that it can be formed by several components that have a fixed pattern and can be calibrated. A language is a communication tool owned by humans, namely in the form of a sound symbol system originating from the human speech organ or mouth.

Language is also a unifying tool of the nation. The role of language in human life is very large; almost all activities carried out by humans require language. Language can help to get information, increase knowledge, and help in communicating (Delimasari, 2023). According to Santana (2016), there are many types of language, roughly sortable into three classes of ontologies, one psychological, one social, and one abstract. Language as a communication tool is the most effective way to convey thoughts, intentions and goals to the people we communicate with. Language as a means of communication has the main function of language, namely that communication is the delivery of messages or meanings by one person to another. The main function of language is as a tool for interacting with humans, a tool for thinking, and channeling the meaning of trust in society. Jan 29 2020. Language as a tool for self-expression can be a medium

for expressing self-existence, freeing oneself from emotional pressure, and for attracting the attention of others. 26 Apr 2023. According to Halliday (in Pranowo, 1996:93), there are seven functions of language, namely instrumental, regulatory, representational, interactional, individual, heuristic, and imaginative functions. The above scientific information then the researcher agrees to function a language, the speaker when talking to his listener (audience), he must think about, first, the right spelling of the words, second the pronunciation, and third the grammar plus the meanings of the phrases and sentences, and finally the translation knowledge of the listener in terms of those what the speaker has to have. By completing those speaking and listening categories then language can automatically and functionally work.

Double "O" Letters

Double-O: Typically written as "00" or "Double-O," it is a designation used in fiction to signify a special class of secret agents, particularly associated with the British Secret Intelligence Service (MI6) in Ian Fleming's James Bond series. These agents are granted a "license to kill," allowing them to use lethal force at their discretion during missions. The most famous of these agents is James Bond, often referred to by his code number, 007. Etymology; The term "Double-O" originates from Ian Fleming's James Bond novels. The prefix "00" signifies the elite status within the secret service. The exact derivation is fictional, created by Fleming in the 1950s. The first recorded use of "007" was in "Casino Royale," Fleming's debut Bond novel published in 1953. A term referring to a letter or a specific sound, often used in the context of grading or categorizing. Examples; The team achieved a double-o rating for their project. He is a double-o student, excelling in academics and sports. Meaning in some contexts, it can denote a high level of proficiency or excellence, as in 'double-O status'. Double O is a term that has been used by various groups and individuals for different purposes over the years. At its core, Double O refers to the number "00", which is commonly associated with secret agents and espionage. However, the meaning of double O can vary depending on the context in which it is used. In some cases, Double O is used as a code name or pseudonym for someone who works in intelligence or law enforcement. These individuals may use the Double O moniker to protect their identity and maintain a level of secrecy around their work. Double O can also be used as a way to signal that someone is part of a particular organization or group, such as a spy agency or a hacker collective. Another common use of Double O is in reference to James Bond, a fictional British spy created by author Ian Fleming. In the James Bond novels and films, Bond is given the code name "007", which has become synonymous with the character and the world of espionage. Fans of the James Bond franchise often use Double O as shorthand for the entire series of books and movies, as well as the larger cultural phenomenon surrounding the character. In recent years, Double O has taken on new meanings in popular culture. It has been used as a slang term to describe someone who is particularly skilled or talented, especially in the realm of technology or hacking. Double O can also refer to a state of heightened awareness or vigilance, as if someone is constantly on the lookout for potential threats or dangers.

Pronunciation

English pronunciation instruction is difficult for some reasons. Teachers are left without clear guidelines and are faced with contradictory practices for pronunciation instruction. There is no well-established systematic method of deciding what to teach, when, and how to do it. As a result of these problems, pronunciation instruction is less important and teachers are not very comfortable in teaching pronunciation in their classes. This paper reviews some of the important issues of English pronunciation instruction. The aims of this paper are to define the term pronunciation, discuss the goal of pronunciation instruction, explain the importance of pronunciation instruction, elaborate the role of teachers in teaching pronunciation, and finally mention some suggestions in helping teachers to improve learners' pronunciation. The review of

literature shows that if teachers want to teach pronunciation accurately they should be trained in pronunciation instruction. Indonesia is known as a country that has various tribes and languages. The diversity of languages in Indonesia is caused by differences in cultural background, history, and geographical location in Indonesia. The influence of language diversity causes the linkage of one language to another. According to Arevi and Ratmanida (2020), Indonesians are used to pronouncing words the same way they are spelled, which creates vowel sounds. The language has different dialects. Gormandy (2022) assumes that there is very often interference in communication caused by these different dialects. The particular word used, characteristic syntactic construction, certain ways of expressing negatives, plurals, tense, and so on (Miller, 2002). Dialects are defined as branches of a language. In this branch, different terms are used for different things. Dialects are formed in a particular region, and each region has different dialects. So that everyone who occupies a certain area will have a different dialect from someone who occupies another area. According to Siregar (2017), dialect refers to distinctive features at the level of pronunciation vocabulary, and sentence structure. Pronunciation is one of the most important considerations when communicating so that communication can be understood and run well (Rahayu et al., 2019; Suryaleksana et al., 2022). According to Sakul (2013), pronunciation skills are of great substance for successful oral communication to take place since it is a prominent feature of communicative competence. Based on the description above, it can be stated that dialect is a variation of the language of a group of speakers in the form of local speech, which is an assessment of the results of comparison with one of the other dialects, which is considered superior.

According to Putra (2017), English-speaking ability embodies the correct pronunciation and intonation and directly affects proper communication in conversation. The definition of a vowel is the pronunciation produced by humans when the breath flows out through the mouth without being obstructed by teeth, tongue, or lips (Cambridge, 2003). Pronunciation is the act or manner of pronouncing words, the utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word is spoken, using phonetic symbols (EnglishClub, 2023). Gilakjani (2016) assumes that pronunciation is a set of habits for producing sounds. According to Devarakonda (2022), when speaking the same language, everyone's pronunciation is just right. This allows people to distinguish one another through their voices, dialects, and accents. The habit of producing sound is acquired by repeating it over and over again by being corrected when it is pronounced wrongly. The ability to achieve correct pronunciation is a challenge for learners of English. One important factor that influences pronunciation acquisition is the learner's first. Parlindungan explains that due to several reasons, pronunciation instruction had often been neglected in English as a Foreign Language (EFL) classes. Consequently, many EFL learners always find it difficult to speak confidently because of their poor pronunciation. This study is a three-cycled action research aimed at enhancing EFL students' pronunciation by using the explicit teaching approach. The participants were 21 students majoring in English Education at Universitas Kristen Indonesia who attended Integrated Skills IV class in the even semester of 2015/2016 Academic Year. The participants were provided with special practices on pronunciation, including watching video or listening to English expressions containing elements of English pronunciation difficult to them, drillings the elements, recording and transcribing their utterances, and comparing the transcriptions with those of native speakers'. Data were collected through tests and questionnaires. The results revealed that the explicit teaching approach enhanced the participants' English pronunciation skills, as shown by the increase of their average scores in the four tests administered during the actions implementation. The survey results revealed that for the participants the approach was interesting, helped pronunciation development, and increased self-confidence in English speaking. Veronica at all, clarify that in the realm of language instruction, scholars like Levis and McCrocklin (2018) have highlighted the inevitable role of pronunciation as a crucial component in verbal communication.

Echoing this sentiment, O'Brien (2004) emphasized the paramount importance of pronunciation, stating that it holds a pivotal position in determining the success of students when engaging in communication with native speakers. Therefore, these insights collectively underscore the significant role pronunciation plays in effective language learning and communicative competence. In the last two decades, many publications have attempted to address the key aspects of researching and teaching pronunciation but ended up investigating pronunciation from very limited and controlled lenses. Very recently, an edited book entitled "English Pronunciation Teaching Theory, Practice and Research Findings". Ruiying Niu, elaborates that pronouncing English sounds correctly is not an easy task for second language (L2) learners because of the influence of their mother tongue. Empirical studies, based on first language (L1) interference, have investigated L2 learners' pronunciation problems. However, these studies rarely focused on students' development in pronunciation, and their results lack validity and reliability because of their mere employment of L2 English teachers as pronunciation assessors. The present study, using the acoustic software *Praat* as the instrument and taking a native speaker as the comparison, investigated Chinese L2 English learners' problems and improvement in pronouncing the English sounds that do not have exact counterparts in Chinese. Data analysis revealed that the participants manifested different degrees of pronunciation accuracy with the target English sounds; their mispronunciations of consonants were mainly due to lacking voicing, wrong manners, and wrong places of articulation, while their mispronunciations of vowels were attributed to their improper tongue position, mouth opening, and diphthongization; and that higher-proficiency students tended to have greater pronunciation accuracy. The findings were discussed with reference to the literature, and pedagogical implications were provided at the end.

Begoyim Abdulkamid further discusses that the study of territorial varieties of English pronunciation explores the diverse ways in which English is pronounced across different regions, reflecting both historical developments and sociocultural influences. These regional variations encompass differences in vowel sounds, consonant articulation, stress patterns, and intonation. The article examines key features of various regional accents, such as Received Pronunciation (RP), General American (GA), and various British and American regional dialects. It highlights how factors such as geography, social class, and historical language contact have shaped the pronunciation of English over time. The study also considers the implications of these variations for language teaching, linguistic identity, and mutual intelligibility. Understanding territorial pronunciation varieties is essential for comprehending the rich diversity of English as a global language. Reza Putri at all, agree that even though the influence of the mother tongue on English pronunciation is quite strong, several methods and techniques can be applied to reduce problems in pronouncing English words. Ronald M. and Parlindungan S. certainly agree that mispronunciation is the act of pronouncing linguistic expression incorrectly or unconventionally. In English as Foreign Language (EFL) context, it has become the concern for it can lead to miscommunication, misunderstanding, and misperception among participants. In Indonesian pedagogical context, English Language Teaching (ELT) is more focused on improving students' mastery of grammar without considering the pronunciation. This research is aimed to analyze English learners' ability to pronounce English words. The research is conducted with 30 English Language and Culture student respondents of Universitas Bunda Mulia. Aravind and Rajasekaran, explain that in many ESL classes across the globe, English pronunciation is still not given enough attention. One of the primary reasons why it is overlooked is because there aren't many pronunciation techniques accessible to instructors in the context of the school setting. The purpose of this research is to identify the problems in English pronunciation that learners experience as a result of the presence of Mother Tongue (MT) interference in their speech. In this article, the survey technique was used to gather information from a variety of sources, including interviews, personal conversations over the phone, and meetings. The report also included suggestions and recommendations for reducing the pronunciation difficulties that ESL learners encounter. There were a total of 102 samples

gathered through Google forms in India. The findings of the study are discussed in detail in the interpretation.

2. RESEARCH METHOD/MATERIAL AND METHOD/LITERATURE REVIEW

The Type of Research

This qualitative and quantitative study tries to investigate and find out how standard can English department students in FKIP UMSU of semester III, academic year 2025-2026 pronounce the double "O" English letters which randomly selected. It is predicted that many students still do not have strong and standard knowledge how to pronounce those double "O" letters standardly. Since not all double "O" English letters are similarly pronounced.

The Objectives of Research

The objects of this research study are the standard pronunciation of double "O" English letters based on International Pronunciation Association (IPA). It is normal that when foreign learners learning a new language, they make mistakes. The question and the problem are why sometimes students can easily repeat the same stupid mistakes dealing with pronunciation, and don't they have any efforts to make them standard?

Data Collection

The data of this study are derived from Library, google service on special space of double "O" English letters. The processes of collecting the data are as the following;

1. Searching. The researcher searches the English dictionary, google service then finds the lists of double "O" English letters.
2. Making a list. Finally, the researcher copies then arranges those double "O" English letters randomly in one particular table.
3. Apply those 200 double "O" English letters to the English department students academic year 2025-2026 by providing standard test directions.

Data Analysis

The researcher, throughout the listed and stated information above, finally he tries to pronounce those listed words then does some strong and very careful analysis how those double "O" letters must be standardly pronounced. The lists of words which consist of double "O" letters, and how they are standardly pronounced.

soon /su:n/	moon /mu:n/	cool /ku:l/	tool /tu:l/
book /buk/	cook /kuk/	look /luk/	took /tuk/
door /do:r/	floor /dör/	coordinator /ködineiter/	cooperation /ko:pereiSen/
flood /flöd/	blood /blöd/	baloon /balu:n/	room / ru:m/
poor /puer/	floor /flör/	cartoon /kartu:n/	...

In the first raw : *soon, moon, cool, tool*, long /u:/ is used, in the second raw, *book, cook, look, took*, short /u/ is used, in the third raw, *door, floor, coordinator, cooperation*, long /o:/ is used, in the second last raw *flood, blood*, short /e/ is used. Finally the word, *poor*, /-uer-/ is used.

3. RESULTS AND DISCUSSION

The findings reveal that from the 200 words consist of double “O” English letters which randomly selected then they are applied to 65 English department students only 2 students gain the standard English pronunciation that is 1.3 %, graded between 150 – 200. Then 21 students gain the standard English pronunciation that is 13.65%, graded between 100 – 150, 39 students gain the standard English pronunciation that is 25.35 %, graded between 50 – 100. The rest only 5 students gain the standard English pronunciation that is 3.25% graded between 0 – 50. The findings are printed in the table below;

The arrangement of the grades	The number of the students who gain the standard English Pronunciation	The percentage of the 65 students
150 – 200 words	2 students (65 out of 200)	$65 \times 2 : 100 = 1.3 \%$
100 – 150 words	21 students (65 out of 200)	$65 \times 21 : 100 = 13.65 \%$
50 – 100 words	39 students (65 out of 200)	$65 \times 39 : 100 = 25.35 \%$
0 – 50 words	5 students (65 out of 200)	$65 \times 5 : 100 = 3.25 \%$

4. CONCLUSION

After conducting the research, the conclusion is that the capability of English department students of FKIP UMSU in pronouncing the double “O” English letters are poor enough. From the table above we can say that only 2 students gain between 150 – 200 standard English pronunciation. 21 students gain between 100 – 150 the standard English pronunciation, 39 students gain between 50 – 100 the standard English pronunciation, and 5 students gain between 0 – 50 the standard English pronunciation.

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