ABSTRACT

Pronunciation errors can cause misunderstandings and hinder language learning, making it essential to improve students' pronunciation for clearer communication. Before learning words, students must first understand the sounds that form the language. Therefore, this study analyzes the pronunciation problems faced by bilingual students at Bilingual Community School Badung. The research employs a triangulation approach, gathering data through pre-observation, interviews, and pronunciation tests to ensure comprehensive analysis. Pre-observation identified initial pronunciation tendencies, interviews explored students' views and challenges, and tests assessed their articulation of English consonants across word positions. The analysis draws upon Ellis's (1997) framework to define and categorize pronunciation errors, as well as the Contrastive Analysis Hypothesis (CAH) and Stockwell et al. (1965) hierarchy of difficulty to explain the causes. Findings reveal that students most frequently mispronounce sounds such as /z/, /f/, /v/, /θ/, /ð/, /ʃ/, and /ʧ/, primarily due to negative transfer from their native languages Indonesian, African, and Italian. Positive transfer is evident with /b/ and /d/. Ellis's theory helps clarify the nature of these errors, while CAH and Stockwell's framework highlight the influence of linguistic background. The results demonstrate that the absence or different articulation of certain English consonants in students' native languages directly affects pronunciation accuracy, emphasizing the need for targeted instruction addressing cross-linguistic differences.

Keywords: Bilingual Community School, Contrastive Analysis Hypothesis (CAH), pronunciation errors