

INFLUENCES OF INDONESIAN VERNACULAR LANGUAGES ON STUDENTS' ENGLISH PRONUNCIATION

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ABSTRACT

Vernacular languages are informal and unstandardized forms of a language that are spoken locally within a particular region or community. This also can have an influence on the process of teaching English pronunciation. Pronunciation is defined as the way in which a language is spoken, specifically the way in which a word is pronounced, or the way a person speaks the words of a language. This article aims to discuss in depth whether vernacular language has an influence on students' English pronunciation. This study explores the influence between vernacular language and English pronunciation and whether the two are related. Specifically discussing Indonesian students who have vernacular language and seeing whether they find it difficult because their vernacular language has an impact on learning English pronunciation. This study uses quantitative methodology and to gain the data, the study used a questionnaire as an instrument. Based on the answers from the participants, we can conclude that the participants feel that vernacular language does not influence their English pronunciation. There are some factors that may influence the students' pronunciation, but in this study most participants felt that their vernacular language had no influence on their English pronunciation.

Keywords: Vernacular, influences, pronunciation

INTRODUCTION

The general term, the word vernacular refers to a verbal form of native language or dialect. The word Vernacular comes from the Latin "vernaculars" which means native. According to Yulianto Sumalyo (1993), the vernacular is the local language. Language is a complex system of communication that humans use to convey meaning through spoken, written, or signed symbols. Vernacular languages are languages that are native to a particular region or country. They are often spoken by the majority of the population in a given area and are used in daily life, including in homes, workplaces, and schools. Certain groups of people use language to convey meaning in phrases that don't always strictly conform to traditional grammar and punctuation rules called vernacular languages. They are often specific to a country, region, or culture, and can be informal and colloquial.

Pronunciation is one of the components in the English language as a part of speaking skills that is very important to make communication run well. Communication may work well if all components of the pronunciation skill are taught in an integrated manner. According to Celce-Murcia & Olshtain Getsempera English pronunciation has the following components: (1) sounds, (2) sound linking, (3) stress, (4) intonation and (5) speech flow. In principle, in teaching English pronunciation, there are 26 letters and 44 sounds (Konar, 2011).

Every pronunciation of the language is always influenced by a vernacular language. Vernacular language has an important role in the English learning process for EFL learners including learning English pronunciation. Pronunciation refers to the way words are spoken and pronounced in a particular language. It involves the accurate production of sounds, syllables, stress, intonation, and rhythm. It plays a crucial role in language acquisition, as it helps learners develop their listening and speaking skills and accurately convey their thoughts and ideas. Pronunciation is also influenced by various factors, such as the speaker's native language, dialect, accent, and cultural background. Therefore,

understanding and mastering pronunciation are essential for both native and non-native speakers of a language, as it enhances their ability to communicate effectively and confidently in various contexts. This also applies to vernacular and pronunciation in the English language.

Indonesia is a pluralistic country, consisting of many tribes, religions, various arts and cultures, including the use of language in everyday situations spread throughout the archipelago. According to Ethnologue, Indonesia has 715 regional languages. In the census of 2010, BPS can record more than 900 vernacular languages used daily throughout the archipelago. Recorded languages spoken language used in Kalimantan, Sulawesi, Maluku, and Papua far more than the sum of its 1980 census. Over 700 distinct ethnic groups, each with its unique language. The most widely spoken languages in Indonesia are Javanese, Sundanese, and Madurese, which together account for over 70% of the population. Indonesia found that tribes physically move or migrate from their place, whether because of employment, education, or transmigration. The various kinds of Indonesian vernacular languages include Javanese, Sundanese, Madurese, Minangkabau, Balinese, Buginese, Banjar language, Acehenes, Betawi language, etc.

Pronunciation is the production of significant sounds in two senses: it is part of a code of a particular language, and is used to achieve meaning in contexts of use (Dalton & Seidlhofer, 2001, p. 3). According to Flege (1981), a foreign accent comes from differences in the pronunciation of a language by native and non-native speakers. Major et al. (2002) showed that both native and non-native listeners scored significantly lower on listening comprehension tests when they listened to non-native speakers of English reading a text. From this statement, it can be seen that vernacular has a considerable influence on learning English in terms of pronunciation in communication. If non-native listeners hear English pronunciation from non-native speakers, it will affect the English learning process if non-native speakers are affected by the pronunciation. It will be much different if non-native listeners hear English pronunciation from native speakers, it will be more accurate.

Indonesian vernacular languages play a crucial role in the development of standard Indonesian pronunciation. The influence of vernacular languages, such as Javanese and Sundanese, can be seen in the phonological, grammatical, and lexical features of Indonesian pronunciation. These languages have shaped the way Indonesian is spoken, providing a unique pronunciation identity for the country. Pronunciation is greatly influenced by a person's native language accent, this will also take into account the difficulty or difficulty of an EFL person in learning English. The thicker the vernacular language, the more difficult it is for the person to change their English pronunciation to make it better according to the rules of English. However, on the contrary, some people think that it makes it easier for them to learn English pronunciation because they experience several similarities.

There are Indonesian vernacular languages that have pronunciation that is similar to English, so it can help speakers of vernacular languages in learning English pronunciation. For instance, the Indonesian word "bas" (pronounced "bahs") sounds similar to the English word "bus." Diphthongs in Sundanese have many combinations of two vowels pronounced in one syllable, such as "ai", "au", "ei", and "oi". This diphthong is also available in English, so it is easier for Sundanese speakers to learn it. In Balinese, the pronunciation of the letter "v" in Balinese is similar to the pronunciation of the letter "v" in English, namely with a sound like "f". This can be a helpful stepping stone for Indonesian learners to grasp the pronunciation of that particular English word. However, on the other hand, there are also vernacular languages that make it difficult to learn and understand English pronunciation, for examples in Javanese the pronunciation of the letter "r" is pronounced with a vibration at the tip of the tongue, while in English it is pronounced with a vibration at the back of the throat. Sundanese has a different

emphasis pattern from English. In Sundanese, the stress is usually on the first syllable, whereas in English the stress can be on any syllable.

This study discusses the influences of vernacular languages especially Indonesian vernacular, on the pronunciation of EFL in speaking English. This study aims to analyze the problems of learning English pronunciation by Indonesian students and to investigate the extent of mother tongue or vernacular influence on the learning of English pronunciation. This study also illustrates how vernacular native language interferes with EFL English as a second language acquisition. By knowing the problems and how to solve them, students can master English pronunciation so that misunderstandings in communication can be avoided. The sensitive relationship between vernacular and pronunciation mastery is relatively less noticed and learned in the process of learning English. This research further explores the relationship between these two variables and links them to the pronunciation learning process. A person's way of speaking is more than just a matter of physical ability, it is related to a person's native language pronunciation system that is deeply rooted in their existence in language. The research question is "Does the Indonesian vernacular language influence students' English pronunciation?"

METHODS

This study uses quantitative methodology by using the perspective of the participants as an overview that is prioritized in obtaining research results. The method of analysis is statistical analysis with the SPSS version 22.0 employed. The participants are students from Misi Charitas Catholic University.

The Participants of This Research in Misi Charitas Catholic University			
No.	Participants Category	Total	Vernacular Language
1.	Semester 2 English Language Education study program	3 Students	2 Students whose vernacular language is Batak vernacular language. 1 Students whose vernacular language is Javanese vernacular language.
2.	Semester 4 English Language Education study program	4 Students	2 Students whose vernacular language is Palembangnese vernacular language. 1 Students whose vernacular language is Javanese vernacular language. 1 Students whose vernacular language is Chinese vernacular language.
3.	Semester 6 English Language Education study program	1 Students	Chinese vernacular language.

This study was conducted on 2 student representatives representing the 4 ethnic groups: Palembang, Batak, Javanese, and Chinese. The participants from semester 2, semester 4 and semester 6 students of the English Language Education study program at Misi Charitas Catholic University. Consists of 8 active students consisting of 3 students from semester 2, 4 students from semester 4 and 1 student from semester 6. The participants were selected based on the vernacular language used: Palembang, Batak, Javanese, and Chinese. There are only 4 vernacular languages

were selected because students in the English Language Education study program at Musi Charitas Catholic University only use these 4 vernacular languages. The student representatives for the Palembang vernacular language consisted of 2 students from semester 4. The student representatives for the Batak vernacular language consisted of 2 students from semester 2. The student representatives for the Javanese vernacular language consisted of 2 students from semester 2 and semester 4. The student representatives for the Chinese vernacular language consisted of 2 students from semester 4 and semester 6.

To gain the data, the study used a questionnaire. The participants completed a background questionnaire and several questions regarding their opinions about vernacular language with English pronunciation based on their experience. As the study is intended to analyze the influence of Indonesian vernacular on students' English pronunciation, the worksheets in the form of Google Forms were created to answer research questions.

Part 1: Background Questions			
No.	Questions	Level	Criteria
1.	Participants' name	Short Answer	Participants' name
2.	Participants' Semester	1 2 3	Semester 2 Semester 4 Semester 6
3.	Participants' Vernacular Language	1 2 3 4	Palembangnese Language Bataknese Language Javanese Language Chinese / Mandarin Language
Part 2: Their opinions about vernacular language with English pronunciation Questions			
No.	Questions	Level	Criteria
1.	I am proficient in my vernacular language.	1 2 3 4	Strongly Disagree: Respondents strongly agreed with the questions or statements asked. Disagree: Respondents not agree with the questions or statements asked. Agree: Respondents tend to be affirmative with the statements put forward. Strongly Agree: Respondents strongly agree with the questions or statements asked.
2.	I often use my vernacular language in daily life.	1 2 3 4	Strongly Disagree: Respondents strongly agreed with the questions or statements asked. Disagree: Respondents not agree with the questions or statements asked. Agree: Respondents tend to be affirmative with the statements put forward. Strongly Agree: Respondents strongly agree with the questions or statements asked.
3.	I think that English pronunciation	1	Strongly Disagree: Respondents strongly

	is easy to learn.	2	agreed with the questions or statements asked. Disagree: Respondents not agree with the questions or statements asked.
		3	Agree: Respondents tend to be affirmative with the statements put forward.
		4	Strongly Agree: Respondents strongly agree with the questions or statements asked.
4.	I have difficulty learning English pronunciation.	1	Strongly Disagree: Respondents strongly agreed with the questions or statements asked.
		2	Disagree: Respondents not agree with the questions or statements asked.
		3	Agree: Respondents tend to be affirmative with the statements put forward.
		4	Strongly Agree: Respondents strongly agree with the questions or statements asked.
5.	When I learned pronunciation in English language, I found difficult because of my vernacular language.	1	Strongly Disagree: Respondents strongly agreed with the questions or statements asked.
		2	Disagree: Respondents not agree with the questions or statements asked.
		3	Agree: Respondents tend to be affirmative with the statements put forward.
		4	Strongly Agree: Respondents strongly agree with the questions or statements asked.
6.	I feel that when I speak English, my pronunciation is mixed with my vernacular language.	1	Strongly Disagree: Respondents strongly agreed with the questions or statements asked.
		2	Disagree: Respondents not agree with the questions or statements asked.
		3	Agree: Respondents tend to be affirmative with the statements put forward.
		4	Strongly Agree: Respondents strongly agree with the questions or statements asked.
7.	I feel that my vernacular language really influences my speaking accent in English.	1	Strongly Disagree: Respondents strongly agreed with the questions or statements asked.
		2	Disagree: Respondents not agree with the questions or statements asked.
		3	Agree: Respondents tend to be affirmative with the statements put forward.
		4	Strongly Agree: Respondents strongly agree with the questions or statements asked.
8.	I feel that my vernacular language	1	Strongly Disagree: Respondents strongly

	limits my ability to learn English.	2 3 4	agreed with the questions or statements asked. Disagree: Respondents not agree with the questions or statements asked. Agree: Respondents tend to be affirmative with the statements put forward. Strongly Agree: Respondents strongly agree with the questions or statements asked.
9.	I feel that my vernacular language help me to learn pronunciation in English.	1 2 3 4	Strongly Disagree: Respondents strongly agreed with the questions or statements asked. Disagree: Respondents not agree with the questions or statements asked. Agree: Respondents tend to be affirmative with the statements put forward. Strongly Agree: Respondents strongly agree with the questions or statements asked.
10.	My vernacular language has absolutely no effect on my English pronunciation.	1 2 3 4	Strongly Disagree: Respondents strongly agreed with the questions or statements asked. Disagree: Respondents not agree with the questions or statements asked. Agree: Respondents tend to be affirmative with the statements put forward. Strongly Agree: Respondents strongly agree with the questions or statements asked.

The participants completed a questionnaire with 13 questions which must be answered before they do a test. There are 2 parts: The first part is background questions about the participant's biodata in multiple choice that have 3 questions and the second part is about participants' opinions about vernacular languages on English pronunciation learning based on their experiences that have 10 questions. The questionnaire is by using a website link online from Google Forms as a media. The following is the Google form link used:

https://docs.google.com/forms/d/1FQJJTrjrRncqmcDT_e6XNyn85hzMw5-O_GqASO2YTbw/edit

RESULT AND DISCUSSION

RESULTS

The table 1 presents the results of participants' background questions, categorizing eight individuals based on their responses. It reveals diversity in both the participants' linguistic backgrounds and their responses to the questions. Specifically, Javanese, Bataknese, Palembangnese, and Chinese/Mandarin are represented among the languages spoken by the participants. Most participants are associated with either Question 2 or Question 4, while a smaller proportion corresponds to Question 6. This distribution indicates varied linguistic and cultural identities within the group, showcasing a rich tapestry of cultural

heritage.

From the Table 2, for the first question explains participants' answers about their proficiency in their respective vernacular languages. This is one of the factors that can influence the results of this research. Participants who answered strongly disagree (point 1) were 0 with a percentage of 0%, participants who answered disagree (point 2) were 1 with a percentage of 12.5%, participants who answered agree (point 3) were 5 with a percentage of 62.5%, and participants who answered strongly agree (point 4) were 2 with a percentage of 25%. The conclusion is that the dominant participants answered agree that "I am proficient in my vernacular language."

For the second question explains participants' answers about how often they use their vernacular language in daily life. Participants who answered strongly disagree (point 1) were 0 with a percentage of 0%, participants who answered disagree (point 2) were 2 with a percentage of 25%, participants who answered agree (point 3) were 3 with a percentage of 37.5%, and participants who answered strongly agree (point 4) were 3 with a percentage of 37.5%. The conclusion is that the dominant participants answered agree and strongly agree about "I often use my vernacular language in daily life."

For the third question explains participants' answers about their opinions about learning English pronunciation, whether it is easy to learn for them or not. Participants who answered strongly disagree (point 1) were 0 with a percentage of 0%, participants who answered disagree (point 2) were 2 with a percentage of 25%, participants who answered agree (point 3) were 5 with a percentage of 62.5%, and participants who answered strongly agree (point 4) were 1 with a percentage of 12.5%. The conclusion is that the dominant participants answered agree "I think that English pronunciation is easy to learn."

For the fourth question explains participants' answers about their experiences while learning English pronunciation, whether it is difficult to learn for them or not. Participants who answered strongly disagree (point 1) were 0 with a percentage of 0%, participants who answered disagree (point 2) were 2 with a percentage of 25%, participants who answered agree (point 3) were 6 with a percentage of 75%, and participants who answered strongly agree (point 4) were 0 with a percentage of 0%. The conclusion is that the dominant participants answered agree that "I have difficulty learning English pronunciation."

For the fifth question explains participants' answers about their experiences while learning English pronunciation, and whether they found difficulty in learning English pronunciation because of their vernacular language. Participants who answered strongly disagree (point 1) were 0 with a percentage of 0%, participants who answered disagree (point 2) were 5 with a percentage of 62.5%, participants who answered agree (point 3) were 2 with a percentage of 25 %, and participants who answered strongly agree (point 4) were 1 with a percentage of 12.5%. The conclusion is that the dominant participants answered disagree about "When I learned pronunciation in the English language, I found it difficult because of my vernacular language."

For the sixth question explains participants' answers about their experiences while learning English pronunciation, and whether they feel that their vernacular language is mixed with their English pronunciation. Participants who answered strongly disagree (point 1) were 0 with a percentage of 0%, participants who answered disagree (point 2) were 5 with a percentage of 62.5%, participants who answered agree (point 3) were 2 with a percentage of 25 %, and participants who answered strongly agree (point 4) were 1 with a percentage of 12.5%. The conclusion is that the dominant participants answered disagree about "I feel that when I speak English, my pronunciation is mixed with my vernacular language."

For the seventh question explains participants' answers about their experiences while learning English

pronunciation, and whether they feel their vernacular language influences their speaking accent in English. Participants who answered strongly disagree (point 1) were 0 with a percentage of 0%, participants who answered disagree (point 2) were 4 with a percentage of 50%, participants who answered agree (point 3) were 3 with a percentage of 37.5%, and participants who answered strongly agree (point 4) were 1 with a percentage of 12.5%. The conclusion is that the dominant participants answered disagree about "I feel that

my vernacular language influences my speaking accent in English."

For the eighth question explains participants' answers about their experiences while learning English pronunciation, whether they feel that their vernacular language limits their ability to learn English. Participants who answered strongly disagree (point 1) were 1 with a percentage of 12.5%, participants who answered disagree (point 2) were 4 with a percentage of 50%, participants who answered agree (point 3) were 2 with a percentage of 25%, and participants who answered strongly agree (point 4) were 1 with a percentage of 12.5%. The conclusion is that the dominant participants answered disagree about "I feel that my vernacular language limits my ability to learn English."

For the ninth question explains participants' answers about their experiences while learning English pronunciation, whether they feel that their vernacular language limits their ability to learn English. Participants who answered strongly disagree (point 1) were 0 with a percentage of 0%, participants who answered disagree (point 2) were 5 with a percentage of 62.5%, participants who answered agree (point 3) were 1 with a percentage of 12.5%, and participants who answered strongly agree (point 4) were 2 with a percentage of 25%. The conclusion is that the dominant participants answered disagree about "I feel that my vernacular helps me to learn pronunciation in English."

For the tenth question explains participants' answers about their experiences while learning English pronunciation, whether they feel that their vernacular language has absolutely no effect on their English pronunciation. Participants who answered strongly disagree (point 1) were 0 with a percentage of 0%, participants who answered disagree (point 2) were 2 with a percentage of 25%, participants who answered agree (point 3) were 4 with a percentage of 50%, and participants who answered strongly agree (point 4) were 2 with a percentage of 25%. The conclusion is that the dominant participants disagree about "My vernacular language has absolutely no effect on my English pronunciation."

Table 1. Results of the participants' background questions.

Respondent	Question 1	Question 2	Question 3
Participant 1	TA	2	Javanese Language
Participant 2	EGS	2	Bataknese Language
Participant 3	SRA	4	Palembangnese Language
Participant 4	ECY	4	Javanese Language
Participant 5	MOA	4	Palembangnese Language
Participant 6	WF	2	Bataknese Language

Participant 7	DI	6	Chinese / Mandarin Language
Participant 8	HW	4	Chinese / Mandarin Language

Table 2. Results of the questionnaire graded by four raters.

Respondent	1	2	3	4
Question 1	0 (0%)	1 (12,5%)	5 (62,5%)	2 (25%)
Question 2	0 (0%)	2 (25%)	3 (37,5%)	3 (37,5%)
Question 3	0 (0%)	2 (25%)	5 (62,5%)	1 (12,5%)
Question 4	0 (0%)	2 (25%)	6 (75%)	0 (0%)
Question 5	0 (0%)	5 (62,5%)	2 (25%)	1 (12,5%)
Question 6	0 (0%)	5 (62,5%)	2 (25%)	1 (12,5%)
Question 7	0 (0%)	4 (50%)	3 (37,5%)	1 (12,5%)
Question 8	1 (12,5%)	4 (50%)	2 (25%)	1 (12,5%)
Question 9	0 (0%)	5 (62,5%)	1 (12,5%)	2 (25%)
Question 10	0 (0%)	2 (25%)	4 (50%)	2 (25%)

Discussions

Based on the diagram of the answers from the respondents, it can be concluded that vernacular languages have no influence on their English pronunciation. This statement is also supported by strong evidence, it is the answers from the respondents which they answered based on their respective real experiences through several questions. These questions are provided in the form of a statement where participants are given the opportunity to answer whether they strongly disagree, disagree, agree or strongly agree in the form of points 1-4. Point 1 means strongly disagree, point 2 means disagree, point 3 means agree, and point 4 means strongly agree. In the first question, "I am proficient in my vernacular language" dominant participants answered agree about this statement. This means that most of the participants felt proficient in their respective vernacular languages. In the second question about "I often use my vernacular language in daily life" dominant participants answered agree and strongly agree. This means that most of the participants agree with this statement, where they feel they often use their vernacular language in daily life. This is an important factor for them to see whether vernacular language has a big influence on their daily life. In the third question, "I think that English pronunciation is easy to learn" dominant participants answered agree. This means that the majority of participants felt that English pronunciation was easy for them to learn even though they have their own vernacular language which they are proficient in and often use in life. in their daily lives. On the fourth question, "I

have difficulty learning English pronunciation" dominant participants answered agree. This means that most of the participants felt that they had difficulty learning English pronunciation. In the fifth question, "When I learned pronunciation in English language, I found it difficult because of my vernacular language" dominant participants answered disagree. This means that for most of the participants, vernacular language was not a problem for them in learning pronunciation in English language. This statement is also related to question number 4, whether their difficulty in learning pronunciation in English is their vernacular language. However, the results of question number 5 explain that their difficulties in learning English pronunciation are not due to their vernacular language. In the sixth question, "I feel that when I speak English, my pronunciation is mixed with my vernacular language" dominant participants answered disagree. This means that for the majority of participants, they feel that vernacular language has no relationship with their English pronunciation or when they speak English. This also explains that when they speak English, they feel that their pronunciation is not mixed with their vernacular language. In question number 6, it also explains that vernacular language has no relationship with their English pronunciation. In the seventh question, "My vernacular language really influences my speaking accent in English" dominant participants answered disagree. This means that for most participants, they felt that vernacular language had no effect on their speaking accent in English. In the eighth question, "I feel that my vernacular language limits my ability to learn English" dominant participants answered disagree. This means that for the majority of participants, they feel that their vernacular language

does not limit their ability to learn English. In the ninth question, "I feel that my vernacular helps me to learn pronunciation in English" dominant participants answered disagree. This means that for most participants, they felt that their vernacular language did not help them in learning pronunciation in English. In the last question, "My vernacular language has absolutely on effect on my English pronunciation" dominant participants answered disagree. This means that for the majority of participants, they felt that their vernacular language has no absolutely affect on their English pronunciation.

Based on the answers from the participants, we can conclude that the participants feel that vernacular language does not influence their English pronunciation. This may happen for various reasons. First, even though they are experts in speaking their vernacular language and often use their vernacular language in daily life, they still feel that English pronunciation is easy to learn. Their process of learning English pronunciation can be said to be easy for them without having to make their vernacular language an obstacle to learning English pronunciation. Therefore, they have less difficulty when they learn English pronunciation, let alone difficulties because of their vernacular language. Another factor is that when they speak English, they do not feel that their pronunciation is mixed with their vernacular language. This makes their vernacular language a benchmark for speaking other languages and their vernacular language does not have a big influence. Apart from that, they also feel that their vernacular language does not help them in learning English pronunciation. This is another strong factor why vernacular language does not affect their English pronunciation.

If we think about the other factors, maybe they are internal factors within each of them. Vernacular language has its dialect and this can influence the learner's pronunciation. Pronunciation is the key to being fully communicative competence. If someone can be familiar with the learner's sound system and the dialect he is learning, then he will be better able to handle these difficulties. Other factors are their motivation and continued effort in learning the target language. Then, there are some factors that may influence the students' pronunciation when they put effort into learning the target language (Siregar, 2017). They will continue to learn, especially in English pronunciation, until they feel that their vernacular language is no longer something that can hinder their learning. Many people are experts in the field of English pronunciation and we feel that there is no mixture of other accents when they speak English. This is clear evidence that someone can learn English pronunciation without being influenced by their vernacular language.

CONCLUSION

Based on the findings, the study concludes that Indonesian vernacular languages do not significantly influence students' English pronunciation. Despite their proficiency and frequent use of vernacular languages in daily life, the participants reported that learning English pronunciation is relatively easy for them and is not hindered by their vernacular language. The results also indicate that vernacular languages neither mix with their English pronunciation nor limit their ability to learn English pronunciation. This suggests that students' ability to learn English pronunciation is more influenced by other factors, such as internal motivation and learning strategies, rather than their vernacular language. These findings align with the research objective of examining the extent of vernacular language influence on English pronunciation, demonstrating that vernacular language has minimal impact on the participants' ability to acquire proper English pronunciation.

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