The Influence of First Language on Second Language Pronunciation

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Abstract. *Pronunciation in a second language (L2) is often influenced by the first language (L1), which can hinder intelligibility. Indonesian speakers struggle with certain English sounds, such as /θ/ and /ð/, due to their absence in the L1 phonetic system. To identify the influence of L1 on L2 pronunciation in the context of English language learning in Indonesia and propose strategies to reduce negative transfer effects. This qualitative study used a case study approach, involving 9 students from an English club at XYZ School. A pronunciation test was conducted to measure phonetic transfer between L1 and L2. Results show that L1 phonetic transfer causes errors in specific phonemes. Words with higher phonetic complexity are more challenging to pronounce correctly. Negative phonetic transfer and a lack of prosodic training were identified as major obstacles. Context-based and intensive phonetic training significantly improves pronunciation skills. L2 pronunciation errors are strongly influenced by L1, phonetic complexity, and individual experience. Contextual learning and individualized approaches positively impact pronunciation improvement.*

Keywords: Phonetics, Transfer, Error, Procedure

Abstrak. Pengucapan dalam bahasa kedua (L2) sering kali dipengaruhi oleh bahasa pertama (L1), yang dapat menghambat keterpahaman. Penutur bahasa Indonesia menghadapi kesulitan dengan bunyi tertentu dalam bahasa Inggris, seperti /θ/ dan /ð/, karena tidak terdapat dalam sistem bunyi L1 mereka. Mengidentifikasi pengaruh L1 terhadap pengucapan L2 dalam konteks pembelajaran bahasa Inggris di Indonesia serta menyusun strategi untuk mengurangi pengaruh negatif tersebut. Penelitian ini menggunakan pendekatan kualitatif dalam bentuk studi kasus, dengan melibatkan 9 siswa dari sebuah klub bahasa Inggris di Sekolah XYZ. Tes pengucapan dilakukan untuk mengukur transfer fonetik antara L1 dan L2. Hasil menunjukkan bahwa transfer fonetik L1 menyebabkan kesalahan pada fonem tertentu. Kata dengan kompleksitas fonetik yang tinggi cenderung lebih sulit untuk diucapkan secara benar. Transfer fonetik negatif dan kurangnya pelatihan prosodi ditemukan sebagai hambatan utama. Pelatihan berbasis konteks dan fonetik intensif dapat meningkatkan keterampilan pengucapan. Kesalahan pengucapan L2 banyak dipengaruhi oleh L1, kompleksitas fonetik, dan pengalaman individu. Pembelajaran berbasis konteks dan pendekatan individual memberikan dampak positif terhadap perbaikan pengucapan.

Kata Kunci: Fonetik, *Transfer*, Kesalahan, Prosodi

1. INTRODUCTION

Mastering pronunciation in a second language (L2) is one of the main challenges in language learning. This phenomenon is increasingly complex when the influence of the first language (L1) also affects an individual's ability to produce L2 sounds. Many learners of English as a second language (EFL) have difficulty achieving pronunciation that is close to that of native speakers. For example, Indonesian speakers tend to have difficulty distinguishing the sounds /θ/ and /ð/ which are not found in the Indonesian phonetic system, so these sounds are often articulated as /t/ or /d/. Similar things also happen to speakers of other languages that have different sound systems.

Nowadays, globalization and the demands of cross-cultural communication are increasing the need to master English fluently, including pronunciation aspects. However,

various studies show that most English learners in Indonesia are still trapped in the phonetic patterns of their first language, which often results in a strong accent and affects intelligibility. This phenomenon is seen in the context of formal education in Indonesia, where students often learn English with an approach that emphasizes grammar and vocabulary, while pronunciation training tends to receive less attention. As a result, learners are often unaware that they are bringing L1 sound characteristics into their English pronunciation.

Ideally, second language learning should include strategies to reduce the negative influence of L1 on L2 pronunciation. Effective pronunciation training not only helps to improve intelligibility but also builds learners' confidence in speaking. With a more integrated phonetic and phonological-based approach, it is hoped that learners will be able to recognize the sound differences between L1 and L2 and apply strategies to correct errors. An ideal learning program should also provide feedback that focuses on pronunciation aspects, for example through AI-based technology or digital media-assisted learning methods.

However, to date, research on the influence of L1 on L2 pronunciation is still limited, especially in the context of EFL in Indonesia. There is still a gap in understanding how L1 phonetic patterns affect sound production in L2 and how teaching strategies can be designed to overcome these influences. This raises the question: to what extent does L1 influence L2 pronunciation, and how can it be overcome to make L2 pronunciation learning more effective?

Based on this background, this research is formulated with the following questions: (1) How does the first language (L1) influence the pronunciation of the second language (L2) in the context of learning English in Indonesia? (2) What factors cause this influence? (3) What learning strategies can reduce the negative influence of L1 on L2 pronunciation?

This study aims to identify the influence of L1 on L2 pronunciation, especially in English learning in Indonesia, and explore the factors that contribute to this influence. In addition, this study aims to design recommendations for learning strategies that can help learners reduce the negative influence of L1, improve comprehensibility, and achieve pronunciation that is closer to native speakers.

Through this research, it is expected to contribute to the field of English language teaching, especially in the aspect of pronunciation. The findings of this study are also expected to provide insight for language educators in designing more effective teaching methods, as well as for educational policy makers to integrate pronunciation training into

the English curriculum in Indonesia.

2. LITERATURE REVIEW

Definition of L1 and L2

Linguistic studies distinguish two main terms: L1 (first language) and L2 (second language). L1 is the language learned and used by a person during childhood, usually in the family and community environment. L2 is the language learned after L1, often through school or social interaction in different environments. Both terms are very important in understanding the development of language skills and cultural differences. Therefore, understanding the difference between L1 and L2 is essential to understanding and improving language learning.

L1 is a language that is acquired naturally from an early age, influenced by social and environmental contexts. This language is learned by individuals without formal education, such as Indonesian children. First language speakers have intuitive skills in grammar, vocabulary, and pronunciation, which allow them to use the language fluently in a variety of communication contexts.(Qomariana et al., 2019; Sijono & Ilinawati, 2018).

L2 is a second language learned after mastering L1. This language can be acquired through formal education, social interaction, or living in a country that uses L2. The learning process is complicated because of the understanding of language structures and grammar rules that may be different from L1. For example, an Indonesian speaker learning English must understand the differences in phonology, morphology, and syntax.(Azhar, 2020).

The structures and patterns of the first language (L1) have a significant impact on the acquisition of the second language (L2), leading to pronunciation and grammatical errors in the L2. This is often due to the transfer of rules from the first language to the second language being learned.(Kholiq, 2017). Understanding the differences between L1 and L2 is essential to identifying potential errors during the learning process.(Sijono & Ilinawati, 2018; Wijayanto, 2014).

Thus, Understanding the definitions and roles of L1 and L2 is essential in the study of linguistics and language education, particularly in understanding how the influence of the first language affects the pronunciation and use of the second language by learners.

The Definition and Features of Pronunciation

Pronunciation is an important aspect of language learning, especially in the context of second language acquisition. Pronunciation involves the production of language sounds using speech organs such as the tongue, lips, and vocal cords. Good pronunciation allows

for effective communication, so that the listener can understand the speaker's meaning without confusion.(Author, 2017).

The main characteristics of pronunciation include phonemes, intonation, stress, articulation, and speed. Phonemes are the smallest sound units in a language that can distinguish meaning, while intonation refers to the pattern of rising and falling pitch of the voice when speaking.(Author, 2017). Stress emphasizes a particular syllable in a word or on a particular word in a sentence. Articulation involves the movements of the speech organs, such as the position of the tongue, the shape of the lips, and the flow of air.(Primary, 2023).

Speech rate also affects pronunciation. Speaking too quickly can lead to pronunciation errors, while speaking too slowly can reduce fluency. The influence of a first language on a second language is often seen through phonological transfer, where individuals carry over pronunciation patterns from their first language to their second language. For example, an Indonesian speaker learning English may have difficulty with certain sounds that do not exist in Indonesian, leading to pronunciation errors that affect listener comprehension.

Understanding the definition and characteristics of pronunciation is essential to analyzing how a first language influences a learner's ability to effectively master second language pronunciation.

a. Phonemes

Phonetheme, or phoneme, is the smallest unit of sound in a language that can distinguish meaning. For example, the difference between /b/ and /p/ in the words "bat" and "pat" shows how phonemes play a role in pronunciation.(Kalakmabin, 2023; Widagdo, 2021). Phonethemes are the basis of the sound system of a language. They provide a unique structure to the language, allowing effective communication between speakers of the language. Here are the Main Features of Phonethemes(Author, 2017), among others;

1) **Uniqueness**

Each phoneme has unique characteristics that distinguish it from other phonemes. For example, the sound /θ/ in English has a different way of articulation from the sounds in Indonesian. This uniqueness often becomes a challenge for English learners in Indonesia because they tend to replace the sound /θ/ with /t/, which is more familiar in their L1 system.

2) **Minimum Pair**

Minimal pairs are pairs of words that differ only in one phoneme and are very helpful in learning the differences in sounds. For example, the English words "bat"

and "pat" are minimal pairs that differ in the sounds /b/ and /p/. However, for Indonesian speakers, learning these pairs may require more effort because they are used to different sound distributions.

3) **Contrastive**

Phonemes have the contrastive ability to differentiate meaning. In English, for example, replacing /s/ with /z/ in the word "sip" to "zip" changes the meaning of the word significantly. L1 speakers who do not have similar contrastive distinctions in their phonetic system often have difficulty producing and understanding these distinctions.

4) **Districtative**

Phonemes also function as differentiators between words in a language. In Indonesian, for example, the difference between /m/ and /ng/ in the words "mati" and "nanti" is very significant. However, when Indonesian learners encounter new sounds in English that are not in their L1, they often tend to use the most similar sounds from the L1.

The phoneme system in the first language (L1) greatly influences the process of learning a second language (L2). Indonesian speakers often merge pronunciation patterns from their first language into their second language, which causes pronunciation errors that affect intelligibility. For example, the sound /θ/ in "think" is often replaced by /t/.

This study aims to understand in depth how phoneme structures in L1 affect the ability of English learners in Indonesia to master L2 pronunciation effectively. Understanding phonemes and their features is an important theoretical basis in analyzing the influence of the first language on second language pronunciation. By focusing on this fundamental aspect, this study will provide insights into learning strategies that can help learners overcome phonetic barriers and improve their pronunciation abilities.

1) Vowel Sounds

Vowel sounds are very important for English pronunciation, consisting of twelve pure vowel sounds categorized into close, mid, and open. English has twelve pure vowels, divided into close, mid, and open vowels, which allow air to flow freely from the larynx to the lips without any obstruction.(Kelly, 2000). Among others:

Closed vowels: usually articulated with the tongue almost touching the upper

palate. Example:

a)   [i:] – key /ki:/

b)   [ɪ] – sieve /siv/

c)   [ʊ] – book /bʊk/

d)   [u:] – food /fu:d/

**Mid vowels**: vowels where the tongue is neither high nor low in the mouth. Example:

a)   [e] – egg /eg/

b)   [ɔ:] – pour /pɔ:(r)/

c)   [ɜ:] – shirt /ʃɜ:t/

d)   [ə] – paper /'peipə(r)/

Open vowels: low position of the tongue in the mouth. Example:

a)   [a] – hat /hat/

b)   [ɒ] – dog /dɒg/

c)   [ʌ] – front /frʌnt/

d)   [ɑ:] – far /fɑ:(r)/

(Kelly, 2000)suggests that English vowels can be arranged in a chart based on the position of the tongue. This can be seen in the following image:
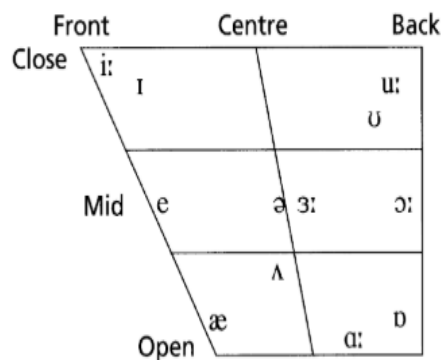
Figure 1. Vowel Articulation Diagram (Kelly, 2000)

Vowel sounds are voiced and can be single or compound, involving movement from one vowel sound to another. Diphthongs are sounds produced by gliding from one vowel position to another, forming a glide from one vowel to another.(Kelly, 2000). A diphthong is a combination of two vowel sounds in one syllable, which produces a more complex sound than a single vowel(Nuraisyah et al., 2023).(Kelly, 2000)categorizes diphthongs in English based on their pronunciation style and position. As follows:

a) **/aɪ/**

Examples: "my," "fly"

This diphthong starts with the open vowel sound /a/ and moves to the close vowel sound /ɪ/.

b) **/eɪ/**

Examples: "day," "play"

This diphthong starts with the mid vowel sound /e/ and moves to the close vowel sound /ɪ/.

c) **/ɔɪ/**

Examples: "boy," "toy"

This diphthong starts with the mid vowel sound /ɔ/ and moves to the close vowel sound /ɪ/.

d) **/aʊ/**

Examples: "how," "now"

This diphthong starts with the open vowel sound /a/ and moves to the open vowel sound /ʊ/.

e) **/oʊ/**

Examples: "go," "show"

This diphthong starts with the mid vowel sound /o/ and moves to the close vowel sound /ʊ/.

f) **/ɪə/**

Examples: "ear," "near"

This diphthong starts with the close vowel sound /ɪ/ and moves to the open vowel sound /ə/.

g) **/eə/**

Examples: "air," "care"

This diphthong starts with the mid vowel sound /e/ and moves to the open vowel sound /ə/.

h) **/ʊə/**

Examples: "poor," "tour"

This diphthong starts with the close vowel sound /ʊ/ and moves to the open vowel sound /ə/.

Mastering the correct pronunciation of diphthongs is very important for second

language (L2) speakers, as it improves communication skills. The influence of the first language (L1) on diphthong pronunciation is also important, as phonological differences between L1 and L2 can lead to errors.

3. METHODOLOGY

Research Design

Research design is the specific procedures involved in the research process, including data collection, data analysis, and report writing.(JW Creswell, 2015). Previously,(John & Creswell David, 2014)defines research design as a plan and procedure for research that includes decisions ranging from broad assumptions to detailed methods of data collection and analysis. This plan involves several decisions, including the design, the procedures of inquiry (called strategies), the specific methods of data collection, analysis, and interpretation used to study a topic.

This study uses a qualitative approach in the form of a case study because this study aims to investigate the influence of the first language (L1) on the pronunciation of the second language (L2) by giving pronunciation tests to students. The aim is to find out whether the transfer results are positive or negative. Case study is a qualitative approach in which researchers conduct empirical investigations of contemporary phenomena in their natural contexts using various sources of evidence.(Fadli, 2021)Furthermore,(Cohen et al., 2018)state that:

"Unlike the experimenter who manipulates variables to determine their causal significance or the surveyor who asks standardized questions of large, representative samples of individuals, the case study researcher typically observes the characteristics of an individual unit - a child, a clique, a class, a school or a community. The purpose of such observation is to probe deeply and to analyze intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which that unit belongs".

Research Setting and Subject

This research was conducted at XYZ School. This school is one of the oldest schools in the area and has a fairly good English club.

Respondent

This study involved qualified participants from the population, defined as individuals who could answer the research problem statement.(J. Creswell & Guetterman, 2018). In

order to be included, participants must meet specific criteria specific to qualitative analysis, as defined by(Sugiyono, 2019).

In this study, participants who met the criteria were 9 students who had the following characteristics:

a. Is a member of the English club at XYZ School,

b. Never been to an English speaking country,

c. Have passed the pronunciation test in the English club, and

d. Has studied and used Indonesian since childhood.

4. RESULTS AND DISCUSSION

Results

This table presents a list of English words used in the pronunciation test for respondents, selected to cover a wide range of phonetic patterns. The test aims to identify the influence of the first language on the pronunciation of the second language, identify the main challenges of pronunciation, and support the analysis of improvements through more effective teaching methods. Here is a table with different word lists for the pronunciation test:

Table 1. Pronunciation Test Given to the Respondents

No.	Words	No.	Words
1	Ocean	26	Thunderstorm
2	Journey	27	Midnight
3	Whisper	28	Confidence
4	Memories	29	Adventure
5	Hopeful	30	Endless
6	Dancing	31	Simplicity
7	Shadow	32	Enchanted
8	Twilight	33	Fragile
9	Reflection	34	Courage
10	Happiness	35	Gentle
11	Faithful	36	Horizon
12	Wander	37	Brilliant
13	Believe	38	Excitement
14	Tranquil	39	Harmony
15	Resilient	40	Eternity
16	Illuminate	41	Vibrant
17	Kindness	42	Splendid
18	Flourish	43	Radiant
19	Delight	44	Serene
20	Effortless	45	Whimsical
21	Grateful	46	Inspiring

22	Courageous	47	Enigma
23	Abundance	48	Flourishing
24	Embrace	49	Captivating
25	Magnificent	50	Serendipity

The table above is the key to the pronunciation test (post-test) designed to evaluate respondents' ability to pronounce English words. Each word is accompanied by its phonetic transcription using the IPA (International Phonetic Alphabet) to ensure accurate pronunciation standards. These words cover a variety of phonetic patterns and levels of complexity, helping researchers analyze the influence of the first language (L1) on the pronunciation of the second language (L2). This test also serves as a basis for understanding areas of pronunciation that need improvement.

Table 2. Keys for Pronunciation Test (Post Test)

No.	Words	IPA (Phonetic Transcription)	No.	Words	IPA (Phonetic Transcription)
1	Ocean	/ˈəʊ.ʃən/	26	Thunderstorm	/ˈθʌn.dɚ.stɔːrm/
2	Journey	/ˈdʒɜː.ni/	27	Midnight	/ˈmɪd.naɪt/
3	Whisper	/ˈwɪs.pɚ/	28	Confidence	/ˈkɒn.fɪ.dəns/
4	Memories	/ˈmɛm.ər.iz/	29	Adventure	/ədˈvɛn.tʃɚ/
5	Hopeful	/ˈhoʊp.fəl/	30	Endless	/ˈɛnd.ləs/
6	Dancing	/ˈdæns.ɪŋ/	31	Simplicity	/sɪmˈplɪs.ɪ.ti/
7	Shadow	/ˈʃæd.əʊ/	32	Enchanted	/ɪnˈtʃæn.tɪd/
8	Twilight	/ˈtwaɪ.laɪt/	33	Fragile	/ˈfrædʒ.aɪl/
9	Reflection	/rɪˈflɛk.ʃən/	34	Courage	/ˈkɜː.rɪdʒ/
10	Happiness	/ˈhæp.i.nəs/	35	Gentle	/ˈdʒɛn.təl/
11	Faithful	/ˈfeɪθ.fəl/	36	Horizon	/həˈraɪ.zən/
12	Wander	/ˈwɒn.dɚ/	37	Brilliant	/ˈbrɪl.jənt/
13	Believe	/bɪˈliːv/	38	Excitement	/ɪkˈsaɪt.mənt/
14	Tranquil	/ˈtræŋ.kwɪl/	39	Harmony	/ˈhɑːr.mə.ni/
15	Resilient	/rɪˈzɪl.i.ənt/	40	Eternity	/ɪˈtɜː.nɪ.ti/
16	Illuminate	/ɪˈluː.mɪ.neɪt/	41	Vibrant	/ˈvaɪ.brənt/
17	Kindness	/ˈkaɪnd.nəs/	42	Splendid	/ˈsplɛn.dɪd/
18	Flourish	/ˈflʌr.ɪʃ/	43	Radiant	/ˈreɪ.di.ənt/
19	Delight	/dɪˈlaɪt/	44	Serene	/səˈriːn/
20	Effortless	/ˈɛf.ɚt.ləs/	45	Whimsical	/ˈwɪm.zɪ.kəl/
21	Grateful	/ˈɡreɪt.fəl/	46	Inspiring	/ɪnˈspaɪ.rɪŋ/
22	Courageous	/kəˈreɪ.dʒəs/	47	Enigma	/ɪˈnɪɡ.mə/
23	Abundance	/əˈbʌn.dəns/	48	Flourishing	/ˈflʌr.ɪʃ.ɪŋ/
24	Embrace	/ɪmˈbreɪs/	49	Captivating	/ˈkæp.tɪ.veɪ.tɪŋ/
25	Magnificent	/mæɡˈnɪf.ɪ.sənt/	50	Serendipity	/ˌsɛr.ənˈdɪp.ɪ.ti/

Table 3. Distribution of Item Pronunciation

Category	Phoneme	Example Words
Vowels	ɪ	*Whisper*(/ˈwɪs.pɚ/), Midnight (/ˈmɪd.naɪt/), Tranquil

		(/ˈtræŋ.kwɪl/), Happiness (/ˈhæp.i.nəs/), Splendid (/ˈsplɛn.dɪd/)
	iː	*Serenity*(/səˈriːn.ɪ.tiː/), Believe (/bɪˈliːv/), Radiant (/ˈreɪ.di.ənt/), Serendipity (/ˌsɛr.ənˈdɪp.ɪ.ti/)
	eɪ	*Grateful*(/ˈgreɪt.fəl/), Faithful (/ˈfeɪθ.fəl/), Embrace (/ɪmˈbreɪs/), Captivating (/ˈkæp.tɪ.veɪ.tɪŋ/)
	ɒ	*Confidence*(/ˈkɒn.fɪ.dəns/), Wander (/ˈwɒn.dɚ/)
	æ	*Dancing*(/ˈdæns.ɪŋ/), Fragile (/ˈfrædʒ.aɪl/), Magnificent (/mægˈnɪf.ɪ.sənt/), Twilight (/ˈtwaɪ.laɪt/)
Diphthongs	aʊ	Shadow (/ˈʃæd.aʊ/), Thunderstorm (/ˈθʌn.dɚ.stɔːrm/)
	eɪ	Grateful (/ˈgreɪt.fəl/), Faithful (/ˈfeɪθ.fəl/), Embrace (/ɪmˈbreɪs/), Captivating (/ˈkæp.tɪ.veɪ.tɪŋ/)
	oʊ	Ocean (/ˈəʊ.ʃən/), Shadow (/ˈʃæd.oʊ/), Courageous (/kəˈreɪ.dʒəs/)
Triphthongs	aɪə	Desire (/dɪˈzaɪər/), Fire (/ˈfaɪər/)
Consonants	ʃ	Flourish (/ˈflʌr.ɪʃ/), Shadow (/ˈʃæd.aʊ/), Serendipity (/ˌsɛr.ənˈdɪp.ɪ.ti/)
	dʒ	Journey (/ˈdʒɜː.ni/), Courageous (/kəˈreɪ.dʒəs/), Gentle (/ˈdʒɛn.təl/)
	tʃ	Adventure (/ədˈvɛn.tʃɚ/), Enchanted (/ɪnˈtʃæn.tɪd/)
	ŋ	Flourishing (/ˈflʌr.ɪʃ.ɪŋ/), Dancing (/ˈdæns.ɪŋ/), Twilight (/ˈtwaɪ.laɪt/)
	θ	Thunderstorm (/ˈθʌn.dɚ.stɔːrm/), Faithful (/ˈfeɪθ.fəl/)

Vowels, such as /ɪ/, /iː/, and /eɪ/, provide clarity and crispness. Diphthongs blend two vowels for a smooth transition, such as Ocean and Shadow. Triphthongs, which are rare but present in words like Desire, create complex sonic effects. Consonants, such as /ʃ/, /dʒ/, and /tʃ/, offer a variety of articulations to enrich pronunciation.

Table 4. Distribution of Item Pronunciation

No.	Words	IPA (Phonetic Transcription)	1	2	3	4	5	6	7	8	9
1	Ocean	/ˈəʊ.ʃən/	0	0	0	1	1	0	0	0	0
2	Journey	/ˈdʒɜː.ni/	1	0	2	2	2	2	0	2	0
3	Whisper	/ˈwɪs.pɚ/	1	0	1	0	2	2	2	2	2
4	Memories	/ˈmɛm.ər.iz/	2	2	2	2	0	2	0	0	2
5	Hopeful	/ˈhoʊp.fəl/	1	2	1	2	2	2	2	2	2
6	Dancing	/ˈdæns.ɪŋ/	0	0	0	1	0	1	1	2	1
7	Shadow	/ˈʃæd.əʊ/	1	2	1	1	0	0	2	0	2
8	Twilight	/ˈtwaɪ.laɪt/	1	2	1	1	1	0	1	1	2
9	Reflection	/rɪˈflɛk.ʃən/	2	2	2	2	0	0	2	2	2
10	Happiness	/ˈhæp.i.nəs/	0	0	1	0	0	0	2	1	2
11	Faithful	/ˈfeɪθ.fəl/	1	1	2	0	2	1	0	2	0
12	Wander	/ˈwɒn.dɚ/	1	0	0	0	1	1	0	0	0
13	Believe	/bɪˈliːv/	2	0	0	1	2	1	1	2	0
14	Tranquil	/ˈtræŋ.kwɪl/	1	2	1	2	1	2	1	1	0
15	Resilient	/rɪˈzɪl.i.ənt/	1	0	1	1	1	2	1	0	1
16	Illuminate	/ɪˈluː.mɪ.neɪt/	2	1	1	1	2	2	0	2	0
17	Kindness	/ˈkaɪnd.nəs/	1	1	0	1	1	0	2	2	0
18	Flourish	/ˈflʌr.ɪʃ/	2	1	0	0	0	2	2	0	1
19	Delight	/dɪˈlaɪt/	1	1	1	1	1	1	0	1	2
20	Effortless	/ˈɛf.ɚt.ləs/	1	0	2	1	1	0	1	1	1
21	Grateful	/ˈgreɪt.fəl/	2	1	1	1	2	2	1	0	2
22	Courageous	/kəˈreɪ.dʒəs/	0	2	1	1	0	1	0	0	2
23	Abundance	/əˈbʌn.dəns/	1	2	1	0	0	2	2	1	1
24	Embrace	/ɪmˈbreɪs/	0	1	2	0	0	1	1	2	1
25	Magnificent	/mægˈnɪf.ɪ.sənt/	2	0	2	1	1	1	2	0	1
26	Thunderstorm	/ˈθʌn.dɚ.stɔːrm/	0	2	0	0	2	2	0	2	2
27	Midnight	/ˈmɪd.naɪt/	1	1	2	1	1	1	1	2	1
28	Confidence	/ˈkɒn.fɪ.dəns/	1	2	1	2	1	1	2	1	2
29	Adventure	/ədˈvɛn.tʃɚ/	0	1	2	0	2	0	2	0	1
30	Endless	/ˈɛnd.ləs/	0	0	1	2	1	0	1	2	0

31	Simplicity	/sɪmˈplɪs.ɪ.ti/	1	0	1	2	2	2	0	1	1
32	Enchanted	/ɪnˈtʃæn.tɪd/	1	1	2	0	1	2	2	0	2
33	Fragile	/ˈfrædʒ.aɪl/	0	2	0	2	0	2	0	1	0
34	Courage	/ˈkɜː.rɪdʒ/	1	0	1	2	2	2	2	1	2
35	Gentle	/ˈdʒɛn.təl/	2	2	2	2	1	2	0	2	2
36	Horizon	/həˈraɪ.zən/	2	2	2	0	2	2	2	2	2
37	Brilliant	/ˈbrɪl.jənt/	1	0	2	0	1	1	1	0	0
38	Excitement	/ɪkˈsaɪt.mənt/	0	2	2	2	2	2	2	0	0
39	Harmony	/ˈhɑːr.mə.ni/	0	0	0	0	1	1	0	0	1
40	Eternity	/ɪˈtɜː.nɪ.ti/	2	1	0	0	2	1	1	1	2
41	Vibrant	/ˈvaɪ.brənt/	0	0	0	2	1	0	2	2	0
42	Splendid	/ˈsplɛn.dɪd/	2	2	1	2	2	0	2	0	0
43	Radiant	/ˈreɪ.di.ənt/	1	1	1	2	0	2	2	2	0
44	Serene	/səˈriːn/	1	1	1	1	2	1	0	1	1
45	Whimsical	/ˈwɪm.zɪ.kəl/	0	1	1	1	1	0	0	1	1
46	Inspiring	/ɪnˈspaɪ.rɪŋ/	1	0	1	0	0	2	0	0	2
47	Enigma	/ɪˈnɪg.mə/	0	0	2	0	1	1	1	0	2
48	Flourishing	/ˈflʌr.ɪʃ.ɪŋ/	0	2	2	2	0	1	1	1	2
49	Captivating	/ˈkæp.tɪ.veɪ.tɪŋ/	1	0	1	0	1	1	0	2	1
50	Serendipity	/ˌsɛr.ənˈdɪp.ɪ.ti/	1	0	0	1	1	0	2	0	1
	Total Score		46	46	54	49	53	57	52	50	55

Note:

Point 2 = correct pronunciation and stress

Point 1 = wrong pronunciation and correct stress / correct pronunciation and wrong stress

Point 0 = wrong pronunciation and wrong stress

Discussion

The data in the table above shows the variation in English pronunciation ability among respondents, it is seen that the respondents' first language (L1) influences their second language (L2) pronunciation. According to(Mairano et al., 2018), this effect occurs due to phonetic transfer, where the characteristics of sounds in the L1 tend to be applied when producing sounds in the L2. For example, errors in the pronunciation of a phoneme such as /θ/ in thunderstorm can be attributed to the absence of this phoneme in the respondents' L1 sound system. This suggests the need for a specific phonetic learning approach to these

challenges. Next, the level of phonetic complexity of words affects respondents' success rates. For example, words with diphthongs such as shadow (/ˈʃæd.oʊ/) and courageous (/kəˈreɪ.dʒəs/) have higher error rates than words with single vowels such as faithful (/ˈfeɪθ.fəl/).(Arianti et al., 2023)explains that diphthongs require more complex articulatory coordination, making them more prone to errors. Therefore, the aspect of phonetic complexity should be considered in the design of pronunciation learning curriculum.

Stress errors are also common, as seen in score 1 (correct pronunciation but incorrect stress) in the word grateful (/ˈgreɪt.fəl/). Halliday (1967) emphasized that stress plays an important role in the meaning and fluency of English communication. Stress errors can make pronunciation sound unnatural, potentially affecting the listener's perception of the speaker's fluency. Therefore, the focus on teaching stress in the context of prosody needs to be increased.

Certain phonemes that are rarely found in L1, such as /ʃ/, /tʃ/, and /dʒ/, have high error rates. For example, the words journey (/ˈdʒɜː.ni/) and flourish (/ˈflʌr.ɪʃ/) often score low. In the Contrastive Analysis Hypothesis theory (Lado, 1957) in(Masyitha et al., 2021), it is explained that the biggest difficulty in learning L2 is the phonemic differences between L1 and L2. Thus, teaching strategies that introduce these phonemes through intensive articulation exercises can help reduce errors.

The variation in total scores among respondents (range 46–57) indicates individual differences in pronunciation ability. According to Krashen (1982) in(Sulisworo et al., 2024), this difference can be explained by the data found from the results of the study of the learner corpus can support teachers to observe the abilities of learners more comprehensively. Respondents with higher scores may have more experience with English or more involvement in listening and speaking practices. Therefore, pronunciation learning needs to be individualized to accommodate the needs of each participant.

These results also indicate the need for context-based learning. Words such as serendipity and tranquil may be difficult to understand if participants are not familiar with their meaning and usage. Flow Theory proposed by(Ummah et al., 2022)states that educational games provide an optimal learning experience by ensuring that learners feel fully engaged, balanced, and challenged. Games often use real-life situations and incorporate repetition, reaffirmation, and application of concepts to help learners relate the language they are learning to real contexts, ultimately improving their understanding and retention of English language structures.

Overall, the main assumption of this study is that L1 influence, phonetic complexity, stress, and individual differences play an important role in L2 pronunciation. The theoretical and practical implications of these findings suggest that pronunciation learning should be holistic, including intensive training on specific phonetic aspects, prosodic awareness, and context-based learning. With an integrated approach, L2 pronunciation learning outcomes can be significantly improved.

5. CONCLUSION

The results of the study indicate that English (L2) pronunciation is influenced by the first language (L1), the level of phonetic complexity, stress ability, and individual differences among respondents. Phonetic transfer from L1 to L2 often causes errors in the pronunciation of phonemes that do not exist in L1. In addition, words with higher phonetic complexity and incorrect stress are often the source of errors, highlighting the need for a learning approach that focuses on phonetics and prosody. Variations in individual abilities, including experience and exposure to English, indicate the importance of an individualized learning approach. Context-based learning has also been shown to be effective in helping learners relate English use to real-life situations.

RECOMMENDATION

a. Specific Approaches to Phonetic Transfer

Teachers need to provide phonetic training that targets specific difficult phonemes, especially those that are not present in the respondents' L1, through intensive articulation **exercises.**

b. Focus on Phonetic Complexity and Prosody

Learning materials should include practice on words with diphthongs and difficult stress patterns to increase students' awareness and ability to pronounce these words correctly.

c. Individual Approach to Learning

Teaching should be tailored to individual needs, taking into account the learner's level of experience and exposure to English.

d. Implementation of Context-Based Learning

Use educational games or simulations of real situations to improve students' understanding of the use of words and phrases in English.

e. Holistic Curriculum Development

Pronunciation learning curricula need to include a combination of phonetic aspects,

prosodic awareness, and contextual application to ensure better and sustainable learning outcomes.

With the implementation of this strategy, teaching English pronunciation is expected to be more effective in overcoming the challenges faced by learners.

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