The Influence of the Mother Tongue on English Pronunciation: A Case Study on Indonesian EFL Learners

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Abstract
Pronunciation is an area of language, which is easy to recognize and see. When a language learner makes an error in pronunciation, other people can identify the error easily. Mispronunciations are common errors that happen to English language learners in the Expanding Circle, in which English is a foreign language, like Indonesia. This paper deals with mispronunciations made by Indonesian language learners. The respondents were 14 Procedural Writing class students in an English Language Education Program at a private university in Indonesia. They took the course during the pandemic era. The classes were therefore done online, and each virtual class was recorded. These students were video-recorded when reading certain parts of texts in the course. The findings showed that the 14 students made some mispronunciations due to several reasons like habits of pronouncing words in Indonesian and a lack of knowledge of the ideal notion of native speakers' pronunciation. It is hoped that this paper can be useful for EFL teachers teaching pronunciation as well as for students who are still struggling with their pronunciation in their efforts to gain native-like proficiency.

INTRODUCTION

There are four basic skills in a language that a learner should master to speak the language well. They are speaking, reading, writing, and listening. However, there are other aspects of a language that a learner has to pay attention to and consider considerably to succeed in the new language. These aspects include vocabulary and grammar. Another aspect is pronunciation.

Pronunciation is an essential aspect of a language, especially when it concerns with the spoken language. Pardede (2018) accentuated that it is crucial to one's ability to speak in every language as intelligible speech requires precise production of various factors, including phonemes, stress, linking, rhythm, and intonation. But, what is pronunciation? According to Ma'lah (2016), pronunciation is the way a person utters a word or language. It is supported by the lexical definition of pronunciation. Lexically, it is defined as the result of speech sound production. It includes stress, intonation, and articulation. Oftentimes, there is a reference to the pronunciation standard of correctness as well as acceptability in a particular language. Another lexical definition of pronunciation is the accepted standard of the sound and stress patterns not only of a syllable or word but also of a phrase (Thesaurus.com, 2023). Agung et al. (2021) also stated that the ability to speak English represents the correctness of pronunciation and intonation. It directly affects the appropriate communication in a conversation.

Pronouncing words in one language is different from other languages. A language may have a different system of pronunciation. In Indonesia, for example, the way words are pronounced is much simpler and easier than English words. This was reaffirmed by Authar (2018), who claimed that the pronunciation of Indonesian words is somewhat unique to that of English words. There are 26 letters in the English alphabet. However, the sounds that may be produced are almost double that number (Gebhardt, 2010). This possibly results in pronunciation difficulties experienced by EFL learners.

In many countries (including Indonesia), these EFL students often find challenges. The pronunciation systems in their countries are different from English. Therefore, they often find difficulties pronouncing English words. From research done by Authar (2018), it was found that there was a negative transfer from the first language on the English word pronunciation. The research participants were part of an English club at MTS Salafiyah Syafiiyah Mumbulsari in Jember. It was found that their L1 interfered with their L2. Authar (2018) further claimed that Indonesian words are commonly pronounced without certain stresses. On the other hand, English words have stresses in certain syllables. It is one of the most common problems that Indonesian learners face in pronouncing English words correctly. This is the reason for this research being conducted.

In Indonesian setting, due to the different pronunciation systems, many EFL learners fail or have not successfully been able to deal with pronouncing English words. There can be several factors that cause these problems. One of the primary causes of the failure to correctly identify English pronunciation is the interference of L1. L1 may interfere with the learners' pronunciation, resulting in pronunciation errors. Additionally, Purnamasari (2018) reiterated two causes of EFL learners' problems in mastering pronunciation. First, they lack contact with English native speakers so they get only

minimal exposure to English sounds. Second, pronunciation instruction tended to be neglected in EFL teaching as EFL teachers often feel that they are inadequately prepared to teach it.

As elaborated above, pronunciation is an important aspect of a language. The right pronunciation does matter. According to PronunciationPro (2023), there are several reasons why pronouncing words in English correctly is necessary. First, bad pronunciation may create a negative impression. Other than that, mispronunciation may lead to misunderstanding. And finally, the right pronunciation can prevent learners from being avoided. It can be further interpreted that learners with lots of mispronunciations tend to be avoided by other learners. They might do this to avoid misunderstanding as stated above.

Hussein & Mahmood (2021) also highlighted the importance of the right pronunciation. They stated that understandable pronunciation is one of the basic requirements of the learners' competence. Besides that, it is also one of the most important features of language instruction. Citing Gilakjani (2012), they further stated that good pronunciation leads to learning while the bad one increases great difficulties.

Some studies have been done in the area of students' pronunciation. However, not much has been done on EFL students in Indonesian context. To fill the gap, this study was therefore planned and initiated. Also, looking at the necessity to find the causes of pronunciation errors, the researchers thus perceived it necessary to see how much the first language affects second language pronunciation. These study results are projected to be useful both for English teachers who teach pronunciation as well as students learning pronunciation. Hopefully, this research will also be beneficial for other scholars conducting studies in the same area. Two questions are raised in this study: (1) What are the most common errors found in Procedural Writing class students' pronunciation? (2) What factors cause the pronunciation errors in the participants' opinions? This research hopefully provides profound insights needed to understand how to teach and learn the pronunciation of English as a Second Language (ESL) and English as a Foreign Language (EFL).

LITERATURE REVIEW
Many studies have shown the crucial essence of pronunciation in English learning and communication. In daily life, a person with a rich vocabulary and good grammar would be very difficult to understand if he speaks with bad pronunciation. Hişmanoğlu (2006, p. 101) accentuated that pronunciation is "a key to gaining full communicative competence". Considering this, language learners should not only pronounce syllables and words but also phrases well. One of the reasons is to avoid misunderstanding among learners. In this section, factors that lead to difficulties pronouncing English words correctly are discussed. Those factors are the influence of L1, which can be positive, or negative transfer, lack of exposure, lack of knowledge of the right pronunciation, and ignorance.

The Role of L1 in SLA & L1 Interference

The emergence of World Englishes, known as WEs, and its popular recognition worldwide, has been gaining wider attention. However, in Outer Circle countries where English does not have an official standing like Japan, Indonesia, and China, being competent in English at the level of native speakers is still considered the top standard to achieve (Fithriani et al., 2018).

Interference from the first language on L2 acquisition is undoubtedly inevitable. The interference is noteworthy in learning English as a second language. This is because English functions as a lingua franca. It is utilized by individuals of varying mother tongues from a variety of countries. The nativized and distinctive varieties of English are due to English being used as a lingua franca (EFL). English is spoken by people of multi-cultures and various linguistic aspects (Kachru, 1986, as cited in Fithriani et al., 2018).

When learning a second language, learners cannot deny the influence of their mother tongue. The first language (L1) or the mother tongue cannot be separated from second language acquisition. However, according to the SLA (second language acquisition) theories, one's first language does not necessarily always affect the acquisition of a second language. Dulay and Burt (1974, in Ellis, 2015), researched how often Spanish-speaking children made grammatical errors while learning English. The findings showed that most (85%) of the errors were developmental mistakes, while only three percent were related to interference ones. It was concluded that the interference of L1 had just a small effect on learning correct L2 grammar.

Influences from the mother tongue to one's second language acquisition are unavoidable. The influences can be seen either in language skills like speaking, listening, reading, and writing, or in terms of language mechanisms, such as pronunciation, vocabulary, and grammar (Authar, 2018). In terms of pronunciation, there are differences between these languages. The articulation of Indonesian words is dissimilar to that of English words. There are twenty-six letters in the English alphabet, but the sounds that can be made from those letters are about twice as much as that, based on Gebhardt (2010, in Authar, 2018).

Still according to Gebhardt (2010, in Authar, 2018), the differences in pronunciation mean that English words will not always be spoken in the same manner as they are written. Indonesian EFL learners tend to pronounce English words based on Indonesian spelling when they engage in speaking in English. For example, they often pronounce "know [nəʊ]" as "[knəʊ]" and "might [maɪt]" as "[maɪg]". In addition, Indonesian words are enunciated without using a particular stress. Indonesian learners habitually pronounce English words with the accent of their mother tongue. Conversely, English words are spoken by adding a particular stress to syllables. This is another reason why Indonesian learners often struggle with pronouncing English words correctly.

First Language Transfer

Ramelan (1999, in Dewi, Untari, & Hasanah, 2019), mentioned that the different aspects between the target language (TL) and the native language (NL) can cause students to face difficulties in learning the target language. Still, according to Dewi, Untari, and Hasanah (2019, as cited from Ellis, 1994), a language learner may find some influential

aspects in learning a second language, due to the influence of the first language. This is called L1 transfer, referring to the impact that the student's first language has on second language acquisition.

World Englishes (WEs)

The "World Englishes" framework was devised by Kachru in the 1980s. This theory separates the application of English into three circles. The center is called the *Inner Circle*. The second one is referred to as the *Outer Circle*, and the last one is named the *Expanding Circle*. The *Inner Circle* represents nations where English has a role as a native language and as the first language for their citizens. Some examples of these countries are Australia, Canada, New Zealand, the UK, and the USA (Mutairi, 2019).

Mutairi (2019) further stated that the *Outer Circle* countries are those that are connected to old British colonial relationships, in which English is applied for governmental matters as well as in social life. The majority of the nations in this circle used to be colonies of the British Empire. They are India, Ghana, Kenya, Singapore, and Malaysia, among several others. Frequently, the people in these countries use English as a second language.

The third circle is called the *Expanding Circle*. It covers countries that familiarize students with English as a foreign language at school and university levels. This is done primarily for communication purposes with English speakers in the Inner and Outer Circles. These nation-states are comprised of the UAE, Turkey, Saudi Arabia, South Korea, Japan, and China, among various other nations. After Kachru's *Three Concentric Circles Model of English Language* was introduced in the 1980s, it has caused much deliberation. Numerous linguists consider it one of the most significant frameworks for comprehending English usage in various countries (Mutairi, 2019).

According to PurdueOWL (2023), the term *World Englishes* refers to the differences in the English language. This happens because English is used in various contexts all over the globe. Experts of World Englishes identify English language varieties, which are used in various socio-linguistic contexts. They also analyzed the history, background, function, and influence. In general, a language develops by the society's needs. Different societies surely have different social needs. The needs may differ considerably across cultures and geographical areas. As a result, multiple varieties of English emerged and they exist in the world in the form of World Englishes that we know today. Included in the different varieties of English are American English, British English, Australian English, Canadian English, Indian English, and many others. There is no single way for a new variety of English to emerge. The development can be seen as a process of adaptation. A group of speakers take a familiar variety of English. They then adapt the features of the variety and adapt it to the social context and needs.

Seeing from the position in the Expanding Circle, these countries can be predicted to lack exposure to this international language. Kirkpatrick (2020) mentioned that pre-service teacher education should prepare teachers with exposure to the English varieties that are used in ASEAN. This is to show that communication can be accomplished without being adhered to the norms of native speaking.

Lack of Knowledge & Ignorance of the Right Pronunciation

Another problem related to pronunciation is a lack of knowledge of the right pronunciation. Murti et al.'s (2022) study on twelve senior high school student respondents revealed that the main problems in speaking English were psychological problems and lack of vocabulary. Another language problem was a lack of pronunciation. These respondents admitted that they had fear, shyness, and anxiety because their English pronunciation was not sufficient yet, and they still stammered in speaking.

Previous Studies

Some studies on pronunciation have previously been done. In 2017, Lasabuda conducted research on the difficulties students faced in pronunciation. The respondents were 15 fourth-semester students of the English Education Department of IAIN Sultan Amai Gorontalo. Data were collected using interviews and documentation. The results of the study showed that the difficulties faced by the students in pronunciation were firstly due to difficulties distinguishing words, which are almost the same in terms of pronunciation. The next problem was the lack of practice in English. The third problem was a lack of vocabulary. The next problem was the influence of the local accents, followed by a feeling of shyness. The sixth problem was difficulties in creating sentences, which are rarely found. Next, nervousness, and the last problem was a lack of understanding of the contents in the context intended.

Two years later, in 2019, Dewi, Untari, and Hasanah (2019) investigated how the orthographic and phonological system of *Brebes* Javanese language affected students when spelling English words. Brebes is an area in Central Java, Indonesia. The respondents of the study were 12 students of the 12th grade in Public High School 1 Brebes. The findings showed that the students tended to spell English words incorrectly when they had non-existent phonemes. They also replaced some sounds with ones similar to their first language. Furthermore, most of the students misspelled the sounds: /v/ to /f/; /I/ to /i/; /æ/ to /e/; /dʒ/ to /k/, /d/, /t/, /g/; /ə/ to /ʌ/; /tʃ/ to /t/; /ʒ/ to /ʃ/.

Tabula, Suwanaroa, & Polerk (2020) also researched Thai EFL learners. These learners faced some difficulties in pronunciation and speaking. The researchers thus conducted this study to investigate the levels of the contributing factors and also to find the most and least factors that caused mispronunciation in English. Fifty-one (51) second and third-year students of EIC at RMUTL Tak campus were purposively selected to participate. The results showed that the second and third-year students in the English for International Communication (EIC) Program experienced English mispronunciation due to the following factors. First, it was because of the first language interference. Secondly, it was because of the phonetic ability of the students. The next reason was a lack of experience in studying English. The last reason was their low motivation.

Another piece of research was conducted by Agung et al. (2021). The learners who became the respondents of the study encountered great difficulties in learning English pronunciation because of several reasons. Firstly, the English sound system has several sounds, which are foreign to learners. Secondly, the way English speakers pronounce the ending sounds is completely different from the way that learners understand. This

made it more difficult for them to achieve the appropriate English pronunciation. As a result, learners made phonetic errors and this led to incomprehensible speech in English. To a large extent, this weakened the learner's confidence both in speaking and listening (citing from Zhang & Yin, 2009)

METHOD

This study was qualitative in nature. Family Health International (n.d.) explained that qualitative research is best utilized when retrieving cultural information about the viewpoints, behaviors, values, and social situations of certain groups of people. Qualitative research is advantageous in that it can offer detailed textual accounts of how people experience a particular study issue. It offers information about the human aspect of a matter, such as when there are differing viewpoints, beliefs, manners, relationships, and emotions between people. Qualitative methods can also be used to find intangible aspects like gender roles, religion, socioeconomic status, and ethnicity, which may not be easily identifiable when examining a certain research issue. Mohajan (2018) accentuated that qualitative research is a type of social act that stresses the way people construe and understand their experiences to fathom the social authenticity of individuals. "It utilizes interviews, diaries, journals, classroom observations, and immersions, and open-ended questionnaires to obtain, analyze, and interpret the data content of visual and textual materials and the oral history" (Mohajan, 2018).

This study was carried out through an English Language Education Program (ELEP) of a private university in Central Java, Indonesia. The data was retrieved in Semester II of the 2020-2021 academic year from 14 students of Procedural Writing class. There were nine (9) female students and five (5) male students. Among the male students, there was one Korean student. They were around twenty years old. These students were asked to read five procedural texts titled *Apple Cobbler, Maple Syrup, How the Microwave Oven Works*, and *How to Catch River Crabs*. All the readings were recorded since the teaching-learning processes were done online.

This research was implemented during the Covid-19 pandemic. The recordings were then played and the wrong pronunciations were noted. Mispronounced words were analyzed and put in a table, along with the right pronunciations. Three students representing good, average, and low achievers were selected for interviews on November 16, 2022. The interviewed students were Student A (good student), Student B (average student), and Student C (low-achieving student). They were asked about the possibilities of the sources of their mispronunciation. The possible root causes were then determined and conclusions were drawn.

FINDINGS & DISCUSSION

The study results are listed in Table 1. It contains the words and precise pronunciations of the words, which were mispronounced by the Procedural Writing class students. Altogether, there were 65 mispronounced words identified by the researchers. Table 1 clarifies this.

Table 1. Mispronounced Words

No	Words	Lexical	Pronounced as	Mistaken or Missing	Text
1	procedural	prəˈsiːdʒərəl	prosiːdur	"dʒ" sound	Introd.
2	produced	prəˈdjuːs	produs	"dj" sound	Introd.
3	large	lɑːdʒ	lars	"dʒ" sound	AC (Apple cobbler)
4	pour	pɔː	pur	Vowel	AC
5	smoothness	smuːðnəs	smutnes	"ð" sound	AC
6	margarine	mɑːdʒəˈriːn	margerin	"dʒ" sound	AC
7	well-blended	wel blendɪd	wel blen	Missing "ɪd" sound	AC1
8	heating	hiːtɪŋ	heting	Vowel	AC
9	rack	ræk	reik	Vowel	AC
10	aroma	əˈrəʊmə	aroma (as pronounced in Indonesian)	Vowel	AC
11	easy	iːzi	isi	"z" sound	AC1
12	peeled	piːld	pil	Missing "d" sound	AC1
13	sliced	slaɪst	slis ("d" was not pronounced)	Missing "t" sound	AC1
14	crescent	kresnt	kresens ("s' instead of "t")	Missing "t" sound	AC1
15	delicious	dɪˈlɪʃəs	delisius	"ʃ" sound	AC1
16	local	ləʊkḷ	lokal	Vowel	AC1
17	added	ædɪd	ədet	Vowel	AC1
18	granulated	grænjʊleɪtɪd	grenulet (problems in vowel and "id")	Vowel and missing "id" sound	AC1
19	refined	rɪˈfaɪnd	refin (problems in vowel and "d")	Missing "d" sound	AC1
20	both	bəʊθ	bot	Missing "θ" sound	AC1
21	pounds	paʊndz	poun ("z" sound is missing)	Missing "z" sound	AC1
22	produces	prəˈdjuːsɪz	"dus"	Missing "dj" sound	MS (Maple syrup) 1
23	950 ml	mɪləˌliːtərz	950 "mili"	Vowel & 'liters' was not pronounced	MS1
24	produced	prəˈdjuːst	produsid	Missing "dj" sound	MS1
25	species	spiːʃiːz	spesies (as pronounced in Indonesian)	Vowel & missing "z" sound	MS1
26	tapped	tæpt	tap	Vowel and missing "t" sound	MS2
27	diameter	daɪˈæmɪtə	diameter (as pronounced in Indonesian)	Vowel	MS2
28	February	ˈfebjʊəri	februari (as pronounced in Indonesian)	Vowel	MS2

Table 1. Mispronounced Words (Cont.)

No	Words	Lexical	Pronounced as	Mistaken or Missing	Text
29	season	siːzn̩	sisen (as pronounced in Indonesian)	Missing "z" sound	MS2
30	collected	kəˈlektɪd	kolektid (as pronounced in Indonesian)	Vowel	MS2
31	including	ɪnˈkluːdɪŋ	inklading	Vowel	MS3
32	preparatory	prɪˈpærətr̩i	priperetori	Vowel	MS3
33	producers	prəˈdjuːsɪz	produsyers	Missing "dj" sound	MS3
34	automatically	ɔːtəˈmætɪkl̩i	automtiseli	Vowel and "k" was pronounced as "s"	MS3
35	pumped	pʌmpt	pampid	The "t" sound was pronounced as "id"	MS3
36	during	djʊərɪŋ	during	dj sound	MO (Microwave oven) 1
37	converted	kənˈvɜːtɪd	convert	Missing "ɪd" sound	MO2
38	electrical	ɪˈlektrɪkəl	elektrikal (as pronounced in Indonesian)	Vowel	MO2
39	frequency	friːkwənsi	frekuensi (as pronounced in Indonesian)	Vowel	MO2
40	stirrer	stɜːrə	stairer	Vowel	MO2
41	interior	ɪnˈtɪərɪə	interior (as pronounced in Indonesian)	Vowel	MO2
42	molecules	mɒlɪkjuːlz	molekul (as pronounced in Indonesian)	The "kj" & "z" sounds were missing	MO3
43	vegetables	vedʒɪtəbl̩z	vejetebel	Missing "dʒ" sound	MO3
44	although	ɔːlˈðəʊ	altouh	Vowel and missing "ð" sound	MO4
45	energy	enədʒi	energi (as pronounced in Indonesian)	missing "dʒ" sound	MO4
46	conduction	kənˈdʌkʃn̩	konduksien	Vowel and missing ʃ sound	MO4
47	circulate	sɜːkjʊleɪt	sirkuleit	Vowel & missing "kj" sound	MO5
48	appliances	əˈplaɪənsɪz	aplians	Vowel and missing "z" sound	MO5
49	catches	ˈkætʃɪz	ketjch	Missing "z" sound	RC (The River Crabs)
50	patience	peɪʃns	pesien (as pronounced in Indonesian)	Missing "ʃ" and "z" sounds	RC1
51	come	kʌm	keim	Vowel	RC1
52	boat	bəʊt	bot	Vowel	RC2
53	recommend	rekəˈmend	rikomen (as pronounced in Indonesian)	Missing d sound	RC2
54	gas	gæs	gas (as pronounced in Indonesian)	Vowel	RC2

Table 1. Mispronounced Words (Cont.)

No	Words	Lexical	Pronounced as	Mistaken or Missing	Text
55	anchors	æŋkərz	angker	Vowel & Missing "z" sound	RC2
56	cushions	kʊʃn̩z	kusen	Missing "ʃ" sound	RC2
57	sturdy	stɜːdi	stardi	Vowel	RC2
58	bait	beɪt	bit	Vowel	RC2
59	utterly	ʌtəli	yuterli	Replacing "ʌ" sound with "yu"	RC2
60	grotesque	grəʊˈtesk	groteskui	Additional "kui"	RC2
61	heavy-duty	hevɪˈdjuːtɪ	hefi-dati	Vowel, replacing "v" sound with "f", & missing "dj" sound	RC2
62	furious	fjʊərɪəs	furiyus	Vowels & Missing "fj" sound	RC3
63	mouth	maʊθ	mut	Vowel & missing "θ" sound	RC3
64	covered	kʌvəd	kaver	Missing "d" sound	RC4
65	newspapers	njuːspeɪpəz	niuspepər	Missing "nju" and "z" sounds	RC4

Types of Errors in Students' Pronunciation

As shown in Table 2, the errors in students' pronunciation varied, but most of them are due to missing sound. Based on these findings, it can be seen that the theory of mother tongue interference as well as the theory of World Englishes can be applied. Discussed below are the possible causes of mispronunciation done by the students.

Table 2. Types of Mispronunciation and Examples

Types of Mispronunciation	Examples
Missing dʒ sound	prosi:dur (procedure)
Missing inflection "d" sound	pil (peeled)
Missing inflection "z" sound (inflection "s" at the end of the word)	angker (anchors)
Missing ð sound	altouh (although)
Missing θ sound	mut (mouth)
Vowels	bit (bait)
Missing ʃ sound	delisius (delicious)

Possible Causes of Mispronunciation

Discussed below are the interview results with three of the students taking the Procedural Writing class. The interviews were done in November 2022, about a year

after the course was taken. Due to the pandemic, the interviews were postponed for one year. The three interviewees mentioned similar reasons for making the mispronunciations.

1. Lack of Knowledge of the Ideal Notion of Native Speakers' Pronunciation
All the phonetic transcriptions in the table were based on PhoTransEdit Online (2022). The diverse dialects in students' pronunciation cannot be separated from the theory of World Englishes (WE). Historically, this theory was triggered by the colonization and expansion of Europe. It was also prompted by "the widespread use of English for international and intranational communication" (Aoyama & Denton, 2022). Aoyama and Denton (2022) further stated that this paradigm acknowledges 'multiple identities by pluralizing English'. Kang (2014) claimed that in the viewpoint of World Englishes, that is, the different varieties of English all over the world, mutual intelligibility is the primary issue for speakers and listeners. Provided that the addressors and addressees can comprehend each other, differences or varieties in English will not be problematic. Nevertheless, in reality, learners frequently have an idealized conceptualization of the spoken language norms of native speakers. Thus, they may have favoritism towards the Inner Circle models that they consider more prestigious than other ones.

Regarding how to teach pronunciation, teachers and students should make realistic goals. It means that they should strive to improve their intelligibility rather than have native-like pronunciation (Derwing & Munro, 2005, as cited in Kang, 2014). Enkins (2003) argued that English as an International Language (EIL) learners should strive not to follow a native speaker's norms but instead should set a goal to have "*international phonological intelligibility*" (as cited by Kang, 2014, p. 86).

Canagarajah (2007) and Sharifian (2009) also theorized that World Englishes cannot be seen from the three-circle (Inner, Outer, and Expanding) perspective anymore. The underlying reason is that speakers of all the circles are even more exposed to a plethora of English varieties (as cited in Kang, 2014). Accordingly, EIL needs to prioritize mutual intelligibility (Yano, 2001, as cited in Kang, 2014) and intercultural communication (Sharifian, 2009). In general, learners' partiality of accent standards seems to be greatly associated with various economic, political, and historical issues and realities. The preference of particular accent standards should be interpreted in these contexts.

2. L1 Interference: Habit of Pronouncing Words and Listening to Indonesian Pronunciation
Some linguistic features are subject to transfer. The next question is: *What linguistic features are subject to transfer?* To answer this question, Ellis (2015) explained that transfer is most visibly seen in pronunciation. For instance, when Indian people speak English, they will probably sound Indian. The same thing happens to Indonesian learners. Their English pronunciation will sound Indonesian.

In line with Ellis, Trude and Tokowicz (2011, as cited in Ellis, 2015), investigated native English speakers' language transfer in their second language, which was

Portuguese. They investigated sound correspondences in the two languages. They discovered that persons who had greater *working memory* were more accurate than those who had less *working memory*. *Working memory* can be considered a significant part of language ability. According to Maharani (2018), "*Working memory* is a short-term memory component, which is important for the cognition process." The process of inputting, saving, keeping, and merging the needed information to be able to finish daily tasks is included in this memory function.

As mentioned above, previous research revealed that individuals who had better *working memory* were more accurate than those with less *working memory*. Trude and Tokowicz (2011) proposed that this observation was due to these language learners being better able to constrain their first language. Thus, in terms of pronunciation, better working memory can assist in learning because it allows learners to stay clear of negative transfer.

Regarding the meaning of transfer, Odlin (1989, as cited in Ellis, 2015) gave the 'working definition' of 'transfer' as the effect which results from the parallels and variances between the target language and another language. The other language may have been and might be incorrectly acquired. Two types of transfers that are regularly acknowledged are positive and negative transfers. Positive transfers correctly use the second language (L2), while negative transfers cause errors. According to the Behaviorist Learning Theory, old habits inhibit learning new habits. Thus, in second language (L2) learning, behaviorists claim that the first language (L1) interferes with the learning of L2. It then causes negative transfer.

Student A mentioned that she often mispronounced English words not because she did not know the right pronunciation. She and her friends had some training in Pronunciation Practice class. The underlying reason was because she got used to the mispronunciation.

Students A and B are of the same opinion, as indicated in the following excerpts:

> *We use Indonesian pronunciation not because we do not know the proper way, but because we are accustomed to it. We are taught about the right pronunciation in Pronunciation Practice class.* (Student A)

> *It is because of habit; we often hear other people pronounce words that way, in the Indonesian version, which may not be right in the English pronunciation* (Student B)

Student C also stated a similar thing; he thought that the mispronunciation was due to the students' background.

> *The mispronunciation is because of the students' background. They speak with Indonesian pronunciation every day. Even though they know the right pronunciation, they are not ready to be spontaneous with the English pronunciation.*

From the three students' statements above, it can be seen that the influence of the first language cannot be avoided. A lack of exposure to English in Indonesia also matters with English being a foreign language in Indonesia, one of the Expanding Circle countries. As stated above, Kirkpatrick (2020) believed that the roles of English are increasing both inside and between Asian countries.

Kirkpatrick (2020) further mentioned that Indonesia is unique. Among the other ten countries, Indonesia is the only country, which does not make English lessons a compulsory subject in primary schools. There are more than 700 local languages in Indonesia and it is difficult to know how many or which of these languages are taught formally at schools.

Indonesia is also unique in that it is the only one of the ten countries of ASEAN that does not make English a compulsory subject in primary school. Indonesia is the most linguistically diverse nation in Asia, being home to more than 700 languages. Given Indonesia's diversity, size, and recent decentralisation policies, it is hard to know how many of these languages are being taught systematically.

Kohler (2019), as cited in Kirkpatrick (2020) stated that local languages with bigger speakers like Javanese and Sundanese, are taught in secondary schools. However, languages with fewer speakers like Buginese are also taught where the languages are the native language. There is also evidence that Indonesians are adapting English as a reflection of their cultural norms and values.

Conclusions

The present study aimed to reveal the most common difficulties found in students' pronunciation and the factors that caused pronunciation errors from the participants' opinions and points of view. This research found six types of errors in students' pronunciation: missing the /dʒ/ sound, missing the inflection "d" sound, missing the inflection "z" sound (inflection "s" at the end of the word), missing the ð sound, missing the θ sound, missing vowels, and missing the ʃ sound. Furthermore, there are two possible causes of the mispronunciation: a lack of knowledge of the ideal notion of native speakers' pronunciation and habits of pronouncing words and listening to Indonesian pronunciation.

Although differences or varieties in English should not be cause for concern, learners frequently possess an idealized concept of the spoken norms of native speakers. In fact, they may have favoritism for Inner Circle models that they consider more prestigious than other ones. In this research context, English is a foreign language in Indonesia (part of the Expanding Circle). However, it does not mean that L1 is the major cause of the mispronunciation. A lack of exposure to English also matters in this context. As a result, the influence of the first language cannot be avoided.

The insights gained from this study may assist language teachers in providing various examples as role models for students to improve their pronunciation in English. Because this research was only conducted for one semester with 14 students, generalizations could not be made across different settings and student backgrounds. On the other hand, this study contributes to the literature about the nature of types of

errors and the possible causes of mispronunciations in English. Future research can delve into the strategies students use in coping with the challenges they have to pronounce English words accurately. This can offer more clarity as to how spoken texts affect the manner in which students decide word meanings in speech.

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