

Exploring Pronunciation Problems Faced by Undergraduate Students

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Abstract

Pronunciation remains a vital component of language proficiency, yet achieving intelligibility continues to be a significant hurdle for many undergraduate learners. This study explores the pronunciation difficulties encountered by undergraduate students, identifying key problematic phonemes, suprasegmental features, and underlying factors contributing to these challenges. A qualitative approach was employed, utilizing interviews, observations, and pronunciation tests to collect data from undergraduate students in an English language program. Findings reveal that difficulties primarily stem from first-language interference, limited phonetic awareness, and insufficient exposure to native-like pronunciation models. Moreover, suprasegmental features such as intonation and stress patterns significantly impact intelligibility. The study underscores the need for pedagogical interventions, including explicit pronunciation instruction and technology-enhanced learning strategies, to address these issues effectively. The findings contribute to the growing body of research on pronunciation challenges and offer insights for educators seeking to enhance students' spoken English proficiency.

Article History

Received: 25-May-2025

Revised : 30-July-2025

Accepted: 15-Aug-2025

Keywords:

Intelligibility,
Pronunciation problems,
phonetic awareness,
undergraduate students.

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INTRODUCTION

Pronunciation plays a crucial role in oral communication, serving as a fundamental component in the intelligibility and clarity of spoken language. It not only facilitates the accurate transmission of information but also directly influences a speaker's ability to be understood by others, especially in second or foreign language contexts. (Cook 1996; Gilakjani and Branch 2016) defines pronunciation as the articulation of sounds in a way that conveys intended meaning. Similarly, Paulston and Burder (1976) emphasize that effective pronunciation involves producing a system of sounds that supports communication rather than impeding it. Hence, pronunciation is not limited to the correct articulation of individual phonemes but encompasses a structured system that contributes to meaningful interaction.

Clear pronunciation is essential in achieving successful communication. Morley (1991) asserts that communicative competence is closely tied to a speaker's pronunciation ability. Poor pronunciation may not only hinder comprehension but can also cause misinterpretation, thus obstructing the communicative process. In language learning, this aspect becomes even more critical, as second language (L2) learners often struggle with sounds that do not exist in their native language. Mispronunciation can lead to breakdowns in communication, affecting students' confidence and academic performance (Derwing, T. M., & Munro 2015; Zhang & Yin 2022). Moreover, pronunciation difficulties may cause anxiety, embarrassment, and a lack of motivation among learners. It causes a decrease in classroom engagement and language use (Foote, Trofimovich, Collins 2016).

Language learners must be equipped with effective pronunciation instruction to ensure intelligibility and fluency. The goal is not to attain native-like pronunciation, which may be unrealistic for many adult learners, but to achieve intelligibility. It is a level at which the listener can easily understand the speaker (Levis 2020). To this end, pronunciation pedagogy should be integrated into language curricula in a structured and intentional manner, supporting learners in overcoming the phonological challenges that are commonly encountered in English as a Foreign Language (EFL) contexts. Instruction should focus not only on segmental features (individual vowels and consonants) but also on suprasegmental features such as stress, rhythm, and intonation (Munro, M. J., & Derwing 2021).

Despite its significance, pronunciation remains one of the most neglected areas in English language instruction. Many undergraduate students continue to face persistent difficulties in articulating English words and sentences. These issues can stem from both internal and external factors, including the learner's native language, age, phonetic ability, language ego, exposure to the target language, and motivation (Brown 2001). Furthermore, many non-native English speakers primarily engage with English pronunciation during formal instruction, leading to limited opportunities for meaningful oral practice. This constraint exacerbates their difficulties in mastering accurate pronunciation, especially when encountering unfamiliar vocabulary or complex phonological structures.

Although previous studies have explored a range of pronunciation difficulties among EFL learners, there is a notable scarcity of research focusing specifically on undergraduate students within localized institutional contexts, such as Indonesian universities. Much of the existing literature provides generalized insights applicable across various regions and age groups, but lacks in-depth investigation into how local curricula, teacher training, exposure opportunities, and learner backgrounds shape pronunciation outcomes at the tertiary level. This study addresses this gap by examining pronunciation problems in a specific university setting, thereby contributing contextualized

findings that are both pedagogically relevant and empirically underrepresented in current research.

This study seeks to explore the pronunciation problems faced by undergraduate students, with a particular focus on identifying the root causes of these issues. The investigation includes both internal factors, such as individual learner differences, and external influences, such as instructional quality and learning environment. Understanding these challenges is essential for developing effective pedagogical interventions that promote better pronunciation and oral communication skills in EFL learners.

Previous studies have provided insight into common pronunciation issues among non-native English-speaking students. Ammar et al. (2022) reported that students frequently mispronounce words due to their reliance on spelling rather than phonetic awareness. Many learners struggle with consonants, vowels, and diphthongs because of a lack of familiarity with phonetic symbols. These difficulties are often exacerbated when learners encounter unfamiliar vocabulary without adequate practice. To address this, the researchers recommend using resources such as phonetic dictionaries (e.g., LearnEnglish Sounds Right by the British Council) and engaging in immersive activities like watching native English content and conversing in English regularly.

Similarly, Maiza (2020) found that pronunciation difficulties often arise from native language interference, insufficient phonological knowledge, and low learner motivation. The study suggests that students must recognize the differences between English and their first language, seek clarification when necessary, and adopt effective learning strategies to enhance their pronunciation. Awareness and willingness to adjust their speaking habits are vital in overcoming these barriers.

Research conducted by Jahara and Abdelrady (2021) among Arab EFL learners highlights several phonological challenges, including the mispronunciation of consonant clusters, improper differentiation between voiced and voiceless sounds, and difficulty mastering intonation and stress patterns. These findings are echoed by Almuslimi (2020), who observed that students frequently mispronounce sounds that do not exist in their native language. Effective strategies to address these problems include increased exposure to authentic English input, such as listening to native speakers and engaging with English media. Additionally, regular practice through conversation and oral drills can help learners develop muscle memory for accurate sound production.

In recent years, several studies have reinforced the importance of targeted pronunciation instruction in EFL contexts. For instance, Widodo and Nurkamto (2023) emphasize the integration of mobile-assisted pronunciation training to support autonomous learning and improve learners' accuracy and

fluency. Moreover, Yilmaz and Yavuz (2022) advocate for the use of AI-driven speech analysis tools to offer individualized feedback, which can significantly enhance learner awareness of pronunciation errors. These contemporary approaches complement traditional methods and can be incorporated into classroom teaching to address diverse learner needs.

What distinguishes the present study is its dual focus on both institutional context and learner-specific variables within a localized setting. Unlike prior research that often remains broad in scope, this study offers a targeted examination of pronunciation challenges among university-level EFL learners in a specific Indonesian context. By grounding the analysis in real classroom dynamics and curricular frameworks, this research offers not only empirical insights but also practical implications for teacher training and syllabus design—an area rarely addressed with sufficient depth in the existing literature.

In summary, while the importance of pronunciation in language learning is well-established, many EFL learners continue to experience difficulties that impede effective communication. These challenges are often multifaceted, encompassing linguistic, cognitive, and affective factors. By identifying the pronunciation problems faced by undergraduate students and examining the contributing factors, this study aims to offer pedagogical insights and practical recommendations for English educators. The ultimate goal is to enhance learners' oral proficiency and foster greater confidence in their spoken English.

Pronunciation

Pronunciation refers to the way words are articulated and spoken by individuals, impacting both intelligibility and comprehension. According to Celce-Murcia et al. (2012), pronunciation is essential for developing oral proficiency in a second or foreign language. Similarly, Fraser and England (2000) emphasizes that pronunciation is critical in oral communication, encompassing grammar, vocabulary, and cultural influences. Poor pronunciation can overshadow even strong grammar skills, making it difficult for listeners to understand a speaker's intended message (Fraser and England 2000). Zelinski and Yates (2014) further define pronunciation as the process of producing sounds that convey meaning when speaking. Effective pronunciation, therefore, requires both the ability to articulate individual sounds and the understanding of how these sounds combine to create meaning in spoken language. Recent studies continue to highlight the role of pronunciation in language acquisition. Pesty (2022) discusses how pronunciation is an indicator of oral proficiency, affecting both intelligibility and fluency. Likewise (2024) argues that clear pronunciation contributes significantly to mutual comprehension in communication. Research by Bourne et. al (2006) and Korshunova (2022) supports the notion that pronunciation

instruction enhances communicative competence, reinforcing the importance of phonetic training in second language learning.

The Importance of Learning Pronunciation

Language plays a crucial role in communication, and pronunciation is a fundamental aspect of language proficiency. Teaching and learning pronunciation is a vital component of language education that directly impacts communication skills. Pronunciation training has been linked to improvements in intelligibility, fluency, and overall language proficiency (Alotumi 2021; Handayani et al. (2022). Explicit pronunciation instruction is often overlooked in second language acquisition, yet studies suggest that it significantly enhances learners' speech production (Mashwani & Damio 2022; Sirisrimangkorn 2018). Integrating pronunciation training into language programs can foster better communication skills and boost learners' confidence in speaking (Yen et al. 2013). Several methodologies have been developed to enhance pronunciation acquisition. Yu and Chen (2010) found that computer-assisted adaptive peer evaluation can improve EFL pronunciation instruction. Additionally, multimedia-assisted learning and digital tools have been shown to enhance pronunciation practice (Handayani, M., Sudirman, A., & Pratiwi 2022; Höl, A., & Kasimi 2022). Sensory-based approaches, including rhythmic exercises and the use of songs, have also been found effective in pronunciation improvement (Desalegn 2020; Duong & Pham 2021; Huyen & Cang 2021). Recent research highlights innovative strategies such as artificial intelligence and cross-lingual transfer learning to enhance pronunciation training (Budiarti, R., Setiawan, A., & Yulianto 2022). Yulian & Yuniarti (2022) emphasize the potential of AI-driven applications in improving pronunciation and learner autonomy. Similarly, (Rais et al. 2020) advocate for the integration of songs in pronunciation instruction, demonstrating the effectiveness of musical exposure in improving accuracy and fluency.

Pronunciation Challenges: Mother Tongue Interference

Numerous studies have examined the influence of a learner's first language (L1) on their pronunciation in a foreign language (Dulay et al. 1982; Wilkins 1972). Wilkins (1972) asserts that learners unconsciously transfer the phonetic structures of their native language when learning a foreign language. Similarly, Dulay et al. (1982) describe interference as the automatic transfer of surface structures from L1 to L2. Kokasih (2017) further highlights those Indonesian learners struggle with English pronunciation due to the significant phonetic differences between the two languages. Recent research supports these findings. Zhang & Yin (2022) explore how phonological transfer from L1 to L2 affects pronunciation accuracy, demonstrating that direct phonetic influences

hinder the acquisition of native-like pronunciation. Similarly, Abdullah et al. (2022) argue that L1 phonotactic constraints contribute to persistent pronunciation difficulties among non-native English learners

Limited Exposure to the Target Language

Exposure plays a critical role in pronunciation acquisition. Krashen (1982) emphasizes the importance of comprehensible input, asserting that learners must receive substantial exposure to the target language before achieving fluency. Revell (2012) expands on this by suggesting that proficiency development involves exposure through multiple modalities, including multimedia channels like television, radio, and online interactions. Ancker (2012) attributes pronunciation errors to limited exposure, poor knowledge of the target language, and linguistic complexity. Kenworthy (1988) adds that factors such as age, phonetic ability, and motivation significantly influence pronunciation learning. More recent research by Nguyen and Le (2023) supports the argument that increased exposure to native pronunciation through immersive experiences fosters greater fluency and accuracy in second language learners. Similarly, Hassan et al. (2023) found that learners who frequently interact with native speakers exhibit improved pronunciation compared to those with limited exposure.

Sound System Differences Between L1 and L2

Pronunciation difficulties often arise from phonetic disparities between the learner's native language and the target language (O'Connor 2003). Variations in phonemic inventories create obstacles for non-native speakers, making it difficult for them to accurately reproduce certain sounds. Research by Abdullah et al. (2022) found that the absence of specific phonemes in a learner's L1 can lead to mispronunciations in L2. Similarly, Zhang and Wang (2023) suggest that targeted phonetic training focusing on these differences can enhance pronunciation accuracy.

Inconsistencies in English Vowel Pronunciation

English vowel pronunciation is notoriously inconsistent. According to Kharma and Hajjaj (2011), Arabic speakers struggle with English pronunciation due to the regularity of Arabic spelling. Swan and Smith (2002) highlight the stark contrast in vowel systems between English and Arabic, noting that while English has 22 vowels and diphthongs, Arabic has only six vowels and no diphthongs. Recent findings indicate that inconsistent vowel pronunciation patterns pose a challenge for EFL learners across multiple language backgrounds (Li, W., & Zhang 2023). Hidayat and Setiawan (2022) propose phonetic awareness training as a solution to mitigate these inconsistencies and improve learners' vowel pronunciation.

Lack of Motivation

Motivation plays a crucial role in second language acquisition. Dornyei (2009) asserts that without sufficient motivation, even highly capable learners struggle to achieve long-term language proficiency. Additionally, he emphasizes that motivation determines the energy and direction of learning behavior. Recent studies reaffirm this perspective. Rahman et al. (2023) found that highly motivated learners engage more in pronunciation practice, leading to better outcomes. Similarly, Chen and Liu (2023) highlight the effectiveness of goal-setting strategies in fostering motivation and improving pronunciation skills.

Technological Innovations in Pronunciation Instruction

Technology-enhanced pronunciation training has gained growing attention for its ability to support learner autonomy, engagement, and phonetic accuracy. Mahdi (2019) highlights the role of multimedia-assisted learning in improving pronunciation, while Rais et al. (2020) emphasize the effectiveness of music-based instruction. Khalil (2019) further explores the impact of flipped classroom techniques on pronunciation development. Recent research expands on these findings. Alqahtani (2023) explore the benefits of AI-driven pronunciation tools, demonstrating their ability to provide personalized feedback and enhance learner autonomy. Similarly, Kim, S., & Park (2023) argue that gamified pronunciation training can increase learner engagement and facilitate pronunciation mastery. Khairunisa et al. (2020) investigate the role of English songs in pronunciation instruction, showcasing their effectiveness in enhancing phonetic accuracy. Musdalifah (2025) highlight the advantages of using tongue twisters to improve native-like pronunciation, reinforcing the significance of structured pronunciation exercises in language learning. These advancements highlight the pedagogical value of digital tools, which this study considers in addressing the pronunciation challenges faced by undergraduate EFL learners.

RESEARCH METHODOLOGY

This study employed a mixed-methods descriptive design to investigate the pronunciation problems encountered by undergraduate students. While the primary aim was exploratory in nature, the integration of quantitative data through structured questionnaires and qualitative interpretation of patterns and trends allowed for a comprehensive analysis of the phenomenon. The descriptive design, as outlined by Nazir (2011), is appropriate for examining specific issues within a defined group and context—in this case, pronunciation challenges experienced by students in an EFL setting. The participants comprised second-semester students from the English Education Department at Wiralodra University who had completed the Pronunciation course. Purposive

sampling was applied to ensure participants had prior exposure to pronunciation instruction and could meaningfully reflect on their difficulties. A total of [insert number] students were selected based on their enrollment status and course completion.

Data collection was conducted using a closed-ended questionnaire adapted from Gilakjani, Namaziandost, and Ziafar (2020), which focused on segmental (vowel and consonant articulation) and suprasegmental (stress, rhythm, intonation) features of pronunciation. The questionnaire consisted of [insert number] items presented on a Likert-type scale to measure the frequency and perceived difficulty of specific pronunciation aspects. Prior to deployment, the questionnaire was reviewed by two TEFL experts for content validity, ensuring alignment with study objectives, clarity of language, and relevance to the target population. The administration procedure involved distributing printed questionnaires during regular class sessions, accompanied by a standardized explanation of the study purpose and instructions. Students completed the instrument under supervision to minimize response bias and ensure uniform understanding.

For data analysis, quantitative responses were processed using descriptive statistics, including frequency distributions and percentages to identify common pronunciation issues. Items were grouped into thematic categories (e.g., vowel accuracy, consonant clusters, stress patterns) and patterns were interpreted to highlight recurring areas of difficulty. Although the questionnaire was closed-ended, the interpretation of the results followed qualitative principles, allowing for contextual explanation and pedagogical inference. Coding was applied manually to cluster items into broader dimensions of pronunciation difficulty, and these groupings served as the foundation for discussing the implications. Findings were derived by triangulating statistical results with theoretical perspectives on EFL pronunciation instruction. By combining structured data collection with interpretive analysis, this study provides both measurable insights and contextual understanding of the pronunciation challenges faced by undergraduate EFL learners, thereby offering a solid foundation for pedagogical interventions and curriculum development.

RESULT AND DISCUSSION

Result

Table 1. The result of Questionnaire

| No | Statement | Strongly Agree | Agree | Disagree | Strongly Disagree |
|----|--|----------------|--------------|----------|-------------------|
| 1. | Learning pronunciation is very important | 10 (76,9%) | 3 (23,1%) | | |
| 2. | I want to make my accent similar to native speakers of English | 10 (76,9%) | 3 (23,1%) | | |
| 3. | I do not have enough motivation in learning | 4 | 2 | 7 | |

| | | | | |
|-----|---|--------------|--------------|--------------|
| | pronunciation | (30,8%) | (15,4%) | (53,8%) |
| 4. | Indonesian sound system is different from English sound system | 4 (30,8%) | 8 (61,5%) | |
| 5. | The different sound system make me difficult to pronounce English sound | 4 (30,8%) | 9 (69,2%) | |
| 6. | I can identify English sounds and immitate them well | 1 (7,7%) | 9 (69,2%) | 3 (23,1%) |
| 7. | I can identify English phonetic symbols and pronounce them well | | 6 (46,2%) | 7 (53,8%) |
| 8. | Pronunciation drills help me to differentiate Englsih sounds | 5 (38,5%) | 8 (61,5%) | |
| 9. | I always do oral and written exercises given by the lecturers | 5 (38,5%) | 8 (61,5%) | |
| 10. | Oral and written exercises help me improve my pronunciation | 4 (30,8%) | 8 (61,5%) | 1 (7,7%) |
| 11. | Knowing the rules in pronunciation can help to improve my pronunciation | 8 (61,5%) | 5 (38,5%) | |
| 12. | I don't care much about the rules in pronunciation so Ican't improve my pronunciation | 4 (30,8%) | 7 (53,8%) | 1 (15,4%) |
| 13. | Oral and written feedback from the lecturer help me improve my pronunciation | 6 (46,2%) | 7 (53,8%) | |

Table 1 presents the responses of students regarding various aspects of English pronunciation learning, reflecting their attitudes, challenges, and strategies used to improve pronunciation skills. The findings provide insight into students' motivation, their awareness of pronunciation rules, and the effectiveness of instructional methods.

Students' Perception of Pronunciation Importance

A significant majority of students (76.9%) strongly agreed that learning pronunciation is very important, with the remaining 23.1% agreeing. This unanimous positive response suggested that students recognize pronunciation as a crucial component of English language learning. Additionally, the same percentage of students expressed a desire to make their accent similar to native speakers, indicating a strong inclination towards acquiring a native-like pronunciation.

Motivation and Challenges in Learning Pronunciation

Despite the importance attributed to pronunciation, motivation appears to be an issue. Only 30.8% of students strongly agreed that they lack motivation, while 15.4% agreed. However, more than half (53.8%) disagreed with this statement, suggesting that most students are motivated to improve their pronunciation. One of the major challenges faced by students is the difference between the Indonesian and English sound systems. While 38.5% strongly agreed that the Indonesian sound system differs significantly from English,

61.5% agreed. This near-unanimous acknowledgment highlights a key difficulty in pronunciation learning. Furthermore, 30.8% strongly agreed and 69.2% agreed that these differences make it difficult for them to pronounce English sounds correctly. These findings emphasize the influence of phonological differences between native and target languages on pronunciation learning.

Pronunciation Awareness and Proficiency

When asked about their ability to identify and imitate English sounds, 69.2% agreed that they could do so well, while 7.7% strongly agreed. However, when it came to identifying phonetic symbols and pronouncing them correctly, the responses were less confident—only 46.6% agreed, while a substantial 53.8% disagreed. This indicates that while students may be able to recognize and replicate sounds, their understanding of phonetic symbols remains limited, which could hinder their ability to systematically improve pronunciation.

Effectiveness of Pronunciation Drills and Exercises

Pronunciation drills play a crucial role in helping students differentiate English sounds. While 38.5% strongly agreed and 61.5% agreed, none of the students disagreed. This suggests that pronunciation drills are an effective instructional method. Additionally, 61.5% of students agreed, and 38.5% strongly agreed that they always do oral and written pronunciation exercises given by lecturers. The same proportion of students believed that these exercises helped them improve their pronunciation, reinforcing the effectiveness of consistent practice. Moreover, oral and written feedback from lecturers also received positive responses, with 46.2% strongly agreeing and 53.8% agreeing that it helped them enhance their pronunciation. This finding highlights the importance of instructor feedback in refining pronunciation skills.

Role of Pronunciation Rules in Learning

Understanding pronunciation rules is another area where students showed mixed perceptions. While 61.5% strongly agreed and 38.5% agreed that knowing pronunciation rules aids improvement, 30.8% strongly agreed, and 53.8% agreed that they do not care much about these rules. However, a small fraction (15.4%) disagreed, indicating that some students may not find explicit pronunciation rules necessary for improvement. This suggests that while theoretical knowledge of pronunciation is beneficial, practical exercises and exposure to spoken language might be more effective for some learners.

Discussion

The findings of this study reveal several key factors influencing undergraduate students' pronunciation learning, including motivation, native language interference, phonological awareness, pronunciation practice, and the

role of corrective feedback. These factors align with previous research highlighting the multidimensional nature of pronunciation acquisition (Pourhosein Gilakjani and Ahmadi 2011). The discussion elaborates on these aspects, linking them with existing literature and theoretical perspectives.

As shown in the findings, 76.9% of students strongly agreed and 23.1% agreed that pronunciation is essential. Additionally, a similar proportion of students aspired to achieve a native-like accent. This demonstrates a strong awareness of pronunciation's role in communication, as highlighted by Celce-Murcia, Goodwin, and Brinton (2012), who emphasize that intelligible pronunciation is fundamental to effective language use. Motivation, particularly instrumental and integrative motivation (Gardner, 2010), plays a crucial role in pronunciation learning. The data indicates that 23.1% of students lacked motivation, which can significantly impact their ability to practice and refine pronunciation. Low motivation levels align with studies suggesting that learners who lack intrinsic or extrinsic motivation often struggle with acquiring accurate pronunciation (Dörnyei, 2009; Gilakjani, 2012).

A significant majority of students (38.5% strongly agreed, 61.5% agreed) acknowledged that the Indonesian phonological system differs from English, and 69.2% agreed that this difference posed pronunciation challenges. The influence of a learner's first language (L1) on second language (L2) pronunciation is well-documented (Flege 2019). According to the Speech Learning Model (SLM), phonetic categories in L1 influence the perception and production of L2 sounds, leading to mispronunciations (Best and Tyler 2018). Indonesian students, for instance, may struggle with English phonemes absent in their native language, such as /θ/ and /ð/. Research by Swan and Smith (2001) indicates that Indonesian learners often replace English fricatives with stops, contributing to pronunciation difficulties.

The ability to identify and reproduce English phonemes is crucial for pronunciation development. The data shows that 7.7% strongly agreed, 69.2% agreed, and 23.1% disagreed with the statement about successfully identifying and imitating English sounds. Additionally, one-third of the students struggled with English phonetic symbols and their pronunciation, reflecting limited phonological awareness. Phonological awareness refers to the ability to recognize and manipulate sounds in spoken language (Yopp & Yopp, 2000). Limited awareness can hinder learners from distinguishing minimal pairs and articulating sounds accurately. Studies suggest that explicit phonetic training and the use of the International Phonetic Alphabet (IPA) can enhance phonological awareness (Alghazo 2017).

The data indicates that 38.5% of students strongly agreed and 61.5% agreed that pronunciation drills helped them differentiate English sounds. Pronunciation drills, including minimal pair exercises, repetition drills, and shadowing techniques, are widely recognized as effective methods for

improving phonetic accuracy (Celce-Murcia, Goodwin, and Brinton 2012). According to (Gilakjani and Branch 2016), structured pronunciation practice enhances muscle memory for articulatory movements, making it easier for learners to produce challenging sounds. Furthermore, consistent oral and written practice, reported by 100% of students as beneficial, aligns with the Output Hypothesis (Swain, 1985), which posits that producing language fosters deeper learning.

A notable 61.5% of students strongly agreed and 38.5% agreed that knowing pronunciation rules helps improve pronunciation, reinforcing the importance of explicit phonetic instruction. However, 15.4% of students disagreed with the necessity of pronunciation rules, suggesting that some learners may prioritize intuitive learning over rule-based approaches. Explicit phonetic instruction has been shown to significantly improve pronunciation accuracy (Derwing, T. M., & Rossiter 2002). According to Ellis (2009) metalinguistic awareness of pronunciation rules aids learners in internalizing phonetic patterns and self-correcting errors.

The study found that 46.2% of students strongly agreed and 53.8% agreed that oral and written feedback from lecturers helped improve pronunciation. Corrective feedback is a crucial component of pronunciation instruction, as emphasized by Lyster and Ranta (1997) who distinguish between recasts, explicit correction, and metalinguistic feedback. Effective feedback helps learners recognize errors and refine their pronunciation (Sheen 2010). The strong positive response from students suggests that feedback should be incorporated consistently into pronunciation instruction.

Despite their awareness of pronunciation importance and the benefits of drills and feedback, some students lacked motivation and struggled with phonological awareness. This aligns with studies emphasizing the need for engaging and motivational teaching strategies (Dörnyei 2021). Incorporating technology, such as pronunciation apps and speech recognition tools, can enhance engagement and provide personalized feedback (Thomson 2014).

Despite the general consensus among students regarding the importance of pronunciation and the benefits of drills and feedback, the findings also reveal underlying inconsistencies that merit critical reflection. For instance, although a strong majority acknowledged that pronunciation rules aid learning, a minority of students disagreed—suggesting differing cognitive preferences, learning styles, or resistance to formal instruction. Similarly, while many students valued corrective feedback, not all reported being able to apply it effectively, indicating that awareness alone does not guarantee progress. These contradictions underscore the need for adaptive instructional methods that go beyond technique to consider learners' affective and psychological dimensions, including language anxiety, confidence, and motivational orientation.

In addition, the study's reliance on closed-ended questionnaires, while effective for identifying general trends, limited the ability to explore deeper

student perspectives and the contextual factors influencing their pronunciation learning. Nuances such as classroom dynamics, teacher-student interaction, and learners' emotional responses remain underexplored. As such, future research should adopt mixed-methods or longitudinal approaches that include interviews, classroom observations, or learner diaries to capture richer data. This would allow for a more comprehensive understanding of how learners engage with pronunciation instruction over time and how various teaching modalities—particularly those enhanced by technology—can be tailored to meet the diverse needs of EFL learners in local contexts.

CONCLUSION

The research presented provides a comprehensive analysis of the factors influencing English pronunciation learning among students. The study reveals that students universally recognize the importance of learning pronunciation and aspire to achieve a native-like accent, highlighting their clear goals in pronunciation learning. Despite this, a significant number of students lack motivation, which negatively impacts their pronunciation improvement efforts. The study also identifies native language interference as a major challenge due to the differences between English and Indonesian sound systems. This interference, combined with a lack of phonological awareness, hampers students' ability to identify and imitate English sounds effectively. Additionally, the findings indicate that while pronunciation drills and oral and written exercises are perceived as beneficial by the majority of students, there remains a minority who do not prioritize understanding pronunciation rules, further affecting their progress.

The results underscore the need for targeted strategies to enhance student motivation and engagement in pronunciation learning. By addressing these motivational issues, educators can help students achieve their pronunciation goals more effectively and improve their overall English language proficiency. The study suggests that increased exposure to English sounds, consistent practice, and corrective feedback from teachers are crucial for improving pronunciation skills. Ultimately, this research highlights the complexity of pronunciation learning and the multifaceted approach required to address the various challenges students face. With appropriate interventions and support, students can overcome these obstacles and make significant strides in their pronunciation abilities.

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Ida Yulianawati, Siti Khotimah, Ananda Merviarizky, Oktaviani Yulia Putri
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