

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Nature of Pronunciation**

##### **1. Definition of Pronunciation**

Pronunciation is the ability to produce language sounds accurately and naturally. Pronunciation refers to the way a word or language is pronounced and is a fundamental aspect of communication that allows the listener to capture the intent of the speaker. In addition, clear and precise pronunciation is essential to avoid misunderstandings in the communication process. “Pronunciation is one of the essential components of communicative competence (Douglas, 2001)”. In the context of English language learning, pronunciation is a vital aspect that supports smooth communication and comprehension.

The process of pronunciation involves a complex cooperation between various organs in the oral cavity, producing sounds that form words and sentences. The wide variation in pronunciation around the world means that there is no single correct way to pronounce English. However, understanding the basics of phonetics and phonology can help us improve our pronunciation. Accurate pronunciation not only contributes to the clarity of speech but also affects the listener's perception of the speaker's competence and confidence.

Kenworthy (1987) states that pronunciation refers to the production of sounds used to convey meaning. Pronunciation refers to the production of sounds used to convey meaning. Pronunciation involves two main aspects, namely segmental and suprasegmental. The syllable aspect deals with individual sounds or phonemes, the basic vocabulary building blocks, which affect how. Each word in a language consists of a set of phonemes that are pronounced precisely to form an intelligible meaning. On the other hand, suprasegmental

aspects include stress, rhythm, and intonation, which affect how words are pronounced in sentences. For example, the same word can have a different meaning if pronounced with various intonations, or it can affect the meaning of a sentence if the stress changes.

Mastering good articulation is not only important to communicate effectively, but can also boost our confidence and make us more easily accepted in English-speaking environments. For students to be successful in learning English, especially pronunciation, they must practice and learn pronunciation continuously. Pronunciation is more than just a means of communication, it also reflects one's cultural and regional identity. A distinctive accent, intonation, and speech rhythm can give clues about our origins. In addition, pronunciation is influenced by many internals and has different stylistic variations, such as in American English and British English. These aspects will be discussed further in the following sections.

The main goal of pronunciation in English language teaching is to ensure effective communication where the speaker can convey the message clearly and accurately and minimize the risk of misunderstandings in conversation. The ability to pronounce a foreign language well not only increases self-confidence but also facilitates more effective social interaction with native speakers. According to Thomson & Derwing (2015), correct pronunciation plays an important role in improving listener comprehension, especially in multicultural environments where intonation, rhythm, and accent can affect the interpretation of meaning. Thompson and Derwing also emphasize in their research that language learners who focus on developing their pronunciation tend to be more successful in achieving overall communicative competence. Good pronunciation affects not only linguistic aspects but also psychological aspects, such as learners' perception of their abilities and others' perception of their fluency.

## 2. Components of Pronunciation

The components of English pronunciation include many important aspects that learners must master. One of the main components is sound, which consists of vowel sounds and consonant sounds. These sounds are often different from those in Indonesian, causing difficulties for learners. Good understanding and regular practice are necessary for students to speak clearly and confidently in English. Burns & Claire (2003) state that intensive practice on English sounds greatly helps students in speaking clearly and confidently.

In addition, articulation plays an important role in pronunciation. The position of the tongue, lips, and other parts of the speech apparatus are organized to produce correct and clear sounds. Celce-Murcia *et al.*, (2010) states that emphasize the importance of proper pronunciation so that learners can pronounce English sounds accurately. Equally important is the stress on certain syllables in words. Celce-Murcia *et al.*, (2010) states that stress affects the meaning and fluency of words. For example, in the word 'photograph', the stress is on the first syllable, while in the word 'photographer' the stress shifts to the second syllable. This not only helps to clarify pronunciation but also helps to avoid misunderstandings in daily communication.

Intonation is also an important element. According to Roach (2009), intonation describes the pattern of rising and falling tones in a sentence that can change the meaning of the sentence. A rising intonation at the end of a sentence usually means a question, while a falling intonation means a statement. Intonation can also be used to express the speaker's emotions and behavior.

In addition, the rhythm of English is based on stress, with some syllables being pronounced faster or lighter than others. Dauer (1993) states that this stress-based rhythm contributes to a harmonious flow, which makes communication smoother and more pleasing to the

ear. In everyday conversation, the phenomenon of connected speech is common. Brown (1990) states that in this type of speech, words are naturally connected and certain sounds are often lost or modified by elision and assimilation processes to make pronunciation more efficient.

In addition, diphthongs, or the combination of two vowels in one syllable, add to the complexity of English pronunciation and require special practice from the learner. Ladefoged (2006) states that pitch plays an important role in expressing emotions as well as characterizing sentence function. Variations in pitch help to distinguish between statements, questions, and the speaker's mood, thus giving more nuance to communication.

Phonetic transcription can be used to help master these elements. Celce-Murcia *et al.* (1996) states that phonetic transcription is a visual tool that greatly helps students understand how sounds are accurately pronounced. Derwing & Munro (2005) states the importance of teaching correct pronunciation to improve the fluency and clarity of students' oral expressions, especially in intercultural communication.

### 3. Aspects of Pronunciation

Mastering aspects of English pronunciation, including segmental and suprasegmental features, is essential for language learners to be able to communicate effectively. Segmental features refer to individual sounds, such as vowels and consonants. Clear pronunciation of these segmental aspects is crucial, as accuracy in producing vowel and consonant sounds enhances intelligibility. According to Derwing and Munro (2015), accuracy in the pronunciation of these sounds can improve listener comprehension and minimize misunderstandings in everyday interactions. This is especially important in the context of foreign language learning, where misunderstandings often occur due to improper pronunciation.

Pronunciation refers to how sounds are produced through the movement of the tongue, lips, and other parts of the speech apparatus. Celce-Murcia *et al.* (2010) states that mastering pronunciation allows students to produce more accurate sounds, which in turn improves clarity in speaking. Accuracy in segmental pronunciation helps students avoid confusion in conveying messages.

Besides accuracy in segmental pronunciation, other suprasegmental factors, such as stress and intonation, contribute to fluency. Kenworthy (1987) states that understanding the proper stress of a word or syllable (stress) can affect the meaning of the word. Incorrect stress can lead to misinterpretation, which can lead to communication errors. At the same time, intonation plays a role in expressing the speaker's feelings and attitude. According to Roach (2009), emphasizes that variations in tone of voice in speaking can change the overall meaning of a sentence, so it is important for learners to understand intonation and use it appropriately.

#### 4. Kind Style of Pronunciation

English, as a global language, has a variety of dialects influenced by geographical and historical factors. Among the most prominent dialects are American English and British English, the two most widespread and well-known dialects in pronunciation. The pronunciations of these two dialects have different characteristics and phonetic rules, reflecting the different cultural, historical, and social developments in the United States and the United Kingdom. For non-native English speakers, learning American English and British English is important because both are often used in international communication. According to Roach (2009), the main differences between American English and British English lie in the pronunciation of vowels and consonants, intonation, and word stress.

a. American English

The General American Accent (GA) is the most recognized and widely used accent in American English. It is often considered the “standard” accent in the United States and is commonly taught to non-native English speakers who wish to adopt an American style of pronunciation. American English is spoken in most areas of the United States and does not have regional dialects associated with the accent like Southern English or New York English. The main features of American English pronunciation include the following:

1) Rhoticity

One of the most distinctive features of American English, especially General American, is its rhotic nature. This means that the "r" sound (/r/) is pronounced clearly in all contexts, including after vowels. For example, words like "car" /ka:r/ and "hard" /ha:rd/ maintain the "r" sound. Celce-Murcia *et al.*, (1996) states that the rhoticity in American English provides a clear distinction between it and non-rhotic accents like British RP, where the 'r' is often dropped after vowels.

2) Flapping of /t/ and /d/

In American English, especially in casual or fast speech, the /t/ and /d/ sounds between vowels are often pronounced as a soft "flap" that resembles a quick /d/ sound. This phenomenon is called flapping. For instance, "butter" is pronounced /'bʌrər/, where the "t" is flapped. Celce-Murcia *et al.* (1996) state that the process of flapping is a key feature of connected speech in American English, leading to the neutralization of /t/ and /d/ sounds between vowels.

### 3) Vowel Sounds

American English has distinct vowel sounds that differ from British English in terms of length and openness. For instance, the "a" sound in words like "cat" /kæt/ and "bath" /bæθ/ is pronounced with a more open, flatter sound in American English compared to the rounded, longer "a" in British English. Celce-Murcia *et al.*, (1996) states that highlight that "the more open quality of American vowels, especially in words like 'cat' and 'bath', distinguishes American from British pronunciation, which uses a more rounded vowel sound in these words.

### 4) Nasalization

American English sometimes exhibits nasalization, especially with vowels that are followed by nasal consonants like /n/ or /m/. For example, "man" /mæn/ and "sing" /sɪŋ/ may have a slight nasal quality that can make American English sound different to non-native speakers.

#### b. British English

Received Pronunciation (RP) is a standardized form of British English pronunciation that is often considered the 'official' or 'educated' dialect of the UK. It is usually associated with the upper social classes and is used in formal contexts. Here are some typical features of RP:

##### 1) Non-Rhoticity

One of the most striking features of RP is its non-rhotic nature, which means that the "r" sound (/r/) is not pronounced clearly when it comes after a vowel. For example, in the words "car" /ka:/ and "hard" /ha:d/, the "r" sound is not heard. According to Wells (1982), the voiced nonvocalization of RP creates a significant difference with

rhombic accents such as in American English, where the ‘r’ is consistently voiced.

2) Pronounced /t/ pronunciation

In British English pronunciation, especially in British English, the /t/ sound is pronounced more clearly, even between vowels. Unlike the tendency of American English to pronounce /t/ as a flap, in British English, the word “best” /'bɛtə/ retains a clear /t/ sound. According to Roach (2009), the clear pronunciation of the consonant /t/ in RP English gives this accent its distinctive features, setting it apart from other accents.

3) Vowel Sounds

Vowels in British English, especially in RP, tend to be shorter and rounder compared to American English. For example, the “a” sound in the word “bath” is pronounced more like “ah” (/ba:θə/). Cruttenden (2008) states that the difference in vowel pronunciation between RP and American accent is striking, especially in long and short vowels.

4) Glottal stops

In some regional accents in the UK, especially in casual conversation, the /t/ sound can be replaced by a glottal stop, as in the words “water” /'wɔ:tə/ or “butter” /'bʌ:tə/. According to Wells (1982), notes that the use of the glottal stop is characteristic of many accents in London and beyond, and can occur in a variety of informal contexts.

5. The Role of Vowels Sound, Consonants, and Diphthongs in Pronunciation

The three main categories of sounds that are very important in English pronunciation are vowels, consonants, and diphthongs. They serve to distinguish accents and phonetic differences among

dialects of English, as well as affect how people speaking from different regions understand each other.

a. Vowels in English

Vowels in English consist of a number of sounds that can be divided into long vowels and short vowels. In general, there are about 12 vowel sounds in the English phonetic system. These vowels are divided based on the position of the tongue in the mouth, such as front vowels (/i/, /ɪ/, /e/, /æ/), middle vowels (/ʌ/), and back vowels (/ɑ/).

This vowel difference is also very clear between American and British English dialects. For example, in the word *bath*, the pronunciation of the vowel differs between the two accents: in American English, the vowel is pronounced as /æ/, while in British English, the vowel is longer and rounder, at /ɑ:/. According to Cruttenden (2014), this vowel difference is an important distinction between the two accents and affects understanding between speakers of both dialects. MacKenzie *et al.*, (2022) states the importance of vowel comprehension in second-language teaching, as vowel mispronunciation can lead to difficulties in cross-accent communication.

b. Consonants in English

Consonants in English consist of about 24 sounds, which include various categories such as plosives, fricatives, and nasalization. Consonant sounds like /p/, /t/, and /k/ are plosives, while /f/, /s/, and /ʃ/ are fricatives. This difference in consonant pronunciation is also an important aspect that distinguishes accents, such as the pronunciation of /t/ in American English which can be a flap or “flutter” between vowels, as in the word *butter* (/ˈbʌtər/). In contrast, in British English, the pronunciation of /t/ remains clear, as in the word *water* (/ˈwɔ:tə/).

According to Cruttenden (2014), this variation is a major characteristic of General British (GB) and General American (GA), which is influenced by social and regional contexts. This shows that consonant pronunciation depends not only on phonetic aspects but also on the social dynamics that shape the way a person speaks.

c. Diphthongs in English

A diphthong is a combination of two vowels that are pronounced in one syllable and produce a single sound. In English, there are about 8 commonly used diphthongs /aɪ/, /eɪ/, /aʊ/, /əʊ/, /ɔɪ/, /ɪə/, /eə/ and /ʊə/. Such as /aɪ/ (as in die), /eɪ/ (as in break), and /ɔɪ/ (as in voice). These differences in diphthong pronunciation reflect phonetic variations between dialects of English. For example, in the American British Accent, the diphthong /aɪ/ is more clearly audible and longer compared to the British English Accent, where the pronunciation of this diphthong is faster and there is not as much emphasis on its length.

For example, in the American British Accent, the diphthong /aɪ/ is more clearly audible and longer compared to the British English Accent, where the pronunciation of this diphthong is faster and there is not as much emphasis on its length. This shows how the pronunciation of diphthongs can reflect the phonetic differences between dialects. Ladefoged & Johnson (2015) states that the pronunciation of diphthongs in English is influenced by accent and dialect, where the difference in length and speed of pronunciation of diphthongs is an important factor in distinguishing accents.

6. Factors Affect English Pronunciation

The factors that affect English pronunciation can significantly influence a learner's ability to speak clearly and understandably. These factors can be divided into internal (individual characteristics) and external (environmental influences):

a. Internal Factor

### 1) Native Language Influence (L1 Interference)

One of the main factors affecting English learners' pronunciation is interference from the first language (L1). According to Ellis (1997), in Second Language Acquisition, phonological differences between L1 and L2 can cause learners to have difficulty producing new sounds that do not exist in their native language. When learners encounter sounds in the second language that are different from their mother tongue, they tend to apply the phonological rules of the mother tongue, which often leads to pronunciation errors. For example, the "th" sound in English, which is found in words like think and this, often does not exist in the other language. As a result, learners tend to replace it with more familiar sounds in English, such as 't' or 's'.

In addition, Flege (1995) states that individuals who learn a second language in adulthood tend to experience difficulties in producing sounds that are not present in their L1. Flege states that although adult learners can learn and understand a second language, they often retain their native language accent due to the use of established phonetic categories. This further strengthens the argument that first-language interference can cause difficulties in mastering English pronunciation.

### 2) Age of Acquisition

Age is one of the important factors in pronunciation acquisition in second language learning. Lenneberg (1967) states that there is a critical period in the development of language skills, especially in phonological aspects such as pronunciation. This theory emphasizes that the brain's ability to learn language is at its peak during childhood and declines with age. This factor is influenced by the following aspects:

a) A More Flexible Brain in Children

Children have more plastic brains, which means their brains are more adaptable and able to learn new things, including foreign language sounds. At an early age, children's brains are more responsive to phonetic differences, so they can imitate new language sounds more accurately than adults.

b) Ability to Imitate Sounds

In childhood, the ability to imitate the sounds or intonation of a second language is much better because children are not yet fully attached to the sound patterns of their mother tongue. In contrast, in adults, the sound patterns of the mother tongue are deeply embedded, so the ability to imitate new sounds decreases, which makes mastering pronunciation in a second language more challenging.

c) Decreased Phonological Sensitivity in Adulthood

As we age, phonological sensitivity to foreign language sounds decreases. Adults tend to rely on the phonetic categories of their first language to produce the sounds of the second language, which often leads to difficulties in recognizing and producing sounds that do not exist in their native language. As a result, many adults learning a second language exhibit a more pronounced foreign accent.

d) Changes in Speech Anatomy

Changes in physical anatomy, such as the muscles involved in sound production, also affect pronunciation. Children more easily train these muscles to produce the sounds of a new language, while adults may experience limitations in speech muscle flexibility, which prevents

them from achieving pronunciation close to that of native speakers.

Lenneberg (1967) states that after the critical period, one's ability to achieve perfect pronunciation mastery will decrease significantly. Meanwhile, Flege (1995) states that supports this view by stating that the earlier one starts learning a second language, the greater the chances of achieving near-native pronunciation. Flege also adds that although adults can improve their pronunciation ability, they still tend to maintain their first language accent.

The age factor plays an important role in the pronunciation learning process. In childhood, pronunciation learning is more effective because the brain is more flexible, the ability to imitate is better, and sensitivity to new sounds is higher. In contrast, in adulthood, pronunciation learning is more difficult due to a decline in the brain and physical ability to adapt to the sounds of a foreign language, as well as a stronger attachment to the mother tongue.

### 3) Motivation and Attitude

Learner motivation and attitude towards learning English play an important role in achieving good pronunciation. Learners who are highly motivated and have a positive attitude toward the learning process tend to invest more time and effort in practice, especially in terms of pronunciation. According to Gardner (1985), using the socio-pedagogical model states that motivation, especially integrative motivation, plays an important role in second language acquisition. Learners who have a genuine interest in

the culture and community of target language speakers tend to perform better, including in the area of pronunciation.

In addition, Dörnyei (1998) states that positive attitudes supported by favorable motives such as the desire to achieve professional goals can strengthen learners' commitment to practicing and improving pronunciation. In this regard, learners who have the goal of acquiring an accent or pronunciation close to that of native speakers often show more satisfactory results. According to Elliott (1995), also emphasizes that motivation plays an important role in achieving correct pronunciation, as motivated learners are more likely to develop pronunciation similar to that of native speakers.

Thus, motivation and the right attitude play an important role in learning English pronunciation. Learners who have a deep interest in the target language culture and clear career goals are likely to achieve higher levels of pronunciation proficiency. Therefore, creating a learning environment that supports integrative and instrumental motivation is essential for developing better pronunciation.

#### 4) Phonetic Ability

A person's phonetic ability refers to the ability to recognize and reproduce sounds correctly. People who have what is often referred to as a 'good ear' for language tend to exhibit this ability. They can perceive subtle differences in sounds that others may not notice. For example, people with good phonetic ability can recognize similar vowel or consonant sounds. This ability is essential for mastering pronunciation in a foreign language.

According to Kuhl (2010), a person's ability to master the phonology and pronunciation of a second language is

strongly influenced by age and interaction with the language. Kuhl's research shows that infants and toddlers have a higher sensitivity to language sounds because their brains are in a period of greater plasticity, so at an early age, they are better able to map new sounds and use them in language production. This is in line with the critical period hypothesis, which states that there are certain periods when it is easier to learn language, especially the phonological aspects. In addition, previous linguistic experience also affects the ability to learn a second language. The more interaction with the language, the better the ability to learn new sounds.

Lenneberg (1967) states that there is a critical period in language development when it becomes easier to master phonetic and pronunciation aspects. Flege (1995) states that the sound learning model addresses the relationship between first and second-language phonetic abilities. People with multilingual backgrounds tend to have a better ability to recognize sounds in both their languages. This supports the idea that different linguistic experiences can help language learners develop better pronunciation.

In the context of language teaching, it is important to understand phonetic ability. By knowing that each individual has a different level of phonetic ability, teachers can design more appropriate teaching methods to help students overcome pronunciation difficulties. Therefore, phonetic ability plays an important role in the language learning process and can affect students' level of fluency and confidence in communication.

### 5) Confidence and Anxiety Levels

Pronunciation practice is frequently avoided by language learners who experience anxiety or discomfort when speaking a foreign language, which can significantly impede their language acquisition. Because practice is crucial to developing good pronunciation, this avoidance behavior is harmful. Horwitz *et al.* (1986) states that anxiety in a foreign language can negatively affect learners' willingness to communicate, leading to decreased engagement during speaking activities. This anxiety can create a negative loop where the fear of making mistakes further reduces opportunities to practice, ultimately slowing down the development of language skills, including pronunciation.

On the other hand, confidence plays an important role in encouraging learners to practice and keep trying to learn a language. According to Bandura (2021), individuals who have higher confidence in their abilities tend to be more active in language learning activities and overcome challenges, including pronunciation challenges. Therefore, it is important to strengthen students' self-confidence to motivate them to practice speaking English. With increased confidence, students will be more likely to take advantage of every opportunity to practice speaking rather than avoiding the situation, which will ultimately improve their pronunciation significantly.

### 6) Exposure to the Target Language

Exposure to the target language is an important factor that greatly influences the learner's ability to master the pronunciation of the language. Exposure includes the frequency and context in which learners hear, interact with, or use the target language, either in everyday life or through

formal learning processes. The more frequent and qualitative exposure learners receive, the greater the chance for them to improve their English pronunciation.

For example, learners who regularly hear English from native or highly proficient speakers will quickly become familiar with correct intonation, rhythm, accent, and pronunciation. This exposure can be done in a variety of ways, such as listening to everyday conversations, watching English-language television programs or videos, or through direct interaction with native speakers in a language immersion environment. Overall, this exposure allows students to acquire the correct sounds of the language, which in turn accelerates the development of the ability to communicate more naturally and correctly.

Gass, S. M., & Mackey (2015) states that when students interact with native speakers in real-life situations, they receive richer linguistic input in terms of phonology and context. This exposure is different from what is usually obtained in the classroom, which tends to be more theoretical and limited. Through real-life interactions, students are allowed to imitate more correct pronunciation and correct errors through immediate feedback. In addition, students are exposed to a variety of pronunciations, dialects, and expressions that enrich the learning experience.

These social interactions also contribute to increased confidence, as the more frequently students use the target language in real-life conversations, the more comfortable they become speaking it. Lightbown, P. M. & Spada (2013) states that language immersion environments, where learners constantly use the target language in daily activities, provide more in-depth exposure than more structured classroom

learning methods. In this environment, students not only hear English, but also have to use it in different situations, both formal and informal. This helps them adapt to a more natural rhythm, intonation, and pronunciation.

For example, learners who live in an English-speaking country or participate in a study abroad program often show faster improvement in speaking and pronunciation, as they are directly involved in daily conversations with native speakers. This continuous interaction allows them to practice what they are learning firsthand, correct mistakes immediately, and develop accents similar to native speakers. Therefore, exposure in language immersion environments is more effective compared to classroom learning, as learners are more actively engaged with the language through spontaneous, real-world communication, such as informal conversations, daily tasks, and authentic social interactions. These dynamic and natural contexts help learners acquire pronunciation patterns more intuitively and use the language more fluently.

b. External Factor

1) Instruction and Feedback

The way pronunciation is taught and the feedback students receive from the teacher are very important. Structured pronunciation training, which includes modeling, practice, and corrective feedback, helps students develop better phonological skills. Inadequate or inconsistent feedback can lead to the inculcation of pronunciation errors. Lintunen *et al.*, (2017) states that learners consider structured and consistent feedback as an important factor in the pronunciation learning process. Learners reported that teaching techniques such as modeling, practice, and

corrective feedback helped them to identify and correct pronunciation errors.

However, this study also shows that inadequate or inconsistent feedback can lead to fossilized pronunciation errors, and students find it difficult to correct such errors despite receiving feedback. Therefore, teachers need to use a systematic and responsive approach in providing feedback, so that students feel supported and motivated in their efforts to improve pronunciation. This finding confirms the need to design teaching strategies that consider students' perspectives so that the feedback provided can be more effective in achieving optimal learning outcomes.

## 2) Language Learning Environment

The learning environment plays an important role in the development of English language skills, especially in terms of pronunciation. Those who have access to native speakers, language-rich environments, or opportunities to practice in real-life situations are more likely to develop correct pronunciation. Conversely, students who study in an environment where English is rarely used may experience difficulties in pronunciation.

According to Zhang (2023), shows that learners who have access to native speakers, language-rich environments, or opportunities to practice in real-life situations tend to develop more correct pronunciation. Zhang emphasized that exposure to consistent use of English in everyday interactions helps students imitate correct intonation, rhythm, and pronunciation. However, students who study in an environment where English is rarely used may find it difficult to develop good pronunciation.

According to Szyszka (2018), research also shows that students who are in an English-speaking environment tend to have better pronunciation compared to students with less exposure to English. Therefore, a supportive learning environment that provides access to native speakers and plenty of opportunities for hands-on practice is essential to help students achieve more precise pronunciation.

### 3) Cultural Identity and Sociolinguistic Factors

Learners can be influenced by the socio-cultural context in which they learn English. Some may resist using pronunciation similar to native speakers because they want to maintain their cultural identity, while others feel pressured to conform to the pronunciation norms of a particular social group. Xiao *et al.*, (2023) states that shows that learners often face a dilemma between maintaining their cultural identity and conforming to the pronunciation norms set by the social group. Some people worry that pronunciations similar to their native language may threaten their cultural identity, while others strive to adapt to different pronunciations, which may cause discomfort.

Cultural identity, social context, as well as sociolinguistic and political factors play an important role in language learning (Norton & Toohey, 2011). Understanding these factors can improve learners' motivation and the way they interact with language. Cultural identity includes the ethnic background, values, traditions, and social experiences that shape the way one views the world. In language learning, cultural identity affects learners' motivation to learn and the way they express themselves. Learners from different cultural backgrounds may use language in ways that reflect their cultural values and norms.

Sociolinguistic factors include dialect, register, and social context that influence language use. Variations in language use depend on social situations, relationships between individuals, and prevailing norms of communication. In language learning, understanding sociolinguistic factors is important as it helps teachers understand how students adapt to different language contexts and how they can overcome challenges that arise due to differences in language use in different social environments.

#### 4) Technology and Media

Modern tools such as language learning apps, online pronunciation guides, and exposure to English-language media (movies, songs, podcasts) can enhance pronunciation practice. Access to these resources can significantly impact a learner's ability to improve their accent and speech patterns.

According to Pennington & Pamela Rogerson-Revell (2019), exposure to the target language through media can help students improve their accent and speech patterns. For example, language learning apps are often equipped with speech recognition features that provide real-time feedback to users, helping them correct pronunciation errors instantly.

In addition, online pronunciation guides and video tutorials offer clear visualizations of how certain sounds are produced, which is especially useful for visual learners. Exposure to English media content, such as movies and podcasts, also allows learners to hear different pronunciation variations as well as the natural intonation and rhythm of native speakers, which in turn can improve their ability to imitate and adopt more accurate pronunciation patterns.

### 5) Dialectal Variations

Learners may be exposed to different English dialects (e.g., British, American, Australian), which can influence their pronunciation. Inconsistent exposure to multiple dialects might confuse learning standard pronunciation. Dialects play a crucial role in the phonetic acquisition of English by second language learners. Explores how exposure to various dialects can affect students' ability to learn English pronunciation (Lin & Wang, 2019). The study found that inconsistent exposure to dialects can lead to negative transfers, where students adapt pronunciations from their native dialect to English, ultimately interfering with the development of accurate pronunciation.

MacKenzie *et al.*, (2022) states that British English dialects have a significant influence on English pronunciation, mainly through phonological variations that affect the way vowels and consonants are pronounced. Social changes, such as mobility between classes, also play a role in pronunciation, with individuals from higher social classes tending to use more standardized pronunciations. Additionally, speakers' linguistic awareness can contribute to changes from below in the way they speak, although they may not be aware of the pronunciation differences that exist within their dialect.

## 7. Importance of English Pronunciation

Mastering good pronunciation in English is important for second-language learners. Pronunciation affects the clarity of communication, where mispronunciations can lead to misunderstandings or difficulties in comprehension by native or more proficient speakers. Levis (2018) states that clarity is key to oral interaction, especially in international contexts where English

language learners often communicate with people from different language backgrounds. Therefore, the ability to pronounce clearly without having to speak like a native speaker is the main focus of teaching pronunciation.

Thomson & Derwing (2014) states that showed that pronunciation teaching can effectively improve students' speaking ability and confidence in communication. Their research also shows that while grammar and vocabulary are often the most important aspects of language learning, poor pronunciation can lead to unintelligible messages, even if grammar and vocabulary are used correctly. This confirms the importance of pronunciation in ensuring that ideas are conveyed effectively.

In addition, good pronunciation play an important role in improving overall English-speaking competence. According to Pawlak & Szyszka (2018), emphasizes that learners who develop good pronunciation learning strategies tend to have a pronunciation that is closer to standard pronunciation. This means that pronunciation learning not only improves speaking skills but also self-confidence and intercultural communication skills. In an educational context, it is important to provide systematic instruction and constructive feedback to help students avoid fossilized pronunciation errors (Goh, C. C.M., & Burns, 2012).

Finally, good pronunciation help improve adaptability to the English language environment, both academically and professionally. According to Derwing & Munro (2015), underline the importance of clear pronunciation to facilitate social and cultural integration and to support participation in an increasingly globalized world of work. In a world that increasingly relies on cross-cultural communication, the ability to speak clearly and understandably in English becomes a valuable asset for learners.

## **B. Vocabulary**

### **1. Definition of Vocabulary**

Mastering vocabulary is one of the most important components of language proficiency, including pronunciation. Vocabulary refers to the set of words known and used by a person or group of people in a language. Mastering vocabulary means not only understanding the meaning of words but also how they are used and how to pronounce them in daily communication. In addition, vocabulary includes important aspects such as meaning, sound, and the use of words in the right context, which contribute to successful communication.

Cahyono (2008) states that a large vocabulary can help learners master various English language skills, including listening, speaking, reading, and writing. This mastery also plays a role in students' pronunciation skills, because the better students' understanding and mastery of vocabulary, the better their ability to pronounce the words. Thus, students' ability to pronounce English words is highly dependent on a deep understanding of their meaning and usage.

Scott (2002) states that vocabulary development through pronunciation training is an important part of language learning. Incorrect pronunciation can disrupt oral communication and lead to misunderstanding. Therefore, pronunciation training should be an integral part of vocabulary learning to ensure smooth and effective communication. The better one masters the vocabulary, the more fluent the pronunciation will be. Vocabulary teaching that covers aspects of meaning, usage, and correct pronunciation will have a significant impact on the ability to communicate in English.

### **2. The Importance of Vocabulary Development in Pronunciation**

Developing vocabulary is a fundamental aspect of language learning, especially when it comes to mastering pronunciation. According to Norbert (2002), a rich vocabulary not only facilitates

comprehension and communication but also has a direct impact on pronunciation. When learners have a good vocabulary, they can better understand the proper pronunciation, intonation, and rhythm required when speaking. Conversely, a lack of vocabulary can lead to difficulties in pronouncing words correctly, which can lead to misunderstandings in communication. According to Afna (2018:47), good vocabulary mastery supports mastery of each of the language skills. In addition, good vocabulary mastery also increases students' confidence when speaking, because they are better able to master each language skill well.

### **C. Previous Study**

There are several previous studies cited in this study that have some similarities with this study. The first is research conducted by Sariani (2021) with An Analysis of Error On Students' Pronunciation of English Vowels At The Sixth Semester Students of English Language Education Department At Riau Islamic University. This study uses a qualitative method to analyze students' vowel pronunciation errors. The instruments used in this study include pronunciation tests and questionnaires. The results of this study show that sixth-semester students at Riau Islamic University experience English vowel pronunciation errors, with the most common errors being interlingual substitution and misformation. In addition, this study revealed that students' internal motivation plays an important role in pronunciation mastery, where more motivated students tend to have better pronunciation skills.

The second, Dewi & Astriyanti (2021) found that fourth semester students of the English Education study program had difficulty in pronouncing consonants, especially in the sounds /s/ and /z/, with 91.7% of students making mistakes. In addition, the dominant vowel pronunciation errors occur in the sounds /æ/ and /eɪ/ with the same percentage, namely 91.7%. Using a qualitative approach, the researcher

analyzed data from pronunciation tests using minimal pairs as well as audio recordings of students. The findings showed that pronunciation errors were dominant among the students, indicating that the difference in sound systems between English and Indonesian contributed to their pronunciation difficulties.

The third is An Analysis of Pronunciation Error of English Silent Letters by Miliani (2023) this research is about the mispronunciation of dead letters in English among 11th-grade students at SMAN 3 Sengah Temila. This study uses descriptive qualitative and quantitative approaches. The results showed that the common type of error was pre-systematic error.

Gulo's (2023) research conducted in the tenth grade of SMTK Mo'ale found that students had difficulty in pronouncing English vocabulary due to lack of confidence, lack of practice, the influence of Indonesian language, differences in spelling and pronunciation, and limited vocabulary. In addition, students also have difficulty in pronouncing certain consonants such as [dʒ, θ, tʃ, ʃ, v, ɾ], vowels such as [ə-a, ɔ, e-I, ʌ], as well as the suffix -tion sound that sounds “ʃ”.

Telaumbanua, Sihotang, & Rajagukguk (2024) found that seventh grade students of SMP N 1 Tarutung had difficulty in pronouncing English vowels. Factors that cause these difficulties include confusion with the sound or pronunciation, lack of seriousness when learning, and difficulty in reading descriptive texts. The results showed that 75% of students experienced difficulties in reading English texts, while 46.875% of students felt confused in pronouncing English vowels. As many as 62.5% of students consider learning English vowel pronunciation as something quite difficult, and 56.25% of students stated that they had been taught pronunciation well. In addition, 68.75% of students stated that they asked the teacher if they had difficulty in pronouncing English vowels in class.