

AN ANALYSIS OF THE CHALLENGES FACED BY NON-NATIVE SPEAKERS IN ENGLISH PRONUNCIATION

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Abstract

Despite the critical role of pronunciation in promoting intelligible communication in English as a Foreign Language (EFL) contexts, research offering a comprehensive account of the multidimensional pronunciation challenges experienced by non-native speakers remains limited. This study aimed to analyze these challenges, identify the linguistic, psychological, and instructional factors contributing to them, and examine the strategies learners employ to improve their pronunciation. Adopting a qualitative descriptive design, the study involved 10 ninth-semester students enrolled in an English Education Study Program who were selected through purposive sampling. Data were collected through semi-structured interviews, questionnaires administered via Google Forms, and documentation, and were analyzed thematically with data triangulation used to enhance credibility. The findings revealed interconnected difficulties involving English vowel distinctions, consonant articulation, word stress, rhythm, intonation, speech rate, and accent variation. These difficulties were primarily associated with first-language interference, limited exposure to authentic English, insufficient speaking practice, the learning environment, and psychological factors, particularly low confidence and fear of making mistakes. To address these challenges, participants engaged in authentic listening, imitation practice, pronunciation applications, International Phonetic Alphabet learning, self-recording, and communicative speaking activities. The study concludes that pronunciation development is a multidimensional process requiring the integration of phonological competence, authentic language exposure, instructional support, and sustained communicative practice. These findings reinforce the importance

of intelligibility-oriented pronunciation pedagogy, extend the literature on pronunciation learning in EFL contexts, and provide practical guidance for lecturers and curriculum developers. Future research should employ larger samples, mixed-methods designs, and objective pronunciation assessments.

Keywords: English Pronunciation; EFL Learners; Intelligibility-Oriented Pedagogy; Non-Native Speakers; Pronunciation Challenges

INTRODUCTION

English has become the dominant language for international communication in education, science, business, technology, and intercultural interaction. As globalization continues to strengthen cross-cultural communication, English proficiency is increasingly evaluated not only through grammatical accuracy and vocabulary knowledge but also through the ability to communicate intelligibly. Among the four language skills, speaking plays a central role because it enables learners to express ideas, negotiate meaning, and participate effectively in academic and professional contexts. Within speaking competence, pronunciation constitutes a fundamental component because it directly influences speech intelligibility and communicative success. Effective pronunciation involves both segmental features, including vowels and consonants, and suprasegmental features such as stress, rhythm, and intonation, all of which contribute to clear and meaningful oral communication (Gilbert, 2025; Nurriza et al., 2025; Reed & Levis, 2019; Umar & Aspany, 2024).

Recent developments in English language teaching have shifted the emphasis of pronunciation instruction from achieving native-like accents to developing intelligible speech. Rather than encouraging learners to imitate native speakers, contemporary pronunciation pedagogy prioritizes the production of speech that is understandable across diverse linguistic backgrounds. This perspective aligns with the concepts of English as an International Language (EIL) and English as a Lingua Franca (ELF), where successful communication depends primarily on intelligibility rather than accent conformity (Levis, 2018; Walker, 2021; Yazan, 2015). Consequently, pronunciation instruction has increasingly focused on helping learners produce comprehensible speech while maintaining confidence and communicative effectiveness.

Despite this paradigm shift, pronunciation remains one of the most challenging aspects of English language learning for non-native speakers, particularly in countries where English is learned as a foreign language. Unlike grammar or vocabulary, pronunciation requires learners to acquire unfamiliar phonological systems while minimizing interference from their first language. Differences between native-language and English sound systems often lead to inaccurate articulation, reduced intelligibility, and communication breakdowns. As explained by Levis (2018), first-language phonological transfer is one of the primary causes of persistent pronunciation difficulties among non-native speakers because learners naturally apply familiar pronunciation patterns when producing English sounds.

These challenges are particularly evident in the Indonesian EFL context. Indonesian learners frequently experience pronunciation difficulties because the English phonological system differs considerably from that of Indonesian. English contains numerous vowel contrasts, consonants, diphthongs, and suprasegmental features that have no direct equivalents in Indonesian, causing learners to substitute unfamiliar sounds with more familiar ones. As a result, pronunciation problems commonly occur in vowel production, consonant articulation, stress placement, rhythm, and intonation, all of which negatively influence speech intelligibility (Kurniawan & Thren, 2024; Marfa et al., 2026; Ristati et al., 2025). Furthermore, Indonesia's multilingual society exposes learners to various regional languages before they begin learning English, creating additional phonological interference. Students from different linguistic backgrounds often experience difficulty producing English phonemes such as /θ/, /ð/, and /v/, which are absent from many local languages. This linguistic diversity suggests that pronunciation instruction should acknowledge learners' first-language backgrounds rather than rely on uniform teaching approaches (Laita et al., 2025; Widya et al., 2025).

Another important issue concerns the pedagogical role of non-native English-speaking teachers (NNESTs). For many years, pronunciation teaching was strongly influenced by native-speakerism, which positioned native English speakers as the ideal instructional model. However, recent scholarship has challenged this assumption by demonstrating that NNESTs possess unique pedagogical advantages. Because they have experienced learning English as a foreign language themselves, they generally understand learners' pronunciation difficulties more deeply and can provide explanations that are more accessible and contextually relevant. Their shared linguistic background enables them to

anticipate common pronunciation errors and develop learning strategies that better suit learners' needs (Dirham, 2022; Dwi & Aprianti, 2022; Romadhon et al., 2024). Likewise, current perspectives argue that communicative competence, pedagogical expertise, and contextual understanding are more important indicators of effective pronunciation instruction than native-speaker status alone (Pariyanto, 2020; Paramita et al., 2024; Wahidatul et al., 2026).

To address pronunciation difficulties, researchers have proposed various instructional approaches emphasizing continuous practice, communicative interaction, and technology-assisted learning. Regular pronunciation practice combined with constructive feedback has consistently been shown to improve pronunciation accuracy, intelligibility, and learners' confidence (Gilbert, 2025; Murphy, 2020). Similarly, communicative pronunciation activities that integrate phonetic awareness with authentic speaking practice encourage learners to produce more natural and comprehensible speech. Recent innovations further indicate that digital learning resources, including English-language vlogs, pronunciation applications, and reading-aloud activities, provide valuable opportunities for learners to imitate authentic pronunciation models, monitor their own progress, and receive immediate corrective feedback (Fatimah et al., 2024; Latifah et al., 2025).

Although pronunciation has been widely investigated, previous studies have generally examined isolated aspects of pronunciation learning rather than the broader challenges experienced by non-native speakers. For instance, Ammar et al., (2022) reported that Indonesian university students experienced considerable difficulties in pronouncing vowels, consonants, and diphthongs due to limited pronunciation practice, inadequate phonetic knowledge, and low speaking confidence. Likewise, Firdaus & Milal, (2021) found that pronunciation errors extended beyond individual sounds to include stress, rhythm, and intonation, thereby reducing learners' speech intelligibility. Other studies highlighted the influence of phonological awareness and first-language interference. Yulianawati et al., (2016) emphasized the role of limited phonetic awareness and insufficient exposure to authentic pronunciation models, while Angkarini, (2023) identified English fricatives such as /θ/, /ð/, /ʃ/, /ʒ/, /v/, and /f/ as particularly problematic for Indonesian learners because these sounds are absent from the Indonesian phonological inventory.

Building upon these findings, more recent studies have demonstrated that pronunciation difficulties arise from multiple interconnected factors rather than from phonological differences alone. Arfiyanti et al., (2026) concluded that learners' pronunciation problems were shaped by first-language interference, limited exposure to authentic spoken English, inadequate pronunciation practice, insufficient phonological competence, and minimal instructional emphasis on pronunciation. Similarly, Sundari et al., (2023) reported that Indonesian EFL learners experienced persistent difficulties in producing English vowels and consonants while also identifying low confidence, limited motivation, and insufficient speaking practice as major barriers to pronunciation development. Collectively, these studies indicate that pronunciation learning is a multidimensional process influenced by linguistic, cognitive, affective, and instructional factors rather than by phonological competence alone (Ammar et al., 2022; Arfiyanti et al., 2026; Firdaus & Milal, 2021; Sundari et al., 2023; Yulianawati et al., 2016).

Despite these important contributions, several research gaps remain. First, previous studies have predominantly focused on identifying pronunciation errors or evaluating specific instructional techniques, with relatively limited attention given to examining pronunciation challenges from a comprehensive perspective that integrates linguistic, psychological, pedagogical, and environmental dimensions. Second, earlier investigations have generally emphasized particular pronunciation components, such as vowels, consonants, or suprasegmental features, without sufficiently explaining how learner characteristics, learning environments, instructional practices, and communication demands interact to influence pronunciation development. Third, although the concepts of English as an International Language (EIL) and English as a Lingua Franca (ELF) have gained increasing recognition, relatively few studies have examined pronunciation challenges from the perspective of communicative intelligibility rather than native-speaker norms, particularly within the Indonesian EFL context.

From a theoretical perspective, contemporary pronunciation research argues that successful pronunciation instruction should prioritize intelligibility over accent imitation. Pronunciation should therefore be viewed as a communicative competence involving the accurate production of both segmental and suprasegmental features that enable speakers to communicate effectively across diverse linguistic backgrounds (Gilbert, 2025; Levis, 2018; Murphy, 2020; Reed & Levis, 2019; Walker, 2021; Yazan, 2015). Likewise, recent Indonesian studies emphasize that pronunciation learning should be understood within

learners' linguistic backgrounds, learning experiences, motivation, English exposure, and the pedagogical contributions of non-native English-speaking teachers (Dirham, 2022; Dwi & Aprianti, 2022; Kurniawan & Thren, 2024; Laita et al., 2025; Nurrisa et al., 2025; Paramita et al., 2024; Pariyanto, 2020; Romadhon et al., 2024; Ristati et al., 2025; Umar & Aspany, 2024; Wahidatul et al., 2026). These perspectives suggest that pronunciation development should be examined holistically by considering the interaction between linguistic competence, learner characteristics, instructional support, and authentic communication.

Accordingly, the novelty of this study lies in its integrated analysis of the challenges faced by non-native speakers in English pronunciation through four complementary dimensions. The first dimension examines phonological challenges involving both segmental and suprasegmental features. The second investigates learner-related factors, including first-language interference, phonological awareness, motivation, confidence, and exposure to English. The third explores instructional and environmental factors, such as teaching strategies, learning resources, technological support, and the pedagogical role of non-native English-speaking teachers. Finally, the fourth adopts a communicative perspective by positioning intelligibility as the principal goal of pronunciation learning rather than native-like pronunciation. By integrating these dimensions within a single analytical framework, this study extends previous research that has generally examined these issues separately.

The present study also responds to the increasing need for pronunciation instruction that reflects the realities of English communication in multilingual societies. In Indonesian higher education, students frequently use English to communicate with other non-native speakers rather than with native speakers. Consequently, pronunciation instruction should prepare learners to communicate effectively and intelligibly across different linguistic backgrounds instead of emphasizing accent imitation alone. Understanding the multidimensional challenges experienced by learners is therefore essential for developing pronunciation instruction that is contextual, communicative, and responsive to learners' actual needs.

Unlike previous studies that concentrated primarily on pronunciation errors or the effectiveness of individual teaching techniques, this research adopts a broader perspective by simultaneously examining pronunciation challenges, the factors influencing those

challenges, and the strategies employed to overcome them. This comprehensive perspective is expected to contribute to the development of pronunciation pedagogy by integrating linguistic, psychological, pedagogical, and communicative viewpoints into a unified framework. The findings are also expected to provide practical guidance for English lecturers and teachers in selecting instructional strategies, learning media, classroom activities, and technology-assisted practices that support more effective pronunciation learning.

Accordingly, this study addresses three research questions: (1) What challenges do non-native speakers face in English pronunciation? (2) What factors contribute to pronunciation difficulties among non-native speakers? (3) What instructional and learning strategies can be applied to overcome pronunciation challenges experienced by non-native speakers?

Based on these questions, this study aims (1) to analyze the challenges faced by non-native speakers in English pronunciation, (2) to identify the linguistic, psychological, and pedagogical factors contributing to pronunciation difficulties, and (3) to examine instructional and learning strategies that facilitate pronunciation improvement among non-native speakers.

The findings of this study are expected to contribute both theoretically and practically. Theoretically, the study enriches the literature on English pronunciation by integrating perspectives from pronunciation pedagogy, second language acquisition, intelligibility theory, and English as an International Language into a comprehensive analytical framework. Practically, the findings are expected to provide useful insights for English lecturers, teachers, curriculum developers, and students in designing pronunciation instruction that is more learner-centered, communicative, and contextually appropriate. Furthermore, the study may serve as a valuable reference for future research on English pronunciation, non-native speakers, English as a Foreign Language (EFL), and communicative competence.

Ultimately, by providing a comprehensive analysis of the challenges faced by non-native speakers in English pronunciation within the Indonesian EFL context, this study seeks to advance contemporary discussions on pronunciation pedagogy while offering pedagogical recommendations that support more intelligible, effective, and meaningful English oral communication in multilingual learning environments.

METHODS

1. Research Design

This study employed a descriptive qualitative research design to analyze the challenges faced by non-native speakers in English pronunciation. A qualitative approach was selected because it enabled the researcher to explore participants' experiences, perceptions, and difficulties in depth within their natural learning context. Rather than measuring variables statistically, qualitative research emphasizes understanding the meanings participants assign to their experiences through rich descriptions and interpretations (Creswell & Poth, 2018). Furthermore, qualitative inquiry is appropriate for examining complex educational phenomena from participants' perspectives while maintaining the authenticity of real-life contexts (Merriam & Tisdell, 2016).

The research was conducted through several stages. Initially, the researcher identified the research problem and determined the research focus. Participants were then selected purposively based on their relevance to the research objectives. Data were collected through interviews, questionnaires, and documentation. Subsequently, the collected data were organized, coded, categorized, and interpreted using thematic analysis to identify recurring themes and patterns related to pronunciation challenges.

2. Research Setting, Subjects, and Object

The study was conducted in the English Education Study Program at the university level. The participants consisted of ninth-semester Class A students enrolled in the English Education program. The class comprised 25 students, from which 10 participants were purposively selected. The participants were chosen because they had completed several English language courses, possessed sufficient learning experience, and were able to provide comprehensive information regarding the challenges encountered in learning English pronunciation. Purposeful sampling is widely used in qualitative research to obtain information-rich participants who can provide meaningful insights into the phenomenon under investigation (Patton, 2015).

The subjects of this study were non-native English-speaking university students learning English as a foreign language. The object of the study focused on the challenges encountered in mastering English pronunciation, including segmental and suprasegmental aspects, first-language interference, pronunciation learning experiences, confidence, motivation, and instructional factors influencing pronunciation development.

3. Research Instrument

In qualitative research, the researcher served as the primary research instrument responsible for collecting, interpreting, and analyzing the data. The researcher directly interacted with participants during interviews, administered questionnaires, examined relevant documents, and interpreted the findings throughout the research process. According to Creswell and Poth (2018), the researcher functions as the principal instrument because qualitative inquiry requires direct engagement with participants and the research setting. Audio recordings, interview protocols, questionnaire forms, and documentation checklists were used as supporting instruments to enhance data accuracy and completeness.

4. Data Collection

Data were collected using three complementary techniques to ensure data triangulation. First, semi-structured interviews were conducted to explore participants' perceptions, experiences, and challenges in learning English pronunciation. The interviews consisted of two open-ended questions designed to encourage detailed responses.

Second, questionnaire data were collected using Google Forms. The questionnaire contained both closed-ended and open-ended questions concerning pronunciation difficulties, learning experiences, confidence, motivation, and instructional support. The online format facilitated efficient data collection while allowing participants to respond flexibly.

Third, documentation was employed to support and verify the findings obtained from interviews and questionnaires. The documentation included photographs of research activities, interview recordings, field notes, and other relevant academic documents. Using multiple sources of evidence strengthened the credibility of qualitative findings through methodological triangulation (Yin, 2018).

5. Data Analysis

The collected data were analyzed using thematic analysis. Initially, the researcher reduced the data by selecting information relevant to the research objectives. Subsequently, the data were organized and displayed systematically through coding and categorization to facilitate interpretation. Finally, conclusions were drawn by identifying major themes, comparing findings across different data sources, and verifying their consistency through

triangulation. This analytical procedure enabled the researcher to develop a comprehensive understanding of the challenges faced by non-native speakers in English pronunciation (Saldaña, 2021; Miles et al., 2020).

To ensure the trustworthiness of the findings, credibility was established through data triangulation involving interviews, questionnaires, and documentation. Dependability was maintained by documenting each stage of the research process, while confirmability was achieved by ensuring that the interpretations were grounded in the collected data. Transferability was supported through detailed descriptions of the research context and participants, enabling readers to determine the applicability of the findings to similar educational settings.

RESULTS

1. Challenges Faced by Non-Native Speakers in English Pronunciation

The research explained the result of the analysis of Challenges Faced By Non-Native Speakers In English Pronunciation. Follow the table below Based on interviews conducted with several students :

Table 1. Summary of Interview Findings on English Pronunciation Challenges

No	Questions	Respondent 1 (BI)	Respondent 2 (MA)	Respondent 3 (GS)
1	What is your biggest challenge in English pronunciation?	My biggest challenge in English pronunciation is distinguishing English vowel sounds because there are more vowel variations in English than in Indonesian.	Tantangan terbesar saya dalam pengucapan bahas Inggris adalah menguasai seperti intonasi sama penekanan katanya	My biggest challenge is keeping up with the speaking speed of native speakers while maintaining accurate pronunciation.
2	Why are English vowel sounds difficult for you?	English vowel sounds are difficult because some sounds are very similar to each other. For example, I often confuse the pronunciation of ship and sheep.	Bahasa Inggris itu bisa sulit karena ini seringkali berkaitan dengan tekanan dan juga kayak pengucapan alami, yang berbeda dari bahasa Indonesia.	English vowel sounds are difficult because they often change depending on accent and speaking speed, making them harder to recognize and produce correctly.
3	Which English words do you often mispronounce?	I often mispronounce words such as ship and sheep because I have difficulty distinguishing the vowel sounds.	Saya sering salah mengucapkan kata-kata seperti "record" karena pengucapannya berubah tergantung apakah kata tersebut digunakan	I sometimes mispronounce words that have different pronunciations in British and American English because I get

No	Questions	Respondent 1 (BI)	Respondent 2 (MA)	Respondent 3 (GS)
			sebagai kata benda atau kata kerja.	confused about which pronunciation to use.
4	How does mispronunciation affect your communication?	Mispronunciation sometimes causes misunderstandings in communication because listeners may interpret the words differently from what I intend to say.	Ketika ni syaa salah kayak ngucapin penekanan di kata” , sepeti ucapan saya mungkin kedengerank kayak alami atau aneh bagi yang denger dan mungkin mereka perlu usaha ekstra untuk pahami saya	When I speak too quickly, I often lose pronunciation accuracy, which can make my speech less clear and harder for others to understand.
5	Which consonant sounds are hardest for you to pronounce?	The consonant sounds that are hardest for me to pronounce are th sounds, such as in think and this, because these sounds do not exist in Indonesian.	Saya sih memiliki masalah besar dengan bunyi kyk konsonan tertentu, tetapi merasa kesulitan mengucapkan kata kata dengan benar ketika nih pola penekanan dan intonasinya berbeda	I do not find particular consonant sounds very difficult, but accent differences sometimes affect how I pronounce certain consonants and words.

The interview findings in the table 1 revealed that non-native English-speaking students encountered a variety of pronunciation challenges that affected both their pronunciation accuracy and oral communication. Although each participant described different learning experiences, the responses consistently indicated that pronunciation difficulties were primarily associated with English vowel distinctions, consonant articulation, suprasegmental features, speech rate, and accent variation. These findings demonstrate that pronunciation challenges extend beyond the production of individual sounds and include broader phonological aspects that influence speech intelligibility.

The first recurring challenge concerned the production of English vowel sounds. Most participants reported difficulty distinguishing vowel contrasts that do not exist in Indonesian, particularly long and short vowels. Similar-sounding words frequently caused confusion, leading to inaccurate pronunciation and misunderstanding during communication. Respondents explained that English vowel variation was considerably more complex than that of their native language, making accurate pronunciation difficult to achieve.

Another important finding related to consonant production. Several students experienced difficulty producing consonants that are absent from the Indonesian

phonological system, particularly the interdental sounds /θ/ and /ð/. These sounds were often substituted with more familiar consonants, reducing pronunciation accuracy. Although some participants reported fewer problems with consonants, they acknowledged that differences between British and American English occasionally created uncertainty regarding appropriate pronunciation.

The interview also indicated that suprasegmental features constituted another significant challenge. Participants reported difficulties in producing appropriate stress, rhythm, and intonation during oral communication. Incorrect word stress frequently caused speech to sound unnatural, while inaccurate intonation reduced listeners' comprehension. Students perceived these suprasegmental features as more difficult to master because they differed considerably from the intonation patterns commonly used in Indonesian.

In addition, several participants explained that speaking fluently while maintaining accurate pronunciation was particularly demanding. Rapid speech often caused learners to sacrifice pronunciation accuracy, resulting in unclear articulation and reduced comprehensibility. Furthermore, differences between British and American pronunciation models increased learners' uncertainty regarding which pronunciation should be adopted in classroom communication.

Overall, the interview findings suggest that pronunciation challenges experienced by non-native speakers are multidimensional, involving both segmental and suprasegmental aspects as well as communication-related factors. These findings indicate that pronunciation learning requires comprehensive instructional support rather than focusing solely on individual phonemes.

Table 2. Synthesis of the Major Challenges Faced by Non-Native Speakers in English Pronunciation

Theme	Evidence from Participants	Main Finding
English vowel sounds	Difficulty distinguishing long and short vowels (e.g., ship vs. sheep)	Vowel contrasts were the most frequently reported pronunciation challenge.
English consonants	Difficulty pronouncing /θ/ and /ð/ (e.g., think, this)	Consonants absent from the first language created pronunciation errors.
Word stress and intonation	Difficulty applying appropriate stress and natural intonation	Suprasegmental features affected speech naturalness and intelligibility.
Speaking speed	Pronunciation accuracy decreased when speaking quickly	Fluency often reduced pronunciation accuracy.
Accent variation	Confusion between British and	Multiple pronunciation models created

Theme	Evidence from Participants	Main Finding
	American pronunciation	uncertainty during learning.
Communication impact	Mispronunciation occasionally caused misunderstandings	Pronunciation errors reduced communication effectiveness.

The synthesized findings presented in Table 1 demonstrate that pronunciation difficulties experienced by non-native speakers cannot be attributed to a single linguistic factor. Instead, learners encountered interconnected challenges involving phonological knowledge, speech production, and communicative performance. Among these, English vowel distinctions and suprasegmental features emerged as the most frequently reported obstacles, while consonant articulation, speech rate, and accent variation further complicated learners' pronunciation development.

2. Factors Influencing Pronunciation Difficulties Among Non-Native Speakers

The research explained the result to find out the factors that influence pronunciation difficulties among non-native speakers. Follow the table below Based on interviews conducted with several students :

Table 3. Summary of Interview Findings on Factors Influencing Pronunciation Difficulties Among Non-Native Speakers

No	Questions	Respondent 1 (BI)	Respondent 2 (MA)	Respondent 3 (GS)
1	How does your mother tongue affect your English pronunciation?	"My mother tongue affects my English pronunciation because Indonesian pronunciation is more consistent than English. As a result, I often pronounce English words the way they are spelled."	"My native language influences the way I pronounce English sounds because some English sounds do not exist in my language."	"My mother tongue makes it difficult for me to pronounce unfamiliar English sounds naturally."
2	Why do you struggle with long and short vowel sounds?	"I struggle with long and short vowel sounds because many English vowels sound similar but have different pronunciations."	"I find long and short vowels difficult because my native language does not have the same variety of vowel sounds as English."	"I often cannot distinguish between long and short vowel sounds, which leads to pronunciation mistakes."
3	How does your learning environment influence your pronunciation progress?	"My learning environment helps me improve when teachers and friends correct my pronunciation mistakes."	"A supportive learning environment encourages me to practice speaking and improves my confidence."	"My pronunciation improves faster when I have opportunities to practice English regularly in class."
4	What happens when you rarely interact with native speakers or	"When I rarely listen to English media, it becomes harder to recognize correct pronunciation and natural	"Without enough exposure to native speakers, I am less confident about	"A lack of interaction with native speakers makes it difficult for me to improve

No	Questions	Respondent 1 (BI)	Respondent 2 (MA)	Respondent 3 (GS)
	English media?	speech patterns."	whether my pronunciation is correct."	pronunciation accuracy and fluency."
5	Why do you think your pronunciation develops slower than other language skills?	"I think pronunciation develops more slowly because it requires continuous practice and habit formation."	"Pronunciation develops slower because I am often afraid of making mistakes when speaking."	"Pronunciation takes longer to improve because it requires constant practice and exposure to spoken English."

Table 3 shows the interview findings identified several interconnected factors that influenced the pronunciation difficulties experienced by non-native English-speaking students. Although participants reported different learning experiences, their responses consistently indicated that pronunciation development was influenced by linguistic background, exposure to spoken English, learning environment, and opportunities for continuous practice. These factors interacted with one another and collectively affected learners' ability to produce English sounds accurately and confidently.

The first and most frequently reported factor was the influence of the mother tongue. Most participants explained that Indonesian phonological patterns strongly affected the way they pronounced English words. Since Indonesian pronunciation generally follows consistent spelling patterns, students tended to pronounce English words according to their written forms rather than their actual phonetic realization. In addition, unfamiliar English sounds that were absent from their first language often resulted in pronunciation substitutions and inaccurate articulation.

Another important factor concerned learners' difficulty in distinguishing long and short vowel sounds. Participants stated that the limited variety of vowel sounds in their native language made it difficult to recognize subtle vowel contrasts in English. Consequently, they frequently confused similar vowel sounds, leading to pronunciation errors during spoken communication.

The interview findings also highlighted the important role of the learning environment. Students acknowledged that supportive lecturers, constructive peer feedback, and regular classroom speaking activities contributed positively to pronunciation improvement. Participants who frequently received corrective feedback and opportunities to practice speaking perceived greater progress in their pronunciation than those with fewer opportunities for interaction.

Exposure to authentic English input also emerged as a significant influencing factor. Most respondents indicated that limited interaction with native speakers and insufficient exposure to English media reduced their ability to recognize natural pronunciation patterns. Students explained that listening to English only during classroom sessions was insufficient for developing accurate pronunciation and natural speech production.

Finally, participants emphasized that pronunciation developed more slowly than other language skills because it required continuous practice and long-term habit formation. Several respondents admitted that fear of making mistakes and limited confidence discouraged them from practicing spoken English regularly. As a result, pronunciation improvement required considerably more time and sustained exposure than vocabulary or grammar learning.

Overall, the interview data demonstrate that pronunciation difficulties among non-native speakers were not caused by a single factor but rather by the interaction of linguistic, environmental, and psychological influences. These findings indicate that pronunciation development requires continuous practice supported by an encouraging learning environment and sufficient exposure to authentic spoken English.

Table 4. Synthesis of the Factors Influencing Pronunciation Difficulties Among Non-Native Speakers

Factor	Evidence from Participants	Main Finding
Mother tongue interference	Indonesian pronunciation patterns influenced English pronunciation.	First-language interference was the most influential linguistic factor.
Long and short vowel distinctions	Students frequently confused similar English vowel sounds.	Limited phonological familiarity reduced pronunciation accuracy.
Learning environment	Feedback from lecturers and classmates improved pronunciation.	Supportive classroom interaction facilitated pronunciation development.
Exposure to English	Limited interaction with native speakers and English media hindered learning.	Authentic exposure promoted better pronunciation awareness and fluency.
Practice frequency	Pronunciation required repeated practice and continuous exposure.	Regular practice was essential for long-term pronunciation improvement.
Psychological factors	Fear of making mistakes reduced students' willingness to speak.	Low confidence slowed pronunciation development.

The findings summarized in Table 4 indicate that pronunciation difficulties resulted from the interaction of linguistic knowledge, learning experiences, environmental support,

and learner psychology. Among these factors, first-language interference, limited exposure to authentic English, and insufficient speaking practice emerged as the dominant influences affecting pronunciation development. Furthermore, confidence and classroom support appeared to shape students' willingness to practice English orally, which subsequently influenced their overall pronunciation progress.

3. Strategies to Overcome the Pronunciation Challenges Faced by Non-Native Speakers

The research explained the result to find out what strategies can be applied to overcome the pronunciation challenges faced by non-native speakers. Follow the table below based on interviews conducted with several students :

Table 5. Summary of Interview Findings on Strategies to Overcome the Pronunciation Challenges Faced by Non-Native Speakers

No	Questions	Respondent 1 (DKP)	Respondent 2 (AR)	Respondent 3 (BA)	Respondent 4 (FA)
1	What strategy do you think is most effective for improving pronunciation?	"The most effective strategy is frequently listening to and imitating native speakers through English films, podcasts, or songs."	"I usually use English learning applications that have a pronunciation-checking feature."	"An important strategy is increasing basic phonetic practice by learning and practicing IPA symbols."	"Joining a speaking club or English community is an effective strategy for improving pronunciation."
2	How does frequent listening help your ears recognize English sounds?	"By listening repeatedly, my ears become more accustomed to recognizing sound differences that were previously difficult to distinguish."	"Frequent listening and practice help me become more familiar with difficult sounds and improve my confidence in speaking."	"Listening to native-speaker audio helps me compare my pronunciation with the correct pronunciation and identify mistakes."	"Listening frequently helps me become more familiar with natural English pronunciation and speaking patterns."
3	Why do you reread film dialogues?	"I reread film dialogues to imitate native speakers' speaking style and pronunciation."	"I rarely reread film dialogues, but I prefer practicing pronunciation through conversations and applications."	"I use recordings and English texts rather than film dialogues to improve my pronunciation."	"I sometimes repeat dialogues from conversations or speaking activities to improve fluency and pronunciation."
4	How has imitation practice affected your pronunciation	"Although it sounded strange at first, over time my pronunciation has become more	"Repeated practice makes me more confident and helps my tongue	"Recording and comparing my voice with native-speaker audio has improved the	"The more I practice speaking with others, the better and more natural my

No	Questions	Respondent 1 (DKP)	Respondent 2 (AR)	Respondent 3 (BA)	Respondent 4 (FA)
	over time?	natural."	become accustomed to difficult sounds such as th and long vowels."	accuracy of my pronunciation."	pronunciation becomes."

Table 5 shows the interview findings revealed that participants employed various learning strategies to overcome the pronunciation challenges encountered during English language learning. Although the strategies differed according to individual learning preferences, the responses consistently emphasized the importance of continuous exposure, repeated practice, phonetic awareness, technology-assisted learning, and interactive communication. These strategies were perceived as effective in improving pronunciation accuracy, speech fluency, and learners' confidence in oral communication.

One of the most frequently reported strategies was regularly listening to authentic English input. Participants explained that repeatedly listening to English films, podcasts, songs, and conversations enabled them to recognize subtle differences in English sounds that had previously been difficult to distinguish. Continuous exposure also familiarized learners with natural pronunciation patterns, stress placement, rhythm, and intonation, thereby improving both listening discrimination and pronunciation production.

Another strategy highlighted by the participants involved imitation and repeated speaking practice. Several students stated that imitating native speakers' pronunciation through movie dialogues, recorded conversations, and audio materials gradually improved the naturalness of their speech. Some participants also reported recording their own voices and comparing them with native-speaker models, allowing them to identify pronunciation errors and monitor their own progress. Repeated imitation gradually increased learners' confidence and reduced hesitation when speaking English.

Technology-assisted learning also emerged as an important strategy. Participants frequently used English learning applications equipped with pronunciation-checking features to receive immediate feedback regarding pronunciation accuracy. These digital tools enabled students to practice independently outside the classroom and provided opportunities for continuous self-evaluation. In addition, several respondents considered learning the International Phonetic Alphabet (IPA) beneficial because it helped them understand the correct articulation of English sounds more systematically.

Interactive speaking activities constituted another prominent finding. Participants believed that joining English-speaking communities, participating in speaking clubs, and engaging in regular classroom discussions provided valuable opportunities to practice pronunciation in authentic communication. Frequent interaction with peers encouraged learners to become more confident, while corrective feedback from teachers and classmates helped them refine their pronunciation over time.

Overall, the interview findings suggest that successful pronunciation improvement requires an integration of multiple learning strategies rather than reliance on a single instructional technique. Continuous exposure to authentic English, imitation practice, technology-assisted learning, phonetic awareness, and communicative speaking activities collectively contributed to gradual improvements in pronunciation accuracy, fluency, and communicative confidence.

Table 6. Synthesis of the Strategies Used to Overcome English Pronunciation Challenges

Strategy	Evidence from Participants	Main Finding
Listening to authentic English	Listening to films, podcasts, songs, and native-speaker conversations	Continuous exposure improved recognition of English sounds and natural speech patterns.
Imitation practice	Repeating movie dialogues and imitating native speakers	Repeated imitation gradually increased pronunciation accuracy and speech naturalness.
Pronunciation applications	Using digital applications with pronunciation feedback	Technology-assisted learning supported independent practice and self-correction.
Learning the IPA	Practicing English sounds through phonetic symbols	Phonetic knowledge improved learners' understanding of English sound production.
Voice recording and self-evaluation	Recording speech and comparing it with native-speaker models	Self-monitoring enabled learners to identify and correct pronunciation errors.
Speaking clubs and classroom interaction	Participating in English-speaking communities and classroom discussions	Regular communicative practice enhanced fluency, confidence, and pronunciation development.

The findings presented in Table 6 demonstrate that participants relied on complementary learning strategies to address pronunciation difficulties. Rather than depending on a single approach, learners combined listening practice, imitation, phonetic training, digital learning resources, self-evaluation, and communicative interaction to improve their pronunciation. Among these strategies, continuous exposure to authentic

spoken English and repeated speaking practice emerged as the most frequently reported approaches for developing more accurate, fluent, and intelligible English pronunciation.

DISCUSSION

1. Results Analysis

a. Challenges Faced by Non-Native Speakers in English Pronunciation

The first objective of this study was to analyze the challenges experienced by non-native speakers in English pronunciation. The findings demonstrate that pronunciation difficulties are multidimensional, encompassing both segmental and suprasegmental aspects of spoken English. Participants consistently reported problems distinguishing English vowel contrasts, particularly long and short vowels, articulating unfamiliar consonants such as /θ/ and /ð/, applying appropriate word stress and intonation, maintaining pronunciation accuracy during fluent speech, and adapting to different pronunciation models represented by British and American English.

These findings suggest that pronunciation difficulties cannot be explained merely as isolated phonetic errors. Instead, learners experience interconnected phonological challenges that collectively influence speech intelligibility. While segmental errors affect the pronunciation of individual words, suprasegmental inaccuracies influence the rhythm and coherence of spoken discourse, making communication less comprehensible even when individual sounds are correctly articulated. This indicates that successful pronunciation depends not only on producing correct phonemes but also on organizing speech prosodically to facilitate listener comprehension.

Another important observation is that pronunciation accuracy declines when learners attempt to increase speaking fluency. Participants explained that speaking rapidly often caused inaccurate articulation and reduced clarity. This finding illustrates the interaction between speech production and cognitive processing, where learners allocate greater attention to maintaining conversational flow while sacrificing phonological precision. Consequently, pronunciation competence develops not through isolated sound production but through the gradual coordination of articulation, fluency, and communicative control during authentic interaction.

A further challenge emerged from learners' uncertainty regarding different English pronunciation models. Exposure to both British and American English created confusion regarding pronunciation choices, particularly among learners with limited phonological awareness. Rather than supporting pronunciation development, multiple pronunciation models sometimes increased learners' hesitation and reduced confidence during oral communication.

From these findings, a new synthesis can be proposed that pronunciation challenges should be viewed as communicative phonological complexity rather than isolated articulation problems. The interaction among segmental features, suprasegmental patterns, speech fluency, and pronunciation variation suggests that learners encounter pronunciation as an integrated communicative system. Therefore, pronunciation instruction should address these components simultaneously instead of teaching individual sounds independently.

b. Factors Influencing Pronunciation Difficulties Among Non-Native Speakers

The second objective of this study was to identify the factors influencing pronunciation difficulties. The findings indicate that pronunciation development results from the interaction of linguistic, environmental, and psychological factors rather than from first-language interference alone. Participants consistently acknowledged that Indonesian phonological patterns strongly influenced the way they pronounced English words. Because Indonesian pronunciation generally follows predictable spelling patterns, learners frequently transferred these habits when reading English words, producing pronunciation that reflected orthographic forms rather than phonetic realization.

However, linguistic transfer represented only one aspect of the problem. Limited exposure to authentic English input emerged as another dominant factor. Participants explained that infrequent interaction with native speakers and insufficient exposure to English media restricted their ability to recognize natural pronunciation patterns, stress placement, and connected speech. Consequently, learners often relied on classroom input as their primary pronunciation model, limiting opportunities to internalize authentic spoken English.

The learning environment also significantly influenced pronunciation development. Students who received regular corrective feedback from lecturers and classmates perceived greater pronunciation improvement than those with fewer opportunities for interaction.

Classroom discussions, peer collaboration, and supportive instructional practices encouraged learners to practice speaking more frequently, allowing pronunciation skills to develop through repeated communicative experience rather than through memorization alone.

Psychological factors further influenced learners' pronunciation progress. Fear of making mistakes, low confidence, and speaking anxiety discouraged participants from using English orally, thereby reducing opportunities for meaningful pronunciation practice. Interestingly, these affective factors functioned both as causes and consequences of pronunciation difficulties. Limited confidence reduced speaking frequency, while reduced speaking practice prevented pronunciation improvement, creating a continuous cycle that maintained pronunciation problems over time.

Based on these findings, this study proposes a critical synthesis that pronunciation development operates within an ecological learning system, where linguistic competence continuously interacts with environmental support and learner psychology. Pronunciation improvement therefore cannot be achieved solely through phonetic instruction because successful development requires supportive learning environments, authentic language exposure, and positive affective conditions that encourage continuous oral practice.

c. Strategies for Overcoming Pronunciation Challenges

The third objective of this study was to examine strategies that facilitate pronunciation improvement among non-native speakers. The findings reveal that learners did not rely on a single instructional strategy but instead combined multiple complementary approaches. Among the most frequently reported strategies were listening to authentic English materials, imitating native speakers, utilizing pronunciation applications, studying the International Phonetic Alphabet (IPA), recording personal speech for self-evaluation, and participating in speaking clubs or classroom discussions.

Continuous exposure to authentic spoken English emerged as the strategy perceived to have the greatest impact. Participants explained that repeated listening to films, podcasts, songs, and conversations improved their ability to discriminate English sounds while simultaneously increasing familiarity with natural stress, rhythm, and intonation patterns. Rather than merely improving listening comprehension, authentic exposure gradually strengthened learners' productive pronunciation by building richer phonological representations.

Imitation practice also played an important role in pronunciation development. Repeating movie dialogues, shadowing native-speaker speech, and comparing personal recordings with authentic models enabled learners to identify pronunciation differences and gradually refine their articulation. This process illustrates that pronunciation improvement involves repeated cycles of perception, production, feedback, and self-correction rather than one-time pronunciation practice.

Technology-assisted learning further supported pronunciation development by providing immediate corrective feedback and opportunities for autonomous learning beyond the classroom. Pronunciation applications enabled learners to practice independently, while IPA instruction strengthened phonological awareness by helping learners understand articulatory mechanisms underlying English sounds. These digital resources complemented formal classroom instruction by extending learning opportunities into learners' daily routines.

Finally, communicative interaction through speaking clubs and classroom discussions enabled learners to apply pronunciation knowledge within meaningful communication. Regular speaking practice not only enhanced pronunciation accuracy but also increased learners' confidence, fluency, and willingness to communicate. This finding demonstrates that pronunciation develops most effectively when practiced as part of authentic communication rather than isolated pronunciation exercises.

Based on these findings, this study proposes a new conceptual synthesis that effective pronunciation instruction should adopt an integrated pronunciation ecosystem, combining authentic input, repeated imitation, explicit phonological awareness, technology-assisted feedback, and communicative interaction. Within this ecosystem, pronunciation improvement becomes a continuous adaptive process in which learners progressively integrate linguistic knowledge, communicative experience, and self-regulated learning. This framework extends traditional pronunciation pedagogy by positioning intelligibility as the outcome of sustained interaction between instructional support, learner agency, and authentic language use rather than the imitation of native-speaker pronunciation alone.

2. Comparison with Previous Studies

The findings of the present study generally support previous research indicating that English pronunciation remains one of the most challenging aspects of English as a Foreign Language (EFL) learning, particularly for non-native speakers whose first language

differs substantially from English. However, this study extends earlier investigations by demonstrating that pronunciation difficulties should not be interpreted solely as phonological problems but rather as the outcome of dynamic interactions among linguistic, cognitive, psychological, instructional, and communicative factors. This broader perspective contributes a more integrated understanding of pronunciation development within the Indonesian EFL context.

With respect to pronunciation challenges, the findings are consistent with the studies of Ammar et al., (2022), Firdaus & Milal, (2021), and Sundari et al., (2023), which reported that Indonesian learners frequently struggle with English vowel distinctions, consonant articulation, and suprasegmental features such as stress and intonation. Similar to those studies, participants in the present research identified long and short vowel contrasts, interdental consonants (/θ/ and /ð/), and inappropriate stress placement as their primary pronunciation difficulties. These recurring findings reinforce the argument that substantial differences between Indonesian and English phonological systems remain a major source of pronunciation errors among EFL learners.

Nevertheless, the present study differs from previous investigations by illustrating that these pronunciation challenges are closely interconnected rather than functioning independently. Earlier studies generally discussed segmental and suprasegmental problems as separate pronunciation components. In contrast, the current findings demonstrate that learners simultaneously experience vowel confusion, consonant substitution, inaccurate stress, reduced fluency, and uncertainty regarding pronunciation models during authentic communication. This suggests that pronunciation errors should be understood as interacting elements within a single communicative process instead of isolated linguistic deficiencies.

The findings also support Levis (2018), who argued that first-language phonological transfer represents one of the principal causes of persistent pronunciation difficulties among non-native speakers. Participants consistently acknowledged that Indonesian pronunciation habits influenced the way they articulated English words, particularly because Indonesian spelling is considerably more regular than English orthography. Likewise, Angkarini, (2023) found that Indonesian learners experience persistent difficulty producing English fricatives absent from their native phonological inventory. The present study confirms these observations while demonstrating that first-language interference

alone cannot fully explain pronunciation development. Learners with similar linguistic backgrounds nevertheless displayed different levels of pronunciation achievement depending on their learning experiences, confidence, and exposure to spoken English.

This broader interpretation aligns with Arfiyanti et al., (2026), who concluded that pronunciation difficulties emerge through the interaction of multiple factors, including first-language interference, insufficient phonological competence, limited pronunciation practice, and inadequate instructional emphasis. Similarly, the present findings reveal that authentic English exposure, classroom interaction, corrective feedback, and learner confidence collectively influence pronunciation improvement. However, this study extends Arfiyanti et al.'s conclusions by proposing that these variables operate within an interconnected learning ecology rather than functioning as independent predictors of pronunciation performance.

Regarding instructional factors, the findings correspond with Gilbert (2025) and Murphy (2020), who emphasized that effective pronunciation learning requires continuous practice accompanied by constructive feedback. Participants in the present study consistently reported that repeated pronunciation practice, lecturer feedback, peer correction, and classroom speaking activities significantly facilitated pronunciation development. Likewise, the results support recent studies by Fatimah et al., (2024) and Latifah et al., (2025), which demonstrated that digital learning resources—including pronunciation applications, multimedia materials, and technology-assisted feedback—provide valuable opportunities for independent pronunciation practice. Similar to these studies, participants perceived pronunciation applications and self-recording activities as effective tools for monitoring pronunciation progress beyond formal classroom instruction.

The findings also reinforce current theoretical perspectives concerning English as an International Language (EIL) and English as a Lingua Franca (ELF). Levis (2018), Walker (2021), and Yazan, (2015) argue that pronunciation instruction should prioritize intelligibility rather than native-speaker accent imitation. The present findings strongly support this perspective because participants associated successful pronunciation with being understood during communication instead of sounding identical to native speakers. Interestingly, uncertainty arising from exposure to both British and American pronunciation models indicates that excessive emphasis on accent conformity may actually

increase learners' anxiety rather than improve communicative effectiveness. This finding provides additional empirical support for intelligibility-oriented pronunciation pedagogy within multilingual educational contexts.

Another noteworthy contribution concerns the role of psychological factors in pronunciation development. Previous studies, including Sundari et al., (2023), primarily identified low confidence and speaking anxiety as barriers to pronunciation learning. The present study confirms these findings but further demonstrates that psychological factors function reciprocally with pronunciation performance. Rather than merely resulting from pronunciation difficulties, low confidence simultaneously limits learners' willingness to participate in oral communication, thereby reducing opportunities for pronunciation improvement. This reciprocal relationship suggests that affective variables should not be treated simply as external influences but as integral components of pronunciation acquisition itself.

Compared with earlier Indonesian pronunciation studies, the present research offers a broader conceptual contribution by integrating pronunciation challenges, influencing factors, and instructional strategies into a unified analytical framework. Most previous studies concentrated on one specific dimension, such as pronunciation errors, phonological awareness, instructional techniques, or technological interventions. In contrast, this study demonstrates that these dimensions continuously interact throughout learners' pronunciation development. Consequently, pronunciation competence emerges not only from phonetic mastery but also from sustained interaction among linguistic knowledge, communicative practice, instructional support, authentic language exposure, and learner agency.

Overall, the comparison with previous studies indicates that the present findings largely confirm existing pronunciation theories while extending them through a more holistic interpretation. Rather than conceptualizing pronunciation as a collection of isolated phonological skills, this study proposes that pronunciation development should be understood as an integrated communicative learning process in which linguistic competence, psychological readiness, instructional support, and authentic communicative experience evolve simultaneously. This integrated perspective represents the principal theoretical contribution of the present study and provides a foundation for developing

more learner-centered and intelligibility-oriented pronunciation pedagogy in multilingual EFL contexts.

3. Implications of Findings

The findings of this study contribute to pronunciation research by providing an integrated perspective that positions pronunciation development as the result of interactions among phonological competence, learner psychology, instructional support, authentic language exposure, and communicative practice. Unlike studies that examine these factors separately, the present research demonstrates that pronunciation improvement should be understood as a multidimensional and intelligibility-oriented process. Theoretically, this study reinforces the principles of English as an International Language (EIL) and English as a Lingua Franca (ELF) by emphasizing communicative intelligibility rather than native-like pronunciation as the primary objective of pronunciation instruction.

From a practical perspective, the findings suggest that English pronunciation pedagogy should move beyond traditional sound-by-sound instruction toward learner-centered approaches that integrate explicit phonological instruction, authentic listening activities, technology-assisted learning, communicative speaking practice, and continuous corrective feedback. Such an integrated approach can assist lecturers, teachers, and curriculum developers in designing pronunciation instruction that better reflects the communicative needs of learners in multilingual EFL contexts while simultaneously promoting learners' confidence and willingness to communicate.

4. Research Limitations

Despite its contributions, this study has several limitations. First, the research involved a relatively small number of participants from a single English Education program, which may limit the transferability of the findings to broader EFL contexts. Second, the study employed a qualitative design relying primarily on interviews, questionnaires, and documentation; therefore, the findings reflect participants' perceptions and experiences rather than objectively measured pronunciation performance. Third, individual variables such as English proficiency level, regional language background, and previous exposure to English outside the classroom were not examined in depth, although these factors may influence pronunciation development.

Future research is therefore recommended to involve larger and more diverse participant groups across different educational settings, employ mixed-methods or longitudinal designs, and incorporate objective pronunciation assessments alongside qualitative data. Such investigations would provide a more comprehensive understanding of how linguistic, psychological, technological, and instructional factors interact over time to support the development of intelligible English pronunciation among non-native speakers.

CONCLUSION

This study aimed to analyze the challenges faced by non-native speakers in English pronunciation, identify the factors contributing to these difficulties, and examine effective strategies for improving pronunciation. The findings demonstrate that English pronunciation difficulties are multidimensional, involving both segmental features (e.g., vowel distinctions and consonant articulation) and suprasegmental features (e.g., stress, rhythm, and intonation), which collectively influence speech intelligibility and communicative effectiveness. Beyond phonological differences, pronunciation development is shaped by the interaction of first-language interference, limited exposure to authentic English, learning environment, psychological factors, and opportunities for continuous communicative practice. To address these challenges, learners employed complementary strategies, including authentic listening, imitation practice, pronunciation applications, IPA learning, self-recording, and participation in communicative speaking activities. These findings indicate that successful pronunciation learning depends not on isolated phonetic instruction but on an integrated learning process that combines linguistic knowledge, authentic input, instructional support, and learner engagement.

Building upon these findings, this study proposes that English pronunciation development should be conceptualized as a process of communicative phonological adaptation, in which learners continuously integrate phonological competence, cognitive-affective readiness, instructional support, and authentic communication to achieve intelligible speech rather than native-like pronunciation. This perspective extends existing pronunciation research by presenting pronunciation competence as a dynamic communicative ability that develops through sustained interaction between learners and their multilingual learning environments. Consequently, pronunciation pedagogy should

prioritize intelligibility-oriented, learner-centered, and technology-enhanced instructional practices that foster both pronunciation accuracy and communicative confidence.

Despite these contributions, the study has several limitations. The research involved a relatively small number of participants from a single English Education program, limiting the transferability of the findings to other educational contexts. In addition, the qualitative design relied primarily on participants' perceptions and experiences obtained through interviews and questionnaires without incorporating objective pronunciation performance assessments. Furthermore, learner variables such as English proficiency, regional linguistic background, and frequency of English use outside the classroom were not examined comprehensively, although these factors may influence pronunciation development.

Future studies are recommended to employ larger and more diverse participant groups across different educational settings and cultural contexts while adopting mixed-methods or longitudinal research designs. Future research should also integrate objective pronunciation assessments, acoustic analyses, and technology-based pronunciation evaluation to complement qualitative findings. Additionally, investigating the influence of regional language backgrounds, digital learning environments, artificial intelligence-assisted pronunciation tools, and intelligibility-oriented instructional models would further enrich the understanding of pronunciation development among non-native speakers and contribute to more effective English pronunciation pedagogy in multilingual EFL contexts.

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