

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section presents the findings obtained from classroom observations, semi-structured interviews, and pronunciation reading tasks involving twelve students from three different ethnic backgrounds: Banjarese, Javanese, and Buginese, as well as one English teacher. The findings are organized into two main themes based on the research questions: (1) The pronunciation challenges experienced by students from diverse ethnic backgrounds and (2) The teacher's strategies for helping English pronunciation learning. In addition, this section highlights how multicultural awareness was reflected in classroom interactions among the teacher and students.

1. Pronunciation Challenges Across Ethnic Groups

In this study, pronunciation challenges refer to the difficulties experienced by students from diverse ethnic backgrounds in producing English pronunciation and expressing themselves during pronunciation activities. These challenges include difficulties in producing English consonant and vowel sounds, such as sound substitution, vowel modification, consonant cluster simplification, consonant omission, and word simplification as well as psychological responses, including nervousness, lack of confidence, and fear of making mistakes when speaking English. The findings were obtained from classroom observations, semi-structured interviews, and the pronunciation reading task.

The findings revealed that students from Banjarese, Javanese, and Buginese backgrounds experienced various pronunciation challenges. Although each ethnic group demonstrated distinctive pronunciation patterns, several common difficulties were identified across participants. Based on the data analysis, the pronunciation challenges were categorized into three related aspects: segmental features, perceived factors contributing to pronunciation challenges, and psychological factors. Segmental features describe difficulties in producing individual English speech sounds, while perceived factors reflect participants' views regarding the factors that contributed to their pronunciation difficulties. Meanwhile, psychological factors represent students' emotional experiences when facing pronunciation challenges.

To provide a clearer description of the findings, the pronunciation challenges experienced by each ethnic group are presented in the following sections.

a. Segmental Features

Segmental features refer to individual speech sounds, including consonants and vowels, that contribute to pronunciation accuracy. The findings revealed that students from all three ethnic groups experienced difficulties producing several English sounds that are absent from their first languages. The pronunciation patterns identified in this study included consonant substitution, vowel modification, consonant cluster simplification, word simplification, and a few instances of consonant omission. The pronunciation patterns of each ethnic group are presented below.

1) Banjarese Students

The findings revealed that Banjarese students experienced several pronunciation challenges during the pronunciation reading task. The most common difficulties involved producing the English dental fricatives /θ/ and /ð/, the voiced labiodental fricative /v/, the voiced postalveolar fricative /ʒ/, vowel modification, and consonant omission. These pronunciation patterns are presented in Table 4.1.

Table 4.1 Pronunciation Patterns of Banjarese Students

Number	Word	Participants	Pronunciation
1	that	P1	də
		P2	də
		P3	də
		P4	ti
2	three	P1	-
		P2	tri
		P3	-
		P4	θri:
3	thirsty	P1	tɪrts
		P2	'tɪrsti
		P3	'triti
		P4	dhers
4	father	P1	'fətər
		P2	'fədər
		P3	'fətər
		P4	-
5	finish	P1	'fɪnɪs
		P2	-
		P3	'feɪnɪs
		P4	-
6	work	P1	-
		P2	-
		P3	'wɒrək
		P4	-

7	very	P1	-
		P2	'fəri
		P3	'fəri
		P4	'fəri
8	travel	P1	'trefəl
		P2	-
		P3	'trefəl
		P4	'trefəl
9	path	P1	pət
		P2	fət
		P3	pət
		P4	pɑːθ
10	month	P1	mot
		P2	mon
		P3	mot
		P4	mʌθ
11	vision	P1	-
		P2	'feʃən
		P3	'fiʃən
		P4	'fiʃən

Note. Data were obtained from the pronunciation reading task.

As presented in Table 4.1, the Banjarese students demonstrated several recurring pronunciation patterns. The most frequent difficulty involved the substitution of the English dental fricatives /θ/ and /ð/ with /t/ and /d/, as reflected in the words *that*, *three*, *thirsty*, *path*, and there is consonant omission in the word *month*. Another common pattern was the substitution of the voiced labiodental fricative /v/ with /f/, particularly in the words *very* and *vision*. Some participants also experienced difficulty

producing the voiced postalveolar fricative /ʒ/, replacing it with /ʃ/ or /s/ in the word *vision*.

The findings also showed several instances of vowel modification. For example, *finish* was pronounced as /'feɪnɪs/, *travel* as /'trefəl/, *work* as /'wɒrək/, and *path* as /pet/. These examples demonstrate that vowel modification occurred in several of the target words produced by the participants.

Overall, the findings indicate that Banjarese students experienced pronunciation difficulties in producing several English consonants and modifying vowel sounds.

2) Javanese Students

The findings revealed that Javanese students experienced several pronunciation challenges during the pronunciation reading task. The most common difficulties involved producing the English dental fricatives /θ/ and /ð/, the voiced labiodental fricative /v/, the voiced postalveolar fricative /ʒ/, vowel modification, and consonant cluster simplification. These pronunciation patterns are presented in Table 4.2.

Table 4.2 Pronunciation Patterns of Javanese Students

Number	Word	Participants	Pronunciation
1	that	P1	dæt
		P2	tats
		P3	dat
		P4	tæt
		P5	dei
2	thrilling	P1	'θrelɪŋ
		P2	'trɪlɪŋ
		P3	'trɪlɪŋ
		P4	'trɪlɪŋ
		P5	dei'rɪlɪŋ
		P1	tɪk

3	thick	P2	tɪks
		P3	tɪŋ
		P4	-
		P5	tɪk
4	Thursday	P1	turusday
		P2	-
		P3	tursidi
		P4	'θɜ:rzdaɪ
		P5	tu'hursdeɪ
5	photographer	P1	-
		P2	-
		P3	potografer
		P4	-
		P5	fo'togrefər
6	she	P1	-
		P2	sɪ
		P3	sɪ
		P4	se
		P5	se
7	Vivid	P1	'fɪfɪd
		P2	'fɪfɪd
		P3	'fɪfɪd
		P4	'fɪfɪd
		P5	'fɪfɛd
8	vision	P1	-
		P2	'fɪʃɪən
		P3	'fɪʒən
		P4	'fɪʃən
		P5	'fɪʃɪən

Note. Data were obtained from the pronunciation reading task.

As presented in Table 4.2, the Japanese students demonstrated several recurring pronunciation patterns. The most frequent difficulty involved the substitution of the English dental fricatives /θ/ and /ð/ with /t/ and /d/, as reflected in the words *that*, *thick*, *thrilling*, and *Thursday*. Another common pattern was the substitution of the voiced labiodental fricative /v/ with /f/, particularly in the words *vision* and *vivid*. Some

participants also experienced difficulty producing the voiced postalveolar fricative /ʒ/, replacing it with /ʃ/ or /s/ in the word *vision*.

The findings also showed several instances of vowel modification. For example, *photographer* was pronounced as *potografer* and /fo'togrefər/. These examples demonstrate that vowel modification occurred in several of the target words produced by the participants.

Furthermore, consonant cluster simplification was observed in several words. For example, *Thursday* was pronounced as *turusday*, *tursidi*, and /tu'hursdeɪ/, while *thrilling* was pronounced as /'trɪlɪŋ/ by several participants. These examples demonstrate that consonant cluster simplification occurred in several of the target words produced by the participants.

Overall, the findings indicate that Javanese students experienced pronunciation difficulties in producing several English consonants, modifying vowel sounds, and simplifying consonant clusters.

3) Buginese Students

The findings revealed that Buginese students experienced several pronunciation challenges during the pronunciation reading task. The most common difficulties involved producing the English dental fricatives /θ/ and /ð/, the voiced labiodental fricative /v/, vowel modification, and word simplification. These pronunciation patterns are presented in Table 4.3.

Table 4.3 Pronunciation Patterns of Buginese Students

Number	Word	Participants	Pronunciation
1	Vincent	P1	'finsɛn
		P2	'finsɛn
		P3	'fincɛn
2	thoroughly	P1	troli
		P2	to'roli
		P3	trouli
3	village	P1	'filɛgs
		P2	'filɛg
		P3	'filɛig
4	their	P1	ðɛar
		P2	tɛɪr
		P3	-
5	smooth	P1	semoθ
		P2	smot
		P3	smot
6	fast	P1	fɛst
		P2	fɒs
		P3	fɛs
7	breeze	P1	brɪz
		P2	brɛz
		P3	'brɪzi

Note. Data were obtained from the pronunciation reading task.

As presented in Table 4.3, the Buginese students demonstrated several recurring pronunciation patterns. The most frequent difficulty involved the substitution of the voiced labiodental fricative /v/ with /f/, as reflected in the words *Vincent* and *village*. Another common pattern involved difficulties in producing the English dental fricatives /θ/ and /ð/, as reflected in the words *thoroughly*, *their*, and *smooth*.

The findings also showed several instances of vowel modification. For example, *village* was pronounced as /'fɪləgs/, /'fɪləg/, and /'fɪləɪg/, while *fast* was pronounced as /fɛst/ and /fos/, and *breeze* as /brez/. These examples demonstrate that vowel modification occurred in several of the target words produced by the participants.

Furthermore, word simplification was observed in several words. For example, *thoroughly* was pronounced as *troli*, *to'roli*, and *trouli*, indicating that some participants simplified the pronunciation of English words.

Overall, the findings indicate that Buginese students experienced pronunciation difficulties in producing several English consonants, modifying vowel sounds, and simplifying words.

b. Perceived Factors Contributing to Pronunciation Challenges

The interview findings identified two main perceived factors contributing to participants' English pronunciation challenges. Across the three ethnic groups, participants described first-language influence and limited pronunciation practice as factors affecting their English pronunciation. These findings are presented in the following sections.

1) First-Language Influence

The interview findings revealed that several participants perceived their first language as a factors influencing their English pronunciation. They explained that they were more accustomed to using their local languages in daily communication, which affected the way they pronounced English words.

One Banjarese participant stated:

BP2: *“In my opinion, my English pronunciation is influenced by the language I use every day at home.”*

Similarly, a Javanese participant expressed a comparable perception:

JP2: *“I think my English pronunciation is still influenced by the language I use every day at home.”*

A Buginese participant also acknowledged the influence of the first language on English pronunciation:

BgP2: *“I feel that my English pronunciation is influenced by my first language.”*

These interview findings indicate that participants from different ethnic backgrounds perceived their first language as influencing their English pronunciation.

2) Limited Pronunciation Practice

Besides first-language influence, several participants perceived that limited pronunciation practice contributed to their pronunciation difficulties. They believed

that insufficient opportunities to practice English pronunciation made it more difficult to produce unfamiliar English sounds accurately.

One Banjarese participant explained:

BP3: *“I think, my pronunciation difficulties are not caused by my mother tongue, but because I rarely practice English pronunciation.”*

Similarly, a Javanese participant shared a comparable opinion:

JP4: *“In my opinion, my pronunciation difficulties are not caused by my mother tongue, but because I rarely practice English pronunciation.”*

These findings suggest that some participants viewed pronunciation difficulties as being more closely related to limited pronunciation practice than to first-language influence.

c. Psychological Factors

The interview findings revealed that participants from different ethnic backgrounds experienced several psychological factors that affected their English pronunciation. Feelings of nervousness, embarrassment, and fear of making pronunciation mistakes emerged as common experiences when speaking English, particularly in front of classmates or during classroom activities.

One Banjarese participant stated:

BP1: *“I feel nervous, embarrassed, and afraid of making mistakes when pronouncing English in the classroom.”*

Similarly, a Javanese participant shared:

JP1: *“I feel embarrassed when I mispronounce English words in front of my classmates.”*

A Buginese participant also expressed similar feelings:

BgP1: *“I feel a little nervous and embarrassed when pronouncing English in the classroom.”*

These interview findings indicate that psychological factors, particularly nervousness, embarrassment, and fear of making pronunciation mistakes, influenced participants' confidence when pronouncing English words.

2. Teacher's Strategies in Teaching English Pronunciation

In this study, teaching strategies refer to the instructional approaches implemented by the teacher to help students improve their English pronunciation and overcome pronunciation difficulties. The findings were obtained from classroom observations and the semi-structured interview with the English teacher. Four main strategies were identified, namely singing English songs, watching English movies, repetition, and Question-and-Answer (Q&A) activities. These strategies were implemented for all students regardless of their ethnic backgrounds while considering the diversity of students' pronunciation needs.

a. Teaching Pronunciation through Songs

One of the strategies used by the teacher to improve students' pronunciation was singing English songs. According to the teacher, songs provide students with

natural exposure to English pronunciation, rhythm, stress, and intonation in an enjoyable learning environment. Through repeated listening and singing activities, students become more familiar with English sound patterns and are encouraged to imitate correct pronunciation.

Teacher: *"I often use English songs because students enjoy learning through music. They can listen to the correct pronunciation repeatedly and imitate how the words are pronounced."*

The teacher explained that songs were selected based on students' proficiency levels and pronunciation needs. During the activity, students listened to the songs, followed the lyrics, and practiced pronouncing words that contained sounds frequently found difficult by learners, such as /θ/, /ð/, and /v/. The teacher also provided feedback and correction when pronunciation errors occurred.

The findings indicate that teaching pronunciation through songs encouraged students to participate more actively in classroom activities. Students appeared more confident and less anxious when practicing pronunciation through music than during conventional pronunciation drills. Furthermore, this strategy provided equal opportunities for students from different ethnic backgrounds to practice English pronunciation together in a supportive classroom environment.

Overall, the findings suggest that songs functioned not only as a pronunciation practice activity but also as a strategy for increasing students' motivation, confidence, and engagement in English pronunciation learning.

b. Teaching Pronunciation through Watching Movies

Another strategy used by the teacher to improve students' pronunciation was watching English movies. According to the teacher, movies provide authentic language input that allows students to hear how English is naturally spoken in real-life contexts. Through movies, students are exposed to pronunciation, stress, intonation, connected speech, and different accents that are not always represented in textbooks.

The teacher explained: *"I use English movies because students can listen to authentic pronunciation and observe how native or proficient speakers communicate. They usually imitate the way the speakers pronounce words and expressions, which helps them improve their pronunciation."*

During classroom observation, the teacher played short movie clips that were appropriate to the students' proficiency levels and learning objectives. Students listened to authentic English conversations while paying attention to the pronunciation of words and expressions used by the speakers. After watching the clips, the teacher encouraged students to repeat selected words, phrases, and short dialogues and provided corrective feedback whenever pronunciation errors occurred.

The findings indicate that watching English movies increased students' interest and engagement in pronunciation learning. Students appeared more motivated to practice pronunciation because they could observe how English was used in meaningful communicative situations. The visual context also helped students understand the meaning of spoken language, making pronunciation practice more meaningful and enjoyable.

Furthermore, the use of English movies supported pronunciation learning in a multicultural classroom by exposing students to different accents, speech styles, and cultural expressions. This experience encouraged students to appreciate pronunciation diversity while remaining focused on intelligible communication.

Overall, the findings suggest that watching movies served as an effective strategy for improving students' pronunciation while simultaneously increasing their motivation, engagement, and awareness of linguistic diversity in English communication.

c. Teaching Pronunciation through Questions and Answer (Q&A)

Another strategy used by the teacher to improve students' pronunciation was the implementation of Question-and-Answer (Q&A) activities. According to the teacher, Q&A activities encourage students to use English actively in real-time communication, allowing them to practice pronunciation in meaningful and interactive situations. Through regular participation in classroom interactions, students become more familiar with English pronunciation patterns and have opportunities to apply them in spoken communication.

The teacher explained:

Teacher: *"I often ask students questions during the lesson because it encourages them to speak English. When they answer my questions, I can immediately identify their pronunciation mistakes and help them pronounce the words correctly."*

During classroom observation, Q&A activities were integrated into lesson discussions and classroom routines. The teacher asked students to answer questions

orally, express their opinions, and respond to classroom instructions in English. While students were speaking, the teacher carefully monitored their pronunciation and provided corrective feedback whenever pronunciation errors occurred. Students were then encouraged to repeat the correct pronunciation until they could produce the words more accurately.

The findings indicate that Q&A activities provided students with regular opportunities to practice English pronunciation in meaningful communication rather than isolated pronunciation drills. The strategy also increased students' participation and willingness to communicate in English. As students became more accustomed to speaking in front of their classmates, they gradually appeared more confident and less anxious during classroom interactions.

Furthermore, the interactive nature of Q&A activities enabled students from different ethnic backgrounds to participate equally in classroom discussions and learn from one another through shared speaking experiences. This created a supportive learning environment in which students could practice pronunciation while respecting linguistic differences among their peers.

Overall, the findings suggest that Question-and-Answer (Q&A) activities served as an effective strategy for improving students' pronunciation by providing regular opportunities for spoken practice, immediate corrective feedback, and meaningful classroom interaction.

d. Teaching Pronunciation through Repetition

Another strategy used by the teacher to improve students' pronunciation was repetition. According to the teacher, repetition provides students with repeated exposure to English sounds, words, and sentence patterns, enabling them to become more familiar with correct pronunciation. Through continuous practice, students gradually develop greater accuracy and confidence in producing English sounds.

The teacher explained:

Teacher: *"I usually ask students to repeat the correct pronunciation several times. By repeating the words, they become more familiar with the sounds and gradually pronounce them more accurately."*

During classroom observation, repetition activities were frequently used after the teacher modeled the correct pronunciation of words or sentences. Students listened carefully to the teacher's pronunciation and repeated the words both individually and chorally. Whenever pronunciation errors occurred, the teacher immediately provided corrective feedback and asked students to repeat the target words until they could pronounce them more accurately.

The findings indicate that repetition provided students with continuous opportunities to practice English pronunciation and reinforced their familiarity with unfamiliar English sounds. This strategy was particularly helpful for students who experienced difficulties producing English consonants and vowels because repeated practice enabled them to gradually improve their pronunciation accuracy.

Furthermore, repetition encouraged students to become more aware of their pronunciation errors and increased their confidence in speaking English through continuous guided practice.

Overall, the findings suggest that repetition served as an effective strategy for improving students' pronunciation by providing regular practice, immediate feedback, and repeated exposure to English sound patterns.

3. Multicultural Awareness in English Pronunciation Learning

In this study, multicultural awareness refers to students' and the teacher's awareness of linguistic diversity resulting from different ethnic backgrounds in the English classroom. The findings revealed that multicultural awareness was reflected through both students' attitudes toward pronunciation differences and the teacher's efforts to create an inclusive learning environment.

The interview findings showed that most students respected pronunciation differences among classmates from different ethnic backgrounds. Although they realized that each student pronounced English differently, they generally viewed these differences as a natural part of English learning rather than as a reason to criticize or exclude others. Some participants mentioned that laughter occasionally occurred when pronunciation mistakes were made; however, they explained that it was not intended to mock or discriminate against their classmates. Instead, the interaction created a supportive atmosphere where students could learn together, accept corrections, and continue practicing English.

One participant stated:

BP3: *"I realize that each student has a different way of pronouncing English because we come from different ethnic backgrounds. In our classroom, although we learn English with different cultural and linguistic backgrounds, we understand that our accents and pronunciation may be different. Sometimes we make pronunciation mistakes, and we laugh together, but it is not meant to bully or make fun of others. Instead, it makes learning English more enjoyable because we can learn from each other and hear different accents when our friends speak English. I think learning English with friends from different ethnic backgrounds is an interesting and enjoyable experience."*

This statement illustrates that students developed an understanding that pronunciation differences were a natural consequence of diverse linguistic backgrounds. Rather than viewing different accents and pronunciation patterns as weaknesses, students perceived them as part of the learning experience. Their willingness to interact, support one another, and learn from different pronunciation patterns indicated the presence of multicultural awareness among students.

The findings also revealed that the teacher demonstrated multicultural awareness by recognizing that students from different ethnic backgrounds experienced different pronunciation challenges due to differences in their first languages. Rather than expecting all students to produce identical pronunciation, the teacher viewed these differences as a natural part of the language learning process. Although pronunciation activities such as singing English songs, watching movies, Question-and-Answer

(Q&A), and repetition are common instructional strategies, the teacher implemented them in an inclusive manner by providing equal opportunities for all students to participate, practice, and receive constructive feedback regardless of their ethnic backgrounds. Pronunciation errors were corrected respectfully without discouraging students from participating in classroom activities.

The teacher explained:

Teacher: *"Students from different ethnic backgrounds may experience different pronunciation challenges because they speak different local languages. Therefore, I provide equal opportunities for every student to participate in pronunciation activities and offer corrective feedback in a respectful and supportive manner so that they can improve their pronunciation without feeling embarrassed."*

The findings further indicate that this inclusive approach contributed to a more supportive classroom atmosphere. Although many students initially experienced nervousness, shyness, and fear of making mistakes when speaking English, interactive pronunciation activities gradually increased their confidence to participate. Students became more willing to practice English pronunciation while appreciating linguistic differences among their peers.

Overall, the findings suggest that multicultural awareness was reflected not in the selection of pronunciation teaching strategies themselves, but in the way the teacher implemented those strategies. By acknowledging students' diverse linguistic backgrounds, providing equal learning opportunities, encouraging active participation, and delivering supportive corrective feedback, the teacher fostered an inclusive

classroom environment that promoted students' confidence and engagement in English pronunciation learning.

B. Discussion

The findings of this study provide insights into English pronunciation challenges experienced by students from diverse ethnic backgrounds and the ways these challenges are related to learners' linguistic backgrounds, learning experiences, and psychological responses. The findings suggest that pronunciation difficulties are not only associated with the production of unfamiliar English sounds but also with learners' opportunities for practice and their confidence when using English. Although students from Banjarese, Javanese, and Buginese backgrounds demonstrated different pronunciation patterns, their experiences indicate that pronunciation learning is influenced by the interaction between linguistic and non-linguistic factors.

The discussion of these findings is presented based on the two main research focuses, namely students' pronunciation challenges across ethnic groups and teacher strategies in supporting students' English pronunciation learning.

1. Pronunciation Challenges Across Ethnic Groups

This section discusses the first research question concerning the English pronunciation challenges experienced by students from diverse ethnic backgrounds. The discussion focuses on the segmental pronunciation features demonstrated by Banjarese, Javanese, and Buginese students. The findings are interpreted by relating

them to previous studies and relevant theories to explain how learners' linguistic backgrounds influenced their English pronunciation development.

a. Segmental Features

The pronunciation reading task revealed that students from the three ethnic groups demonstrated different pronunciation patterns, although several common segmental difficulties were identified. The following discussion presents the pronunciation challenges experienced by each ethnic group before comparing the similarities and differences across participants.

1) Banjarese Students

The findings revealed that Banjarese students experienced pronunciation difficulties primarily in producing the English dental fricatives /θ/ and /ð/, the voiced labiodental fricative /v/, the voiced postalveolar fricative /ʒ/, as well as several English vowel sounds. The pronunciation reading task showed frequent substitutions such as /θ/ to /t/, /ð/ to /d/, and /v/ to /f/, accompanied by vowel modification and occasional consonant omission. These pronunciation patterns indicate that learners tended to replace unfamiliar English sounds with phonemes that were more familiar within the Banjarese phonological system.

These findings are consistent with Nurhayat et al. (2021), who reported that Banjarese learners experience phonological interference when producing English consonants and vowels that are absent or uncommon in their first language. Similarly, Ainullah et al. (2022) found that Banjar Kuala speakers frequently substitute /θ/ with

/t/ and /ð/ with /d/, demonstrating persistent first-language influence in English pronunciation.

2) Javanese Students

The findings indicated that Javanese students experienced pronunciation difficulties in producing the English dental fricatives /θ/ and /ð/, the voiced labiodental fricative /v/, the voiced postalveolar fricative /ʒ/, and several English vowel sounds. Participants also demonstrated vowel modification, consonant cluster simplification, and word simplification when pronouncing multisyllabic English words. These pronunciation patterns suggest that students adjusted unfamiliar English sounds to forms that were easier to articulate according to their existing phonological knowledge.

These findings support the study conducted by Wardani and Suwartono (2019), who reported that Javanese learners frequently experience difficulties producing English sounds that are absent from the Javanese phonological system, particularly the interdental fricatives /θ/ and /ð/, which are commonly replaced by /t/ and /d/. Their study also found that Javanese learners often modify English vowels and diphthongs because several English vowel distinctions have no direct equivalents in Javanese.

3) Buginese Students

The findings revealed that Buginese students experienced pronunciation difficulties mainly in producing the voiced labiodental fricative /v/, several English vowel sounds, and multisyllabic English words. Participants frequently substituted

/v/ with /f/, modified vowel quality, simplified consonant clusters, and reduced complex word structures. These pronunciation patterns indicate that learners adapted unfamiliar English pronunciation to forms that were more consistent with the Buginese phonological system.

These findings are consistent with Astuty (2022), who found that Buginese learners experience pronunciation difficulties with English consonants that are absent from the Buginese phonological inventory, particularly the voiced labiodental fricative /v/. Likewise, Nasril et al. (2024) reported that Buginese learners often experience difficulties distinguishing English vowel categories because the English vowel system is more complex than that of Buginese.

Although Banjarese, Javanese, and Buginese students demonstrated distinctive pronunciation patterns, several common pronunciation challenges were identified across the three ethnic groups. All participants experienced difficulties producing English sounds that are absent or substantially different from those found in their first-language phonological systems. The most frequent pronunciation patterns included the substitution of the dental fricatives /θ/ and /ð/ with /t/ and /d/, the substitution of the voiced labiodental fricative /v/ with /f/, /, the voiced postalveolar fricative /ʒ/, vowel modification, consonant cluster simplification, consonant omission, and word simplification. These findings indicate that learners consistently relied on familiar phonological categories when producing unfamiliar English sounds.

The similarities observed across the three ethnic groups support Derwing and Munro (2015), who explain that pronunciation development is strongly influenced by learners' first-language phonological systems. When learners encounter sounds that do not exist in their native language, they naturally substitute them with the closest available sounds. Likewise, Kenworthy (1987) argues that native-language influence is one of the major factors affecting pronunciation because learners tend to transfer familiar pronunciation patterns into the target language.

Despite these pronunciation differences, the findings also support the intelligibility principle proposed by Levis (2020), which emphasizes that the primary goal of pronunciation learning is intelligible communication rather than native-like pronunciation. Although participants demonstrated various pronunciation patterns influenced by their ethnic and linguistic backgrounds, these differences did not necessarily prevent successful communication. Therefore, the findings suggest that pronunciation instruction should recognize learners' linguistic diversity and focus on helping students develop intelligible English pronunciation while respecting the influence of their first-language backgrounds.

b. Perceived Factors Contributing to Pronunciation Challenges

The interview findings revealed that participants perceived two main factors contributing to their English pronunciation challenges. These factors included the influence of their first language and limited opportunities to practice English pronunciation. The following discussion interprets these findings in relation to relevant theories and previous studies.

1) First-Language Influence

The interview findings indicated that many participants believed their first language influenced the way they pronounced English words. Students explained that they often produced English sounds using pronunciation patterns that were already familiar in their native languages, particularly when encountering English consonants and vowels that did not exist in their first-language sound systems. This perception was consistently expressed by participants from the Banjarese, Javanese, and Buginese ethnic groups, although the specific pronunciation patterns varied according to their linguistic backgrounds.

These findings support Odlin (1989), who explains that language transfer occurs when learners apply linguistic knowledge from their first language while learning a second language. Similarly, Ellis (1997) argues that first-language transfer is a natural process in second-language acquisition because learners tend to rely on previously acquired linguistic systems when encountering unfamiliar language forms. Lightbown and Spada (2021) further explain that learners commonly transfer phonological features from their first language into the target language, particularly during the early stages of language learning.

The present findings are also consistent with Derwing and Munro (2015), who state that learners' pronunciation is strongly influenced by their first-language phonological system, especially when the target language contains sounds that are

absent from their native language. Therefore, the participants' perceptions reinforce the pronunciation patterns identified in the pronunciation reading task, indicating that first-language influence played an important role in shaping their English pronunciation.

2) Limited Pronunciation Practice

In addition to first-language influence, participants perceived limited pronunciation practice as another factor contributing to their pronunciation difficulties. Several students explained that they rarely practiced speaking English outside the classroom and had limited opportunities to use English in daily communication. As a result, they felt less confident in producing English pronunciation accurately and fluently.

These findings are consistent with Saito and Hanzawa (2016), who emphasize that pronunciation development is influenced by the amount of exposure learners receive to the target language as well as the frequency of meaningful pronunciation practice. Learners who have more opportunities to practice speaking English generally demonstrate greater improvement in pronunciation accuracy over time.

Similarly, Kenworthy (1987) argues that regular practice is essential for developing intelligible pronunciation because pronunciation skills cannot improve through theoretical knowledge alone. Frequent exposure to spoken English and continuous pronunciation practice enable learners to become more familiar with unfamiliar sounds and gradually improve their pronunciation performance. Therefore, the participants' perceptions suggest that limited pronunciation practice,

together with first-language influence, contributed to the pronunciation challenges identified in this study.

c. Psychological Factors

The findings indicated that many participants experienced nervousness and embarrassment when speaking English because they were concerned about pronouncing words incorrectly in front of their classmates. Several students also expressed a fear of making mistakes, which reduced their confidence and made them reluctant to participate actively in pronunciation activities. As a result, some participants preferred to remain silent or speak only when requested by the teacher, limiting their opportunities to practice English pronunciation.

These findings are consistent with Kenworthy (1987), who argues that pronunciation learning is influenced not only by learners' linguistic abilities but also by psychological factors such as confidence, motivation, and attitudes toward speaking. Learners who feel anxious or lack confidence may participate less actively in pronunciation practice, reducing the opportunities necessary for pronunciation development.

Similarly, Derwing and Munro (2015) explain that successful pronunciation learning is supported by learners' willingness to communicate and engage in meaningful speaking practice. When learners experience fear of making mistakes or negative evaluation, they may avoid speaking situations, which limits their exposure to pronunciation practice and slows the development of intelligible pronunciation. Therefore, the psychological experiences reported by the participants can be

understood as factors that indirectly contributed to their pronunciation challenges by reducing their confidence and participation in English speaking activities.

2. Teaching Strategies in Teaching English Pronunciation

The findings revealed that the teacher employed several strategies to help students overcome pronunciation challenges, including songs, movies, repetition activities, and question-and-answer (Q&A) sessions. These findings support (Albiladi, 2019), who argues that effective pronunciation instruction should provide learners with pronunciation models, opportunities for practice, and meaningful communicative activities. Similarly, (Rizki, 2021) states that pronunciation teaching strategies are instructional techniques designed to help learners improve their pronunciation skills and overcome pronunciation difficulties. In addition, (Razi et al., 2021) emphasize that interactive activities such as repetition and Q&A provide learners with opportunities to practice pronunciation and receive feedback.

a. Teaching Pronunciation through Songs

The findings showed that the teacher used songs to support students' pronunciation learning. This finding is consistent with (Rafikah & Sitorus, 2023), who state that songs provide authentic language input and expose learners to natural pronunciation patterns, including rhythm, stress, and intonation. Through listening to and singing English songs, students received repeated exposure to English sounds, which helped improve their pronunciation awareness. This finding also supports previous studies by (Dinda et al., 2022; Munir & Zalsabila, 2023), which found that

songs can improve pronunciation skills, increase motivation, and encourage active participation in learning activities.

b. Teaching Pronunciation through Movies

Another strategy identified in this study was the use of movies. This finding is consistent with (Anjani & Jaelani, 2021), who found that movies help learners become more familiar with spoken English through observation and imitation of dialogues. Through watching movies and paying attention to how words are pronounced, students were exposed to authentic spoken English and had opportunities to improve their pronunciation. Therefore, movies served as an effective strategy for helping students develop their pronunciation skills in a meaningful and engaging learning context.

c. Teaching Pronunciation through Repetition

The findings revealed that repetition was frequently used to improve students' pronunciation. Through repeated practice, students became more familiar with English pronunciation patterns and received opportunities for correction and feedback. This finding is consistent with (Syed & Abdelrady, 2021), who state that repetition drills help learners overcome pronunciation difficulties and develop more accurate speech production. Therefore, repetition played an important role in helping students improve pronunciation accuracy and intelligibility.

d. Teaching Pronunciation through Question-and-Answer Activities

The findings also showed that the teacher implemented question-and-answer (Q&A) activities to encourage students to use spoken English actively. This finding supports (Albiladi, 2019), who emphasizes that communicative activities help learners

practice pronunciation in meaningful contexts. Through classroom interaction, students were able to practice speaking, receive feedback, and become more aware of their pronunciation. As a result, Q&A activities contributed not only to pronunciation improvement but also to the development of students' communicative competence and confidence.

3. Multicultural Awareness in English Pronunciation Learning

The findings revealed that multicultural awareness was reflected through both students' attitudes toward pronunciation differences and the teacher's inclusive instructional practices. Rather than perceiving pronunciation differences as weaknesses, students generally understood that classmates from different ethnic backgrounds naturally produced English in different ways because they spoke different first languages. Although students occasionally laughed when pronunciation mistakes occurred, they explained that the laughter was intended as a shared learning experience rather than as ridicule or discrimination. This finding indicates that students demonstrated respect for linguistic diversity and maintained positive interpersonal relationships during pronunciation learning.

This finding is consistent with Banks and Banks (2020), who argue that multicultural awareness involves recognizing, respecting, and appreciating cultural and linguistic diversity within educational settings. In the present study, students demonstrated multicultural awareness by accepting pronunciation differences as a normal consequence of learning English in a multilingual classroom. Instead of

criticizing their peers, they supported one another and continued practicing English together despite having different accents and pronunciation patterns.

The findings also support Edwards et al. (2021), who explain that pronunciation variation should not be viewed as a deficiency but as a reflection of learners' linguistic backgrounds. Similar to the present findings, students acknowledged that different ethnic backgrounds contributed to different pronunciation patterns without reducing their willingness to communicate or cooperate in classroom activities.

Furthermore, multicultural awareness was reflected in the teacher's instructional practices. Although the teacher employed common pronunciation strategies such as songs, movies, repetition, and Question-and-Answer activities, these strategies were implemented in an inclusive manner. The teacher recognized that students from different ethnic backgrounds experienced different pronunciation challenges and therefore provided equal learning opportunities, encouraged active participation, and delivered corrective feedback respectfully. Rather than expecting students to produce identical pronunciation, the teacher emphasized continuous improvement and intelligible communication.

Overall, the findings suggest that multicultural awareness in this study was reflected not in the selection of pronunciation teaching strategies themselves but in the way those strategies were implemented. By recognizing linguistic diversity, respecting students' different pronunciation patterns, providing equal opportunities to participate, and creating a supportive classroom atmosphere, the teacher fostered an inclusive

learning environment that encouraged students' confidence and active engagement in English pronunciation learning.