

ABSTRAK

SAEFUL ANWAR, 2025. "EXPLORING THE IMPACTS OF L1 INTERFERENCE ON PRONUNCIATION DIFFICULTIES AMONG PRE-SERVICE ENGLISH TEACHER STUDENTS IN EFL CONTEXT"
Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Pelafalan merupakan komponen penting dalam pembelajaran Bahasa Inggris sebagai bahasa asing (EFL) karena secara langsung memengaruhi kelancaran komunikasi peserta didik. Namun, mahasiswa calon guru Bahasa Inggris di Indonesia masih mengalami berbagai kendala pengucapan akibat status Bahasa Inggris sebagai L2, pengaruh bahasa pertama (L1), serta keterbatasan paparan sejak dini. Penelitian ini bertujuan mengeksplorasi kesulitan pelafalan yang dialami mahasiswa calon guru dan strategi yang digunakan untuk mengatasi kendala tersebut. Penelitian ini menggunakan metode studi kasus deskriptif kualitatif dengan partisipan empat mahasiswa calon guru dari latar belakang bahasa daerah berbeda. Data dikumpulkan melalui wawancara semi-terstruktur yang dilakukan secara daring melalui Zoom, sementara analisis formant vokal menggunakan perangkat lunak Praat dilakukan untuk mendukung dan memvalidasi temuan wawancara dengan mengukur produksi vokal para partisipan dan membandingkannya dengan standar penutur asli. Data dianalisis menggunakan thematic analysis (Braun & Clarke, 2006) melalui proses coding, pencarian tema, peninjauan, hingga penamaan tema. Hasil penelitian menunjukkan empat tema utama, yaitu: (1) persepsi kesulitan pelafalan dan kesadaran bahasa, (2) kesulitan dalam melafalkan bunyi Bahasa Inggris yang tidak terdapat dalam L1, (3) pengaruh tekanan kata, ritme, dan intonasi L1, serta (4) strategi pembelajaran pelafalan dan praktik kelas. Temuan tambahan menunjukkan pentingnya motivasi dalam proses belajar pelafalan. Hasil analisis formant mengungkapkan variasi tingkat kemiripan pelafalan vokal peserta dengan penutur asli, dipengaruhi sistem fonologi L1 masing-masing.

Kata Kunci: Kesulitan Pengucapan, Siswa EFL, Interferensi Bahasa Ibu, Teori Antarbahasa Selinker, Analisis Formant, Penelitian Kualitatif

ABSTRACT

SAEFUL ANWAR, 2025. "EXPLORING THE IMPACTS OF L1 INTERFERENCE ON PRONUNCIATION DIFFICULTIES AMONG PRE-SERVICE ENGLISH TEACHER STUDENTS IN EFL CONTEXT" English Education Department, Faculty of Educational Sciences and Teacher's Training, Universitas Siliwangi, Tasikmalaya.

Pronunciation is an essential component in learning English as a foreign language (EFL) because it directly affects learners' communication fluency. However, pre-service English teacher students in Indonesia still experience various pronunciation difficulties due to English being a second language (L2), the influence of their first language (L1), and limited early exposure to English learning. This study aims to explore the pronunciation difficulties faced by pre-service English teacher students and the strategies they use to overcome those challenges. This research employed a descriptive qualitative case study method, involving four pre-service English teacher students from different local language backgrounds. The data were collected through semi-structured interviews conducted online via Zoom, while a vowel formant analysis using Praat software was carried out to support and validate the interview findings by measuring the participants' vowel productions and comparing them with native speaker benchmarks. The data were analyzed through thematic analysis (Braun & Clarke, 2006) by generating initial codes, searching for themes, reviewing, and defining them. The findings revealed four main themes: (1) perceived pronunciation difficulties and language awareness, (2) difficulties with English phonemes not present in L1, (3) the influence of L1 stress, rhythm, and intonation patterns, and (4) pronunciation learning strategies and classroom practices. An additional finding highlighted the significant role of motivation in improving pronunciation. The vowel formant analysis results indicated varying degrees of similarity between participants' vowel productions and native speakers', influenced by their respective L1 phonological systems.

Keywords: Pronunciation Difficulties, EFL Students, L1 Interference, Selinker's Interlanguage Theory, Formant Analysis, Qualitative Research