

ABSTRAK

DESRI RAMADANI, 2026. "NAVIGATING REGIONAL DIALECT CHALLENGES AND SOLUTIONS IN ENGLISH PRONUNCIATION LEARNING: A CASE STUDY OF ENGLISH EDUCATION STUDENTS AT ONE OF UNIVERSITY IN INDONESIA" *Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.*

Kemampuan pengucapan bahasa Inggris merupakan aspek penting dalam komunikasi yang efektif bagi mahasiswa EFL. Namun, dialek daerah dapat memengaruhi pengucapan bahasa Inggris dan menimbulkan berbagai tantangan dalam proses pembelajaran. Penelitian ini menggunakan pendekatan studi kasus kualitatif untuk mengeksplorasi tantangan pengucapan yang dialami oleh mahasiswa Pendidikan Bahasa Inggris dengan latar belakang dialek Jawa, Sunda, dan Bali, serta strategi yang mereka gunakan untuk mengatasinya. Data dikumpulkan melalui wawancara mendalam dan dianalisis menggunakan analisis tematik. Hasil penelitian mengungkapkan lima tema. Tantangan pengucapan meliputi First Language (L1) Influence on English Pronunciation dan Psychological Barriers in Learning English Pronunciation. Partisipan mengalami kesulitan yang berkaitan dengan interferensi dialek daerah, artikulasi, produksi bunyi, intonasi, serta kepercayaan diri. Adapun solusi pembelajaran pengucapan meliputi Self-Practice Strategies, Technology-Assisted Pronunciation Learning, dan Social Support. Partisipan meningkatkan kemampuan pengucapan mereka melalui latihan mandiri, pemanfaatan alat dan aplikasi digital, serta dukungan dari teman sebaya, dosen, dan lingkungan belajar. Temuan penelitian menunjukkan bahwa pembelajaran pengucapan bahasa Inggris dipengaruhi oleh faktor linguistik dan psikologis. Oleh karena itu, pembelajaran pengucapan tidak hanya perlu berfokus pada aspek fonetik, tetapi juga perlu mendukung kepercayaan diri mahasiswa serta menyediakan akses terhadap sumber belajar dan lingkungan belajar yang mendukung.

Kata kunci: *Pelafalan bahasa Inggris, mahasiswa EFL, dialek regional, tantangan*

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English pronunciation proficiency is important for effective communication among EFL students. However, regional dialects may influence students' pronunciation and create various learning challenges. This study employed a qualitative case study approach to explore pronunciation challenges experienced by English Education students from Javanese, Sundanese, and Balinese dialect backgrounds, as well as the strategies they used to overcome them. Data were collected through in-depth interviews and analyzed using thematic analysis. The findings revealed five themes. The pronunciation challenges included First Language (L1) Influence on English Pronunciation and Psychological Barriers in Learning English Pronunciation. Participants experienced difficulties related to regional dialect interference, articulation, sound production, intonation, and confidence. The pronunciation learning solutions included Self-Practice Strategies, Technology-Assisted Pronunciation Learning, and Social Support. Participants improved their pronunciation through independent practice, the use of digital tools and applications, and support from peers, lecturers, and the learning environment. The findings indicate that English pronunciation learning is influenced by both linguistic and psychological factors. Therefore, pronunciation learning should not only focus on phonetic aspects but also support learners' confidence and provide access to effective learning resources and supportive learning environments.

Keywords: English pronunciation, EFL students, regional dialects, pronunciation challenges