

CHAPTER II

LITERATURE REVIEW

This chapter presented a literature review relevant to this research, namely A Phonological Analysis of Serawainese Dialect Interference on Students' English Pronunciation (A Descriptive Qualitative Study at the 8th Grade of SMP Negeri 34 Seluma). The literature review discussed several theories and empirical studies related to foreign language acquisition (FLA), particularly in the context of the influence of the first language (L1) on English pronunciation.

A. foreign Language Acquisition (SLA)

1. The Concept of foreign Language Acquisition

The term foreign language is generally used to refer to any language learned by someone other than the first language. Meanwhile, the term acquisition refers to the process of someone learning or mastering a language. Thus, foreign language acquisition can be defined as the process in which a person learns another language after the first language is mastered (Ellis, 1997)

Additionally, learning a foreign language can happen in a formal or structured learning environment (a tutored context) or in a natural setting (a natural context). It can also happen consciously or unintentionally. For instance, English as a foreign language can be learned both inside and outside

of the classroom by students from non-native English-speaking nations.

According to Nunan (2001), psychological processes play a major role in the development of foreign language ability. This means that the success of learning a foreign language is not only determined by the mastery of materials or learning methods, but also by the background knowledge, experience, and the amount of language input received by the learners. Sufficient and quality language input will greatly determine the progress of their language skills.

Chomsky's Innatist Theory, Ellis' FLA Theory, and Skinner's Behaviorism Theory are some of the theories that describe how language learners acquire a second language.

a. Chomsky's Innatist Theory

According to this hypothesis, children typically pick up a second language more quickly than adults, particularly when it comes to developing a pronunciation that is more natural and native-like (Chomsky, 2002). This is due to a biological device in the human brain called the Language Acquisition Device (LAD). This device allows children to develop second language skills in much the same way as they learn a first language.

Children also have a special ability to systematically discover and understand the rules in the language system they are learning. This ability allows

them to understand a foreign language in a relatively short time. This view is reinforced by the Critical Period Hypothesis proposed by Sieglar (2006). This hypothesis states that there is a certain age range, namely between 2 to 13 years (before puberty), where a person can learn a second language more easily. After passing this period, the plasticity of the brain decreases due to the process of lateralization of language functions in the left hemisphere of the brain, so learning a foreign language becomes more difficult. In other words, the age factor has a very significant influence on the success of second language acquisition.

b. Ellis' SLA Theory

Ellis (1994) argues that the Second language acquisition process is interference by two main groups of factors, namely external factors and internal factors.

- 1) External factors are anything outside the learner that affects the learning process and goals, including social factors, the quality of language input received, and the intensity of interaction with the target language. These factors vary in each individual depending on their environment and opportunities to interact with the second language.
- 2) Internal factors are things that come from within the learners themselves, such as motivation, attitude, study

habits, and level of personal discipline. These factors interact with each other; for example, when motivation decreases, positive attitudes and study habits are usually affected. Motivation is often related to students' beliefs in the benefits or goals of learning a second language, while attitudes reflect their personal views on the language and culture being studied.

c. Skinner's Behaviorism Theory

The behaviorism theory proposed by Skinner (1966) emphasizes that second language acquisition is formed through habituation (habit formation). In this view, learners acquire a second language through repeated practice, repetition, and practice such as drill or memorization.

This hypothesis states that if the first language and the second language are comparable, the first language habits will help the learning process, increasing the likelihood of second language acquisition success. Conversely, if the two languages are very different, old habits from the first language can actually hinder the second language acquisition process. This phenomenon is known as first language interference, which is a condition in which elements of the first language are carried over into the second language system being built by the learner (Ellis, 1977).

Old habits in the first language have an impact on vocabulary learning, particularly when it comes to acquiring new phrases and words, according to research on the influence of mother tongue on EFL (English as a Foreign Language) learners in Saudi Arabia. In short, habit plays an important role in second language acquisition, and mother tongue habits can have both positive and negative impacts on learning success.

2. Aspect Affecting Second Language Acquisition

Success or failure in foreign language acquisition is influenced by various factors. Ellis (1977) identifies several main aspect, namely mother tongue, age, motivation, and intelligence. These aspect interact with each other and contribute to the extent to which a person can master a foreign language. An explanation of each aspect is as follows.

a. Native Language

Native language is the language that a person has mastered and spoken since birth. Since EFL (English as a Foreign Language) students have been accustomed to communicating in their native language since childhood, their speech organs have been trained to produce the sounds of the language. In other words, their sound production patterns have been "shaped" according to their mother tongue, so when it comes to

producing the sounds of a foreign language, such as English, difficulties arise. This phenomenon, known as language transfer or interference, frequently results in segmental errors due to the phonological dissimilarities between the first language (L1) and the second language (L2) (Protacio, 2021)

In Indonesia, the first language of most people is Indonesian, although many regions have their own regional languages as the first language used in daily interactions. Meanwhile, English is learned as a second or foreign language. The position of English as a foreign language makes it unfamiliar to most learners. As a result, mastering English often faces various obstacles, both in terms of vocabulary, grammar, and pronunciation.

In the process of learning English, teachers should start by introducing new vocabulary gradually. This is so that learners can build a strong foundation before learning other language skills. As is known, there are four main skills that must be mastered in learning English, namely reading (reading), speaking (speaking), listening (listening), and writing (writing). These four skills are highly dependent on vocabulary mastery. Fauziati (2010) asserts that vocabulary is the core of language and has a very important role for

language learners. Without adequate vocabulary mastery, one cannot convey ideas effectively, either orally or in writing (Syamsidar et al., 2023)

Limited vocabulary mastery is a major barrier in foreign language learning. For students, limited vocabulary means that they find it difficult to express their thoughts or understand messages conveyed in English. In addition, students' speech organs, which are not trained to produce English sounds from the beginning, are one of the main causes of pronunciation errors.

Zhang (2009) identifies three main reasons why the mother tongue often interferes with second language acquisition:

- 1) Sound differences - There are certain sounds in English that are not present in the native language, so students have no articulation experience of these sounds.
- 2) Same sounds but different pronunciations - Some sounds in English have the same phonetic symbols as sounds in the mother tongue, but different pronunciations. This often leads to confusion and sound production errors.
- 3) Similar sounds but different articulation methods - Although the sounds are similar, the way the speech

organs work to produce the sounds is different between mother tongue and English, so students often produce the sounds with the mother tongue pattern.

From this description, it can be concluded that the influence of the mother tongue on second language acquisition is very strong, especially in the aspect of pronunciation. This factor becomes more complex if the learners come from a regional language background, such as the Serawai dialect, which has its own sound system that is different from both Indonesian and English.

b. Age

One of the variables affecting the acquisition of a second language is age. In this regard, younger language learners typically outperform adults in terms of language acquisition. The critical period hypothesis states that there is a window of time, typically beginning in infancy, during which a person can pick up a language rapidly and effortlessly. The process of acquiring a language gets more challenging after puberty because the brain's capacity for adaptation declines.

Additionally, students may find it challenging to improve their pronunciation of the target language if

they begin studying a second language after the essential period has passed. According to a study, pupils who begin learning a second language early in life typically have accents that are more like those of native speakers than those who just begin learning as teenagers or adults.

c. Motivation

Motivation is a factor that determines the extent to which a person has the will to perform an action. In the context of language learning, motivation plays an important role because the higher the motivation students have, the more likely they are to succeed in achieving the desired goals. In other words, success in learning a second language is closely related to the level of motivation possessed by the learner.

There are two primary categories of motivation in second language acquisition: integrative motivation and instrumental motivation. The term "instrumental motivation" describes learners' desire to acquire a second language for practical reasons, such as passing a test, landing a good job, receiving a scholarship, or meeting academic prerequisites. This kind of motivation is typically pragmatic and focused on achieving tangible or scholastic goals.

The desire of learners to acquire a second

language due to their curiosity about the language, its culture, and its society is known as integrative motivation. In this motivation, learners are not only focused on practical benefits, but are also driven by curiosity, interest, and the desire to interact or be part of the target language-speaking community.

Furthermore, instrumental motivation is often associated with the concept of subtractive bilingualism, which is a condition when learners tend to replace their mother tongue with the target language, so that the dominance of the second language can reduce the use of the first language. In contrast, integrative motivation relates to additive bilingualism, where learners add second language skills without removing or replacing their mother tongue. Thus, language learning becomes a form of linguistic skill addition rather than replacement.

Motivation in second language acquisition can be defined as the learner's orientation towards the goal of learning the language (Adwani & Shrivastava, 2017). Some research, such as that by (Tahmina, 2022), states that motivation is one of the main elements that determine success in developing second and foreign language skills. Without strong motivation, even good learning strategies will not produce significant

progress. Therefore, understanding the types and sources of students' motivation is very important in designing effective learning strategies, including in the context of this study which examines the influence of Serawai dialect on English pronunciation skills of SMP Negeri 34 Seluma students.

B. First Language Interference

1. Concept of First Language Interference

The term first language (L1) refers to the language a person first learned in childhood, usually as a mother tongue. Meanwhile, interference refers to the deviation or misuse of language elements that occurs due to the influence of another language. Thus, first language interference can be defined as the influence or effect that arises when knowledge and language habits from the first language are applied to the second language (L2) (Selinker, 1972). Pronunciation, grammar, vocabulary, and other facets of language can all exhibit this tendency.

Because the first and second languages are similar or overlap, first language interference is sometimes thought of as an automated transfer process. Interference frequently occurs in everyday interactions in multilingual countries like Indonesia when components of the languages being spoken are combined, leading to deviations from the rules of the language being used. Errors in adapting the first

language's characteristics to the target language are typically the cause of interference.

Interlanguage theory and language transfer theory are the two primary theories that attempt to explain the phenomenon of first language interference.

a. Interlanguage

Learners of second languages develop interlanguage, a transitory language. Selinker (1972) asserts that interlanguage develops when speakers of a second language employ their first language knowledge, which ultimately leads to interference, particularly when the two languages differ significantly in linguistic aspects.

Typical features of interlanguage include the use of patterns from the first language, the mixing of second language elements, to attempts to express meaning by utilizing familiar words or grammar (Richard et al., 1992, p. 186). If this interlanguage use continues until it becomes a habit that is difficult to change, the condition is called fossilization. Fossilization is a state when the development of second language acquisition stops at a certain point and does not progress significantly.

The results of research on the analysis of interlanguage errors in EFL students show that the most common error is the omission of words. This is due to

the fundamental differences between the first and second language systems. Thus, interlanguage can be concluded as an error that stems from the influence of the first language structure on the second language learning process.

b. Language Transfer

The impact of the first language on the acquisition of a second language is known as language transfer (Jarvis, 2008). One of the things contributing to mistakes in the Second Language Acquisition (SLA) process is this phenomena. Positive and negative transfer are the two categories of language transfer.

When the patterns of the first and second languages are comparable, positive transfer takes place, which genuinely facilitates learning. Certain words, like "coin" in Indonesian and "coin" in English, share the same form, for instance, which makes comprehension easier.

On the other hand, negative transfer happens when there are notable linguistic disparities between the first and second languages, including in pronunciation. For instance, pronunciation mistakes are frequently caused by the variances in several consonants between English and Indonesian.

Language transfer is rather common among EFL students, according to study by Warsono (2016), and it does not always diminish as second language skill rises. This indicates that despite the fact that pupils are becoming more fluent in the second language, the effect of the first language still presents a barrier to learning.

c. Lexical Interference

Lexical interference is a type of interference that occurs when vocabulary from one language affects or interferes with the use of vocabulary in another language. In order to make vocabulary sound more natural in the target language, speakers of one language typically borrow or convert words from the first language (L1) to the second language (L2). However, the borrowing process often causes the word form, spelling, or meaning to change so that it does not conform to the rules of the second language.

In the context of learning English as a foreign language (EFL), lexical interference can occur because students are used to using words from their mother tongue which are then adjusted in pronunciation or writing to resemble English, but do not follow the correct rules. For example, the sentence "When I came to Lombok island I found the people came to the ceremony and sowed bara api on the stage" shows

lexical interference from Indonesian to English. The phrase *bara api* should be translated into English as embers or burning coals. However, the speaker retains the original Indonesian form so the sentence sounds awkward to native English speakers.

Lexical interference can be caused by several factors, such as the limited vocabulary of the target language, the habit of using the mother tongue, or the speaker's desire to maintain the cultural nuances of the word used. In the case of EFL students, the tendency to directly translate literally from the mother tongue is one of the main causes. As a result, the comprehension of listeners or readers who use the target language may be impaired because the vocabulary used is out of context or does not have a clear meaning in the target language.

Moreover, lexical interference is not only limited to nouns or cultural terms, but can also include verbs, adjectives or even idiomatic expressions. For example, students may use the word *follow lesson* to express following a lesson, whereas in English the correct words are *attend the class* or *join the lesson*. This difference occurs because students borrow the word *follow* from Indonesian *follow* without understanding the collocation differences in English.

Thus, lexical interference can be categorized as a significant obstacle in the foreign language learning process. Teachers and language researchers need to pay special attention to these forms of interference, as well as provide vocabulary exercises that emphasize not only the meaning of the word, but also the use of the word in the right context.

C. Native Language

The language that the majority of people in a certain region or social group speak is known as the native language. When it is the language used in their surroundings, it refers to the language that an individual has learned and mastered when they were a young child. Stated differently, a person's mother tongue is the first language they naturally pick up via everyday interactions with their family, friends, and neighbors.

Bengkulu Province has a high diversity of mother tongues. There are eight regional languages spoken by the people in this province, namely Rejang, Kaur, Lembak, Enggano, Pekal, Pasemah, Bengkulu-Malay, and Serawai. Each of these languages has its own characteristics that reflect the cultural identity of its speakers.

In this study, the researcher focuses on the Serawai language. This is based on the fact that Serawai is one of the local languages that is still actively spoken in several regions in Bengkulu Province, especially in the research location.

a. Serawai Language

Serawai is the language spoken by the people of the Serawai tribe, the majority of whom live in the southern part of Bengkulu. Geographically, the region of South Bengkulu stretches from northwest to southeast, located between 102° - 104° east longitude and 4° - 5° south latitude.

The Serawai people coexist with various other tribes, such as Bengkulu Malay, Lembak, Rejang, Pasemah, as well as immigrant groups such as ethnic Chinese, Padang, Batak, Javanese, Sundanese, and others. This ethnic diversity affects the communication patterns of the local community. Although the Serawai language remains the cultural identity of the Serawai tribe, in inter-tribal interactions they generally use Bengkulu Malay as a lingua franca or connecting language to facilitate communication.

Bengkulu Malay itself developed as a lingua franca in Bengkulu city and its surrounding areas, thus becoming a second language for many Serawai speakers. Thus, Serawai people are generally bilingual, mastering both Serawai as their mother tongue and Bengkulu Malay as the language of inter-ethnic communication.

D. Pronunciation

Pronunciation is the way of pronouncing or producing the sounds of words when speaking. In the context of language learning, pronunciation includes how speakers articulate phonetic sounds, place stress on certain syllables, regulate intonation, and produce the rhythm and flow of speech. According to Hamer (2001, p. 26), pronunciation is the knowledge used to pronounce words in a language. In other words, pronunciation is not only a matter of the sounds produced, but also how these sounds are conveyed so that they can be understood by the listener.

Another view explains that pronunciation refers to the ability to produce articulations that can be understood by others. This articulation involves coordination between speech organs such as the tongue, lips, teeth, palate, and vocal cords, so as to form the right sound. Therefore, pronunciation is closely related to speaking skills, especially in a second or foreign language.

Pronunciation accuracy is essential for enhancing speaking abilities. If a speaker has improper pronunciation, listeners may have difficulty understanding the message being conveyed. In fact, pronunciation errors can lead to significant differences in meaning. For example, in English, the words ship and sheep have subtle differences in vowel sounds, but errors in pronunciation can change the overall meaning of the

word.

In addition, poor pronunciation can affect the fluency of communication and hinder interaction. In language learning, pronunciation errors often occur due to the influence of the first language (mother tongue) or regional dialect, which makes speakers bring sound patterns from the native language to the language being learned. Therefore, pronunciation practice becomes an important component in the second language learning process, either through drilling, imitating, or listening practice.

Overall, pronunciation is not just a technical ability in pronouncing sounds, but also a communication skill that determines one's success in conveying messages effectively. With good pronunciation, messages can be conveyed clearly, meaning can be preserved, and interaction can take place without a hitch.

E. Description of Basic Theory

This research discussed the effect of the Serawai dialect on English pronunciation skills; therefore, it required an understanding of several basic concepts that served as the theoretical foundation.

1. Dialects and the Impact on foreign Languages

A dialect referred to a regional or social variety of a language distinguished by pronunciation, grammar, and

vocabulary. According to Trudgill (2000), dialects were “language varieties that differ in pronunciation, grammar, and vocabulary and are associated with particular geographical areas or social groups.” Dialects were a natural phenomenon in language and existed in all languages around the world.

In the context of second language acquisition (SLA), the influence of dialect—especially the learner’s first language (L1) or regional dialect—played a significant role in how learners acquired the sounds and speech patterns of the target language. One common impact was phonological transfer, where the sounds and intonation patterns from the first language or dialect were transferred into the second language (L2), resulting in a noticeable accent or pronunciation issues.

Fllege’s Speech Learning Model (1995) explained that L2 learners compared new sounds with the existing categories in their L1. If the sounds were perceived as similar, learners might have substituted them with L1 sounds, leading to mispronunciation. This was particularly evident in contexts where the local dialect, such as the Serawai dialect, differed significantly from English phonological systems.

Several international and national studies demonstrated that local dialects significantly influenced

English pronunciation skills. Waleed Abd Elwahab (2020) revealed that variations in Arabic local dialects caused difficulties in pronouncing English letters and phonemes, which were rooted in first-language interference. Similarly, a study by Md. Nesar Uddin and Sababa Monjur (2015) found that regional Bangla dialects in Bangladesh affected English pronunciation, leading to serious mispronunciations and hindering the achievement of standard pronunciation. Additionally, Ziyu Wang (2022) investigated the influence of various Chinese dialects on the acquisition of English pronunciation and concluded that dialectal differences posed significant challenges in learning English, particularly in speaking skills.

At the national level, research conducted by Mochamad Adnan Falahuddin, Mursid Saleh, and Sri Wuli Fitriati (2019) showed that the Mid-East Sundanese dialect caused difficulties in pronouncing certain English vowel and consonant sounds among students at Majalengka University. Dhiayuddin Dzulfikar W. Tawary, Dwi Anggani Linggar Bharati, and Fahrur Rozi (2020) also demonstrated that the Ciacia Butonese Dialect (CBD) contributed both positively and negatively to English pronunciation among students in Buton, Southeast Sulawesi. Meanwhile, a study by Denta Naviantara, Suparno, and Dewi Cahyaningrum (year not specified)

highlighted the negative impact of the Banyumas dialect on students' English pronunciation, where segmental differences between the Banyumas dialect and English led to numerous pronunciation errors that were difficult to correct.

These findings consistently showed that the phonological characteristics of one's mother tongue or regional dialect played a crucial role in shaping English pronunciation patterns, both positively and negatively. Therefore, it was essential for English learners and teachers to understand and consider the influence of dialects in the pronunciation learning process.

2. Phonology and Pronunciation in English Language Learning

Phonology was the branch of linguistics that studied the sound system in a language. In the context of English language learning, phonology played an important role as it involved the recognition and production of sounds that were unique to the language. These sounds often differed significantly from the learner's native language, making it a challenge to master correct pronunciation (Roach, 2009)

English pronunciation includes elements such as:

- a. Vowel and Consonant Phonemes: English has 44 phonemes consisting of monoftong vowels,

diphthongs, and consonants that are often not present in the native language (Roach, 2009).

Table 1. Vowel and Consonant Phonemes

Type of Phoneme	Phoneme	Example Word
Monophthong Vowels	/ɪ/	Sit
	/i:/	See
	/ʊ/	Foot
	/u:/	Food
	/e/	Bed
	/ə/	Sofa
	/ɜ:/	Bird
	/æ/	Cat
	/ʌ/	Cup
	/ɑ:/	Father
	/ɒ/	Hot
	/ɔ:/	Law
Diphthongs	/eɪ/	Day
	/aɪ/	My
	/ɔɪ/	Boy
	/əʊ/	Go
	/aʊ/	How
	/ɪə/	Here
	/eə/	Care
	/ʊə/	Tour
Consonants	/p/	Pen
	/b/	Bat
	/t/	Top
	/d/	Dog
	/k/	Cat
	/g/	Go
	/f/	Fish
	/v/	Van
	/θ/	Think
	/ð/	This
	/s/	Sun
	/z/	Zoo
	/ʃ/	She

/ʒ/	Pleasure
/h/	Hat
/tʃ/	Cheese
/dʒ/	Jam
/m/	Man
/n/	Nose
/ŋ/	Sing
/l/	Lamp
/r/	Red
/w/	Water
/j/	Yes

Phonological analysis focuses on the sound system of a language, including vowels, consonants, and diphthongs, which function as phonemes in spoken communication. In the context of second language learning, phonological interference occurs when the sound system of a learner's first language or dialect influences the production of sounds in the target language. The Serawainese dialect, as a regional dialect, has its own phonological characteristics that may affect students' English pronunciation. Therefore, an understanding of English phonemes is necessary as a reference for identifying phonological interference. The table below presents English vowels, diphthongs, and consonants used as the analytical framework to examine how the Serawainese dialect interferes with students' pronunciation of English sounds.

- b. Stress and Intonation: English is a stress-timed language, in contrast to many other syllable-timed languages

Table 2. Word and Sentence Stress

Type of Stress	Example	Explanation
Word Stress	<i>REcord</i> (noun)	Stress on the first syllable distinguishes nouns from verbs.
	<i>reCORD</i> (verb)	Stress on the second syllable distinguishes verbs from nouns.
Sentence Stress	<i>I didn't say HE stole it.</i>	Stress on <i>HE</i> emphasizes the suspected person.
	<i>I didn't SAY he stole it.</i>	Stress on <i>SAY</i> emphasizes the action that was not performed.

Intonation:

- 1) Rising Intonation (For Questions):

Are you coming? d d d d d d d d

(The pitch rises at the end of the sentence, indicating it is a question.)

- 2) Falling Intonation (For Statements):

I'm coming.

(The pitch falls at the end of the sentence, indicating a definitive statement.)

- c. Linking Phenomena: Such as linking and intrusion, which affect pronunciation fluency (Kelly, 2000).

Table 3. Linking Phenomena

Linking Phenomenon	Example	Explanation
Linking	<i>law and order</i> (/lɔːr ənd ɔːdə/)	The /r/ sound is pronounced between <i>law</i> and <i>and</i> for smoother speech.
Intrusion	<i>I saw it</i> (/aɪ sɔːr ɪt/)	The /r/ sound is inserted even though it is not written, facilitating smoother pronunciation.

Linking Phenomenon Diagram:

Linking /r/: *law and order* → [lɔːr ənd ɔːdə]

Phonological challenges for speakers with local dialect backgrounds, such as Serawai, often arose from phoneme differences. For example, the absence of the *th* sounds (/θ/ and /ð/) in Serawai led to the pronunciation of words like "*think*" becoming "*tink*" or "*sink*." Differences in stress and intonation patterns in English also made it difficult for learners to achieve fluency in communication.

Studies by Derwing and Mdddddddunro (2015) showed that pronunciation errors not only affected the clarity of communication but also gave a certain impression of the speaker's language ability. Therefore, mastering phonology was considered an important element in achieving fluency in English.

3. Second Language Acquisition Theory

Second language acquisition was a complex process that involved cognitive, social, and emotional aspects of learners. Several major theories provided a basic framework for understanding how learners acquired a second language, including within the context of local dialects.

a. Krashen's Input Hypothesis

Stephen Krashen (1985), in *The Input Hypothesis*, stated that successful second language acquisition depended on exposure to comprehensible input. Input that was slightly above the learner's ability level ($i+1$) promoted language development.

An empirical example was shown in a study by Ellis (2008), which found that students who were exposed to graded teaching materials experienced significant improvement in their English speaking ability.

b. Interaction Hypothesis by Long.

Michael Long (1996) extended Krashen's view by emphasizing that social interaction affected the quality of input. Correction through negotiation of meaning in interaction encouraged learners to develop better language structures.

In practical application, within the context of learners from the Serawai region, interaction with native speakers through technology such as conversational

apps facilitated negotiation of meaning.

c. Sociocultural Theory by Vygotsky

Lev Vygotsky (1978) explained that second language learning occurred through social interaction within the Zone of Proximal Development (ZPD). Scaffolding helped learners reach higher levels of language proficiency.

Empirical Example: A study by Swain and Lapkin (2000) showed that collaboration between students in task-based activities helped them correct grammatical errors independently.

d. Schmidt's Attention-Based Approach

Schmidt (1990) developed the Noticing Hypothesis, which stated that learners' awareness of specific linguistic forms was crucial in second language acquisition. Phonological errors, for example, could only be corrected if learners were aware of the specific sounds in the target language.

Relationship with Serawai Dialect: Learners' unawareness of the English sounds /θ/ and /ð/ often led to incorrect pronunciation, such as changing "think" to "tink."

These findings complement each other in highlighting how second language learners can overcome pronunciation challenges, especially those arising from

phonological differences between their first language and English. A combination of theoretical insights and practical strategies is essential to support learners—particularly those from regions with strong local dialects, such as the Serawai community—in achieving optimal English language proficiency.

4. The interference of Local Dialects on English Phonology

Local dialect as part of the mother tongue system has a great influence on second language acquisition, especially in the aspect of phonology or pronunciation. In the context of English learning in Indonesia, local dialects such as Serawai, Ngapak Javanese, Pontianak Malay, to Semendo, have their own phonetic characteristics that are often not in line with the sound system in English. This difference causes negative transfer, which is the tendency of speakers to apply the sound patterns of the mother tongue into English, which ultimately results in pronunciation errors.

According to Flege (1995), pronunciation errors occur when sounds in the target language (L2) are not found or have no equivalent in the first language (L1). For example, students who are used to speaking in Serawai dialect have no experience in producing the fricative dental sound [θ] as in the word think or [ð] in the word they. As a result, these sounds are often replaced by [t] and [d] sounds,

because both sounds are more familiar in the Serawai phonological system.

In addition, the concept of stress or syllable emphasis in English is also a challenge. In Serawai dialect, word stress is not as clear or contrasting as in English. English distinguishes word meaning through the location of stress, for example in the words record (noun) and record (verb). Ignorance of this system leads to flat and unnatural pronunciation, which hinders students' communication fluency in English.

Schmidt (1990) through his Noticing Hypothesis theory explains that phonological awareness is key in the process of acquiring second language pronunciation. If students are not aware of the sound differences between the mother tongue and the target language, then the pronunciation improvement process will not occur effectively. In this case, students with Serawai dialect need explicit guidance to realize and practice the production of sounds that do not exist in their dialect.

Furthermore, Krashen (1982) emphasized that affective factors such as motivation, confidence, and anxiety also affect the success of pronunciation learning. Students who feel insecure or afraid of being laughed at because of their different way of speaking will tend to avoid speaking, so they have less chance of practicing and

improving their pronunciation.

Thus, it can be concluded that local dialect such as Serawai has a significant influence on the process of English pronunciation acquisition. Not only in terms of sound differences, but also from speaking habits, articulation patterns, to students' attitudes towards the use of foreign languages. Therefore, in learning English, it is important for teachers to understand the phonological background of students in order to provide a more suitable and effective approach to teaching pronunciation.

5. Phonological Characteristics of Serawai Dialect and its Challenges in English Pronunciation

Serawai dialect is one of the regional dialects in Bengkulu Province which is spoken by the people in Seluma Regency and its surrounding areas. This dialect has its own peculiarities in the phonological system that distinguish it from standard Indonesian and English. In the context of foreign language acquisition, especially English, the sound system in the Serawai dialect has the potential to influence students' pronunciation process.

One of the main phonetic characteristics of the Serawainese dialect is the absence of dental fricative consonants /θ/ and /ð/, which are common in English. As a result, speakers tend to substitute these sounds with the alveolar stops /t/ and /d/. Consequently, English words such

as think, that, they, and there are commonly realized with /t/ and /d/ sounds. This substitution occurs because these dental fricatives do not exist in the Serawainese phonological system, leading speakers to approximate them using the closest familiar consonants.

In addition, Serawai dialect also does not clearly distinguish between [f] and [v] sounds, because in daily practice, these two sounds are often pronounced the same or interchanged. In English, the difference between "fine" and "vine", or "live" and "leaf" is phonemic, meaning it distinguishes meaning. However, for Serawai speakers, the absence of this distinction results in difficulty in identifying and producing these sounds correctly.

On the vowel aspect, some English sounds such as [æ], [ɜ:], and [ə] are also a challenge. For example, students tend to pronounce "sad" /sæd/ as /sed/, or "heard" /hɜ:d/ as /he:d/. This is because in the vowel system of Serawai dialect, sounds such as [æ] and [ɜ:] do not have similar equivalents, so students replace them with the closest vowels they are familiar with.

Meanwhile, in the pronunciation of diphthongs, Serawai dialect tends to mono diphthongize or simplify diphthongs into single vowels. For example, the word "go" /gəʊ/ can be pronounced as /gɒ/, and "no" /nəʊ/ becomes /nɒ/. This phenomenon is common in many local dialects

in Indonesia, where the diphthong structure in English is not found in the sound system of the local language.

These phonological difficulties not only impact on students' pronunciation accuracy, but also on their confidence in speaking. When students feel doubtful about the pronunciation of a word, they tend to avoid speaking, so the opportunity to learn and improve pronunciation becomes even more limited.

Thus, understanding the phonological characteristics of Serawai dialect is important in the context of English learning. Teachers need to be aware of these sound system differences, in order to develop more targeted pronunciation teaching strategies that are appropriate to the students' language background.

F. Theoretical Framework.

The theoretical framework for this study is primarily based on Flege's Speech Learning Model (1995), which emphasizes the phenomenon of phonological transfer from the first language (L1) to the second language (L2). This model is particularly relevant as it explains how learners perceive and produce L2 sounds by referencing the phonetic categories of their native language. In the context of this research, it provides a foundation for understanding how the Serawai dialect influences students' pronunciation of English.

In addition to Flege's model, this study also draws on Krashen's Input Hypothesis (1985) and Schmidt's Noticing Hypothesis (1990) to further support the analysis of pronunciation development. Krashen underscores the importance of comprehensible input slightly above the learner's current level ($i+1$) as a key factor in second language acquisition, while Schmidt highlights that learners must notice specific linguistic forms—such as unfamiliar phonemes—in order for acquisition to occur.

Together, these theories form a comprehensive framework to examine the phonological impact of the Serawai dialect on students' English pronunciation and to identify the cognitive and perceptual challenges faced by learners in acquiring accurate pronunciation.

The theoretical framework in this study rests on three main theories, namely the Speech Learning Model by Flege (1995), the Input Hypothesis by Krashen (1985), and the Noticing Hypothesis by Schmidt (1990). These three theories are used to conceptually understand how students with Serawai dialect background experience difficulties in English pronunciation as well as the factors that influence it.

The first theory, the Speech Learning Model (SLM) of James Flege (1995), states that sounds in the second language (L2) will be processed by the phonetic system that has been formed from the first language (L1). In this case,

when students encounter sounds in English that are not present in Serawai dialect-such as [θ], [ð], [v], [ʒ], and [æ]-they tend to replace them with the most similar or closest sounds from their mother tongue. This leads to negative transfer in pronunciation. For example, students who pronounce "think" to "tink", or "they" to "day", show that they map those unfamiliar sounds into the more familiar Serawai sound category.

Flege also explained that as age increases, the ability of second language learners to form new phonetic categories will diminish, especially if learners do not have sufficient exposure to the L2. Since junior high school students in areas like Seluma mostly only use their mother tongue in their daily environment, and only learn English limitedly at school, their ability to recognize and produce new sounds is even more limited. Therefore, this theory is very relevant in explaining the phonological influence of Serawai dialect on students' English pronunciation.

Furthermore, the second theory underlying this study is the Input Hypothesis by Stephen Krashen (1985). In this hypothesis, Krashen emphasizes the importance of exposure to comprehensible language input to enable language acquisition to occur. He states that students must receive input that is slightly higher than their current level of ability (i+1) for language development to occur. In the context of

this study, students' limited exposure to correct English pronunciation may hinder the development of their pronunciation skills. If students only receive input from textbooks or teachers who do not provide direct and consistent pronunciation practice, then the acquisition of English phonology will be very limited.

Krashen's theory also emphasizes affective factors in language acquisition, such as confidence and anxiety. In this study, it was found that many students felt insecure when pronouncing English words for fear of being laughed at or corrected. This high affective filter can be a huge barrier to the successful acquisition of proper pronunciation. Therefore, this theory also helps to explain how the learning environment and students' attitudes towards English influence their pronunciation outcomes.

The third theory used is the Noticing Hypothesis by Richard Schmidt (1990). According to this theory, learners can only acquire new linguistic forms if they consciously notice the differences or errors in the language they use. That is, students must be able to realize that their pronunciation is different from the correct form, in order to correct it. In this study, many students did not realize the difference due to their lack of phonological awareness of English sounds. This is in line with Schmidt's statement that noticing is a key condition for successful language learning.

For example, although students heard the teacher pronounce the word "there" as /ðeə(r)/, they still pronounced it as /de(r)/ because they did not notice the error. They feel that what they say is correct because they do not get feedback or do not have a reference for proper pronunciation. This theory is very important to explain why pronunciation errors continue to occur, even after students have studied English for several years.

These three theories complement each other in providing a conceptual foundation for this study. Speech Learning Model explains the relationship between L1 and L2 sound systems, Input Hypothesis provides a framework regarding the importance of exposure and affective conditions in the learning process, while Noticing Hypothesis explains the importance of awareness in correcting pronunciation errors. In the context of Serawai dialect, these theories explain that students' difficulties in pronouncing English do not only come from the differences in sound systems, but also due to the lack of exposure, practice, and phonological awareness.

Thus, this theoretical framework supports the analysis of students' pronunciation data in this study and provides a more thorough understanding of how and why pronunciation errors occur, as well as the factors that accompany them.

G. Previous Studies

This section presents previous research relevant to the topic of local dialect influence on English pronunciation and discusses their significance within the context of the current study. These studies help situate the research within the broader academic discourse and identify existing gaps that warrant further exploration.

Several prior studies have examined the influence of regional dialects on students' English pronunciation. One such study by Debby Mulya and Januarius Mujiyanto (2018) investigated the impact of the Serawai Melayunese dialect on students' pronunciation of vowels, consonants, diphthongs, clusters, and word stress. The results revealed that the dialect did not significantly contribute to either positive or negative phonological transfer across most categories. Mispronunciations were largely attributed to spelling interference and a lack of pronunciation practice, rather than to dialectal interference. However, positive transfer was observed in the production of the diphthong [aʊ] and in the stress placement of two-syllable words, especially in final positions, suggesting some dialectal influence in specific phonetic contexts.

In a similar vein, Herlina Wiwin et al. (2021) explored the effect of the Pontianak Melayu dialect on English pronunciation. While minor positive transfer was found in

some vowel pronunciations, the study identified significant negative transfer in consonants and consonant clusters. Contributing factors included the students' limited exposure to English phonological rules and insufficient practice. Notably, the study highlighted the role of instructional media—such as English songs and films—as effective tools used by teachers to enhance pronunciation learning and student engagement.

Another study by Agus Husein As Sabiq (2020) focused on localized English instruction among Ngapak Javanese speakers. The findings indicated that the local dialect influenced phonological features, including stress and intonation. Teachers generally adopted a positive attitude toward integrating local dialectal elements into instruction. However, code-switching to Bahasa Indonesia remained prevalent due to students' limited vocabulary. The study proposed the concept of “Ngapaknese English” as a pedagogical strategy, suggesting that incorporating local dialect elements might be a viable method to support English learning in specific linguistic communities.

These studies collectively unddddderscore the complex relationship between regional dialects and English pronunciation. While some dialects offer partial support through phonological similarities, many also pose challenges due to contrasting sound systems and limited exposure to

English phonology. Nonetheless, few studies have focused specifically on the Serawai dialect in the context of junior high school students in rural areas such as Seluma. This presents a critical research gap that the current study seeks to address, particularly in exploring how phonological elements of the Serawai dialect affect learners' English pronunciation at a more granular level.

Hakim (2012) analyzed the pronunciation of English phonemes /b/, /d/, /g/, /j/, /dʒ/, and /ð/ among Javanese students. The study found that the phonemes /d/ and /ð/ were particularly challenging, with more than 80% of students exhibiting mispronunciations. The researcher suggested the use of English songs and films as an effective method to improve pronunciation accuracy.

A study by Niro Arif SAS et al. (2019) on the Semendenese South Sumatra Dialect (SSSD) revealed that this dialect only contributed a positive transfer in the final vowel [ə], while most other vowel, consonant, diphthong, and cluster sounds did not receive either positive or negative transfer. Similar to previous findings, spelling interference and the lack of pronunciation training were identified as major contributing factors. Moreover, the study found that teachers' support was inadequate and needed to be improved to more effectively assist students.

Based on the reviewed studies, it can be concluded that regional dialects do have an influence on students' English pronunciation. Several studies indicate that mispronunciations are not solely caused by dialectal interference but are also influenced by factors such as spelling interference, limited pronunciation practice, and unfamiliarity with English phonological rules. Nevertheless, certain phonetic features—such as diphthongs and word stress—are sometimes positively transferred from local dialects.

However, there remains a noticeable gap in previous research, which has primarily focused on dialects such as Pontianak Malay, Ngapak, and Semendenese. Only a few studies have specifically examined the influence of the Serawai dialect on English pronunciation, particularly at the junior high school level. In addition, limited research has explored the underlying factors that contribute to pronunciation difficulties among students with a Serawai dialect background.

Therefore, this study aims to fill that gap by analyzing the influence of the Serawai dialect on the pronunciation of English sounds (vowels, diphthongs, and consonants), as well as identifying the contributing factors to students' pronunciation difficulties. This approach is expected to provide new insights into interlanguage phonology and contribute to English language teaching in regions with

distinct local dialects.

Based on the previous studies, it can be seen that the influence of local dialect on English pronunciation has been studied from various contexts, both at the student level and adult speakers. However, not many studies have specifically examined the influence of Serawai dialect on English pronunciation in junior high school students, especially in rural areas such as Seluma.

Research by Debby Mulya and Januarius Mujiyanto (2018) examined the influence of Serawai Melayunese dialect on English pronunciation. They found that although not all phonetic elements are directly affected, pronunciation errors still occur, mainly due to spelling interference and lack of pronunciation practice. In the study, the diphthong [au] actually received a positive transfer from the Serawai dialect. However, the object of their study was university students, not secondary level students. This shows a significant difference in context with this study, which focuses on junior high school students in Seluma area. Students at this level tend not to have mature phonological awareness and are still strongly influenced by the habit of speaking in their local dialect.

Research by Herlina Wiwin et al. (2021) on the influence of Pontianak Malay dialect shows a negative transfer in consonants and consonant clusters. Vowels, in some cases, showed insignificant positive transfer. This research

emphasizes the importance of the teacher's role in addressing pronunciation errors, including through the use of media such as songs and films. This research is relevant in illustrating that pronunciation errors do not only occur due to differences in sound systems, but also due to lack of practice, lack of teacher attention to phonological aspects, and limited learning resources.

Meanwhile, Agus Husein As Sabiq (2020) in his research on localized English teaching for Ngapak Javanese speakers, emphasizes the importance of a pedagogical approach that considers the mother tongue setting. He calls the concept "Ngapaknese English" as an adaptive learning strategy that can accommodate the phonological barriers of local speakers. This is interesting because it opens up space that phonology learning approaches can also be developed locally, including in the context of the Serawai dialect.

M. Arif Rahman Hakim (2012) investigated the pronunciation of several English consonant phonemes produced by Javanese students. The study revealed that the dental fricative /ð/ was particularly problematic because the sound does not exist in the learners' native phonological system. As a result, students tended to substitute it with the closest alveolar stop, such as /d/. This finding indicates a phonological interference phenomenon in which learners replace unfamiliar target-language sounds with familiar

sounds from their first language.

Research by Niro Arif SAS et al. (2019) on the Semendo dialect also mentioned that positive transfer only occurs in the final vowel [ə], while most other sounds do not get significant transfer. The main cause of pronunciation errors is the lack of practice and weak teacher support, not merely the influence of dialect. This is in line with the findings of this study, where students do not only struggle due to the influence of Serawai dialect, but also due to the lack of practice and confidence, as well as learning methods that are still limited to note-taking and problem solving.

From the description above, it can be seen that the majority of previous studies focus on the level of university students or adult speakers. This study tries to fill the gap by raising subjects from junior high school students who are still in the early stages of English language acquisition and are strongly influenced by local language habits. In addition, this study does not only look at pronunciation errors linguistically, but also explores the factors that cause difficulties such as low self-confidence and lack of practice, which have not been explored in depth in the local context.