

CHAPTER II

LITERATURE REVIEW

A. The Concept of Speaking Skills

1. Definition of speaking

Speaking is one of the most important language skills in the communication process. Through speaking, a person can convey ideas, thoughts, feelings, and opinions to others directly. In the context of English language learning, speaking ability serves as the primary benchmark for assessing the extent of one's language proficiency. This is because speaking involves not only the ability to pronounce words but also requires skills in selecting appropriate vocabulary, using correct grammar, and mastering intonation and expression. Consequently, numerous definitions of speaking have been proposed by linguists.

According to Van Anh & Dan (2024), speaking is the ability to express thoughts, ideas, and feelings orally in a clear and effective manner. This definition emphasizes that speaking is not merely about uttering words, but also about ensuring that the message conveyed is well understood by the listener. Clarity and effectiveness in speaking are key to ensuring smooth communication and the achievement of communication goals. Thus, speaking can be viewed as an active skill that demands the ability to process language, select appropriate words, and organize them into correct structures to make communication more meaningful.

According to Tursunboyeva, Djalilova, & Kazoqov (2024), speaking is a primary skill that enables individuals to interact, exchange ideas, and express thoughts or feelings effectively, whether in formal or informal situations. They view speaking as the heart of successful communication, as through speaking, one can build social relationships, foster understanding, and convey ideas in a way that is easily accepted. This definition indicates that speaking functions not only as a communication tool but also plays a strategic role in strengthening social relationships. Thus, speaking is crucial in both daily life and academic settings.

Meanwhile, Ikhtiyorovna (2023) defines speaking as one of the most important and essential language skills in clear and effective oral communication, encompassing its various aspects, such as fluency, accuracy, and intonation. This definition emphasizes that speaking is a complex skill involving numerous linguistic elements. Fluency refers to speaking smoothly without frequent pauses; accuracy relates to the correct use of grammar and vocabulary; while intonation concerns the appropriate use of stress and pitch. By focusing on these aspects, one can significantly improve the quality of their speaking.

Based on these expert opinions, it can be concluded that speaking is an essential language skill in oral communication. Speaking requires not only the ability to articulate words but also clarity, fluency, accuracy, and intonation to ensure messages are conveyed effectively. The definitions put forward by experts indicate that speaking serves the primary functions of facilitating interaction, conveying ideas, and connecting individuals. Therefore, speaking must be understood as an

active skill that requires continuous development, both in educational contexts and in daily life, to ensure effective communication.

2. The purpose of speaking

Speaking, as one of the primary skills in language learning, plays a crucial role in building effective communication. The purpose of speaking is not merely to convey a message but also to serve as a means of enhancing mutual understanding among speakers. In the context of English language learning, speaking skills help students become more confident, active, and responsive in everyday conversations. Therefore, understanding the purpose of speaking is a crucial foundation for both teachers and students to ensure the learning process is optimal and aligned with global communication needs.

According to Nickerson (2025), speaking aims to facilitate communication between speakers from different linguistic backgrounds who do not share a common native language. This means that speaking serves as a bridge to overcome communication barriers arising from language differences. With good speaking skills, speakers can convey messages clearly despite coming from diverse cultures and languages. In the context of globalization, this objective is increasingly relevant as individuals are required to communicate effectively across various cross-cultural and linguistic situations.

Cherner, Fegely, Hou, & Halpin (2023) emphasize that speaking aims to develop communication abilities, improve fluency, and train both verbal and non-verbal skills. This indicates that speaking focuses not only on oral language proficiency but also on non-verbal aspects such as intonation, facial expressions, and body language. Thus, the objectives of speaking encompass the development of more comprehensive communication skills so that speakers can convey

meaning effectively and improve the interpersonal skills required in both social and academic interactions.

Meanwhile, Du J & Daniel B (2024) argue that speaking in English aims to improve fluency and accuracy in speaking, reduce speaking anxiety, increase motivation and engagement to actively participate in conversations, and encourage self-learning. These objectives emphasize the importance of psychological aspects in speaking skills, where courage, self-confidence, and learning motivation significantly influence an individual's speaking ability. Additionally, through speaking, learners are trained to cultivate independence in continuously improving their language proficiency.

Based on the insights of several experts, it can be concluded that the objectives of speaking are not limited to the ability to convey messages but also encompass social, psychological, and cognitive aspects. Speaking serves as a vital tool for connecting speakers from diverse backgrounds, developing both verbal and non-verbal skills, and fostering motivation and independence in learning. By understanding these objectives, speaking instruction can be directed more effectively, enabling learners to master speaking skills that are not only fluent but also accurate, confident, and relevant to global communication needs.

3. Components of speaking

Speaking is one of the key skills in language proficiency that requires an understanding of its components in order for communication to take place effectively. Various experts offer different perspectives on the aspects included in the components of speaking. This indicates that speaking is not merely about conveying words but involves various complex elements. A good understanding of these components is crucial for students or English language learners, particularly to improve the quality of oral communication. Therefore, a thorough study of the components of speaking is necessary, taking into account the views of experts.

According to Tiu, Groenewald, Kilag, Balicoco, Wenceslao & Asentado (2023), the main components of speaking include fluency, accuracy, and complexity. Fluency relates to the ability to convey ideas smoothly without many pauses. Accuracy emphasizes the use of correct language structures (), while complexity relates to the diversity of language structures used in communication. These three components are crucial because they complement one another in producing effective communication. By focusing on fluency, accuracy, and complexity, learners can achieve better speaking proficiency in English.

Che, Wan, Xu, Duan, Zheng, & Chen (2024) argue that the speaking component can also be examined from physiological and sound production mechanism perspectives. These components include the vocal folds, larynx, articulation, and the sensing-actuation system. The vocal folds and larynx play a crucial role in sound production, while articulation influences the clarity of pronunciation. Additionally, the sensing-actuation system supports motor control in speaking. This

perspective underscores that speaking is not merely a linguistic aspect but also involves complex biological and neuromotor processes.

Qiao & Zhao (2023) state that the components of speaking include fluency, vocabulary, accuracy, and pronunciation. Fluency relates to the smoothness of speech, vocabulary concerns the selection of appropriate words, accuracy relates to correct grammar, while pronunciation emphasizes the clarity of articulation. These four components are interrelated in forming effective speaking ability. Without an adequate vocabulary, fluency will be impaired, and without good pronunciation, the listener's comprehension may decrease. Therefore, mastery of all these components is key to speaking proficiency.

Based on experts' views, it can be concluded that the speaking component has a broad scope, encompassing linguistic, mechanical, and biological aspects. Tiu et al. (2023) emphasize the aspects of fluency, accuracy, and complexity, while Che et al. (2024) focus more on physiological components, and Qiao & Zhao (2023) add vocabulary and pronunciation. These differing perspectives demonstrate that speaking is a multidimensional skill requiring attention to various aspects. By understanding these components, learners can develop comprehensive speaking skills to achieve effective and high-quality communication.

4. Types of Speaking Activities

Speaking, as one of the productive skills in language learning, involves various types of activities that can be implemented both in and out of the classroom. These activities are designed to practice speaking skills through diverse strategies and media, whether in person or with technological support. According to Crompton, Edmett, Ichaporia, & Burke (2024), Moorhouse, Li & Walsh (2023), and Liu, Ma, Bao & Zhixin Liu (2023), the types of speaking activities continue to evolve to align with learning needs, learner characteristics, and technological advancements that increasingly facilitate language interaction and practice.

According to Crompton, Edmett, Ichaporia, & Burke (2024), types of speaking activities in the classroom can include pronunciation practice, conversational practice, and interactive and dialogue practice. These activities can be conducted directly between teachers and students or with the assistance of artificial intelligence (AI). For example, pronunciation practice can utilize AI-based applications that provide automatic feedback, while conversational practice can be conducted through simulations of everyday conversations. This enables students to improve their fluency, accuracy, and confidence in speaking English.

In the analysis by Moorhouse, Li & Walsh (2023), the types of speaking activities in the classroom focus more on interaction, including questioning and responding sessions, collaborative discussions, and task-based activities. For example, students are encouraged to work together to solve problems through group discussions or engage in role-play to resolve a scenario (). Additionally, students can interact with online features that support

active communication, such as virtual forums or interactive communication apps. This approach emphasizes the importance of collaboration and students' active engagement in using the language in real-world contexts.

Meanwhile, Liu, Ma, Bao & Zhixin Liu (2023) highlight speaking activities that develop through Informal Digital Learning of English (IDLE). These activities include speaking in the context of social media communication, interacting within online communities, and creating spoken content such as vlogging or podcasting. IDLE activities allow students to practice speaking in more authentic and natural situations, outside the formal classroom setting. By utilizing digital platforms, students can express themselves freely, reach a wider audience, and improve their speaking skills independently through repeated practice relevant to the real world.

Based on the above, it can be concluded that types of speaking activities range from formal in-class activities and task-based activities to informal digital-based learning. Each type of activity has its own advantages in supporting the mastery of speaking skills. Teachers can utilize a combination of these three approaches: pronunciation- and conversation-based activities, collaborative interactions in the classroom, and speaking practice through digital media. Thus, students will gain a richer, more flexible learning experience that aligns with the times.

5. Challenges in Speaking

Speaking is a crucial skill in English proficiency; however, in practice, many students face various obstacles that hinder their ability to communicate fluently. These issues are not only related to linguistic aspects but also to nonlinguistic factors that arise in both learning situations and everyday interactions. Psychological factors such as anxiety, fear of being evaluated, and limited opportunities to speak outside the classroom are the primary triggers for difficulties in speaking (Bozkurt & Aydin, 2023; Sweet, Emon, & Alam, 2025; Kizi, 2024).

According to Bozkurt & Aydin (2023), the most common issue faced by students is speaking anxiety. This condition typically arises from a fear of evaluation or judgment by others, particularly from teachers and peers. Additionally, limited opportunities to practice speaking in English exacerbate the situation, as students lack sufficient space to build their confidence. A classroom environment still dominated by teachers in the learning process also contributes to limiting students' opportunities to develop their speaking skills actively and freely.

Furthermore, Sweet, Emon, & Alam (2025) explain that issues in speaking can be categorized into three main areas. First, an education system that is overly focused on grammar-focused teaching prevents students from becoming accustomed to speaking communicatively. Second, a lack of exposure to English outside the school environment leads to limitations in using English in real-world contexts. Third, psychological barriers such as the fear of making mistakes when speaking act as significant obstacles. These three issues are interrelated and contribute to students' low proficiency in spoken English.

Kizi (2024) adds that issues in speaking can be examined through two major factors: linguistic factors and non-linguistic factors. Regarding linguistic factors, students often face limited vocabulary, pronunciation errors, and insufficient knowledge of grammar. Meanwhile, non-linguistic factors present various barriers such as shyness, nervousness, lack of motivation, and an overreliance on one's native language. The combination of these two factors makes it difficult for students to develop good and fluent speaking skills.

Based on this discussion, it can be concluded that problems in speaking do not stem solely from linguistic limitations but are also significantly influenced by psychological, pedagogical, and environmental factors. Students require support in the form of broader speaking opportunities, a communicative learning approach, and strong motivation to overcome psychological barriers. Thus, identifying and understanding these issues is a crucial step in designing effective speaking learning strategies (Bozkurt & Aydin, 2023; Sweet, Emon, & Alam, 2025; Kizi, 2024).

B. The Concept of Pronunciation

1. Definition of pronunciation

Pronunciation is a key aspect of English language proficiency that influences fluency and clarity in communication. In the context of foreign language learning, pronunciation is a primary concern because errors in pronunciation can lead to misunderstandings in communication. Therefore, understanding the definition of pronunciation from experts is crucial as a theoretical foundation for research. This definition not only helps clarify the meaning of pronunciation but also provides insight into how English pronunciation

should be practiced by learners so that messages can be conveyed effectively.

Dillon & Wells (2023) argue that pronunciation is the ability to articulate or pronounce words and sentences in English. This definition emphasizes that pronunciation is not merely about articulating the sounds of a language but involves the skill of organizing sounds into words and sentences that can be understood. This means that pronunciation is closely related to communicative competence, as correct pronunciation supports the fluency of communication. Furthermore, this definition underscores that mastery of pronunciation is a crucial prerequisite for English learners to interact effectively in both formal and informal contexts.

According to Daquila (2023), pronunciation refers to the accurate production of language sounds. This definition places greater emphasis on the phonetic aspect that is, how language sounds are produced correctly according to established standards. Accurate sound production is crucial in determining whether a speaker can be understood by the listener. If pronunciation is inaccurate, communication may be disrupted even if the grammar and vocabulary used are correct. Therefore, Daquila's definition highlights the importance of technical skills in mastering language sounds such as vowels, consonants, intonation, and word stress which serve to maintain clarity of meaning in spoken communication.

Meanwhile, Dushayevna (2023) argues that pronunciation is the way sounds are articulated in English. This definition emphasizes the practical aspect of speaking, namely how a learner applies pronunciation when communicating. Pronouncing English sounds often poses a challenge due to differences in the sound systems between

the learner's native language and the target language. This perspective underscores that pronunciation is not merely a linguistic theory but a skill that requires consistent practice. Thus, good pronunciation helps learners achieve fluency and boost their confidence when speaking.

Based on the definitions presented by Dillon & Wells (2023), Daquila (2023), and Dushayevna (2023), it can be concluded that pronunciation encompasses the ability to pronounce words and sentences, produce accurate sounds, and practice the pronunciation of English sounds correctly. All these perspectives emphasize that pronunciation plays a vital role in English communication, both technically and practically. Thus, mastering pronunciation serves as the primary foundation for English learners to improve speaking skills, avoid misunderstandings, and support smooth communication in various academic and social situations.

2. Elements of Pronunciation

Pronunciation is a crucial aspect of English speaking skills because it encompasses various elements that contribute to the clarity and fluency of communication. While experts define the elements of pronunciation from different perspectives, they all emphasize the role of speech sounds and suprasegmental features. DSokyrska (2023) asserts that there are four main elements of pronunciation: speech sounds, intonation, stress, and rhythm. These elements work together to produce natural, clear, and understandable pronunciation in the context of spoken communication.

According to DSokyrska (2023), speech sounds form the primary foundation of pronunciation as they relate to the production of consonants and vowels. Without the ability to master speech sounds, speakers will struggle to articulate words accurately. Furthermore, intonation plays a role in providing variations in pitch so that the message does not sound monotonous. Stress helps emphasize specific syllables or words, while rhythm regulates the flow of speech. By mastering these four elements, speakers are able to express their intentions and emotions more effectively.

Vančová (2023) states that the elements of pronunciation encompass the production and perception of phonemes as basic sound units, as well as the words that make up speech. Furthermore, pronunciation does not stop at segmental sounds but also includes suprasegmental features. These suprasegmental features include word stress, intonation, and rhythm, which distinguish meaning and help speech sound more natural. Thus, mastery of pronunciation is not only related to phonemic accuracy, but also to fluency in regulating word stress, pitch, and speaking rhythm.

Meanwhile, Tolibovna (2023) classifies pronunciation elements into two broad categories: segmental features and suprasegmental features. Segmental features include vowel sounds and consonant sounds, which form the foundation of every word. Suprasegmental features, on the other hand, consist of stress, intonation, rhythm, pitch, and length. Pitch and duration provide an additional dimension to spoken communication. This classification underscores that pronunciation encompasses micro-level aspects such as individual sounds as well as macro-level aspects that shape the structure of intonation and speech rhythm.

Based on experts' views, it can be concluded that the elements of pronunciation encompass both segmental sounds and suprasegmental features that complement one another. DSokyrska (2023) emphasizes four core elements, Vančová (2023) highlights the roles of phonemes and suprasegmental features, while Tolibovna (2023) divides the elements into segmental and suprasegmental categories in greater detail. By understanding these three perspectives, researchers and language practitioners can develop a comprehensive understanding of pronunciation, thereby contributing to more effective English language learning, particularly in improving students' speaking skills.

3. Pronunciation Issues

Pronunciation is a crucial aspect of English speaking skills, yet it often poses a significant challenge for second-language learners. Issues with pronunciation can hinder effective communication, as incorrect pronunciation frequently causes confusion for the listener. This aligns with Mirzayev's (2025) view, who states that pronunciation errors can lead to confusion, mistranslation, and embarrassing mistakes. Thus, understanding the various factors causing pronunciation issues is an important first step in improving overall English language proficiency.

According to Tiwari (2023), the pronunciation problems faced by students can be divided into two main categories: linguistic and nonlinguistic. Linguistic problems include the influence of the native language (native language interference), which often serves as the primary obstacle, a weak or lacking foundation in pronunciation, and difficulties in pronouncing specific vowel and consonant sounds. Additionally, limited knowledge of stress and rhythm further impairs pronunciation skills. These linguistic factors demonstrate that

pronunciation issues are closely tied to the internal linguistic aspects inherent in the learner.

Furthermore, Tiwari (2023) also explains non-linguistic factors that contribute to pronunciation errors. These factors include a lack of exposure to authentic English, the habit of imitating peers' incorrect pronunciation, and limited resources such as learning materials, tools, or technology. Moreover, the lack of attention or correction from teachers regarding pronunciation errors makes it difficult for students to correct mistakes that persist. This indicates that external factors beyond language also play a significant role in shaping students' pronunciation quality.

Xuan Ha & Vu Bao (2023) add that pronunciation errors frequently occur in the pronunciation of final sounds, complex consonants and vowels, as well as in the use of word stress and sentence stress. These errors cause second-language learners' speech to sound monotonous and unnatural, thereby reducing fluency and clarity in communication. Thus, pronunciation issues are not only related to the accuracy of sounds but also encompass prosodic aspects that are crucial for creating fluency in language use.

Based on the above discussion, it can be concluded that pronunciation issues among English learners are influenced by various factors, both linguistic and non-linguistic. Pronunciation errors not only affect the clarity of the message but also social acceptance in communication. Therefore, understanding the sources of pronunciation problems is key to designing effective learning strategies to improve students' speaking skills. By paying closer attention to both internal and external factors, it is hoped that students' pronunciation skills can develop optimally.

4. Factors Affecting Pronunciation

Pronunciation is one of the language skills influenced by various factors, both internal and external. In the process of learning a foreign language, pronunciation ability is determined not only by linguistic aspects but also by psychological factors, motivation, age, and even the social environment. Ramzan & Javaid (2023) emphasize that the main challenges in pronunciation stem from two broad categories: linguistic and psychological factors. This indicates that pronunciation is not merely a technical skill but a complex one, influenced by students' learning experiences, psychological states, and exposure to the language.

According to Ramzan & Javaid (2023), linguistic factors affecting pronunciation are related to difficulties in pronouncing certain sounds. Students often face challenges when pronouncing monophthong vowels such as /u/, /ɒ/, and /ʊ/, as well as most diphthongs. These difficulties arise due to differences in the sound systems between the native language and the foreign language being learned. Additionally, psychological factors also play a significant role. Psychological barriers include overreliance on the native language, traditional teaching methods that lack innovation, low learning motivation, an unsupportive learning environment, anxiety, fear of negative evaluation, and a lack of self-confidence.

Wang (2023) states that factors influencing pronunciation ability include first language influence, motivation, age, and identity. First language influence is often the primary cause of students' difficulty in pronouncing foreign sounds. Motivation also determines whether students can develop their pronunciation skills optimally. Age is a factor because younger learners tend to find it easier to imitate foreign

sounds. Meanwhile, identity is divided into two aspects: factors influencing identity and the potential for constructing a new identity. Both can influence students' attitudes toward accepting and adapting to the pronunciation patterns of a foreign language.

Additionally, Kilag, Engbino, Abendan, Cuizon, Pahayahay, & Cerna (2023) identify other factors influencing pronunciation, including motivation, anxiety, media use, teacher influence, and peer interaction. Age and early exposure to English are also considered crucial, as learners accustomed to a foreign language from a young age tend to have better pronunciation skills. The home and family environment plays a major role in providing learning support, as does access to teaching materials and resources. All these factors are interrelated and determine the quality of students' pronunciation over the long term.

Based on the experts' explanations, it can be concluded that pronunciation is influenced by various interconnected factors, including linguistic, psychological, and social aspects. Factors such as the influence of the native language, motivation, age, identity, anxiety, and environmental support all contribute to students' ability to pronounce a foreign language. Thus, understanding these factors is crucial so that both teachers and learners can design more appropriate strategies to improve pronunciation skills effectively and sustainably.

5. The Impact of Pronunciation Issues on Speaking

Pronunciation issues are a key aspect that significantly impacts speaking ability in English. Incorrect pronunciation can diminish the quality of communication, even when grammar and vocabulary are correct. Unclear pronunciation can hinder the listener's ability to understand the message being conveyed. Furthermore, pronunciation issues often have implications not only on technical aspects but also on psychological aspects, such as selfconfidence when speaking in front of others. Therefore, good pronunciation serves as the primary foundation for supporting speaking skills.

According to Ping & Tao (2025), the impact of pronunciation issues on speaking ability can hinder fluency, reduce the effectiveness of communication, and create psychological barriers, such as a lack of confidence in speaking. This indicates that pronunciation errors not only disrupt technical aspects but also evoke feelings of fear or anxiety in communication. As a result, students or language learners tend to become passive in speaking activities and may even face difficulties when interacting with native speakers or fellow language learners.

Bashori, Hout, Strik & Cucchiarini (2024) emphasize that pronunciation issues in speaking can affect the accuracy and clarity of speech even when the speaker uses correct grammar and vocabulary. This condition is directly related to communication competence because clarity of pronunciation is a crucial factor in the successful delivery of a message. In other words, good pronunciation is critical to the effectiveness of communication. If pronunciation is not properly addressed, the intended message may be misunderstood, potentially hindering interaction during the communication process.

Furthermore, according to Mora, Plaza, & Miranda (2024), pronunciation issues lead to reduced pronunciation accuracy and increased accentedness that is, the prominence of a non-native speaker's accent. This occurs because pronunciation errors make the accent more noticeable and harder for the listener to understand. Additionally, concerns about pronunciation errors can increase anxiety levels when speaking. Such high anxiety levels can directly disrupt speaking fluency, causing the speaker to become more hesitant in conveying ideas or information.

Based on the above, it can be concluded that pronunciation issues have a significant impact on speaking, both technically and psychologically. These impacts include speaking fluency, message clarity, and self-confidence in communication. Therefore, good pronunciation is not only necessary to improve pronunciation accuracy but also to build self-confidence and communication effectiveness. Thus, improving pronunciation skills must be a priority in English language learning to optimally support speaking skills.

C. The Concept of Local Linguistic Context

1. Definition of Local Linguistic Context

Local linguistic context, a key concept in applied linguistics and contemporary sociolinguistics, refers to a local and situational linguistic context that influences how language is used, interpreted, and understood in social life. By understanding local linguistic context, researchers can identify how language practices emerge as a result of the interaction between social, cultural, and structural factors. Various experts offer diverse perspectives on this concept, ranging from socio-cultural contexts to linguistic contexts of an experimental and textual nature.

According to Costley, Kula, and Marten (2023), local linguistic context can be understood as the social and cultural context in which language is used dynamically in everyday life. They emphasize that this context reflects local identity as well as the community's multilingual practices, which continuously evolve to meet communication needs. Thus, local linguistic context encompasses not only language use in specific situations but also the social values embedded within it. This perspective positions language as a living social product and practice, where meaning is shaped through interactions among speakers within the local community.

Meanwhile, Tankosić and Dovchin (2023) view the local linguistic context from a more specific sociolinguistic perspective, namely the linguistic environment of marginalized or so-called peripheral post-socialist contexts. They highlight how linguistic and translingual practices emerging on social media are reproduced and reapplied by users within local contexts. From this perspective, the local linguistic context functions as a social space that shapes linguistic identity outside the mainstream of globalization. The local context becomes an arena for communities to negotiate social positions, linguistic ideologies, and new forms of expression that reflect postcolonial and postsocialist realities.

On the other hand, Kauf, Tuckute, Levy, Andrea, and Fedorenko (2024) offer a different perspective by defining the local linguistic context as the immediate textual environment of a word or sentence. This definition is used to construct linguistic representations within an experimental framework. They operate this concept in two dimensions: first, through the inter-word dependency structure within a single sentence tested using the Local WordSwap or LowPMI method; and

second, through the inter-sentence context encompassing the preceding sentences in the discourse. This approach highlights the role of micro-context in processing linguistic meaning and the interconnectedness of linguistic units.

Based on these various perspectives, it can be concluded that local linguistic context has a broad conceptual scope, encompassing social, cultural, and linguistic dimensions. In the socio-cultural context, this concept explains how language shapes and is shaped by dynamic local practices. Meanwhile, in the experimental context, it highlights the structural relationships between linguistic elements at the micro level. A comprehensive understanding of local linguistic context allows researchers to analyze language not only as a symbolic system but also as a living social practice within society, rooted in specific local contexts.

2. Local Language Phonology and Its Impact on Pronunciation

The phonology of local languages plays a crucial role in the process of second language acquisition, particularly regarding pronunciation. Every language possesses a unique sound system, and when second language learners study a foreign language, they often carry over phonological characteristics from their native language. This process can result in pronunciation patterns that differ from those of native speakers of the target language. This phenomenon is known as phonological transfer, where the phonological system of the local language serves as a cognitive foundation for processing new sounds. Thus, the phonology of the local language makes a significant contribution to the quality and accuracy of foreign language pronunciation (Xo'jaqulova, 2025).

According to Xo'jaqulova (2025), the phonology of the local language can have a profound and systematic influence on the second language learning process. Learners tend to use the phonological system of their local language as a cognitive framework for recognizing and producing the sounds of the target language. Consequently, errors such as mispronunciation and phonetic deviations often arise due to difficulties in adapting to a different sound system. This phenomenon is referred to as phonological transfer or interference, in which phonological features of the first language are carried over into second language production, thereby affecting the learner's communicative ability and the listener's comprehension.

Prahaladaiah and Andrew Thomas (2024) add that the phonology of the local language has a direct impact on second-language pronunciation, particularly through negative transfer from the first language (L1). This transfer creates deficits in phonological and phonetic awareness, which ultimately reduces the level of pronunciation proficiency. The impact is evident in low intelligibility and the listener's difficulty in understanding the speaker. Therefore, structured interventions such as phonetic exercises and phonological awareness training are needed to correct these pronunciation errors. These efforts can help learners develop articulation skills that more closely align with the target language's standards.

Furthermore, Hamar (2024) explains that the phonology of the first language (L1) is a primary factor causing mispronunciation in the pronunciation of a foreign language (FL). The phenomenon of interference occurs when learners unconsciously transfer phonetic habits, stress patterns, and intonation from their L1 into the FL. For example, differences in the phonetic inventory or word stress

placement between two languages can lead to inaccuracies in pronunciation. Consequently, the influence of L1 phonology not only affects sound accuracy but also shapes pronunciation habits that are difficult to change without intensive training in phonological awareness.

Overall, the phonology of the native language has a significant impact on the pronunciation ability of foreign language learners. Transfer and interference from the L1 to the target language can hinder speech clarity and fluency. Findings from Xo'jaqulova (2025), Prahaladaiah and Andrew Thomas (2024), and Hamar (2024) indicate that awareness of phonological differences between the local language and the foreign language is crucial for improving pronunciation accuracy. Therefore, language learning needs to incorporate more explicit phonetic and phonological approaches so that learners can effectively overcome the influence of their local language.

3. Local Linguistic Context in Speaking Instruction

Speaking instruction in the context of English as a foreign language cannot be separated from the influence of the linguistic environment in which the language is used. The local linguistic context plays a vital role in shaping how learners understand, use, and adapt the language in accordance with the surrounding culture and linguistic norms. This local context encompasses social interactions, academic environments, and exposure to the target language, which varies from one region to another. Therefore, understanding the role of the local linguistic context is key to enhancing the effectiveness of speaking instruction and addressing the pronunciation challenges faced by students.

Fathi (2024) argues that local linguistic context can be equated with dialogue localization, which is the process of adapting conversational material or dialogues to a language appropriate for a specific culture and geographic location. This approach goes beyond mere translation because it aims to create authentic speaking situations so that L2 users can practice speaking in relevant contexts. Effective speaking skills, according to Fathi, require not only linguistic competence but also sociolinguistic competence—an understanding of when, why, and how language is used appropriately according to context. Thus, dialogue localization enhances the relevance and fluency of learners' speech.

Pei (2023) explains that the local linguistic context in speaking instruction is understood as the social and academic environment in which the language is learned and used. This context influences students' choice of learning strategies, particularly in distinguishing between ESL (English as a Second Language) and EFL (English as a Foreign Language) settings. In an EFL environment, such as Indonesia, students have limited opportunities to interact with native speakers, so exposure to the target language and speaking practice depend on academic activities. Therefore, the local linguistic context plays a crucial role in shaping students' pronunciation, fluency, and speaking skills.

Chee, Cruz, et al. (2023) state that the local linguistic context in speaking instruction encompasses the social and educational environments where English is learned and used, including language policies, student motivation, and the influence of the first language (L1). Language practices in schools and the community determine the extent to which students interact in English. Thus, institutional policies

and local communication cultures directly influence the development of speaking skills. The local linguistic context functions as a socio-educational framework that shapes speaking competence through learning experiences, communication habits, and the support of language education policies.

Based on these experts' views, it can be concluded that the local linguistic context plays a crucial role in speaking learning, particularly in improving fluency, pronunciation, and linguistic accuracy. Adapting to the local context enables students to develop more authentic and communicative speaking skills appropriate for real-life situations. By understanding the social, cultural, and academic factors in their environment, learners can participate more actively in English language interactions and achieve more effective and sustainable speaking proficiency within their local context.

4. The Influence of the First Language (L1) on Second Language (L2) Learning

The influence of the first language (L1) on second language (L2) learning is a phenomenon that has long been a focus in the fields of applied linguistics and second language acquisition. In the learning process, learners do not start from scratch but bring with them knowledge, phonological habits, and grammatical structures from their first language. Therefore, the interaction between L1 and L2 can result in both positive and negative transfer, depending on the extent of linguistic similarity between the two. Understanding the influence of L1 is crucial for designing more effective teaching strategies to address the phonetic and syntactic difficulties faced by L2 learners.

Xo'jaqulova (2025) explains that the influence of L1 on L2 pronunciation learning is profound and multifaceted, encompassing

segmental features such as individual sounds as well as suprasegmental features such as stress, rhythm, and intonation. This influence shapes the perception and production of target language sounds, leading learners to tend to substitute unfamiliar L2 sounds with the closest equivalents from L1. Consequently, simplification of syllable structures and the application of native prosody occur, which can result in a distinctive accent or pronunciation errors. However, through appropriate phonetic training and contrastive analysis, the negative effects of this transfer can be significantly minimized.

According to Perkins & Zhang (2024), the influence of L1 on L2 occurs because the phonological, morphological, and syntactic structures of L1 form the cognitive foundation that learners use when processing the new language. Language transfer can be positive when there are similarities between the two languages, such as in sound patterns or grammar, which facilitate the internalization of L2. Conversely, significant structural differences can lead to negative transfer, resulting in errors in pronunciation, grammatical usage, or meaning. This indicates that the degree of structural similarity between languages determines to what extent L1 influence is helpful or hindering.

Oba, Kuribayashi, Ouchi, and Watanabe (2023) emphasize that the influence of L1 on L2 learning also depends on the linguistic distance between the two languages. Prior knowledge of L1 can accelerate linguistic generalization in L2, particularly in the aspects of morphology and syntax. Languages with structural similarities, such as French and German compared to English, tend to result in greater positive transfer than distantly related languages like Russian or Japanese. Thus, L1 functions not only as a barrier but also as a cognitive

foundation that can accelerate L2 acquisition when linguistic similarity is high.

Overall, the influence of L1 on L2 learning is a complex aspect that encompasses phonological, morphological, syntactic, and cognitive factors. Findings from Xo'jaqulova (2025), Perkins & Zhang (2024), and Oba et al. (2023) indicate that the role of L1 can be dual: it can either help or hinder, depending on the linguistic and pedagogical context. Therefore, language teachers need to understand how L1 influences L2 perception and production to design teaching approaches that emphasize phonological awareness, contrastive analysis, and targeted practice to optimize second language acquisition.

5. The Phenomenon of Linguistic Transfer Among College Students

The phenomenon of linguistic transfer is a key aspect in Second Language Acquisition (SLA) studies that frequently emerges among college students. This phenomenon occurs when elements of the first language (L1) influence the learning and use of the second language (L2), whether positively or negatively. In the context of English language learning, students often exhibit distinct L1 influences in pronunciation, sentence structure, and even word choice. This phenomenon is particularly interesting to study as it reflects the complex interplay of linguistic, psychological, and socio-cultural factors in the language learning process at the university level.

Nakamura and Begole (2023) state that the phenomenon of linguistic transfer among students is caused by emotional and psychological factors stemming from speaking experiences in L1. Anxiety arising from the use of the first language is often transferred to the L2 context and affects students' speaking ability. This hinders the production of important phonological features such as word stress and

intonation, which are necessary for effective speaking skills in English. Thus, linguistic transfer is not only structural but also related to affective aspects that can either enhance or hinder students' oral communication performance in academic contexts.

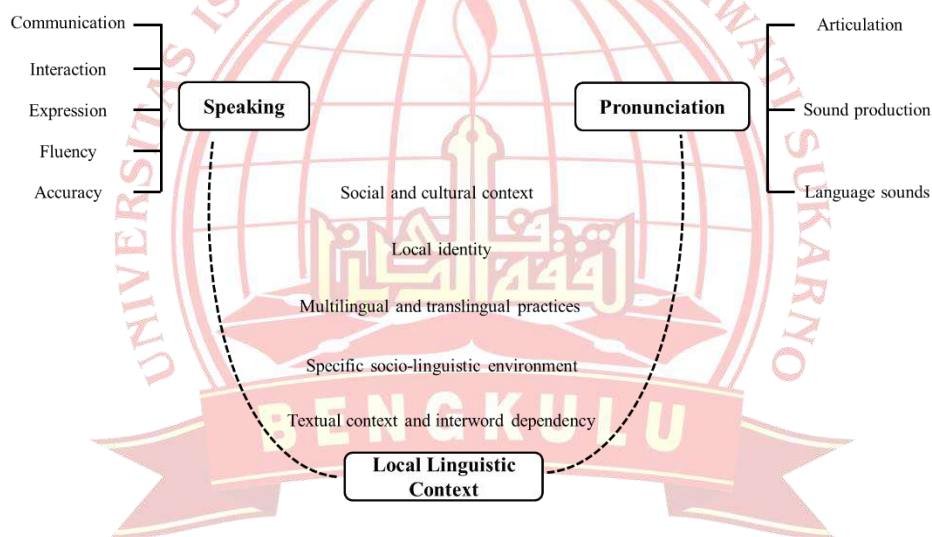
Domalaon and Gilbas (2023) argue that the phenomenon of linguistic transfer arises due to the significant influence of L2 usage that remains shaped by L1 structures. In speaking skills, students often make lexical errors, such as substituting L2 vocabulary with terms from L1, as well as syntactic errors resulting from literal translation. Additionally, pronunciation issues frequently occur due to the mixing of sound systems between the two languages. This phenomenon demonstrates that the learning environment and socio-cultural context play a crucial role in either enhancing or mitigating the effects of linguistic transfer on students when using English in both formal and informal situations.

Chen (2022) explains that the phenomenon of cross-linguistic influence (CLI) plays a complex role in the process of second language acquisition. Positive transfer occurs when similarities between L1 and L2 facilitate learning, whereas negative transfer (interference) arises due to differences between languages. Students often make errors such as subject omission, avoidance of difficult structures, or overuse of L1-like structures. Additionally, CLI also involves cross-cultural influences that can lead to sociolinguistic misunderstandings. The interaction between CLI, age, L2 input, and phonological complexity indicates that negative transfer often serves as the primary obstacle to achieving near-native proficiency.

Based on the above discussion, it can be concluded that the phenomenon of linguistic transfer among college students is the result

of the interaction between linguistic, psychological, and sociocultural factors. Positive transfer can help students grasp second-language concepts more quickly, while negative transfer can lead to phonological, syntactic, and pragmatic errors. Therefore, language instructors and researchers need to deeply understand this phenomenon so that learning strategies can be designed to minimize negative interference and maximize the positive potential of students' linguistic experiences.

D. Conceptual Framework



The conceptual model above illustrates the relationship between the three main concepts in this study: Local Linguistic Context, Pronunciation, and Speaking. This relationship is designed to explain how the local linguistic context influences students' pronunciation abilities, which ultimately impacts their speaking skills in English. This model provides a framework for researchers to address three research questions focused on identifying pronunciation issues, their underlying causes, and their impact on the fluency and effectiveness of students' communication.

The first component of this model is Local Linguistic Context, which encompasses various elements such as social and cultural context, local identity, multilingual and translanguaging practices, specific socio-linguistic environment, as well as textual context and interword dependency. This local linguistic context serves as the social and cultural backdrop where students interact and learn language. Factors such as local identity and the habit of using regional languages have a significant influence on how students produce sounds in English. Multilingual and translanguaging practices, which are common in students' social environments, can also lead to phonological interference from the native language into the target language, resulting in difficulties with proper articulation and pronunciation.

The second component is Pronunciation, which is the primary focus of this study. Pronunciation in this model encompasses three main aspects: articulation, sound production, and language sounds. These three aspects represent phonetic issues frequently encountered by English as a Foreign Language (EFL) learners. Errors in articulation and sound production are often caused by the influence of the first language's sound system (L1 interference) as well as students' limited understanding of English phonetics. Additionally, psychological factors such as anxiety and a lack of self-confidence can further impair students' pronunciation quality during speaking activities.

The last component, Speaking, encompasses several indicators of speaking ability, such as communication, interaction, expression, fluency, and accuracy. Inaccurate pronunciation directly impacts students' fluency and the effectiveness of their communication. Mispronunciation can hinder interaction and prevent messages from being conveyed effectively, which in turn reduces students' selfconfidence when speaking in public or in class.

Therefore, the relationship between pronunciation and speaking is interdependent; improving pronunciation skills will enhance speaking fluency and accuracy, while repeated phonetic errors will hinder effective communication.

This conceptual model also demonstrates that the local linguistic context functions not merely as a backdrop but as a variable influencing students' pronunciation patterns and speaking performance. By understanding the interrelationship between local linguistic context, pronunciation, and speaking, researchers can identify the challenges students face more comprehensively and uncover the underlying linguistic, phonetic, and psychological factors. Thus, the research framework is grounded in sociolinguistic theory and applied phonetics, which emphasize the importance of social context and linguistic identity in the development of pronunciation skills. This model also serves as the basis for addressing research questions regarding the nature of pronunciation difficulties, their causal factors, and their impact on students' speaking skills at UIN Fatmawati Sukarno Bengkulu.

E. Some Related Previous Studies

Research on pronunciation in speaking activities has become an important concern in English language learning studies, especially in the EFL context. Many studies highlight that pronunciation ability is not only related to linguistic aspects, but is also influenced by psychological, social factors, and the local context of the learner. In the context of higher education, students often face various challenges in producing accurate and understandable pronunciation. Therefore, studying pronunciation challenges is relevant for understanding the real obstacles students face and finding appropriate approaches to improving their speaking skills effectively and contextually.

Several previous studies have focused on pronunciation challenges in speaking activities. Studies by Trang and Lan (2024), Mahmood (2025), and Balla and Elmahdi (2024) show that students face difficulties in segmental and suprasegmental aspects, such as vowels, consonants, stress, and intonation. Furthermore, psychological factors such as lack of confidence and anxiety also play a significant role. Research by Paryadeva (2025) and Qader et al. (2024) adds that limitations in teaching methods and the lack of explicit focus on pronunciation in the curriculum exacerbate the problem. These findings confirm that pronunciation challenges are multidimensional and require a comprehensive approach to learning.

Other research groups have highlighted the influence of mother tongue on pronunciation ability. Asad (2025) and Ahmad et al. (2024) found that mother tongue interference causes systematic errors in English pronunciation and structure. Ajan et al. (2024) and Manait et al. (2025) showed that even though students have quite good proficiency, the influence of mother tongue phonology remains a major obstacle, especially for sounds not found in the mother tongue. Egwaoje (2024) also emphasized that cultural and historical factors influence English language ability. This suggests that linguistic transfer has a significant impact on pronunciation accuracy.

Several studies have discussed the importance of local linguistic context in English language learning. Zhang (2024) emphasized that a sociolinguistic approach can create more inclusive learning through the integration of local culture and language. Liu and Ren (2024) show that teaching practices are often influenced by local values even when using modern methods. Heinzmann et al. (2024) and Gu and Manan (2024) reveal that English often adapts to local contexts and becomes part of multilingual identity. Sahan and Şahan (2024) add that language identity also influences

the learning process. This suggests that local context significantly determines the success of pronunciation learning.

Research on social and psychological factors in speaking ability. Em (2024) found that teacher dominance in the classroom limits students' opportunities to practice speaking. Sumbu and Neupane (2024) identified sociocultural, pedagogical, linguistic, and psychological factors as key determinants of speaking ability. Le et al. (2025) demonstrated a relationship between speaking difficulties and academic achievement, while Altay and Çınar (2025) found that international experience can reduce speaking anxiety. Fathi and Behzadpoor (2025) added that positive psychological factors such as motivation and self-confidence have a big influence on speaking ability. This factor strengthens the complexity of pronunciation learning.

A number of studies have focused on pronunciation learning strategies. Chen and Zhang (2024) showed that the phonetic method can improve pronunciation accuracy through a gradual learning cycle. Elmahdi and AbdAlgane (2024) emphasized the importance of a communicative approach and error analysis in teaching. Zhang and AlSaqqaf (2025) found that technology-based flipped classrooms effectively improve pronunciation skills. Xodabande et al. (2025) demonstrated the potential of AI like ChatGPT to provide personalized feedback. Ting et al. (2025) also confirmed the effectiveness of blended learning in improving phonetic skills. These innovative strategies point to new directions in more adaptive pronunciation learning.

Although various studies have examined pronunciation challenges from various perspectives, there are still limitations in integrating all these factors simultaneously in one research context. Most studies tend to focus on one particular aspect, such as linguistic or psychological factors alone,

without comprehensively linking them to the learner's local context. In addition, many studies were conducted outside the Indonesian context, so they do not represent the characteristics of students in the local environment. This creates a gap in the holistic understanding of how these various factors interact to influence students' pronunciation abilities.

In addition, previous research is also still limited in examining pronunciation in the context of direct speaking activities in the classroom. Many studies focus on separate tests or analyses, rather than on students' actual communication practices. The lack of case study-based research also hinders a deeper understanding of individual student experiences. Furthermore, the influence of local linguistic contexts, such as regional dialects and everyday language habits, has not been specifically explored. Therefore, research that combines linguistic, psychological, and contextual analysis within authentic learning situations is needed.

Based on this gap, this study offers a novel approach by examining pronunciation challenges in speaking activities contextually among fourth-semester students at UIN Fatmawati Sukarno Bengkulu. This research not only analyzes phonetic aspects but also integrates the influence of mother tongue, psychological factors, and local linguistic context simultaneously. Additionally, the case study approach allows for a more in-depth exploration of students' real-life experiences. Thus, this research is expected to provide new contributions in understanding the complexity of pronunciation in local contexts and become a basis for developing more relevant and effective learning strategies.