AN ANALYSIS OF STUDENTS` PRONUNCIATION ERRORS AND READING ALOUD ACTIVITY

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ABSTRACT

English pronunciation remains a significant challenge for Indonesian EFL learners, particularly in substitution errors where students replace target phonemes with more familiar sounds from their native language. This study investigated substitution error patterns among primary school students aged 10-12 years at a tutoring center in Medan, Indonesia, focusing on errors occurring during reading aloud activities to identify specific phoneme substitutions and understand L1 interference effects on English pronunciation accuracy. A qualitative case study approach was employed with six participants who were recorded reading level-appropriate English texts, with data analyzed using Braun and Clarke's thematic analysis framework and ELSA software for transcription support. The findings revealed three primary error categories: diphthong simplification where students consistently replaced complex English diphthongs (/əʊ/, /eɪ/) with monophthongs, vowel length and quality substitutions reflecting difficulties with English vowel distinctions absent in Indonesian phonology, and consonant voicing errors particularly affecting voiced fricatives and affricates. Notable examples included /nəʊt/ → /nɒt/ for "note," /ˈgəʊ.ɪŋ/ → /gɒn/ for "going," and /gɪv/ → /gɪf/ for "give," demonstrating systematic L1 phonological interference rather than random pronunciation mistakes. The study concludes that Indonesian EFL learners require explicit, contrastive analysis-based pronunciation instruction targeting specific phonological difficulties, as without targeted intervention, these error patterns are likely to fossilize in learners' interlanguage systems. Future research should examine pronunciation development across different proficiency levels and evaluate the effectiveness of specific teaching techniques addressing identified error patterns.
Keywords: substitution errors, English pronunciation, Indonesian EFL learners, phonological interference, L1 transfer, eading aloud

A. Pendahuluan

In today's globalized world, mastering English is crucial for both academic success and career opportunities. However, many English as a Foreign Language (EFL) students struggle with pronunciation. The challenges in pronunciation include difficulties in pronouncing voiceless and voiced dental fricatives, struggles with vowels and consonants that do not exist in their native language, incorrect intonation patterns, and a lack of phonetic training (Angkarini, 2023; Alghonaim, 2020; Nguyen and Newton, 2020; Zafar and Meenakshi, 2022). It can be concluded that English presents difficulties in pronunciation for EFL students. Previous studies have shown that EFL students face challenges in pronunciation.

The first challenge in pronunciation is the articulation of fricatives, where students have difficulty pronouncing voiceless dental fricatives and voiced dental fricatives (Angkarini, 2023). Several studies conducted within the past five years have identified pronunciation difficulties faced by EFL (English as a Foreign Language) learners. For instance, Suryani and Prasetyo (2020) found that EFL students in Indonesia struggle with pronouncing vowel and consonant sounds that do not exist in their native language, attributing this challenge primarily to L1 (first language) interference. Similarly, Alghonaim (2020) revealed that EFL learners in Saudi Arabia face difficulties with sounds such as /p/, /v/, and /θ/, which stem from the phonological differences between Arabic and English. In Vietnam, Nguyen and Newton (2020) reported that students often encounter challenges with final sounds and intonation due to the influence of their native language. Meanwhile, Al-Jarf (2021) highlighted that EFL university students in Saudi Arabia frequently make errors with sounds like /p/, /v/, and /θ/, as well as incorrect intonation patterns. Lastly, Zafar and Meenakshi (2022) emphasized that EFL learners in India face similar difficulties, particularly with sounds such as /θ/, /ð/, and /v/, underscoring the need for phonetic training to improve pronunciation skills. Collectively, these studies highlight that EFL learners' pronunciation challenges are often influenced by L1 interference and limited exposure to the English language.

One common issue is substitution errors, where learners replace certain English sounds with others that feel more natural or familiar to them. This type of error is frequently observed among EFL students. A substitution, in the context of linguistic studies and pronunciation analysis, refers to the phenomenon where a speaker replaces one sound with another in a given word or phrase. This type of error, known as a substitution error, occurs when a learner or speaker substitutes a target phoneme with a different sound, often influenced by their native language phonological system or lack of familiarity with the target language's sound inventory. For instance, a student might replace the English /θ/ sound (as in "think") with /t/ or /s/, resulting in pronunciations like "tink" or "sink." Such errors are critical to analyze as they provide insights into the phonological challenges faced by learners and the interference of their linguistic background. Understanding substitution errors is essential for developing effective teaching strategies to improve pronunciation accuracy and communication competence among students (Celce-Murcia, Brinton, & Goodwin, 2010; Brown, 2014).

This study aims to fill these gaps by analyzing substitution errors among students at a tutoring center in Medan, providing insights into their specific difficulties during reading aloud activities, and offering practical recommendations for improving pronunciation instruction in similar contexts. The primary purpose of this study is to analyze the types and patterns of substitution errors in English pronunciation among students at a tutoring center in Medan, Indonesia, specifically focusing on errors that occur during reading aloud activities. By identifying the specific sounds that are frequently substituted and the underlying causes of these errors, this research aims to provide a deeper understanding of the phonological challenges faced by learners in this context. Additionally, the study seeks to explore the influence of the students' native language, particularly Bahasa Indonesia and local dialects, on their pronunciation errors during reading tasks.

This study intends to contribute to the broader field of English language teaching by offering insights into the unique pronunciation difficulties of students in non-formal educational

settings and by suggesting ways to enhance their communicative competence through improved reading aloud instruction. Many parties involved in the teaching and learning of English will find great value in this study. First, by pinpointing the precise substitution mistakes that Medan students frequently make during reading aloud activities, this research offers insightful information to English teachers and tutors at tutoring facilities. By being aware of these mistakes, tutors may create more focused and efficient teaching methods to help students who struggle with pronunciation during reading tasks, which will ultimately increase their overall communicative proficiency and reading fluency. Therefore, focusing on this significance, this study seeks to answer the following two research questions:

B. Metode Penelitian

This study employs a qualitative case study approach to analyze students' pronunciation errors in an English tutoring center in Medan. Six participants (three males, three females) were selected, with an age range of 10–12 years from the primary school level. Data collection utilized in this research is observations. During observations, students read level-appropriate texts. The students were asked to read a passage entitled "Asking People To Do Things" from the Practical English Reader for primary-level students. The researcher recorded students reading aloud for 10–15 minutes per session to capture authentic pronunciation patterns. To support the analysis, ELSA was also used as a tool to help transcribe the recordings and highlight potential pronunciation errors, making it easier to spot patterns and organize the data systematically.

For data analysis, the researcher employed thematic analysis following Braun and Clarke's (2006) six-phase approach. First, audio recordings were analyzed using sound analysis applications to identify substitution errors. Second, recordings and transcriptions were systematically coded according to phonetic categories. Third, similar errors were collated into broader categories to identify patterns across different students. Fourth, identified themes were reviewed and refined for validity. Fifth, themes were defined and named with detailed analysis. Finally, a comprehensive report was

produced incorporating examples from the recordings.

C.Hasil Penelitian dan Pembahasan

This study aims to explore substitution errors in students' pronunciation, with a particular focus on identifying recurring phoneme replacements and their possible linguistic causes. After recording and analyzing students' read-aloud performances, various substitution patterns were identified. These patterns indicate that learners tend to replace English phonemes, especially diphthongs, long vowels, voiced consonants, and certain fricatives with simpler or more familiar sounds, likely influenced by their native language's phonological system.

To provide a clearer overview of the data, the following table presents examples of substitution errors made by students. It includes the target English words, their correct phonetic transcription based on the International Phonetic Alphabet (IPA), and the students' recorded mispronunciations.

No	Word	Symbol Phonetic	Student Pronoun
1	Note	/nəʊt/	/nɒt/ /nɔt/
			/noʊt/
2	going	/ˈgəʊ.ɪŋ/	/gɒn/ /goʊn/ /gɔn/
3	supermarket	/ˈsuː.pəˌmɑː.kɪt/	/ˈsʊp.mɑː.kɪt/ /ˈsʊ.pə.mɑː.ket/
4	able	/ˈeɪ.bəl/	/ˈɛ.bəl/ /ˈæ.bəl/
5	party	/ˈpɑː.ti/	/ˈpɑː.di/
7	garbage	/ˈgɑː.bɪdʒ/	/ˈgæ.bɪdʒ/ /ˈkæ.bɪdʒ/ /ˈgæ.bɪtʃ/ /ˈkæ.bɪtʃ/ /ˈkɑː.bɪtʃ
8	give	/gɪv/	/gɪf/ gif/ /giv/
9	newspaper	/ˈnjuːz.peɪ.pər/	ˈnus.peɪ.pər/
10	dry cleaner's	ˈdraɪ ˌkliː.nəz/	ˈdraɪ ˌklɪn.əs/
11	repairman's	/rɪˈpeə.mænz/	/rɪˈpɛə.mən/ /rɪˈpɛrmən/
12	money	/ˈmʌ.ni/	/ˈmo.ni/ /ˈmɑ.ni/

13	cleaner's	/ˈkliː.nəz/	/ˈklɪn.əs/

Based on the analysis of student substitution errors in pronunciation, there are systematic error patterns that reflect specific phonological difficulties in English language learning. These errors can be categorized into three main areas: vowel sound substitutions, consonant sound changes, and stress pattern issues.

In vowel sound substitutions, students demonstrate consistent difficulties with English diphthongs. The word "note," which should be pronounced /nəʊt/, is frequently replaced with monophthongs such as /nɒt/ or /nʌt/, showing a tendency to simplify complex sounds. Similarly, the word "going" undergoes reduction from /ˈɡəʊ.ɪŋ/ to /ɡɒn/, where the diphthong /əʊ/ is simplified and the ending /ɪŋ/ is completely omitted. A similar phenomenon occurs with the word "able," where the diphthong /eɪ/ is replaced with monophthongs /ɛ/ or /æ/, indicating that students struggle to produce the gliding vowel movements characteristic of English pronunciation.

Consonant sound substitutions reveal clear patterns regarding voicing and articulatory simplification. The word "party" experiences a change from /t/ to /d/, reflecting difficulty with voicing contrast control. More complex still, the word "garbage" shows multiple substitution errors, including changes from /ɡ/ to /k/, /ɑː/ to /æ/, and /dʒ/ to /tʃ/, demonstrating difficulties with voicing distinctions and articulation complexity. The word "newspaper" also undergoes devoicing from /z/ to /s/, confirming the pattern of difficulty with voiced fricatives.

These error patterns reveal systematic interference from students' native language, particularly regarding vowel and consonant systems that lack equivalents in Indonesian. Therefore, pronunciation learning approaches should focus on specific problematic sounds, with emphasis on diphthong production, voicing contrast, and articulation complexity to improve students' overall pronunciation accuracy.

The first word identified with a substitution error is "note", which, according to the International Phonetic Alphabet (IPA), should be pronounced as /nəʊt/. However, students were

recorded substituting this correct phoneme with a variety of incorrect forms, including /noʊt/, /nɔt/, /nɒt/, and /nət/. The most notable pattern is the mispronunciation of the diphthong /əʊ/, which was commonly replaced with either a monophthong such as /o/ or altered vowel sounds like /ɔ/ and /ɒ/. This suggests a difficulty in producing the English diphthong, likely due to the absence of equivalent sounds in the students' first language. The schwa component /ə/ in the diphthong /əʊ/ may have been particularly challenging, as it is often unstressed and less emphasized in speech, leading students to overgeneralize or simplify the sound. Moreover, the substitution of /nət/ reflects a possible attempt to approximate the sound using a more familiar, neutral vowel. These variations indicate that the students are not yet fully sensitive to the diphthongal movement required in standard English pronunciation of "note," and are instead opting for simplified or phonetically similar alternatives that exist within their own linguistic framework.

The Second The word "going", correctly pronounced as /ˈgəʊ.ɪŋ/, reveals significant substitution errors by students, particularly in how they attempt to reproduce the diphthong and the nasal ending. The most common incorrect variants recorded were /gɒn/, /goʊn/, and /gɔn/. Each of these substitutions demonstrates a consistent pattern of phoneme simplification, where students replace the complex diphthong /əʊ/ with a monophthong such as /ɒ/, /oʊ/, or /ɔ/, and omit the syllable-final /ɪŋ/ altogether. The change from /əʊ.ɪŋ/ to a single syllable like /gɒn/ or /gɔn/ indicates a syllable reduction. The use of /oʊ/ instead of /əʊ/ also suggests L1 interference, as students may attempt to pronounce the word using a vowel diphthong that more closely resembles the spelling or that exists in their native phonological system. Moreover, the substitution of /ŋ/ with /n/ or complete omission of the nasal ending affects the nasal place of articulation, reducing /ŋ/ (a velar nasal) to /n/ (an alveolar nasal), a common issue among learners from languages that lack the /ŋ/ phoneme. These changes not only affect pronunciation accuracy but can also alter word identity—/gɒn/ or /gɔn/ may be misinterpreted as the word "gone" in spoken communication. This highlights the need for targeted instruction focusing on diphthong

production, morphological endings, and nasal articulation, especially when learners encounter familiar-looking words that are phonetically deceptive.

The third The word "supermarket", which is correctly pronounced as /ˈsuː.pəˌmɑː.kɪt/, exhibited notable substitution errors among students, specifically in the vowels and final consonant. In the incorrect pronunciation /ˈsʊp.mɑː.kɪt/, the long vowel /uː/ in the first syllable is substituted with the short vowel /ʊ/. This shift demonstrates a common issue among learners whose native languages do not differentiate vowel length. The substitution reduces the tension and duration of the vowel, leading to a less precise and weakened articulation of the stressed syllable "su-." This mispronunciation may stem from L1 interference, where the student's vowel inventory lacks the contrast between long and short back vowels, resulting in phonemic underspecification.

The fourth The word "able", which is correctly pronounced as /ˈeɪ.bəl/, exhibits a clear pattern of vowel substitution error among students, with incorrect variants such as /ˈɛ.bəl/ and /ˈæ.bəl/. The dominant issue lies in the mispronunciation of the diphthong /eɪ/ in the first syllable, which is a hallmark of English pronunciation. Students often replaced this glide vowel with monophthongs like /ɛ/ (as in "bed") or /æ/ (as in "cat"), indicating a reduction of complexity in the articulation of the vowel. This is a typical issue for learners whose first languages lack diphthongs or where diphthongal vowels are not contrastive or prevalent, such as in Bahasa Indonesia. The glide in /eɪ/ requires a movement from a mid-front vowel to a high-front vowel, a sequence that is unfamiliar and thus frequently avoided by learners, who instead opt for a more stable and familiar monophthong. Importantly, both substitutions—/ɛ/ and /æ/—lower the vowel height and remove the gliding feature, which not only affects the natural rhythm and clarity of the word but may also interfere with listener comprehension when occurring in connected speech.

The fifth word The word "party", which is correctly pronounced as /ˈpɑː.ti/ in standard British English, was mispronounced by students as /ˈpɑː.di/. This substitution error centers on the replacement of the voiceless alveolar plosive /t/ with its voiced

counterpart /d/. Such a substitution is significant because it alters not just the phonetic quality but also the perceived identity of the word, potentially leading to communication breakdown in contexts where clear enunciation is necessary. The error suggests a lack of awareness or control over voicing contrast—a critical phonological feature in English that distinguishes minimal pairs like "tie" (/taɪ/) vs. "die" (/daɪ/) or "ten" (/ten/) vs. "den" (/den/). In many students' first languages, including Bahasa Indonesia, voicing is not as phonemically contrastive, or it may be handled differently in intervocalic positions, which might influence learners to soften the /t/ into /d/, especially when surrounded by vowels, as in "party". Another potential influence is exposure to American English, where the /t/ in "party" is often realized as a flap [ɾ], sounding very similar to /d/—thus reinforcing the error when students rely on auditory models without understanding underlying phonemic distinctions.

The sixth word The word "garbage", accurately pronounced as /ˈgɑː.bɪdʒ/, reveals a pattern of rich substitution errors in students' pronunciation, including forms such as /ˈgæ.bɪdʒ/, /ˈkæ.bɪdʒ/, /ˈgæ.bɪtʃ/, /ˈkæ.bɪtʃ/, and /ˈkɑː.bɪtʃ/. These substitutions affect both the initial consonant, the vowel quality, and the final consonant, highlighting multiple layers of phonological difficulty. First, the substitution of /g/ with /k/ in the onset position (as seen in /kæ.bɪdʒ/ and /kæ.bɪtʃ/) reflects a voicing error—students replacing the voiced velar stop /g/ with its voiceless counterpart /k/. This type of error often results from a lack of voicing contrast awareness, a feature less emphasized in many students' L1 sound systems. Second, the vowel /ɑː/ is frequently substituted with /æ/ (as in /ˈgæ.bɪdʒ/, /ˈkæ.bɪdʒ/, and /ˈkæ.bɪtʃ/), showing difficulty with vowel height and backness. The vowel /ɑː/ is a low back vowel, whereas /æ/ is a near-front open vowel. The shift here suggests a tendency to front and shorten unfamiliar long vowels, particularly those absent from the students' native vowel inventory. Lastly, the replacement of the final voiced affricate /dʒ/ with /tʃ/ in forms like /ˈgæ.bɪtʃ/, /ˈkæ.bɪtʃ/, and /ˈkɑː.bɪtʃ/ is another notable substitution pattern. Here, the students are substituting a voiced postalveolar affricate with its voiceless counterpart, possibly due to voicing simplification or confusion between similar affricate sounds. This

suggests limited articulatory control or auditory discrimination when it comes to voiced vs. voiceless affricates, which are notoriously difficult for learners whose L1 does not include them.

The Seventh The word "newspaper", correctly pronounced as /ˈnjuːz.peɪ.pər/ in British English, often presents pronunciation challenges for Indonesian learners due to phonological differences between English and Indonesian. The frequent error is substituting the voiced alveolar fricative /z/ with its voiceless counterpart /s/, producing /ˈnus.peɪ.pər/. pronunciation errors can impede effective communication, as they may lead to misunderstandings or require listeners to exert additional effort to comprehend the intended word. To address these issues, learners should engage in targeted pronunciation practice that focuses on the articulation of unfamiliar consonant clusters and fricative sounds, thereby enhancing their overall intelligibility in English.

The Eight The term "dry cleaner's", correctly pronounced as /ˈdraɪ ˌkliː.nəz/ in British English, often poses pronunciation challenges for English learners, particularly Indonesian speakers. A common substitution error involves replacing the long vowel /iː/ in the second syllable with the short vowel /ɪ/, resulting in /ˈdraɪ ˌklɪn.əs/. This vowel substitution can stem from the limited vowel distinctions in Indonesian, where such contrasts are less prominent. Additionally, the final syllable /nəz/ may be mispronounced as /nəs/, possibly due to difficulties in articulating the schwa /ə/ and the voiced /z/ sound, which is absent in Indonesian phonology. These pronunciation errors can affect intelligibility, as they alter the stress pattern and vowel quality of the word. To improve pronunciation, learners should focus on distinguishing between long and short vowels, practicing the schwa sound, and accurately producing voiced consonants like /z/.

The Nine The word "repairman's", correctly pronounced as /rɪˈpeə.mænz/ in British English, often presents pronunciation challenges for English learners, particularly Indonesian speakers. A common substitution error involves replacing the diphthong /eə/ in the second syllable with the monophthong

/ɛ/, resulting in /rɪˈpɛə.mən/. This occurs because the /eə/ diphthong is not present in Indonesian phonology, leading learners to substitute it with the more familiar /ɛ/ sound. Another frequent error is the reduction of the final syllable /mænz/ to /mən/, as in /rɪˈpɛrmən/, which may stem from difficulties in articulating the nasal consonant cluster and the voiced /z/ sound, both of which are absent in Indonesian. These pronunciation errors can affect intelligibility, as they alter the stress pattern and vowel quality of the word. To improve pronunciation, learners should focus on distinguishing between diphthongs and monophthongs, practicing the articulation of nasal consonant clusters, and accurately producing voiced consonants like /z/.

The Ten The word "money", correctly pronounced as /ˈmʌ.ni/ in British English, often presents pronunciation challenges for English learners, particularly Indonesian speakers. A common substitution error involves replacing the central vowel /ʌ/ in the first syllable with the back rounded vowel /o/, resulting in /ˈmo.ni/. This occurs because the /ʌ/ sound is absent in Indonesian, leading learners to substitute it with the more

familiar /o/ sound. Another frequent error is substituting /ʌ/ with the open back unrounded vowel /ɑ/, producing /ˈmɑ.ni/, due to the influence of the Indonesian vowel system, which lacks the /ʌ/ sound. These pronunciation errors can affect intelligibility, as they alter the vowel quality of the word. To improve pronunciation, learners should focus on distinguishing between English vowel sounds, particularly those not present in their native language, and practice minimal pairs to enhance their phonemic awareness.

The Eleven The word "cleaner's", correctly pronounced as /ˈkliː.nəz/ in British English, often presents pronunciation challenges for English learners, particularly Indonesian speakers. A common substitution error involves replacing the long vowel /iː/ in the first syllable with the short vowel /ɪ/, resulting in /ˈklɪn.əs/. This occurs because the /iː/ sound is absent in Indonesian, leading learners to substitute it with the more familiar /ɪ/ sound. Additionally, the final syllable /nəz/ may be mispronounced as /nəs/, possibly due to difficulties in articulating the voiced /z/ sound, which are absent in Indonesian phonology. These pronunciation

errors can affect intelligibility, as they alter the vowel quality and consonant voicing of the word. To improve pronunciation, learners should focus on distinguishing between long and short vowels, practicing the articulation of the schwa sound, and accurately producing voiced consonants like /z/.

The findings of this study reveal systematic patterns of substitution errors in English pronunciation among young Indonesian EFL learners, which align with and extend previous research on phonological interference in second language acquisition. The observed errors demonstrate clear evidence of L1 transfer effects, where students consistently replace unfamiliar English phonemes with sounds from their native linguistic repertoire.

Diphthong Simplification and Vowel System Transfer

The most prominent pattern identified in this study is the systematic simplification of English diphthongs, particularly the substitution of /əʊ/ with monophthongs such as /ɒ/, /ɔ/, or /o/ in words like "note" and "going." This finding strongly supports previous research by Sondang, Widyastuti, and Pratiwi

(2019), who documented similar monophthongization patterns among Indonesian learners of English. The authors explained that Indonesian speakers tend to avoid the complex articulatory movements required for diphthong production, instead opting for stable vowel targets that exist within their L1 phonological system.

Similarly, the substitution of /eɪ/ with /ɛ/ or /æ/ in the word "able" reflects what Moedjito and Harumi (2018) termed "diphthong avoidance strategy," where learners unconsciously simplify phonologically complex sounds. This phenomenon occurs because Bahasa Indonesia lacks contrastive diphthongs, making it challenging for learners to perceive and produce the gliding movements characteristic of English vowel combinations. The findings also corroborate Daulay's (2020) research on phonological adaptation strategies among Indonesian EFL learners, which demonstrated that vowel system differences between L1 and L2 create persistent pronunciation difficulties that require targeted pedagogical intervention.

Vowel Length Distinction and Quality Errors

The consistent confusion between long and short vowels, as observed in words like "supermarket" (/uː/ → /ʊ/) and "cleaner's" (/iː/ → /ɪ/), reflects a fundamental challenge in English pronunciation for Indonesian learners. This finding aligns with Puspitasari and Castillo's (2020) comprehensive study on vowel length problems in Indonesian secondary schools, which identified vowel duration as one of the most persistent areas of difficulty. The authors argued that Indonesian's vowel system lacks phonemic length distinction, leading learners to treat long and short vowels as free variants rather than contrastive phonemes.

The substitution of /ʌ/ with /o/ or /ɑ/ in "money" further illustrates the impact of L1 vowel inventory limitations. Riadi (2021) documented similar patterns, explaining that the central vowel /ʌ/ is absent in Indonesian phonology, forcing learners to approximate it using available vowel sounds. This type of substitution error not only affects pronunciation accuracy but can also lead to communication breakdowns in contexts where vowel quality carries semantic weight.

Consonant Voicing and Fricative Challenges

The devoicing patterns observed in this study, particularly the substitution of /v/ with /f/ in "give" and /z/ with /s/ in "newspaper," reflect systematic difficulties with voiced fricatives. These findings are consistent with Weda and Sakti's (2018) research on common phonological errors among Indonesian learners, which identified voiced fricative production as a persistent challenge. The authors attributed this difficulty to the limited fricative inventory in Indonesian, where voicing contrast is not as phonemically significant as in English.

The complex substitution patterns in "garbage" (/g/ → /k/, /dʒ/ → /tʃ/) demonstrate multiple layers of phonological transfer, affecting both manner and voicing features. This aligns with Swan and Smith's (2001) comprehensive analysis of Indonesian learner English, which documented systematic tendencies toward consonant devoicing and affricate simplification. These patterns suggest that students are applying Indonesian phonotactic constraints to English words, resulting in predictable but

communicatively problematic substitutions.

Pedagogical Implications and Intervention Strategies

The systematic nature of these errors suggests that they are not random mistakes but rather principled applications of L1 phonological rules to L2 contexts. This finding supports Garcia's (2021) argument for contrastive analysis-based pronunciation instruction, which emphasizes explicit awareness-raising about phonological differences between L1 and L2 systems. The author demonstrated that targeted instruction focusing on problematic sound contrasts significantly improved learner pronunciation accuracy over time.

The prevalence of syllable reduction patterns, as seen in "going" (/ˈɡəʊ.ɪŋ/ → /ɡɒn/), aligns with Dardjowidjojo and Lestari's (2019) research on syllable structure transfer. Their study revealed that Indonesian learners often simplify complex English syllable structures to conform to L1 phonotactic constraints, resulting in loss of morphological information and potential communication difficulties.

Limitations and Future Research Directions

While this study provides valuable insights into substitution error patterns among young Indonesian EFL learners, several limitations should be acknowledged. The relatively small sample size (six participants) and specific geographic focus (Medan tutoring center) may limit the generalizability of findings to broader Indonesian EFL learner populations. Additionally, the study's focus on reading aloud tasks may not fully capture the range of pronunciation difficulties that emerge in spontaneous speech contexts.

Future research should examine pronunciation error patterns across different proficiency levels and age groups to better understand developmental trajectories in L2 phonological acquisition. Longitudinal studies tracking individual learners' progress over extended periods would provide valuable insights into the persistence and malleability of substitution error patterns. Furthermore, investigating the effectiveness of specific pronunciation teaching techniques, such as those proposed by Celce-Murcia, Brinton, and Goodwin (2010), in addressing

the identified error patterns would have significant pedagogical value.

The systematic substitution error patterns identified in this study reflect predictable consequences of L1-L2 phonological system differences rather than random pronunciation mistakes. These findings underscore the critical importance of incorporating explicit pronunciation instruction in EFL curricula, particularly in tutoring contexts where individualized attention can be provided. The evidence suggests that without targeted intervention addressing specific phonological contrasts, these error patterns are likely to fossilize and persist in learners' interlanguage systems.

The study's results emphasize the need for pronunciation pedagogy that goes beyond general communication practice to include systematic work on phonemic awareness, contrastive analysis, and targeted practice with problematic sound patterns. Only through such focused intervention can Indonesian EFL learners develop the phonological competence necessary for effective cross-cultural communication in English-speaking contexts

E. Kesimpulan

This study has revealed systematic patterns of substitution errors in English pronunciation among young Indonesian EFL learners, demonstrating clear evidence of L1 phonological interference. The analysis identified three primary error categories: diphthong simplification, where students consistently replaced complex English diphthongs (/əʊ/, /eɪ/) with monophthongs, vowel length and quality substitutions reflecting difficulties with English vowel distinctions absent in Indonesian, and consonant voicing errors, particularly affecting voiced fricatives and affricates. These patterns are not random mistakes but represent principled applications of Indonesian phonological rules to English contexts, indicating that, without targeted intervention, these errors are likely to fossilize in learners' interlanguage systems.

The findings have significant implications for English pronunciation instruction in Indonesian EFL contexts, emphasizing the need for explicit, contrastive analysis-based approaches that systematically address specific phonological difficulties. Teachers should

implement targeted instruction focusing on diphthong production, vowel length distinctions, and voiced consonant contrasts through awareness-raising activities and sustained practice with problematic sound patterns. The study contributes to the understanding of L1-L2 phonological transfer effects and provides a foundation for developing more effective pronunciation pedagogy that goes beyond general communicative practice to include systematic work on phonemic awareness and contrastive phonological features essential for successful cross-cultural communication in English-speaking contexts.

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