

Indonesian Learners' Phonological Errors in English Pronunciation: A Literature Review

Mutiara Qalbiyah Marfa^{1*}, Suci Rahayu², Siti Syahira³

¹Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sumatera Utara, Jl. William Iskandar Pasar V, Medan Estate, Medan 20371, Sumatera Utara, Indonesia.

²Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sumatera Utara, Jl. William Iskandar Pasar V, Medan Estate, Medan 20371, Sumatera Utara, Indonesia.

³Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sumatera Utara, Jl. William Iskandar Pasar V, Medan Estate, Medan 20371, Sumatera Utara, Indonesia

*Penulis Korespondensi: mutiaraqalbiyah@gmail.com

Abstract. *Pronunciation plays a crucial role in achieving intelligibility and communicative competence in English as a Foreign Language (EFL) contexts. However, Indonesian learners frequently experience difficulties in producing certain English sounds due to substantial differences between Indonesian and English phonological systems. This study aims to identify the most common phonological errors made by Indonesian learners in English pronunciation and to examine the factors contributing to these errors. Employing a qualitative literature review design, this study synthesizes findings from previous research published between 2020 and 2025 concerning pronunciation difficulties among Indonesian EFL learners. Relevant studies were collected through academic databases and analyzed using thematic analysis to identify recurring error patterns, underlying causes, and research trends. The findings reveal that the most frequent phonological errors involve the substitution of the English consonants /θ/, /ð/, and /v/ with more familiar Indonesian sounds. These errors are primarily influenced by first language interference, articulatory difficulty, limited exposure to authentic pronunciation models, and insufficient pronunciation-focused instruction. The review also highlights a significant imbalance in the existing literature, which predominantly focuses on segmental pronunciation errors while providing limited attention to suprasegmental features such as stress, rhythm, and intonation. This study contributes to the field by synthesizing fragmented findings, identifying research gaps, and emphasizing the need for more comprehensive pronunciation instruction in Indonesian EFL contexts. The findings are expected to provide valuable insights for researchers, language educators, and curriculum developers seeking to improve pronunciation teaching and learning outcomes.*

Keywords: *phonological errors, English pronunciation, Indonesian EFL learners, second language acquisition, literature review*

Abstrak. Pelafalan (pronunciation) memegang peranan penting dalam mencapai keterpahaman (intelligibility) dan kompetensi komunikatif dalam konteks Bahasa Inggris sebagai Bahasa Asing (English as a Foreign Language/EFL). Namun, pembelajar bahasa Inggris di Indonesia sering mengalami kesulitan dalam menghasilkan bunyi-bunyi tertentu dalam bahasa Inggris karena adanya perbedaan yang signifikan antara sistem fonologi bahasa Indonesia dan bahasa Inggris. Penelitian ini bertujuan untuk mengidentifikasi kesalahan fonologis yang paling umum dilakukan oleh pembelajar Indonesia dalam pelafalan bahasa Inggris serta menganalisis faktor-faktor yang menyebabkan terjadinya kesalahan tersebut. Penelitian ini menggunakan desain *literature review* kualitatif dengan mensintesis temuan-temuan dari berbagai penelitian terdahulu yang dipublikasikan pada periode 2020–2025 mengenai kesulitan pelafalan yang dialami oleh pembelajar EFL Indonesia. Studi-studi yang

relevan dikumpulkan melalui berbagai basis data akademik dan dianalisis menggunakan teknik analisis tematik untuk mengidentifikasi pola kesalahan yang berulang, faktor penyebab, serta kecenderungan penelitian yang berkembang. Hasil kajian menunjukkan bahwa kesalahan fonologis yang paling sering ditemukan adalah substitusi konsonan bahasa Inggris /θ/, /ð/, dan /v/ dengan bunyi-bunyi yang lebih familiar dalam bahasa Indonesia. Kesalahan-kesalahan tersebut terutama dipengaruhi oleh interferensi bahasa pertama, kesulitan artikulatoris, keterbatasan paparan terhadap model pelafalan bahasa Inggris yang autentik, serta kurangnya pembelajaran yang berfokus pada pelafalan. Selain itu, kajian ini mengungkap adanya ketidakseimbangan dalam penelitian sebelumnya yang cenderung berfokus pada kesalahan segmental, sementara aspek suprasegmental seperti tekanan (stress), ritme (rhythm), dan intonasi masih relatif kurang mendapat perhatian. Penelitian ini berkontribusi dengan mensintesis temuan-temuan yang masih tersebar, mengidentifikasi kesenjangan penelitian, serta menegaskan pentingnya pengajaran pelafalan yang lebih komprehensif dalam konteks EFL di Indonesia. Temuan penelitian ini diharapkan dapat memberikan wawasan bagi peneliti, pendidik bahasa, dan pengembang kurikulum dalam meningkatkan kualitas pembelajaran dan pengajaran pelafalan bahasa Inggris.

Kata Kunci: kesalahan fonologis, pelafalan bahasa Inggris, pembelajar EFL Indonesia, pemerolehan bahasa kedua, tinjauan pustaka.

1. BACKGROUND

Pronunciation is widely recognized as one of the most essential components of communicative competence in second and foreign language learning. Effective communication depends not only on grammatical accuracy and lexical knowledge but also on the ability to produce speech sounds that can be understood by listeners. Learners with inadequate pronunciation may experience communication breakdowns even when they possess sufficient vocabulary and grammatical competence. Consequently, pronunciation plays a significant role in determining learners' overall intelligibility and communicative success (Gilakjani, 2016).

In the context of English as a Foreign Language (EFL), pronunciation remains one of the most challenging aspects of language acquisition. Unlike grammar and vocabulary, pronunciation requires learners to develop new articulatory habits and perceptual abilities that may differ considerably from those of their first language (L1). According to the Speech Learning Model proposed by Flege (1995), learners often perceive and produce second-language sounds through the filter of their native phonological system. As a result, unfamiliar sounds are frequently substituted with the closest equivalent sounds available in the learner's first language.

The study of pronunciation difficulties is closely related to phonology, which

examines how speech sounds function and are organized within a language. Phonological competence enables learners to distinguish and produce meaningful sound contrasts, contributing to intelligible speech and successful communication (Yule, 2020). When learners fail to acquire certain phonological features of the target language, systematic pronunciation errors often occur. These errors are not random mistakes but rather predictable patterns influenced by linguistic, cognitive, and environmental factors (Ellis, 2015).

For Indonesian learners of English, phonological differences between Indonesian and English present considerable challenges. Although Indonesian and English share some phonetic similarities, several English phonemes do not exist in the Indonesian sound system. Consequently, learners frequently encounter difficulties in producing sounds such as the voiceless dental fricative /θ/, the voiced dental fricative /ð/, and the voiced labiodental fricative /v/ (Fadillah, 2020). These sounds are often replaced by more familiar Indonesian phonemes, resulting in substitutions such as /t/ for /θ/, /d/ for /ð/, and /f/ for /v/ (Andestopano & Dt Majo Datuk, 2024). Such substitutions can negatively affect intelligibility and may lead to misunderstandings during communication.

Previous studies have consistently reported various phonological errors among Indonesian EFL learners. Research by Sayogie and Adbaka (2022) revealed that first-language interference plays a substantial role in learners' pronunciation difficulties. Similarly, Firdaus and Milal (2021) found that Indonesian learners experience challenges not only in segmental features, such as consonants and vowels, but also in suprasegmental aspects including stress, rhythm, and intonation. Furthermore, Akis and Jamilah (2025) demonstrated that articulatory complexity and limited exposure to authentic pronunciation models contribute significantly to learners' persistent pronunciation problems.

Despite the growing body of research on pronunciation and phonological errors among Indonesian learners, existing studies tend to focus on specific error types or isolated phonological phenomena. Consequently, the findings remain fragmented and do not provide a comprehensive understanding of recurring error patterns and their

underlying causes. A systematic review of previous studies is therefore necessary to synthesize existing knowledge, identify common trends, and highlight areas that require further investigation. Such a review can contribute to both theoretical discussions in second-language phonology and practical improvements in pronunciation instruction.

Therefore, this literature review aims to examine and synthesize previous research concerning phonological errors made by Indonesian learners in English pronunciation. Specifically, the study seeks to answer the following research questions: What are the most common phonological errors made by Indonesian learners in English pronunciation and What factors contribute to the occurrence of these phonological errors?

By addressing these questions, this study is expected to provide a clearer understanding of pronunciation difficulties faced by Indonesian EFL learners and offer insights for developing more effective pronunciation teaching strategies.

2. THEORETICAL REVIEW

a. Phonological Errors in Second Language Acquisition

Phonological errors refer to deviations from the target language sound system that occur when learners produce spoken language. In the field of second language acquisition (SLA), such errors are considered a natural part of the language learning process because learners gradually construct an interlanguage system that combines features of both their first language (L1) and the target language (L2) (Selinker, 1972). According to Corder (1967), learner errors should not merely be viewed as failures but as valuable indicators of language development. Through the analysis of phonological errors, researchers can better understand how learners perceive, process, and produce unfamiliar sounds in a second language.

Pronunciation errors often occur when learners encounter phonemes that do not exist in their native language. In such situations, learners tend to substitute unfamiliar sounds with similar sounds from their first language, resulting in systematic pronunciation patterns. These patterns may affect intelligibility and communicative effectiveness, particularly when pronunciation differences lead to misunderstandings

between speakers and listeners (Derwing & Munro, 2015). Therefore, phonological errors have become an important area of investigation within pronunciation research and English language teaching.

b. English and Indonesian Phonological Systems

The phonological systems of English and Indonesian differ considerably in terms of phonemic inventory, syllable structure, and articulatory features. English contains a wide range of consonants and vowels, including several phonemes that are absent in Indonesian. For example, the interdental fricatives /θ/ and /ð/, as found in the words *think* and *this*, do not exist in standard Indonesian phonology. Similarly, the voiced labiodental fricative /v/ is relatively uncommon in Indonesian and is often replaced by /f/ in everyday speech (Dardjowidjojo, 2009).

Another major difference concerns consonant clusters. English allows complex consonant combinations at the beginning and end of words, whereas Indonesian generally favors simpler syllable structures. Consequently, Indonesian learners often experience difficulties in producing English consonant clusters accurately and may simplify them through sound deletion or insertion processes. These structural differences contribute significantly to pronunciation difficulties and explain why certain phonological errors occur repeatedly among Indonesian learners of English.

c. First Language Interference and Cross-Linguistic Influence

One of the most widely accepted explanations for pronunciation errors in second language learning is first language interference, also known as cross-linguistic influence. According to the Contrastive Analysis Hypothesis, similarities between the first and target languages facilitate learning, whereas differences often create learning difficulties (Lado, 1957). As a result, learners tend to transfer phonological patterns from their native language into the target language.

In the context of Indonesian learners, first language interference frequently manifests through sound substitution. Since Indonesian does not possess the phonemes /θ/ and /ð/, learners commonly replace them with /t/ and /d/. Likewise, the English phoneme /v/ is frequently substituted with /f/ because the latter sound is more familiar

within the Indonesian phonological system (Sayogie & Adbaka, 2022). Such substitutions reflect learners' attempts to adapt unfamiliar sounds to existing phonological categories.

Furthermore, Flege's (1995) Speech Learning Model explains that learners perceive second-language sounds through the framework of their native language. When a target sound is perceived as similar to an existing native-language sound, learners may fail to establish a new phonemic category, resulting in persistent pronunciation errors.

d. Segmental and Suprasegmental Features

Pronunciation consists of both segmental and suprasegmental features. Segmental features refer to individual speech sounds, including consonants and vowels, whereas suprasegmental features involve larger units of speech such as stress, rhythm, intonation, and connected speech (Celce-Murcia et al., 2010).

Most pronunciation studies involving Indonesian learners have focused primarily on segmental errors because these errors are relatively easy to identify and measure. Research consistently reports difficulties in producing consonants such as /θ/, /ð/, and /v/, as well as various vowel contrasts (Andestopano & Dt Majo Datuk, 2024; Akis & Jamilah, 2025). However, accurate pronunciation involves more than the correct production of individual sounds.

Suprasegmental competence is equally important because it contributes significantly to speech intelligibility. Learners who pronounce individual sounds correctly may still experience communication difficulties if they use inappropriate stress patterns or intonation contours. Gilbert (2008) argues that suprasegmental features often play a greater role in listener comprehension than isolated phoneme accuracy. Nevertheless, research on Indonesian learners' suprasegmental errors remains relatively limited compared to studies focusing on segmental pronunciation problems (Firdaus & Milal, 2021).

e. Previous Studies on Indonesian Learners' Phonological Errors

Previous research has consistently demonstrated that Indonesian learners experience recurring difficulties in English pronunciation. Andestopano and Dt Majo

Datuk (2024) found that the most frequent pronunciation errors involved the substitution of /θ/ and /ð/ with /t/ and /d/, respectively. Their findings indicate a strong influence of first language transfer in learners' pronunciation behavior.

Similarly, Akis and Jamilah (2025) reported that Indonesian EFL learners frequently mispronounced the consonant /v/, replacing it with /f/ due to articulatory familiarity and limited exposure to authentic pronunciation models. Their study also highlighted the role of articulatory difficulty in shaping pronunciation performance.

Furthermore, Sayogie and Adbaka (2022) emphasized that pronunciation errors are not solely caused by first language interference but are also influenced by learners' overall speaking ability and phonological awareness. Meanwhile, Firdaus and Milal (2021) expanded the discussion by examining both segmental and suprasegmental errors, revealing that stress placement and intonation patterns contribute significantly to communication breakdowns.

Although these studies provide valuable insights into Indonesian learners' pronunciation difficulties, most focus on specific phonological features and isolated learner populations. Consequently, the findings remain fragmented and lack comprehensive synthesis. This limitation highlights the need for a literature review that integrates existing evidence, identifies recurring patterns, and explores broader pedagogical implications.

f. Conceptual Framework of the Study

Based on the theories and previous studies discussed above, this literature review assumes that phonological errors among Indonesian EFL learners are influenced by multiple interconnected factors, including first language interference, differences between Indonesian and English phonological systems, articulatory difficulties, and limited exposure to authentic pronunciation models. These factors contribute to the occurrence of both segmental and suprasegmental pronunciation errors, which ultimately affect learners' intelligibility and communicative competence. Therefore, this study synthesizes previous findings to identify recurring error patterns, examine their underlying causes, and provide pedagogical recommendations for improving pronunciation instruction in Indonesian EFL contexts.

3. RESEARCH METHODS

This study employed a qualitative literature review design to systematically examine and synthesize previous research on phonological errors made by Indonesian learners in English pronunciation. The primary objective of this review was to identify common patterns of phonological errors, analyze the factors contributing to these errors, and highlight research gaps in the existing literature. Data were collected from scholarly publications, including peer-reviewed journal articles, conference proceedings, and academic studies published between 2020 and 2025 that specifically investigated English pronunciation difficulties among Indonesian EFL learners. The selection of sources was conducted through a purposive sampling technique, focusing on studies that addressed segmental and suprasegmental aspects of pronunciation as well as factors influencing phonological performance. Relevant studies were retrieved from reputable academic databases such as Google Scholar, Semantic Scholar, and other accessible scholarly repositories using keywords including *phonological errors*, *English pronunciation*, *Indonesian learners*, *EFL pronunciation*, and *phonological interference*. After the relevant literature had been identified, the selected studies were analyzed using thematic analysis to classify recurring pronunciation errors, determine their underlying causes, and identify trends and inconsistencies across previous findings. The analysis process involved reviewing, comparing, and synthesizing evidence from multiple studies to generate a comprehensive understanding of pronunciation challenges experienced by Indonesian learners. Furthermore, particular attention was given to identifying underexplored areas within the literature, especially regarding suprasegmental features and pedagogical implications. Through this systematic synthesis, the study provides an integrated overview of existing knowledge and offers recommendations for future research and pronunciation teaching practices in Indonesian EFL contexts.

4. RESULT AND DISCUSSION

a. Common Phonological Errors among Indonesian EFL Learners

The reviewed studies consistently reveal that Indonesian learners experience

recurrent difficulties in producing several English consonants that are absent from the Indonesian phonological system. Among the most frequently reported pronunciation errors are the substitutions of the interdental fricatives /θ/ and /ð/ as well as the voiced labiodental fricative /v/ (Andestopano & Dt Majo Datuk, 2024; Akis & Jamilah, 2025).

The sound /θ/, commonly found in words such as *think*, *thank*, and *three*, is frequently replaced by the alveolar stop /t/, resulting in pronunciations such as *tink*, *tank*, and *tree*. Similarly, the voiced interdental fricative /ð/, occurring in words such as *this*, *that*, and *those*, is often substituted with /d/, producing forms such as *dis*, *dat*, and *dose*. Another recurring pattern involves the substitution of /v/ with /f/, causing words such as *very* and *voice* to be pronounced as *fery* and *foice*.

These findings indicate that learners tend to rely on familiar phonemes when encountering unfamiliar English sounds. According to the Speech Learning Model proposed by Flege (1995), second-language learners often categorize unfamiliar sounds based on their existing first-language phonological categories. Consequently, sounds that are perceived as similar to native-language sounds are unlikely to develop into new phonemic categories, leading to persistent pronunciation errors.

Beyond consonant substitution, several studies also identify additional phonological processes, including consonant deletion, vowel substitution, and consonant cluster reduction (Fadillah, 2020). Indonesian learners frequently simplify complex English consonant clusters because such structures are relatively uncommon in Indonesian phonology. For instance, learners may omit consonants in words such as *asked*, *texts*, or *strengths*, resulting in reduced phonological forms.

The consistency of these findings across different studies suggests that phonological errors among Indonesian learners are systematic rather than accidental. The recurring nature of these errors demonstrates the strong influence of linguistic differences between Indonesian and English phonological systems.

b. Factors Contributing to Phonological Errors

The reviewed literature identifies several interconnected factors that contribute to the occurrence of phonological errors among Indonesian EFL learners. The most dominant factor is first language interference or cross-linguistic transfer (Sayogie & Adbaka, 2022).

According to the Contrastive Analysis Hypothesis (Lado, 1957), language learners tend to transfer linguistic patterns from their first language when learning a second language. Since Indonesian lacks several English phonemes, learners often replace unfamiliar sounds with the closest equivalents available in their native language. This phenomenon explains why substitutions such as /θ/ → /t/, /ð/ → /d/, and /v/ → /f/ occur consistently across different learner populations.

In addition to language transfer, articulatory difficulty plays a crucial role in pronunciation errors. Producing English interdental fricatives requires learners to position the tongue between the upper and lower teeth, an articulatory movement that does not commonly occur in Indonesian speech production. Consequently, learners may avoid these articulatory configurations and instead produce sounds that are easier and more familiar.

Another important factor is limited exposure to authentic English pronunciation models. In many Indonesian EFL classrooms, instructional practices often emphasize grammar, reading, and vocabulary acquisition, while pronunciation receives comparatively less attention (Fadillah, 2020). As a result, learners may have insufficient opportunities to hear and practice accurate pronunciation, thereby reinforcing incorrect pronunciation habits.

Furthermore, several studies suggest that phonological errors may also arise from intralingual factors, including overgeneralization and incomplete mastery of English phonological rules (Andestopano & Dt Majo Datuk, 2024). This finding indicates that pronunciation difficulties cannot be explained solely by first-language interference but should also be understood as part of the broader language acquisition process.

The interaction of these linguistic, cognitive, and pedagogical factors demonstrates that pronunciation errors are multifaceted phenomena requiring comprehensive instructional interventions.

c. Segmental versus Suprasegmental Issues

A significant finding emerging from the reviewed literature is the overwhelming emphasis on segmental pronunciation errors. Most studies focus on individual consonants and vowels because these elements are relatively easy to identify, classify,

and measure quantitatively.

While segmental errors undoubtedly affect pronunciation accuracy, the literature suggests that suprasegmental features may be equally important for communicative effectiveness (Firdaus & Milal, 2021). Suprasegmental features include stress, rhythm, intonation, and connected speech patterns, all of which contribute to speech intelligibility.

Research in pronunciation studies indicates that listeners often rely more heavily on stress and intonation patterns than on individual phoneme accuracy when interpreting spoken messages (Gilbert, 2008). Consequently, learners who produce individual sounds correctly may still encounter communication difficulties if they employ inappropriate stress placement or intonation contours.

Despite their importance, suprasegmental features remain relatively underexplored in studies involving Indonesian learners. Most existing research concentrates on consonant and vowel substitution while providing limited discussion of rhythm, stress, and intonation. This imbalance creates a gap in the literature because pronunciation competence encompasses both segmental and suprasegmental dimensions.

The lack of comprehensive investigation into suprasegmental features suggests that current understandings of Indonesian learners' pronunciation difficulties remain incomplete. Future studies should therefore adopt a broader perspective by examining how both segmental and suprasegmental features contribute to overall communicative competence.

d. Research Gaps and Future Directions

One of the most important findings of this literature review is the identification of several gaps in current pronunciation research involving Indonesian learners.

First, the majority of studies focus exclusively on segmental pronunciation errors, particularly consonant substitution. Although such studies provide valuable insights into phonological difficulties, they often overlook suprasegmental aspects that significantly influence speech intelligibility (Firdaus & Milal, 2021).

Second, most existing studies employ descriptive approaches aimed at

identifying error types rather than investigating the effectiveness of pronunciation interventions. Consequently, limited evidence is available regarding which teaching strategies are most effective for reducing pronunciation errors among Indonesian learners.

Third, relatively few studies utilize technological tools such as acoustic analysis software, speech recognition systems, or computer-assisted pronunciation training. Considering recent developments in educational technology, future research could explore how digital tools contribute to pronunciation improvement.

Finally, many studies focus on university students, leaving other learner populations underrepresented. Research involving secondary school students, young learners, adult learners, and diverse regional backgrounds may provide a more comprehensive understanding of pronunciation development in Indonesia.

These gaps indicate that future pronunciation research should move beyond merely identifying errors and instead investigate instructional approaches, technological innovations, and broader learner populations.

e. Pedagogical Implications

The findings of this review have important implications for English language teaching in Indonesia. Since pronunciation errors are strongly influenced by first-language transfer and limited exposure, pronunciation instruction should be integrated systematically into EFL curricula rather than treated as a supplementary component.

Teachers should provide explicit instruction on problematic phonemes, particularly /θ/, /ð/, and /v/, through articulatory demonstrations, phonetic training, and guided pronunciation practice. In addition, listening discrimination activities should be incorporated to help learners recognize subtle phonological distinctions before attempting to produce them.

Furthermore, pronunciation teaching should extend beyond segmental accuracy to include suprasegmental competence. Activities involving stress patterns, rhythm exercises, and intonation practice can significantly improve learners' intelligibility and communicative effectiveness. The incorporation of technology-based learning tools, such as speech analysis applications and online pronunciation platforms, may also enhance learners' exposure to authentic pronunciation models and facilitate

independent learning.

Therefore, a balanced approach combining segmental instruction, suprasegmental training, and technological support is likely to be more effective in addressing the pronunciation challenges experienced by Indonesian EFL learners.

5. CONCLUSION

This literature review examined phonological errors commonly produced by Indonesian learners in English pronunciation and explored the factors contributing to these difficulties. Based on the analysis of previous studies, the findings reveal that the most frequent pronunciation errors involve the substitution of English consonants that are absent from the Indonesian phonological system, particularly the interdental fricatives /θ/ and /ð/ and the voiced labiodental fricative /v/. These errors occur systematically across different learner groups, indicating that pronunciation difficulties are not random but are strongly influenced by linguistic differences between Indonesian and English.

The review further demonstrates that phonological errors are caused by multiple interconnected factors. First language interference emerges as the most dominant factor, as learners tend to transfer phonological patterns from Indonesian when producing English sounds. In addition, articulatory difficulty, limited exposure to authentic pronunciation models, insufficient pronunciation-focused instruction, and intralingual learning factors contribute significantly to the persistence of pronunciation errors. These findings support existing theories in second language acquisition, particularly the Contrastive Analysis Hypothesis and the Speech Learning Model, which emphasize the influence of native-language phonology on second-language speech production.

Another important finding of this review is the imbalance in existing research, which predominantly focuses on segmental pronunciation errors while giving relatively limited attention to suprasegmental features such as stress, rhythm, and intonation. Since suprasegmental competence plays a crucial role in speech intelligibility and communicative effectiveness, this gap suggests that the current understanding of Indonesian learners' pronunciation challenges remains incomplete. Future research should therefore adopt a more comprehensive perspective by

investigating both segmental and suprasegmental aspects of pronunciation.

From a pedagogical perspective, the findings highlight the importance of integrating pronunciation instruction more systematically into English language teaching. Teachers are encouraged to provide explicit pronunciation training, raise learners' awareness of phonological differences between Indonesian and English, and utilize technology-assisted learning tools to increase exposure to authentic pronunciation models. Such approaches may help learners improve their pronunciation accuracy, intelligibility, and overall communicative competence.

In conclusion, this study contributes to the growing body of literature on English pronunciation among Indonesian EFL learners by synthesizing existing findings, identifying recurring phonological patterns, and highlighting directions for future research and instructional practice. It is hoped that the insights provided by this review will support researchers, educators, and curriculum developers in designing more effective pronunciation teaching strategies that address the specific needs of Indonesian learners.

REFERENCES

- Akis, M. I. A., & Jamilah. (2025). EFL consonant pronunciation: A PRAAT & CALD-based study of Indonesian learners. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, 19(1). <https://doi.org/10.24036/ld.v19i1.133711>
- Andestopano, A., & Dt Maju Datuk, Z. (2024). The phonological deviations: An error analysis of the Indonesian EFL learners' pronunciation. *Vivid: Journal of Language and Literature*, 13(2), 195–201. <https://doi.org/10.25077/vj.13.2.195-201.2024>
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation: A course book and reference guide* (2nd ed.). Cambridge University Press.
- Corder, S. P. (1967). The significance of learners' errors. *International Review of Applied Linguistics in Language Teaching*, 5(4), 161–170. <https://doi.org/10.1515/iral.1967.5.1-4.161>
- Dardjowidjojo, S. (2009). *English phonetics and phonology for Indonesians*. Yayasan Obor Indonesia.
- Derwing, T. M., & Munro, M. J. (2015). *Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research*. John Benjamins Publishing Company.
- Fadillah, A. C. (2020). Pronunciation difficulties of EFL learners in Indonesia: A literature study. *Jurnal Budaya*.

- Firdaus, M. R., & Milal, A. D. (2021). Segmental and suprasegmental mispronunciations made by EFL learners in Indonesia. *Vivid: Journal of Language and Literature*, 10(2), 52–62. <https://doi.org/10.25077/vj.10.2.52-62.2021>
- Flege, J. E. (1995). Second language speech learning: Theory, findings, and problems. In W. Strange (Ed.), *Speech perception and linguistic experience: Issues in cross-language research* (pp. 233–277). York Press.
- Gilbert, J. B. (2008). *Teaching pronunciation: Using the prosody pyramid*. Cambridge University Press.
- Lado, R. (1957). *Linguistics across cultures: Applied linguistics for language teachers*. University of Michigan Press.
- Sayogie, F., & Adbaka, M. F. (2022). Interlingual errors in Indonesian EFL learners' pronunciation: From minimal pairs to speaking ability. *Elsya: Journal of English Language Studies*, 4(2), 131–146. <https://doi.org/10.31849/elsya.v4i2.9693>
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics in Language Teaching*, 10(1–4), 209–231. <https://doi.org/10.1515/iral.1972.10.1-4.209>