

P-ISSN: 2338-8617

E-ISSN: 2443-2067

Jurnal Ilmiah

PEURADEUN

Vol. 13, No. 1, January 2025



SCAD Independent
Accreditation by IAO since 2014

JIP

The Indonesian Journal of the Social Sciences
www.journal.scadIndependent.org
DOI Prefix Number: 10.26811

INDEX COPERNICUS
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**The Influence of Sasak Vowels on English Pronunciation:
A Study of the Ngeno-Ngene Dialect**

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Article in Jurnal Ilmiah Peuradeun

Available at : <https://journal.scadindependent.org/index.php/jipeuradeun/article/view/1177>
DOI : <https://doi.org/10.26811/peuradeun.v13i1.1177>

How to Cite this Article

APA : Yaqin, L.N., Sumaelani, S., Fikri, Z., Yusof, N., & Ghazali, S.A. (2025). The Influence of Sasak Vowels on English Pronunciation: A Study of the Ngeno-Ngene Dialect. *Jurnal Ilmiah Peuradeun*, 13(1), 293-318. <https://doi.org/10.26811/peuradeun.v13i1.1177>

Others Visit : <https://journal.scadindependent.org/index.php/jipeuradeun>

Jurnal Ilmiah Peuradeun (JIP), *the Indonesian Journal of the Social Sciences*, is a leading peer-reviewed and open-access journal, which publishes scholarly works, and specializes in the Social Sciences that emphasize contemporary Asian issues with interdisciplinary and multidisciplinary approaches. JIP is published by SCAD Independent and published 3 times a year (January, May, and September) with p-ISSN: 2338-8617 and e-ISSN: 2443-2067. JIP has become a CrossRef member. Therefore, all articles published will have a unique DOI number. JIP has been accredited Rank 1 (Sinta 1) by the Ministry of Education, Culture, Research, and Technology, the Republic of Indonesia, through the Decree of the Director-General of Higher Education, Research, and Technology No. 72/E/KPT/2024, dated April 1, 2024. This accreditation is valid until the May 2027 edition.

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JIP indexed/included in Web of Science, Scopus, Sinta, MAS, Index Copernicus International, Erih Plus, Garuda, Moraref, Scilit, Sherpa/Romeo, Google Scholar, OAJI, PKP, Index, Crossref, BASE, ROAD, GIF, Advanced Science Index, JournalTOCs, ISI, SIS, ESJI, SSRN, ResearchGate, Mendeley and [others](#).





THE INFLUENCE OF SASAK VOWELS ON ENGLISH PRONUNCIATION: A STUDY OF THE NGENO-NGENE DIALECT

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Received: November 16, 2023	Accepted: August 5, 2024	Published: January 30, 2025
Article Url: https://journal.scadindependent.org/index.php/jipeuradeun/article/view/1177		

Abstract

The study aims to examine the vowel series in the Ngeno-Ngene dialect of the Sasak language, which is commonly spoken by students at universities in Lombok. More specifically, it investigates the number of vowel series and their impact on the pronunciation of English by these students. Data for this study were collected from students at Universitas Gunung Rinjani in Lombok, Indonesia, representing eleven villages in East Lombok. The study used a qualitative method, which included observation and interviews. The findings revealed a total of 22 vowel series in the Ngeno-Ngene dialect. The study also emphasized how these vowel series influence the pronunciation of English by students. It indicates that students tend to carry over vowel sounds from their native language when pronouncing English words with similar vowel series. This effect is attributed to an unsupportive language environment and a lack of opportunities for speaking practice and listening comprehension.

Keywords: *Vowel Series; Sasak Language; Ngeno-Ngene Dialect; English Pronunciation.*



A. Introduction

This study investigates the critical factors associated with the vowel series in the *Ngeno-Ngene* dialect that impact students' English pronunciation abilities. By examining the phonetic and phonological aspects of both languages, the research aims to identify the challenges faced by speakers of the *Ngeno-Ngene* dialect when learning English pronunciation. The study also suggests solutions to address these issues, such as improving students' language skills and fostering communication in multicultural environments.

Language serves as a vital medium for human interaction, linking individuals to their communities. The intricate nature of language systems includes a broad range of phonetic and phonological features that vary across dialects and languages (DiCanio et al., 2018; Susanto & Nanda, 2023). One such fascinating linguistic variant is the *Ngeno-Ngene* dialect of the Sasak language, spoken on the island of Lombok, Indonesia (Mahsun, 2007). Known for its unique vowel series, the *Ngeno-Ngene* dialect has attracted considerable attention due to its influence on English pronunciation among students in the region. Understanding the dynamics of this vowel series and its impact on English pronunciation acquisition is essential for educators and researchers. It provides valuable insights into the challenges faced by students and informs the development of effective language teaching strategies (Huensch, 2019; Gilakjani, 2011; Gilakjani & Rahimy, 2020; Sariakin et al., 2023).

The indigenous Sasak people predominantly speak the Sasak language in Lombok, an island in Indonesia (Yaqin et al., 2023; Yaqin & Shanmuganathan, 2018). Sasak, a Malayo-Polynesian language, boasts a rich linguistic heritage shaped by various factors, including its vowel systems. The *Ngeno-Ngene* dialect, spoken in the western part of Lombok, is characterized by a unique vowel series that distinguishes it from other Sasak dialects (Yaqin & Shanmuganathan, 2018). This dialect features a diverse set of vowel sounds, creating a complex soundscape that significantly influences the pronunciation patterns of its speakers, particularly when learning English as a foreign language (Barkana & Patel, 2020; Schröder et al., 2020).

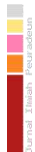
As a globally recognized language, English holds immense importance in various domains, including education, business, and



technology. Proficient English pronunciation is crucial for effective communication and comprehension (Kumar et al., 2022; Saito et al., 2019). However, native speakers of the *Ngeno-Ngene* dialect face specific challenges due to the disparity between the vowel systems in their native dialect and English. These inherent differences in vowel sounds can significantly impede accurate English pronunciation (Barkana & Patel, 2020). Therefore, understanding the intricate relationship between the vowel series in the *Ngeno-Ngene* dialect and English pronunciation is critical for educators, linguists, and language learners alike.

The study of vowel systems is a fundamental aspect of phonetics and phonology. Vowels, as the nucleus of syllables, play a critical role in the overall intelligibility and comprehensibility of speech (DiCanio et al., 2018; Nance, 2020). The *Ngeno-Ngene* dialect features a remarkable vowel system encompassing a wide range of vowel qualities, including front, central, and back vowels, as well as distinctions between long and short vowels. While these intricate vowel distinctions are essential for native *Ngeno-Ngene* speakers, they often pose challenges when attempting to master the comparatively limited vowel system of English (Arniati, 2016). Vowel production is a complex process influenced by various factors, including category perception, speaker variability, and perceptual categories (Chao et al., 2019; Kriengwatana et al., 2015; Kuhl, 1991). Research highlights a strong correlation between vowel production and perception, showing that individuals categorize vowels based on prototypes and manage speaker variability through auditory biases. Notably, even pre-verbal newborns can classify vowels effectively despite speaker-related variations (Kriengwatana et al., 2015).

The phonetic realizations and phonological rules of the *Ngeno-Ngene* vowel system further contribute to the complex pronunciation patterns observed among its speakers. Phonetic factors such as vowel length, quality, and nasality interact with phonotactic constraints, resulting in distinctive phonological patterns. Studies have demonstrated the significance of vowel quality, length, and nasality in the phonetic realization of vowels across



various dialects (Hayes et al., 2004). Additionally, research has explored the influence of phonotactic constraints on vowel distribution and syllable structure within dialects (Moosmüller & Brandstätter, 2014).

The implications of the vowel series in the *Ngeno-Ngene* dialect for English pronunciation instruction are significant. Educators and language practitioners must understand these intricate differences to develop targeted pedagogical approaches particularly by identifying specific challenges such as vowel substitution mergers.

While the linguistic features of the *Ngeno-Ngene* vowel series impact English pronunciation, the social and cultural factors shaping students' pronunciation patterns have received limited attention. Language attitudes, identity, and the sociolinguistic context can significantly influence learning and pronunciation outcomes. Therefore, further research is needed to examine the interplay between linguistic and sociocultural factors affecting English pronunciation among speakers of the *Ngeno-Ngene* dialect.

Another critical gap in the study lies in the effectiveness of current language teaching methodologies and materials in addressing the challenges faced by students with a *Ngeno-Ngene* background. While general pronunciation instruction exists for English as a foreign language, it may not sufficiently address the unique characteristics of the *Ngeno-Ngene* vowel series. Research on the efficacy of tailored pedagogical approaches and materials for *Ngeno-Ngene* speakers could provide valuable insights for educators and curriculum developers. Additionally, numerous factors influence a person's ability to produce sounds and intonation patterns appropriately when learning a second language. These elements fall can be categorized as internal and external forces (Khan, 2020). Internal factors include identity, linguistic ego, motivation, age, exposure to the language, native language, identification, and concern for proper pronunciation (Widya & Agustiana, 2020). Conversely, external influences include instructor correction feedback and regular exposure to diverse pronunciations (Kosasih, 2021).

Addressing these research gaps is essential for improving English pronunciation instruction and facilitating effective communication among students with a *Ngeno-Ngene* dialect background. By understanding the



specific challenges and developing tailored interventions, educators can enhance language learning outcomes while promoting linguistic diversity and inclusivity in English language education. Furthermore, bridging these gaps can contribute to the broader field of language acquisition by illuminating the intricate relationship between native language features and the development of second language pronunciation skills.

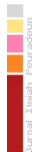
B. Method

This study employed qualitative methods to identify the vowel series in the Ngeno-Ngeno dialect of the Sasak language. It also explored how these vowel series might influence the English pronunciation of students enrolled in the English Language Department at Universitas Gunung Rinjani Lombok.

The study involved twenty-two participants, and data were gathered through audio recordings from students at Universitas Gunung Rinjani in 2023. The participants were sixth-semester students in the English Language Department. The selection criteria for participants included: (1) Proficiency in the Sasak language, specifically in the *Ngeno-Ngene* dialect; (2) Representation from various villages and districts known for exhibiting *Ngeno-Ngene* dialectal variations. This stratified selection process aimed to capture a diverse and comprehensive sample, reflecting different geographical and social contexts within Lombok. Detailed demographic information is provided in Table 1.

Table 1. Demographic details of the Participants

Village	District	Participants
Jurit	Pringgasela	AK & AB
Danger	Masbagik	IU & AK
Kalijaga	Aikmel	FH & HI
Lenek Duren	Lenek	KU & JA
Kuang Banyak	Suela	KM & AH
Moyot	Sakra	JB & CK
Batuyang	Pringgabaya	TP & SH
Jeruk Manis	Sikur	RM & NJ
Mamben Baru	Wanasaba	MJ & HF
South Kelayu	Selong	SH & MK
Rarang	Terara	OK & MR



The study utilized both observation and interviews to collect data. Researchers directly observed students at Universitas Gunung Rinjani, focusing on their use of the *Ngeno-Ngene* dialect in daily communication and interactions. These observations provided valuable insights into the dialect's usage across various social contexts and everyday conversations.

Additionally, researchers conducted unstructured interviews to gather in-depth data and a deeper understanding of the students' linguistic practices and the role of the *Ngeno-Ngene* dialect in their daily lives. Each interview, conducted at Universitas Gunung Rinjani, lasted approximately 30 minutes. This duration allowed participants to elaborate on their experiences while enabling researchers to ask follow-up questions and explore various aspects of the dialect's usage in different social contexts.

1. Procedure for data analysis

To ensure the reliability and validity of the data analysis conducted during and after the data collection process, the researcher employed three sequential activities as proposed by Miles and Huberman (1994): data reduction, data display, and drawing conclusions or verification.

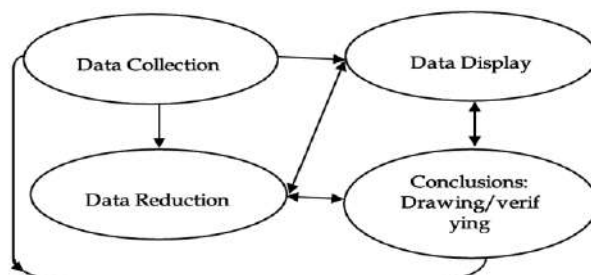


Figure 1. Interactive Model of Miles and Huberman (1994)

To familiarize themselves with the material, the researchers first reviewed the transcriptions of the vowel data. At this stage, a coding system was developed to classify various vowel sounds and relevant linguistic characteristics. During the filtering stage, the researcher identified key vowels that were particularly pertinent to the research topic. For instance, when examining vowel shifts, the focus was on specific vowels that exhibited these

changes. Data sets containing anomalies or errors, such as mispronounced words or recordings distorted by background noise, were excluded. Subsequently, the researchers summarised the data by generating key metrics and durations for each vowel group. The reduced data were then organized into matrices or tables, prominently displaying critical variables and their values to facilitate the identification of patterns and relationships. To further enhance understanding and interpretation, visual representations of the vowel data, such as scatter plots or vowel charts, were created. These visual tools illustrated the distribution and correlations within the vowel data, providing a more comprehensive analysis.

C. Result and Discussion

This section presents the results and discussion on the *Ngeno-Ngene* dialect and its impact on English pronunciation among students. The analysis focuses on the vowel series identified within the dialect, highlighting their distribution across various villages and their influence on students' phonetic adaptation to English.

1. Result

The Sasak language, renowned for its intricate linguistic nuances, encompasses a rich tapestry of phonetic elements within its diverse dialects (Austin, 2013; Mahsun, 2007). Among these, the *Ngeno-Ngene* dialect stands out as a compelling subject of investigation, particularly regarding its vowel series. This study explores the vowel series intrinsic to the *Ngeno-Ngene* dialect, predominantly produced and utilized by students at Universitas Gunung Rinjani. The intricate patterns of vowel articulation and their influence on linguistic expression form the core of this research, revealing the dynamic interplay between language, culture, and academic environments.

Based on the research data, the number of vowel series identified in the *Ngeno-Ngene* dialect is twenty-two (22), as follows: /Ai/, /Ae/, /Au/, /Ao/, /Aɔ/, /Ia/, /Iu/, /Ie/, /Io/, /Iɔ/, /Ua/, /Ui/, /Ue/, /Uə/, /Uu/, /Ea/, /Ei/, /Eu/, /Eo/, /ei/, /Oa/, and /Oe/. Below is a table summarizing the vowel series distribution across villages.



Table 2. Number of vowel series by village

No.	Village	District	Number of Vowel Series
1.	Jurit	Pringgasela	20
2.	Danger	Masbagik	20
3.	Kalijaga	Aikmel	17
4.	Lenek Duren	Lenek	19
5.	Kuang Banyak	Suela	20
6.	Moyot	Sakra	18
7.	Batuyang	Pringgabaya	21
8.	Jeruk Manis	Sikur	18
9.	MambenBaru	Wanasaba	18
10.	South Kelayu	Selong	19
11.	Rarang	Terara	19

The following table provides examples of vowel series from Jurit Village, including their Sasak language representations, sound symbols, and meanings.

Table 3. Vowel series in Jurit village

No.	Vowel Series	Example (Sasak Language)	Sound Symbol	Meaning
1.	/Ai/	Bedait	[bədait]	Meet
2.	/Ae/	Paeq	[paeʔ]	Salty
3.	/Au/	Baut	[baut]	Bolt
4.	/Ao/	Jaok	[jaoʔ]	Far
5.	/Aɔ/	Baok	[baɔk]	Beard
6.	/la/	Liat	[liat]	Chewy
7.	/lu/	Tiup	[tiup]	Blow
8.	/le/	Kesie	[kəsieə]	Miserable
9.	/lo/	Tiok	[tioʔ]	Grow
10.	/ɔ/	Memiook	[məmiook]	Whistle
11.	/Ua/	Buaq	[buaʔ]	Areca nut
12.	/Ui/	Suit	[suit]	Pry
13.	/Ue/	Lueq	[lueʔ]	Many
14.	/Uə/	Gegue	[gəguə]	Grated coconut
15.	/Uu/	Suun	[suun]	Rice noodle
16.	/Ea/	Bebeaq	[babeaʔ]	Baby
17.	/Ei/	Beit	[beit]	Take
18.	/Eo/	Meong	[meoŋ]	Cat
19.	/Oa/	Toak	[toaʔ]	Old
20.	/Oe/	Soek	[soek]	Broken

These vowel series are present in various villages across the Pringgasela district, highlighting a shared linguistic pattern among different localities. Similar phonetic structures observed in Jurit Baru and Pengadangan demonstrate regional consistency in vowel usage. This linguistic phenomenon may indicate a common cultural or historical connection between these villages within the district. Furthermore, the identification of these vowel series in other unspecified locations underscores the widespread nature of this linguistic pattern throughout the region.

Table 4. Vowel series in Kalijaga village

No.	Vowel Series	Example (Sasak Language)	Sound Symbol	Meaning
1.	/Ai/	<i>Kerait</i>	[kərait]	Stuck
2.	/Ae/	<i>Laek</i>	[laeʔ]	Past
3.	/Au/	<i>Saut</i>	[saut]	Throw
4.	/Ao/	<i>Jaoq</i>	[jaoʔ]	Far
5.	/Aɔ/	<i>Baos</i>	[baɔs]	Bruises
6.	/Ia/	<i>Meriap</i>	[məriap]	Cook
7.	/Iu/	<i>Tiup</i>	[tiup]	Blow
8.	/Ie/	<i>Sebie</i>	[səbiə]	Chilli
9.	/Io/	<i>Tiok</i>	[tioʔ]	Arise
10.	/Iɔ/	<i>Siong</i>	[siɔŋ]	Fry
11.	/Ua/	<i>Besual</i>	[bəsuəl]	Fight
12.	/Ui/	<i>Luit</i>	[luit]	Pry
13.	/Ue/	<i>Lueq</i>	[lueʔ]	Many
14.	/Ea/	<i>Keang</i>	[keɑŋ]	Wear
15.	/Eo/	<i>Meong</i>	[meoŋ]	Cat
16.	/Oa/	<i>Toak</i>	[toaʔ]	Old
17.	/Oe/	<i>Soek</i>	[soek]	Have

The consistent presence of 17 vowel series in Kalijaga village, aligning with those found in neighboring villages, highlights uniformity in phonetic patterns within the broader Pringgasela district. However, the absence of certain vowel series, such as /Uu/, /Eu/, and /ei/, in Kalijaga distinguishes it from certain other villages in the region. This discrepancy in vowel series usage may reflect a unique linguistic trait specific to Kalijaga or signify divergence in pronunciation or dialect compared to neighboring areas.



Table 5. Vowel series in Danger village

No.	Vowel Series	Example (Sasak Language)	Sound Symbol	Meaning
1.	/Ai/	<i>Bedait</i>	[bədait]	Meet
2.	/Ae/	<i>Taek</i>	[taeʔ]	Up
3.	/Au/	<i>Saut</i>	[saut]	Throw
4.	/Ao/	<i>Taok</i>	[taoʔ]	Place, know
5.	/Aɔ/	<i>Baos</i>	[baɔs]	Bruises
6.	/la/	<i>Betian</i>	[bətian]	Pregnant
7.	/lu/	<i>Tiup</i>	[tiup]	Blow
8.	/le/	<i>Sebie</i>	[səbie]	Chilli
9.	/lo/	<i>Tiok</i>	[tioʔ]	Arise
10.	liɔ/	<i>Siong</i>	[siɔŋ]	Fry
11.	/Ua/	<i>Bejual</i>	[bəjual]	Sell
12.	/Ui/	<i>Suit</i>	[suit]	Pry
13.	/Ue/	<i>Lueq</i>	[lueʔ]	Many
14.	/Ea/	<i>Beseang</i>	[bəseang]	Divorce
15.	/Ei/	<i>Beit</i>	[beit]	Take
16.	/Eu/	<i>Meuk</i>	[meuʔ]	Get
17.	/Eo/	<i>Meong</i>	[meoŋ]	Cat
18.	/ei/	<i>Meik</i>	[meiʔ]	Delicious
19.	/Oa/	<i>Toak</i>	[toaʔ]	Old
20.	/Oe/	<i>Soek</i>	[soek]	Broken

Danger village has identified a total of 20 vowel series, with the majority of these series aligning closely with those found in neighbouring villages within the Pringgasela district. However, a distinguishing feature of the Masbagek community, particularly in Danger village, is the use of the /ei/ vowel series. This specific vowel sound differentiates Danger Village linguistically from surrounding areas.

The study's findings reveal that the /ei/ vowel series is unique to Danger Village and Batuyang in the Pringgabaya district. This vowel sound appears to be exclusive to these particular regions and has not been identified in other villages within the Pringgasela district based on the data presented.

The /ei/ vowel series in Danger Village and Batuyang highlights a distinctive phonetic trait unique to these locations. The rarity of this vowel sound in other neighbouring villages underscores its significance as a linguistic marker specific to the Masbagek community, particularly in these areas. The exclusivity



of the /ei/ vowel series in Danger Village and Batuyang may suggest a localized dialect, shaped by historical, cultural, or geographical factors unique to these regions. Further exploration and analysis of these linguistic variations could offer valuable insights into the distinct heritage and linguistic evolution of the Masbagek community within the broader context of the Pringgasela district.

Table 6. Vowel series in Batuyang village

No.	Vowel Series	Example (Sasak Language)	Sound Symbol	Meaning
1.	/Ai/	<i>Kesait</i>	[kəsait]	Stuck
2.	/Ae/	<i>Taek</i>	[tæeʔ]	Up
3.	/Au/	<i>Saut</i>	[saut]	Throw
4.	/Ao/	<i>Jaok</i>	[jaoʔ]	Far
5.	/Aɔ/	<i>Baos</i>	[baɔs]	Bruises
6.	/la/	<i>tian</i>	[tian]	Stomach
7.	/lu/	<i>Tiup</i>	[tiup]	Blow
8.	/le/	<i>Perie</i>	[pəriə]	Bitter melon
9.	/lo/	<i>Tiok</i>	[tioʔ]	Arise
10.	/lɔ/	<i>Memiok</i>	[memiɔk]	Whistle
11.	/Ua/	<i>Tuak</i>	[tuaʔ]	Uncle
12.	/Ui/	<i>Luit</i>	[luit]	Pry
13.	/Ue/	<i>Lueq</i>	[lueʔ]	Many
14.	/Uu/	<i>Suun</i>	[suun]	Rice noodle
15.	/Ea/	<i>Bebeaq</i>	[bəbeaʔ]	Baby
16.	/Ei/	<i>Peit</i>	[peit]	Bitter
17.	/Eu/	<i>Meuk</i>	[meuʔ]	Get
18.	/Eo/	<i>Meong</i>	[meoŋ]	Cat
19.	/ei/	<i>Meik</i>	[Meik]	Delicious
20.	/Oa/	<i>Toak</i>	[toaʔ]	Old
21.	/Oe/	<i>Bedoe</i>	[bədœ]	Have

Based on the table above, 21 vowel series have been identified in Batuyang village, marking the highest count compared to other villages within the Pringgasela district. This higher count is attributed to the variety of accent variations present in Batuyang. These accent differences contribute to a broader range of vowel series in the village compared to its neighboring areas.

Although Batuyang shares many vowel series with other villages, it possesses a unique vowel series, specifically /uu/. This vowel sound is distinct and exclusive to Batuyang and another neighbouring village, Jurit.

The study’s findings highlight that the /uu/ vowel series is absent in other villages across the Pringgasela district, marking it as a distinctive linguistic feature specific to Batuyang and Jurit.

The exclusive presence of the /uu/ vowel series in Batuyang and Jurit underscores a unique phonetic trait particular to these communities. This distinctive vowel sound, absent in neighbouring areas, suggests a localized dialect potentially shaped by historical, cultural, or geographical factors unique to these villages. The co-occurrence of the /uu/ vowel series in Batuyang and Jurit may indicate a shared linguistic heritage or a close historical connection between these two villages within the broader Pringgasela district. Further investigation into these linguistic variations could provide valuable insights into the cultural and historical evolution of these communities.

Table 7. Vowel series in Kuang Banyak village

No.	Vowel Series	Example (Sasak Language)	Sound Symbol	Meaning
1.	/Ai/	Maik	[maik]	Delicious
2.	/Ae/	Taek	[taeʔ]	Up
3.	/Au/	Mauk	[saut]	Get
4.	/Ao/	Paoq	[jaoʔ]	Mango
5.	/Aɔ/	Baok	[baɔk]	Beard
6.	/Ia/	Miak	[miaʔ]	Make
7.	/Iu/	Tiup	[tiup]	Blow
8.	/Ie/	Sebie	[səbiə]	Chilli
9.	/Io/	Siok	[tioʔ]	Repel
10.	/Iɔ/	Siong	[siɔŋ]	Fry
11.	/Ua/	Tuak	[tuaʔ]	Uncle
12.	/Ui/	Luit	[luit]	Pry
13.	/Ue/	Lueq	[lueʔ]	Many
14.	/Ea/	Beseang	[bəseang]	Divorce
15.	/Ei/	Peit	[peit]	Bitter
17.	/Eu/	Leuk	[leuʔ]	South
18.	/Eo/	Meong	[meoŋ]	Cat
19.	/Oa/	Toak	[toaʔ]	Old
20.	/Oe/	Bedoe	[bədoe]	Have

Kuang Banyak village exhibits a total of 20 vowel series, consistent with counts observed in other villages across the Pringgasela district. However, there is no unique vowel series specific to Kuang Banyak; all vowel



series present in this village align with those found in neighbouring villages, indicating a lack of exclusive or distinguishing phonetic traits.

Notable, Kuang Banyak lacks two specific vowel series: /Uu/ and /ei/. These vowel sounds are absent from the village's phonetic repertoire, setting it apart from other villages where these series are present. The absence of /Uu/ and /ei/ could reflect a deviation in pronunciation or dialect compared to neighbouring areas, contributing to the distinctiveness of Kuang Banyak's linguistic profile.

Despite sharing the same set of 20 vowel series with other villages, the absence of the /Uu/ and /ei/ vowel series highlights a unique aspect of Kuang Banyak's phonetic characteristics. This absence may reflect a localized dialect or unique pronunciation patterns that distinguish this village from others in the region. Understanding these differences can provide insights into the linguistic diversity and evolution within the broader context of the Pringgasela district, shedding light on the cultural and historical factors influencing speech patterns in *Kuang Banyak*.

Table 8: Vowel series in Kelayu Utara village

No.	Vowel Series	Example (Sasak Language)	Sound Symbol	Meaning
1.	/Ae/	Laeq	[laeʔ]	Past
2.	/Ao/	Jaok	[jaoʔ]	Mango
3.	/Aɔ/	Raok	[raɔk]	Mud
4.	/la/	Beriak	[beriak]	Breath
5.	/lu/	Tiup	[tiup]	Blow
6.	/le/	Sebie	[səbiə]	Chilli
7.	/lo/	Tioq	[tioʔ]	Arise
8.	/lɔ/	Siong	[siɔŋ]	Fry
9.	/Ua/	Besual	[bəsuəl]	Fight
10.	/Ui/	Luit	[luit]	Pry
11.	/Ue/	Lueq	[lueʔ]	Many
12.	/Uə/	Berue	[beruə]	Stylish
13.	/Ea/	Deang	[deanŋ]	Divorce
14.	/Ei/	Bedeit	[bedeit]	Meet
15.	/Eu/	Meuk	[meuʔ]	Get
17.	/Eo/	Meong	[meoŋ]	Cat
18.	/Oa/	Toaq	[toaʔ]	Old
19.	/Oe/	Bedoe	[bədoe]	Have

The data in the table illustrates that *Kelayu Utara* village features 19 vowel series. Notably, this village does not possess distinct vowel series that deviate significantly from those commonly found in other regional villages. Additionally, *Kelayu Utara* lacks the specific vowel series /uu/ and /ei/, setting it apart from other villages where these particular vowel sounds are part of the phonetic repertoire.

Table 9. Vowel series in Jeruk Manis village

No.	Vowel Series	Example (Sasak Language)	Sound Symbol	Meaning
1.	/Ae/	<i>Paeq</i>	[paeʔ]	Salty
2.	/Ao/	<i>Paoq</i>	[paoʔ]	Mango
3.	/Aɔ/	<i>Baok</i>	[baɔk]	Beard
4.	/Ia/	<i>Miak</i>	[miaʔ]	Make
5.	/Iu/	<i>Tiup</i>	[tiup]	Blow
6.	/Ie/	<i>Sebie</i>	[sebie]	Chilli
7.	/Io/	<i>Tioq</i>	[tioʔ]	Arise
8.	/Iɔ/	<i>Siong</i>	[siɔŋ]	Fry
9.	/Ua/	<i>Besual</i>	[basual]	Fight
10.	/Ui/	<i>Luit</i>	[luit]	Pry
11.	/Ue/	<i>Lueq</i>	[lueʔ]	Many
12.	/Ea/	<i>Beseang</i>	[baseaŋ]	Divorce
13.	/Ei/	<i>Peit</i>	[peit]	Bitter
14.	/Eu/	<i>Seut</i>	[seut]	Throw
15.	/Eo/	<i>Meong</i>	[meoŋ]	Cat
17.	/Oa/	<i>Toaq</i>	[toaʔ]	Old
18.	/Oe/	<i>Bedoe</i>	[bədoe]	Have

The data indicates that 18 vowel series have been identified in Jeruk Manis village. This village does not feature three specific vowel series: /Ai/, /Uu/, and /ei/. The absence of these vowel sounds sets Jeruk Manis apart from other areas where they are part of the phonetic repertoire.

Table 10: Vowel series in Mamben Baru village

No.	Vowel Series	Example (Sasak Language)	Sound Symbol	Meaning
1.	/Ae/	<i>Laek</i>	[laeʔ]	Past
2.	/Ao/	<i>Paok</i>	[paoʔ]	Mango
3.	/Aɔ/	<i>Baok</i>	[baɔk]	Beard



No.	Vowel Series	Example (Sasak Language)	Sound Symbol	Meaning
4.	/Ia/	Miak	[miaʔ]	Make
5.	/Iu/	Tiup	[tiup]	Blow
6.	/Ie/	Sebie	[sebie]	Chilli
7.	/Io/	Tioq	[tioʔ]	Arise
8.	/Iɔ/	Siong	[siɔŋ]	Fry
9.	/Ua/	Tuak	[tuaʔ]	Uncle
10.	/Ui/	Suit	[suit]	Pry
11.	/Ue/	Lueq	[lueʔ]	Many
12.	/Ea/	Bebeaq	[bəseaq]	Baby
13.	/Ei/	Peit	[peit]	Bitter
14.	/Eu/	Meuk	[meuʔ]	Get
15.	/Eo/	Meong	[meoŋ]	Cat
17.	/Oa/	Toaq	[toaʔ]	Old
18.	/Oe/	Bedoe	[bədoe]	Have

The data highlights that 18 vowel series have been identified in Mamben Baru village. Interestingly, these vowel series are also found in in Tembeng Putek Village, indicating phonetic similarities between the two locations.

Mamben Baru village notably lacks three specific vowel series: /Ai/, /Uu/, and /ei/. The absence of these vowel sounds differentiates it from areas where these series are part of the linguistic or phonetic repertoire.

Table 11. Vowel series in Lenek Duren village

No.	Vowel Series	Example (Sasak Language)	Sound Symbol	Meaning
1.	/Ai/	Maiq	[maiʔ]	Delicious
2.	/Ae/	Paeq	[paeʔ]	Salty
3.	/Au/	Mauq	[mauʔ]	Get
4.	/Ao/	Paoq	[paoʔ]	Mango
5.	/Aɔ/	Raok	[raɔk]	Mud
6.	/Ia/	Miak	[miaʔ]	Make
7.	/Iu/	Tiup	[tiup]	Blow
8.	/Ie/	Sebie	[sebie]	Chilli
9.	/Io/	Tioq	[tioʔ]	Arise
10.	/Iɔ/	Siong	[saɔŋ]	Fry
11.	/Ua/	Tuak	[tuaʔ]	Uncle
12.	/Ui/	Luit	[suit]	Pry

No.	Vowel Series	Example (Sasak Language)	Sound Symbol	Meaning
13.	/Ue/	Lueq	[lueʔ]	Many
14.	/Ea/	Beseang	[bæsaŋ]	Divorce
15.	/Ei/	Peit	[peit]	Bitter
17.	/Eo/	Meong	[meoŋ]	Cat
18.	/Oa/	Toak	[toaʔ]	Old
19.	/Oe/	Bedoe	[bædoe]	Have

The data indicates that 19 vowel series have been identified in Lenek Duren village. Notably, the vowel /a/ is consistently used across various vowel series, such as /Au/, /Ai/, /Ia/, /Ua/, and /Ea/. This consistency suggests that the phonetic quality of the vowel /a/ remains uniform across these combinations, reflecting a stable linguistic framework within the village's language.

Table 12. Vowel series in Moyot village

No.	Vowel Series	Example (Sasak Language)	Sound Symbol	Meaning
1.	/Ai/	Maiq	[maiʔ]	Delicious
2.	/Ae/	Paeq	[paeʔ]	Salty
3.	/Au/	Lauq	[lauʔ]	South
4.	/Ao/	Paoq	[paoʔ]	Mango
5.	/Aɔ/	Raok	[raɔk]	Mud
6.	/Ia/	besiak	[bæsiaʔ]	Fight
7.	/Iu/	Biur	[biur]	Noisy
8.	/Ie/	Sebie	[sebie]	Chilli
9.	/Io/	Tioq	[tioʔ]	Arise
10.	/Iɔ/	Siong	[siɔŋ]	Fry
11.	/Ua/	Tuak	[tuaʔ]	Uncle
12.	/Ui/	Suit	[suit]	Pry
13.	/Ue/	Lueq	[lueʔ]	Many
14.	/Ea/	Keang	[keanŋ]	Wear
15.	/Eo/	Meong	[meoŋ]	Cat
17.	/Oa/	Toaq	[toaʔ]	Old
18.	/Oe/	Bedoe	[bædoe]	Have

The table indicates that 18 vowel have been identified in Moyot village. Similar to Lenek Duren village, the vowel /a/ is consistently used across various vowel series, including /Au/, /Ai/, /Ia/, /Ua/, and /Ea/. This uniform usage suggests that the vowel /a/ maintains a consistent

phonetic quality across different combinations within the linguistic structure of Moyot village.

Table 13. Vowel series in Rarang village

No.	Vowel Series	Example (Sasak Language)	Sound Symbol	Meaning
1.	/Ae/	<i>Paeq</i>	[paeʔ]	Salty
2.	/Au/	<i>Saut</i>	[saut]	Throw
3.	/Ao/	<i>Paoq</i>	[paoʔ]	Mango
4.	/Aɔ/	<i>Raok</i>	[raɔk]	Mud
5.	/Ia/	<i>tian</i>	[tian]	Stomach
6.	/Iu/	<i>Tiup</i>	[tiup]	Blow
7.	/Ie/	<i>Sebie</i>	[sebie]	Chilli
8.	/Io/	<i>Tioq</i>	[tioʔ]	Arise
9.	/Iɔ/	<i>Miok</i>	[miɔk]	Whistle
10.	/Ua/	<i>Tuak</i>	[tuaʔ]	Uncle
11.	/Ui/	<i>Luit</i>	[luit]	Pry
12.	/Ue/	<i>Lueq</i>	[lueʔ]	Many
13.	/Ea/	<i>Beseang</i>	[bæsaŋ]	Divorce
14.	/Ei/	<i>Beit</i>	[beit]	Take
15.	/Eu/	<i>Meuk</i>	[mæuʔ]	Get
17.	/Eo/	<i>Meong</i>	[meoŋ]	Cat
18.	/Oa/	<i>Toaq</i>	[toaʔ]	Old
19.	/Oe/	<i>Bedoe</i>	[bædoe]	Have

The data demonstrates that 19 vowel series have been identified in Rarang village. Notably, the /uu/ and /ei/ vowel series are absent from the phonetic structure of this village. This absence distinguishes Rarang from other areas where these vowel series are typically present, highlighting a variation in the vowel sounds utilized within the local language or dialect of Rarang village.

2. Discussion

The study results demonstrate that the vowel series in the *Ngeno-Ngene* dialect significantly affects how students pronounce English words. This influence is multifaceted, highlighting a critical aspect of their English pronunciation. Students often carry over phonetic patterns from their native dialect when articulating English, resulting in distinctive pronunciation characteristics shaped by the *Ngeno-Ngene* vowel series. The findings reveal that the vowel series profoundly impacts students' adaptation of sounds when using the English language.

Table 14. The effect of vowel series

No.	Vowel series	Example	Effect
1.	/Au/	Laugh	The sounds of the vowel series of the <i>Ngeno-Ngene</i> dialect carry over into spoken English.
2.	/Ia/	Familiar Dialect	
3.	/Ie/	Society	

The data in Table 14 illustrates that most English students who speak the *Ngeno-Ngene* dialect retain and reflect the characteristic vowel series of their native accent while enunciating English words. Further exploration through interviews and discussions revealed that this linguistic influence arises from the habitual use of the *Ngeno-Ngene* dialect in daily interactions with family, friends, and the broader community. A lack of opportunities for spoken practice in English exacerbates the prevalence of this influence.

The study underscores the critical role of the environment in shaping language learning. The pervasive influence of the native dialect on English pronunciation highlights the profound impact of linguistic surroundings (Barkana & Patel, 2020; Schröder et al., 2020). This finding emphasizes the intricate connection between language acquisition, social environments, and the development of second-language communicative abilities (Anil, 2015). Furthermore, the scarcity of opportunities for spoken English practice compounds this effect, reinforcing the importance of a supportive linguistic environment in enhancing language and communication skills (Peniushina, 2020).

The classification of vowel series by village and district reveals intriguing patterns within the *Ngeno-Ngene* dialect of the Sasak language (Austin, 2014; Mahsun, 2007). The linguistic landscape varies across locations, showcasing distinct vowel series configurations in specific geographic pockets. For instance, an examination of vowel series classifications across multiple villages and districts—such as Jurit in the Pringgasela district, Kalijaga in the Aikmel district, Lenek Duren in the Lenek district, Danger in the Masbagek district, Suela in the Suela district, Moyot in Sakra, Batuyang in Pringgabaya, South Kelayu in Selong, Mamben Baru in Wanasaba, Rarang in Terara, and Jeruk Manis in Sikur—highlights unique vowel series distributions.



The study identified 22 distinct vowel series (/Ai/, /Ae/, /Au/, /Ao/, /AΛ/, /Ia/, /Iu/, /Ie/, /Io/, /IΛ/, /Ua/, /Ui/, /Ue/, /Uə/, /Uu/, /Ea/, /Ei/, /Eu/, /Eo/, /ei /, /Oa/, and /Oe/), demonstrating the phonetic richness of the *Ngeno-Ngene* dialect. The tabulated data reveals significant variation in the distribution of these vowel series across the surveyed villages.

The findings highlight the extensive diversity of sounds and structures within this dialect. Substantial differences in the number of vowel series were observed among the surveyed villages. Jurit in the Pringgasela district and Danger in the Masbagik district exhibited the highest count, with 20 vowel series each. In contrast, Kalijaga in the Aikmel district displayed a comparatively lower count of 17 vowel series. These discrepancies raise intriguing questions about the linguistic diversity within the *Ngeno-Ngene* dialect and its potential correlation with geographical or cultural factors specific to each village.

The study's findings go beyond enumerating vowel series; they delve into the practical implications of these linguistic nuances on students' everyday communication at Universitas Gunung Rinjani. One notable aspect of the research is the classification of vowel series based on village and district distribution. The data reveal intriguing patterns in the *Ngeno-Ngene* dialect, highlighting the diversity and uniqueness of vowel series across different regions (Austin, 2014; Mahsun, 2007; Mahyuni, 2007). This localized variation offers a nuanced understanding of the linguistic richness within the Sasak language, illustrating how language adapts in response to different geographical settings (Yaqin & Shanmuganathan, 2018).

The results emphasize the practical implications of these linguistic variations on English pronunciation among students (Arora, 2018; Schröder et al., 2020; Walker, 2019). The influence of the *Ngeno-Ngene* dialect on English pronunciation underscores the interconnectedness of language, culture, and education (Barkana & Patel, 2020).

The study advocates incorporating knowledge of such dialects into English language learning, enabling educators to adopt a comprehensive



approach that leverages students' native linguistic backgrounds. This includes explicit instruction on the differences and similarities between vowel sounds in the native dialect and English, phonetic training, and ample opportunities for spoken practice. Additionally, integrating contrastive analysis exercises can enhance students' awareness and adaptability. However, potential challenges must also be addressed. Retention of phonetic patterns from the native dialect can lead to a noticeable accent, potentially affecting English comprehension and intelligibility, particularly in formal contexts. Additionally, fossilization—the process by which incorrect pronunciations become ingrained—may occur as a result of these influences. If not adequately addressed, such transfer can hinder students' ability to pronounce words like native speakers, diminishing their confidence and discouraging from actively speaking English.

The study's findings have significant implications for language teaching practice, particularly for speakers of the *Ngeno-Ngene* dialect. The influence of native dialects on English pronunciation is a critical factor affecting non-native speakers' ability to accurately produce English sounds. Research indicates that learners often carry over intonation and phonemic patterns from their mother tongue into their English pronunciation (Mufidah & Rabbianty, 2021; Siregar, 2017). Factors such as exposure to native speakers, ear training, and attitudes toward different English accents play crucial roles in acquiring accurate English pronunciation (Cenoz & Lecumberri, 1999). To address these challenges, educators should incorporate explicit phonetic training to contrast the vowel sounds of the native dialect with those of English. This training can help students understand and overcome specific pronunciation difficulties. Elumalai et al., (2021) suggest techniques such as maintaining proper posture, practicing breathing exercises, singing staccato, and managing negative emotions to improve English pronunciation. Additionally, Wei (2022) recommends formal assessments and multimedia-based conversations as effective strategies to overcome pronunciation barriers.

Integrating contrastive analysis exercises in language learning can significantly enhance students' awareness of the differences and similarities



between their native language and the target language. This approach promotes adaptability and reduces the risk of fossilization, where incorrect pronunciations become entrenched. By comparing the phonetic systems of the two languages, learners can identify potential pronunciation difficulties and errors that may arise due to native language influence (Algetham, 2018; Ara, 2021). Such comparative analysis enables teachers to provide targeted instruction addressing specific pronunciation challenges, such as predicting errors based on phonemic contrasts (Anjarningsih & Saraayu, 2016). By leveraging students' native linguistic backgrounds and offering tailored guidance, educators can improve English comprehension and intelligibility, boost students' confidence, and encourage more frequent use of English. This approach fosters more effective language acquisition and better educational outcomes.

Based on the discussion of the *Ngeno-Ngene* dialect's influence on English pronunciation, its implications extend beyond local contexts, bearing significant relevance in the global and international domain. Language learning, particularly English as a global lingua franca, is increasingly important in fostering international communication, cultural exchange, and economic collaboration. The findings of this study highlight the critical role of linguistic diversity and the challenges non-native speakers face due to phonetic interference from their mother tongues, which is not only relevant to Indonesia but to various multilingual societies worldwide.

Globally, these insights underline the necessity of incorporating tailored phonetic and pronunciation training into English as a Foreign Language (EFL) curricula. Such strategies are particularly vital in preparing students from linguistically diverse backgrounds for participation in global education and professional networks where English proficiency is essential (Huensch, 2019). Moreover, by addressing specific linguistic barriers, such as the vowel series unique to the *Ngeno-Ngene* dialect, educators can contribute to reducing linguistic inequities, fostering inclusivity, and enhancing mutual intelligibility in cross-cultural interactions (Barkana & Patel, 2020).

Furthermore, this study's emphasis on the phonetic richness of the *Ngeno-Ngene* dialect offers valuable contributions to linguistic research, emphasizing the need to preserve and understand local languages amidst the



pressures of globalization. This aligns with international efforts to document and sustain endangered languages, which are crucial for maintaining cultural heritage and diversity (Austin, 2013). Addressing such phonetic challenges can also provide insights for developing advanced speech recognition technologies and AI systems tailored for multilingual users, thus enhancing global accessibility to digital resources (Arora, 2018).

Ultimately, fostering an understanding of these linguistic dynamics has implications for promoting a more equitable and inclusive global education system. By equipping learners with the tools to navigate the complexities of English pronunciation while valuing their linguistic heritage, educators can support students in becoming confident global citizens capable of meaningful engagement in international arenas (Saito et al., 2019).

D. Conclusion

The vowel series of the *Ngeno-Ngene* dialect offers valuable insights into the intricate phonetic structure of the Sasak language spoken in Lombok, Indonesia. The identification and categorization of 22 distinct vowel patterns underscore the linguistic richness and complexity of this dialect. Localized variations in vowel pronunciation across different villages and districts further highlight the nuanced relationship between language, geography, and cultural contexts.

This study also establishes clear connection between the *Ngeno-Ngene* dialect and English pronunciation among students at Universitas Gunung Rinjani, demonstrating the significant influence of native language on second language acquisition. The phonetic traits of the *Ngeno-Ngene* dialect play a critical role in shaping students' English pronunciation, emphasizing the need to address these linguistic influences within the framework of language education. Additionally, the scarcity of opportunities for spoken English practice contributes to the persistence of native dialectal influences, reinforcing the importance of creating supportive environments for language learning. The findings underscore the profound impact of native dialects on phonetic adaptations, providing crucial insights for educators and linguists in developing effective language education strategies. Future research should



explore the influence of other regional dialects to deepen our understanding and inform language education policies, ultimately fostering more inclusive and effective approaches to language teaching.

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