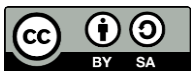
IDEAS

Journal of Language Teaching and Learning, Linguistics and Literature

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Volume 13, Number 1, June 2025
pp.759 - 776



Issued by English study program of IAIN Palopo

Language Transfer in English Pronunciation of Sundanese Speakers at Braga Street, Bandung

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Received: 2025-05-05 Accepted: 2025-05-23
DOI: 10.24256/ideas. v13i1.6542

Abstract

This study analyzes the phenomenon of language transfer in the English pronunciation of Sundanese speakers in the tourist area of Braga Street, Bandung. The data collection for this study was conducted between December 2024 and January 2025. The study used a descriptive qualitative approach involving 17 native Sundanese participants through interviews and controlled speech tasks. The analysis identified three dominant types of negative transfer: (1) substitution, including frequent replacement of /z/, /ʃ/, and /f/ with /s/ or /p/, and diphthong shifts to monophthongs; (2) omission, such as the deletion of final consonant clusters (e.g., /nd/, /ts/) and plural endings '-s'; and (3) addition, involving the insertion of extra sounds like /ə/ or the mispronunciation of silent consonants. These errors stem from phonological mismatches between Sundanese and English. However, positive transfer was also evident. Participants correctly articulated shared consonants such as /b/, /d/, /g/, /h/, /k/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, and /j/, as well as vowels like /ɪ/, /u/, /e/, and /ə/. Additionally, English loanwords that have been adopted into Indonesian were found to indirectly aid Sundanese speakers' pronunciation accuracy in certain terms. The findings provide insight into how native language influences second language pronunciation. For English education, these results underscore the value of emphasizing phonological similarities to support learning. For tourism practitioners, short pronunciation workshops focusing on key vocabulary and intelligible pronunciation are recommended to foster clearer communication with international visitors.

Keywords: *Phonology, English Pronunciation, Language Transfer*

Introduction

Diversity is one of the defining characteristics of Indonesia. Based on data from the Ministry of Education and Culture, Indonesia has 817 regional languages. This regional language diversity not only enriches the national culture but also influences the use of both Indonesian and foreign languages across various contexts, including education and tourism. One of the consequences of this condition is the occurrence of language transfer from the first language (L1) to the second language (L2).

In tourism contexts, where effective communication is essential, such transfer can become a source of miscommunication. Bandung, one of Indonesia's major tourist destinations, provides a compelling setting for exploring this phenomenon. In particular, Braga Street stands out as a vibrant tourism area, known for its colonial-era architecture and cultural appeal. This area fosters regular interaction between international visitors and local residents, many of whom are native Sundanese speakers. These interactions often require the use of English, and the English spoken by Sundanese speakers frequently bears traces of their native phonological system.

The data collection for this study was conducted from December 2024 to January 2025. This study adopts the theory of language transfer proposed by Odlin (1989), which defines transfer as the influence of the first language (L1) system on performance in the second language (L2). Transfer can be either positive—when structures in L1 are similar to or compatible with structures in L2, thus facilitating the use of the target language—or negative, when structural differences between L1 and L2 lead to errors or deviations in language use. While transfer may occur at multiple linguistic levels, this study specifically focuses on analyzing the English pronunciation of Sundanese speakers, thereby concentrating on the domain of phonology.

Phonology is a branch of linguistics that studies the sound system of a language, including how sounds are produced, distributed, and utilized in communication (Yule, 2006). Phonology encompasses two main aspects: segmental—relates to phonemes, which are the smallest units of sound capable of distinguishing meaning—and suprasegmental which involves elements such as intonation, stress, and rhythm. This study focuses on the segmental aspect by analyzing the phonemes found in the English pronunciation of Sundanese speakers and comparing them to the phonemes of standard international English pronunciation.

Previous studies have documented how Indonesian learners' regional languages influence their English pronunciation. Fadhly, Yuniarti, and Apriyani (2022) found that Sundanese EFL learners often substituted /f/ and /v/ with /p/ and /b/ due to the absence of labiodental fricatives in Sundanese. Similarly, Boediman (2023) reported frequent mispronunciations of /θ/, /ð/, /ʃ/, /ʒ/, and /v/, and Awwali et al. (2024) found mispronunciations of /θ/ and /ð/ among

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Sundanese speakers.

Beyond substitution, phonological transfer may also manifest through the omission and addition of sounds. Alfansyah et al. (2023) observed that Sasak speakers in Lombok experienced sound deletion and insertion due to differences between English and their native phonology. Amrah (2022) reported similar interference among Selayarese-speaking learners, especially in handling long vowels, diphthongs, and consonant clusters. Meanwhile, Rahayu (2024) emphasized that Sundanese speakers' English pronunciation was shaped not only by their L1 but also by the communicative context, such as when performing formal roles like moderating.

Despite these findings, most study on phonological transfer has focused on formal educational contexts involving students and classroom-based tasks. A search of relevant literature within the past five years reveals only a handful of studies addressing Sundanese interference in English pronunciation, and these are primarily situated in academic or formal settings. There is a noticeable lack of study examining how regional accents—particularly the Sundanese accent—affect English pronunciation in real-world contexts such as tourism.

This gap is critical, especially considering the importance of intelligible speech in tourism-related services. Miscommunication caused by unintelligible pronunciation may hinder service delivery and reduce tourist satisfaction. To address this gap, the present study examines the types and causes of language transfer in the English pronunciation of Sundanese speakers in Braga Street, Bandung. The findings are expected to offer practical insights for pronunciation training programs in the tourism sector, particularly those that are sensitive to regional phonological patterns.

This study is guided by two central research questions: (1) What types of language transfer—both positive and negative—can be identified in the English pronunciation of Sundanese speakers in the Braga Street tourism area? and (2) How do these language transfers arise, and how do they affect the clarity and effectiveness of English communication with international visitors? These questions aim to explore not only the forms of phonological influence from Sundanese to English but also the practical implications of such influences in a multilingual tourism setting.

Method

This study employed a descriptive qualitative method to analyze language transfer in the English pronunciation of Sundanese speakers at Braga Street. This approach was chosen because it allows for in-depth exploration within a natural setting (Creswell, 2013). Sampling was conducted using the saturation sampling technique, in which data collection continued until no more significant new information emerged (Glaser & Strauss, 1967). The final number of participants

was 17, which aligns with recommendations by Marshall et al. (2013), who state that qualitative saturation is commonly reached with 15–20 participants depending on topic complexity.

Data were gathered through interviews and a controlled speech task. Interviews were used to confirm participant eligibility—specifically, that they were Sundanese speakers present at Braga Street during the data collection period. Participants came from diverse occupations such as vendors, public order officers (Satpol PP), parking attendants, street painters, and visitors, most of whom were students or young adults. Their estimated age range was between 16 and 60 years, offering a variety of pronunciation patterns across generations and social roles.

The controlled speech task was designed to collect consistent pronunciation data for analysis of both positive and negative language transfer. This method was adapted from Labov's (1966) approach, in which participants read a paragraph in English created to elicit potential instances of language transfer. The paragraph was designed to include English phonemes known to be challenging for Sundanese speakers—such as /f/, /v/, /ð/, and consonant clusters. It was also designed to simulate natural tourism-related interactions at Braga Street and was reviewed by a lecturer with expertise in linguistics to ensure both contextual and linguistic appropriateness.

> The following is the paragraph used in the controlled speech task:
>
> *"Braga Street is famous for its beautiful scenery and delicious street food. You can find cozy cafes, vibrant shops, and fancy restaurants here. There are also comfortable hotels for visitors. It's a great place to enjoy shopping, food, and the lively atmosphere."*

Before formal data collection, a small pilot test was conducted by the writer and a peer to ensure the clarity and flow of the instruments. Although the pilot test was limited in scope and not conducted with actual participants, it helped ensure that the instruments were appropriate for the research objectives and practical to use in the field.

This study was conducted with careful consideration of qualitative research ethics. Prior to data collection, the writer provided a brief explanation to participants regarding the purpose of the study, the types of data being collected, and how the data would be used. It was also emphasized that participation was voluntary, and anonymity was maintained through the use of codes instead of real names. All data were used exclusively for academic purposes.

Data analysis followed Miles and Huberman's (1994) framework: data reduction, data display, and conclusion drawing. Data reduction was carried out by filtering and selecting the most relevant information to identify forms of language transfer found in the participants' pronunciation. The data were displayed in tables and transcribed using the International Phonetic Alphabet (IPA). British English, as

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

presented in the Cambridge Dictionary, was used as the standard reference due to its wide acceptance in global communication, making it a practical benchmark for assessing spoken intelligibility in tourism areas like Braga Street, where locals interact with international visitors. Narrative descriptions accompanied the tabular data to offer a more detailed explanation of the findings. Conclusions were drawn by analyzing the dominant patterns of language transfer and identifying the factors influencing English pronunciation among Sundanese speakers in the Braga Street area.

Results

Identification of Language Transfer

This section presents the study's findings on how Sundanese speakers experience language transfer when pronouncing English words. Following Odlin's (1989) framework, the data are divided into positive and negative transfer, each illustrated through tables showing how Sundanese phonology either supports or hinders English pronunciation. Examples from the controlled speech task are included to support the analysis.

1. Positive Transfer

The table below shows examples of positive transfer in participants' English pronunciation. These include accurate production of sounds shared by Sundanese and English, as well as familiar loanwords from English in Indonesian. Such cases align with Odlin's (1989) concept of positive transfer.

Table 1. Positive Transfer

Category	Sounds	Word	Standard IPA	Local Transcript	TP
Consonant	/g/, /r/, /t/	Great	/greɪt/	/grɛt/	6
				/grɪt/	7
	/j/	You	/juː/	/juː/	16
	/s/, /n/	Scenery	/ˈsiː.nər.i/	/skenəri/	3
				/skənɛri/	2
	/k/, /m/, /b/, /l/	Comfortable	/ˈkʌm.fə.tə.bəl/	/komfərtebəl/	5
				/komərtɛbəl/	2
				/komərtəbəl/	2
	/d/	Delicious	/dɪˈlɪʃ.əs/	/delɪsɪus/	3
				/delɪʃɪus/	3
	/h/	Hotel	/həʊˈtel/	/hotel/	9
	/p/	Shop	/ʃɒp/	/sop/	7
Vowels	/u/, /ɪ/	Beautiful	/ˈbjuː.tɪ.fəl/	/bjuːtɪpʊl/	9

				/bjuːtɪfʊl/	3
	/ə/	The	/ðə/	/də/	11
	/e/	Hotel	/həʊˈtel/	/hotel/	9
Loanwords	Restoran	Restaurant	/ˈres.tər.ɒnt/	/restoran/	8
	Hotel	Hotel	/həʊˈtel/	/hotel/	9

In this study, positive transfer refers to the ease of pronunciation resulting from phonological similarities between Sundanese (L1) and English (L2). These similarities were found in consonants, vowels, and loanwords. The table illustrates how participants could accurately produce certain English sounds due to features already familiar from their native language. The "TP" (Total of Participants) column shows the number of participants who used the pronunciation listed in the "Local Transcript" column during the controlled speech task.

2. Negative Transfer

This section presents the findings on negative language transfer. Drawing on data from 17 interviews and controlled speech tasks, a total of 208 lexical items (cases) were identified as exhibiting signs of negative transfer. To enhance the validity of the analysis, only mispronunciations produced by more than two participants were considered in order to distinguish recurring phonological patterns from isolated individual errors. These consistent patterns were categorized into three main types of negative transfer: substitution, omission, and addition. The following subsections and tables elaborate on each category.

a. Substitution

This type of negative transfer occurs when English sounds are replaced by phonemes that are more familiar or readily accessible in the Sundanese phonological system. The analysis identified 21 English words affected by substitution, accounting for 154 cases that represent 74.04% of all negative transfer cases found in the study.

Table 2. Negative Transfer, Substitution Type

Word	Standard IPA	Local Transcript	Substituted Sound	Total of Participants
Is	/ɪz/	/ɪs/	/z/→ /s/	16
The	/ðə/	/də/	/ð/ → /d/	11
Beautiful	/ˈbjuː.tɪ.fəl/	/bjuːtɪpʊl/	/f/, /ə/ → /p/, /ʊ/	9
		/bjuːtɪfʊl/	/ə/ →	3

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

			/ʊ/	
Also	/ˈɔːl.səʊ/	/also/	/ɔ/, /əʊ/ → /a/, /o/	9
There	/ðeər/	/der/	/ð/, /eə/ → /d/, /e/	9
Hotels	/hoʊˈtelz/	/hotel/	/oʊ/ → /o/	9
Restaurants	/ˈres.tər.ɒnt/	/restoran/	/ə/, /ɒ/ → /o/, /a/	8
Shops	/ʃɒps/	/sop/	/ʃ/, /ɒ/ → /s/, /o/	7
Great	/greɪt/	/grɪt/	/eɪ/ → /ɪ/	7
		/grɛt/	/eɪ/ → /ɛ/	6
Comfortable	/ˈkʌm.fə.tə.bəl/	/komfərtebəl/	/ʌ/, /ə/ → /o/, /e/	5
Cozy	/ˈkəʊ.zi/	/kozi/	/oʊ/ → /o/	5
Food	/fuːd/	/pʊd/	/f/, /uː/ → /p/, /ʊ/	4
Famous	/ˈfeɪ.məs/	/pamos/	/f/, /eɪ/, /ə/ → /p/, /a/, /o/	4
		/feməs/	/eɪ/ → /e/	3
Scenery	/ˈsiː.nər.i/	/skenəri/	/iː/ → /e/	3
Delicious	/dɪˈlɪʃ.əs/	/delɪsɪus/	/ɪ/, /ʃ/, /ə/ → /e/, /s/, /ɪu/	3
		/delɪʃɪus/	/ɪ/, /ə/ → /e/, /ɪu/	3
Find	/faɪnd/	/fɪn/	/aɪ/ → /ɪ/	3
Cafes	/ˈkæf.eɪz/	/kafe/	/æ/, /eɪ/ → /a/, /e/	3
		/kafes/	/æ/, /eɪ/, /z/ → /a/, /e/, /s/	3

Here	/hɪər/	/hɛr/	/ɪə/ → /ɛ/	3
		/hər/	/ɪə/ → /ə/	3
Lively	/ˈlaɪv.li/	/lifəli/	/aɪ/, /v/ → /i/, /f/	3
Atmosphere	/ˈæt.mə.sfɪər/	/atmosfɪr/	/æ/, /ə/, /ɪə/ → /a/, /o/, /ɪ/	3
		/ætmospɪr/	/ə/, /f/, /ɪə/ → /o/, /p/, /ɪ/	3
		/atmospɪr/	/æ/, /ə/, /f/, /ɪə/ → /a/, /o/, /p/, /ɪ/	3
Visitors	/ˈvɪz.ɪ. tər.z/	/pɪsɪtor/	/v/, /z/, /ə/ → /p/, /s/, /o/	3

The table above shows that 16 out of 17 participants mispronounced the word 'is' (/ɪz/ to /ɪs/). The sounds /z/ and /ʃ/ were often replaced with /s/ (29 cases). In other cases, the sounds /f/ and /v/ were frequently substituted with /p/ in 23 and 3 cases, respectively. Additionally, 11 participants pronounced /ðə/ in the as /də/, making it one of the most commonly mispronounced consonant sounds. Beyond consonants, the study also found notable difficulties with English diphthongs, as reflected in 70 substitution cases involving sounds such as /eɪ/, /aɪ/, /ɪə/, /əʊ/, /eə/, and /oʊ/.

b. Omission

Omission refers to the phenomenon where certain sounds in English are omitted or not pronounced by Sundanese speakers. In this study, the omission type was identified in 7 English words, resulting in a total of 46 cases, or 22.12% of the total negative transfer instances identified in the study.

Table 3. Negative Transfer, Omission Type

Word	**Standard IPA**	**Local Transcript**	**Omitted Sound**	**Total of Participants**
Hotels	/hoʊˈtelz/	/hotel/	/z/	9
Restaurant	/ˈres.tə.rɑːnt	/restoran	/t/, /s/	8

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

s	s/	/		
Its	/ɪts/	/ɪs/	/t/	7
Shops	/ʃɒps/	/sop/	/s/	7
		/ʃɒp/		2
Cafes	/ˈkæf.eɪz/	/kafe/	/z/	3
Find	/faɪnd/	/fɪn/	/d/	3
		/pɪn/		2
Visitors	/ˈvɪz.ɪ.ʈə˞z/	/pɪsɪtor/	/z/	3
		/fɪsɪtor/		2

The findings indicate that participants experienced difficulties in pronouncing English consonant clusters. For instance, the word 'its' (/ɪts/) was reduced to /ɪs/ by 7 out of 17 participants. Similarly, 'find' (/faɪnd/) was pronounced as /fɪn/ or /pɪn/ by 5 participants. The omission of the plural morpheme '-s' was also frequent, with 30 recorded cases where participants failed to articulate the final /s/, as in 'shops' and 'cafes.'

c. Addition

Negative transfer in the form of addition involves the insertion of extraneous sounds not found in standard English pronunciation. This type was the least frequently observed, with only 8 recorded cases (approximately 3.85% of all instances). These findings suggest that addition occurs less commonly than substitution or omission among the Sundanese-speaking participants.

Table 4. Negative Transfer, Addition Type

Word	**Standard IPA**	**Local Transcript**	**Added Sound**	**Total Participants**
Lively	/ˈlaɪv.li/	/lifəli/	/ə/	3
Scenery	/ˈsiː.nər.i/	/skenəri/	/k/	3
		/skənɛri/		2

Notable findings in this category include the pronunciation of the word "scenery" by five participants, who produced /skiːnəri/ instead of the standard /ˈsiːnəri/ by pronouncing the letter "c" as /k/. Another example involves the word "lively," where several participants inserted a schwa (/ə/) sound between the consonants /v/ and /l/, resulting in /lifəli/ rather than the correct /ˈlaɪvli/.

Discussion

The Causes and Effects of Language Transfer

Language transfer has a notable impact on how Sundanese speakers pronounce English, particularly in tourism-centered areas such as Braga, Bandung. In multilingual tourism zones, clear and accurate pronunciation is essential for effective interaction between local service providers and international visitors. However, the influence of the speakers' first language (L1) often shapes their English pronunciation.

Negative transfer arises when L1 structures interfere with English sound production, while positive transfer may help when both languages share similar features. Understanding these influences is especially important in a tourism context, where pronunciation directly affects communication quality and visitor experience.

1. Positive Transfer

Positive transfer occurs when similarities between a speaker's first language (L1) and a second language (L2) facilitate accurate language production. In this study, positive transfer was observed in three phonological aspects: consonants, vowels, and loanwords.

a. Consonant

One of the most prominent forms of positive transfer identified in this study appears in the production of consonant sounds. Both Sundanese and English share several consonants with similar articulatory characteristics, as shown in table 1.

This study found that 16 out of 17 participants were able to pronounce the word "you" correctly, adhering to the standard international pronunciation /juː/. For the word "great," 6 participants pronounced it as /grɛt/ and 7 as /grɪt/, indicating that 13 participants successfully articulated the consonants /g/, /r/, and /t/, despite variations and inaccuracies in their vowel sounds when compared to international standards. In the case of the word "comfortable," 9 participants accurately produced the consonants /k/, /m/, /t/, /b/, and /l/.

These findings reinforce the notion that similarities between the consonant systems of Sundanese and English positively influence pronunciation ability, particularly in the context of English language learning.

b. Vowels

Positive transfer was also evident in the pronunciation of vowel sounds present in both Sundanese and English. Shared articulatory features enabled more natural and intelligible pronunciation, as minimal adjustment was required. A notable example is the schwa /ə/ in the word "the" /ðə/. In this study, 16 participants were able to pronounce the sound /ə/ in that word with a satisfactory degree of accuracy. This may be

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

attributed to the Sundanese vowel eu, which, although slightly lower and heavier, shares a similar articulatory position with the schwa. These findings align with the Contrastive Analysis Hypothesis (Stockwell, Bowen, & Martin, 1965; Whiteman, 1970), which suggests that linguistic similarities between L1 and L2 can ease the language learning process.

In summary, the structural and phonetic similarities between the Sundanese and English vowel systems contribute significantly to Sundanese speakers' ability to produce certain English vowels with clarity. This insight highlights the value of understanding L1–L2 phonological relationships in developing effective pronunciation instruction for EFL learners.

c. Loanwords

A notable instance of positive transfer can also be observed in the use of English loanwords that have been officially adopted into Indonesian and listed in the Kamus Besar Bahasa Indonesia (KBBI), such as *restoran* (restaurant) and *hotel* (hotel). As these loanwords are commonly used in everyday communication, most Sundanese speakers, who are also native speakers of Indonesian, are already familiar with these words.

This familiarity contributes positively to the pronunciation of the corresponding English words. 8 out of 17 pronounced "restaurants" as /restoran/, while 9 out of 17 pronounced "hotels" as /hotel/. Although these pronunciations did not fully match the standard phonetic forms in English, they were sufficiently close to ensure intelligibility and did not significantly hinder communication.

This phenomenon demonstrates how English loanwords in Indonesian function as a phonological bridge for Sundanese speakers when learning or using English. Although differences in stress patterns and vowel quality exist, the familiarity with these loanwords reduces pronunciation difficulty. Orthographic and syllabic similarities between the loanwords and their English equivalents further strengthen this connection. This finding is pedagogically significant, as it supports the idea that exploiting cross-linguistic similarities can enhance learners' pronunciation skills and boost their confidence in speaking a foreign language.

Overall, positive transfer shows that structural and phonological similarities between Sundanese and English can support clearer and more accurate pronunciation. Shared consonants, vowels, and familiarity with English loanwords enhance Sundanese speakers' ability to produce English sounds, especially in real-world settings like tourism. In contexts such as Braga, this contributes to more effective communication between local workers and

international visitors. Thus, understanding these aspects of positive transfer is not only theoretically relevant but also holds practical implications for designing context-based pronunciation training programs for local speakers engaged in the tourism sector.

2. Negative Transfer

The phonological system of Sundanese, which differs considerably from that of English, led to frequent pronunciation issues categorized into substitution, omission, and addition. These pronunciation challenges have practical implications in tourism settings, where clear and accurate oral communication is essential for effective service delivery and visitor satisfaction.

1. Substitution

Pronunciation errors involving substitution were primarily attributed to the phonological discrepancies between Sundanese and English. Sundanese has only 18 consonant phonemes (Sobarna, Suyitno, & Achmad, 1994), lacking several consonants commonly found in English. This absence results in negative transfer, where speakers replace unfamiliar English phonemes with the closest L1 equivalents. Among the most affected sounds were /f/, /v/, /z/, /ʃ/, and /ð/, which are absent from the Sundanese inventory.

Participants frequently replaced /f/ and /v/ with /p/, due to shared bilabial articulation, although differing in voicing and manner. The sounds /z/ and /ʃ/ were typically substituted with /s/, reflecting difficulty in producing voiced and post-alveolar fricatives. The sound /ð/ in “the” was frequently replaced by /d/, due to articulatory proximity and the absence of interdental fricatives in Sundanese.

This study's findings on sound substitution align with previous studies but also reveal more specific patterns. Boediman (2023) reported widespread difficulties among Sundanese speakers in producing fricatives such as /θ/, /ð/, /ʃ/, /ʒ/, and /v/, although the present study found /ʒ/ to be largely unproblematic. Similarly, Fadhly, Yuniarti, and Apriyani (2022) linked the substitution of /f/ and /v/ to the absence of labiodental sounds in Sundanese. Awwali, Indrayani, and Amalia (2024) also highlighted learners’ struggles with /θ/ and /ð/ due to low phonetic awareness, which is in line with this study’s observation of frequent /ð/ → /d/ shifts. Overall, while the present study supports these previous findings, it narrows down the commonly affected sounds, possibly due to the more diverse social backgrounds of participants or the real-life tourism setting in which the data were collected.

Vowel substitution was also evident. This study found 52 cases of English diphthongs such as /eɪ/, /aɪ/, /ɪə/, /əʊ/, and /oʊ/, which were frequently replaced with monophthongs. In Sundanese, diphthongs tend to

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

be more limited and less dynamic in quality. As a result, participants tended to simplify diphthongs into monophthongs or replace them with more familiar vowel combinations.

While these substitution patterns have been noted in prior studies, this study adds value by situating them within real-world tourism communication. For example, mispronouncing “five” as /paɪb/ can cause confusion when giving prices or directions. Unlike classroom-based studies, the context of tourism adds urgency: miscommunication can affect service quality and tourist satisfaction.

Therefore, tourism-specific pronunciation training is recommended to include intensive practice with problematic sounds or phonemes, using audiovisual tools that highlight articulatory mechanics. In addition, incorporating simulated customer-service dialogues can help learners apply target phonemes in realistic contexts, which is especially relevant for tourism professionals.

2. Omission

The difficulty observed in the pronunciation of final consonant clusters can be interpreted through the lens of the Markedness Differential Hypothesis (Eckman, 1977). This hypothesis suggests that phonological structures that are considered "marked" (i.e., complex and less frequent) in the target language (L2) will be more difficult for learners to acquire if such structures do not exist in their first language (L1). In the case of Sundanese speakers, final consonant clusters like /ts/ in the word “its” and /nd/ in the word “find” are complex structures that do not exist in their phonological system. Sundanese typically favors simpler consonant-vowel (CV) structures, and the occurrence of two consonants in a cluster at the end of a word is relatively rare.

The omission of the plural marker "-s" in English by Sundanese speakers can also be understood from a morphological perspective. Hendar (2020) explains that Sundanese uses an infixation system to indicate plural forms, most commonly using the infix -ar-. For example, the word *budak* (singular) becomes *barudak* (plural). Since Sundanese does not use a suffix-based plural marker, this morphological difference may lead Sundanese speakers to omit the "-s" ending in English due to unfamiliarity. The transfer of morphological rules from the first language (L1) to production in the second language (L2) is a clear example of negative language transfer, showing how structural differences between languages can affect pronunciation accuracy in the second language.

This finding is in line with a study by Alfansyah, Rahmat, and Ribahan (2023), who observed that students in Lombok frequently deleted sounds due to phonological incompatibilities and orthographic influence. Similarly,

Amrah (2022) found that Selayarese speakers often reduced consonant clusters and misused vowel lengths, further indicating that omission patterns caused by L1 interference are prevalent across various linguistic backgrounds.

The combination of these phenomena suggests that the difficulties faced by Sundanese speakers in acquiring English pronunciation are not only the result of phonological differences but also reflect deeper issues of morphological and syntactic transfer. This study contributes by emphasizing that such omissions, though subtle, can critically affect comprehension in tourism contexts. Saying “cup” instead of “cups” may cause misunderstandings in service.

To address this issue, pronunciation instruction should emphasize the articulation of cluster endings and plural forms by incorporating rhythm-based exercises and repeated practice within meaningful contexts, such as menu readings, price announcements, or time-related expressions.

3. Addition

The tendency of Sundanese speakers to insert additional sounds in certain English words can be interpreted as a phonological strategy influenced by the structure of their native language. In the case of the word “scenery”, the mispronunciation of the silent "c" as /k/ by 5 participants reflects a lack of familiarity with English spelling-pronunciation conventions, particularly with silent letters. According to Sobarna, Suyitno, and Achmad (1994), Sundanese phonology tends to preserve the articulation of every consonant in a word. This habit likely leads speakers to vocalize letters that, in English, are conventionally silent.

Further evidence appears in the pronunciation of the word “lively,” where some participants inserted a schwa (/ə/) between the consonants /v/ and /l/. This insertion indicates difficulty with consonant clusters that occur within a single syllable, particularly clusters that are uncommon or marked in Sundanese. Based on Syahrin (2014), Sundanese syllables typically follow a structure consisting of an onset, nucleus, and coda, with a strong preference for syllables containing a vowel nucleus flanked by one consonant on either side. Complex clusters like /vl/ in a single syllable may violate the typical Sundanese phonotactic pattern, prompting speakers to insert a vowel to ease pronunciation. This phenomenon is an example of epenthesis, a common linguistic process where additional sounds are added to break up difficult clusters.

The use of epenthetic vowels, such as the schwa, serves as an articulatory simplification strategy. This pattern parallels the findings of Alfansyah et al. (2023) and Amrah (2022), who noted similar sound insertions in learners from other regions due to both phonological and orthographic factors.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

In tour-guiding scenarios or informational exchanges, such additions may make speech appear unnatural or overly segmented, which can reduce intelligibility or affect tourists' perception of fluency. From a pedagogical perspective, these findings highlight the need to raise learners' awareness of English syllable structure and its differences from Sundanese. Pronunciation practice that focuses on cluster awareness, silent letters, and syllable timing may help Sundanese learners gradually adjust their articulation habits.

Another notable limitation concerns participant sampling. This study did not gather detailed demographic data such as age or educational background through direct questioning. However, observational insights indicated a wide range of educational and professional backgrounds among participants, including public order officers (Satpol PP), street painters, vendors, parking attendants, and visitors such as high school and university students. Pronunciation proficiency varied accordingly: younger individuals and those with higher education tended to articulate more clearly, while older participants—particularly vendors and parking attendants—displayed stronger phonological interference.

Interestingly, some participants, such as street painters and public officers, exhibited unexpectedly accurate pronunciation, suggesting that informal exposure or personal motivation may influence pronunciation ability. While this diversity enriches the data, it also introduces limitations in terms of representativeness, which should be considered when interpreting the findings.

Beyond linguistic factors, several sociocultural elements were observed to influence language transfer and pronunciation patterns. A common issue among participants was a lack of confidence when speaking English—even those with relatively clear pronunciation often showed hesitation or self-doubt. During interactions with tourists, many relied on basic expressions such as "yes" or "no," along with gestures or pointing. The use of digital tools like Google Translate was also prevalent.

Participants from lower socioeconomic or educational backgrounds, such as vendors and parking attendants, tended to adopt more passive communication strategies, in contrast to student visitors who, despite occasional uncertainty, expressed themselves more actively. These sociocultural dynamics shaped not only pronunciation accuracy but also broader communicative behavior, particularly in the high-contact context of tourism.

Conclusion

This study highlights the significant influence of Sundanese speakers' English pronunciation in international tourism areas like Braga Street, Bandung. Using Odlin's (1989) language transfer theory, two main types of transfer were identified: positive and negative. Negative transfer appeared in the form of phonological errors—especially substitutions, omissions, and additions—due to structural differences between Sundanese and English. These mispronunciations often hindered effective communication, particularly with international visitors.

Positive transfer, on the other hand, was observed when phonological similarities between the two languages aided more accurate pronunciation, especially of certain consonants and vowels. This not only improved intelligibility but also demonstrated that even speakers without formal English training could achieve relatively clear articulation.

Overall, the findings offer valuable insights for both second language acquisition study and language pedagogy. This study is expected to contribute to the theoretical and practical development of future study on second language acquisition, as well as inspire the formulation of innovative and context-sensitive language teaching methodologies. They also emphasize the importance for tourism stakeholders to support comprehensible English use to improve service quality in multicultural settings like Braga Street.

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