# CHAPTER II
# LITERATURE REVIEW

## A. Theoretical Framework

### 1. English Pronunciation

English pronunciation refers to the production of speech sounds that enables speakers to communicate meaning effectively. It involves the articulation of vowels and consonants, as well as suprasegmental features such as stress, rhythm, and intonation, all of which contribute to speech intelligibility (Roach, 2009; Underhill, 2005). As English has developed into an international language, effective pronunciation has become increasingly important for successful communication among speakers from diverse linguistic backgrounds. Rather than aiming for a native-like accent, pronunciation instruction primarily seeks to achieve intelligibility so that spoken messages can be understood accurately by listeners (Kenworthy, 1987; Jenkins, 2000; Levis, 2018)

Pronunciation is not limited to the accurate production of individual speech sounds. It also includes connected speech features, such as linking, assimilation, elision, and juncture, which naturally occur in spoken English and influence speech fluency and comprehensibility (Goh & Burns, 2012). Consequently, successful pronunciation learning requires learners to develop both articulatory control and listening skills in order to recognize and produce English sounds appropriately in different communicative contexts (Morley, 1991; Celce-Murcia et al., 2010).

For learners of English as a Foreign Language (EFL), pronunciation remains one of the most challenging language skills because English phonology differs considerably from many learners' first-language sound systems. According to Lado (1957) Contrastive Analysis Hypothesis, pronunciation difficulties often arise when sounds in the target language do not exist in the learners' native language. In the Indonesian context, additional challenges stem from the inconsistent relationship between English spelling and pronunciation, which frequently leads learners to rely on orthographic forms rather than

phonetic realization (Crystal, 2010). These differences often result in pronunciation errors, particularly in consonant sounds that are absent from Indonesian phonology.

Among English consonants, dental fricative sounds /θ/ and /ð/ are consistently reported as some of the most difficult sounds for EFL learners to acquire because they require articulatory movements that are uncommon in many first-language phonological systems (Ladefoged & Johnson, 2014). Previous studies have shown that learners commonly substitute /θ/ with /t/ or /s/ and /ð/ with /d/ or /z/, reflecting the influence of first-language phonology on second-language pronunciation (Eckman, 1977; Flege, 1995). Since the present study focuses on these two consonants, understanding their articulatory characteristics is essential for analyzing students' pronunciation performance.

## 2. English Consonants

The consonants of the English language are articulated by obstructing the airflow in the vocal tract, either partially or completely. Conversely, consonants involve constriction or closure at one or more points of articulation during sound production. According to Peter Roach, English contains approximately 24 consonant phonemes, which are classified based on place of articulation, manner of articulation, and voicing Peter Roach (n.d.). These classifications facilitate comprehension of the distinctions among consonant sounds with respect to articulation and acoustic properties. English consonants play a pivotal role in the differentiation of meaning due to the fact that alterations in consonant production have the potential to modify word interpretation. Consequently, a comprehensive understanding of consonant systems is imperative for effective pronunciation learning and phonological analysis.

In a similar vein, Peter Ladefoged and Keith Johnson assert that English consonants are classified based on the manner and location of speech organ interaction during sound production Ladefoged and Johnson (2014). The speech organs implicated in this process include the lips, tongue, teeth, alveolar ridge, palate, and vocal cords. It is imperative to note that each consonant sound is associated with a distinct set of articulatory movements and varying degrees of airflow obstruction. These articulatory differences influence how learners

perceive and produce English sounds. This classification system also facilitates the identification of pronunciation difficulties experienced by second language learners. Consequently, articulatory knowledge becomes an important foundation in pronunciation studies.

English consonants are typically classified into multiple categories based on their manner of articulation. These categories encompass plosives, fricatives, affricates, nasals, laterals, and approximants Mcmahon (n.d.). Plosives are produced through complete occlusion of the airflow followed by release, while fricatives involve continuous airflow through a narrow passage. Affricates are characterized by the combination of stop and fricative qualities within a single articulatory process. Nasals permit airflow through the nasal cavity, whereas laterals and approximants involve less obstruction of airflow. Each category is characterized by distinct articulatory characteristics and levels of difficulty. Consequently, consonant classification provides a systematic framework for understanding English sound production.

Recent studies have indicated that English consonant acquisition is strongly influenced by learners' first-language phonological systems. Indonesian EFL learners frequently encounter challenges in producing unfamiliar consonants due to their reliance on articulatory patterns from their native language Aryanika (2025). Furthermore, consonant classification based on place and manner of articulation provides an essential framework for comprehending pronunciation errors and articulatory difficulties among second-language learners Nur'Aini (2024). The present perspective is corroborated by the findings of Wuwur and Subiyanto (2023), who determined that pronunciation errors among Indonesian EFL learners predominantly emerge in consonant sounds that necessitate unfamiliar articulatory movements and phonological distinctions not present in the learners' first language.

Among these groups, fricatives are considered challenging because they require continuous airflow control and precise articulatory positioning. In order to produce fricative sounds, learners must coordinate tongue placement, airflow pressure, and voicing simultaneously. Inaccurate articulation may result in sound substitution or mispronunciation. Fricatives such as /θ/ and /ð/ present a

particular challenge due to the necessity of tongue placement between the teeth, a position that is uncommon in many languages. Consequently, learners frequently substitute these sounds with more familiar consonants. This underscores the significance of fricatives in the domain of pronunciation research.

Recent studies have emphasized the significant impact of first-language phonology on consonant acquisition. Indonesian EFL (English as a Foreign Language) learners tend to substitute unfamiliar English consonants with sounds that are available in their native language. This substitution is due to the fact that certain English consonants do not exist in the Indonesian phonological system Putri et al. (2023). This phenomenon is indicative of the influence of language transfer in the acquisition of pronunciation. It has been demonstrated that learners frequently depend on existing phonological knowledge to process novel sounds. Consequently, pronunciation errors become systematic rather than random. This phenomenon is especially prevalent among EFL learners whose native languages differ significantly from English.

Therefore, it is imperative to have a fundamental understanding of English consonants before delving into the discussion of specific consonant categories, such as fricatives, particularly /θ/ and /ð/. The understanding of consonant systems facilitates the elucidation of the manner in which articulation, perception, and phonological background exert their influence on pronunciation. Furthermore, it offers a theoretical framework for identifying learners' pronunciation difficulties. In the context of EFL (English as a Foreign Language), consonant analysis plays a pivotal role in comprehending error patterns and the impact of language transfer. This understanding is of particular relevance for Indonesian learners who encounter unfamiliar English consonants. Consequently, English consonants serve as a foundational element in the study of pronunciation in second language learning contexts.

### 2.1 Manner of Articulation

The manner of articulation refers to the manner in which airflow is modified during the process of speech production. It elucidates the manner in which speech organs interact to generate distinct categories of sounds.

Adrian Underhill posits that the manner of articulation delineates the relationship between articulators and airflow, thereby engendering distinct sound productions Adrian Underhill (2005). The manner in which sounds are articulated is associated with distinct acoustic and phonetic characteristics in speech. These distinctions are of paramount importance because they determine how consonants are perceived and produced. Therefore, an understanding of manner of articulation is essential in the study of phonetics and pronunciation.

According to Peter Roach, English consonants can be classified into several categories based on their manner of articulation Peter Roach (2009). These categories encompass plosives, fricatives, affricates, nasals, laterals, and approximants. Each category exhibits distinct characteristics in terms of airflow obstruction and articulatory movement. This classification provides a systematic framework for understanding consonant production in English. Furthermore, it assists in identifying pronunciation difficulties experienced by second language learners. Consequently, consonant classification emerges as a pivotal component in the analysis of pronunciation.

Recent studies further emphasize the importance of manner of articulation in understanding consonant production. Research by Putri et al. (2023) found that Indonesian EFL learners experience difficulties producing English consonants that require unfamiliar articulatory movements, particularly fricative sounds that are absent from their native language. In a similar vein, Aryanika (2025) reported that first-language phonological systems significantly influence learners' production of English consonants, often leading to sound substitutions and pronunciation errors. Furthermore, Nur'Aini (2024) research demonstrated the efficacy of articulatory and acoustic analyses in identifying learners' challenges in producing target consonants. The extant studies suggest that differences in articulatory mechanisms and phonological systems play an important role in second-language pronunciation. Consequently, the manner of articulation provides

a foundational framework for comprehending consonant production and pronunciation challenges experienced by EFL learners.

Plosives, also referred to as stop consonants, are produced through a process of sudden airflow cessation following a period of complete obstruction. The consonants /p/, /b/, /t/, /d/, /k/, and /g/ are classified as English plosives. These consonants can be found in words such as pen, book, time, day, cat, and go. During the production process, the airflow is intermittently halted before being released in a sudden, explosive manner. This results in a brief acoustic emission that serves to differentiate plosives from other consonants. Plosives are among the earliest sounds acquired in language learning because they occur frequently across languages. However, variations in aspiration and voicing may still pose challenges for EFL learners.

The production of fricatives occurs when air passes through a narrow constriction, thereby creating friction or turbulence. Examples of such phenomena include the pronunciation of /f/ as [v] in "very," /s/ as [s] in "see," /z/ as [z] in "zoo," /ʃ/ as [ʃ] in "ship," /ʒ/ as [ʒ] in "measure," /θ/ as [θ] in "think," and /ð/ as [ð] in "this." According to Ladefoged and Johnson (2014), the production of fricatives necessitates precise airflow regulation and accurate articulatory placement. This inherent complexity often poses a significant challenge for many EFL learners, particularly in the context of acquiring sounds that are not present in their native language. Among English fricatives, /θ/ and /ð/ are considered particularly challenging because they require dental articulation. Consequently, fricatives emerge as a pivotal area of focus in the domain of pronunciation studies.

It is imperative to acknowledge the significance of affricates, nasals, laterals, and approximants in the context of English articulation. These phonetic units play a crucial role in the diverse manners of articulation that characterize the English language. Affricates are characterized by the combination of plosive and fricative articulation, as exemplified by the sounds /tʃ/ in "chair" and /dʒ/ in "job." The production of nasals is a result of airflow passing through the nasal cavity. This process is exemplified by

the sounds /m/ in "man," /n/ in "name," and /ŋ/ in "sing." Laterals permit airflow to escape around the sides of the tongue, as exemplified by /l/ in "love," while approximants involve minimal constriction, such as /r/ in "red," /w/ in "we," and /j/ in "yes." These sound categories serve to enrich the English consonant system and contribute to pronunciation variation. Therefore, a comprehensive phonetic analysis necessitates an understanding of these phenomena.

Recent studies suggest that second-language learners frequently encounter challenges in producing consonants that necessitate unfamiliar articulatory movements. As Putri et al. (2023) have demonstrated, Indonesian EFL learners frequently encounter difficulties with English consonant sounds that are not present in their native language, particularly fricatives that necessitate specific articulatory positioning. It has been observed that learners often rely on familiar articulatory patterns from their first language when producing unfamiliar sounds. This phenomenon frequently results in substitutions of sounds and errors in pronunciation. The complexity of the task is further compounded when the target sounds involve articulatory gestures that are not present in the learners' phonological system. Consequently, EFL learners frequently encounter challenges with specific consonant categories, such as fricatives. Therefore, it can be concluded that articulatory familiarity plays a significant role in the acquisition of second-language pronunciation.

### 2.2 Fricative Sounds /θ/ and /ð/

Fricative sounds are a category of consonant sounds that are produced when airflow passes through a narrow space in the vocal tract, leading to friction or turbulence. In contrast to plosive consonants, which involve complete closure, fricatives allow for continuous airflow and are classified based on place and manner of articulation Jonathan Harrington (2010); Ladefoged and Johnson (2014); Linda Shockey (2003). The production of these sounds necessitates precise regulation of air pressure and the positions of the speech organs, rendering them challenging for second language (L2)

learners. In phonetic analysis, this turbulence manifests as high-frequency spectral energy, which fluctuates according to the context of the speech.

The phonemes /θ/ (voiceless, e.g., think) and /ð/ (voiced, e.g., this) are classified as dental fricatives. These phonemes are articulated by placing the tongue tip between the upper and lower front teeth to form a narrow gap. The voicing distinction is attributed to the vibration of the vocal cords, with /θ/ being aspirated and /ð/ resonant April McMahon (2002). This tongue position is not commonly observed in Indonesian and Sundanese, which possess a unique set of alveolar fricatives. This unique phonological configuration presents a significant challenge for English as a Foreign Language (EFL) students, leading to phonological mismatches.

Dental fricatives exhibit high markedness due to their rarity across world languages, prompting L2 learners to either avoid them or simplify them Linda Shockey (2003). This markedness, as posited by the universal phonology theory, necessitates more complex mental representations, frequently resulting in deletion or excessive coarticulation during the early stages of learning. This phenomenon aligns with implicational hierarchies, wherein dental fricatives are seldom observed in the absence of basic fricatives.

A close examination of the extant research reveals systematic substitutions such as /θ/ being replaced by /t/ or /s/, and /ð/ being replaced by /d/ or /z/. These substitutions are consistent with Fred R Eckman (1977) hypothesis, which combines markedness with the Contrastive Analysis Hypothesis. According to James Emil Flege (1995) Speech Learning Model, learners map new L2 sounds to similar L1 categories perceptually, leading to partial accommodation. Studies on Indonesian learners have corroborated this phenomenon through formant transitions that bear a resemblance to alveolar stops.

The acquisition of /θ/ and /ð/ is contingent upon the development of perceptual abilities, whereby learners are required to discern friction onsets and voicing cues prior to achieving accurate production Best and Tyler (2007). The Perceptual Assimilation Model (PAM) predicts difficulty based

on L1 similarity, with Indonesian learners often equating them to /t/-/d/. AXB discrimination tests demonstrate a robust correlation between perception and production, underscoring the necessity for bottom-up exercises in the context of EFL instruction.

Recent studies further corroborate systematic substitution patterns in the production of dental fricatives among Indonesian EFL learners. Widya et al. (2025a) found that learners frequently replaced /θ/ with /t/ and /ð/ with /d/ due to the absence of these sounds in Bahasa Indonesia. In a similar vein, Widya et al. (2025b) reportedthe predominance of alveolar stop substitutions among Indonesian learners, thereby corroborating Flege's Speech Learning Model. This model posits that unfamiliar L2 sounds are assimilated into existing L1 categories. Furthermore, Ristati et al. (2025) demonstrated that pronunciation accuracy is strongly related to perceptual ability and L1 interference, particularly in fricative production. The regional linguistic background of the interlocutor also exerts an influence on pronunciation patterns. Indeed, learners from different dialect groups tend to substitute interdental fricatives with /s/, /t/, /d/, or /z/. Islam, Maulana, and Ibrahim (2025). In a similar vein, Laita, Nasywa, and Lubis (2025) In a similar vein, Laita, Nasywa, and Lubis's 2025 study found that Sundanese-speaking learners demonstrate unique pronunciation patterns that are shaped by regional phonology.

The improvement process entails the provision of authentic input exposure, the articulation of guidance with the use of visual tools such as ultrasound, and the immediate provision of feedback for air flow control Jonathan Harrington (2010). High-variability phonetic training Derwing and Munro (2015) and minimal pairs have been demonstrated to facilitate generalization, while Praat spectral analysis has been shown to expedite motor adaptation. This approach integrates cognitive awareness with articulatory automatization, making it suitable for Indonesian EFL contexts.

### 3. Indonesian Accent

An accent is defined as the distinctive pronunciation characteristics influenced by a speaker's first language (L1), which systematically affects the perception and production of second language (L2) sounds. For Indonesian EFL learners, this accent is derived from the relatively uncomplicated phonological system of Bahasa Indonesia, which is distinguished by the presence of minimal consonant clusters, five distinct vowel sounds, and a high degree of consistency between spelling and phonetic transcription Dardjowidjojo, (2009); Tri Angkarini (2023). For instance, Indonesian words such as "kantor" (office) and "sekolah" (school) are pronounced exactly as spelled, exhibiting predictable vowel quality. This is in contrast to complex English words such as "through," "colonel," or "Wednesday," which exhibit unpredictable vowel quality. This orthographic transparency has been shown to lead learners to habitually apply similar decoding rules to English, often resulting in systematic pronunciation deviations. Furthermore, the non-existence of tense-lax vowel distinctions and diphthongs contributes to the shaping of their English accent patterns.

Indonesia is devoid of dental fricatives /θ/ and /ð/. This poses a significant challenge for learners, who often substitute these sounds with the nearest alveolar stops, /t/ and /d/. This tendency has been documented by Robert Lado (1957). Common examples include the pronunciation of "think" as "tink," "this" as "dis," and "bath" as "bat," reflecting classic negative transfer from L1 phonology. Fred R Eckman (1977) markedness theory provides a theoretical foundation for this phenomenon, positing that typologically rare sounds elicit predictable replacement by less marked, more frequent alternatives present in the native inventory.

The strong reliance on orthography exhibited by Indonesian learners, stemming from the relatively consistent grapheme-phoneme correspondence characteristic of Bahasa Indonesia, frequently poses challenges when confronted with the irregular spelling system of English. The "th" digraph poses a particular challenge for learners due to its frequent association with familiar Indonesian consonant sounds, leading to confusion regarding its actual English pronunciation. As Putri et al. (2023) found, Indonesian EFL learners

experienced considerable difficulty in producing English fricative sounds, particularly /θ/ and /ð/, due to the mismatch between English spelling and pronunciation. This orthographic influence frequently prompts learners to apply Indonesian pronunciation rules to English words, leading to systematic pronunciation errors. Additionally, learners often depend heavily on written forms when producing spoken English, especially in classroom settings where exposure to authentic pronunciation models is limited. Consequently, orthographic interference emerges as a substantial factor influencing English pronunciation accuracy among Indonesian EFL learners.

The Indonesian language is typified by a syllable-timed rhythm, in which syllables receive relatively similar prominence. In contrast, English follows a stress-timed rhythm that emphasizes stressed syllables and reduces unstressed ones. This discrepancy frequently results in Indonesian learners incorporating their native rhythmic patterns into their English speech. According to Pajar, Wahyuningsih, and Salsabila (2023), Indonesian EFL learners frequently encounter challenges in processing spoken English due to discrepancies in pronunciation, stress patterns, and speech rhythm. Consequently, learners may produce English utterances with relatively equal stress across syllables, resulting in speech that may be perceived as less natural. This prosodic transfer has the potential to impede fluency and compromise intelligibility during communication. Consequently, disparities in rhythmic patterns between Indonesian and English have been identified as a substantial contributing factor to the pronunciation challenges experienced by EFL learners.

Indonesian phonotactics impose stringent restrictions on consonant clusters, permitting solely simple onsets and codas. Consequently, learners are compelled to modify complex English clusters through epenthesis (vowel insertion) or deletion Soenjono Dardjowidjojo (2009). Numerous examples support this assertion. The word "strengths" is altered to "se-strengths," "texts" is rendered as "teks-tes," and "sixth" is simplified to "sik-st." Although these modifications make pronunciation easier for learners, they alter the target pronunciation and may reduce speech intelligibility, particularly when

consonant clusters contribute to distinguishing lexical meaning (Celce-Murcia et al., 2010; Levis, 2018).

The compounding of perceptual limitations with articulatory challenges is a salient factor in the study's findings. The inability of learners to discriminate novel L2 sounds, such as dental friction, directly correlates with inaccurate production Pajar, Wahyuningsih, and Salsabila (2023). In the context of the seventh-semester English Education thesis, the integration of targeted interventions is paramount. The first component of the study is contrastive minimal pairs (/θin/-/tin/, /ðis/-/dis/). The second component is ultrasound/tongue mirror visuals for linguo-dental positioning. The third component is Praat spectral analysis of learner recordings versus native models. High-variability phonetic training Derwing and Munro (2015) has been demonstrated to be the most effective method for improving intelligibility for Bandung EFL students. The methodology could be adapted to incorporate a pre/post-test design with 30 participants, with the objective of establishing statistical significance through the implementation of paired t-tests on pronunciation accuracy scores.

**4. Sundanese Accent**

Sundanese, a prominent regional language spoken by approximately 40 million individuals in West Java, demonstrates a distinctive phonological system that substantially influences the pronunciation patterns of English language learners. In contrast to the relatively uniform phonology of Bahasa Indonesia, Sundanese is characterized by its distinct consonant and vowel inventories, incorporating tense-lax distinctions and specific phonotactic constraints Yayat Sudaryat (2013); Abigail C Cohn (2005). These characteristics generate a layered L1 influence for bilingual Sundanese-Indonesian speakers, thereby compounding pronunciation challenges beyond those encountered by monolingual Indonesian learners. The language's prestige in Bandung and its surrounding regions serves to reinforce these regional pronunciation features among university students.

A distinctive feature of Sundanese phonology is the production of stop consonants with elevated muscular tension in the vocal folds, resulting in tense

articulation that differs from its Indonesian or English counterparts Abigail C Cohn (2005). This articulatory setting exerts a significant influence on English consonant production, particularly with regard to fricative realization. In the case of Sundanese learners, this influence may result in the over-tense placement of the articulators, leading to the production of /θ/ and /ð/ as tense alveolar stops /t θ/ and /d θ/. A survey of Bandung English Education students has revealed that this tension is also observed in the pronunciation of English voiceless fricatives. This finding suggests that the reduction in frication noise may have a detrimental effect on the dental quality of the pronunciation.

As with Indonesian, Sundanese exhibits an absence of dental fricatives /θ/ and /ð/. This characteristic is often cited as an impediment to acquisition, which is typically substituted through a hierarchical process. According to Robert Lado (1957), the following transformations occur: /θ/ → /t/ > /s/, and /ð/ → /d/ > /z/. However, a closer look reveals that Sundanese learners exhibit nuanced patterns due to regional dialectal variation. For instance, urban Bandung speakers favor /t/-/d/ substitutions mirroring Indonesian patterns, while rural speakers may produce /s/-/z/ variants influenced by Sundanese sibilant distribution. This results in error profiles that are both predictable and regionally variable, diverging from the data typically observed for national Indonesian learners.

The influence of Sundanese phonological characteristics on the adaptation of English sound structures by learners is a subject of interest. This influence may be particularly evident in instances where the target language contains phonotactic patterns that differ from those found in the first language of the learner. It has been demonstrated that learners frequently modify unfamiliar English consonant sequences through the implementation of simplification strategies. These strategies include consonant reduction and sound substitution, which are employed to align the unfamiliar sequences with the learner's existing phonological system. Recent research by Aryanika (2025) indicates that first-language phonological transfer significantly affects the production of English sounds among EFL learners, especially when the target sounds are absent from the learners' native language. Consequently, bilingual Sundanese-Indonesian

learners may develop distinctive pronunciation patterns that reflect the interaction of both linguistic systems. This phenomenon underscores the notion that pronunciation is influenced not only by the target language but also by learners' prior linguistic experiences. Consequently, an analysis of the phonological background of learners is imperative for comprehending pronunciation variation.

The use of language, the influence of culture, and the dynamics of community interaction have the potential to perpetuate specific pronunciation patterns over extended periods. Pajar, Wahyuningsih, and Salsabila (2023) reported that learners' exposure to different language varieties and communication environments can influence their ability to accurately perceive and produce English sounds. It has been demonstrated that learners who frequently use a regional language in their daily communication may be able to maintain certain phonological features when speaking English. Consequently, regional linguistic identity has the potential to influence learners' pronunciation development and intelligibility. Therefore, both linguistic and sociolinguistic factors must be considered when examining pronunciation patterns among Sundanese EFL learners.

Sundanese learners encounter heightened perceptual challenges in differentiating dental friction from alveolar stops, compounded by dual L1 interference Pajar, Wahyuningsih, and Salsabila (2023). Orthographic irregularities compound this issue, as learners apply Indonesian spelling consistency to English while navigating Sundanese dialectal vowel perception Tri Angkarini (2023). In the context of the thesis methodology, a comparative analysis is warranted between Bandung (Sundanese-dominant) and Jakarta (Indonesian-dominant) cohorts. This can be achieved by employing Praat spectrograms to quantify the duration differences in frication. This will establish the statistical significance of regional variation on /θ/-/ð/ acquisition trajectories.

## B. Previous Research

The initial study was conducted by Derwing and Munro (2015) and was entitled "Phonetic Fundamentals." Evidence-Based Perspectives for L2

Teaching and Research," published by John Benjamins. The objective of this study was to examine the factors influencing intelligibility in second language pronunciation. The researchers employed a mixed-method approach, integrating experimental and observational data. The findings indicated that pronunciation errors are predominantly influenced by learners' perceptual limitations and inadequate exposure to authentic language input. The present study shares a notable similarity with the aforementioned one in that both focus on pronunciation in English as a foreign language (EFL) contexts. However, this study does not specifically analyze the production of fricative sounds /θ/ and /ð/, nor does it compare learners with different linguistic backgrounds. The study's limitations stem from its lack of contextual analysis related to L1 influence.

The second study was conducted by Jennifer Jenkins (2000) in her work "The Phonology of English as an International Language," published by Oxford University Press. The objective of this study was to ascertain the core pronunciation features necessary for intelligibility in the context of international communication. The methodology employed was phonological analysis, informed by empirical data from non-native English speakers. The findings indicated that not all English sounds are equally important for intelligibility, and some pronunciation features can be simplified without significantly affecting communication. While this study shares a similar concern with pronunciation and intelligibility, it does not focus specifically on fricative sounds or learners from Indonesian and Sundanese backgrounds. The absence of detailed analysis of specific phonemes constitutes the fundamental gap in the field.

The third study was conducted by Roy C Major (2001) and is entitled "Foreign Accent: The Ontogeny and Phylogeny of Second Language Phonology," published by Lawrence Erlbaum Associates. The objective of this study was to elucidate the process by which foreign accents evolve in the context of second language acquisition. Utilizing a theoretical and longitudinal approach, the study ascertained that foreign accent is influenced by the interaction between L1 and L2, as well as by factors such as age and exposure. The significance of this study lies in its emphasis on the impact of L1 on

pronunciation. However, it does not provide a comparative analysis of different L1 groups, nor does it specifically address the production of /θ/ and /ð/. The present study's limitations are due to the lack of empirical data in specific EFL contexts, such as those in Indonesia.

The fourth study was conducted by Celce-Murcia et al. (2010) in "Teaching Pronunciation: A Course Book and Reference Guide," published by Cambridge University Press. The objective of this study was to develop effective pronunciation teaching strategies. The study's findings, derived from a descriptive and pedagogical approach, concluded that pronunciation instruction should encompass both segmental and suprasegmental aspects. While the present study is pertinent in its demonstration of the challenges encountered in pronunciation, its primary focus is on the methodology of instruction rather than the analysis of particular pronunciation errors. The observed discrepancy can be attributed to the absence of thorough phonetic analysis of challenging sounds such as /θ/ and /ð/.

The fifth study was conducted by Brown and Lee (2015) in "Principles of Language Learning and Teaching," a publication by Pearson Education. The objective of this study was to elucidate the fundamental principles of language acquisition, with a particular focus on the development of pronunciation. Utilizing a theoretical framework, the study determined that pronunciation errors are an inherent component of the learning process and are indicative of learners' developmental stages. While this perspective aligns with the present study's conception of errors as integral to the learning process, it does not delve specifically into the domain of phonological errors or the distinctions between L1 and other languages. The limitation is its broad scope and lack of focus on specific pronunciation issues.

The sixth study was conducted by Cook and Singleton (2016) in "Second Language Learning and Language Teaching," a publication by Routledge. The objective of this study was to explore second language acquisition processes from the perspectives of linguistics and psychology. The methodological approach entailed a theoretical analysis. The findings indicate that learners develop an interlanguage system influenced by their first language. The present

study is pertinent as it establishes a theoretical framework for comprehending pronunciation errors. However, it does not specifically analyze fricative sounds or compare different linguistic groups. The absence of empirical phonetic analysis is the fundamental issue.