Exploring Javanese Accent Influence: University Students' Perceptions, Motivation, and Coping Strategies in English Pronunciation

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Abstract

The influence of Javanese accents on the pronunciation of English by Indonesia students is still limited. Therefore, the purpose of this research is to investigate how Javanese accents influence students' pronunciation of English and to understand their perceptions of the challenges they face in improving their pronunciation. We employed a qualitative method, utilizing semi-structured interviews, with approximately eight students from various universities in Indonesia who speak Javanese as their mother tongue participating. The collected data will be analyzed by topic to find different patterns and topics related to the influence of accents on English pronunciation. The expected result of this research is to provide a deeper understanding of how Javanese accents influence students ' pronunciation of English, especially in phonetic aspects. The results of this research are also expected to make a significant contribution to pronunciation teaching strategies, enabling teachers to more effectively address the common difficulties faced by students from a Javanese background.

Keywords: *Javanese accents, English pronunciation, voice transmission, English as a foreign language*

Introduction

In the context of English language learning in Indonesia, conversational skills are closely related to pronunciation, which serves as a key indicator of communicative comprehension. As emphasized by Khualid et al. (2024), accurate pronunciation is crucial because unclear or incorrect pronunciation can lead to misunderstandings, compromise the clarity of the message, and hinder effective communication. However, in Practice, English learners often integrate the phonetic system of their native language or regional accent into the target language. This phenomenon is particularly evident in learners with a Javanese accent background, who tend to retain Javanese phonetic features when speaking English. Because differences in vowel quality, consonant articulation, and intonation patterns can significantly affect pronunciation, this overlap reflects the transfer of sounds from the first language (L1) to the second language (L2). It can negatively impact communication effectiveness and reduce comprehension in academic and professional settings (Achimugu et al., 2023).

In this study, accent refers to the recognizable way someone pronounces a language. According to Hideg et al. (2024), an accent is an auditory feature that marks how a person sounds and differs from the standard form of a language, often shaped by their first language through variations in pronunciation and intonation. Research in Serang, for example, showed that the Serang Javanese accent ("Jaseng") makes students'

speech sound heavy, making it difficult for non-local listeners to (Jaya et al., 2023a). MAN Cirebon 1 also showed similar results to the present study, where a significant correlation was found between students' Javanese accents and their ability to pronounce English (Firmansyah, 2022). Failure to address this issue would not only affect learning but may also impact students' ability to communicate effectively in academic or professional settings. Appreciation of the impact of accents may help teachers create more tailored strategies for focusing on correct pronunciation.

Recent research has identified several pronunciation difficulties commonly experienced by Javanese-speaking learners of English. Octaviani et al. (2024) note that students generally have difficulty pronouncing consonant and vowel sounds that have no equivalent in Javanese, such as /θ/, /ð/, and /ʒ/. Therefore, a very common substitution is the replacement of /θ/ with /t/ or /ð/ with /d/. He found results similar to those of Luthfianda et al. (2024), who noted that Indonesian learners often mispronounce fricative sounds, particularly final consonants. Kuspiyah (2023) also reported that in the production of voiced final consonants, Javanese learners produce them as voiceless sounds, which is a sign of strong interference from their mother tongue (L1). Supporting this observation, Salviya and Islam (2025) demonstrated that many Indonesian students continue to be influenced by regional accent tendencies in their everyday speech. The recurring phonological patterns indicate that fossilization does occur in advanced learners. These alternatives facilitate articulation but have adverse effects on Intelligibility and accuracy. How students perceive and respond to these issues will significantly contribute to identifying the adaptive and context-sensitive pronunciation instruction most suitable for Javanese as an L1.

Research on Javanese accent interference has focused on describing error patterns and estimating the phonological or orthographic interference that occurs. Javanese has three major regional varieties (West, Central, East Javanese), which may contribute to differences in accent features. Indonesian is used for more formal and inter-regional occasions (Firmansyah, 2022). These variations may be large in some Javanese and English phonological contrast, for instance for vowel (/æ/, /ɪ/, and /ʌ/) (diphthong (/əʊ/, /eɪ/ and /aʊ/) or consonant sounds (/θ/ & /ð/ sound; the voiced alveolar approximant, /ʒ/) ad, (/v/) (Senowarsito & Ardini, 2019). Errors often appear in connected speech, including the omission of final sounds, the addition of extra vowels, and reliance on Javanese phonetic patterns. These recurring pronunciation errors may reflect what Topal (2024) describes as phonological fossilization, a condition in which learners continue to produce the same pronunciation errors despite prolonged exposure to English. Orthography also plays a role, as learners often rely on written English forms influenced by their Javanese reading habits rather than phonetic accuracy.

Although existing research has provided valuable insights, several gaps remain. Previous research has not explored how social and educational factors influence pronunciation outcomes, nor has it thoroughly distinguished the influence of various Javanese accents (Fitria, 2023). However, most previous studies mainly focused on identifying pronunciation errors rather than learners' own perceptions of how their accent influences their English pronunciation. Limited research has examined this issue at the university level. Furthermore, the dimensions of motivation and sociolinguistics remain underexplored. This research gap highlights the need for further investigation that not only identifies phonological influences but also considers learner perceptions and pedagogical implications.

This research examines the impact of Javanese accents on English pronunciation among university students and how learners perceive this challenge in their learning

experiences. The aim is to identify the phonological features of the Javanese accents that influence pronunciation, describe the difficulties faced by students who speak with Javanese accents, and analyze their perspectives on how their accents shape their pronunciation. This research aims to make theoretical and practical contributions by enriching the discussion on first language transfer in one of the largest language communities in Indonesia (Octaviani et al., 2024; Syakur et al., 2024) and by enhancing educators' ability to design more effective pronunciation teaching strategies to overcome common problems such as sound substitution and stress placement. Understanding the perspectives of the learners themselves can further promote learner-centered teaching and increase their confidence in using English for academic communication. Ultimately, this research is expected to contribute to more effective pronunciation pedagogy that recognizes the linguistic diversity of Indonesian learners.

The study on the influence of the Javanese accent on English pronunciation among university students is guided by the core necessity to address the existing gap between the phonological diagnosis of errors and the subjective learner experience. This section collates existing scholarly works to establish the theoretical foundation of accent transfer and critically evaluate relevant empirical studies, specifically focusing on the intersection of the Javanese accent, student perception, internal motivation, and self-regulated coping strategies, which are the main variables of this research.

The theoretical foundation of this study is built upon the principles of L1 Phonological Interference and the modern communicative goals of pronunciation instruction. An accent is the most immediate linguistic feature identifying a speaker's background. In the EFL context, it is the primary site for the transfer of native language (L1) phonological patterns to the target language (L2). Scholars such as Wardani et al. (2019) assert that L1 interference is systematic due to the structural differences between Javanese and English. While English is typically a stress-timed language, Javanese, like many Indonesian dialects, is often syllable-timed (Tambunsaribu & Simatupang, 2021). This mismatch creates predictable challenges in suprasegmental features, leading to the transfer of rhythm and stress patterns, which often results in the perception of a "heavy" or non-native accent (Qalbi & Daddi, 2023).

The persistent nature of the mother tongue (L1) is well-documented, as confirmed by (Kosasih, 2021; Noviyenty & Putri, 2021) who note that L1 interference significantly influences the overall speaking proficiency of EFL learners. However, the pedagogical goal has shifted. Within the framework of English as a Lingua Franca (ELF), the main objective of pronunciation is Intelligibility rather than near-native accuracy (Khusna & Aliyah, 2021). This contemporary perspective encourages the acceptance of L1 accents as an element of the speaker's Linguistic Identity (Fauzi, 2023). This self-perception is vital, as a learner's attitude toward their accent directly affects their Self-Efficacy (Nurazizah et al., 2024) and their internal Motivation (Kosasih, 2021) both of which are critical determinants of learning success.

Prior research on the Javanese accent can be grouped into two main empirical areas: quantitative error diagnosis and surveys on learner perception. Both areas lay the groundwork for understanding the problem addressed by this study. Phonological Error Diagnosis: The majority of existing work focuses on identifying and quantifying the specific segmental errors caused by the L1 accent. (Firmansyah, 2022) conducted an analysis that revealed a strong correlation between the use of Javanese dialects and mispronunciation among secondary students. In contrast, (Kuspiyah, 2023; Rahmah et al., 2023) focused on university learners, demonstrating that interference persists among advanced students, particularly in the devoicing of final consonants. Segmental difficulties

are widely reported. Luthfianda et al. (2024) and Octaviani et al. (2024) confirmed consistent struggles with English fricatives, which are absent in Indonesian phonology. (Nuriza Johan & Cahyani, 2024) provided specific data on velar consonant errors among university students, while Nirwana and Suhono (2023) compared Javanese and Buginese learners to highlight sound substitution as a persistent influence from L1. A detailed analysis, such as that conducted by Jaya et al. (2023) on the Serang Javanese accent, further demonstrates how L1 characteristics can lead to phonetic distortions, resulting in a perceived "heavy" sound that may alter the meaning.Phonological Error Diagnosis: The majority of existing work focuses on identifying and quantifying the specific segmental errors caused by the L1 accent. Firmansyah (2022) conducted an analysis that revealed a strong correlation between the use of Javanese dialects and mispronunciation among secondary students. In contrast, Kuspiyah (2023) and Rahmah et al. (2023) focused on university learners, demonstrating that interference persists among advanced students, particularly in the devoicing of final consonants. Segmental difficulties are widely reported. Luthfianda et al. (2024) and Octaviani et al. (2024) confirmed consistent struggles with English fricatives, which are absent in Indonesian phonology. (Nuriza Johan & Cahyani, 2024) provided specific data on velar consonant errors among university students, while Nirwana and Suhono (2023) compared Javanese and Buginese learners to highlight sound substitution as a persistent influence from L1. A detailed analysis, such as that conducted by Jaya et al. (2023) on the Serang Javanese accent, further demonstrates how L1 characteristics can lead to phonetic distortions, resulting in a perceived "heavy" sound that may alter the meaning.

Learner Perception and Context: A smaller but important body of research examines the affective side of accent learning. Syakur, Sulistyaningsih, and Musyarofah (2024) utilized self-report questionnaires to find that both Javanese and Madurese speakers generally perceived their accents as having a neutral impact on communication, suggesting that for many, the local accent is not seen as a significant barrier. Sunaryo et al. (2024) provided a broader sociolinguistic perspective, highlighting that the surrounding family, community, and educational environment influence dialect variation. While these studies begin to address how students view their accents, they primarily rely on quantitative self-report data, which offers breadth but fails to capture the necessary qualitative depth of how students internalize their pronunciation challenges or why their motivation levels fluctuate.

The current body of research successfully identifies the what and where of L1 interference, but a significant gap remains in understanding the how and why concerning the learner's active response. This study is specifically designed to fill this void by focusing on motivation and coping strategies.

Effective pronunciation learning necessitates the development of personal coping strategies and learner autonomy, largely because, as Tambunsaribu and Simatupang (2021) argued, formal instruction is often insufficient. These self-regulated strategies are the active steps learners take to mitigate accent interference. For example, Topal (2024) argued that higher phonological awareness is key to minimizing Javanese accent interference, implying that deliberate Practice is essential. This autonomous learning is confirmed by Ismiatun et al. (2023), whose reviews demonstrate the widespread adoption of technologies, such as mobile apps, and active practice techniques, including shadowing, among EFL learners to improve pronunciation. The success of these strategies is intrinsically tied to the learner's motivation and ability to overcome affective issues, such as shyness or performance anxiety (Nurazizah et al., 2024).

Thus, based on existing previous studies, a research gap remains. Despite strong evidence detailing phonological errors, very few studies have used in-depth qualitative narrative methods to comprehensively explore the relationship between L1 Javanese accent and students' subjective perceptions, emotional motivations, and coping strategies in a single study. Therefore, this study focuses on collecting rich contextual narratives necessary to understand learners' complex internal responses to their pronunciation challenges.

Method
Study Design
This study employs a qualitative approach within a case study framework, with a descriptive orientation that provides detailed, non-numerical explanations of student experiences. As a descriptive qualitative study, the data collected are presented in rich descriptions rather than numerical form, allowing for an exploration of students' perceptions, experiences, and understanding of their English pronunciation difficulties, as well as how Javanese accents can support or limit their performance. Conducted in a natural classroom environment without controlling any variables, this design enables researchers to capture authentic language use and gain deeper insights into the role of Javanese accents in shaping students' pronunciation.

Sample Population
The criteria for participants emphasize a variety of important elements. Participants had to be registered in or have completed their bachelor's degree program. Also, participants had to speak Javanese as a normal part of their development. Additionally, participants had to have taken some English classes, which helped with the pronunciation and interviews. We chose these individuals because they appeared to be good samples of the average Javanese speakers. They were able to delve into the details concerning how variations in accent affect the pronunciation of the English language. The study excluded students with limited proficiency in the Javanese language.

The participants were identified through purposive sampling, which is a type of sampling that specifically meets the study's purposes (Makwana et al., 2023). The number of participants expected to generate meaningful information appropriate for a qualitative study was approximately 7 to 10. Among the research tenets that were followed throughout the study process were the principles of involvement, anonymity, and confidentiality of information.

Data Collection Techniques and Instrument
In line with Offor et al. (2025), who explain that the development of a research instrument should be guided by its scope, purpose, measured constructs, target participants, and the research questions it is intended to address, the interview guide in this study was carefully aligned with the aims and focus of the research. Most interviews were conducted in English and lasted approximately thirty to forty minutes, although some were conducted in Indonesian for participants who felt more comfortable using their native language. This flexibility in language choice helped create a more relaxed environment, allowing participants to express their ideas more clearly. The overall process contributed to richer and more authentic data for analysis.

Data Analysis Techniques

After transcription, each interview was carefully reviewed to identify the presence and influence of Javanese accent features that appeared in the participants' descriptions of their experiences. To analyze the qualitative data, this study used thematic analysis (Dhaval, 2023), which offers a structured yet flexible approach to identifying patterns across a dataset. This process consists of several stages, including familiarization with the data, initial coding, theme identification and review, and refinement of themes to reflect the core meanings expressed by participants. This cyclical engagement allows researchers to connect deeply with participants' perspectives and ensure that emerging themes remain rooted in their authentic and real experiences.

This qualitative study is important because it highlights how university students personally experience and interpret their Javanese accents while learning English. Rather than viewing accents as a problem, this study emphasizes the learners' perspective and shows how accents become part of their developing identity as English users. By focusing on these real experiences, this research contributes to the affective dimension of Second Language Acquisition, particularly in understanding learners' attitudes and feelings toward pronunciation.

In practice, this research provides valuable insights for English language teaching by encouraging a student-centered approach to pronunciation teaching. By considering students' perspectives and the strategies they develop themselves, teachers can move beyond a narrow focus on error correction and instead support clear and confident communication. Recognizing students' accents as part of their identity can help create a more inclusive learning environment and strengthen students' confidence in using English in academic and professional contexts.

Results

This section presents a detailed, thematic analysis of the qualitative data gathered through semi-structured interviews with eight university students (P-A to P-H) who speak Javanese as their first language. The findings are organized based on the core objectives of this study: Perceptions of Javanese Accent and Linguistic Identity, Emotional Responses and Motivational Drivers, and Self-Directed Coping Strategies and Learner Autonomy.

Perceptions of Accent and the Construction of Linguistic Identity

The findings reveal that participants predominantly conceptualize their Javanese accent not as a linguistic deficiency, but as an integral component of their linguistic and cultural identity. This perspective reflects what sociolinguistic scholars describe as *accent legitimization*, where regional accents are normalized rather than stigmatized within the speaker's self-concept. The classification of their accent as "neutral" by most participants (P-A, P-D, P-E, P-F, P-G, and P-H) (Data 1) indicates a reconciliatory stance toward their L1 influence, suggesting that the presence of a Javanese accent does not inherently diminish communicative value in informal or academic contexts.

Participant P-A's reflection illustrates this negotiated identity clearly. By describing the accent as "local wisdom," P-A positions the Javanese accent as a cultural asset rather than a communicative failure (Data 2). At the same time, the acknowledgment that the accent "can disappear with habit" reflects an awareness of pronunciation as a malleable skill. This dual stance demonstrates what Jenkins (2007) terms *adaptive intelligibility*, where speakers aim for clearer communication without necessarily

conforming to native-speaker norms. Thus, improvement is framed as progress rather than eradication of identity.

Similarly, Participant P-E's perception of the accent as "unique" reinforces the idea that accent functions as a marker of group membership (Data 3). The use of the regional term *"medok"* does not carry a negative connotation for the participant, indicating resistance to linguistic stigma. This finding aligns with previous research (Syakur et al., 2024; Sunaryo et al., 2024), which suggests that Indonesian EFL learners often maintain a positive emotional attachment to their regional dialects even while recognizing their phonological influence on English.

However, the acceptance of a Javanese accent is not absolute and is highly context-dependent. Participant P-H introduces a clear functional distinction between social and professional domains (Data 4), emphasizing that accent tolerance decreases as communicative stakes increase. In professional settings such as diplomacy, education, or international representation accent modification is perceived as a requirement tied to professionalism and institutional image. This reflects the concept of *situational code-switching*, where speakers consciously adjust linguistic features to meet contextual expectations.

This finding provides empirical support for the notion that accent accommodation among EFL learners is driven not by self-rejection but by pragmatic awareness. Participants do not perceive accent reduction as abandoning their identity; rather, it is viewed as a strategic adaptation aligned with career aspirations and global communicative norms. Such perspectives resonate with research on World Englishes, which argues that intelligibility and contextual appropriateness are more critical than native-like pronunciation.

On the whole, these findings suggest that Javanese-speaking EFL learners construct a balanced linguistic identity: one that embraces regional accent as a symbol of cultural belonging while simultaneously recognizing the necessity of pronunciation adjustment in high-stakes professional environments. This balance highlights learner agency and challenges deficit-based views of accent in EFL pedagogy.

Emotional Responses, Challenges, and Motivational Drivers

This theme explores the emotional complexities experienced by Javanese-speaking EFL learners, revealing that acceptance of a regional accent does not necessarily eliminate psychological challenges. Despite recognizing their accent as part of their identity, several participants reported experiencing significant speaking anxiety, particularly in situations where their pronunciation became noticeable or was explicitly evaluated. This finding indicates that emotional responses to accent are shaped not only by self-perception but also by perceived social judgment. A significant finding is the presence of speaking anxiety among several participants when their accent was exposed or corrected. Participants C, D, and F admitted experiencing acute negative emotions:

Participant D:
"My feeling is more towards being embarrassed and afraid of misspeaking, and feeling tongue-tied when using English." (Data 5)
Participant C:
"When I speak English with a Javanese dialect, honestly, I feel embarrassed, so I lack confidence. In the end, I feel ashamed to use English." (Data 6)
This highlights that for many participants, pronunciation interference extends beyond a purely technical linguistic issue and manifests as a deeply personal

psychological barrier characterized by feelings of shame and fear. Such emotional responses suggest that accent-related difficulties can undermine learners' self-confidence and inhibit their willingness to communicate, even when they possess sufficient linguistic knowledge. Interestingly, Participant P-G recalled earlier experiences with a strong accent in a humorous manner (Data 7), stating:

"If I listened to it now, maybe I would laugh, because speaking English with such a strong accent sounds funny."

This humorous reinterpretation indicates a shift in emotional positioning, where past linguistic insecurity is re-evaluated with greater self-acceptance. Rather than internalizing the accent as a source of embarrassment, P-G demonstrates emotional distancing and reflective maturity, suggesting that learners' affective responses to pronunciation challenges can evolve positively over time.

Distinct motivational drivers were identified as crucial forces enabling learners to confront and overcome these emotional barriers. In terms of professional or external motivation, Participants P-H and P-F emphasized the instrumental value of English pronunciation in relation to career aspirations. Participant P-H associated accent improvement with professional credibility (Data 8), noting that roles involving public speaking and client interaction such as being a master of ceremonies or a future psychology practitioner require clear and professional English delivery. This perception reflects an understanding of pronunciation as part of professional self-presentation rather than merely linguistic competence. Similarly, Participant P-F highlighted job market competitiveness as a key motivator (Data 9), expressing concern that limited English proficiency could result in exclusion from employment opportunities, thereby reinforcing the role of economic pressure as a strong external motivator.

Alongside these external drivers, intrinsic and socially oriented motivations also played a significant role. Participant P-B was motivated by the global status of English, viewing it as a means to access broader international communication and opportunities (Data 10). Participant P-G's belief that English speakers "sound very cool" reflects an affective and identity-driven motivation (Data 11), where language learning is associated with prestige and positive self-image. Meanwhile, Participant P-D's motivation was rooted in immediate social interaction (Data 12), driven by the practical need to respond when peers communicate in English. This highlights how everyday communicative demands can function as powerful motivators, encouraging learners to persist despite emotional discomfort.

These findings demonstrate that while accent-related anxiety may initially hinder learners' confidence, a combination of professional aspirations, social expectations, and personal interests serves as a catalyst for sustained motivation and continued effort in improving English pronunciation.

Self-Directed Coping Strategies and Learner Autonomy

Despite frequent exposure to Javanese in their local environment, participants display a remarkable degree of learner autonomy, implementing consistent and deliberate strategies to manage L1 interference outside formal classroom instruction. The two main strategy categories are Active Immersion (Shadowing) and Digital Utilization (App/Search):

Participant P-A provided specific details on a targeted technique (Data 13), stating: *"The strategy is to keep practicing, with Practice speaking a lot, practice reading a lot, and shadowing. I usually shadow English sentences repeatedly."* This direct imitation practice

targets the difficult suprasegmental features (rhythm, stress) missed by rote learning. P-F similarly reported practicing with English YouTubers (Data 14). Participants frequently relied on apps and immediate self-correction tools. P-C and P-D specifically mentioned using the Duolingo application. P-G detailed a continuous self-correction loop (Data 15), stating: *"if I find a difficult word and I do not know how to pronounce it, I immediately search it on Google to see how to say it."*

Crucially, Participant P-F noted that understanding the inherent characteristics of the Javanese accent actually aids their learning (Data 16), stating: *"the Javanese accent really helps in English pronunciation because it makes me more sensitive to the sounds and intonations that should be produced.".* This transforms the L1 from a source of mere interference into a comparative tool for L2 acquisition, showcasing high metacognitive awareness.

Discussion

The preceding findings illuminate the complex psychological and pragmatic reality of managing the Javanese accent in English pronunciation among university students. This discussion section interprets the thematic results of accent perception, emotional responses, and self-directed strategies by situating them within existing academic literature on L1 interference, motivation theory, and contemporary ELT goals. The analysis confirms that accent challenges for these advanced learners are fundamentally non-phonological, centering instead on identity and autonomous learning agency.

The most striking finding is the participants' strong tendency to classify their Javanese accent as neutral or even positive, viewing it as a core component of their linguistic identity rather than a problem to be fixed. This result carries significant theoretical weight. Traditional models of L1 interference often frame the local accent as a source of negative transfer that must be eradicated for accurate L2 acquisition (Firmansyah, 2022; Kuspiyah, 2023; Rahmah et al., 2023). However, the students' perspective, which refers to it as "local wisdom" or a "characteristic of Javanese people" demonstrates successful identity reconciliation. This perspective aligns strongly with contemporary sociolinguistic frameworks, which champion English as a Lingua Franca (ELF), where communicative success is measured by Intelligibility rather than native-like accuracy.

The fact that students perceive their accent neutrally suggests that dialectal influence is primarily a matter of sociolinguistic variation, rather than a systematic communicative failure (Syakur, Sulistyaningsih, & Musyarofah, 2024). This is critical because it suggests that the underlying structural differences highlighted by diagnostic studies (such as the tendency to substitute /d /d/ with /t/) do not necessarily translate into subjective feelings of inadequacy. The students are aware of the phonetic differences and possess a high level of phonological awareness, yet they choose to accept the influence of their L1 as part of who they are (Jaya et al., 2023). This contextual acceptance, however, immediately changes in high-stakes settings. The finding that participants willingly modify their accent for professional roles (e.g., as diplomats or MCs) validates the concept that accent modification is a pragmatic performance dictated by audience expectations and career goals, not linguistic necessity. This duality of accepting identity and modifying function is a new and important insight into understanding advanced learners' pronunciation strategies.

Despite the generally positive perception of their accent, the findings also reveal that the primary challenge stemming from the Javanese accent is the affective barrier it

creates, specifically manifested as speaking anxiety and shame. Participants' admissions of feeling "embarrassed," "shy," or "tongue-tied" upon correction confirm that L1 interference precipitates a deeply personal and psychological barrier that inhibits fluent output. This finding directly supports earlier mixed-method research, which linked pronunciation difficulties to low confidence and motivation (Kosasih, 2021). The affective distress experienced by these university students is a powerful indicator that past pedagogical models failed to integrate emotional management into pronunciation training.

The discussion of motivation clarifies the meaning of this emotional landscape. The anxiety is not rooted in fear of phonetic error itself, but rather in the fear of social judgment (Jaya et al., 2023). Crucially, this social pressure transforms into a high degree of extrinsic motivation. Students are driven not merely by grades, but by aspirations related to job vacancies, professional client interaction, and the social currency of speaking English fluently. The findings that students are motivated by the need to interact with peers or the desire to "sound very cool" place their efforts squarely within an Integrative Motivational Orientation, where competence in English serves social and personal development goals. This profound link between career prospects and pronunciation effort suggests that for university learners, addressing motivation is far more impactful than drilling isolated phonetic sounds. The challenge for educators, therefore, is not to fix the accent but to equip students with the emotional resilience to navigate these high-stakes professional contexts, thus mitigating the interference of dialectal habits (Qalbi & Daddi, 2023).

The most actionable insight derived from the findings relates to the high level of learner autonomy and the sophistication of the self-directed coping strategies employed by the participants. The participants' reliance on non-classroom techniques, such as Duolingo, shadowing, and instant online searches, underscores a clear compensatory mechanism for perceived deficits in formal education (Tambunsaribu & Simatupang, 2021). The details provided by Participant P-A on shadowing, specifically targeting rhythm and intonation, reveal an advanced metacognitive awareness that goes beyond surface-level Practice. This is a direct attempt to master the suprasegmental features that Indonesian speakers often struggle with due to the syllable-timed nature of their L1 (Noviyenty & Irene Putri, 2021; Octaviani et al., 2024).

Furthermore, the finding that students employ the L1 itself as a comparative tool where the Javanese accent helps them become "more sensitive to the sounds" represents a profound leap in metacognitive function. This suggests that advanced learners are not merely passive recipients of interference, but active agents who consciously leverage their linguistic background to identify L2 sound differences. This Practice transforms the L1 from a source of purely negative transfer into a cognitive resource, a form of positive transfer that aids awareness (Widodo, Putrawan, & Perdana, 2023). This strategic capability strongly supports the premise that pronunciation instruction at the university level should transition away from beginner-level segmental drills toward integrating and refining existing student strategies, with a focus on phonological awareness and promoting independent learning. The observed self-correction loops, which involve searching for words immediately on Google or utilizing apps, illustrate a systematic, student-driven approach to mastering the complex phonological demands of English.

The overall meaning of these results is that for Javanese university students, pronunciation functions as a manageable pragmatic skill shaped by identitiy, motivation and social context far surpassing the simplistic definition of L1 segmental interference explored in earlier high school studies (Nirwana & Suhono, 2023).

Conclusion

This study concludes that the influence of Javanese accents on students' English pronunciation cannot be understood solely as a matter of phonetic transfer; rather, it must be seen as a complex interaction between identity, emotion, and self-regulated learning. Findings indicate that students perceive their accent as a meaningful part of their linguistic identity, even though they adjust it in professional contexts where clearer pronunciation is expected. This suggests that pronunciation development for Javanese learners involves negotiating social expectations rather than simply correcting sounds. The emotional challenges revealed in the interviews, along with the strong autonomous strategies used by students, reinforce the main argument that personal perceptions and contextual demands shape pronunciation. By uncovering these deeper psychological and sociolinguistic dimensions, this study provides new insights for Indonesian EFL research and explains why pronunciation problems persist despite exposure and motivation.

Suggestions

Based on these conclusions, future research should investigate how similar patterns emerge in other Indonesian linguistic contexts to gain a deeper understanding of how identity and emotions influence national pronunciation learning. Teachers are encouraged to design pronunciation instruction that supports students emotionally, affirms their linguistic identity, and reinforces the independent strategies they have already demonstrated. Teacher education programs would also benefit from a greater focus on sociophonetic awareness, enabling instructors to respond more effectively to both structural and psychological sources of difficulty. Future research could also explore how students' views of accent and Intelligibility evolve as they enter professional environments, where communicative expectations become more demanding. Addressing these areas will help develop more responsive and culturally grounded approaches to pronunciation teaching in multilingual environments.

Acknowledgment

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