



Original Research

English Pronunciation by Korean EFL Learners on Hilokal Language Educational Application

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Abstract

English is being learned for several purposes by people globally embody some different accents; therefore, this study analyse the English pronunciation by Korean learners on English learning application classes since Korea is still having lack of perfect English standard pronunciation with its identity of developed industry country. Consequently, this study aims to investigates Korean-English phenomenon on Hilokal application as most English learners there by comparing the differences between original English sounds and Korean using descriptive qualitative from the audio recordings has been collected. The result shows that all 7 Korean learners (age range of 20-35) still produce some different sounds from the standard English ones noted as International Phonetic Alphabet (IPA) because of the differences in the writing systems of the two languages and the alphabet of Korean itself. There are five places of articulations: labiodental, alveolar, post-alveolar, bilabial, and palatal seized from some processes such as replacement, addition, and omission in producing the word sounds. Furthermore, the dominant difference in sounds is in sound addition /ə/ or /ɪ/ with 27 items and 17 items from loan words. The implications of this study are fresh data focus on phonology analysis and can be useful in English teaching practice for foreign languages in order to have close resemblance English pronunciation to have more intelligibility with the standard patented.

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1. Introduction

Without language means, people are ready to live without communication since language is a human communication tool to deliver information, ideas, and thoughts, and even portray personality or people's backgrounds explicitly and implicitly in most human life aspects such as economics, education, politics, cultures, and many more (Cahyaningrum, 2021; Rabiah, 2018; Wijaya & Nasution, 2018). Therefore, language is one of the most massive spreading things worldwide. Almost all people compete to be able to speak more than one language with native speakers alike ability, especially the main focus here is English as lingua franca that dominates most pieces of stuff (Lauer, 2021). Nevertheless, the real native personality and culture should be imitated consciously or unconsciously in the language learning process (Forrest, 2022), making most learners find it challenging Lauer (2021) then asserts that people cannot take any advantage of intellectual power if they are not able to use English.

In light of this phenomenon, language, particularly English, is recognised as an essential component of human life. It means that English learners should be able to acquire and then know the authentic pronunciation, accent, intonation, rhythm, and expression of their native language (Khusna & Indriani, 2021; Sayogie & Adbaka, 2022). Technologies are emerging to address the issue that not all countries have people with rich dialects and accents who can acquire this requirement of speaking skills. In particular, language learning applications purchased for over 24 million U.S. dollars in April 2021 (Lauer, 2021) are

ready to help language learners all over the world. Initially, it can help minimise or even solve the problem of acquiring English with more sophistication.

According to the UN Conference on Trade and Development (UNCTAD), South Korea has viewed English as essential to realising international status demanding globalization and has made a concerted effort to provide a source and native English teacher (Fayzrakhmanova, 2016; Gil, 2021). That is why most people compete to master English since their education and job requirements are under English ability standards. Otherwise, English is still taught as a foreign language in Korea, making it difficult for Korean to learn it effectively, especially without the assistance of technology which provides authentic material, tools, sources, and techniques until tutors as most language learners need to improve better (Prayudi et al., 2021; Tosuncuoglu, 2017; Wahyuni & Afrianti, 2021).

Therefore, technology with its group of language learning applications is recommended. In this study, an application that gives global advantages in English learning is Hilokal. It was only in beta around January 2021, and the full version was released in May 2021 (Nugraha, 2021). Initially, this application was intended for Korean learners; however, at the beginning of 2022, some English teachers arrived to open the class—as stated by David Woodworth as an owner in our private chatting, the tutor would be paid based on the beans from their students, but outside of the class, users were freely accessing the application. Tutors are native speakers of a specific language, particularly English, and they are hired with such a common requirement after applying to the application. In order to show some verified tutors, there will be a green tick/bandage on the tutor profile. Nevertheless, some users in particular native language also could help with simply practicing with any topic conversation voluntarily. In addition, the latest update requires limiting verified class access by using bean before entering the class. For instance, as an audio-based language application, this application could bring several preferences that provide any language learners needs as listed below:

- 1) Café, a community made to gather people with the same purpose, beliefs, interests, and nationalities (Nugraha, 2021). It could be an effective indicator for a certain class being conducted since Woodworth (2022) stated that some users, especially the new ones, feel confused about finding the right table or class.
- 2) Language identification, stated that some users, especially the new ones, feel confused about finding the right table or class.
- 3) Chatting, stated that some users, especially the new ones, feel confused about finding the right table or class.
- 4) Notebook, this feature can save materials from others to be used privately or publicly later on.
- 5) Auto-correct and translation, this feature can save materials from others to be used privately or publicly later on.
- 6) Language progress (a new beta version that only given for the premium users), it indicates the user's language level-especially related to users' native and target language—from the conversation in the table.

Furthermore, Hilokal brings other advantages taken from the use of audio-based language applications to help interact with the tutor or language exchange partner, make a practicing habit, ask for correction or do self-correction by AI, access another language with a translation feature, make international cycle—Korean, Japan, Spain, French, Germany, Philippine, Indonesia, Malaysia, India, etc.—in an active way, etc (Hilokal, 2022). The app's active audio interacting feature signals that the learners primarily practice their speaking and listening skills. While challenging to teach both speaking and listening; this kind of interaction deals with a real-life context in the target language in various patterns and structures that are important in bringing the best output. With the flow, the learners unconsciously can learn the proper pronunciation, stress, intonation, and rhythm while considering the context. Amna & Christina (2021) also stated that the existence of English-speaking and listening media is needed to increase those skills as well.

Take the case of South Korea, a developing country that assesses English for special purposes, especially professional ones. In addition, interestingly, they have 20.000 pieces, or 90% of loanwords from English spread in media (television programs, newspapers, magazines, advertisements), sports, tourism, songs, until drama (Fayzrakhmanova, 2016; Sohn, 1999). English loanwords make up 5% of other native Korean and Sino-Korean words and 28% of the 4144 words listed in the Oxford Picture Dictionary of English/Korean

(Rüdiger, 2018). It is believed to increase learners' English speaking when Korean people know more vocabulary with their phonological process. Nevertheless, they merge those words with Korean pronunciation, such as leader /'li:dər/ becomes /'lidɔ:/ the same for the word member /'membər/ becomes /'membɔ:/. The reason is that Koreans cannot pronounce stop consonants at the end of the word, from those examples using the /r/ sound. Then, sometimes it becomes two different problems when they forget the actual Korean word and pronounce it wrong in the English context, hindering their initial intention.

According to Park (2009), English is not just a foreign language but has a common set of rules and expressions with Korean nuance. In this case, Korean speakers in English mix both languages' words insert even do code-switch between Korean and English until they combine both cultures (Park, 2009). Take the term culture, and here English is one of the alternatives to intercultural communication as a multicultural community interaction worldwide in various activities (Allwood, 1985; Baker & Ishikawa, 2021). That is why there are still different things, even if they are interchangeable with what natives in the target language usually do, as stated before from the same source that linguistics is included in influences communication continuity. Here, the term phonetic and phonology compares real English with what most Korean people as English learners accomplish. Carr (1993) and Kelly (2000) stated that this kind of terminology is about language pronunciation, which is different from speech sounds study (phonetics) and system or sound patterns study (phonology). This case happens to Koreans who speak in English because they have not gotten a chance to touch abroad area; it means that those people mostly experience English spoken by Korean. Forrest (2022) supports that a higher Korean level derives people from having affected English with Korean.

Several studies were conducted Korean-English, like what Hermastuti & Isti'annah(2018) did through consonant change by Korean singers with some English borrowed words for the song. Using the phonological approach, this study found that Korean singers still have mispronunciation in English singing since some consonants are absent in their own Korean language. The next study is from Huiwen (2021), which focus on student pronouncing /r/ consonant when it depends on the location of the speakers. Take Seoul as the capital city on the north side of the Han River, Daegu as an inland city, and Busan as a port city on the southern side of the Korean peninsula. Not only that, when the impact of travel abroad and meeting native speakers are essential to building the students' prior knowledge even though they are from Daegu or Busan with higher mispronunciation leeway. Here some methods to reach students' proficiency in pronouncing /r/ sound are conducted to make Korean students break the bane of being unable to speak another language in different alphabetical order. After looking at the studies above, this study connects language under digital online learning as one of the technology's benefits with the use of a previously unexplored application called Hilokal. Those two studies, Hermastuti & Isti'annah (2018) and Huiwen (2021), have related results as the most irritating thing for Korean speakers in trying another language is the consonant difference, especially the /r/ sound changed to be /l/ sound. Nonetheless, the first study observed the consonant only using song lyrics, while the second one, more specifically, only looked for /r/ sound mispronunciation from the students' utterances. Besides, the source of this kind of study is still limited, which makes this current study a significant advantage in providing the newest data as the theoretical benefit for the following researchers or readers. Moreover, this study will look at more different pronunciations or accents by Korean English learners and standard English found in learning applications, which is different from the previous study, to contribute more to English learning and teaching practice. This novel research is expected to contribute to the researchers in a similar field—phonetics and phonology—and to teachers and learners interested in the current area and region using technology to enhance the learning atmosphere. Focusing on Korean learners who learn English; this study aims to answer the following questions:

- 1) What is the difference between the standard English and English produced by Korean learners on Hilokal Application?
- 2) What are the dominant differences produced by Korean learners on Hilokal Application? learning and teaching practice.

2. Literature Review

2.1 Phonetics and Phonology

There are so many languages worldwide with various aspects; one of them is about linguistic study that focus to the speech sounds. It is clear from the different alphabets used by different languages worldwide, which pronounce differently. Furthermore, the world decided on English as a lingua franca or language for vernacular communication with less collective intelligence in language use affected by trade circulation (Mufwene, 2010). Moreover, it has a standard accent pointed in phonetic and phonology terms. In sequence, phonetics works with sounds differently because of the different ways to produce the sound from speech organs and muscles. At the same time, phonology deals with its pattern as each language have different sound structures (Fromkin et al., 2011). In brief, phonology has a segmental aspect simplified to phonetic with two familiar terms: vowels and consonants. It appears between English and Korean with even different in alphabetical; certainly, the pronunciation has a unique difference. Dealing with cultural differences, both languages defined by Roach (2009) would produce different styles because of their geographical place, social classes, age, and educational background. Muhassin et al. (2018), Nurlaili & Susanti (2019), and Khusna & Indriani (2021) proved how educational background between university and high school students also geographical place affect the sound of a particular language, and even the place is near one region—Indonesia.

Firstly, the English phoneme has 20 vowel and 24 consonant sounds that differ in different ways to produce the sounds. Adopted from Roach (2009) books about phonetics and phonology, some English standard sounds are described. In theory, both are hard to define, yet Roach (2009) stated that vowel's distribution of sound from free air passing the larynx to the lips while consonant has significant obstruction that makes air sometimes impossible to pass the same track. There are some differences between English and Korean from the same source mentioned above about how different languages treat the sound, either vowel or consonant. Secondly is Korean sounds with 19 consonants, 10 vowels, and some semivowels (sounds between vowel and consonant).

Based on the place of articulation, English and Korean consonants have differences in bilabial, dental, palatal, velar, and glottal. But here, more specifically, English has labiodental, interdental, alveolar, and postalveolar as differentiators when Korean only have dental. Then, in the manner of articulation, there are voiced and voiceless sounds, nasal and oral sounds, stop and continuant, fricatives and sibilants, affricative, and approximants for English sounds. Korean sounds only have fricative and nasal as the same as English yet have other like stops and laterals. For vowels, English sounds depend on the lips rounded, tongue height, backness, tenseness, and diphthongs, while Korean sounds deal with the distribution of vowel or consonant combinations. There are simple words, diphthongs, and semivowels only. Furthermore, there is a phonological process when foreigners speak another language, such as sound addition, sound replacement, and sound omission (Crystal, 2003). Korean here has more limited sounds than English, making Korean speakers who learn English or English speakers who learn Korea feel the strenuous effort to find the right point.

2.2 Digital Online Learning

In line with technology development to celebrate the era of the 4.0 industry, several scholars appear to investigate various aspects. Supported by Roztocki et al. (2019), technology has a role in easing human life aspects through social, economic or business, political, health, and education, which elevate the standard of living improvements. One of the pieces of evidence is the emersion of digital online learning as the combination of technology and internet communication for teaching and learning activities (Kulal & Nayak, 2020).

When a language has an essential position for information and communication requisites, digital online learning can adjust this kind of activity to language learning applications. The easiness of learning a language not only through conventional learning yet online with internet networks synchronous and asynchronously makes people mostly prefer using language digital online learning as a language learning activity.

Digital online learning in language area is proven can assess all four basic language skills such as speaking, listening, writing, and reading. According to Rosario et al. (2018), there are many approaches to web conferencing to deal with speaking, listening, and writing skills under teachers' control; online forum discussion (OFD) website creation for writing and reading skills with commenting or giving opinion with

teachers' evaluation. In another application, speaking and listening skills in the package can be assessed from a podcast with comprehend assessing information, predicting, and identifying the sounds (Syahabuddin et al., 2021). Then, writing with a broader range has more digital online learning applications such as through social media-based messages apps (Lestari, 2019; Hicham & Bachir, 2020).

3. Method

This study used a descriptive qualitative methods as it is the most frequently used to analyse the phenomenon of humans, conditions, objects, or systems (Nazir, 2005) with extensive data collection from many different sources (Nassaji, 2015). Since using Korean English is a unique phenomenon in phonetic and phonology study with the reason of different special fragments with English standard making only native Korean defined as people who cannot pronounce some English sounds. It is supported by some researches about Korean and English that English used in Korean sometimes created for their own purpose to communicate easily by their own taste (Fayzrakhmanova, 2016; Kiaer & Bordilovskaya, 2017). Here the researcher then used Hilokal as a bridge to investigate Korean who learn English from native English speakers.

The researcher collected data by audio recording from some English classes. The researcher also interviewed 7 participants from various backgrounds, including a college student and 6 workers—with different jobs—as native Koreans. The interview was conducted on the way to obtaining permission to use data and background or general information of the learners, the researcher contacted those participants for about two weeks via Hilokal application to minimise the coercive level if the researcher delivered the purpose too quickly. The data analysis method to contrast and compare followed the Crystal (2003) theory to differ phonetics under International Phonetic Alphabet (IPA) and Korean English pronunciation.

Further, the researcher used several procedures to analyse the different accents that Korean learners produced in speaking English. Firstly, the researcher transcribed 7 audio recordings before comparing the recording sounds with International Phonetic Alphabet (IPA). Then, there is data reduction with coded some words inductively to become themes differed as omission, replacement, addition, and combination. The researcher repeated audio several times while matching it with standard English phonetics to obtain valid data. To avoid the bias, the researcher asked to some experts from native English teachers and native Koreans with certified English proficient—Korean people here are English teachers in Korean—to value the recordings as well. The third procedure was data display by identifying the differences, determining and classifying the types, and calculating the different phonetics between Korean English accents and standard English.

4. Results

From this study, the researcher found eight different pronunciation processes between standard English and Korean pronunciation using International Phonetic Alphabet (IPA) guidance based on Crystal (2003) theory, including replacement, addition, omission, and the combination. From 7 audio recordings of 7 Korean learners, the researcher found in a total of 86 words with different pronunciations in the phonological process.

It can be seen that there are many unique differences because of each language's different sounds. The result shows that at least there are eight different phonological processes by Korean learners while produce English utterance on the class. Firstly, replacement from /ð/ to /d/, /θ/ to /t/ in initial situation while will be /θ/ to /ʃ/ in last position, /t/ to /tʃ/ or /tʃ/ to /t/, /f/ /v/ to /p/ /b/, /b/ to /p/, /z/ to /dʒ/, and /l/ to /r/ or /r/ to /l/. Secondly, Korean speakers mostly use sound addition because of consonant stop absence in Korean use. Here, the result showed that Korean would add the sound /ə/ or /ɪ/ through that situation. While the third about sounds omission practiced in loan words adopted by Korean from English with more than one consonant or vowel changed.

From Table 1, it shows /ð/ sounds as a consonant in interdental where the tongue still inside the mouth yet stand between the teeth. Yet, because of absence of that consonant in Korean sounds, then most of Korean learners pronounced it as /d/ sounds included in alveolar with tongue comes to alveolar ridge make airstream escape from the gap of tongue (Roach, 2009) rather than make it smooth. The results show that it can happen either in initial in /ðen/ to /den/ or middle in /'ʌðər/ to /'ʌdər/.

Table 1. Consonant Replacement from /ð/ to /d/

Words	IPA	Korean phonetic
Other	/ʼ^Λðər/	/ʼ^Λdər/
That	/ðæt/	/dæt/
The	/ðe/	/de/
Their	/ðer/	/der/
There	/ðer/	/der/
Then	/ðen/	/den/
Those	/ðəʊz/	/təʊz/
They	/ðei/	/dei/

Taken from Korean alphabet, it is true that no /ð/ sound includes there yet that sound is pretty close with the plain sound of ㄷ (di-geut) that sometimes sounds like /d/ or /t/ depends on the word arrangement. For example, the word 대학 (dae-hak) and 고맙다 (gomapta) that have ㄷ sounds yet pronounced differently with /d/ and /t/ sound. Therefore, there is another unusual different pronunciation when /ð/ sound changes to be /t/ sound with the only one word /ðəʊz/ to /təʊz/ consist in it. In total, there are 8 different pronunciations from the real standard English sound altered by Korean learners.

Table 2. Consonant Replacement /θ/ to /t/ and /θ/ to /ʃ/

Words	IPA	Korean phonetic
Health	/helθ/	/helf/
Thank	/θæŋk/	/tæŋk/
Think	/θɪŋk/	/tɪŋk/
Three	/θri:/	/tri:/

Still in the same family of interdental consonant yet in this case, Table 2 shows the sound /θ/ is lighter than the previous consonant. It means that the pressure to produce the sounds is different. That is why the sound /θ/ is possible to be changed with /t/ if it is located in initial position or /ʃ/ if it comes in the final position. Here the /ʃ/ sound is post-alveolar consonant that is almost same with /t/ as alveolar consonant. Here the tongue is more backward rather than the alveolar sounds (Roach, 2009). The example is /θɪŋk/ to /tɪŋk/ in initial and /helθ/ to /helf/ in the final position.

In Korean alphabet, the result sound produced all are exist as ㅌ (tie-eut) since the source sound does not exist in Korean list. For example, in the word 태국 (tae-guk), 탁구 (tennis table), and many others that do not sound /θ/ at all but purely /t/ sound. Related with the stop consonant pronunciation inability, ㅍ (si-eut) sound uses in the final position that is also unusual in Korean pronunciation when mostly even they have that consonant in a word yet the pronunciation will turn to ㅌ sound instead such as 맛 (mat). In total, there are only 4 different pronunciations found with this kind consonant replacement.

Table 3. Consonant Replacement /t/ to /tʃ/ or /tʃ/ to /t/

Words	IPA	Korean phonetic
Actually	/ˈæktʃuəli/	/ˈæktuəli/
Time	/taɪm/	/tʃaɪm/
Try	/traɪ/	/tʃraɪ/
Question	/ˈkwɛstʃən/	/ˈkwɛstən/

In line, there is a unique phenomenon here when in the previous statement the sound of /θ/ changed to be /t/ but result in Table 3 shows /t/ sometimes changed to be /tʃ/ sound and vice versa. In this case, there is a replacement action from alveolar to be post-alveolar which is close sound replacement. Based on Roach (2009) that post-alveolar is more backward rather than the alveolar sounds when the tongue gets alveolar ridge and hard palate. In another word, Korean sounds has palatal consonant such as /c/, /cc/, and /ch/ sounds (Song, 2005) similar with /tʃ/. Can be seen there that /t/ to /tʃ/ happens when it is in initial position but get the opposite if the consonant come in the middle position. It is not because inexistence yet lack knowledge of Korean who utter it with that way. In total, there are 4 different pronunciations from this case.

Table 4. Consonant Replacement /f/ to /p/ and /v/ to /b/

Words	IPA	Korean phonetic
Abroad	/əˈbrɔ:d/	/əˈpɾɔ:d/
Been	/bi:n/	/pi:n/
Brave	/breɪv/	/brepə/
Careful	/ˈkerfl/	/ˈkerpl/
Drive	/draɪv/	/draɪb/
Every	/ˈevri/	/ˈɛbri/
Half	/hæf/	/hæp/
Have	/həv/	/həpe/
If	/ɪf/	/ɪp/
Of	/əv/	/əb/
Perfect	/ˈpɜ:rɪkt/	/ˈpɜ:rɪktə/
Self	/self/	/seləp/
Very	/ˈveri/	/ˈberi/

Table 4 shows consonant replacement from /f/ to /p/ and /v/ to /b/ as indicated that the original English sounds are members of labiodental with different emphasis as /f/ is voiceless than /v/ is voiced. It happens to /p/ and /b/ as bilabial with each as voiceless and voiced. Bilabial itself is sound when lips meet together (Roach, 2009). This replacement action is because of the absence of /f/ and /v/ sounds in Korean sounds.

Rather than that, Korean alphabet includes the result pronunciation as ㅍ(pi-eup) that could sounds like /p/ or /ph/ and ㅂ(bi-eup) that sometimes could be /b/ or /p/ sound depends on the word and position. It can be seen from the words 바람 (baram) with the voiced sound then 입 (ip) as unvoiced sound because of the /b/ lack in voice as /p/ mostly because of the different position. Not only that, the researcher also met with /b/ changed to be /p/ in /bm/ to /pn/. From the result, it can be seen that this kind consonant

replacement could happen in initial, middle, and end even sometimes make addition action like in /həv/ to be /həpe/. In total, there are 13 different pronunciations between the Korean and standard English one.

Table 5. Consonant Replacement /z/ to /dʒ/

Words	IPA	Korean phonetic
Easy	/ˈi:zi/	/ˈi:dʒi/
Noisy	/ˈnɔɪzi/	/ˈnɔɪdʒi/
Reason	/ˈri:zn/	/ˈri:dʒn/

Here in Table 5, the differences of the result and source sounds are still in place and manner of articulation like alveolar and palatal. Palatal is produced front tongue comes to hard palate which exist in Korean sounds yet alveolar consonant /z/ is unavailable. Three results above preceded by /ɪ/ or /i/ sounds that signals some similar word construction will produce the same sounds under of lack in knowledge of English sound by Korean learners. It will actually happen to the word ‘noise’ pronounced as /nɔɪz/ yet because of the stop consonant /z/ doesn’t exist in Korean alphabet. So, most Korean will pronounce it as /ˈnɔɪdʒi/ or /ˈnɔɪdʒə/ with consonant replacement plus sound addition would be described further. The uniqueness here is that rather than use /s/ as lighter sound of /z/, they chose /dʒ/ instead since the ㄷ (si-eut) as mentioned before would be ㅉ (ti-eut) sound in the final position in Korean. It means that /s/ and /z/ sounds have possibility to turn into /dʒ/ pronunciation for Korean learners.

Table 6. Consonant Replacement from /l/ to /r/ and /r/ to /l/

Words	IPA	Korean phonetic
Always	/ˈɔ:lweɪz/	/ˈɔ:rweɪz/
Basically	/ˈbeɪsɪkli/	/ˈbesɪkri/
Else	/els/	/ers/
Example	/ɪgˈzæmpl/	/ɪgˈzæmpr/
People	/ˈpi:pəl/	/ˈpi:pr/
Pollution	/pəˈlu:ʃn/	/pəˈru:ʃn/
Public	/ˈpʌblik/	/ˈpʌbrɪk/
Rule	/ru:l/	/ru:l/
Usually	/ˈju:ʒuəli/	/ˈju:ʒuəri/
Vocabulary	/vəˈkæbjələri/	/vəˈkæbjərəri/

As mostly observed by some previous researchers, /l/ or /r/ sounds is Korean’s lack sounds. This study found 10 words pronounced with either of change the /l/ or /r/ sound. Event both organed from the same place and manner of articulation, but /l/ is from lateral and /r/ is non lateral which absence from Korean sound. Both sounds only exist with a consonant from Korean alphabet which is ㄹ (li-eut) that could be either /r/ or /l/ depends on the word and its position. For example, if it is between two vowels then a case like 구름 (gureum) happens, yet when the consonant is in the initial or final position a case like 라면 (lameyeon) and 말 (mal) appear.

People said that it is so tricky, the evidence pops up when mostly ramyeon uses /r/ but Korean people pronounce it with /l/ sound. Based on the interview, that kind a tricky thing for Korean speakers differs both consonant sounds, especially when speaking in English. Table 6 shows 10 different pronunciations found for this consonant replacement issue compared with the real standard English. From the result, they

are confuse what kind consonant they should produce like /'ɔ:lweɪz/ to be /'ɔ:rweɪz/ even /ru:l/ becomes /lu:l/ since in that case mostly initial /r/ becomes /l/ sound then middle /r/ always sounds as it is.

Table 7. Sound addition /ə/ or /ɪ/

Words	IPA	Korean phonetic
Agent	/ˈeɪdʒənt/	/ˈeɪdʒəntə/
Arrange	/əˈreɪndʒ/	/əˈreɪndʒi/
Attend	/əˈtend/	/əˈtendə/
Automatically	/ˌɔ:təˈmætɪkli/	/ˌɔ:təˈmætɪkəli/
Best	/best/	/bestə/
Brave	/breɪv/	/breɪbə/
Different	/ˈdɪfrənt/	/ˈdɪfrəntə/
English	/ɪŋɡlɪʃ/	/ɪŋɡəlɪʃ/
Environment	/ɪmˈvaɪrənmənt/	/ɪmˈvaɪrənməntə/
Found	/faʊnd/	/faʊndə/
Hard	/hɑ:rd/	/hɑ:rdə/
Heard	/hɜ:rd/	/hɜ:rdə/
Just	/dʒʌst/	/dʒʌstə/
Like	/laɪk/	/laɪkə/
Loud	/laʊd/	/laʊdə/
Mind	/maɪnd/	/maɪndə/
Most	/məʊst/	/məʊstə/
Move	/mu:v/	/mu:bə/
Much	/mʌtʃ/	/mʌtʃi/
Normal	/ˈnɔ:rməl/	/ˈnɔ:rməl/
Perfect	/ˈpɜ:rfɪkt/	/ˈpɜ:rpɪktə/
Post	/pəʊst/	/pəʊstə/
Self	/self/	/seləf/
Student	/ˈstu:dnt/	/ˈstu:dntə/
Uncertain	/ʌnˈsɜ:rtən/	/ʌnˈsɜ:rtəntə/
Waste	/weɪst/	/weɪstə/
Yes	/jes/	/jesə/

From Table 7, the unique phonological process of Korean learners being conducted appeared. The result shows /t/, /d/, /v/, /tʃ/, /k/, /dʒ/, and /m/ as stop consonants with /ə/ and /ɪ/ vowel addition right after those consonants. It can happen in the end or middle position like showed by /pəʊst/ to /pəʊstə/ and /ɪŋɡlɪʃ/ become /ɪŋɡəlɪʃ/. Connected with the previous case, point 27 shows that not always /s/ stop consonant changes to be /t/ or /dʒ/ sounds. It is because of certain English words are familiar between Korean people as an example ‘yes’ word. But does not close the possibility that sometimes Korean will pronounce it as other consonant sound.

However, Korean had decided the stop consonants or 받침 (bad-chim) that mostly will not cause of addition sound like in this case. Take an example from a word ‘self’ from /self/ as source phonetic yet pronounced as /selʌf/ without another sound addition at the final position after addition in the middle one. Before, because of the absence of /f/ in Korean alphabet that makes /p/ sound in result pronunciation creates a new way here since the sound exist as 받침 (bad-chim) like how they pronounce 앞 (ap). Then, why did they still make mistakes in pronouncing /v/, /t/, and /k/ stop consonants? In total, there are 27 different pronunciations compared with the standard English.

Table 8. Korean English/Loanwords List

Words	IPA	Korean phonetic
Brave	/breɪv/	/brepə/
Bus	/bʌs/	/busə/
Business	/ˈbɪznəs/	/ˈbɪdʒənɪdʒə/
Change	/tʃeɪndʒ/	/tʃeɪndʒi/
Founder	/faʊndər/	/faʊndər/
Have	/həv/	/həpe/
Junior	/ˈdʒuːniər/	/ˈdʒuːniɔː/
Manage	/ˈmænidʒ/	/ˈmænidʒi/
Move	/muːv/	/muːbə/
Perfect	/ˈpɜːrfɪkt/	/ˈpɜːrɪpɪktə/
Seller	/ˈselər/	/ˈselɔː/
Service	/ˈsɜːrvɪs/	/ˈsɜːbɪdʒə/
Transportation	/,trænsˌpɔːrˈteɪʃn/	/,traːnsˌpɔːrˈteɪʃɪn/
Uncertainty	/ʌnˈsɜːrtnɪ/	/ʌnˈsɜːrteɪnti/
Use	/juːz/	/juːdʒə/
User	/ˈjuːzər/	/ˈjuːzɔː/
Year	/jɪr/	/jɪɔːr/

The researcher also found the unique phenomenon of Korean English and loanwords that added or even deleted more than one consonant or vowel to adapt the source words with Korean standard pronunciation. It can be seen that most of the result have more than one consonant or vowel replaced, added, or deleted. For example, /,trænsˌpɔːrˈteɪʃn/ becomes /,traːnsˌpɔːrˈteɪʃɪn/ with three replacement vowel sounds, /ˈsɜːrvɪs/ becomes /ˈsɜːbɪdʒə/ with replacement consonant even vowel addition, /ˈdʒuːniər/ becomes /ˈdʒuːniɔːr/ with /ər/ to /ɔːr/ as Korean special characteristic in the same cases to avoid /r/ sound. Not only in Korean, loanwords that develop periodically happens to some other languages which also confound people to differ their own words from their own languages. Some examples in words ‘junior/주니어’ that should be 후배 (hu-bae), ‘service/서비스’ should be 봉사 (bong-sa), and ‘seller/셀러’ must be 판매자 (pan-me-ja). Nevertheless, Korean people especially youth generation are more familiar with the use of either Korean English or loanwords. In the same way, this criterion appears as the second most dominant after sound addition /ə/ or /ɪ/ with 17 items compared with 27 items.

Not only that, but the researcher also found another unique phenomenon after analysed the transcription from the class recording. The speaker, whoever tastes abroad, lives with more advanced pronunciation than the learners who always stay in Korea. So, some wrong words for most common Korean speakers were repaired by the Koreans who ever lived abroad. Even so, the longer the learners talk with the tutor, the more

tutor control makes the learners correct themselves. It can be seen from the less mistake produced. The second fact is the exact different structure between English and Korean, which is constructed as *I prefer public transportation* (Subject + Verb + Object) and *I public transportation prefer* (Subject + Object + Verb). Then, taken from the interview result, some participants who learn English in the adult phase will have lower English proficiency than some who learn it intensively in the young phase. That statement is supported by [Steber & Rossi \(2021\)](#) about infants and children's effortless yet difficulty for adults to learn a new language, even less with a different language system. The last thing is that some learners' anxiety produces code-switching action, or they prefer to ask the tutors about the right pronunciation, mix Korean words before uttering the English ones, and many more. Based on [Jocelin & Tryana \(2019\)](#), code-switching combines more than one language into one sentence or utterance by bilinguals people. This case is the most frequent in bilingual learners combine their own language while confusing the target language as a non-native language.

5. Discussion

Language and culture develop massively in line with technology, which helps them more combative than without it ([Bashori et al., 2020](#); [Isbell, 2018](#)). Nevertheless, even so the congenital nature of each region's language or culture cannot be changed in the blink of an eye by others. [Ahn's \(2014\)](#) research says a lot about how English evolves to new Englishes on a global scale, taking into account each person's characteristics from various areas. Notably, [Tirtayasa Tirtayasa \(2019\)](#) stated in the study about Korean people who want to utter English probably have difficulty with that different phonological system. That is why, according to the same source, Korean people generalise the pronunciation even in English-speaking action. In this study, the researcher found 8 differences between English and Korean sounds produced by the English learners in the speaking classes taken from Hilokal application. Online language learning was chosen because it is thought to benefit new learners more by providing an informal or formal environment, a more flexible atmosphere, meaning-focused activities, a variety of sources, and a variety of other benefits ([Golonka et al., 2014](#); [Isbell, 2018](#); [Kukulka-Hulme & Lee, 2019](#)). Nonetheless, a lack of sources and facilitators would impact language learning progress flaws, such as speaking skills ([Cahyaningrum, 2022](#); [Demirezen, 2022](#)), which occur in some non-native English-speaking countries. Therefore, appropriate technology use that fits students' needs and adapts to the modern era is suggested for some language learners, as one of them applied from Hilokal.

[Lee \(2022\)](#) performed research that supports Korean lack of pronunciation in English, specifically from /ð/ to /d/. Furthermore, this interdental fricative consonant is also tricky to be pronounced by non-native speakers who do not includes it in their mother tongue languages like Indonesian, Turkish, Ghana, Arabic, African, French, Spanish, Chinese, Russian, Pakistan, Indian, Bangladeshi ([Asante et al., 2022](#); [Demirezen, 2022](#); [Mazharul Islam, 2020](#); [Sayogie & Adbaka, 2022](#)) and more other countries aside of inner circle. Mostly they pronounce it as /d/, /t/, and even /z/ sound, depending on their territory. Further, this research shows that /t/ sound in Korean originates from /θ/ sound and is lighter than /ð/, which is also produced by most non-native English speakers ([Nemati et al., 2020](#)). However, in some cases, the resultant pronunciation of /t/ here could be a /tʃ/ sound or even reversed.

The most common differences in pronunciation between Korean and standard English is /f/ to /p/ and /v/ to /b/, with the same case as before when a fricative sound change to plosive sound. [Lee \(2017\)](#) supported with his report by looking for a Korean writing system with a complete guide comparing between English and Korean. The unavailability of sounds makes the learner unfamiliar since there are only on hand with /p/ and /b/. It happens to Arabic as well, with their inability to swap either /b/ or /p/ in the initial position; plus /f/ and /v/ substitution since they only have /b/ and /f/ sounds yet change the consonant pronunciation means changes the meaning ([Al-Zoubi, 2019](#); [Alshalaan, 2020](#)). Not only that, based on the theory and history of Korean consonants from seventeen pieces, there is a transformation of the unusual recent consonant Δ sound /z/ absorbed to be /dʒ/ sound or ㅈ (ji-eut) in the Korean native alphabet ([Lee, 2017](#)). As a result, the Korean natural pronunciation habit cannot be avoided here, as found [Lee & Hwang \(2016\)](#), who discovered that /z/ sound confusion affects 43 percent of speakers when they are on the right track and confuse it with /dʒ/. Additionally, the study by [Oyinloye et al. \(2020\)](#) and [Wheelock \(2016\)](#) also stated that /z/ pronunciation errors possibly happen in different languages, like in Italian until Nigerian language (Yoruba) is confused by /s/ sound instead since they actually do not have the original consonant /z/ there.

As observed mainly by researchers such as Huiwen (2021) the signals of Koreans lack /l/ or /r/ sounds depending on geographical location, as do those of Japanese and Chinese. It is not about the absence of the Korean alphabet list, yet because of syllable position confusion that brings Korean commonly mispronounce it with the English system. Korea causes this phenomenon own phonological rules, such as sound changing when certain consonants or vowels meet until because of different position matters (Choi & Sim, 2019). Korean has double consonants until the bottom consonant that shapes to another consonant; if the bottom consonant meets with an empty sound, then they will emerge (e.g., 준비 sounds *jum-bi* rather than *jun-bi*). Furthermore, the beginning consonant will sound voiceless and aspirated, whereas the middle and end consonants will be voiced (e.g., 라디오 would sound *ladio* and 카메라 rather has to sound like *kamera*). According to Lee & Hwang (2016) in their research with English proficiency level identification that start from most upper intermediate level Korean learners can differ the use of /r/ and /l/ sounds even better than Japanese learners. This research confirms also that either /r/ changes to be /l/ or /l/ becomes /r/ are possible or even interchangeable since, especially, Korean alphabet only have ㄹ(ri-eut) for it.

Cho and Park (2006) in Halimah (2019) then proposed that Korean allows only one consonant in the onset and coda positions. The fact continues that English has a maximum of three consonants, two more than Korean. That is why Korean who always communicate in Korean will have a hard situation here if the word has the stop sounds since they have their own language systems like how 받침 (bad-chim) or the final consonant system works (Jeong, 2020). Based on Lee (2017), this type of pronunciation is unreleased with the real consonant sound but with seven single consonants such as ㄱ/gi-yeok (ㄱ, ㅋ, ㆁ, ㆁ, ㄷ, ㄷ), ㄴ/ni-eun (ㄴ, ㄴ, ㄴ), ㄷ(mi-eun (ㄷ and ㅌ), ㅂ/bi-eut (ㅂ, ㅍ, ㅍ, ㅍ), ㅍ/ieung, and ㄹ/ri-eul (ㄹ, ㄹ, ㄹ, ㄹ, ㄹ). Therefore, this research shows some results that Korean learners being observed as unable to pronounce the final consonant like /t/, /d/, /v/, /tʃ/, /k/, /dʒ/, and /m/. Again, because of the confusion about when they should use the consonant or not, it cannot hinder them from producing different pronunciations of stop consonants /d/ and /m/. In brief, there are differences that both Korean and English have, supported by Kwon (2017) hat inserting the epenthetic vowel /ə/ or /ɪ/ is a true phenomenon.

For instance, Cho (2001) and Kiaer & Bordilovskaya (2017) stated the existence of Korean English and loanwords, which has some disadvantages: most could not tell which were the actual Korean words or not because excessive borrowing sometimes affected the quality and resulted in local words blending. Most media in daily use until youth people's self-identity expression (H. Ahn, 2014) cause more confusion, as produced by English learners who know those are real Korean words with different meanings than what it sounds like. Otherwise, this phenomenon happens with high adjustment to Korean syllable structure rules and pronunciation with guidance from the original 한글 (han-geul) or the Korean alphabet (Rüdiger, 2018), yet it is defined as incorrect institutional with empirical verification needed (H. Ahn, 2014). In theory, Korean English is a creative meaning of changed words as a result of the educational system, less daily habit environment, and the range of function in those specific areas (e.g., 아파트 (apateu) that comes from apartment in English, 에어컨 (eokeon) or air conditioner in English); , whereas a loanword is a word with the same exact meaning as it is that could ease an English speaker in learning a different language, which creates loanwords (e.g., 바나나 (banana), 콜라 (cola), 초콜릿 (chocolate)) (90daykorean, 2022; H. Ahn, 2014; Fayzrakhmanova, 2016; Kiaer & Bordilovskaya, 2017; Lawrence, 2012).

Nonetheless, many parties, particularly English teachers who are native Korean speakers, stated that this Englishification result should not be fully taught in class because a large number of students will be determined by a real English standard test (H. Ahn, 2014). Instead of it, it would be better to make an approach in order to ease the students while learning English (e.g, rather than teach non-standard English pronunciation, the teacher could uses Korean sound to make student familiar with certain English sound such as 'magnificent' /mæg'nɪfɪsnt/ with 치맥 (chi-maek = 치킨 소맥/chicken and beer) to show /mæg/ sound since mostly learners would pronounce it /mag/ instead. Ahn (2020) also believes that using the mother tongue as a pronunciation hint could enrich linguistic, especially for beginners, yet most teachers are unwilling to do so because they lack knowledge and confidence. Based on Rüdiger (2018), loanwords can

appear because of the inexistence of English sounds in the own Korean inventory. Added by Kim (2012) about the loanword process, the result shows a straightforward process only since the learners observed were in English classes while speaking English. It means that most learners unconsciously produce the loanwords that still exist in the present day while still consciously thinking that they are in an English class context. This phenomenon surely does not only happens to Korean; almost every country experiences foreign language absorption, yet some European languages like Greek, Latin, and French influence English instead (Al-Jarf, 2021; Fayzrakhmanova, 2016; Kiaer & Bordilovskaya, 2017; Soto-Corominas et al., 2018; Xiao, 2021).

Following up on those facts, inappropriate consonant pronunciation could give a crucial impact on English communication since it could refer to different meanings, contexts, and even misunderstanding while communicating with each other. In classroom activity, a new term or variety of English even confounds the learners of the first language or second language speakers, which makes a habit of continuing; for example, with the wrong pronunciation or language use. Even the government, according to Kim (2016), cannot change what people use in their daily activities; thus, a professional and competent teacher is required in establishing output (Ahn, 2014).

6. Conclusion

In a nutshell, there are some differences between English and Korean sounds as both have different writing systems and alphabet when something is absent each. It makes Korean learners feel harder to comprehend native-like English pronunciation. There are three phonological processes such as sound replacement, addition, and deletion in this case. From those cases, labiodental, alveolar, post-alveolar, bilabial, and palatal are discussed. Then for addition, there are two unique vowel addition such as /ə/ and /ɪ/ sounds after stop consonants like /t/, /d/, /v/, /tʃ/, /k/, /dʒ/, and /m/. And the last is about Korean English loanwords as the evidence of all phonological process replacement, addition, and deletion. The result shows that the dominant difference between standard English sounds and Korean is adding /ə/ or /ɪ/ with 27 items, followed by loan words or Korean English with 17 items. It can be concluded that both are the characteristic of Korean people in producing the English sound.

This study shows that the mother tongue can influence the following language that people want to produce. It affects many different aspects like language structure, sounds, and confidence, which can influence hard or easy people to learn a particular language. In that case, using an online learning application with professional tutors in a particular language would be expected help Korean English learners acquire English more quickly. Nevertheless, not many research comes along with the Korean English pronunciation phenomenon. That is why this recent study could contribute to phonology analysis, the newest data, and possibly to the English teaching practice to Korean learners. Moreover, the following study could include more in-depth analysis such as focusing on a particular aspect of the study like either loan word, addition, omission, replacement of either consonant or vocal differences. Then, on the same hand could contribute to further solutions like how English can be taught effectively to Korean English learners either by native English teachers or native Korean.

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