# " MOTHER TONGUE INTERFERENCE ON STUDENTS'S PRONOUNCIATION: A Study in The Eight Semester Students of English Department IAIN of Bukittinggi".

## A Thesis

*Submitted as Partial Fulfillment of a Research Thesis proposal for the Attainment of Sarjana Pendidikan Degree on The English Department*

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Bukittinggi, Agustus 2018

Yang membuat pernyataan,

**DINDA ERINASTASIA**

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# DEDICATION

*This thesis is honorably dedicated to:*

*My beloved Father and Mother*

*Budiwarman, SH*

*Yuharnita, SH*

*My beloved brother*

*Hardian Saputra*

**My best friends**

Ambriana Shauda (Saodah), Rahmi Putri (Cumiang),

Aidyna Agustina (Anak 1), Suci Hanifa (Anak 2), Ramadhani (Akak),

Rahmad Fadly (Gapuak), May Gion Alamsyah (Twin)

*My beloved friends at PBI A, B, & C classes Bp.2014*

*IAIN Bukittinggi*

## ABSTRACT

**Dinda Erinastasia, 2314.026. Mother Tongue Interference on Students' Pronunciation.**

This research was due to discover mother tongue interference on students' pronunciation. It has been done at IAIN Bukittinggi because most of the students of IAIN Bukittinggi still made error in their speaking skill. Most of the students made the error on difficult to distinguish among the similar sounds. And the second, the students tend to find difficulties in uttering the sounds. Additionally, the students had been learnt the English language from Elementary until they are in collage but still have some error in their speaking, especially in their pronunciation (Vowel and Consonant).

This research used descriptive research. The researcher want to describe the error of pronunciation that made by the students. The data will analyze qualitatively to describe students' error feature in pronouncing English vowels and consonants. And the researcher will analyze the data quantitatively to describe the percentage of error in vowels and consonants. The population of this research was the eight semester of IAIN Bukittinggi. The sample was 40 students from 118 all eight semester students. To determine the sample, the researcher used random clustering sampling technique. The data was got through documentation, the researcher record while the students were reading the Essay. To analyze the data, the researcher did qualitatively by describe the error made by each students, and quantitatively the researcher made the percentage of the error on Vowel and Consonant each student every classes.

From the result the students made error in vowel, but not all vowel (/ə/,/i:/, /ai/, /ʊ/, /æ/, /ʌ/,/i/, /ei/, /ɔ/) and consonant (/z/, /v/, /l/, /ð/, /ʃ/, /ʧ/, /r/, /dʒ/, /θ/, /h/, because there is no sound like that in the students mother tongue it will make some error in their pronunciation. So, it can be concluded that mother tongue interference on students pronunciation especially vowel and consonant.



**Keywords : Mother Tongue, Pronunciation, Error**

# ABSTRAK

**Dinda Erinastasia, 2314.026. Pengaruh Bahasa Ibu pada cara pengucapan siswa.**

Penelitian ini bertujuan untuk menemukan pengaruh Bahasa ibu pada cara penguacapan siswa dalam Bahasa Inggris. Penelitian ini telah dilakukan di IAIN Bukittinggi karena kebanyakan siswa masih membuat kesalahan pada berbicara Bahasa Inggris. Kebanyakan siswa membuat kesalahan dengan sulitnya membedakan bunyi yang hamper sam. Dan kemudian, para murid cenderung sulit mengungkapkan bunyi tersebut. Tambahanya, siswa telah belajar Bahasa Inggris dari Sekolah Dasar sampai kuliah tetapi masih adanya kesalahan pada speaking khususnya pada vowel dan konsonan..

Penelitian ini menggunakan penelitian deskirptif. Peneliti ingin menggambarkan kesalahan dalam pengucapan yang dibuat oleh siswa. Data tersebut diolah secara kualitatif untuk menggambarkan bentuk kesalahan dalam cara pengucapan pada siswa dalam vowel dan konsonant. Dan peneliti akan menganalisis data secara kuantitatif untuk menggambarkan persen dari kesalahan siswa pada vowel dan konsonan. Populasi dari penelitian ini adalah siswa semester delapan dari IAIN Bukittinggi. Sampel dari penelitan ini sebanyak 40 siswa dari 118 semua siswa semester delapan. Untuk menentukan sampel peneliti menggunakan random clustering sampel. Data didapatkan melalui dokumentasi, peneliti merekam ketika siswa membaca Essay yang telah ditentukan. Untuk menganalisis data peneliti menggunakan kualitatif untuk menggambarkan kesalahan dan kuatitaitf untuk menggambarkan persen kesalahan yang dibuat siswa pada vowel dan konsonan setiap kelas.

Dari penelitan tersebut, para siswa membuat kesalahan pada vowe, tetapi tidak semua vowel (/ə/,/iː/, /ai/, /ʊ/, /æ/, /ʌ/,/i/, /ei/, /ɔ/) dan konsonan (/z/, /v/, /l/, /ð/, /ʃ/, /ʧ/, /r/, /dʒ/, /θ/, /h/), karena tidak ada suara seperti itu pada Bahasa ibu siswa itu akan membuat beberapa kesalahan dalam pengucapan Bahasa inggris. Jadi, itu bisa disimpulkan bahwa Bahasa ibu mempengaruhi cara pengucapan siswa khususnya pada vowel dan konsonan.



**Kunci Kata : Bahasa Ibu, Cara Pengucapan, Kesalahan**

## ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

*Alhamdulillahirabbil'alamin*, in the name of Allah SWT, the most gracious and the most merciful, who always gives health and all of things to the researcher in accomplishing this thesis. *Sholawat* and *salam* to the most honorable prophet Muhammad SAW, messenger, and his followers who have opened our mind to study until now.

This thesis is impossible to be completed without helps and supports from many persons. So that, the researcher would like to express his sincere gratitude and great thanks to the following persons:

1. Dr. Ridha Ahida, M.Hum as the head of IAIN Bukittinggi and also her first, second, and third assistants.
2. Dr. H. Nunu Burhanuddin, Lc., M.Ag as the head of Educating and Teachering Faculty of IAIN Bukittinggi.
3. Veni Roza, S.S., M.Pd as the head of English Education Section.
4. Melyann Melani S.S, M.Pd and Irwandi, S.S., M.Pd as advisors. Thanks for their care, time, attantion, guidance, valuable advices, and patience in accomplishing this thesis. Their suggestions and contributions are highly appreciated.
5. Veni Roza, S.S., M.Pd and Syahrul S.S, M. Pd as his examiners who have given critics and suggestions for this thesis.
6. The Librarians of IAIN Bukittinggi who have sincerely helped and allowed the researcher in collecting the references.
7. All of the lecturers who have given their knowledge, ideas, and contributions to the completion of this thesis and educated his precious things in many fields during his study.

8. The researcher also heartily thankful to his parent, Budiwarman (ayah) and Yuharnita (ibuk) and also for his beloved brother Hardian Saputra.
9. The researcher also shows his thanks to his beloved friends, Ambriana Shauda (Saodah), Rahmi Putri (Cumiang), Aidyna Agustina (Anak 1), Suci Hanifa (Anak 2), Ramadhani (Akak), Rahmad Fadly (Gapuak), May Gion Alamsyah (Twin) who always support, motivate, and give him suggestions to finish this thesis.
10. The researcher also delivers many thanks to the students of IAIN Bukittinggi especially Eight Semester for their helps, supports, and helped to do this research.

The researcher hopes Allah SWT always blesses all of the people those helped him, who have been mentioned or not. The researcher honestly believes that this thesis might still have some weaknesses. Therefore, he really hopes that there will be some criticisms and suggestions from the readers to make this thesis better.

Bukittinggi, Agustus 2018

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# CHAPTER I

# INTRODUCTION

## A. Background of The Problem

English as a foreign language means that not every learner will understand native English and be able to receive and reproduce it perfectly. English is not used in-country in daily communications, the competency of English learners varies significantly. They face a great deal of difficulty and many problems to comprehend spoken English especially that of native speakers. Consequently, the native speakers will find comparable difficulty and problems in comprehending the English.

English, in Indonesia, is mainly taught as a second language. Hence, the aim of this unit is to familiarize the students with the importance of learning English as a second language. One of the general objectives in the foreign language teaching, maybe the most important one, is to teach the learners to speak the target language accurately and intelligibly since to learn a language also means to produce the sounds, utterances, and the words properly and correctly rather than being able to communicate with the people in the target language community. Using English fluently is the one things that the students want to master it. English as a foreign language in Indonesia has been taught starting from primary school to university level. For university students especially for English students, mastering English is something really important.

Learners of a foreign language can comprehend the language that they are listening to if they understand the pronunciation features of the language. Such an understanding can also help them produce the language more accurately, although learners do not necessarily pronounce the foreign language like its native speakers. It is well enough if other people understand what they are talking about. It becomes important thing to study for people who interested in second language acquisition.

A person who is learning a second or foreign language encounters difficulties in the learning process. This is what we have been aware of. Since childhood, they have been speaking in their mother tongue language. This language has been instilled in themselves and become a part of their habits. Their speech organs have been accustomed to produce speech sounds of the language. This habit obviously make it difficult for them to change the ways of moving their speech organs to produce speech sounds of a foreign, this case call interference. Language interference often happen when someone learn new language. According to Lott: "Error's in the learner's use of the foreign language that can be traced back to the mother tongue"[1].

When we talk about interference, it's mean that the language in communication has errors in the grammar, semantic, and pronunciation. The English language is quite difficult for Indonesian learners. The students in IAIN Bukittinggi, especially English students, most of them are speaking with Minang language, and rarely to speak English with their friends because the

[1] Bhela ,Baljit , "*Native language interference in learning a second language*", Journal, page

students enjoyed to speak with their mother tongue. When the second language learner learns English there will be some mistake that the students make when speak English language. The concept of mother tongue interference can be viewed as a transfer that affects learning both negatively and positively. It means that there is possibility for the students to produce some mistakes or errors in learning a second language especially English. In this study, the mother tongue influence English because the learners use Minang in communicating in usually.

According to Brown "errors often happen because of a misleading explanation from the teacher, faulty presentation of a structure or word in textbook, or even because of a pattern that was routinely memorized in a drill but improperly contextualized"[2]. Language error are commit by the students need to be analyze. In this research, the researcher analyze students error in pronunciation. In language learning English, many problems were face by the students in pronunciation, such as sound, rhythm, etc. The researcher does not analyze all the problem of the students pronunciation. The researcher limited to analyze the students' pronunciation in Segmental focus on Vowels and Consonants.

Based on preliminary research at IAIN Bukittinggi the researcher found possible assumptions of the problems that can be seen from the students' speaking ability. The first problem, the students are difficult to distinguish among the similar sounds. Example /ð/ *that*, /θ/ *thank* because there is no

[2] Fakhri Fauzi, *Error Analysis of Sundanese English Pronunciation on Fricatives Sound*, Journal, p.210

consonant /θ/ and /ð/ in their mother tongue language. The students did not say the correct consonant in English of the word because in their mother tongue only learn the /t/ like *thank* /tenk/ but they have to pronounce /θaŋk/. And the second, the students tend to find difficulties in uttering the sounds, example *say* /seɪ/əʊ/, it also happened to the other words, students felt confused how to pronounce these word. However, to understand what they should pronounced is important but sometimes they felt confused what sounds must they use in the word, because their mother tongue doesn't have consonant and vowel sounds like English language. Many students of English language have difficulties with English pronunciation even after years of learning the language. The students feel that pronunciation is difficult and make their pronunciation lead to mispronunciation, and cause misunderstandings in communication between the students and other students. Although sometimes the students know the meaning, and get the point, it is no matter so the researcher choose the informant of the researcher is the eight English semester students, because they still make the mispronunciation, because they had learnt the English from first semester and the students should not make the mistake. To know the mistake made by the students, analysis is needed. By doing analysis, the problem which made by the students will be known.

Regarding to the background of the problem above, the researcher chooses the title of this research: **"Mother Tongue Interference on Students' Pronunciation: A Study in the Eight Semester Students of English Department IAIN of Bukittinggi ".**

## B. Identification of The Problem

Based on the background of that problem above, the reseacher found some problems that can be identified:

1. The students are difficult to distinguish among the similar sounds.
2. The students tend to find difficulties in uttering the sounds.

## C. Limitation of The Problem

In this study, the researcher limit the discussion "The Mother Tongue Interference on Students' Pronunciation: A Study In Eight Semester Students of English Department Iain Bukittinggi". In this research, the researcher choose the eight semester students of IAIN Bukittinggi.

## D. Formulation of The Problem

In accordance with the limitation of the problem above, the problem of the research was formulated by the following question:

1. What are the feature of mother tongue interference in students pronunciation :
    a) What are the feature of mother tongue interference in students pronunciation of Vowels ?
    b) What are the feature of mother tongue interference in students pronunciation of Consonants ?

2. What are the percentage of mother tongue interference of students pronunciation :
    a) What are percentage of mother tongue interference of students pronunciation of Vowels ?
    b) What are percentage of mother tongue interference of students pronunciation of Consonants ?

**E. The Purpose of The Reseach**

Based on the formulations there is a purposes of this research:

1. To help students face their mistakes in pronouncing the English sounds better.
2. To find out speaking preparation until they can't make language interference.
3. To find out ways for didn't make the interference language anymore.

**F. Significance of The Reseach**

The researcher would like to investigate "The Mother Tongue Interference on Students' Pronunciation: A Study In Eight Semester Students of English Department IAIN of Bukittinggi".

It would be useful to provide input to:

1. For students, the result of this study will give a new experience for them in speaking, so they can make the better pronunciation based on the result.
2. For the next researcher, the result of this study is expected to give consideration and postulate to conduct further research.

## G. Defenition of Key Terms

The key term used to be lost misunderstanding in this research were defined as follows:

1. Mother Tongue Interference : According to Lott: “error’s in the learner’s use of the foreign language that can be traced back to the mother tongue”
2. Pronunciation : Pronunciation is essential for speaking and understanding spoken English well.
3. Error Analysis : Error is caused by the differences of concept of the target language with their first language.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Review of Related Theory

### 1. The Nature of Mother Tongue Interference

#### a. The Meaning of Mother Tongue Interference

Applying English as a foreign language means that not every learner will understand native English and be able to receive and reproduce it perfectly. English is not used in-country in daily communications, the competency of English learners varies significantly. They face a great deal of difficulty and many problems to comprehend spoken English especially that of native speakers.

Consequently, the native speakers will find comparable difficulty and problems in comprehending the English spoken by Indonesian as long as the capacity of the Indonesian does not reach the level of the English native speakers. When people learn another language, their mother tongue sometimes interferences with the target language.

A mother tongue may assist learners in learning the target language when both languages have similar patterns, which make them easily transferrable and hence able to apply the patterns into the target language.

According to Dickerson, the students will use their knowledge of their mother tongue and based on the knowledge they may produce utterances which do not exist in the target language"[3]

The concept of mother tongue interference can be viewed as a transfer that affects learning both negatively and positively. It means that there is possibility for the learners to produce some mistakes or errors in learning a second language especially English. Mispronunciation and grammatical errors are the most common types of interference between the mother tongue and the target language[4]. It's mean that the most mistake that the students make is pronunciation and the grammar from that sentences.

Based in the theories above, it is concluded that pronunciation errors which are made by children are similar to those who are made by first language learners. So, mother tongue is native language from our habit that come the surface structure of the first language to the surface of target language.

There are many definitions of Mother Tongue interference that have been proposed by some experts in language learning.

Dualy, Burt, & Krashen stated, "Interference is the result of old habits of the first language, and it must be unlearned before the learning of the new

[3] Setiyadi, Bambang, "*Teaching English As A Foreign Language*", book, page 25
[4] Subandowo, Dedy "*The Language Interference In English Speaking Ability For Efl Learners*", Journal, page 2

hobbits of second language"[5]. In addition, they stated that the interference is the mistake from the language that we use, it happened because some factors from our hobbits. First language very give the impact to the second language or English language. Like, mother tongue, pronunciation, and their fluency of speaking ability.

According to Sinha "The language interference in pronunciation means as a result, Interference refers to the problem that students present in oral speech activities in aspects related to the correct pronunciation of English sounds"[6]. It's mean that, the students often make the mispronunciation in their communication. The students just say the words or sentences without know the correct pronunciation. And second language acquisition includes learning a new language in a foreign language context as well as learning a new language in a host language environment[7]. Lott stated interference as "errors in the learner's use of the foreign language that can be traced back to the mother tongue"[8]

Based on the theories above, it is concluded that students would have the ability to speak well in English, however in reality even though learning English language take a long period, in generally that the students have not been able to speak full sentences without making mistakes. Since the learners freely bring their different accents from their native language in the English

[5] Derakhshan, Ali, "*The Interference of First Language and Second Language Acquisition*", Journal, Page 2113

[6] Subandowo, Dedy "*The Language Interference In English Speaking Ability For Efl Learners*", Journal, page 2

[7] Setiyadi, Bambang, "*Teaching English As A Foreign Language*", book, page 21

[8] Marcella Melly Kosasih, "*Native Language Interference In Learning English Pronunciation",* journal, page 136

classroom, then their English pronunciations sound awkward. This makes a big problem to learning English pronunciation.

**b. The Factors of Mother Tongue Interference**

The factors influencing the mother tongue interference are:

**b.1 The Environment Where They Live**

The students are mostly surrounded by the Minang people. Hence, it affects students communication as the first language. Dialect sounds do not have any chance to go out of their hometown before they go to universities or colleges. They attended middle schools in their hometown, where their middle school teachers would probably speak the same hometown dialect and did not notice that funny phenomenon, or they also have much obstacle to do the correction, to say nothing of helping their students with the right pronunciation. In fact, this is an often-seen phenomenon in the countryside schools in these dialect regions, especially in those backward mountainous rural schools.

**b.2 School area**

The teacher could not control students for not using their mother tongue language in classroom school but students still used it when they talked with their friend. Example, in IAIN there is a program, and the students had to speak in English

every time in collage, when they didn't do that, the students will got the minus point. But now, it is almost loss from the collage, because the too afraid to take the way. Moreover, some students had high accent of mother tongue when they spoke in English. It made their pronunciation was affected by their first language.

## 2. The Nature of Pronunciation

### a. The Definition of Pronunciation

Pronunciation is recognized as a fundamental ability which students should acquire, primarily because it can affect accuracy and comprehension. Many learners of English as a second language have major difficulties with pronunciation.

Foreign students want to be able to speak English well, with a pronunciation which can be easily understood. Pronunciation is the rule when we want to say something with the correct way.

According to Labov "Pronunciation simplifies organized sounds of language produced by human speech organ using all the phonemics units of the language as well, which is maintaining all the phonemic units of the language by means of the distinctive units of the distinctive phonemic features"[9].

[9] Subandowo, Dedy, loc.cit

Goodwin stated: ”In teaching pronunciation, the goal of instructions threefold: to enable our learners to understand and be understood, to build their confidence in entering communicative situations, and to enable them to monitor their speech based on input from the environment”[10]. The fault which most severely impairs the communication process in EFL/ESL learners is pronunciation, not vocabulary or grammar[11]. Experimentation with the ALM method has showed that the method has certain disadvantages so that some factors related to speaking have to considered[12]:

a. The primary aim of foreign language instruction in the schools has always been educational and cultural. The ability to speak fluently is not acquired primarily in the classroom, but through much additional practice on the outside.
b. Real conversation is difficult to achieve in the classroom because the time to develop it is difficult.
c. Conversation must not be confused with the oral practice. Conversation involves a free, spontaneous discussion by two or more person of any topic of common interest. Part of its effectiveness is due to facial expression and gestures.

[10] Ariyan, Dina, “*Improving Students’ Pronunciation By Using Reading Aloud In Junior High School*”, Journal, Page 2
[11] Hinofotis & Baily 1980 in Abbas Pourhossein Gilakjani,” *A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms”*, Journal, page 2
[12] Setiyadi, Bambang, “*Teaching English As A Foreign Language*”, book, page 61

d. Speaking ability is the most difficult phase of a foreign language to teach and to acquire.
e. This ability is least likely to be retained, for it depends on constant practice.
f. It is difficult to teach because it requires unusual resourcefulness, skill, and energy on the part of the teacher. No textbook can make up for the originality of an everyday life situation.
g. Conversational competence depends essentially on an extensive vocabulary, memorization of numerous speech patterns, and the automatic control of stress.

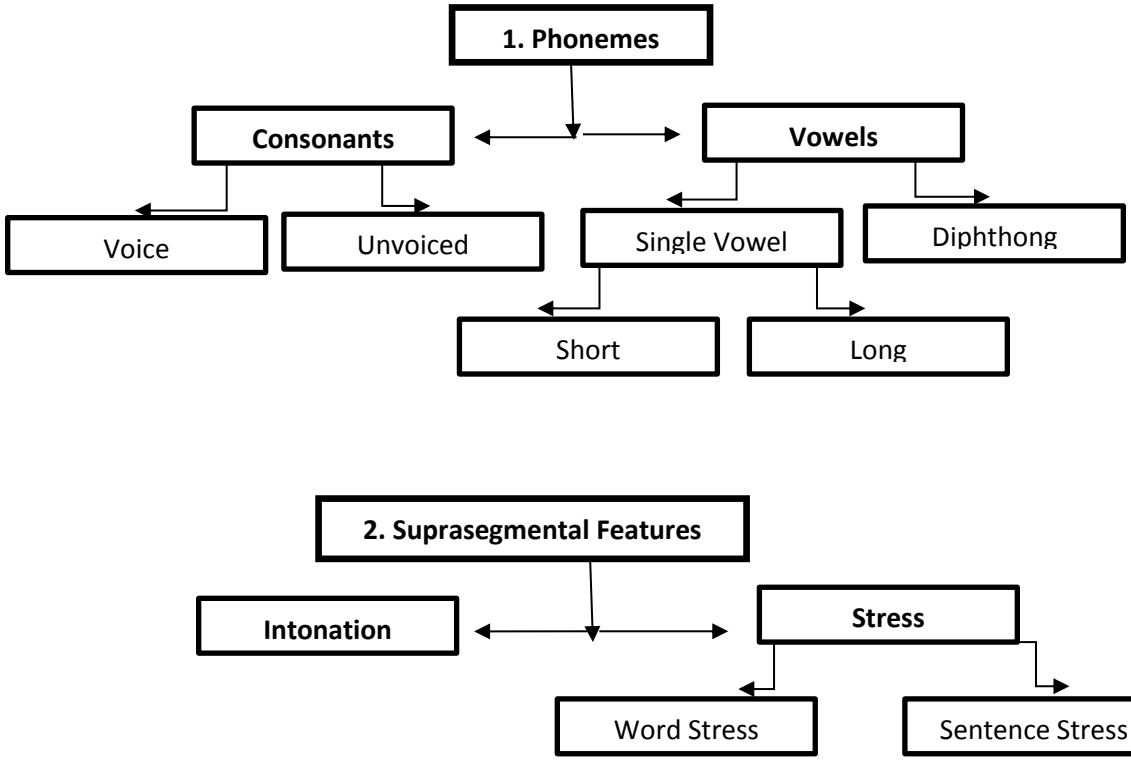
It's mean that when we want to speak the target language/ English language, we have to learn more than before, and have the believe about it. The students feel embrace to talk in English with other, and afraid to take the error in speaking. The students have to move on, and support each other.

**b. The Main Feature of Pronunciation**

There are some features of pronunciation like phonemes, vowel, stress, consonant, etc. The following diagram shows a breakdown of the main features of pronunciation[13]:

[13] Kelly, Gerald*," How to Teach Pronunciation*", book, page 1

**Features of Pronunciation**




*Source: Gerald Kelly " How to Teach Pronunciation"*

**b.1. Segmental Sound**

Segmental sound is how the people pronoun the words or sentences. Charles Hockett state: "The mental representation of the phonological form of an utterance is definitely segmental, phonemes lined up one after the other; however, in the process of speaking, phonemes overlap and blur together"[14].

According to Eva M. Fernández and Helen Smith Cairns: "Phonemes are linked only indirectly to the actual

[14] M. Fernández, Eva and Helen Smith Cairns, "*Fundamentals of Psycholinguistics* ",book, Page 164

sounds articulated by a speaker (or to the symbols that might represent them in the writing system)"[15]. It's mean, phoneme is an abstract concept. It's related not so much to the physical sounds themselves, but to the way our minds perceive and categorize sounds. And the way our minds categorize sounds is different for each language.

### b.1.1. Consonants

Consonant is familiar with the alphabet, like some symbols: /b/, /d/, /f/, /g/, /h/, /m/, /n/,/p/,/r/,/s/,/t/, etc. According to Edward: "The remaining oral sounds are generally grouped together"[16].

[15] M. Fernández, Eva and Helen Smith Cairns, "*Fundamentals of Psycholinguistics* ",book, Page 34-35

[16] Sapir Edward," Language", book, page 9

### *a. Manner of Articulation*

| | |
|---|---|
| plosive | a complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively', e.g /p/ and /b/. |
| Affricate | a complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g /tʃ/ and /dʒ/. |
| Fricative | When two vocal organs come close enough together for the movement of air between them to be heard, e.g /f/ and /v/. |
| Nasal | A closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g /m/ and /n/ |
| Lateral | A partial closure is made by the blade of the tongue against the alveolar ridge, e.g /l/ |
| Approximant | Vocal organs come near to teach other, but not to close as to cause audible friction, e.g /r/ and /w/ |

*Source: Gerald Kelly. How to teach Pronunciation*

### *b. Place of Articulation*

| | |
|---|---|
| Bilabial | Using closing movement of both lips, e.g /p/ and /m/ |
| Labio Dental | Using the lower lip and the upper teeth, e.g /f/ and /v/ |
| Dental | the tongue tip is used either between the teeth or close to the upper teeth, e.g /θ/ and /ð/ |
| Alveolar | The blade of the tongue is used close to the alveolar ridge e.g. /t/ and /s/ |
| Palato Alveolar | The blade of the tongue is used just behind the alveolar ridge e.g /tʃ/ and /dʒ/ |
| Palatal | The front of the tongue is raised close to the palate e.g /j/ |
| Velar | the back of the tongue is used against the soft palate e.g /k/ and /ŋ/ |
| Glottal | The gap between the vocal cords is used to make audible friction e.g /h/ |

*Source: Gerald Kelly. How to teach Pronunciation*

Voicing, manner and place of articulation are together summarized in the following table:

- English Language

| Table of English Consonant Phonemes | | Place of Articulation | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Front → Back | | | | | | | |
| | | bilabial | Labio dental | dental | alveolar | Palato alveolar | palatal | velar | glottal |
| Manner of Articulation | Plosive | p b | | | t d | | | k g | |
| | Affricative | | | | | tʃ dʒ | | | |
| | Fricative | | f v | θ ð | s z | ʃ ʒ | | | h |
| | Nasal | m | | | n | | | ŋ | |
| | Lateral | | | | l | | | | |
| | approximant | (w) | | | | R | J | w | |

*Source: Gerald Kelly. How to teach Pronunciation*

- Indonesia Language[17]

**Place-Voice-Manner Chart: Bahasa Indonesia**

| | MANNER | | VOICING | PLACE | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar | Glottal |
| OBSTRUENTS | Stop | | Voiceless | p | | | t | t͡ʃ | k | (ʔ) |
| | | | Voiced | b | | | d | d͡ʒ | g | |
| | Fricative | | Voiceless | | (f) | | s | | | |
| | | | Voiced | | (v) | | (z) | | | |
| | Affricate | | Voiceless | | | | | (ʃ) | (x) | (h) |
| | | | Voiced | | | | | | | |
| SONORANTS | Nasal | | Voiced | m | | | n | ɲ | ŋ | |
| | L | Lateral | Voiced | | | | l | | | |
| | | Rhotic | Voiced | | | | r | | | |
| | Glide | | Voiced | w | | | | j | w | |

L = liquid () = Occurs in loan-words 'borrowed' from another language

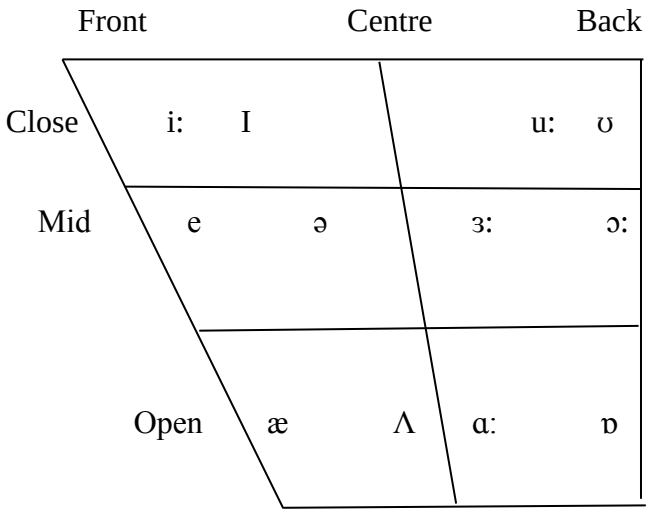
[17] http://speech-language-therapy.com/images/pvm_vowels_bahasaindonesia.pdf

### b.1.2. Vowel

The words are all voiced like, *far /f**a:**r/*, and others words. Mark Hancock stated: "The vowels are covered first via the five vowel letters of the alphabet, and their 'long' and 'short' pronunciations, for example the letter A as in tape or tap"[18].

#### *a. The Articulation of Vowel*

- English Language




*Source : Gerald Kelly, How to Teach Pronunciation*

The diagram is a representation of the 'vowel space' in the center of the mouth where sounds are articulated.

[18] Hancock , Mark, "*English Pronunciation in Use*", book, page 7

- ‘Close’, ’Mid’, ‘Open’ refer to the distance between the tongue and the roof of the mouth
- ‘Front’, ‘Centre’, ‘Back’ and their corresponding ‘vertical’ lives refer to the part of the tongue
- The position of each phoneme represent the height of the tongue, and also the part of the tongue which is raised.

❖ Indonesia Language[19]

**Vowel Chart: Bahasa Indonesia**

| | Front | Central | Back |
|---|---|---|---|
| Close | i | | u |
| Mid | e | ə | o |
| Open | | a | |

## 2. The Nature of Error Analysis

### a. The Definition of Error Analysis

Language learning is a process in which learners profit from mistakes by obtaining feedback to make new attempts that successively approximate the desired goals. Error in the acquiring process is unavoidable and making errors is part of learning, Dulay, Burt & Krashen and stated that one of the

[19] http://speech-language-therapy.com/images/pvm_vowels_bahasaindonesia.pdf

factors which cause the error is the influence of first language[20]. Julian Edge suggested that we can divide mistakes into three broad categories: 'slips' (that is mistakes which students can correct themselves once the mistake has been pointed out to them), 'errors' (mistakes which they can't correct themselves- and which therefore need explanation) and 'attemps' (that is when a students tries to say something but does not yet know the correct way of saying it)[21]. It's mean that the students can not make that correct from their self.

Students' error are thus treated as a surface phenomenon and are sometimes the learners' own system to approximates the real system of the target language[22]. According to Corder "learners' error can also provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language"[23].

Errors can occur in some aspects of the language itself such as in grammatical, phonological, and semantic level. Errors made by students need to be analyzed. The way in analyzing students' error is by conducting an error analysis. The fact that the students do make errors, and that these errors can be observed, analyzed, classified. Brown stated that errors often happen because of a misleading explanation from the teacher, faulty presentation of a

[20] Ivana Okta Riyani, Johannes Ananto Prayogo, *An Analysis Of Pronunciation Errors Made By Indonesian Singers In Malang In Singing English Song*, Journal, State University of Malang, p.1

[21] Jeremy Harmer, *The Practice of English Language Teaching*, 4th Edition, England: Longman, 2003, P. 137

[22] Joanna Huang, *Error Analysis in English Teaching: A Review of Studies*,Chinese, Journal, p.20

[23] Loc.cit

structure or word in textbook, or even because of a pattern that was routinely memorized in a drill but improperly contextualized[24].

**b. The Cause of Error Analysis**

The errors that are committed by the students are cause of several categories. According to Brown there are four sources of error[25] but the researcher only take 3 that have relation with mother tongue interference:

1) Interlingual Transfer

In early stages, the native language is the only previous linguistic system that the learner can draw upon, thus the interference is inventible. Interligual transfer is significant source of error for all learners. This means that errors somehow are caused by interference of native language of the learner. Here, interlingual errors refer to the second language errors that reflect mother language structure. Additionally, learners may make error because he assumes that the target language and his native language are the same.

2) Intralingual Transfer

Once a leaner has acquired parts of the new system, more and more intralingual transfer- generalization within second language would occur. Intralingual transfer mean the source of the errors come from the negative transfer of items within the target language. So, this source of error focuses on the target language rules which are wrong done by learner.

[24] Fakhri Fauzi, *Error Analysis of Sudanese English Pronunciation on Fricatives Sound*, Journal, p.210

[25] Joanna Huang, *Error Analysis in English Teaching: A Review of Studies,*Chinese, Journal, p.20

3) Communication Strategies

In order to get the message across, a learner may use some techniques like coinage, circumlotion, false cognates, and prefabricated patterns, which can all be sources of error. It is clear that communicative strategies refer to whatever efforts that learner tries to employ the language by their own strategies in order to communicate with a language, which is somehow they become a source of error because the language it is not theirs.

**c. The Procedures of Error Analysis**

In error analysis of pronunciation, it is easier to analyze the way in spoken correctly than in written. As guidance, error analysis has some procedures. Ellis reveals there are four steps to know the types of error[26]:

1. Identifying error: this is the first step in analyzing learners errors is to identify them.
2. Describing error: once all the error have been identified, they can be describe and classify into types of error.
3. Explaining error: the identification and description of errors are preliminaries to much more interesting task of trying to explain why they occur.
4. Error evaluation: where are purpose of error analysis is to help learners learn the second language, there is a need to evaluate the error.

[26] Rod Ellis, *Second Language Acquisition*, New York: OxfordUniversity Press, 1997), p.15

## B. Review of Related Studies

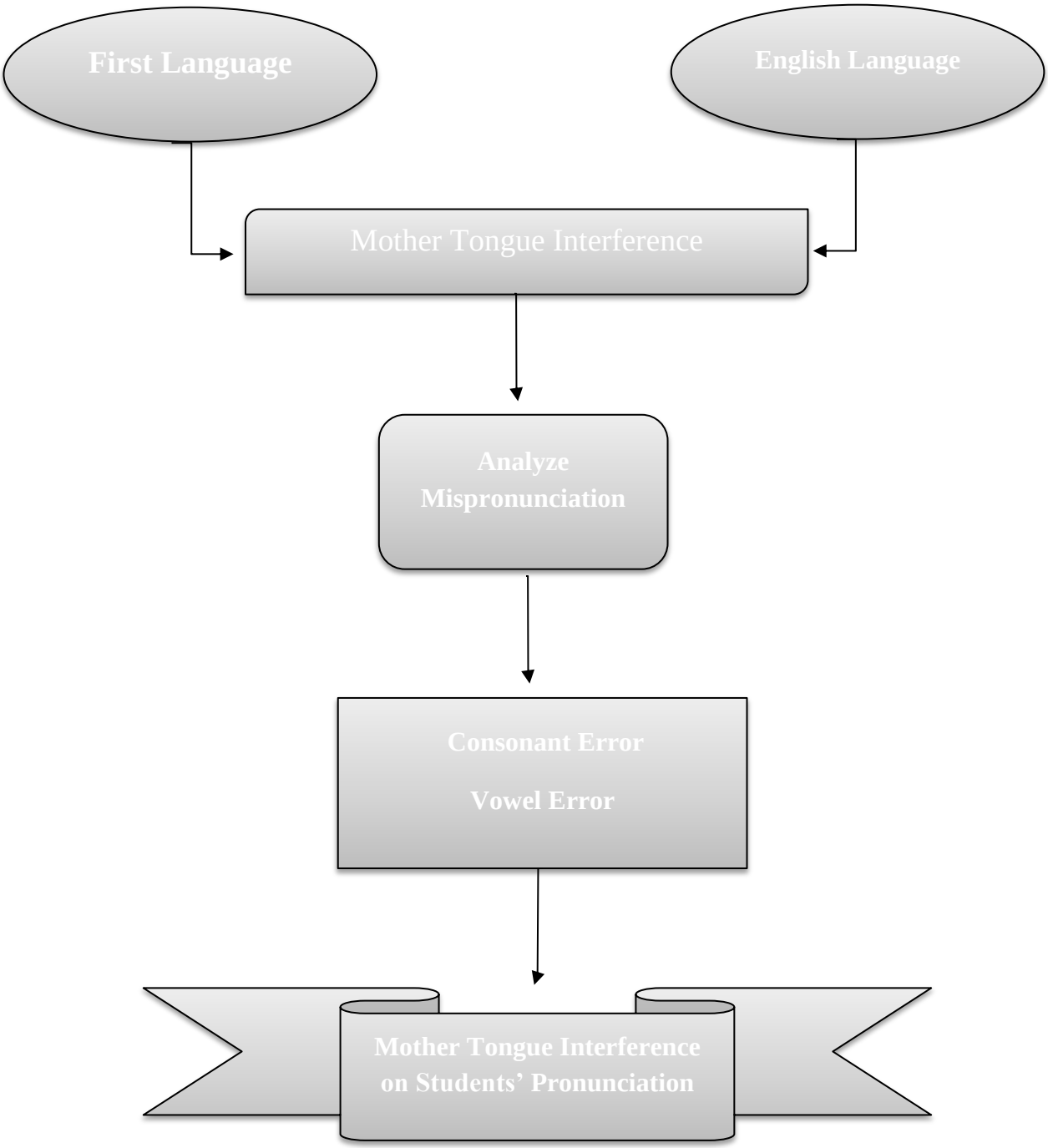
To support this research, the researcher found some relevant previous researches related to this research. First, the research by Marcella Melly Kosasih, Bandung, Indonesia, a student from Maranatha Christian University (2017). Her thesis is about analyse the problems of learning English pronunciation by Indonesian students and to investigate the extent of mother tongue influence on the learning of English pronunciation. The problem of her research is the students mispronouncing the phonemes. The result of her shows that the students' native language does not only influence the segmental features but also the suprasegmental ones, which are stress and intonation.

Second, the research by Erno Sumantri, a student from Tarbiyah Faculty of Syarif Hidayatullah State Islamic University (2011). Her thesis is about the use of song to improve pronunciation ability of the students of SMK Cyber Media in the academic year of 2010/2011. The problem of her research is the students still pronounce English words incorrectly. The result of her research proved that teaching language by using songs is more effective.

Third, the research by Ahmad Samingan, a student from Magister Of Language Study Muhammadiyah University Of Surakarta (2016). The problem of her research is the analyze which one the type of interference. The result of her research, there are two types of interference, namely, lexical interference and syntactical interference.

And now the researcher want to analyze about mother tongue interference towards pronunciation, and focus to the Segmental Sound (Vowel, Consonant). Because the students are difficult to distinguish among the similar sounds. And then, the students tend to find difficulties in uttering the sounds. From the explanation of related to the previous researches, so that, the researcher is interested to formulate his thesis under the tittle "Mother Tongue Interference on Students' Pronunciation" since this thesis is quite different with the others as mentioned above. The result of this thesis is expected to give new perception toward the interference of Indonesia language with the target language, English. And help the students to face the mistake in pronouncing the English sounds.

## C. Conceptual Framework



# CHAPTER III

# RESEARCH METHOD

## A. Setting of the Research

The researcher want to analysis the error of the pronunciation at students eight semester IAIN Bukittinggi. Because the eight semester students of this section have taken pronunciation, based on preliminary research ,the students still have some error in pronunciation of some words, the students are difficult to distinguish among the similar sounds. And then, the students tend to find difficulties in uttering the sounds. This research is Descriptive Research, the researcher want to describe the error of pronunciation that made by the students. The data will analyze qualitatively to describe students' error feature in pronouncing English vowels and consonants. Sugiyono states that qualitative research can be said as naturalistic research because this research is done in natural condition (natural setting)[27]. This means that in qualitative research the researcher do not give the treatment to the object of the research and describe the error feature that made by the students.

And the researcher will analyze the data quantitatively to describe the percentage of error in vowels and consonants. Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity[28].The data of the error will analyses, and we will know the mistake usually made by the students. And make the

[27] Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D,* Bandung: Alfa Beta Bandung, 2010, P. 8.

[28] C. R. Kothari, *Research Methodology:* New Delhi, 2004, p. 3

conclusion about that problem. It will help the lecturer and the student to will not make the same mistake. In addition, that a quantitative research is describing the percentage of error pronunciation that made by the students.

**B. Informant of the Research**

The informants of this research are the eight semester students of English Education Section of IAIN Bukittinggi. There is 118 students still active and 21 students not active[29].

There are four classes of the eight semester. Amount of the population is one hundred and eighteen students, the researcher does not apply all of the population as the informants of the research because the amount of the population is more than one hundred students. On the other hand, if the participants of the research have more than one hundred respondents, 10% to 25% will take as the sample by researcher[30]. The sample of this research is 25% from 118 of the students which is 29 students but the researcher decided to take 10 students each class randomly so the total sample is 40 students, because the researcher uses cluster random sampling so the sample take from all class but not all the students just 40 students from all class from students eight semester English Department. Because most of the eight semester have took all lesson and especially Pronunciation, the researcher assume that the eight students have a good pronunciation because they had studied English for long time. Therefore, the researcher chooses eight semester students as

[29] Staff AKAMA, IAIN Bukittinggi

[30] Suharsimi, Arikunto, Manajemen Penelitian, (Jakarta: Rineka cipta, 2005),p.310

the informant of the research because they have taken pronunciation subject and they have learned the material.

## C. Technique of the Data Collection

The important step in doing research is collecting the data. In collecting data, the researcher used documentation. Sugiyono states that the documentation is the record of events that have already passed. The document can be a form of writing, drawing, or the monumental work of someone[31]. Documentation is a unit of information that can be written or in form of picture and video. The researcher will use a kind of nonformal documentation because the researcher can do in front of the class, at the park, etc. First the researcher will ask the students to read the text. The researcher will ask the students to read the Essay about Education clearly, and the researcher will documentation it while the students tell their experience. The researcher will get all the sounds of sentences of the experience include all 12 Vowels ( /iː/, /ɪ/, /ʊ/, /uː/, /e/, /ə/, /ɜː/, /ɔː/, /æ/, /ʌ/, /ɑː/, and /ɒ/ and all 24 Consonants ( /p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /j/, and /w/. The researcher gave sentences consisting of all of pronunciation in term of vowel and consonant, that should be pronounce based on every phonetics symbol of the each words.

After that, the researcher will analyze the recording and hearing that to get the error from their pronunciation. The finding data will analyze base on

[31] Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D*, Bandung: Alfa Beta Bandung, 2010, P. 240.

the students' sounds that have recorded since the research will done to help students face their mistakes in pronouncing the English sounds.

In addition the researcher will get the percentage of the error that made by the students and know what the feature are usually make by the students because their mother tongue interference.

## D. Technique of Data Analyses

The researcher analyze the information from recording when they read Essay, and the researcher will identifying the students` mistake by hearing the students recording one by one. In hearing, the researcher will identify the mistakes retelling to vowel and consonant, and as a result the researcher percentage the error pronunciation in term of vowel and consonant that made by the students.

After collecting the data by using documentation, the reseacher will analyzing the data from recording, find the percentage the error using the formula and describe the error feature that made by the eight semester students by reading the essay before.

## E. Triangulation of the Data

In doing this research, the researcher also uses triangulation of the data. Triangulation data is the way to make an accepted data or the legality of the data as a comparator for the data. According to Sugiyono, triangulation is defined as data collection technique which combines the various techniques

of the data collection and data sources that already exist[32]. Triangulation includes the data from a variety of means of techniques, resources, and time. Therefore, the researcher uses triangulation of the data.

For the researcher, the researcher uses triangulation source in which it means that the researcher get the data from the various by using the same technique. Thus, the researcher looking for standard phonetic English in detail to be some sentences with every phonetics symbol of English word in the sentences and it will become valid.

[32] Sugiyono,……., P.241

# CHAPTER IV
# FINDINGS AND DISCUSSIONS

## A. Findings

This research used descriptive research, the researcher want to describe the feature of mother tongue interference in students pronunciation of Vowels and Consonant, and the researcher describe the percentage that the mistake from vowel and consonant. The data was collected by the eight semester students of English Education of IAIN Bukittinggi. Data was taken on 6 July until 21 July 2018. There are 40 students as total of population. Based on preliminary research at IAIN Bukittinggi the researcher found possible assumptions of the problems that can be seen from the students' speaking ability. The first problem, the students are difficult to distinguish among the similar sounds. And the second, the students tend to find difficulties in uttering the sounds. Then, the data was gotten through documentation. It was recording while the students reading Essay about Education. The researcher analyzed the data from recording.

Based on the technique of the data analysis in Chapter III, the procedures that used by the researcher after collecting the data from documentation, were used procedures from Ellis to analyzed the data, namely; identifying the error, describing the error, explaining the error, and error evaluation.

To know what the type of error made by the students, the researcher collected the data from documentation. The researcher identified all of the error from recording of students speaking in English. From identification of the error, the researcher found that some students made error in pronouncing of the words. Based on the types of error from Chapter II, the are type of error by focusing on Segmental sound, they are: Vowel and Consonant. The researcher analyzed

students' pronunciation based on American pronunciation. So, the students' pronunciation is American pronunciation.

## I. The Type of Students' Error on Segmental Pronunciation in Speaking English because of Interference of Mother Tongue

After collecting the data from documentation, the researcher analyzed the data based on the students' error in pronouncing Segmental types or sound (Vowel and Consonant). The students made some errors when they were reading the Essay about Education, they are:

### a. Errors of Vowels

Among 40 students from documentation, 37 students made error in Vowel. To explain the data the researcher used using code 1A-10A, 1B-10B, 1C-10C and 1D-10D as the name of the students:

1. Data from student 1A

   The word "As" student still pronounced the word /as/ but it should pronounce /əz/. And the word "peers", the student pronounced like the real word, but the correct pronounced is /pɪ:rz/.

2. Data from 2A

   The word Environment, Data 2A pronounced /enfironmen/, it should pronounce /ɪnˈvaɪrənmənt/, the word "Of", 2A pronounced the wrong pronunciation, /of/ but the correct pronounce is /əv/. and then, word Provided, 2A pronounced /

provaidid/ but it should pronounce /prəˈvaɪdəd/. And the word Life, /lif/ pronounce wrong, the correct is /laif/.

3. Data from student 3A

   Student pronounce the word Wisely wrong, /wisli/, but it should /ˈwaɪzli/. And then word Vital, the students pronounced the word wrong, the student just pronounced the word like what the word written, but it should pronounce /ˈvaɪtəl/. Because there is no sound “ai” in their mother tongue, that is the reason why the student did error in some word.

4. Data from student 4A

   The word Lead, the student pronounced with the symbol /led/, and the correct pronunciation is /li:d/. And then the word Books, the student pronounced the wrong pronunciation / boks/, but the correct is /bʊks/.

5. Data from student 5A

   The word Vital, the students pronounced the word wrong, the student just pronounced the word like what the word written, but it should pronounce /ˈvaɪtəl/.

6. Data from student 6A

   The student pronounced the word Values /valvis/, it is wrong pronunciation it should pronounce /ˈvæljuz/. There is no sound “æ” in their mother tongue, it will made some error. And then word Type, the student pronounced /tipe/, but the correct pronounce is /taɪp/.

7. Data from student 7A

   Student pronounced Productive with the symbol /produktif/, but the correct pronunciation is /prəˈdʌktɪv/. The letter "ə"refer to the distance between the tongue and the roof of the mouth, there is no sound in their mother tongue, so the student will made some error.

8. Data from student 8A

   The word Aspect, the student pronounced the wrong pronunciation, /aspek/, but it should pronounce /ˈæˌspɛkt/. There is no sound "æ" in their mother tongue, it will made some error

9. Data from student 9A

   The word Society, the student pronounced with the symbol / sosieti/ but the correct pronounce is /səˈsaɪəti/. And the word Respect, the student pronounced the wrong pronunciation / reshep/ but the correct is /rɪˈspɛkt/.

10. Data from student 10A

    The word Main, the student pronounced the wrong pronunciation, /man/, but it should pronounce with the symbol /meɪn/.

11. Data from student 1B

    The student pronounced the word Environment with the symbol /invironmen/, it should pronounce /ɪnˈvaɪrənmənt/. And the word Productive, student 1B pronounced /produktif/ but the

correct pronounce is /prəˈdʌktɪv/. The student only read what the word written.

12. Data from student 2B

    The word Lead, student pronounced /led/, but it should pronounce /li:d/. And the word Aspect, the student pronounced the wrong pronunciation, /aspek/, but it should pronounce /ˈæˌspɛkt/.

13. Data from student 3B

    Students pronounced the word Environment /environment/, but it should pronounce /ɪnˈvaɪrənmənt/. And the word Aspect, students pronounced /aspek/, the correct pronunciation is ˈ/æˌspɛkt/.

14. Data from student 4B

    The student pronounced the word Environment with the symbol /invironmen/, it should pronounce /ɪnˈvaɪrənmənt/. Their mother tongue only read their language that is written, so it will make some error in their pronounce.

15. Data from student 5B

    The word As, student pronounced the wrong pronunciation /as/, the student only read that the word is written, and the word should pronounce /əz/.

16. Data from student 6B

The student pronounce the word Wisely /wisli/, the correct pronounce is /ˈwaɪzli/. And then, Other, the student pronounced /oðer/, it should pronounce /ˈʌðər/.

17. Data from student 8B

    The word Productive, the student 8B only pronounced the written word /produktif/, but the correct pronunciation is /prəˈdʌktɪv/.

18. Data from student 9B

    The student only read the written this word Reshape /reʃep/ but the correct is /riˈʃeɪp/.

19. Data from student 4C

    The word Focus, the students pronounced the wrong pronunciation /fokus/, because it have the same word with their mother tongue, but it will difference between in English and the correct pronunciation is /ˈfoʊkəs/.

20. Data from student 8C

    The student pronounced the word Respectable with the symbol /respekeble/, the student only read that is written, it will made some error in their pronunciation. So, the correct pronounce is /rɪˈspɛktəbəl/.

21. Data from student 3D

    The word Even, the students pronounced the wrong pronunciation /even/, the students just read that is written it will

make some error in pronunciation. So, the correct pronunciation is /ˈivɪn/.

22. Data from student 8D

    The student made the wrong pronunciation Taught /tught/, because there is no sound ”ɔ” in their mother tongue, it will made the wrong pronunciation. So, the correct pronunciation is /tɔt.

23. Data from student 9D

    The word Make, the students pronounced the wrong pronunciation /mek/, the student omit “i” because there is no sound “ei” in their mother tongue. So, the correct pronunciation is /meɪk/.

24. Data from student 10D

    The student pronounced the wrong pronunciation Productive / produktif/, because there is no sound “ʌ” it will made the error in their pronunciation, so, the correct pronunciation is /prəˈdʌktɪv/.

**b. Error of Consonants**

Among 40 students from documentation, 28 students made error in Consonants. To explain the data the researcher used using code 1A-10A, 1B-10B, 1C-10C and 1D-10D as the name of the students:

1. Data from student 1A

The word Fully, the student pronounced the wrong pronunciation with the symbol /fulli/, the student just pronounced that the written word, the student should omit one letter of "l".

2. Data from student 3A

   Student pronounced the word The /de/, because there is no sound "th" in their mother tongue. They will difficult to read "th", it will made the wrong pronunciation. So, the correct pronunciation is /ðə/.

3. Data from student 5A

   The word Reshape, the student omit the letter "h" when they pronounced the word. But it should pronounce with the symbol /riˈʃeɪp/.

4. Data from student 6A

   The student pronounced the wrong pronunciation in the word Choose /kus/, the student change the letter "ch" with "k", because there is no letter in their mother tongue before, it will made some error in their pronunciation.

5. Data from student 10A

   The word Work, the student pronounced the word with omit the letter "r", but in American English the letter "r" pronounce clearly, so, it should pronounce /wɜrk/.

6. Data from student 2B

   The student pronounced the wrong pronunciation of Should /sud/, the student difficult to pronounce "ʃ", because there is no

sound in their mother tongue, so it will made the error. And then, the correct pronunciation is /ʃəd/.

7. Data from student 4B

   The student pronounced the wrong pronunciation of the word With /wit/, the student difficult to pronounce the double consonants so the student omit the letter of “h”, so, it should pronounce /wɪð/.

8. Data from student 5B

   The student pronounced Taught with the wrong pronunciation, /tog/, student 5B omit the letter “gh” because there is no sound in their mother tongue. It should pronounce /tɔt/.

9. Data from student 6B

   The student difficult to pronounce the word of This /dis/, because there is no sound in their mother tongue and never know the sound of “ð”, so, the correct pronounce is /ðɪs/.

10. Data from student 8B

    The word Should, the student made error with omit the letter “h” of the word. And there is no sound “ʃ”, it made the error pronunciation. So, the correct pronunciation is /ʃəd/.

11. Data from student 1C

    The student made error pronunciation of the word Achieve /esif/. Student 1C difficult to pronounce the letter “ch”, because on their mother tongue there is no sound “ʧ”, it should pronounce /əˈʧiv/.

12. Data from student 2C

    The word Their, the student pronounced it with the symbol /zeir/. In their mother tongue, there is no letter “th” it will make the error pronunciation. The word should pronounce /ðɛr/.

13. Data from student 4C

    The student pronounced the word Knowledge /knɑləʤ/, it should omit the letter “k”, so the pronunciation is /ˈnɑləʤ/. The student usually read the first letter of the word in their mother tongue.

14. Data from student 6C

    The pronunciation of the word Major is /ˈmeɪʤər/, but the student pronounced /mayor/. Student difficult to pronounce the letter “ʤ” it will make error because there is no this letter in their mother tongue.

15. Data from student 8C

    The word Therefore, it should pronounce /ˈðɛrˌfɔr/, but the student pronounce /ðɛrˌfɔ/ he omit the letter “r”. American English, the letter of “r” should we pronounce it clearly.

16. Data from student 5D

    The student pronounced the word Think /tink/, the student omit the letter “h”, because there is no sound “θ” in their mother tongue. And the word should pronounce /θɪŋk/.

17. Data from student 10D

The word Worth, it should pronounce /wɜrθ/, but the student pronounce /wɜθ/ he omit the letter "r". American English, the letter of "r" should we pronounce it clearly.

## II. The Percentage of Students' Error on Segmental Pronunciation in Speaking English because of Interference of Mother Tongue

In this research, the cause of student's error in pronunciation segmental features are divided three. According to James,three major categories that cause the error, they are interingual error, intralingual error and induced error. But the main problem is when the interlingual error, their mother tongue interfere the second language. The students usually use their mother tongue, it will make interference in their mother tongue with the second language. The researcher will make list of the error word and then , the researcher make the conclusion to make it clearly by using percentage in the picture.

### A. The Table of Wrong Vowel and Consonant from all Classes

#### a. The Table of Wrong Vowel

| No | Vowel | Word | Phonetic |
|---|---|---|---|
| **1** | **/ə/** | ✓ As<br>✓ Productive | /əz/<br>/prəˈdʌktɪv/ |
| **2** | **/i:/** | ✓ Peers<br>✓ Lead | /pɪ:rz/<br>/lid/ |

| | | | |
|---|---|---|---|
| **3** | **/ai/** | ✓ Environment<br>✓ Life<br>✓ Vital<br>✓ Type | /ɪnˈvaɪrənmənt/<br>/laɪf/<br>/ˈvaɪtəl/<br>/taɪp/ |
| **4** | **/ʊ/** | ✓ Books<br>✓ Focus | /bʊks/<br>/ˈfoʊkəs/ |
| **5** | **/æ/** | ✓ Values<br>✓ Aspect | /ˈvæljuz/<br>/ˈæˌspɛkt/ |
| **6** | **/ʌ/** | ✓ Productive<br>✓ Other | /prəˈdʌktɪv/<br>/ˈʌðər/ |
| **7** | **/i/** | ✓ Respect<br>✓ Reshape<br>✓ Respectable<br>✓ Even | /rɪˈspɛkt/<br>/riˈʃeɪp/<br>/rɪˈspɛktəbəl/<br>/ˈivɪn/ |
| **8** | **/ei/** | ✓ Main<br>✓ Make | /meɪn/<br>/meɪk/ |
| **9** | **/ɔ/** | ✓ Taught | /tɔt/ |

**b. The Table of Wrong Consonant**

| No | Consonants | Word | Phonetic |
|---|---|---|---|
| **1** | **/z/** | ✓ As | /əz/ |
| **2** | **/v/** | ✓ Environment<br>✓ Of | /ɪnˈvaɪrənmənt/<br>/əv/ |

| | | | |
|---|---|---|---|
| | | ✓ Provided | /prəˈvaɪdəd/ |
| **3** | **/l/** | ✓ Fully | /ˈfʊli/ |
| **4** | **/ð/** | ✓ The<br>✓ This<br>✓ Their<br>✓ Therefore<br>✓ Think<br>✓ Other | /ðə/<br>/ðɪs/<br>/ðɛr/<br>/ˈðɛrˌfɔr/<br>/θɪŋk/<br>/ˈʌðərz/. |
| **5** | **/ʃ/** | ✓ Reshape<br>✓ Should | /riˈʃeɪp/<br>/ʃəd/ |
| **6** | **/ch/**<br>**/tʃ/** | ✓ Choose<br>✓ Achieve | /ʧuz/<br>/əˈʧiv/ |
| **7** | **/r/** | ✓ Work | /wɜrk/ |
| **8** | **/dʒ/** | ✓ Knowledge<br>✓ Major | /ˈnɑlədʒ/<br>/ˈmeɪdʒər/ |
| **9** | **/θ/** | ✓ With<br>✓ Worth<br>✓ Smoothly | /wɪθ /<br>/wɜrθ/<br>/ˈsmuðli/ |
| **10** | **/h/** | ✓ While | waɪl/ |

## B. The Table of Wrong Vowel and Consonant from Each Class

### a. The Table of Wrong Vowel and Percentage

The researcher analyzed the recording and got the error in the students vowel, and then, the researcher made the percentage by each vowel to make it clearly in every class A, B, C, and D, with the formula as below:

$$P=\frac{f}{n}x\ 100\%$$

P: the percentage of the result

F: the students who error in the each vowel

N: the total amount of the sample each class

**a. 1. Class A**

| No | Vowel | Student & Word Error | Percentage |
|---|---|---|---|
| **1** | **/ə/** | 1A: As<br>2A: Of<br>7A: According<br>9A: As | **40%** |
| **2** | **/i:/** | 1A: Peers<br>3A: Peers<br>4A: Lead | **30%** |
| **3** | **/ai/** | 2A: Environment, Provided | **70%** |

| | | | |
|---|---|---|---|
| | | 3A: Wisely, Vital<br>4A: Vital, Life<br>5A: Vital<br>6A: Provided, Life, Type<br>8A: Vital<br>9A: Environment | |
| **4** | **/ʊ/** | 4A: Books<br>6A: Choose, Do | **20%** |
| **5** | **/æ/** | 8A: Aspect | **10%** |
| **6** | **/ʌ/** | 7A: Productive<br>8A: Productive | **20%** |
| **7** | **/i/** | 3A: Reshape<br>5A: Reshape<br>6A: Reshape<br>8A: Reshape | **40%** |
| **8** | **/ei/** | 2A: Way | **10%** |
| **9** | **/ɔ/** | **-** | **0%** |

**a. 2. Class B**

| **No** | **Vowel** | **Student & Word Error** | **Percentage** |
|---|---|---|---|
| **1** | **/ə/** | 1B: As<br>2B: As, Vital, According | **50%** |

| | | | |
|---|---|---|---|
| | | 3B: Of<br>5B: As<br>8B: Vital | |
| **2** | **/i:/** | 2B: Lead | **10%** |
| **3** | **/ai/** | 1B: Environment<br>2B: Vital, Type<br>3B: Environment<br>4B: Environment<br>6B:Wisely, Life<br>8B: Vital<br>9B: Environment, Wisely | **70%** |
| **4** | **/ʊ/** | - | **0%** |
| **5** | **/æ/** | 2B: Aspect<br>3B: Aspect | **20%** |
| **6** | **/ʌ/** | 6B: Other | **10%** |
| **7** | **/i/** | - | **0%** |
| **8** | **/ei/** | - | **0%** |
| **9** | **/ɔ/** | 5B: Taught | **10%** |

**a. 3. Class C**

| **No** | **Vowel** | **Student & Word Error** | **Percentage** |
|---|---|---|---|
| **1** | **/ə/** | 4C: As | **10%** |

| | | | |
|---|---|---|---|
| **2** | **/i:/** | 4C: Lead<br>8C: Lead | **20%** |
| **3** | **/ai/** | 1C: Wisely<br>2C: Environment | **20%** |
| **4** | **/ʊ/** | - | **0%** |
| **5** | **/æ/** | - | **0%** |
| **6** | **/ʌ/** | 2C: Productive<br>5C: Productive<br>8C: Productive<br>10C: Productive | **40%** |
| **7** | **/i/** | 8C: Respectable | **10%** |
| **8** | **/ei/** | - | **0%** |
| **9** | **/ɔ/** | | **0%** |

**a. 4. Class D**

| **No** | **Vowel** | **Student & Word Error** | **Percentage** |
|---|---|---|---|
| **1** | **/ə/** | 9D: As | **10%** |
| **2** | **/i:/** | 8D: Fill | **10%** |
| **3** | **/ai/** | 1D: Vital<br>2D: Vital<br>3D: Vital, Wisely<br>6D: Vital | **60%** |

| | | | |
|---|---|---|---|
| | | 7D: Wisely, While<br>8D: Wisely, Vital | |
| **4** | **/ʊ/** | - | **0%** |
| **5** | **/æ/** | 1D: Aspect<br>8D: Laking | **20%** |
| **6** | **/ʌ/** | 2D: Productive<br>8D: Productive<br>10D: Productive | **30%** |
| **7** | **/i/** | 1D: Respect<br>2D: Deserve<br>6D: Reshape, Respect<br>7D: Reshape | **40%** |
| **8** | **/ei/** | 7D: May<br>9D: Make | **20%** |
| **9** | **/ɔ/** | - | **0%** |

**b. The Table of Wrong Consonant and Percentage**

The researcher analyzed the recording and got the error in the students Consonant, and then, the researcher made the percentage by each vowel to make it clearly in every class A, B, C, and D, with the formula proposed by Sudijono as below:

$$P=\frac{f}{n}x\ 100\%$$

P: the percentage of the result

F: the students who error in the each Consonant

N: the total amount of the sample each class

**b. 1. Class A**

| No | Consonant | Student & Word Error | Percentage |
|---|---|---|---|
| **1** | **/z/** | 1A: As, Peers<br>2A: Values<br>3A: Wisely, Peers<br>9A: As | **40%** |
| **2** | **/v/** | 2A: Of | **10%** |
| **3** | **/l/** | 1A: Fully | **10%** |
| **4** | **/ð/** | 6A: The | **10%** |
| **5** | **/ʃ/** | 3A: Reshape<br>5A: Reshape<br>6A: Reshape<br>8A: Reshape<br>10A: Achieve | **50%** |
| **6** | **/tʃ/** | - | **0%** |
| **7** | **/r/** | 10A: Achieve | **10%** |
| **8** | **/dʒ/** | - | **0%** |
| **9** | **/θ/** | **-** | **0%** |

| | | | |
|---|---|---|---|
| **10** | **/h/** | 6A: While | **10%** |

**b. 2. Class B**

| No | Consonant | Student & Word Error | Percentage |
|---|---|---|---|
| **1** | **/z/** | 1B: As<br>2B: As<br>5B: As<br>6B: Wisely<br>8B: As<br>9B: Wisely | **60%** |
| **2** | **/v/** | 3B: Of | **10%** |
| **3** | **/l/** | - | **0%** |
| **4** | **/ð/** | 6B: Other, Furthermore | **10%** |
| **5** | **/ʃ/** | 2B: Should<br>3B: Reshape, Achieve<br>8B: Should<br>9B: Reshape | **40%** |
| **6** | **/tʃ/** | - | **0%** |
| **7** | **/r/** | 3B: Work<br>5B: Work | **20%** |
| **8** | **/dʒ/** | - | **0%** |
| **9** | **/θ/** | 3B: Smoothly | **20%** |

| | | | |
|---|---|---|---|
| | | 4B: With | |
| **10** | **/h/** | **-** | **0%** |

**b. 2. Class C**

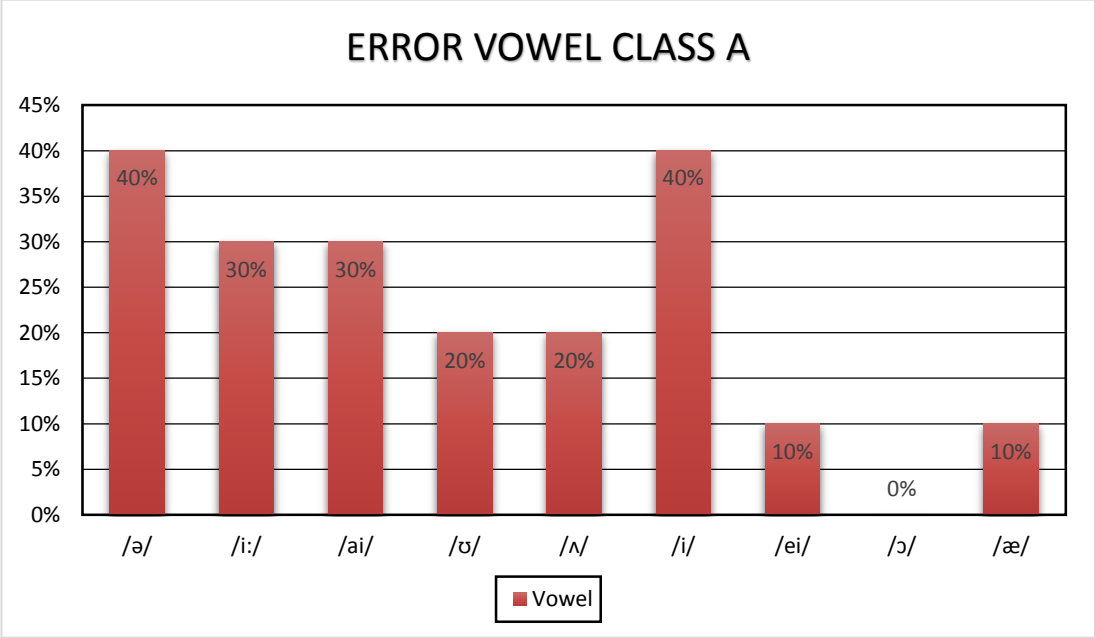
| No | Consonant | Student & Word Error | Percentage |
|---|---|---|---|
| **1** | **/z/** | 3C: Wisely<br>4C: As<br>10C: Wisely | **30%** |
| **2** | **/v/** | - | **0%** |
| **3** | **/l/** | - | **0%** |
| **4** | **/ð/** | 2C: Their<br>8C: Therefore | **20%** |
| **5** | **/ʃ/** | 1C: Achieve<br>3C: Achieve, Should<br>4C: Should | **30%** |
| **6** | **/tʃ/** | - | **0%** |
| **7** | **/r/** | 3C: Work<br>6C: Work<br>8C: Therefore | **30%** |
| **8** | **/dʒ/** | 4C: Knowledge<br>6C: Major | **20%** |
| **9** | **/θ/** | - | **0%** |

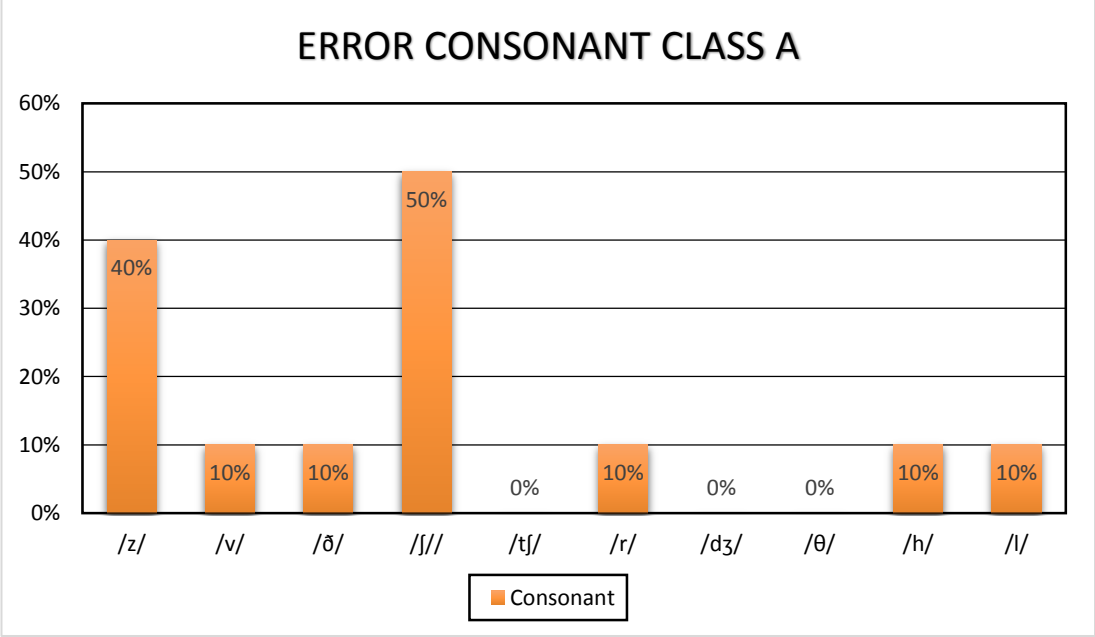
| | | | |
|---|---|---|---|
| **10** | **/h/** | **-** | **0%** |

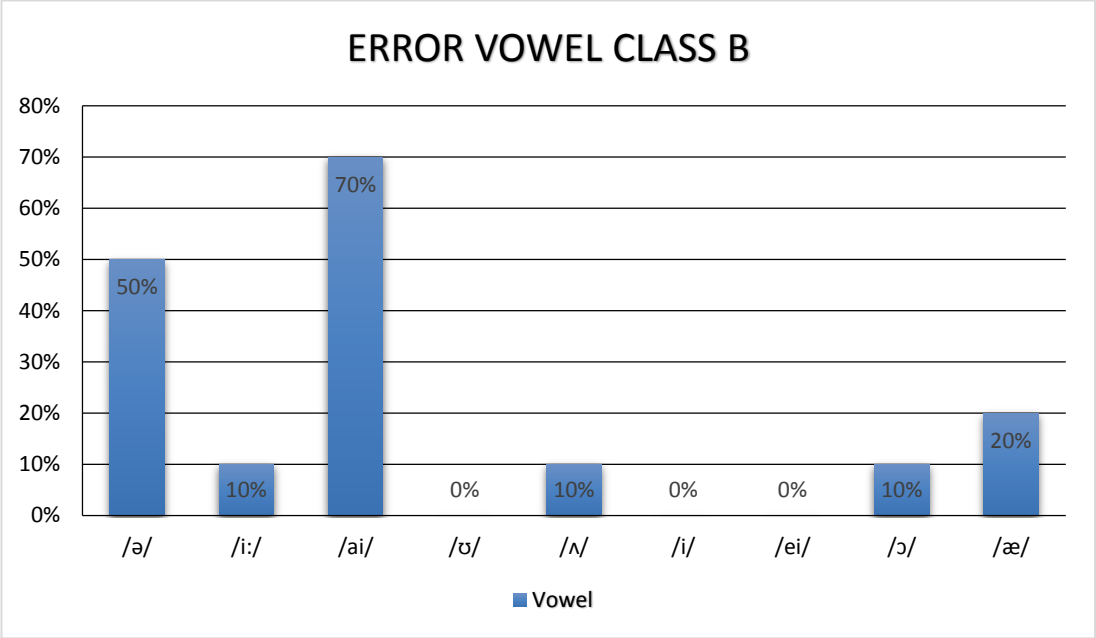
**b. 2. Class D**

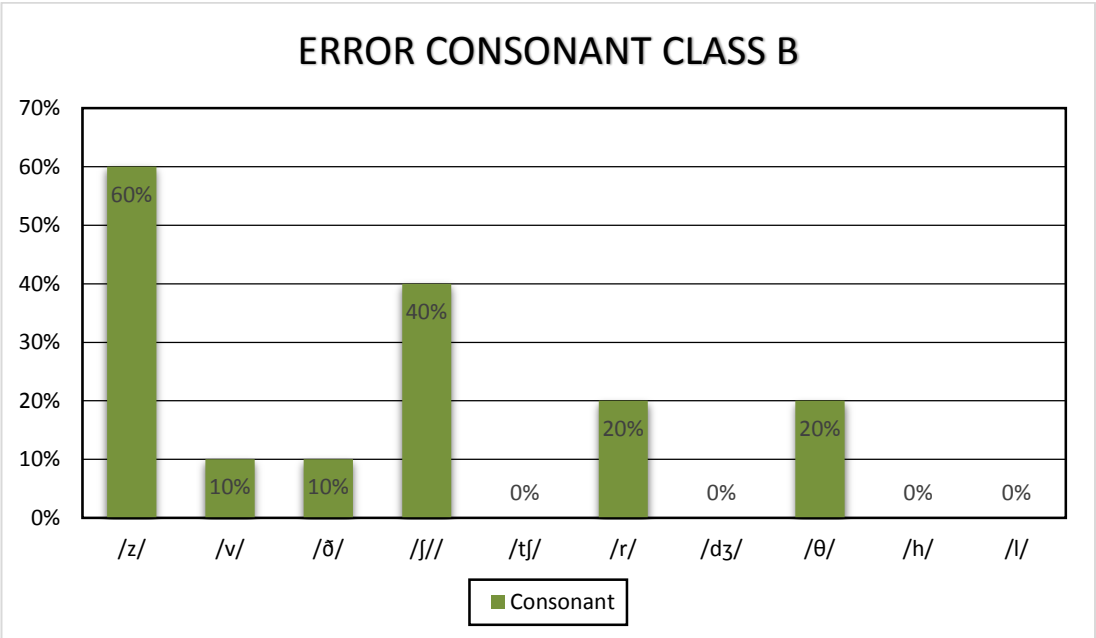
| No | Consonant | Student & Word Error | Percentage |
|---|---|---|---|
| **1** | **/z/** | 3D: Wisely<br>7D: Wisely<br>8D: Wisely<br>9D: As | **40%** |
| **2** | **/v/** | | **0%** |
| **3** | **/l/** | - | **0%** |
| **4** | **/ð/** | | **0%** |
| **5** | **/ʃ/** | 3D: Achieve, Should<br>7D: Reshape<br>6D: Reshape<br>8D: Should | **40%** |
| **6** | **/tʃ/** | - | **0%** |
| **7** | **/r/** | 10D: Work, Worth | **10%** |
| **8** | **/dʒ/** | 4D: Knowledge | **10%** |
| **9** | **/θ/** | 1D: With<br>2D: Thought | **20%** |
| **10** | **/h/** | **-** | **0%** |

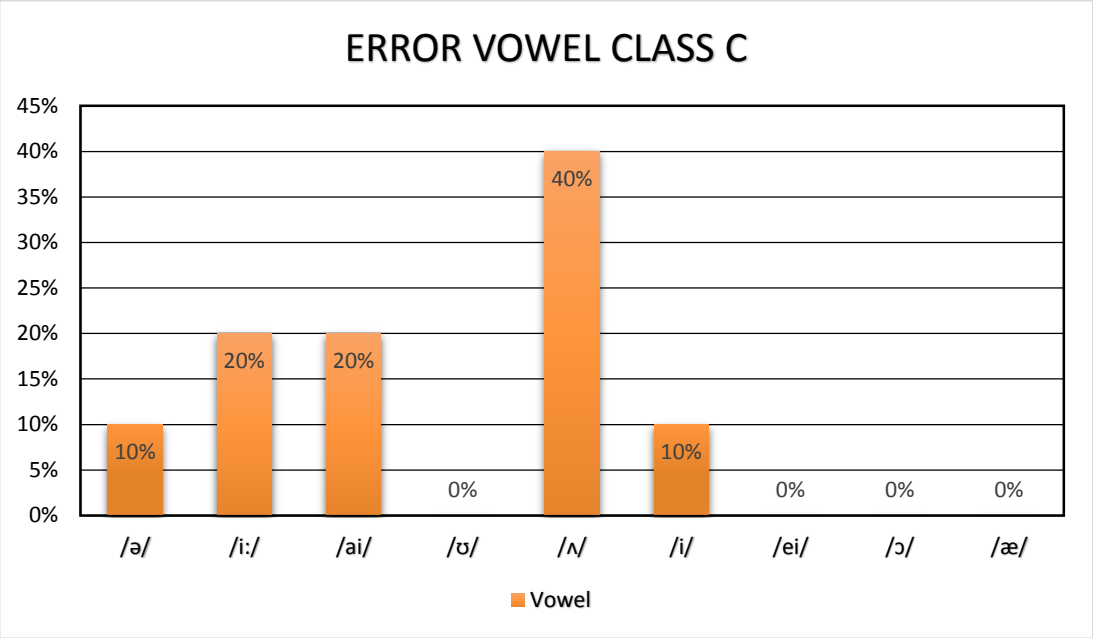
**THE PICTURE OF THE VOWEL & CONSONANT PERCENTAGE ALL CLASSES**

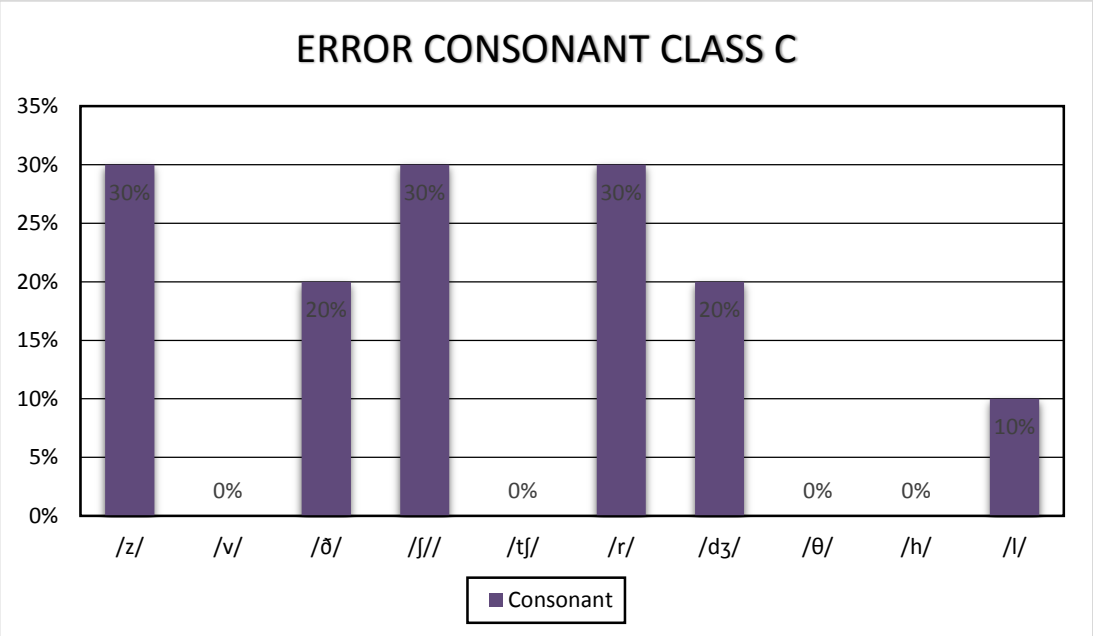


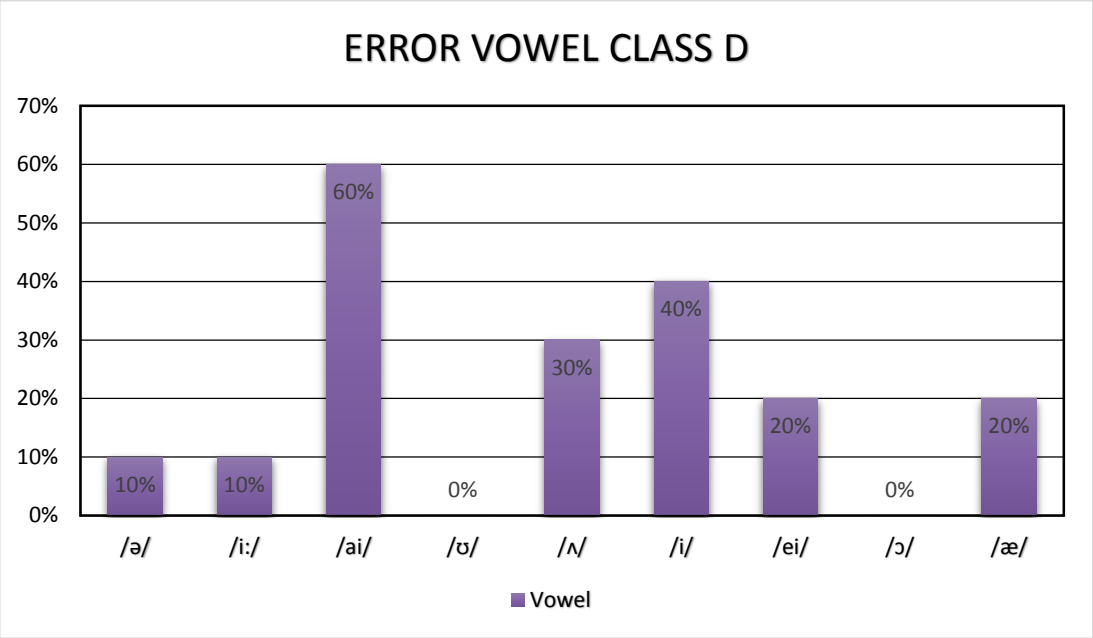



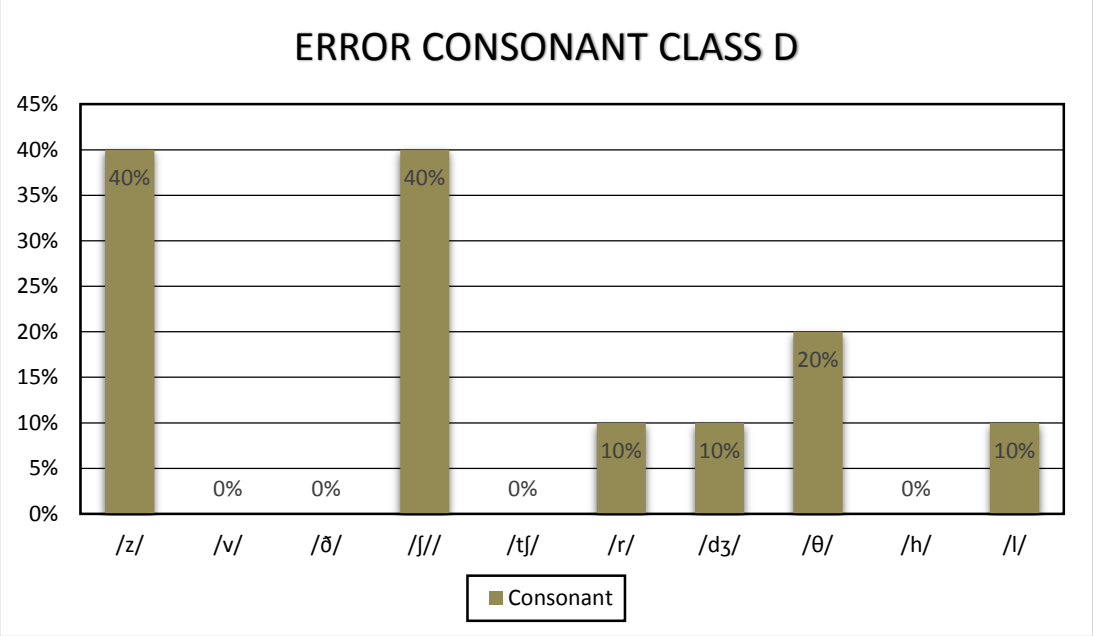

ERROR VOWEL CLASS B
80%
70%
60%
50%
40%
30%
20%
10%
0%
50%
10%
70%
0%
10%
0%
0%
10%
20%
/ə/
/i:/
/ai/
/ʊ/
/ʌ/
/i/
/ei/
/ɔ/
/æ/
Vowel


ERROR CONSONANT CLASS B
70%
60%
50%
40%
30%
20%
10%
0%
60%
10%
10%
40%
0%
20%
0%
20%
0%
0%
/z/
/v/
/ð/
/ʃ//
/tʃ/
/r/
/dʒ/
/θ/
/h/
/l/
Consonant

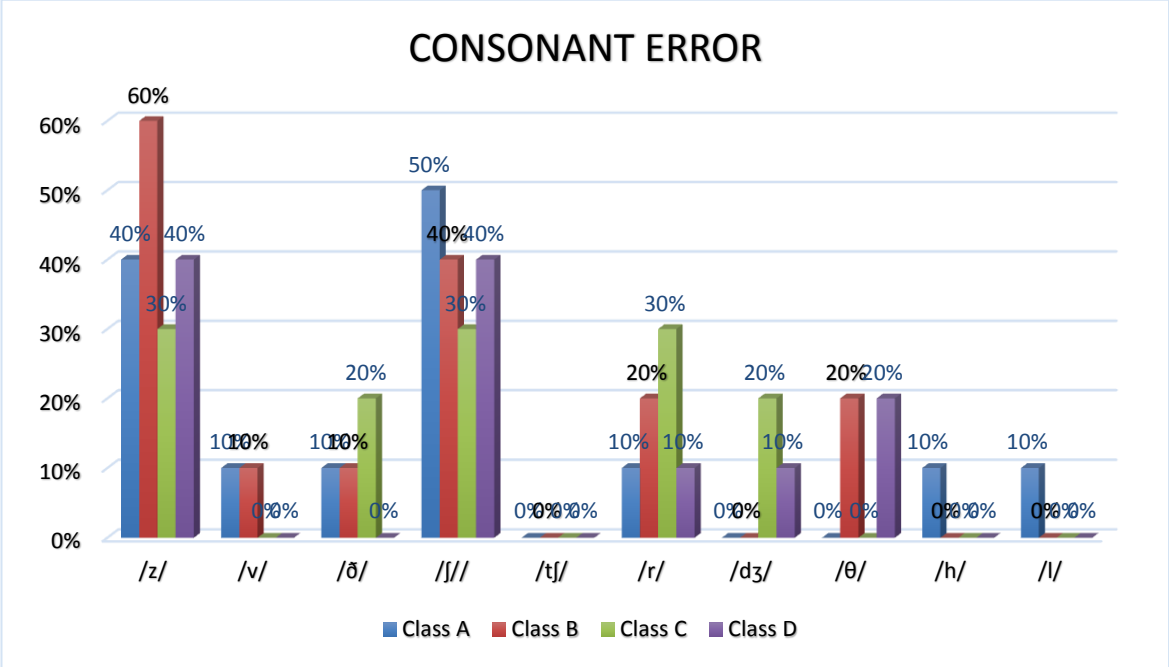

ERROR VOWEL CLASS C
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
10%
20%
20%
0%
40%
10%
0%
0%
0%
/ə/
/i:/
/ai/
/ʊ/
/ʌ/
/i/
/ei/
/ɔ/
/æ/
Vowel

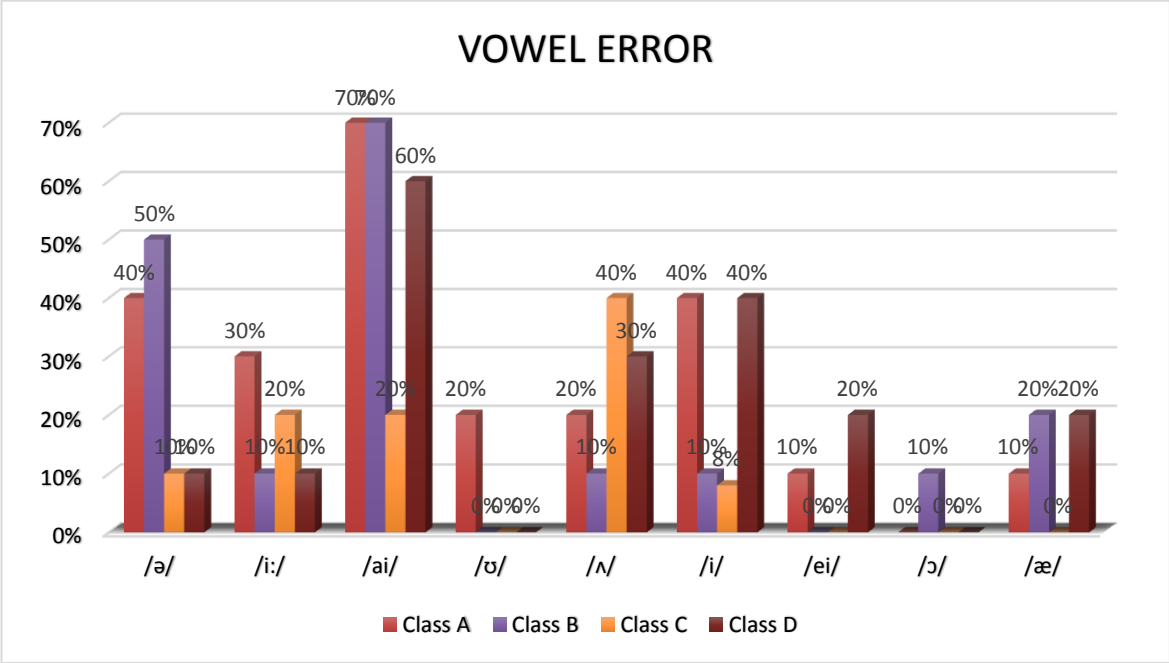

ERROR CONSONANT CLASS C
35%
30%
25%
20%
15%
10%
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0%
30%
0%
20%
30%
0%
30%
20%
0%
0%
10%
/z/
/v/
/ð/
/ʃ//
/tʃ/
/r/
/dʒ/
/θ/
/h/
/l/
Consonant


ERROR VOWEL CLASS D
70%
60%
50%
40%
30%
20%
10%
0%
10%
10%
60%
0%
30%
40%
20%
0%
20%
/ə/
/i:/
/ai/
/ʊ/
/ʌ/
/i/
/ei/
/ɔ/
/æ/
Vowel


ERROR CONSONANT CLASS D
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
40%
0%
0%
40%
0%
10%
10%
20%
0%
10%
/z/
/v/
/ð/
/ʃ//
/tʃ/
/r/
/dʒ/
/θ/
/h/
/l/
Consonant

## THE COMPARISON OF VOWEL AND CONSONANT ALL CLASSES



## B. Discussion

When researcher started his research, researcher found that not all of them get confidence when they were asked to read the Essay for pronunciation aloud. Some of them even speak low and slowly so the researcher asked them to repeat it once more. The other problem came when not all of the students were coming into campus that day. Because researcher did the research during vacation, only few of them could show up even we were having appointment before. And, the researcher looked for the students in their rent house.

After the research, researcher found that not all of the students have a very good ability in pronunciation especially vowel and consonant. It was seen that this student has followed the lesson of the college very well. Pronunciation is one of subject that should be learnt by the students in IAIN Bukittinggi. By learning pronunciation subject, the students know how to pronounce the word, if the students do error in pronouncing some words it can be misunderstanding meaning when they were speaking with other.

Students of 8th semester English Education Department of IAIN Bukittinggi come from much different background whether it is hometown, tribes, culture, education, basic acquisition ability, family, and also gender. They have many differences ability in pronunciation especially in vowel and Consonant. Some students have good ability in acquiring pronunciation and some others have less ability. These differences may occur from many factors. It could be from their acquisition, study, or environment. The Main factor is their Mother Tongue most of the students is Minangnese. Many of Minangnese students here had influenced

from their culture of Minang accent. Their habit of speaking, their dialect, culture, family, and basic acquisition of language might also influence their ability of pronunciation.

Based on the finding of the research, the researcher explains the data which is gotten from recording of students' speaking English to answer the first questions. The researcher finds those type of error segmental pronunciation. They are vowel and consonant that interference by their mother tongue.

**a. The Features of Vowel and Consonant Error by Their Mother Tongue**

The first is consonant. Consonant sound made by restricting or blocking the air flow in some physical way. Hence, each symbol consonant has its character sound, but in pronouncing consonant student made error. In this type there are 28 students made error. The students made error in consonant, such as, symbol /ʃ/ in the word "Should", it is produce by obstructing the air in such a way that some sort of friction. And then, the symbol / ð/ in the word "The", it pronounce with make the voice sound and sometime the students difficult to distinguish among the similar sounds, like the symbol /ð/ and /θ/. The students will make some error because there is no consonant in their mother tongue like that before.

The students made the error in pronouncing symbol /z/, /v/, /l/, /ð/, /ʃ/, /tʃ/, /r/, /dʒ/, /θ/, /h/. Consonants error may be caused by intralingual error, because in their mother tongue the students do not find the sound like in target language (English Language). Hence, the students error in

consonant, because some symbol of consonants has new pronunciation for the students.

The second is Vowel. Vowels are articulated when a voiced airstream is shape using the tongue and the lips to modify the over all shape of the mouth. There are some vowels such as, /iː/, /ɪ/, /ʊ/, /uː/, /e/, /ə/, /ɜː/, /ɔː/, /æ/, /ʌ/, /ɑː/, and /ɒ/. And 37 students made error in vowel. Vowel has several symbol that should be known by the students. Some of the sound is rather same, that is the reason why students made error in vowel.

In the recording of the students reading the Essay about Education, they made some error in Vowel, they are: First, /ə/ in the word "According", the students just read the word that written but it should the letter /a/ should pronounce /ə/, with the symbol /əˈkɔrdɪŋ/. Second, /iː/, in the word "Lead" the student pronounced /led/, the student omit the letter "a", but in English Language the letter "ea" should pronounce /iː/, it mean we make by more spread mouth of "i". And the third,/ æ/, in the word "Aspect", the students most pronounced with the symbol /aspek/ because the word has similarity meaning and the word almost same with their mother tongue *Aspek*, but it should pronounce /ˈæˌspɛkt/. Many students error in some word, and in pronouncing some letter. Students are difficult to match between symbol of vowel and sound of the word, because vowel has many symbol. The students pronounce the letter as their mother

tongue sound, without care the target language sound. It conclude that, the students error in vowel caused by their mother tongue.

**a. The Percentage of Vowel and Consonant Error by Their Mother Tongue**

The students made some error in pronunciation especially in Vowels and Consonants. The researcher analyzed the recording and get the percentage of the error in Vowel and Consonant each class. The researcher made in the table to make it clearer.

**i. Percentage of Vowel**

| No | Vowel | Class A | Class B | Class C | Class D |
|---|---|---|---|---|---|
| **1** | **/ə/** | 40% | 50% | 10% | 10% |
| **2** | **/i:/** | 30% | 10% | 20% | 10% |
| **3** | **/ai/** | 70% | 70% | 20% | 60% |
| **4** | **/ʊ/** | 20% | 0% | 0% | 0% |
| **5** | **/æ/** | 10% | 20% | 0% | 20% |
| **6** | **/ʌ/** | 20% | 10% | 40% | 30% |
| **7** | **/i/** | 40% | 0% | 10% | 40% |
| **8** | **/ei/** | 10% | 0% | 0% | 20% |
| **9** | **/ɔ/** | 0% | 10% | 0% | 0% |

**ii. Percentage of Consonant**

| No | Consonants | Class A | Class B | Class C | Class D |
|---|---|---|---|---|---|
| **1** | **/z/** | 40% | 50% | 30% | 40% |
| **2** | **/v/** | 10% | 10% | 0% | 0% |
| **3** | **/l/** | 10% | 0% | 0% | 0% |
| **4** | **/ð/** | 10% | 10% | 20% | 0% |
| **5** | **/ʃ/** | 50% | 40% | 30% | 40% |
| **6** | **/ch/**<br>**/tʃ/** | 0% | 0% | 0% | 0% |
| **7** | **/r/** | 10% | 20% | 30% | 10% |
| **8** | **/dʒ/** | 0% | 0% | 20% | 10% |
| **9** | **/θ/** | 0% | 20% | 0% | 20% |
| **10** | **/h/** | 10% | 0% | 0% | 0% |

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the finding of the research, the researcher found error in pronunciation especially in Vowel and Consonant in reading the Essay about the Education. It can be seen from the collecting the data from documentation to the Eight Semester English Education IAIN Bukitttinggi. Hence, each symbol

consonant has its character sound, but in pronouncing consonant student made error. In this type there are 28 students made error. /. And 37 students made error in vowel. Vowel has several symbol that should be known by the students. Some of the sound is rather same, that is the reason why students made error in vowel.

Many students error in some word, and in pronouncing some letter. Students are difficult to match between symbol of vowel and sound of the word, because vowel has many symbol. The students pronounce the letter as their mother tongue sound, without care the target language sound. It conclude that, the students error in vowel and consonant caused by their mother tongue.

## B. Suggestion

Based on the research finding, the researcher has several suggestions for further researcher and for readers. First is for the further researcher : The researcher suggests to complete this research through comparing other theories that relate it to this research. Besides that, the researcher suggests this research will be continued by other researchers with different subject. Finally, it will be a reference for everyone who wants to investigate the English pronunciation error. Second is for the readers: The research will give information especially to the linguistic students who are interested at the English pronunciation error, because it will contribute knowledge of the readers to comprehend all about pronunciation.

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