
THE INTERFERENCE OF NATIVE LANGUAGE INTO ENGLISH PRONUNCIATION

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ABSTRACT

This research was aimed at finding out how the native language interfere the English pronunciation and to identify the native language sounds that interfere the English pronunciation of the third semester of English Department students of IKIP Mataram in the academic year 2013/2014. This research was a qualitative research. The subjects of this research were the third semester of English Department students of IKIP Mataram in the academic year 2013/2014 that were selected based on certain category. The data was collected through observation and analyzed through some steps namely (1) transcribing the data, (2) reducing the data, (3) displaying the data that have been reduced and then drawing and verifying conclusion. Based on the result of data analysis it can be concluded that the native language interfere the students' English pronunciation automatically when the English words sounds that they produced do not exist in their mother tongue. The researcher found some native language sound that interfere their English pronunciation, such as: vowel sound: /ə/ for /ʌ/, /a/ for /ɑ/, /ɔ/, /ɪ/ for /i/, /ɛ/ for /e/, /ɜ/ for /u/, /a/ and /ɛ/, for /ɑ/. Where as in consonant are: /p/ for /f/, /t/ for /θ/ and /ʃ/, and /s/ for /ʃ/.

Key Words: *Interference, Pronunciation, Sound, Utterance*

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This research was aimed at finding out how the native language interfere the English pronunciation and to identify the native language sounds that interfere the English pronunciation of the third semester of English Department students of IKIP Mataram in the academic year 2013/2014. This research was a qualitative research. The subjects of this research were the third semester of English Department students of IKIP Mataram in the academic year 2013/2014 that were selected based on certain category. The data was collected through observation and analyzed through some steps namely (1) transcribing the data, (2) reducing the data, (3) displaying the data that have been reduced and then drawing and verifying conclusion. Based on the result of data analysis it can be concluded that the native language interfere the students' English pronunciation automatically when the English words sounds that they produced do not exist in their mother tongue. The researcher found some native language sound that interfere their English pronunciation, such as: vowel sound: /e/ for /æ/, /a/ for /ɑ/, /o/ for /i/, /u/ for /u/, /a/ and /u/, for /a/. Where as in consonant are: /p/ for /f/, /t/ for /k/ and /g/, and /s/ for /ʃ/.

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INTRODUCTION

English as an international language has been the most widely used as a means of communication among people around the world. English grows rapidly particularly in technology and science. In addition, we often find that a lot of news on newspapers, television, radio, and internet are uttered or written in English. Therefore, English is learned all around the world as a second or foreign language. In Indonesia, English is learned as a foreign language. However, as an international language, the Indonesian government has decreed that English as one of compulsory subjects from secondary school. As Alwasilah (1997: 85) states that English is a part of general education being taught to provide Indonesian students with global language (English) understanding to be applied in their daily life.

Indonesian students learn English formally at school environment or artificial training ground. In other words, Indonesian students learn English in formal learning situations. As a result, when they attempt to use English to communicate they often make some error as well as mistakes by transferring their native language rules or structures in their English utterance. Such a thing happens due to the differences between Indonesian and English, for instance, in syntactic structures, phonological elements etc.

In short, Indonesian language rules interfere in English so Indonesian students' utterance is not likely to be naturally applied.

In terms of first language interference in second language learning, Brown (2000 : 95) states that it has been common in second language teaching to stress the role of interference, that is, the interfering effect of native language on the target (the second) language. It is of course not surprising that this process has been so singled out, for native language interference is surely the most immediately noticeable source of error among second language learners. The saliency of interference has been so strong that some have viewed second language learning as an exclusively involving the overcoming of the effects of the native language. It is clear from the learning theory that a person will use whatever previous experience he or she has had with language to facilitate the second language learning process.

Based on the phenomena above, the researcher focused his attention on studying the negative transfer or interfering native language pronunciation on English utterance when Indonesian learners of English attempt to use English. This research takes place at the English Department of IKIP Mataram.

REVIEW OF RELATED LITERATURE

Problems in Second Language Learning

Learning a second language is a long and complex undertaking. Many variables are involved in the acquisition process. Language learning is not a set of easy steps that can be programmed in quick do-it-yourself kit. So much is at stake that courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of a second language. Few if any people achieve fluency in a foreign language solely within the confines of the classroom. (Brown, 2000: 1).

It seems more difficult for young learner of English to learn English systems and they are less fluent when they attempt to use English (spoken and written). This case is frequently found everywhere in schools or in English training grounds. It is predominantly due to the influence the mother tongue or first language rules or structures to target language, well known as negative language transfer or language interference.

Furthermore, the other issue is teachers' methods in facilitating teaching and learning process. Many teachers usually emphasize on L2 syntactic structure without considering students characteristics, what stage students are on as well as students cognitive. These things often drive learners get difficulties in learning second or foreign language. Moreover as stated above that there are many differences as well as contrast between

L1 and L2. Therefore, teachers must play important role in encouraging learners to learn second language. For instance, teachers have to consider learners backgrounds, characteristics, ages, etc. in choosing appropriate teaching methods, materials, and the most important is to cut down on learners anxiety while teaching and learning process.

Language Transfer and Interference

It is not an arguable matter that in the process of second language learning the mother tongue and the first language of learner are considered as a barrier of second language use. Learner often transfers the elements of his or her native language when he or she performs target language. This transfer is referred to as negative transfer or interference. However, the learners' native language can also facilitate L2 acquisition, for instance, when L1 syntactical structure is similar to that of L2, it is so-called positive transfer.

Transfer is a general item describing the carryover of previous performance or knowledge to subsequent learning. Positive transfer occurs when the prior knowledge benefits the learning task – that is, when a previous item is correctly applied to present subject matter. Negative transfer occurs when previous performance disrupts the performance of a second task. The latter can be referred to as interference. In that previously learned material interferes with subsequent material – a previous item is incorrectly transferred or incorrectly

associated with an item to be learned (Brown, 2000: 94).

Brown (2000: 94-97) classifies language transfer into positive transfer and overgeneralization and negative transfer or interference.

Positive transfer

Positive transfer occurs when learners' native language can facilitate second language acquisition. For instance, an Indonesian learner of English will find it easier to construct a sentence of this kind;

I go to market every day

The sentence above has the equivalent structure with the following Indonesian sentence;

Saya pergi ke pasar setiap hari

In this case, an Indonesian learner of English transfers Indonesian grammatical structure positively because of similarity between Indonesian and English structure.

Overgeneralization

It is also called intralingual transfer or developmental error. It refers to a process that occurs as the second language-irrespective of the native language-beyond legitimate bounds. In other word, we may also define overgeneralization as a negative transfer within the second language itself. For example, a learner may say "the bird flied" instead of "the bird flew". Learner overgeneralize regular past tense ending (walked, opened) as applicable to all past tense forms (goed, flied, putted) until they recognize a subset of verbs belong in an irregular category.

Interference

Brown (2000: 94-95) said that it has been common in second language teaching to stress the role of interference-that is, the interfering

effects of the native language on the target (the second) language. It is of course not surprising that this process has been so singled out, for native-language interference is surely the most immediately noticeable source of error among second language learners. The saliency of interference has been so strong that some have viewed second language learning as exclusively involving the overcoming of the effect of native language. It is clear from learning theory that a person will use whatever previous experience he or she has had with language to facilitate the second language learning process. The native language is an obvious set of prior experience. Sometimes the native language is negatively transferred, and we say then that interference has occurred.

Hartman and Stork (1972) (in Jendra 2010: 95) state that interferences are errors made by carrying over the speech habits of the native language or dialect into a second language or dialect. When learners are speaking in L2, they tend to rely on their L1 structures to produce the utterances. If the structures of the two languages are so much different, then the influences of L1 produce errors in the L2. In other word, errors found in the L2 are indicating some interference of L1 on the L2.

Saville and Troike (2005: 16-21) in addition, state that negative transfer or interference occurs when L1 structure is used in an L2 utterance and that use

is inappropriate and considered an **Types of Interference**

In English (spoken or written) by learners of Indonesia, interference is not seldom. Many Indonesian learners are often found to misuse the English verb “use” to produce expression such as “I use black shoes” or “I don’t use glasses”. In such utterance the verb “use” has been misinterpreted to correspond with “wear”. It occurs because in Indonesian people can say ‘memakai sepatu’ and ‘memakai pensil’. However, it should be learnt that the verb ‘memakai sepatu’ correspond to “wear” but in ‘memakai pensil’ the verb ‘memakai’ will be equal to “use”. Thus, the English sentence above should be “I wear black shoes” (Jendra, 2010:97).

Interference may occur in entire language elements such as; phonology, grammar, lexicon, and spelling. Phonological interference involves the transfer of the phonological system of L1 to L2, which also includes the sound characteristics of the first language, e.g. stress, rhythm, and intonation. This type of interference is likely where sound features of the two languages differ from each other, or if an element of one language is not represented in the other.

Grammatical interference refers to syntactical structure, that is, sentence structure as well as word order, use of pronoun and determiner, preposition, tense etc. in English, for instance, adverb of times are normally placed at the end of sentence. Thus, an

error.

Indonesian learner of English might produce a sentence like this; usually I go to school. And also, native language prepositions often interfere English when Indonesian learners attempt to speak English, for example, they might say “I am married with Maya” instead of “I am married to Maya”, it is because Indonesian learners of English assume that Indonesian preposition “dengan” always equals to “with” in all English sentences.

The third, lexical interference, it has two types, word level and semantic, interference at word level occurs when learner uses his or her native language word when he or she does not know its equivalent in English, while semantic interference occurs when the meaning of a word from L1 is extended to a corresponding word in L2.

The last, interference in spelling, this kind of interference means the transfer of writing habits or conventions of one language to the other. It predominantly occurs when learners of a language are not very familiar with its orthography yet, and therefore they might be tempted to apply the rules of spelling of their native language and/or follow their perception of the less familiar language (<http://www.elstudento.org>). Furthermore, Jendra (2010: 94-97) classifies interference of Indonesian in English into; vocabulary (lexical), grammatical, and phonological.

1. Lexical interference

For example; The interfered English ; “who works hard will success in life”.

The equivalent in Indonesian ; ‘*siapa yang bekerja keras akan sukses dalam kehidupan*’.

The correct English; who works hard will succeed / get success in life.

In Indonesian the verb *berhasil* has the synonym ‘*sukses*’. The word “sukses” is (apparently a borrowing from English) used as a verb as well as adjective. However, in English “success” is only a noun while the verb is “succeed”. Thus, the verb *berhasil* or *sukses* in Indonesian should correspond to the verb “succeed” but not *sukses*.

2. Grammatical interference

For example; The interfered English; I have watched that movie yesterday

It is common for Indonesian learners of English to assume that the use of

structure; have/has + past participle in English correspond to *sudah* (already done), and to combine the time expression ‘*kemarin*’ (yesterday) with ‘*sudah*’ is standard in Indonesian. However, in English „yesterday“ is not normally used in present perfect tense, yet it is usually used in simple past tense. Thus, the use of yesterday in the sentence above happens because of Indonesian equivalent expression.

3. Phonological interference

This case is the most frequently found in Indonesian learners of English utterance. For example; learners often make no distinctions in pronouncing with and /wit/. Indonesian learners, for instance, often pronounce [d] and [t] for [ð] and [θ] this shows clearly that phonological interference can easily be recognized as a “foreign accent”.

RESEARCH METHOD

In this study the researcher applied a qualitative approach. According to Denzin and Lincoln as cited in Lodico (2010: 34) qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researcher study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them.

In this study the researcher determined research subjects based on certain

criteria such as; the participants have normal speech organ and native Sasak. The subjects of this study were the third semester students of English Department of IKIP Mataram in the academic year 2013/ 2014.

In line with the procedure of data collection in term of qualitative research, the most appropriate method applied in this study was observation. In doing their observation the researcher did the following phases; (1) the researcher asked the participants to read list of English words and sentences, (2) the researcher used cell phone as a tool to record the participants’ pronunciation, (3) the researcher transcribed the participants’ pronunciation in the form of phonetic symbol. Furthermore, as what Miles and Huberman (1994:1) stated that the data in qualitative research are in the form of words rather than number or statistical data.

After giving brief explanation of how to pronounce English appropriately for two meetings the researcher then recorded the students' pronunciation for five times on tenth, eleventh, twelfth, sixteenth, and nineteenth of December 2013 in five different classes.

This study conducted a qualitative research proposed to find, to verify and then to describe the negative transfer of Indonesian pronunciations to that of English. In this case, in order to know the interference of native language pronunciations the researcher

used cell phone to record the subjects' pronunciations. Therefore, in the data analysis, the researcher wanted to find out the interference of native language pronunciation toward English utterance of the third semester students of English Department of IKIP Mataram. The data collected were analyzed using the following steps such as; (1) transcribing the collected data, (2) reducing the data, (3) display the data that have been reduced and then drawing and verifying conclusion (Miles and Huberman, 1994: 10- 11).

RESEARCH FINDING AND DISCUSSION

Research Finding

In conducting this study the researcher applied observation method and used cell phone as a tool for recording students' English pronunciation. After collecting the data, the researcher transcribed the recorded students' pronunciations in form of phonetic symbols. And then, the researcher analyzed the collected data through three steps. First, data reduction, in reducing the data the researcher selected, focused, simplified and transformed the raw data that consist of words which reflected the interference of native language sounds

into the student English utterances. Second, data display, in displaying the data the researcher organized of assembling the collected data of language interference. Third, after all data have been reduced and displayed, the next step is verification. Thus, before the researcher drew the conclusion, all collected data needed to be verified as means of finding the meaningful conclusion.

The following table reflects the negative transfer of native language pronunciation toward English utterance of the third semester students of English Department of IKIP Mataram in the academic year 2013/2014.

Table 1. The interfering effects of Indonesian pronunciation on students' English utterance

| No | Students Code | Words | Transcriptions | |
|----|---------------|---|--|---|
| | | | Subjects' Pronunciations | Dictionary Transcriptions |
| 1 | SE | and, bag, pool, see, she, sort, short, thick, thank, father, wander, ship, sheep, three, pond | ʌnd, bʌg, pʊl, si, sɔ:t, sɔ:t, tik, tʰɪk, fɑ:ðə, wɑ:nd(r), sʰɪp, si:θri:p, tri:p, pi:nd | ʌnd, bʌg, pʊl, fɪ:l, sɔ:t, sɔ:t, sɔ:t, , so:t, ɔ:t, θɪk, θɪk, fɑ:ðə(r), wɑ:nd(r), θri:p, |

| | | | | |
|----|-----|--|--|--|
| | | thick, thank, father, wander, ship, sheep, three, pond | □☞☹, φ☹☞☞, ρ†1, w☹☞nd★(r), s☹π, si☞π, □ri☞, πϱv⊖ | so☞t, ♣o☞t, □☹k, □☹☹k, φ☹☞☞★(r), w□nd★(r), ♣☹π, ♣i☞π, □ri☞, π□ v⊖ |
| 14 | H | and, bag, pool, pull, full, see, sea, she, short, bird, thick, thank, father, wander, ship, sheep, three | ☞nd, b☞g, p†1, pul, s☹, si, ♦☹, sot, t☹k, tik, t☞☹, pad★r, wand★(r), siπ, siπ, tri☞ | ☹nd, b☹g, p♦☞1, ful, ♣☹, sϱ☞t, ♣ϱ☞t, □☹k, □☹☹k, φ☹☞☞★(r), w□nd★(r), ♣☹π, ♣i☞π, □ri☞ |
| 15 | IWS | and, bag, pool, pull, full, see, sea, she, sort, short, bird, thank, father, wander, ship, sheep, three, pond | ☞■⊖⊖ ρ☞ ☹⊖ □†●⊖ □†●⊖ ♦☹ ⊖♦⊖⊖♦⊖♦⊖ ♦ □♦⊖ ♦□♦⊖ ρ☹☞☞□⊖⊖ ☞☹⊖♦☹☹ □⊖⊖★⊖ ♦ ⊖■⊖★☹□⊖⊖ ♦☹□⊖ ♦☹ □⊖ ♦□⊖☞⊖ πϱv⊖ | ☹■⊖⊖ ρ☹☹ ⊖ □♦☞☞ ☹♦●⊖ ♦☹ ⊖ ♦☹☞⊖ ♣☹ ⊖ ♦ϱ☞♦⊖ ϱ ☞♦⊖ ☹☹&⊖ ☹☹☹⊖ ☹☹☹ ρ★☹□⊖⊖ ♦⊖■ ⊖★☹□⊖⊖ ♣☹ □⊖ ♣☹☞⊖ ☹☹☹☞ □⊖■ ⊖ |
| 16 | IS | and, bag, pool, see, she, sort, short, thick, thank, father, wander, ship, sheep, three, pond | ☞nd, b☞g, p†1, s☹, si, sϱt, sϱt, tik, t☞☹, φad★, wand★(r), s☹π, si☞π, tri☞, πϱv⊖ | ☹nd, b☹g, p♦☞1, f†1, s☹☞ ♦☹☞☞♣☹ , so☞t, ♣o☞t, □☹k, □☹☹k, φ☹☞☞★(r), w□nd★(r), ♣☹π, ♣i☞π, □ri☞, π□ v⊖ |
| 17 | HS | and, bag, pool, pull, full, see, sea, she, sort, short, thick, thank, father, wander, ship, sheep, three, pond | ☞nd, b☞g, p♦1, □←λ, □←λ, s☹, si, si, sϱt, t☹k, t☞☹, φ☹☞☞d★r, w☹☞nd★(r), siπ, siπ, tri☞, πϱv⊖ | ☹nd⊖ ρ☹☹, □♦☞☞ ☹♦● ⊖ s☹☞ ♦☹☞, ♣☹, sϱ☞t, ♣ϱ☞t, □☹k, □☹☹k, φ☹☞☞★(r), w□nd★(r), ♣☹π, ♣i☞π, □ri☞, π□ v⊖ |
| 18 | SF | and, bag, pool, see, sea, she, sort, short, bird, thick, thank, father, wander, ship, sheep, three, pond | ☞nd, b☞g, p♦1, s☹, si, ♦☹, sort, sort, b★d, t☹k, □e☹, φ☹☞☞d★r, w☹☞nd★(r), s☹π, si☞π, tri☞, πϱv⊖ | ☹nd, b☹g, p♦☞1, f†1, s☹☞ ♦☹☞☞♣☹ , so☞t, ♣o☞t, □☹k, □☹☹k, φ☹☞☞★(r), w□nd★(r), ♣☹π, ♣i☞π, □ri☞, |

| | | | | |
|----|----|--|---|--|
| | | | | π□ ㄹ |
| 19 | R | and,bag, pool,full, see, sea, she, sort, short, thick, thank, father, wander, ship, sheep, three, pond | ㄹ■ㄴ, bㄱg, p◆l, □←λ, sㄱ, sㄱ, sㅍt, tㄱk, tㄱk, φㄱd★r, wand★(r), sㄱπ, s)π, trㄱ, πㅍvㄴ | ㄹnd, bㄹg, p◆ㄱl, f†l, sㄱ□ ◆ㄱㄱ□ ♣ ㄱ, soㄱt, ♣oㄱt, □ㄱk, □ㄹk, φㄱd★(r), w□nd★(r), ♣ㄱπ, ●tㄱπ, □rㄱ, π□ ㄹ |
| 20 | ZZ | and, bag, pool, see, sea, she, sort, short, thick, thank, father, wander, ship, sheep, three, pond | ㄱnd, bㄱg, pul, sㄱ, si, ◆ㄱ, sot, τㄱk, tㄱk, φㄱㄴ★, wㄴnd★(r), ◆ㄱπ, ◆tπ, trㄱ, pond | ㄹnd, bㄹg, p◆ㄱl, f†l, sㄱ□ ◆ㄱㄱ□ ♣ ㄱ, soㄱt, ♣oㄱt, □ㄱk, □ㄹk, φㄱd★(r), w□nd★(r), ♣ㄱπ, ●tㄱπ, □rㄱ, π□ ㄹ |
| 21 | HH | and, bag, pool, full, see, sea, she, sort, short, bird, thick, thank, father, wander, ship, sheep, three, pond | ㄱnd, bㄱg, p◆l, pul, sㄱ, si, sㄱ, sㅍt, sㅍt, tㄱk, tㄱk, φㄱd★, wand★(r), sㄱπ, sㄱπ, trㄱ, πㅍvㄴ | ㄹnd, bㄹg, p◆ㄱl, f†l, sㄱ□ ◆ㄱㄱ□ ♣ ㄱ, soㄱt, ♣oㄱt, □ㄱk, □ㄹk, φㄱd★(r), w□nd★(r), ♣ㄱπ, ●tㄱπ, □rㄱ, π□ ㄹ |
| 22 | WA | and,bag, pool, full, see, sea, she, sort, short, thick, thank, father, wander, ship, sheep, three, pond | ㄱnd, bㄱg, p←l, pul, sㄱ, si, sㄱ, sㅍτ, tㄱk, □eㄱ, φㄱd★, wand★(r), sㄱπ, sㄱπ, trㄱ, πㅍvㄴ | ㄹnd, bㄹg, p◆ㄱl, f†l, sㄱ□ ◆ㄱㄱ□ ♣ ㄱ, soㄱt, ♣oㄱt, □ㄱk, □ㄹk, φㄱd★(r), w□nd★(r), ♣ㄱπ, ●tㄱπ, □rㄱ, π□ ㄹ |
| 23 | SA | and, bag, pool, see, sea, she, sort, short, bird, thick, thank, father, wander, ship, sheep, three, pond | ㄱ■ㄴ □ ㄱ ㄱ□ *●□◆ ㄱ□ ◆ㄱ□◆ ㅍ◆□ ㄱ★ㄴ□ ◆ㄱ&ㄱ□ .ㄱ ㄱ□×ㄱㄱ★□ | ㄹnd, bㄹg, p◆ㄱl, f†l, sㄱ□ ◆ㄱㄱ□ ♣ ㄱ, soㄱt, ♣oㄱt, □ㄱk, □ㄹk, φㄱd★(r), |

| | | | | |
|----|-----|---|--|---|
| | | | <p>◆◊■□★☎□ ◊□ ◆✎□□ ◆✎☎□□ ◆□ ✎☎□ □☎■□</p> | <p>w□nd★(r), ♣✎π, ◆✎π, □ri☎, π□ ㄩ</p> |
| 24 | AG | and, bag, pool,full, see, sea, she, sort, short, thick, thank, father, wander, ship, sheep, three, pond | <p>☎■□□ ◊□ ㄩ□ □◆●□ ◆✎□ ◆✎□ ◆☎□ ◆☎□ □ ◆✎☎□ ◆☎☎☎☎☎☎☎ ★□ ◆◊■□★ ☎□◊□ ◆✎□ □ ◆✎☎□ ◆□✎☎□ □☎ ■□</p> | <p>ㄩnd, bㄩg, p◆☎1, f†1, s✎□ ◆✎☎□ ♣ ✎, so☎t, ♣o☎t, □✎k, □ㄩ☎k, ☎☎☎☎★(r), w□nd★(r), ♣✎π, ◆✎π, □ri☎, π□ ㄩ</p> |
| 25 | P | and, bag, pool, see, sea, she, sort, short, thick, thank, father, wander, ship, sheep, three, pond | <p>☎■□□ ◊□ ㄩ□ □◆●□ ◆✎□ ◆✎□ ✎□ ◆☎□ ◆☎☎□ ◆✎☎ ☎☎☎☎☎☎☎ ☎☎☎☎☎ ◆◊ ■□★☎□◊□ ◆✎□ ◆✎☎□ □ ◆□✎☎□ □☎■□</p> | <p>ㄩnd, bㄩg, p◆☎1, f†1, s✎□ ◆✎☎□ ♣ ✎, so☎t, ♣o☎t, □✎k, □ㄩ☎k, ☎☎☎☎★(r), w□nd★(r), ♣✎π, ◆✎π, □ri☎, π□ ㄩ</p> |
| 26 | ESY | and, bag, pool, pull, see, sea, she, thick, thank, father, wander, ship, sheep, three, pond | <p>☎■□□ ◊□ ㄩ□ □†●□ □†●□ ◆✎□ □ ◆☎□◆✎□ ◆□□□ ◆□□ □ ◆✎☎□ ◆☎☎☎☎☎☎☎ ★□ ◆◊■□★ ☎□◊□ ◆✎□ □ ◆☎□□ ◆ □✎☎□☎■□</p> | <p>ㄩnd, bㄩg, p◆☎1, f†1, s✎□ ◆✎☎□ ♣ ✎, so☎t, ♣o☎t, □✎k, □ㄩ☎k, ☎☎☎☎★(r), w□nd★(r), ♣✎π, ◆✎π, □ri☎, π□ ㄩ</p> |
| 27 | SR | and, bag, pool, see, sea, she, sort, short, bird, thick, thank, father, wander, three, pond | <p>☎■□□ ◊□ ㄩ□ □◆●□ ◆✎□ ◆✎□ ☎☎☎☎☎☎☎ ☎☎☎☎☎ ◆☎■ ☎☎☎☎☎ ◆ □✎☎□ □☎■ ㄩ</p> | <p>ㄩnd, bㄩg, p◆☎1, f†1, s✎□ ◆✎☎□ ♣ ✎, so☎t, ♣o☎t, □✎k, □ㄩ☎k, ☎☎☎☎★(r), w□nd★(r), ♣✎π, ◆✎π, □ri☎, π□ ㄩ</p> |
| 28 | RSP | and, bag, pool, | <p>☎■□□ ◊□</p> | <p>ㄩnd, bㄩg, p◆☎1,</p> |

these words several students tended to use Indonesian phoneme /t/ as in Indonesian word “*pisang*” /pisa/ to substitute /tɔ/. It happens due to the absence of long or tense vowel in Bahasa Indonesia. For example, when the students attempted to pronounce the minimal pair *ship* and *sheep* they tended to pronounce it as /ʃiπ/ without long vowel.

4. Rounded mid back vowel /ɜ̞/

This sound exists in the words such as; *sort*, *short*, *port* (/ʃɔ̞ɪ/, /ɔ̞ɪ/, /pɔ̞ɪ/), etc. Bahasa Indonesia does not possess this sound, yet Bahasa Indonesia has /ɜ̞/ as in word *boleh* /βɔ̞lɔ̞/ and /ɔ̞/ just as in open syllable *soto* /sɔ̞/, but Indonesian has no long vowel. So, as the result most of the students tended to pronounce the word, for example, *port* as /pɔ̞t/ and *sort* as /sɔ̞ɪ/.

5. Rounded tense high back vowel /ʊ/

Several students did not distinguish between the English sounds /ʊ/ and /ɔ̞/ when they pronounced English words that consist of especially the long vowel /ʊ/ as in word “*pool*”. As the result they pronounced the minimal pair “*pool*” and “*pull*” similarly as /pɔ̞l/. The students used Indonesian sound /ɔ̞/ that used in closed syllable or /ʊ/ that used in open syllable for both English /ɔ̞/ and tense vowel /ʊ/ so the students did not distinguish pull and pool in their pronunciations. As the result some of the students pronounced pull and pool in the similar way as /pɔ̞l/ or /pɔ̞ʊ/.

6. Tense mid central vowel /ɛ/

Sasak or Indonesian language does not possess this sound, yet it has the sound /ɛ/, as in word “*kertas*” /kɛsɔ̞/, as the closest correspondence for the phoneme /ɛ/.

The researcher found most of the students pronounced “*bird*” inappropriately as /bɜ̞d/. This pronunciation error happened because of the absence of the phoneme in Sasak or Indonesian.

7. Rounded mid back vowel /ɜ̞/

This sound found in English words such as *pond* and *wander*, these words are pronounced as /pɔ̞nd/ and /wɔ̞ndə/. In his study the researcher found many students incorrectly pronounced those words as they are spelled, as /pɔ̞vɔ̞nd/ and /wɔ̞ndə/. Furthermore, this error was caused by the absence of the sound /ɔ̞/ in Indonesian. So, the students substituted the Indonesian sounds /ɜ̞/ or /ɔ̞/ for English sound /ɔ̞/. It was due to the similarity in the way those sounds are produced.

8. Voiceless labiodentals fricative /f/

The researcher found that many students did error in pronouncing the consonant sound /f/. The students did not distinguish the pronunciation of the minimal pairs “*pond* and *fond*” and “*full* and *pull*”. In Sasak language, that phoneme does not exist. As the result, the students pronounced *pond* and *fond* similarly as /pɔ̞nd/ or /pɔ̞nd/. For example is the minimal pair “*full* and *pull*”, several students did not distinguish between /p/ and /f/ so these words are pronounced similarly as /pɔ̞l/. Another example is “*father*” is pronounced as /pɔ̞tə/.

In several Sasak words phoneme /f/ exists in words such as; *fitnah*, *fitrah*, *falsafah*. Yet those words are not genuinely derived from Malay or Indonesian. Those words are derived from Arabic. In other words, those words are loan word from Arabic.

9. Voiceless dental fricative /θ/

The students pronounced some words that consisted of phoneme interdental fricative /θ/ incorrectly, for example, when they pronounced “three” and “tree” the researcher found that they tended to pronounced those words similarly as / ʌθɹ/. The researcher also found the students pronounced “thank” and “tank” similarly as / ʌθŋ/.

10. Voiced dental fricative /ð/

The researcher found that many students pronounced the word *father* as / ʌfəð/. This pattern of pronunciation is also found when the students pronounced the words ‘*this* and *dish*’, they do not distinguish the way they pronounced those words. The students pronounced those words (*this* and *dish*) similarly as / ʌð/.

In Sasak language or even in Indonesian the closest correspondence for sound /ð/ is /ʌ/. So, most of Indonesian students tended to use /ʌ/ as the substitution for /ð/.

11. Voiceless postalveolar / alveopalatal fricative/ʃ/

Many students did not differentiate between the pronunciation of the sounds /ʃ/ and /ʒ/. For example in pronouncing the words *short* and *sort* the students pronounced them as / ʃɔt/. These kinds of error were also found when the students pronounced the words *see* and *she*, they tended to pronounce the minimal pair similarly as / ʃ/. The students also pronounced the word *ship* as / ʃɪp/. This sound actually exists in Indonesian for example in the words such as; *syirik*, *musyawarah*, *syahid*,

syarat. But these words are derived from Arabic and not originally from native Indonesian.

Based on the explanations above the researcher concluded that the source of errors in students English pronunciation is the influence of mother tongue or what so-called language interference. In this case, the students were frequently found using their language sounds pattern in uttering or pronouncing English words or sentences. Let us take for example, they pronounced the word “thank” as / tʌŋk/ instead of the correct one / θŋk/. The student substituted Indonesian sound patterns for that of English, /t/ for /θ/ and /ɛ/ for /—/. Other factors that caused interference in the students utterance, one of them is the absence of long vowel just as in sound /θɹ/, so some students pronounced the minimal pair *sheep* and *ship* similarly as / ʃɪp/. Besides, the researcher also found some students pronounce English words as they were spelled, for example, they pronounced *bird* as / bɪrð/ or / bɪrðŋ/.

The researcher also had identified terribly complete error such as when some students pronounced the word *thank*, the students pronounced *thank* as / tʌŋk/. In this case, the students substituted /t/ such as in Indonesian word *teman* / tɛman/ for /θ/, sound /t/ such as in word *karet* / karɛt/ for /θ/ and sound /ŋ/ such as in Indonesian word *seng* / sɛŋ/ for English cluster consonant /θŋ/.

CONCLUSION AND SUGGESTION

After analyzing the data the researcher made a conclusion based on direct observation at the third semester students of English Department of IKIP

Mataram in the academic year 2013/2014. The researcher found most of the students did interference in their English pronunciations.

Referring to the data that the researcher found during carrying out this present study it shows that the students or the research subjects made interlanguage errors or interference in their English pronunciations. Those interferences happened because the students transferred their native language (Sasak) sounds features into their English pronunciation negatively.

The third semester students of English Department of IKIP Mataram in the academic year 2013/2014 transferred their Indonesian sounds negatively using the nearest L1 equivalents in the foreign language (English) as what Weinrich (in Edwards and Zampini, 1997: 67) call *sound substitution*, that is a learner uses the nearest L1 equivalent in the L2.

The researcher found the students interfered their English utterances in the following ways. The students substituted Indonesian sound /a/ just as in Indonesian word *karet* /kɛrɛt/ for English /æ/. The students substituted sound /a/ for /æ/. The students substituted Indonesian /i/ for /ɪ/. The students substituted Indonesian sounds /a/ and /ɒ/ for English /ɑ/. The students substituted Sasak sound /ɔ/ that used in closed syllable or /ʊ/ that used in open syllable for English /ɔ/ and tense vowel /ʊ/ so the students did not distinguish pull and pool in their pronunciations. The students substituted Indonesian sound /ɔ/ for both English sound /ɔ/ and /ɔ/. The students substituted Indonesian sound /ɒ/ for English /ɒ/. The students substituted /ɔ/ for /ɔ/. The students substituted /ɔ/ for /ɔ/. The students substituted /ɔ/ for /ɔ/.

Suggestion

The result of data analysis shows that the third semester students of English

Department of IKIP Mataram in the academic year 2013/2014 have low ability in pronouncing English words, such things were indicated by their tendency to transfer their native language sound features negatively into their English pronunciation. Therefore, the researcher would like to give some suggestions which hopefully will be benefit and give contribution for English teachers/ lectures, the students of English department, and the next researcher who are interested to conduct a research that focus on phonology, foreign or second language learning and phonology. The suggestions are given below:

1. Teachers/ lectures should:

- a. Give the students more pronunciation practice in order that they can pronounce English clearly and appropriately.
- b. Pay his attention on students' English pronunciation more seriously. Especially when the students attempt to pronounce all English vowels such as; /æ/, /ɛ/, /ɪ/, /ɒ/, /ɔ/, /ɑ/, /ɪ/, /ɔ/ and several English consonants such as; /x/, /ʒ/, /ð/ and /ʃ/.
- c. Be careful in providing and selecting the pronunciation materials to improve their students ability in pronouncing English words. For example, if the teacher/lecture provides a listening material in form of conversation, the speaker in the recording must be native speaker of English, because the teacher/ lecture should provide his or her students with the most appropriate listening materials.

2. Students should

- a. Have good self-awareness in motivating themselves to do a lot of pronunciation practices. For instance, the students can read

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- English short story or novels loudly. They can also improve their pronunciation ability through listening to English songs, watching English movies to get the clarification of how English words are pronounced correctly.
- b. Have a kind of English conversation club as extracurricular activity or they can practice speaking with their peer to get more fluency in speaking or pronouncing English.
 - c. Look up the dictionary when they find difficult words in order to know the meaning of the words and how they are pronounced. In this case, the researcher would like to recommend the students to use Oxford or Cambridge dictionary.
3. Other researcher
- a. The result of this study can be used as a reference for further researches that are related to second or foreign language learning and phonology.
 - b. This research may not be perfectly satisfied. Hence, the researcher hopes other researcher to conduct researches on a similar problem perfectly.
 - c. Furthermore, the researcher admits that there are some weaknesses in this thesis. The researchers' biggest problem is lack of references to enrich their research, so the researcher hoped the other researcher who are interested in studying the similar topic to improve their research by enriching the references.

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