

**THE INTERFERENCE OF EFL STUDENTS' NATIVE LANGUAGE IN
ENGLISH PRONUNCIATION**

(A Case Study on Kaurnese and Rejangnese Students at English Education
Study Program IAIN Bengkulu)

THESIS

Submitted as a Partial Requirements for the Degree of Sarjana (S.Pd)
in English Education Program



By

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MOTTO

مَنْ جَدَّ وَجَدَ

“Whoever does something persistently will succeed.”

“Just do it.”

(Ori Andika Putra)

DEDICATION

With gratitude, this thesis is dedicated to:

1. My family, my father and big brother, thank you for your support, advice, and kind of attention to motivate during my education process.
2. My supervisor I, Riswanto, Ph.D. and supervisor II, Zelvia Liska Afriani, M.Pd. Thank you for your suggestions, corrections, and ideas during the process of writing this thesis.
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7. My almamater IAIN Bengkulu.



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I hereby sincerely state that the thesis entitled **"The Interference of EFL Students' Native Language in English Pronunciation (A Case Study on Kaurnese and Rejangnese Students at English Education Study Program IAIN Bengkulu)"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2021

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 2021

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ABSTRACT

Ori Andika Putra. 2021. *The Interference of EFL Students' Native Language in English Pronunciation (A Case Study on Kaurnese and Rejangnese Students at English Education Program IAIN Bengkulu)*. Thesis. English Education Program, Faculty of Tarbiyah and Tadris, State Institute of Islamic Studies (IAIN) Bengkulu.

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The study indicates the interferences occurred by the Kaurnese and Rejangnese students in pronouncing English sounds and the factors affect pronunciation interference of Kaurnese and Rejangnese students in pronouncing English sounds. The respondents were ten students of English Education Study Program. They are five Kaurnese students which their L1 is Kaurnese and five Rejangnese students which their L1 is Rejangnese. The researcher applied a qualitative approach and conducted through a case study design. The instruments used to collect the data were observation by reading a list of words and interview about factors affecting students' pronunciation interference. The result of data analysis showed that Kaurnese students had interference on pronouncing 30 sounds while Rejangnese students had interference on pronouncing 22 sounds. The data also showed that there are three main factors that influence students' pronunciation; native language, age, and the difference of language features between English and students' native language. In conclusion, all Kaurnese and Rejangnese students had interference on pronouncing English sounds. In fact, Kaurnese language is more interference to English pronunciation than Rejangnese language. Based on the above context, this study suggests the students to practice more English pronunciation and to put more attention toward the native language interference. The lecturer is expected to be able to help the students to reduce the mispronounced words. The study also suggests the further researcher to take a special attention of this phenomenon in order to solve the students' problem in English pronunciation.

Keywords: *Pronunciation, Interference, Native Language, Phonology*

ABSTRAK

Ori Andika Putra. 2021. *Gangguan Bahasa Daerah Siswa dalam pelafalan Bahasa Inggris (Studi Kasus pada siswa Kaur dan Rejang di Program Pendidikan Bahasa Inggris IAIN Bengkulu)*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri (IAIN) Bengkulu.

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Penelitian ini menunjukkan gangguan yang terjadi pada siswa Kaur dan Rejang dalam melafalkan bunyi Bahasa Inggris dan faktor yang mempengaruhi gangguan pelafalan siswa Kaur dan Rejang dalam melafalkan bunyi Bahasa Inggris. Responden dalam penelitian ini adalah sepuluh mahasiswa jurusan Pendidikan Bahasa Inggris. Mereka terdiri dari lima mahasiswa Kaur yang bahasa pertamanya adalah Bahasa Kaur dan lima mahasiswa Rejang yang bahasa pertamanya adalah Bahasa Rejang. Peneliti menerapkan pendekatan kualitatif dan dilakukan melalui desain studi kasus. Instrumen yang digunakan untuk mengumpulkan data adalah pengamatan dengan membaca daftar kata dan wawancara tentang faktor yang mempengaruhi gangguan pengucapan pada Mahasiswa. Hasil analisis data menunjukkan bahwa mahasiswa Kaur memiliki gangguan pada pelafalan 30 bunyi sementara mahasiswa Rejang memiliki gangguan pada pelafalan 22 bunyi. Data ini juga menunjukkan bahwa ada tiga faktor utama yang mempengaruhi pengucapan siswa yaitu bahasa daerah, usia, dan perbedaan fitur bahasa antara Bahasa Inggris dan bahasa pertama siswa. Kesimpulannya, semua mahasiswa Kaur dan Rejang memiliki gangguan pada pelafalan bunyi Bahasa Inggris. Faktanya, Bahasa Kaur lebih banyak gangguan pada pelafalan Bahasa Inggris daripada Bahasa Rejang. Berdasarkan konteks diatas, penelitian ini menyarankan siswa untuk berlatih lebih banyak pelafalan Bahasa Inggris dan lebih memperhatikan gangguan bahasa daerah. Dosen diharapkan mampu membantu mahasiswa untuk mengurangi pelafalan kata yang salah. Penelitian ini juga menyarankan para peneliti selanjutnya untuk mengambil perhatian khusus dari fenomena ini untuk menyelesaikan masalah siswa dalam pelafalan Bahasa Inggris.

Kata Kunci: *Pelafalan, Gangguan, Bahasa Daerah, Fonologi*

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CHAPTER 1

INTRODUCTION

This chapter describes background of the study, identification of the problem, research constraint, research questions, research objectives, significance of the research, and definition of key terms.

A. Background of the Study

Language is a tool of communication between people that used to convey what they think to others. Language employs word combinations to convey ideas in a meaningful manner. It means that language has a function to communicate and create a relationship with others, and people use languages as a medium of their communication (Wardhaugh, 1986, p.12). People can understand what messages are communicated or intended by others through language. Communication means transferring ideas from one person to another either verbal, written, or sign communication. As a result, people cannot form communication with others without the use of language. Moreover, each language has its own sound systems because the use of language is different from place to place.

Native language is a language commonly used by a general population of a geographical or social territory. According to Eberhardin et al. (2020, p.9), in 2020, there are 7.117 spoken languages in the world. For this reason, each place uses its own language in communicating. As an illustration, people who live in

Germany, they use German language as the primary language. Another example, people who live in South Korea use Korean language in communicating. Similarly, in Indonesia, each place has its own different native languages. Indonesia consists of 34 provinces and every province has various languages. There are 718 native languages recorded in 2020 (Kemdikbud RI, 2020). For example, Sundanese is used in West Java, Bataknese is used in North Sumatera. In fact, some provinces have different native languages in each regency, such as Bengkulu Province. There are approximately eight languages spoken, for example, Kaurnese is used in Kaur Regency, Rejangnese is used in Rejang Lebong Regency, and many others. Briefly, there are hundreds of native languages that are used regionally, in addition to the Indonesian language domiciled as the national language and the official language of Indonesia (Abdulhayi, 1985, p.1). Hence, in terms of communication, Indonesian people use more than two languages; they are native and Indonesian languages.

English has been the most important language in the world. Accordingly, English is considered a universal global lingua franca so that English is used in almost every field such as education, politic, economy and many other fields in the world. Furthermore, David (2003, p.10) states that English is the center of the global knowledge so that English has been learned by people to get good prospects in the international community. As a result, it becomes a compulsory subject in primary education and higher education in non-native English speaking countries

including Indonesia. According to the constitution of the Republic of Indonesia number 2 year 1989 concerning the national education system in chapter IX which regulates the curriculum article 39 states that the contents of the curriculum in primary education must contain English subject (Kemdikbud RI, 2003). Moreover, it has an important role as a lesson that gives students knowledge and information globally. Thus, it is important for students to acquire English by learning it in order to gain the ability to comprehend and perceive the language.

During the English acquisition process, the ability of non-native students or EFL (English as a foreign language) learners will be affected by several things. According to the innatist theory of second language acquisition, children will learn a second language better than adults especially in obtaining the pronunciation of a target language (Chomsky, 2002). This is because the Language Acquisition Device (LAD) will be difficult to function after passing the critical period for language learning. The innatist theory is supported by a critical period hypothesis that states childhood is a time when language evolves quickly and the learning of language is more difficult and less successful after puberty (Siegler, 2006). The condition of the human brain becomes increasingly rigid and stiff to learn the language as it passes the critical period. Moreover, there was a study conducted on fifty Chinese adult students on problems in learning English as a second language (Wu et al., 2014, p.1132). It revealed that most students had difficulty in pronunciation especially obtaining accent like native speakers. On the other hand,

there would be little to no accent or interference from first language if the student starts speaking in the second language before the age of six. The student tends to have a slight accent if the student started speaking English between the age of seven and eleven. Zhang (2009, p.33) also indicates that the student almost always have an accent from first language if the student started speaking English after the age of twelve. As described, in the process of acquiring second language, the age of the student causes a interference of the first language especially in the terms of pronunciation.

Pronunciation is a manner to pronounce a word correctly. Pronunciation is one of the essential skills that have to be mastered by learners. Therefore, if the speaker does not have a clear pronunciation, the listener may not understand what the speaker is saying. Gilakjani (2017, p.2) states that pronunciation errors can result in misinterpretation, thus communication between speakers can also be interrupted. In addition, the results of a study on EFL students' pronunciation and comprehension in speaking English showed that respondents agree with the importance of proper pronunciation because with poor pronunciation the listeners' comprehension will be affected and thus communication interrupted (Marza, 2014, p.262). To improve pronunciation skill, there are several supported elements that should be mastered by the student (Miryani, n.d.). They are rhythm, stress, intonation, and pitch. Rhythm is the speed and cadence when uttering a sentence, besides that stress is the level of sound power when pronouncing a word. Then,

Intonation is a variation in the tone level of the voice when pronouncing a word, and pitch is the highness or lowness of voice when pronouncing a word. On the contrary, learning about pronunciation tends to be ignored in second language learning. In school, learning English tends to stress the importance of grammar and vocabulary, and other factors are ignored (Backley, 2015, p.125). Thus, some students have good knowledge of English but have poor English speaking ability. Learning pronunciation does not aim to sound like a native speaker, but is meant to be intelligible, ensuring that pronunciation is plain sufficient to be understood.

Learning English pronunciation seems to be a problem for Indonesian students because since childhood they have become accustomed to speaking in their native language. Selinker (1972) states that when learners use a second language their first language will interfere the target language. Interference means the transfer of language, this term refers to language learners using their habits and knowledge from the native language to target language. The language interference is divided into three types namely phonological, lexical, and morphological interference (Weinreich, 1968). In terms of pronunciation, phonological interference is used to measure pronunciation errors. According to the interlanguage theory, when language learners use the second language some linguistic form of the first language transfers to the target language which causes interference because the first and second languages have different linguistic features (Selinker, 1972). This theory is supported by the statement the student difficulties in learning

a second language due to the interference influenced by the habits of their native language (Kridalaksana, 1985). In the same way, a study about English pronunciation errors on 32 students whose their native language is Sundanese. The study revealed that students make the error of pronouncing vowel sound (long vowels and short vowels), diphthongs, and triphthongs because of the inability to pronounce certain English sounds that do not exist in the students' native language. In short, the native language is the most influential factor on pronunciation.

The phenomenon presented above is caused by several factors that caused interference in students' pronunciation when they speak English. According to Avery & Ehrlich (2002, p.15), there are three factors that influence students' pronunciation. It occurs when: (1) students find a sound in English that do not exist in the students' native language, (2) certain features in English are different in the students' native language, (3) the difference of sound system that leads to the interference between first language and second language. For this reason, pronunciation is one of the essential skills in learning English. Since pronunciation error will interfere with the understanding of the message and affects the perception of the listener. Students with clear pronunciation tend to communicate more easily in classroom learning activity, although they have weaknesses in grammar, on the other hand, students with poor pronunciation will find it difficult to interact in the classroom activity even if the grammar is good.

There are several studies that discuss the influence of mother language in students' pronunciation in the Indonesia native language context. First is a study about the influence of Serawai Melayunese towards students' English pronunciation (Mulya et al., 2018, p.290). The result of the study showed that Serawai Melayunese greatly interferences students' pronunciation of English vowels [e], [ə], [ʌ], [ɒ], [ʊ], consonants [r], [l], [n], [m], [s], [h], [k], [ʃ], [f], [d], [t], [b], [p], and diphthong [ɔɪ]. Second, other study related to native language interference entitled identifying the problem of Banjarese students in learning English pronunciation (Aulia, 2018, p.1). The study revealed that the differences in sound system between English and Banjarese cause almost of students to have problems with first language interference when learning English pronunciation. Third is a study about the interference of Madurese language in English pronunciation (Muhassin et al., 2018, p.144). The study aimed to find out phonological interference of Madurese towards English, and the result showed that sound replacement is the most common phonological interference with a total of 52,93% represent 699 phonological interference. Fourth, a study of phonological interference of students first language (Buginese and Makassarese) in pronouncing English sounds (Utami et al., 2017, p.206). The result of the study showed that first language interference is the main factor that influences students' pronunciation.

In the same way with those studies above, the similarity on the topic is about native language interference in English pronunciation. Nevertheless, in this study, the researcher chooses Kaurnese and Rejangnese language. Phonologically, Kaurnese has uniqueness, can be seen from its phonological system. It has four vowels and nineteen consonants, having the system of four vowels and nineteen consonants have made Kaurnese unique enough if compared to the other languages (Hadi et al., 2012, p.3). Thus, Kaurnese language has a dialect that is quite difficult to pronounce. On the other hand, Rejangnese is one of the oldest languages in Indonesia spoken by Rejangnese tribe living in Bengkulu Province (Sudarmanto et al., 2020, p.304). This language has a unique dialect and is difficult to pronounce, and has its own script named Ka Ga Nga. Phonologically, Rejangnese has seven vowels and nineteen consonants sounds. As described, both native languages (Kaurnese & Rejangnese) have unique pronunciations that are completely different from Indonesian and English.

Moreover, the phenomenon of native language interference in English pronunciation is also found in English Education Department of IAIN Bengkulu. Based on questionnaires that recorded students' native languages, the result showed that Rejangnese language had the highest speakers with a total number of 21% (17) out of 81 respondents. On the other hand, approximately 16% (13) respondents were Kaurnese speakers. Hence, there are a lot of speakers in both native languages (Rejangnese & Kaurnese) in this department. It can be seen from

the observation, it was found that the native languages influence the English sound. For example, students often mispronounced certain English words such as ‘water’. Both Kaurnese and Rejangnese students tended to substitute sounds [ɔ:] and [ə] into sounds [ʌ] and [e]. As a result, it sounded like /w^ʌter/ whereas the correct pronunciation is like /wɔ:tə(r)/. By knowing this fact, it is very important to explore this issue. In this study, the interference of students’ native language in English pronunciation was examined. The factors which contribute to the results are deduced, so that appropriate solutions can be explored to solve the issue.

Based on the explanation above, this study aims to observe **The Interference of EFL Students’ Native Language in English Pronunciation.**

B. Identification of the Problem

Based on the background of the research above, the problems in this study can be classified as the following problems:

1. First language interferes the second language acquisition.
2. Students have lack of knowledge about English pronunciation.
3. The lack of pronunciation practice due to English is rarely used in the outside of classroom context.

C. Research Constraint

The research aims to explore the interference of EFL students’ native language in English pronunciation. The focus point is the phonological

interference in students' pronunciation. The respondents of the study are composed of five Rejangnese and five Kaurnese EFL students. Even though the study has reached its purposes, there are some unavoidable limitations. The study is conducted on a small size of a population and it is merely involved the respondents from a certain university. This limitation may lead to an unrepresentative result.

D. Research Questions

1. How did EFL learners' native language interfere their English pronunciation?
2. What were the factors influencing interference to English students' pronunciation?

E. Research Objectives

1. To investigate how EFL learners' native language interfere their English pronunciation.
2. To investigate the factors influencing interference to English students' pronunciation.

F. Significance of the Research

The results of this research are expected to be useful for everyone, especially for people involved in English education. The significance of the research are described as follows:

1. For students

This research helps students to know the interference of Kaurnese and Rejangnese languages in English pronunciation. Thus, students can avoid native language interference when speaking English. Moreover, from this research, it is able to improve students' pronunciation for better academic communication.

2. For lecturers

The research is expected to help lecturers in order to get information in knowing the issues faced by students so they can give appropriate solutions for solve the issues. Furthermore, the information of native language interference may help the lecturers in determining the teaching strategies.

3. For the next researchers

This research may be useful as a reference for other researchers to do further study about native language interference in English Pronunciation. Moreover, this reseach can also be used as comparison with previous study or related study that discusses native language interference.

G. Definition of Key Terms

There are some significant terminologies in this research that need to be explained to give clear meaning for the real terms. The terms can be described as follows:

1. ***Interference*** is the errors in the second language acquisition that is influenced by the first language of learners (Ellis, 1997, p.47). Indeed, interference is the

effect that occurs in the second language learning process due to the background of the learner's language.

2. ***Native language*** is the first language a person learns from birth or critical period (Bloomfield, 1933, p.43). It is a language that people acquire at an early age due to the influence of their family or is the language of the region in which they live.
3. ***Kaurnese language*** is a native language used by a group of people living in Kaur Regency, Bengkulu Province (Hadi et al., 2012, p.1).
4. ***Rejangnese language*** is a native language spoken by the Rejang ethnic community living in Bengkulu Province (Napsin et al., 1986, p.8).
5. ***Pronunciation*** is a knowledge used to pronounce words in a language (Hamer, 2001, p.26). It means that pronunciation is a way of uttering a word based on the rules such as rhythm, stress, intonation, and pitch, in order to make communication better.

CHAPTER II

LITERATURE REVIEW

This chapter consists of six sections in relation to the theories and previous studies about native language interference in English pronunciation. It involves second language acquisition (SLA), first language interference, native language, pronunciation, English phonemes, and previous related studies.

A. Second Language Acquisition (SLA)

1. The Concept of SLA

The term of second language is generally used to refer any language other than first language. Instead, acquisition refers to the process of someone learning a language. Thus, second language acquisition is the process by which a person learns any language after the first language has been learned (Ellis, 1977, p.3). In addition, second language acquisition refers to the process of learning a second language consciously or unconsciously either taught in a natural or tutored context. For example, learners from non-native English speaking countries who learn English as a second language either inside or outside classroom. Nunan (2001) states that the development of proficiency in a second language is dependent on psychological process. To learn a second language depends on the knowledge and experience of the student, in addition to the successful second language acquisition related to the input received by

the learner. There are several theories that explain second language acquisition for language learners, namely Chomsky's innatist theory, Ellis' SLA theory, and Skinner's behaviorist theory.

The innatist theory indicates that children will learn a second language better than adults especially in obtaining the pronunciation of a target language (Chomsky, 2002). Children are biologically programmed to learn languages due to the presence of Language Device Acquisition (LAD). They can develop their language skills in the same way as their first language. Moreover, children have a special capacity to systematically explore the rules of a language system for themselves. This special ability helps them comprehend the second language system in a relatively short time. This theory is also supported by critical period hypothesis (Siegler, 2006). Critical period hypothesis states that there is a phase between the ages of two and thirteen years old (before puberty) where someone can acquire second languages easily. After through critical period the elasticity of the brain will be reduced especially with lateralization of language function in the left hemisphere. Hence, learning a second language after a critical period becomes more difficult. As described, the age of language learners is very influential in the second language acquisition.

The Ellis' SLA theory indicates that language learners will be influenced by external and internal factors in the acquisition of a second language (Ellis, 1994). External factors are the factors or something outside learners that influence the learning process and the goal. The external factors consist of social factors, input, and interaction. External factors can be different for each individual, but their factor is that they are based on circumstances outside of the influence of the learner. External factors may influence learners from learners themselves. On the other hand, internal factors include those which are determined by the individual learner such as motivation, attitude, personal practice, and study habits. Each of these is an individual component of the student's ability to learn a foreign language, but each component also interacts with the others. When motivation is low, then study habits and attitudes are affected as well. Motivation mostly influenced by the students' belief about what they might be if something is done. Identical to motivation, attitude comes from the students' individual.

Behaviorist theory states that the acquisition of a second language is formed by habits (Skinner, 1966). Learners learn from repeated and practice the second language subject in order to form habit such as chain drill, memorization, etc. In this theory, the process of acquiring a second language will be more successful if the first language is close to the second language. Since if different old habits of mother tongue prevent the learning of second

language so that first language interfere second language acquisition. Moreover, first language interference refers to the incorporation of first language features into the second language system that the learner is attempting to construct (Ellis, 1977). The results of the study about the impact of native language by Saudi EFL students showed that the old habits of the first language influenced vocabulary learning, especially the performance of students in learning new phrases and words. In short, habits form the second language acquisition so that the old habits of learners can have an effect on the acquisition of a second language.

2. Factors Influencing SLA

There are several factors that influence the failure or success of the acquisition of a second language. It consists of native language, age, motivation, and intelligence (Ellis, 1977). The factors can be described as follows:

a. Native language

Native language is a language that has been acquired and used by a person since birth. Hence, since childhood EFL students have spoken using their native language. For this reason, the speech organs of students have become accustomed to producing their native language sounds. As a result, the students's speech organs have never been trained to produce foreign language sounds. Moreover, according to Zhang (2009, p.44), there are three

factors that cause native language interfere the second language. First, some English sounds are not present in the native language. Second, some English sounds have the same phonetic symbols as the native language sound but the way of pronunciation is different. Third, sounds are similar in both languages but articulation methods are different.

b. Age

Age is one of the factors that influence the second language acquisition. In this term, the younger language learners are better at language acquisition than adults. Based on critical period hypothesis, there is a period to acquire language quickly and easily that starts from infancy to puberty. After puberty learning a language becomes more difficult because the adaptability in the brain has been reduced. Moreover, learning a second language after critical period makes it difficult for students to advance the target language pronunciation. A study proved that students who started learning a second language since childhood achieved accents were more like native speakers than those who started as teenagers or adults.

c. Motivation

Motivation refers to the factor that determine a person's willingness to do something. Thus, the higher students' motivation is the higher success rate in achieving the goal. Motivation in acquiring a second language can be distinguished into two types, namely instrumental and integrative

motivation. Instrumental motivation refers to the learner's desire to learn a second language for functional purposes such as to pass an exam, to get a good job, and others. On the other hand, integrative motivation means the learner's desire to learn a second language because of interested in the target language. Moreover, instrumental motivation refers to subtractive bilingualism which means students tend to replace their native language with target language. While integrative motivation points out additive bilingualism which means students add a second language without replacing their native language.

B. First Language Interference

1. The Concept of First Language Interference

The first language term is commonly used for the language that was first studied. Instead, interference is a language deviation that occurs due to the influence of other languages. In short, first language interference is an effect that occurs due to the application of knowledge from first language to second language (Selinker, 1972). The effect can occur on any aspect of the language such as pronunciation, grammar, vocabulary, and others. Furthermore, first language interference is considered as an automatic transfer that occurs because of an overlap between the first language and second language. In multilingual society such as Indonesia, interference often exists when language elements used in society overlap so that there will be deviations to the language used. As

described, first language interference happens as a result of errors in applying language features, the errors is caused when the first language feature is used to the target language. There are several theories that explain first language interference namely interlanguage and language transfer.

Interlanguage is a type of language produced by second language learners. Interlanguage is influenced by the learners' first language as they use their first language knowledge to speak a second language which causes interference because the first and second languages have different linguistic features (Selinker, 1972). In interlanguage, learners' issues are influenced by several things such as using patterns from the first language, mixing patterns from the second language, and expressing meaning using familiar word and grammar (Richard et al., 1992, p.186). Furthermore, the use of interlanguage that becomes a habit for students so that it can not be easily corrected is referred to as fossilization. Fossilization refers to the cessation of development in the second language acquisition. According to a study on interlanguage errors analysis on EFL students. The results of the study revealed that the most common interlanguage errors by students is the omission of words. This happens because the language systems between both languages are different. It can be concluded that interlanguage is a mistake caused by learners' first language disorder.

Language transfer means the influence of students' first language on second language acquisition (Jarvis, 2008). It is one of the error factors in the process of SLA. Language transfer is divided into positive and negative transfer. Positive transfer happens when the language patterns between first language and second language are identical. For example, words in the first language is the same as the second language such as the word 'koin' in Indonesian with the word 'coin' in English. On the other hand, negative transfer refers to interference that happens when the first language and second language have different language features. For example, the difference in sound between Indonesian and English. Based on the study about language transfer in language learners (Warsono, 2016). The results of the study showed that language transfer happens quite high in EFL students and language transfer does not decrease along with the development of second language achievement.

2. Types of Interference

The language interference is divided into three types namely phonological, lexical, and morphological interference (Weinreich, 1968). It can be described as follows:

a. Phonological interference

Phonological interference refers to errors that happen when the language speaker produces and perceives the sound of a language. Interference happens when the learner identifies the sound from the first

language system and applies it in the second language. Thus, this affects the incorrect pronunciation of phonetic sounds in the second language caused by different phonetic systems of first language. According to David (2003), indicators of phonological interference are divided into three types.

They are:

1) Sound addition

The interference occurs due to the addition of sound when speaking a word so that it deviates from standard rules of English. For example, the pronunciation of word ‘answer’ /ɑːnsə(r)/ adding with phoneme /w/ as /ɑːnswə(r)/. The pronunciation is not in accordance with the standard English phoneme rule, sound ‘w’ in the word is not pronounced.

2) Sound Omission

Phonological interference that happens due to the omission of phonemes in a word. For example, the pronunciation of word ‘home’ /həʊm/ omit the phoneme /ʊ/ it becomes /həm/.

3) Sound replacement

Phonological interference that occurs due to the replacement of phonemes in a word. For example, phoneme /æ/ in word hat /hæt/ change with phoneme /e/ it becomes /het/.

Table 2.1 Indicators of phonological interference

Phonological Interference	
Sound Addition	1. ‘Answer’ /ɑ:nsə(r)/ adding phoneme /w/ as /ɑ:nswə(r)/ 2. ‘Key’ /ki:/ adding phoneme /ə/ as /kəi/ 3. ‘Bed’ /bɛd/ adding phoneme /I/ as /bɛId/
Sound Omission	1. ‘Home’ /həʊm/ omit the phoneme /ʊ/ it becomes /həm/ 2. ‘Out’ /aʊt/ omit the phoneme /ʊ/ it becomes /ɒt/ 3. ‘Right’ /raɪt/ omit the phoneme /I/ it becomes /ræt/
Sound Replacement	1. ‘Hat’ /hæt/ replace the phoneme /æ/ become /e/ as /het/ 2. ‘Tight’ /taɪt/ replace the phoneme /a/ become /ə/ as /təɪt/ 3. ‘Away’ /ə’weɪ/ replace the phoneme /ə/ become /ɛ/ as /ɛweɪ/

(Source: David, 2003)

b. Lexical interference

Lexical interference refers to the interference when one vocabulary interferes another vocabulary. It occurs when borrowing and converting of words from one language to sound more natural in another language, and lexical interference requires the spelling of one language that changes another. For example, “when I came to Lombok island I found the people came to the ceremony and sowed *bara api* on the stage”. It has lexical interference from Indonesian to English.

c. Morphological interference

Morphological interference is a language deviation that occurs in the process of word formation because the first language system is applied to the

second language. In the process of word formation there will be a process of word change due to the transfer of affixes from the first language to the second language. To illustrate, the use of word 'go' on the sentence *he goes*, in Indonesia language systems there is no system of agreement between noun and verb (subject and predicate) all subject followed by the same predicate. Thus, EFL students may be say *he go*.

C. Native Language

Native language is a language commonly used by a general population of a geographical or social territory. It refers to the language that people acquire since childhood because it is the language of the region where they live. Moreover, Bengkulu Province has eight native languages. There are Rejang, Kaur, Serawai, Lembak, Enggano, Pekal, Pasema, and Bengkulu-Malay languages. In this study, the researcher examined about Kaurnese and Rejangnese languages since both native languages are used in several places in Bengkulu Province.

1. Kaurnese Language

Kaurnese language is a native language used by a group of people living in Kaur Regency, Bengkulu Province (Hadi et al., 2012, p.1). This language involves to the Central Malay language, a language derived from the combination of Malay and Minangkabau languages. Kaurnese also called Bintuhan language or Mulak language but Kaurnese language is better known

by those who belong to the Kaur tribe. It has similarities with Bengkulunese language both in conveying and the meaning of the word but the way of pronunciation is different. Furthermore, phonologically Kaurnese has the uniqueness from other languages. Hadi et al. (2012, p.3) states that Kaurnese has four vowels, nineteen consonants and three diphthongs. Hence, this language is very different from English. As the dialect is dominant in pronunciation when the students speak English, it finds hard for students to learn and adjust their pronunciation clearly according to the basic English rules.

Table 2.2 Kaurnese Sounds

	Kaurnese	English	English sounds are not present in Kaurnese
Vowel sounds	/i/, /ə/, /a/, /u/	/ɪ/, /i/, /i:/, /e/, /æ:/, /æ/, /ɒ/, /ɔ:/, /ʊ/, /ʌ/, /ə/, /ɜ/, /u:/, /u/	/ɪ/, /i:/, /e/, /æ:/, /æ/, /ɒ/, /ɔ:/, /ʊ/, /ʌ/, /ɜ/, /u:/
Consonant sounds	/p/, /b/, /m/, /w/, /t/, /d/, /l/, /n/, /s/, /ʃ/, /c/, /j/, /ɲ/, /k/, /g/, /ŋ/, /ʒ/, /ʃ/, /h/	/p/, /b/, /m/, /w/, /f/, /v/, /t/, /d/, /s/, /z/, /n/, /l/, /j/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /k/, /g/, /ŋ/, /w/, /h/, /θ/, /ð/	/f/, /v/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /w/, /θ/, /ð/

(Wisma Hadi et al., 2012 and Oxford University Press, 2008)

From the table above, Kaurnese has four vowel sounds (/i/, /ə/, /a/, /u/) and 19 consonant sounds (/p/, /b/, /m/, /w/, /t/, /d/, /l/, /n/, /s/, /ʃ/, /c/, /j/, /ɲ/, /k/, /g/, /ŋ/, /ʒ/, /ʃ/, /h/). On the other hand, English has 14 vowel sounds (/ɪ/, /i/, /i:/, /e/, /æ:/, /æ/, /ɒ/, /ɔ:/, /ʊ/, /ʌ/, /ə/, /ɜ/, /u:/, /u/) and 24 consonant sounds (/p/, /b/,

/m/, /w/, /f/, /v/, /t/, /d/, /s/, /z/, /n/, /l/, /j/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /k/, /g/, /ŋ/, /w/, /h/, /θ/, /ð/). As a result, some English sounds do not exist in Kaurnese such as 11 vowel sounds (/ɪ/, /i:/, /e/, /æ:/, /æ/, /ɒ/, /ɔ:/, /ʊ/, /ʌ/, /ɜ/, /u:/) and 10 consonant sounds (/f/, /v/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /w/, /θ/, /ð/).

a. Vowel Sound

Kaurnese language has four vowel sounds. They are /i/, /ə/, /a/, and /u/. It consist of vowel sounds that based on the tongue height and position. It can be described as follows:

Table 2.3 List of Kaurnese Vowels

	Front	Central	Back
High	/i/		/u/
Mid		/ə/	
Low		/a/	

(Source: Wisma Hadi et al., 2012)

Table 2.3.1 Phonetic Transcription of Kaurnese Vowels

Vowel Phonemes	Words	Phonetic Transcription
/i/	/dide/	Tidak
/ə/	/galə/	Semua
/a/	/apə/	Apa
/u/	/ubat/	Obat

(Source: Wisma Hadi et al, 2012)

b. Consonant Sound

Kaunese language has nineteen consonant sounds. They are /p/, /b/, /m/, /w/, /t/, /d/, /l/, /n/, /s/, /ʃ/, /c/, /j/, /ɲ/, /k/, /g/, /ŋ/, /ʔ/, /ʁ/, and /h/. It consist of consonant sounds that based on the manner and place of articulation. It can be described as follows:

Table 2.4 List of Kaunese Consonants

	Bilabial	Alveolar	Palatal	Velar	Glottal
Plosive	/p/, /b/	/t/, /d/	/c/, /ɲ/	/k/, /g/	/ʔ/
Fricative		/s/			/h/, /ʁ/
Affricate			/j/		
Nasal	/m/	/n/	/ɲ/	/ŋ/	
Lateral		/l/			
Glide	/w/				

(Source: Wisma Hadi et al., 2012)

Table 2.4.1 Phonetic Transcription of Kaunese Consonants

Consonant Phonemes	Words	Phonetic Transcription
/p/	/pait/	Pahit (Bitter)
/b/	/bini/	Istri (Wife)
/m/	/mising/	Buang air besar (Defecate)
/w/	/kidaw/	Kiri (Left)
/t/	/tigə/	Tiga (Three)
/d/	/duə/	Dua (Two)
/l/	/laut/	Laut (Sea)
/n/	/napas/	Nafas (Breath)
/s/	/sare/	Miskin (Poor)

Consonant Phonemes	Words	Phonetic Transcription
/ɳ/	/nuɳah/	Bunuh (Kill)
/c/	/calaʔ/	Cerdik (Clever)
/j/	/jait/	Jahit (Sew)
/ɲ/	/ɲapi/	Nyanyi (Sing)
/ʕ/	/guʕu/	Main (Play)
/k/	/kəciʔ/	Kecil (Small)
/g/	/gigi/	Gigi (tooth)
/ŋ/	/lananŋ/	Pria (Man)
/ʔ/	/baʔ/	Ayah (Father)
/h/	/kərhin/	Kering (Dry)

(Source: Wisma Hadi et al, 2012)

2. Rejangnese Language

Rejangnese is a native language spoken by the Rejang ethnic in several regencies in Bengkulu Province such as North Bengkulu, Central Bengkulu, Rejang Lebong, Lebong, and Kepahiang Regencies (Napsin et al., 1986, p.8). Since Rejang ethnic is quantitatively the largest ethnic in Bengkulu Province (Fahrozi, 2013, p.24). Furthermore, Rejangnese language involves to the Austronesian language. This language has a unique dialect and is difficult to pronounce, and has its own script named Ka Ga Nga (Sudarmanto et al., 2020, p.304). According to Hady (2013, p.8), Rejangnese has its own script, so not all Rejangnese' vocabulary can be precisely written in latin, if the vocabulary is written in latin letters will be pronounced not in accordance with the sound of Rejangnese language. Thus, it is indicated that Rejangnese has a unique sound

and is different from other languages. Furthermore, it has several types of dialects, namely Musi, Pesisir, Keban Agung, Rawas and Lebong dialects. For this reason, the researcher chooses one of the five dialects to be studied, namely Musi dialect. This dialect used in most of Kepahiang and Rejang Lebong Regencies, to parts of South Sumatra (Wibowo, 2017, p.38). In addition, based on questionnaires that recorded students' native languages in English Education Program (TBI), the result showed that 11,1% Rejangnese students are from those regencies. Moreover, there are seven vowel sounds and nineteen consonant sounds in Rejangnese language.

Table 2.5 Rejangnese Sounds

	Rejangnese	English	English sounds are not present in Rejangnese
Vowel sounds	/i/, /e/, /ɛ/, /ə/, /a/, /u/, /o/	/ɪ/, /i/, /i:/, /e/, /æ:/, /æ/, /ɒ/, /ɔ:/, /ʊ/, /ʌ/, /ə/, /ɜ/, /u:/, /u/	/ɪ/, /i:/, /ɑ:/, /æ/, /ɒ/, /ɔ:/, /ʊ/, /ʌ/, /ɜ/, /u:/
Consonant sounds	/p/, /b/, /m/, /w/, /t/, /d/, /l/, /n/, /s/, /r/, /c/, /j/, /ɲ/, /y/, /k/, /g/, /ŋ/, /ʔ/, /h/	/p/, /b/, /m/, /w/, /f/, /v/, /t/, /d/, /s/, /z/, /n/, /l/, /j/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /k/, /g/, /ŋ/, /w/, /h/, /θ/, /ð/	/f/, /v/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /w/, /θ/, /ð/

(Wisma Hadi et al., 2012 and Oxford University Press, 2008)

As can be seen from the table above, Rejangnese has seven vowel sounds (/i/, /e/, /ɛ/, /ə/, /a/, /u/, /o/) and 19 consonant sounds (/p/, /b/, /m/, /w/, /t/, /d/, /l/, /n/, /s/, /r/, /c/, /j/, /ɲ/, /y/, /k/, /g/, /ŋ/, /ʔ/, /h/). On the other hand, English has

14 vowel sounds (/ɪ/, /i/, /i:/, /e/, /æ:/, /æ/, /ɒ/, /ɔ:/, /ʊ/, /ʌ/, /ə/, /ɜ/, /u:/, /u/) and 24 consonant sounds (/p/, /b/, /m/, /w/, /f/, /v/, /t/, /d/, /s/, /z/, /n/, /l/, /j/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /k/, /g/, /ŋ/, /w/, /h/, /θ/, /ð/). As a result, some English sounds do not exist in Rejangnese such as 10 vowel sounds (/ɪ/, /i:/, /æ:/, /æ/, /ɒ/, /ɔ:/, /ʊ/, /ʌ/, /ɜ/, /u:/) and 10 consonant sounds (/f/, /v/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /w/, /θ/, /ð/).

a. Vowel Sound

Rejangnese language has seven vowel sounds. They are /i/, /e/, /ɛ/, /ə/, /a/, /u/, and /o/. It consist of vowel sounds that based on the tongue height and position. It can be described as follows:

Table 2.6 List of Rejangnese Vowels

	Front	Central	Back
High	/i/		/u/
Mid	/e/, /ɛ/	/ə/	/o/
Low		/a/	

(Source: Wibowo, 2016)

Table 2.6.1 Phonetic Transcription of Rejangnese Vowel

Vowel Phonemes	Words	Phonetic Transcription
/i/	/idup/	Hidup (Life)
/e/	/ecer/	Encer (Dilute)
/ɛ/	/ɛpɛn/	Gigi (Teeth)
/ə/	/kətə/	Semua (All)
/a/	/abəw/	Abu (Dust)
/u/	/uləu/	Kepala (Head)

Vowel Phonemes	Words	Phonetic Transcription
/o/	/otok/	Otak (Brain)

(Source: Wibowo, 2016)

b. Consonant

Rejangnese language has nineteen consonant sounds. They are /p/, /b/, /m/, /w/, /t/, /d/, /l/, /n/, /s/, /r/, /c/, /j/, /ɲ/, /y/, /k/, /g/, /ŋ/, /ʔ/, and /h/. It consist of consonant sounds that based on the manner and place of articulation. It can be described as follows:

Table 2.7 List of Rejangnese Consonants

	Bilabial	Dental	Alveolar	Palatal	Dorsovelar	Glottal
Stop	/p/, /b/	/t/, /d/			/k/, /g/	/ʔ/
Fricative			/s/			/h/
Affricate				/c/, /j/		
Lateral		/l/				
Nasal	/m/	/n/		/ɲ/	/ŋ/	
Glide	/w/			/y/		
Trill			/r/			

Source: (Wibowo, 2016)

Table 2.7.1 Phonetic Transcription of Rejangnese Consonants

Consonant Phonemes	Words	Phonetic Transcription
/p/	/paʔwenʃ/	Pagi (Morning)
/b/	/bəluluʔ/	Kolang-kaling (Sugar palm fruit)
/m/	/miləaʔ/	Merah (Red)
/w/	/wakəa/	Wakil (Vice)

Consonant Phonemes	Words	Phonetic Transcription
/t/	/təko/	Tiba (Arrive)
/d/	/domos/	Daki (Dirt)
/l/	/lucup/	Lancip (Taper)
/n/	/nda/	Tangga (Stairs)
/s/	/saʔəp/	Sampah (Trash)
/r/	/rimbaʔ/	Sekaligus (Together)
/c/	/cigəy/	Habis (Run out)
/j/	/jiʔəy/	Jadi (So)
/ɲ/	/ɲaɲi/	Nyanyi (Sing)
/y/	/yo/	Ini (This)
/k/	/kəkəa/	Kaki (Feet)
/g/	/gəp/	Peluk (Hug)
/ŋ/	/ŋəɲan/	Pasangan (Couple)
/ʔ/	/posoʔ/	Pusar/Pusat (Navel)
/h/	/haʔ/	Hak (Right)

(Source: Wibowo, 2016)

From the explanation above, Kaurnese and Rejangnese language systems are complex, with their features make these two languages very different from English. As a result, it is important to explore the influence of these two languages on students' pronunciation, thus students can benefit from better understanding through academic communication.

D. Pronunciation

1. Definition of Pronunciation

Pronunciation is the way of how pronounce or produce sounds from words when speaking. It means that pronunciation is a knowledge used to pronounce words in a language (Hamer, 2001, p.26). In other view, pronunciation refers to the ability to produce understandable articulation. In short, pronunciation is closely related to the process of producing sound. Thus, it is one of the important aspects of learning a second language. Clear pronunciation is indispensable for improving speaking ability. Since if the speaker does not have a clear pronunciation, the listener may not understand what the speaker is saying. Incorrect pronunciation can result in misinterpretation, thus communication between speakers can also be interrupted. In conclusion, pronunciation is the production of speech that creates meaning, hence the incorrect of speech sounds can lead to different meanings in a language.

2. Factors Influencing Pronunciation

There are three factors that cause the native language to influence students' pronunciation (Avery & Ehrlich, 2002, p.15). It can be described as follows:

- a. Some English sounds that do not exist in students' native language. In English, there are 14 vowel sounds and 24 consonant sounds. Thus, it makes differences from other language. For example, in a study of pronunciation problems encountered by high school students (Umantari et al., 2016, p.232). The results showed that students have difficulty pronouncing words that have /σ/ and /θ/ sounds, since these sounds do not exist in Indonesian language system.
- b. Certain features in English are different in the students' native language. For instance, English is a non-phonetic language, which means the pronunciation of a word does not depend on the spelling. As a result, EFL students such as Indonesian students will have difficulty in pronouncing the word. Since Indonesian language use phonetic language, which means the pronunciation of a word depends on the spelling.
- c. The difference of sound system between native language and target language. To illustrate, in vowel sound, English has a wide variety in symbolizing sounds such as the alphabet /a/ symbolizing the sound /æ/, /α/, or /ei/, while in Indonesia it is more simple, the alphabet /a/ only simbolizes the sound /α/. For example, the word 'saya' in Indonesian, it still sounds like /saya/. On the other hand, the word 'sad' in English, it sounded like /sæd/.

3. English Phonetic and Phonology

The study of pronunciation consists of two fields, namely phonetic and phonology. O'grady (2005, p.137) states that phonetic is a linguistics branch that consists the study of human speech sounds. It means that phonetic refers to how sounds are produced, perceive, and transmitted. Moreover, phonetic focuses on the production (articulatory), transmission (acoustic), and perception (auditive) of sounds. Futhermore, phonetics have objective means of recognizing and evaluating the variety of sounds used in the languages (McMahon, 2002, p.1). In particular, the organs of speech are included in the development of various language sounds is determined by articulatory phonetics. Sound is conveyed from the speaker to the listener, speech moves in the air in the form of sound waves, and the effects of these waves are captured by the listener through the ear and brain.

Phonology is the linguistic branch that studies how sounds occur together with other sounds in a certain language. In other view, phonology is the explanation of a speech sound system and pattern in a language that refers to the abstract of language sounds rather than the actual physical articulation of speech sound (Yule, 1985, p.45). In short, phonology is the patterns of sounds in a language. According to Muhassin (2018, p.144), phonology is divided into two classifications, namely suprasegmental and segmental. Suprasegmental refers to undivided pronunciation characteristics, such as, intonation, stress, and

rhythm, while segmental concerns to the division of language into speech sounds provided by phonetic, such as vowel and consonant. In addition, phonetic concerns on physical production such as the transmission of sound and the interpretation of speech sound, while phonology describes how sound works to interpret meanings within a particular language.

Furthermore, in contrast to phonetic, phonology focuses on studying how sound units in a language can be distinguished, patterns formed, and rules governing their use (Roach, 1991). Whereas phonology is grounded on phonetics, it has developed as a distinct field of linguistics, dealing with the systems of sound and gestural units and their variants, the distinctive characteristics that form the basis of substantive contrast between these units and their classification into natural groups on phonological processes. Phonetics appears to be more focused on the physical characteristics, physiological aspects, and perception of speech sound. It is less about how sounds are patterned to encode meaning in the language.

E. English Phonemes

Phonemes are the smallest units of sound that serve to distinguish one word from another, thus making lexical distinction (Muhassin, 2018, p.144). In other word, phonemes can describe the difference of sounds in each word. English phonemes are divided into two categories, namely vowel and consonant. There are

14 vowel sounds and 24 consonant sounds in English. It can be described as follows:

1. Vowel

A vowel is a sound where the passage of air is not obstructed when it towards to the lips after passing through the larynx (Roach, 1991, p.10). It means that vowel sound is formed because the air escapes without obstructions so that it does not produce any friction. English has fourteen vowel sounds, they are; /ɪ/, /i/, /i:/, /e/, /æ:/, /æ/, /ɒ/, /ɔ:/, /ʊ/, /ʌ/, /ə/, /ɜ:/, /u:/, /u/. Furthermore, the classification of vowel sounds is based on the part of the tongue capable of producing vowels.

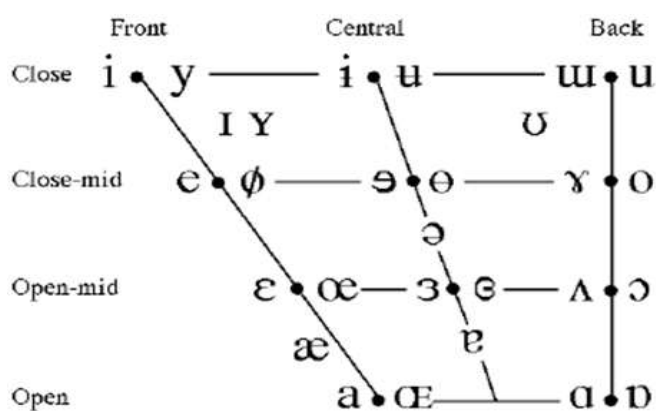


Figure 2.1 Vowel Chart

- a. Based on the length, vowels are classified into two categories, they are short vowels and long vowels. It can be described as follows:

1) English short vowels

Short vowels are vowel sound that relatively shorter than long vowels. As a result, in different contexts causes different lengths in vowel sounds. There are six short vowels in English sound. As shown in the figure below.

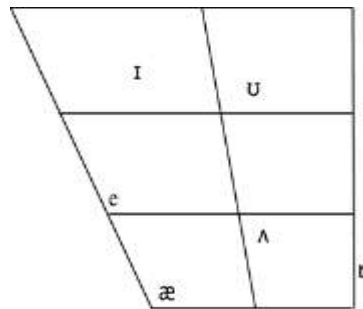


Figure 2.1.1 English Short Vowels

- a) English short vowel /ɪ/, in pronouncing the lips position are slightly widened. Then, the tongue position is in the front area, more open, and closer to the center of the mouth. For example, ‘sit’, ‘big’, and ‘kid’.
- b) English short vowel /e/, the lips position are slightly open when pronouncing it and the tongue position is in the front area of mouth. For example, ‘pen’, ‘let’, and ‘ten’.
- c) English short vowel /æ/, in pronouncing the lips position are slightly widened. The tongue position is in the front area. For example, ‘pass’, ‘back’, and ‘had’.

- d) English short vowel /ʊ/, the lips position are rounded when pronouncing it and the tongue position is close to the middle of mouth. For example, ‘gum’, ‘mug’, and ‘burn’.
- e) English short vowel /ʌ/, the position of the lip is neutral. Then, the tongue position is near to the central of mouth. For example, ‘bus’, ‘hut’, and ‘cup’.
- f) English short vowel /ɒ/, the position of the lip is slightly rounded, and the tongue position is close to the back of muouth. For example, ‘orange’, ‘hot’, and ‘got’.

2) English long vowels

Long vowels are vowel sounds that tend to be pronounced a little bit longer than short vowel. There are five vowel sounds based on their length. As shown in the figure below.

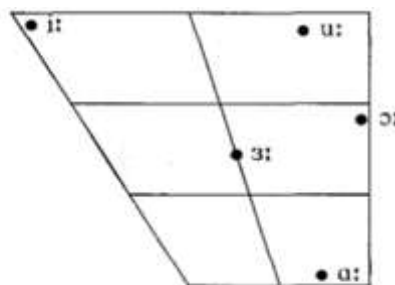


Figure 2.1.2 English Long Vowels

- a) English long vowel /i:/, the lips position are slightly widened. Then, the tongue position is in the front area of mouth. For example 'see', 'sheep', and 'feet'.
 - b) English short vowel /ɜ:/, the position of the lips is neutral. Then, the tongue position is in the middle area of mouth. For example 'fur', 'word', and 'burst'.
 - c) English short vowel /u:/, the lips position are slightly rounded and the tongue position is in the back are of mouth. For example, 'too', 'soon', and 'shoot'.
 - d) English short vowel /ɔ:/, the position of the lips is quite rounded. While, the tongue position is in the very back part of mouth. For example 'saw', 'door', and 'foal'.
 - e) English short vowel /ɑ:/, the position of the lips is neutral. Then, the position of tongue is in the back of mouth. For example 'arm', 'far', and 'park'.
- b. Based on the part of the tongue, vowels are aclassified into three classifications, namely front vowels, back vowels, and central vowels. It can be described as follows:

1) English Front Vowels

Front vowel refers to the vowel sound that is formed due to the position of the lips are spread when pronouncing a word. There are four

vowel sounds based in the front area of mouth. They are high front vowel /i/, mid-high front central vowel /I/, mid-low front vowel /ε/, and low front vowel /æ/.

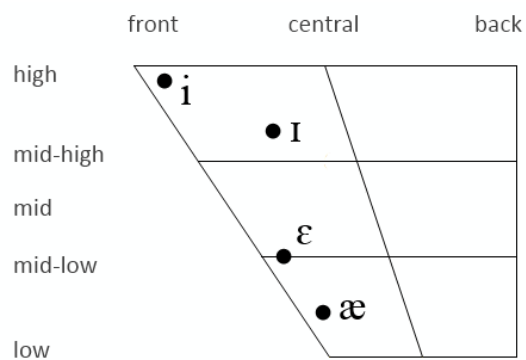


Figure 2.1.3 English Front Vowels

2) English Back Vowels

Back vowel refers to the vowel sound that is formed due to the lips position are rounded. There are five vowel sounds based in the back area of mouth. It consists of high back vowel /u/, mid high central vowel /ʊ/, mid back vowel /ɔ/, mid-low back vowel /ɒ/, and low back vowel /ɑ/.

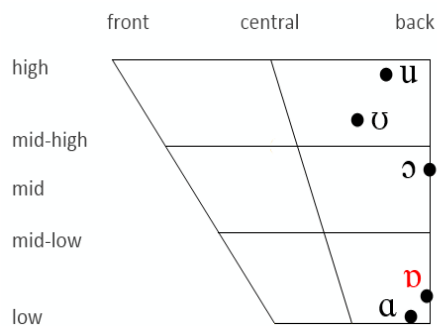


Figure 2.1.4 English Back Vowels

3) English Central Vowels

Central vowel refers to the vowel sound that is formed when the position of tongue is in the middle between front vowel and back vowel. There are three vowel sounds based in the central area of mouth. They are mid central unrounded vowel /ə/, mid central rounded vowel /ɜ/, and low central unrounded vowel /ʌ/.

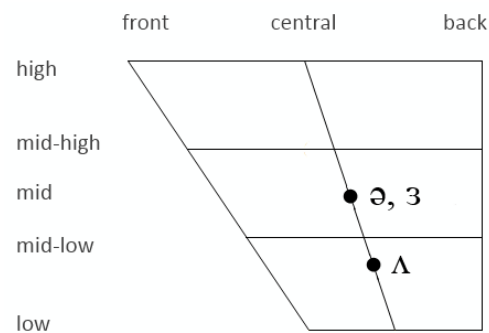


Figure 2.1.5 English Central Vowels

2. Consonants

Consonants are sounds formed by the vocal tract constriction so that the air flow is blocked (Crystal, 2008, p.102). It means that the air flow disturbances that occur in the part of mouth produces consonant sounds. There are 24 consonant sounds in English. It consists of /p/, /b/, /m/, /w/, /f/, /v/, /θ/, /t/, /d/, /s/, /z/, /n/, /l/, /j/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /k/, /g/, /ŋ/, /w/, /h/, /σ/. Consonant is divided according to articulation voice, articulation place, and articulation manner.

Table 2.8 English Consonants

	Place of Articulation							
Manner	Bilabial	Labio-dental	Dental	Alveolar	Palato-Alveolar	Palatal	Velar	Glottal
Plosive	/p/, /b/			/t/, /d/			/k/, /g/	
Affricate					/tʃ/, /dʒ/			
Nasal	/m/			/n/			/ŋ/	
Manner	Bilabial	Labio-dental	Dental	Alveolar	Palato-Alveolar	Palatal	Velar	Glottal
Fricative		/f/, /v/	/θ/, /ð/	/s/, /z/	/ʃ/, /ʒ/			/h/
(Central) Approximant	/w/			/r/		/j/	/w/	
Lateral (Approximant)				/l/				

(Source: Collins & Mess, 2013)

a. Articulation Voice

Articulation voice refers to the presence or absence of voicing.

According to Yule (1985, p.26), voice of articulation is divided into voiceless and voiced. It can be described as follows:

- 1) Voiceless is when the airflow from the lungs passes through the vocal cords without obstruction due to the inflated vocal cords.
- 2) Voiced is a sound derived from vibrations formed when the vocal cords are drawn together, as a result, the air flow from the lungs pushes repeatedly.

b. Articulation Place

Place of articulation refers to the location where the airflow is blocked. It is divided into seven classifications (Yule, 1985, p.27). They are alveolar, bilabial, dental, labiodental, palatal, velar, and glottal. It can be described as follows:



Figure 2.2 Articulation Place

- 1) Alveolar, the sounds are /d/, /l/, /n/, /s/, /t/, /r/, and /z/. These sounds are produced by the contact of the tip of the tongue and the alveolar ridge.
- 2) Bilabials, the sounds are /b/, /m/, /p/, and /w/. The sounds are formed by the two lips (upper lip and lower lip).
- 3) Dentals, the sounds are /θ/ and /ð/. These sounds are formed by the contact of the tongue tip and the upper teeth.
- 4) Labiodentals, the sounds are /v/ and /f/. These sounds are formed by the contact of the lower lip and the upper teeth.

5) Palatals, the sounds are /ʒ/, /ʃ/, /j/, /tʃ/, and /dʒ/. These sounds are formed by the palate and the blade of the tongue.

6) Velars, the sounds are /g/, /ŋ/, and /k/. These sounds are formed by the contact of the velum and the back of tongue.

7) Glottals, the sound is /h/. This sound is formed by the glottis.

c. Articulation Manner

Manner of articulation refers to the airflow as it flows from the lungs and out of the mouth and nose. It is divided into seven classifications (Yule, 1985, p.31). They are stop, fricative, affricate, nasal, liquid, glide, and glottal stop sounds. It can be described as follows:

1) Stop sounds

A stop sound is a sound that is formed when the airflow is completely closed by the part of the mouth, such as lips, tongue, teeth, alveolar ridge, and velum. Stop sounds consist of /g/, /k/, /d/, /t/, /b/, and /p/. For example in the word 'bed', when this word is pronounced the airflow will be blocked by closing the lips.

2) Fricative sounds

A fricative sound is a sound that is produced when the airflow is narrowed so that the air comes out with difficulty as a result of this process causing friction. Fricative sounds consist of /ʒ/, /ʃ/, /z/, /s/, /ʋ/, /θ/, /v/, and /f/. For example in the word 'shot' and 'fish', when these words

are pronounced the airflow narrows so that the air is pushed through the tongue just outside the alveolar ridge.

3) Affricate sounds

An affricate sound is a sound that is formed from the combining of stop sounds and fricative sounds. Affricate sounds consist of /dʒ/ and /tʃ/. For example, when this sound is pronounced in the word ‘cheap’ the air is blocked by the tongue just outside the alveolar ridge.

4) Nasal sounds

A nasal sound is a sound that is produced when the velum is lowered so that the air flows through the nostrils. Nasal sounds consist of /ŋ/, /n/, /m/. For example, in the word ‘made’, when this word is pronounced the air is blocked by the lips. Moreover, when the word ‘no’ is pronounced the air is blocked by the tip of tongue to the alveolar.

5) Liquid sounds

A liquid sound is a sound produced by allowing the airflow to pass around the side of the tongue when the tongue tip makes contact with the alveolar ridge. Liquid sounds consist of /r/, and /l/. For example, the /l/ sound at the beginning of the word ‘luck’ is formed by the tongue tip to the alveolar ridge.

6) Glide sounds

A glide sound is a sound produced by the tongue moving to the velum or hard palate so that two articulators are close to each other but not close enough to cause air turbulence. The glide sounds are /w/, /j/, and /r/. The /y/ sound at the beginning of the word ‘yes’ is produced by the tongue lifts to hard palate.

7) Glottal stop sounds

A glottal stop is a consonant sound made when the gap is completely closed and released between the vocal folds as a result the air flow is closed in glottish. The glottal stop is indicated by the symbol /ʔ/. The example of glottal is when someone says the word ‘uh’ or ‘oh’.

F. Previous Related Studies

There are several studies that have been conducted related to this research. First, a research conducted by Mulya et al. (2018, p.294) with entitled “*The Influence of Serawai Melayunese Dialect Towards Students’ English Pronunciation*”. The subjects of the research were 38 high school students whose their native language is Serawai Melayunese. The data were collected by using student’s recording, questionnaires, interview, and observation checklist. The study revealed that Serawai Melayunese greatly interferes students’ pronunciation of English vowels [e], [ə], [ʌ], [ɒ], [ʊ], consonants [r], [l], [n], [m], [s], [h], [k], [ʃ], [f], [d], [t], [b], [p], and diphthong [ɔɪ]. On the other hand, Serawai Melayunese did not give interference on long vowel sounds [ɜ:], [u:], [ɒ], [i:], [ae], short vowel

sounds [e], [ə], [ʌ], [ʊ], and consonant sounds [p], [t], [k], [ɔ], [dʒ], [ʒ], [tʃ], [θ], [v], [d], [j], and [z]. As can be seen, it occurred because several English sound did not exist in the Serawai Melayunese sound system, and lack of pronunciation training also influenced the students' pronunciation errors.

Second, a qualitative study conducted by Aulia (2018, p.9) with entitled *"Identifying the Problem of Bajarese Speaking Students in Learning English Pronunciation"*. The purpose of this study was to define the problem of the third semester students whose native language is Banjarese when speaking in learning English pronunciation. The data were collected by questionnaire and interview. The results showed that there are 50% of Banjarese students get issues related to the native language interference. Factors that influence the student issues consist of the difference system of sounds between English and Banjarese language, lack of knowledge about English pronunciation, and low motivation of students in learning English.

Third, a research conducted by Muhassin (2018, p.144) with entitled *"Phonological Interference of Madurese Towards English at the Eleventh Students of SMA Al Hikam Bangkalan East Java"*. This is a descriptive qualitative study that focused on the phonological interference that occur in high school students due to the influence of Madurese language. The study revealed that there are 52,93% phonological interferences made by students. It involves sound addition (13,18%) on phonemes [I], [y], [ʊ], [ə], [k], [l], [ʃ], [r], sound replacement

(24,92%) on phonemes [Iə], [g], [ə], [ae], [I], [α], [ʊ], [ε], sound omission (8,40%) on phonemes [I], [j], [ʊ], [ʃ], [r], combination of sound replacement and addition (4,62%), and combination of sound replacements and omission (1,81%). Furthermore, sounds replacement is the most phonological interference made by students when they pronounce a word.

Fourth, a study conducted by Utami et al. (2017, p.206) with entitled “*The Phonological Interference of Students First Language in Pronouncing English Sounds*”. This study is a case study design that focuses on phonological interference in the pronunciation of four Buginese students and four Makassarese students. Oral test was used to gain the data that consists of reading texts and interview. The result of the study showed that first language interference is the main factor that influences students’ pronunciation. Buginese and Makassarese students have the same first language interference when pronouncing English words. Moreover, there are three factors that influence students’ pronunciation, namely transfer of structure, the overextension of analogy, and the interlingual. The students produced 46 kinds of articulation, 14 consonants and 32 vowels when they produced English sounds.

This research has similarities and differences with the previous related studies above. The similarities are found in the research focus, which similarly qualitative study that addressed the first language interference in students’ pronunciation. On the difference, in this study the researcher chooses Bengkulu

native languages, namely Kaurnese and Rejangnese languages. Moreover, the research sample is the sixth and eighth semester English students who have passed the Advanced Speaking, Introduction to Linguistics, and Phonetic Phonology subjects. Later on, the results of this study can help students in solving their issues and improving their English pronunciation.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method of the study. It contains the research design, research setting, data collection method, research instruments, data analysis, and credibility of research.

A. Research Design

The researcher applied a qualitative approach in this study. This approach had characteristics which make the researcher can observe the problem and create detailed understanding of a central phenomenon (Mills & Gay, 2016, p.25). It indicates that qualitative research is a research to describe the data with developing deep understanding and full description of data in form of long report and narrative as well as non-numerical data to get an accurate perspective in research focus. In other view, Creswell (2014, p.32) states that qualitative research is an approach to explore and understand problems that occur in an individual, where the research process involves questions and procedures, and the researcher make interpretations of the meaning of the data. In short, qualitative research is a approach to explore and understand information about a group of people or their problem through scientific interpretation in order to get meaning.

The design of this research used a case study. Case study is an intensive analysis of an individual unit such as a person or community stressing

developmental factors in relation to environment. According to Mitchell (1983, p.192), a case study as a detailed examination of an event (or series of related events) which the analyst believes exhibits (or exhibit) the operation of some identified general theoretical principles. In other view, Yin (1994, p.13) define that a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident and relies on multiple sources of evidence. Clearly, a case study refers to research that investigates an issue or problem by using a case in considerable depth.

From the explanation above, it is clear that qualitative is an approach that explores and understands information from sources of the research through scientific interpretation in order to get an accurate perspective or meaning in research focus in form of narrative and non-numerical data. Then, the researcher will use a case study which was appropriate research design to conduct the research based on the objective. By using a case study, the researcher aims to reveal the influence of native language (Kaurnese & Rejangnese) on students' pronunciation.

B. Research Setting

1. Subject of the Study

The subjects of this research were ten students of English Department IAIN Bengkulu. Since a common range is between 8 to 20 participants in

qualitative research (Dean & Lisa, 2016, p.114). The respondents consist of five Kaurnese students and five Rejangnese students from sixth and eighth semester. Moreover, in collecting research subjects, the researcher used purposive sampling method. Purposive sampling is the process of selecting sample based on characteristics of a population and the objective of the study (Arikunto, 2006, p.139). Hence, the researcher chose students based on several considerations. First, they have passed the Advanced Speaking, Introduction to Linguistics, and Phonetic-phonology courses. Then, they are pure native speakers of both native languages (Kaurnese and Rejangnese), this is evidenced by the place where they were born and grow up in areas that use the languages to be studied. Thus, to ensure they fulfill requirement, the researcher asked the identity card of each of them.

2. Object of the Study

Object of the research has an inspected variable. It is an issue, behavior, event, or other social phenomenon (Maryadi, 2011, p.13). The object of the research is students' pronunciation which are interfered by their native languages at English Education Program IAIN Bengkulu.

3. Place and Time of the Study

The researcher conducted this research in English Education Program IAIN Bengkulu. Since based on questionnaires that recorded students native languages, the result showed that Rejangnese language has the highest speakers

with a total number of 21% (17) out of 81 respondents, while approximately 16% (13) respondents are Kaurnese speakers. Thus, there are a lot of speakers in both native languages. Furthermore, this research will be conducted on 31st May up to 21st June 2021.

C. Data Collection Method

To find out the answer of the research questions, the researcher used some types of instrument. The data was collected by the observation and interview. The both instruments were conducted through Zoom Meeting. Since the current pandemic condition and face-to-face lectures have not been conducted. First, Creswell (2012) states that observation means monitoring and recording data or information which appears in the object of research systematically. In the observation, the students were asked to pronounce English words consisting of vowel and consonant sounds one by one. The list of word is taken from the journal *“Academic Word List Pronunciation of the First Year English Education Students”* by History and Bram (2019). Then, the data was collected by recording the results of participants’ performance. Furthermore, the phonetic transcription of the data is done manually. The analysis begins by identifying the errors and comparing each student’s pronunciation with the standard phonetic transcription from *Oxford Dictionary*, in order to find out students’ errors in pronouncing English words. Second, the interview is one of the techniques used in data collection; this is done with the researcher conducting the conversation and contact with

respondents as interviewees (Mahsun, 2007, p.250). The researcher asked respondents some questions in order to get the data concern with the factors influencing mother tongue interference to English students' pronunciation. The questions were compiled based on the theory of factor influencing second language acquisition by Ellis (1997) and factor influencing English pronunciation by Avery and Ehrlich (2002).

D. Research Instruments

Instrument is a tool or facility used by researchers in collecting data to make their work easier and the results better, more careful, complete, and systematic so that it is easier to process (Arikunto, 2019, p.203). Moreover, the instruments used in this research were the observation and interview. The researcher does the observation to find out the students' errors on when pronouncing English words, while interview is conducted to find out the factors influencing first language interference to English pronunciation.

1. Observation

According to Sarwono (2006, p.154), observation is a method of data collection in which researchers record information as they witnessed during the research. Observation refers to research activity in order to collect data related to research problems through the process of direct observation in the field. Researchers are in that place to obtain valid evidence in the report to be submitted. In this research, the researcher used direct observation by observing

respondents when they read a given list of words. The list of word is taken from the journal “*Academic Word List Pronunciation of the First Year English Education Students*” by History and Bram (2019). Then, the data is collected by recording the students’ performance. In order to find out the pronunciation errors of students when pronouncing vowel and consonant sounds.

Table 3.1 Observation Sheet for Exploring Students’ Pronunciation in
Pronouncing English Vowel Sounds

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/i:/	Sea, Bee, People			
/I/	Pin, English, Business			
/e/	Bed, Head, Bury			
/æ/	Cat, Bag, Apple			
/ɑ:/	Car, Art, Half			
/ɒ/	Clock, What, Because			
/ɔ:/	Or, Board, Small			
/ʊ/	Look, Put, Could			
/u:/	Too, Fruit, Blue			
/ʌ/	Cut, Come, Mother			
/ɜ:/	Girl, Burn, Heard			
/ə/	The, Woman, Banana			

(Source: History & Bram, 2019)

Table 3.2 Observation Sheet for Exploring Students' Pronunciation in
Pronouncing English Consonant Sounds

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/p/	Play, Stop, Power			
/t/	Ten, Later, Pot			
/d/	Day, Advice, Bed			
/k/	Character, Quick, Taxi			
/g/	Got, Ignore, Finger			
/f/	Food, Laugh, Telephone			
/v/	Vain, Over, Violet			
/w/	Window, Twin, Quick			
/s/	Small, Since, Scene			
/ʃ/	Shell, Nation, Machine			
/ʒ/	Genre, Measure, Vision			
/tʃ/	Chair, Match, Future			
/dʒ/	Just, General, Soldier			
/θ/	Thin, Earth, Method			
/ð/	They, Father, Breathe			
/h/	Hot, Hair, Whole			
/ŋ/	String, Singer, Tongue			
/l/	Look, Small, Bottle			
/r/	Real, Train, Wrong			
/m/	Moon, Lamp, Lamb			
/n/	Can, Snow, Pneumonia			
/j/	Yes, Europe, University			

(Source: History & Bram, 2019)

2. Interview

According to Christian (2002, p. 67), the interview is a meeting of two persons to exchange information and idea through question and responses resulting in communication and joint construction of meaning about a particular topic. The researcher used a structured interview. A structured interview is a type of interview in which the interviewer asks a particular set of predetermined questions (Sugiyono, 2010, p.233). In this step, the researcher asks respondents some questions in order to get the data concern with the factors influencing first language interference to English students' pronunciation. The questions were compiled based on the theory of factor influencing second language acquisition by Ellis (1997) and factor influencing English pronunciation by Avery and Ehrlich (2002).

Table 3.3 Interview Questions

No	Questions
1.	What is your native language?
2.	Do you speak your native language for daily conversation?
3.	When do you start learning English?
4.	Do you think learning English pronunciation is important?

No	Questions
5.	In your opinion, what is the reason why English pronunciation considered being difficult to learn?
6.	What is the difference between English pronunciation and Kaurnese/Rejangnese pronunciation?
7.	What is your main problem in learning English pronunciation?

(Source: Ellis, 1977 and Avery & Ehrlich, 2002)

E. Data Analysis

1. Identification and Classification of Pronunciation Errors

After the observation has been made to students, the result of the data is collected by recording the students' voice. Furthermore, the researcher analyzed the data using Ellis' learner error analysis (1997, p.48), the procedures analysis of error are as follow:

a. Identifying Errors

After collecting the data, the first step in analyzing learner errors is to identify the data. The researcher studied and found out the pronunciation errors made by the students.

b. Describing Errors

Once all the errors have been identified, the errors were described and classified based on the modification of sounds.

c. Explaining Errors

The researcher explained and drew a conclusion based on the analysis.

Explaining error involves determining their sources in order to account for why they made.

d. Evaluating Errors

Some errors can be considered more serious than others because they have are more likely to interfere with the intelligibility of what someone says. Moreover, the last step in error analysis is to evaluate and to draw a conclusion on the gathered results. In this step, the different errors are being weighed in order to distinguish which error should get more attention and be taught in class.

Table 3.4 Phonological Interference in Vowel Sounds

English vowels	Words	Standard phonetics transcription	Students' actual pronunciation	Phonological interference

(Source: Muhassin et al., 2018)

Table 3.5 Phonological Interference in Consonant Sounds

English consonants	Words	Standard phonetics transcription	Students' actual pronunciation	Phonological interference

(Source: Muhassin et al., 2018)

2. Percentage of Pronunciation Errors

After identification process, the data from observation is counted using the formula from Irianto et al. (2018). Furthermore, making percentage each type pronunciation errors, in order to know the most frequent type of interlingual errors of pronunciation. As can be seen:

$$P = \frac{F}{N} \times 100$$

Where: P = Percentage

F = Frequency of pronunciation errors

N = The total of phonetics

After getting the number of percentage of the students' pronunciation interferences, the researcher would classify it into criteria. The criteria proposed by Depdikbud (1994) as follows:

Table 3.6 Score Category

Percentage	Classification
66% - 100%	High interference
36% - 65%	Moderate interference
0% - 35%	Low interference

(Source: Depdikbud, 1994)

3. The Factors Influencing Mother Tongue Interference to English Students' Pronunciation

Data obtained from the interviews are analyzed through interactive model by Miles and Huberman (1994, p.12). First, the data is collected. The data from interview recordings are collected to find factors that contributed to the first language interference to English pronunciation. Second, after collecting the data, the researcher needs to make data reduction. In reducing data, the author must create a brief summary of the data obtained from various sources. Third, the data is displayed. In this step, the reseacher displays all the data contained in the student's pronunciation record and then analyzes and identifies it using the theory of factor influencing second language acquisition by Ellis (1997) and factor influencing English pronunciation by Avery and Ehrlich (2002). Finally, after the data displayed, the reseacher would be able to interpret the data and draws conclusion and verification. The researcher describes and explains the factors of first language interference in English pronunciation.

F. Credibility of Research

In qualitative research, trustworthiness refers to the results are evaluated to ensure that they are credible, transferable, confirmable, and dependable (James, 2021). The researcher used the consensus approach to ensure that the analysis is accurate and effective. Consensus should be used to ensure that the data is accurate. In this analysis, the consensus is achieved through a peer debriefing technique. It is implemented by cooperation between the researcher and the validator. The validator would serve as the inspector to reviewing the data, in order to increase the accuracy of research findings. Thus, in order to determine the students' pronunciation errors, the identified and classified sounds and factors are consulted to two lectures of English Department IAIN Bengkulu as the Validator I and Validator II to agree on the identification of the pronunciation errors. Since the number of expert reviewers tends to range from two, three to over twenty reviewers to increase the accuracy of research findings (Presser & Blair, 1994; Willis et al. 1999; Grealish, 2003; DeMaio & Landreth, 2003; Oslon, 2010). Moreover, they have done a study related to this research, and both of them also teach English speaking courses.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is divided into findings and discussion. It would give detail description about two main points in relation to the research questions, namely phonological interferences occurred by Kaurnese & Rejangnese students and factors affecting pronunciation interference of Kaurnese & Rejangnese students.

A. Findings

The research was conducted on May 2021 through Zoom Meeting. The subjects of this research were ten students of English Department IAIN Bengkulu. The data is collected by observation and interview. Moreover, the researcher applied a qualitative approach to present results of the research, which means that the researcher will describe and interpret all the research results collected so that to obtain detailed understanding and full description of the data. The findings of the study were: (1) identification and classification of pronunciation interference, (2) the percentage of pronunciation interference, (3) factors affecting pronunciation interference of Kaurnese and Rejangnese students.

1. Identification and Classification of Pronunciation Interference

a. Sound Addition

In this type, the interference occurs due to the addition of sound when speaking a word so that it deviates from standard rules of English. In this research, the researcher found 18 sounds which have sound addition in the

phoneme /ɑ:/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, /p/, /ɜ/, /dʒ/, /h/, /g/, /f/, /r/, /ŋ/, /t/, /d/, /k/, /θ/, and /ð/. The researcher classified two kinds of sound addition including sound addition in vowel and sound addition in consonant.

1) Sound Addition in Vowel

a) Kaurnese Students

Table 4.1 Sound Addition in Vowel (Kaurnese Students)

English vowels	Words	Standard phonetics transcription	Students' actual pronunciation	Phoneme addition
/ɑ:/	Art	[ɑ:t]	[ɑ:rt/]	Adding phoneme [r]
/ɔ:/	Board	[bɔ:d]	[bɔ:rd]	Adding phoneme [r]
/ʊ/	Could	[kʊd]	[kʊld]	Adding phoneme [l]
/u:/	Fruit	[fru:t]	[fru:it]	Adding phoneme [i]
/ɜ:/	Girl	[gɜ:l]	[gɜ:rl]	Adding phoneme [r]

Based on Table 3.1 above, it can be seen that there are five sounds in the phoneme /ɑ:/, /ɔ:/, /ʊ/, /u:/, /ɜ:/ which have sound addition. First, the phoneme /ɑ:/ in the word 'art' /ɑ:t/ adding phoneme /r/ as /ɑ:rt/. Second, the phoneme /ɔ:/ in the word 'board' /bɔ:d/ adding phoneme /r/ as /bɔ:rd/. Then, the phoneme /ʊ/ in the word 'could' /kʊd/ adding phoneme /l/ as /kʊld/. After that, the phoneme /u:/ in the word 'fruit'

/fru:t/ adding phoneme /i/ as /fru:it/. Lastly, the phoneme /ɜ:/ in the word ‘girl’ /gɜ:l/ adding phoneme /r/ as /gɜ:rl/.

b) Rejangnese Students

Table 4.2 Sound Addition in Vowel (Rejangnese Students)

English vowels	Words	Standard phonetics transcription	Students’ actual pronunciation	Phoneme addition
/ɑ:/	Half	[hɑ:f]	[hɑ:lf]	Adding phoneme [l]
/ɔ:/	Board	[bɔ:d]	[bɔ:rd]	Adding phoneme [r]
/ʊ/	Could	[kʊd]	[kʊld]	Adding phoneme [l]
/u:/	Fruit	[fru:t]	[fru:it]	Adding phoneme [i]
/ɜ:/	Burn	[bɜ:n]	[bɜ:rn]	Adding phoneme [r]

As can be seen from Table 3.2, there are five vowel sounds in the phoneme /ɑ:/, /ɔ:/, /ʊ/, /u:/, /ɜ:/ which have sound addition. First, the phoneme /ɑ:/ in the word ‘half’ /hɑ:f/ adding phoneme /l/ as /hɑ:lf/. Second, the phoneme /ɔ:/ in the word ‘board’ /bɔ:d/ adding phoneme /r/ as /bɔ:rd/. Then, the phoneme /ʊ/ in the word ‘could’ /kʊd/ adding phoneme /l/ as /kʊld/. After that, the phoneme /u:/ in the word ‘fruit’ /fru:t/ adding phoneme /i/ as /fru:it/. Moreover, the phoneme /ɜ:/ in the word ‘burn’ /bɜ:n/ adding phoneme /r/ as /bɜ:rn/.

2) Sound Addition in Consonant

a) Kaurnese Students

Table 4.3 Sound Addition in Consonant (Kaurnese Students)

English consonants	Words	Standard phonetics transcription	Students' actual pronunciation	Phoneme addition
/t/	Pot	[pɒt]	[pɒts]	Adding phoneme [s]
/d/	Bed	[bed]	[beds]	Adding phoneme [s]
/k/	Quick	[kwɪk]	[kwɪkh]	Adding phoneme [h]
/h/	Hot	[hɒt]	[khɒt]	Adding phoneme [k]
/g/	Ignore	[ɪg'nɔ:(r)]	[eks'nɔ:(r)]	Adding phoneme [s]
/ʃ/	Machine	[mə'ʃi:n]	[məs'ʃi:n]	Adding phoneme [s]
/r/	Wrong	[rɒŋ]	[wrɒŋ]	Adding phoneme [w]
/ŋ/	String	[strɪŋ]	[strɪŋs]	Adding phoneme [s]
/p/	Play	[pleɪ]	[felɑ:ɪ]	Adding phoneme [ɑ:]
/ʒ/	Measure	[meʒə(r)]	[meɑ:sʊr]	Adding phoneme [ɑ:]
/dʒ/	Soldier	[səʊldʒə(r)]	[sɒndɪər]	Adding phoneme [ɪ]
/θ/	Earth	[ɜ:θ]	[ɜ:θs]	Adding phoneme [s]
/ð/	Breathe	[bri:ð]	[bri:ðs]	Adding phoneme [s]

From the table above, there are 13 vowel sounds in the phoneme /t/, /d/, /k/, /h/, /g/, /ʃ/, /r/, /ŋ/, /p/, /ʒ/, /dʒ/, /θ/, /ð/ which have sound addition pronounced by Kaurnese students. First, the phoneme /t/ in the word ‘pot’ /pɒt/ adding phoneme /s/ as /pɒts/. Second, the phoneme /d/ in the word ‘bed’ /bed/ adding phoneme /s/ as /beds/. Third, the phoneme /k/ in the word ‘quick’ /kwɪk/ adding phoneme /h/ as /kwɪkh/. Then, the phoneme /h/ in the word ‘hot’ /hɒt/ adding phoneme /k/ as /khɒt/. After that, the phoneme /g/ in the word ‘ignore’ /ɪgˈnɔː(r)/ adding phoneme /s/ as /eksˈnɔː(r)/. Furthermore, the phoneme /ʃ/ in the word ‘machine’ adding phoneme /s/ as /məʃˈiːn/. Moreover, the phoneme /r/ in the word ‘wrong’ /rɒŋ/ adding phoneme /w/ as /wrɒŋ/. The phoneme /ŋ/ in the word ‘string’ /strɪŋ/ adding phoneme /s/ as /striŋs/. Then, the phoneme /p/ in the word ‘play’ /pleɪ/ adding phoneme /ɑː/ as /felɑːɪ/. Next, the phoneme /ʒ/ in the word ‘measure’ /meʒə(r)/ adding phoneme /ɑː/ as /meɑːsɔːr/. After that, the phoneme /dʒ/ in the word ‘soldier’ /səʊldʒə(r)/ adding phoneme /ɪ/ as /sɒndɪər/. Further, the phoneme /θ/ in the word ‘earth’ /ɜːθ/ adding phoneme /s/ as /ɜːθs/. Finally, the phoneme /ð/ in the word ‘breathe’ /briːð/ adding phoneme /s/ as /briːðs/.

b) Rejangnese Students

Table 4.4 Sound Addition in Consonant (Rejangnese Students)

English consonants	Words	Standard phonetics transcription	Students' actual pronunciation	Phoneme addition
/r/	Wrong	[rɒŋ]	[wɾɒŋ]	Adding phoneme [w]

From the table above, it can be seen that only one vowel sound in the phoneme /r/ which have sound addition pronounced by Rejangnese students. The phoneme /r/ in the word 'wrong' /rɒŋ/ adding phoneme /w/ as /wɾɒŋ/. Thus, it deviates from standard rules of English.

b. Sound Omission

In this aspect, the interference happens due to the omission of phonemes when pronouncing a word so that it deviates from standard rules of English. In this research, the researcher found nine sounds which have sound omission in the phoneme /ɜ:/, /ɜ/, /θ/, /n/, /j/, /tʃ/, /dʒ/, /h/, and /f/. The researcher classified two kinds of sound omission including sound omission in vowel and sound omission in consonant.

1) Sound Omission in Vowel

a) Kaurnese Students

Table 4.5 Sound Omission in Vowel (Kaurnese Students)

English vowels	Words	Standard phonetics transcription	Students' actual pronunciation	Phoneme omission
/ɜ:/	Burn	[bɜ:n]	[brʊn]	Omitted phoneme [ɜ:]

Based on Table 3.5, there is only one vowel sound in the phoneme /ɜ:/ which have sound omission pronounced by Kaurnese students. The phoneme /ɜ:/ omitted in the word 'burn' /bɜ:n/ as /brʊn/. As a result, it deviates from standard rules of English.

b) Rejangnese Students

Table 4.6 Sound Omission in Vowel (Rejangnese Students)

English vowels	Words	Standard phonetics transcription	Students' actual pronunciation	Phoneme omission
-	-	-	-	-

Based on Table 3.6, there is no vowel sound which has sound omission pronounced by Rejangnese students. On the other hand, Kaurnese students have sound omission in pronouncing vowel sound.

2) Sound Omission in Consonant

a) Kaurnese Students

Table 4.7 Sound Omission in Consonant (Kaurnese Students)

English consonants	Words	Standard phonetics transcription	Students' actual pronunciation	Phoneme omission
/ʒ/	Vision	[vɪʒn]	[vɪsɪɒn]	Omitted phoneme [ʒ]
/θ/	Earth	[ɜ:θ]	[ɑ:rt]	Omitted phoneme [θ]
/n/	Snow	[snəʊ]	[səʊ]	Omitted phoneme [n]
/j/	Europe	[jʊərəp]	[erɔ:p]	Omitted phoneme [j]
/tʃ/	Match	[mætʃ]	[mæt]	Omitted phoneme [tʃ]
/dʒ/	Soldier	[səʊldʒə(r)]	[sɒli:der]	Omitted phoneme [dʒ]
/h/	Whole	[həʊl]	[wɔ:]	Omitted phoneme [h]

From the table above, there are seven consonant sounds in the phoneme /ʒ/, /θ/, /n/, /j/, /tʃ/, /dʒ/, /h/ which have sound omission. First, the phoneme /ʒ/ omitted in the word 'vision' /vɪʒn/ as /vɪsɪɒn/. Second, the phoneme /θ/ omitted in the word 'earth' /ɜ:θ/ as /ɑ:rt/. Third, the phoneme /n/ omitted in the word 'snow' /snəʊ/ as /səʊ/. After that, the phoneme /j/ omitted in the word 'europe' /jʊərəp/ as /erɔ:p/. Then, the phoneme /tʃ/ omitted in the word 'match' /mætʃ/ as /mæt/. Next, the

phoneme /dʒ/ omitted in the word ‘soldier’ /səʊldʒə(r)/ as /sɒli:der/.

Finally, the phoneme /h/ omitted in the word ‘whole’ /həʊl/ as /wɔ:/.

b) Rejangnese Students

Table 4.8 Sound Omission in Consonant (Rejangnese Students)

English consonants	Words	Standard phonetics transcription	Students’ actual pronunciation	Phoneme omission
/ʒ/	Vision	[vɪʒn]	[vɪsɪən]	Omitted phoneme [ʒ]
/θ/	Earth	[ɜ:θ]	[ɪrt]	Omitted phoneme [θ]
/n/	Snow	[snəʊ]	[sɒʊ]	Omitted phoneme [n]
/j/	Europe	[jʊərəp]	[e’urɒp]	Omitted phoneme [j]
/dʒ/	Soldier	[səʊldʒə(r)]	[sɒldier]	Omitted phoneme [dʒ]
/f/	Laugh	[lɑ:f]	[lɔ:gkh]	Omitted phoneme [f]

Based on Table 3.8 above, it can be seen that there are six consonant sounds in the phoneme /ʒ/, /θ/, /n/, /j/, /dʒ/, /f/ which have sound omission pronounced by Kaurnese students. First, the phoneme /ʒ/ omitted in the word ‘vision’ /vɪʒn/ as /vɪsɪən/. Second, the phoneme /θ/ omitted in the word ‘earth’ /ɜ:θ/ as /ɪrt/. Third, the phoneme /n/ omitted in the word ‘snow’ /snəʊ/ as /sɒʊ/. Next, the phoneme /j/ omitted in the word ‘europe’ /jʊərəp/ as /e’urɒp/. After that, the phoneme /dʒ/ omitted in

the word ‘soldier’ /səʊldʒə(r)/ as /sɒldier/. Lastly, the phoneme /f/ omitted in the word ‘laugh’ /lɑ:f/ as /lɔ:ɡkh/.

c. Sound Replacement

In this part, the interference occurs due to the replacation of phonemes in a word so that it deviates from standard rules of English. In this research, the researcher found 25 sounds which have sound replacement in the phoneme /i:/, /ɪ/, /e/, /æ/, /ɑ:/, /ɔ:/, /ʊ/, /ʌ/, /ə/, /ɒ/, /ɜ:/, /u:/, /p/, /g/, /f/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /h/, /l/, /ʃ/, /d/, /ŋ/. Furthermore, the researcher classified two kinds of sound replacement including sound replacement in vowel and sound replacement in consonant.

1) Sound Replacement in Vowel

a) Kaurnese Students

Table 4.9 Sound Replacement in Vowel (Kaurnese Students)

English vowels	Words	Standard phonetics transcription	Students' actual pronunciation	Phoneme replacement
/i:/	People	[pi:pl]	[pɪpl]	Replace phoneme [i:] into [ɪ]
/ɪ/	English	[ɪŋɡlɪʃ]	[eŋɡlɪʃ]	Replace phoneme [ɪ] into [e]
/e/	Head	[hed]	[hɪd]	Replace phoneme [e] into [ɪ]

English vowels	Words	Standard phonetics transcription	Students' actual pronunciation	Phoneme replacement
/æ/	Bag	[bæg]	[beg]	Replace phoneme [æ] into [e]
/ɑ:/	Half	[hɑ:f]	[helf]	Replace phoneme [ɑ:] into [e]
/ɔ:/	Small	[smɔ:l]	[smɑ:l]	Replace phoneme [ɔ:] into [ɑ:]
/ʊ/	Could	[kʊd]	[kɒld]	Replace phoneme [ʊ] into [ɒ]
/ʌ/	Come	[kʌm]	[kɒm]	Replace phoneme [ʌ] into [ɒ]
/ə/	Banana	[bə'nɑ:nə]	[bʌ'nɑ:nʌ]	Replace phoneme [ə] into [ʌ]
/ɒ/	What	[wɒt]	[wʌt]	Replace phoneme [ɒ] into [ʌ]
/ɜ:/	Burn	[bɜ:n]	[bu:rn]	Replace phoneme [ɜ:] into [u:]

From the table above, it can be seen that there are eleven vowel sounds in the phoneme /i:/, /ɪ/, /e/, /æ/, /ɑ:/, /ɔ:/, /ʊ/, /ʌ/, /ə/, /ɒ/, /ɜ:/ which have sound replacement pronounced by Kaurnese students. First, the phoneme /i:/ in word 'people' /pi:pl/ replaced with phoneme /ɪ/ as /pɪpl/. Second, the phoneme /ɪ/ in word 'english' /ɪŋɡlɪʃ/ replaced with /e/ as

/eŋɡlɪʃ/. Third, the phoneme /e/ in word ‘head’ /hed/ replaced with /ɪ/ as /hɪd/. After that, the phoneme æ/ in word ‘bag’ /bæg/ replaced with phoneme /e/ as /beg/. Next, the phoneme /ɑ:/ in word ‘half’ /hɑ:f/ replaced with /e/ as /helf/. Then, the phoneme /ɔ:/ in word ‘small’ /smɔ:l/ replaced with /ɑ:/ as /smɑ:l/. Furthermore, the phoneme /ʊ/ in word ‘could’ /kʊd/ replaced with phoneme /ɒ/ as /kɒld/. Moreover, the phoneme /ʌ/ in word ‘come’ /kʌm/ replaced with /ɒ/ as /kɒm/. The phoneme /ə/ in word ‘banana’ /bəˈnɑ:nə/ replaced with phoneme /ʌ/ as /bʌˈnɑ:nʌ/. On the other hand, the phoneme /ɒ/ in word ‘what’ /wɒt/ also replaced with /ʌ/ as /wʌt/. Finally, the phoneme /ɜ:/ in word ‘burn’ /bɜ:n/ replaced with /u:/ as /bu:rn/.

b) Rejangnese Students

Table 4.10 Sound Replacement in Vowel (Rejangnese Students)

English vowels	Words	Standard phonetics transcription	Students’ actual pronunciation	Phoneme replacement
/ɪ/	English	[ɪŋɡlɪʃ]	[eŋɡlɪʃ]	Replace phoneme [ɪ] into [e]
/e/	Bury	[beri]	[bʌri]	Replace phoneme [e] into [ʌ]
/ɔ:/	Small	[smɔ:l]	[smɑ:l]	Replace phoneme [ɔ:] into [ɑ:]

English vowels	Words	Standard phonetics transcription	Students' actual pronunciation	Phoneme replacement
/ʊ/	Put	[pʊt]	[pʌt]	Replace phoneme [ʊ] into [ʌ]
/ə/	Banana	[bə'nɑ:nə]	[bʌnɑ:nʌ]	Replace phoneme [ə] into [ʌ]
/ɒ/	What	[wɒt]	[wʌt]	Replace phoneme [ɒ] into [ʌ]
/u:/	Fruit	[fru:t]	[frut]	Replace phoneme [u:] into [u]
/ɜ:/	Burn	[bɜ:n]	[bʌrn]	Replace phoneme [ɜ:] into [ʌ]

Based on Table 3.10, there are eight vowel sounds in the phoneme /ɪ/, /e/, /ɔ:/, /ʊ/, /ə/, /ɒ/, /u:/, /ɜ:/ which have sound replacement pronounced by Rejangnese Students. First, the phoneme /ɪ/ in word 'english' /ɪŋɡlɪʃ/ replaced with phoneme /e/ as /eŋɡlɪʃ/. Second, the phoneme /e/ in word 'bury' /beri/ replaced with /ʌ/ as /bʌri/. Third, the phoneme /ɔ:/ in word 'small' /smɔ:l/ replaced with /ɑ:/ as /smɑ:l/. Then, the phoneme /ʊ/ in word 'put' /pʊt/ replaced with /ʌ/ as /pʌt/. Furthermore, the phoneme /ə/ in word 'banana' /bə'nɑ:nə/ replaced with /ʌ/ as /bʌnɑ:nʌ/. The phoneme /ɒ/ in word 'what' /wɒt/ also replaced with /ʌ/ as /wʌt/. Then, the phoneme /u:/ in word 'fruit' /fru:t/ replaced

with /u/ as /frut/. Lastly, the phoneme /ɜ:/ in word 'burn' /bɜ:n/ replaced with phoneme /ʌ/ as /bʌrn/.

2) Sound Replacement in Consonant

a) Kaurnese Students

Table 4.11 Sound Replacement in Consonant (Kaurnese Students)

English consonants	Words	Standard phonetics transcription	Students' actual pronunciation	Phoneme replacement
/p/	Play	[pleɪ]	[felɑ:ɪ]	Replace phoneme [p] into [f]
/g/	Finger	[fɪŋgə(r)]	[fɪŋdʒər]	Replace phoneme [g] into [dʒ]
/f/	Laugh	[lɑ:f]	[lɔ:g]	Replace phoneme [f] into [g]
/ʒ/	Genre	[ʒɑ:nrə]	[dʒənɾə]	Replace phoneme [ʒ] into [dʒ]
/tʃ/	Chair	[tʃeə(r)]	[keər]	Replace phoneme [tʃ] into [k]
/dʒ/	Soldier	[səʊldʒə(r)]	[sɒndɪər]	Replace phoneme [dʒ] into [d]
/θ/	Earth	[ɜ:θ]	[ɜ:rt]	Replace phoneme /θ/ into /r/
/ð/	Breathe	[bri:ð]	[bri:t]	Replace phoneme [ð] into [t]

English consonants	Words	Standard phonetics transcription	Students' actual pronunciation	Phoneme replacement
/h/	Whole	[həʊl]	[wɒl]	Replace phoneme [h] into [w]
/l/	Bottle	[bɒtl]	[bɒts]	Replace phoneme [l] into [s]
/ʃ/	Shell	[ʃel]	[sel]	Replace phoneme [ʃ] into [s]
/d/	Advice	[əd'vaɪs]	[ʌt'vaɪs]	Replace phoneme [d] into [t]

As can be seen from Table 3.11, there are 13 vowel sounds in the phoneme /p/, /g/, /f/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /h/, /l/, /ʃ/, /d/ which have sound replacement. First, the phoneme /p/ in word 'play' /pleɪ/ replaced with phoneme /f/ as /felɑ:ɪ/. Second, the phoneme /g/ in word 'finger' /fɪŋgə(r)/ replaced with /dʒ/ as /fɪŋdʒə(r)/. Third, the phoneme /f/ in word 'laugh' /lɑ:f/ replaced with /g/ as /lɔ:g/. Then, the phoneme /ʒ/ in word 'genre' /ʒɑ:nrə/ replaced with /dʒ/ as /dʒənɾə/. Next, the phoneme /tʃ/ in word 'chair' /tʃeə(r)/ replaced with /k/ as /keə(r)/. After that, the phoneme /dʒ/ in word 'soldier' /səʊldʒə(r)/ replaced with /d/ as /sɒndɪə(r)/. Furthermore, the phoneme /θ/ in word 'earth' /ɜ:θ/ replaced with /r/ as /ɜ:rt/. The phoneme /ð/ in word 'breathe' /bri:ð/ replaced with /t/ as /bri:t/. Moreover, the phoneme /h/ in word 'whole' /həʊl/ replaced with /w/ as /wɒl/. Then, the

phoneme /l/ in word ‘bottle’ /bɒtl/ replaced with /s/ as /bɒts/. After that, the phoneme /ʃ/ in word ‘shell’ /ʃel/ replaced with /s/ as /sel/. Finally, the phoneme /d/ in word ‘advice’ /ədˈvaɪs/ replaced with phoneme /t/ as /ʌtˈvaɪs/.

b) Rejangnese Students

Table 4.12 Sound Replacement in Consonant (Rejangnese Students)

English consonants	Words	Standard phonetics transcription	Students’ actual pronunciation	Phoneme replacement
/g/	Finger	[fɪŋgə(r)]	[fɪndʒər]	Replace phoneme [g] into [dʒ]
/f/	telephone	[telɪfəʊn]	[telepɒn]	Replace phoneme [f] into [p]
/ʒ/	Genre	[ʒɑːnrə]	[dʒənɾɑː]	Replace phoneme [ʒ] into [dʒ]
/tʃ/	Chair	[tʃeə(r)]	[cʌɪr]	Replace phoneme [tʃ] into [c]
/dʒ/	Soldier	[səʊldʒə(r)]	[sɒldɪr]	Replace phoneme [dʒ] into [d]
/θ/	Method	[meθəd]	[metɒd]	Replace phoneme [θ] into [t]
/ð/	Breathe	[briːð]	[briːt]	Replace phoneme [ð] into [t]

English consonants	Words	Standard phonetics transcription	Students' actual pronunciation	Phoneme replacement
/h/	Whole	[həʊl]	[wɔ:l]	Replace phoneme [h] into [w]
/ʃ/	Shell	[ʃel]	[sel]	Replace phoneme [ʃ] into [s]
/ŋ/	Singer	[sɪŋə(r)]	[sɪndʒər]	Replace phoneme [ŋ] into [dʒ]

Based on Table 3.12, there are ten consonant sounds in the phoneme /g/, /f/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /h/, /ʃ/, /ŋ/ which have sound replacement pronounced by Rejangnese students. First, the phoneme /g/ in word 'finger' /fɪŋgə(r)/ replaced with /dʒ/ as /fɪndʒər/. Second, the phoneme /f/ in word 'telephone' /telɪfəʊn/ replaced with /p/ as /telepɒn/. Third, the phoneme /ʒ/ in word 'genre' /ʒɑ:nrə/ replace with /dʒ/as /dʒənra:/. After that, the phoneme /tʃ/ in word 'chair' /tʃeə(r)/ replaced with /c/ as /c^ɪr/. Next, the phoneme /dʒ/ in word 'soldier' /səʊldʒə(r)/ replaced with /d/ as /səʊldɪr/. Then, the phoneme /θ/ in word 'method' /meθəd/ replaced with /t/ as /metəd/. The phoneme /ð/ in word 'breathe' /bri:ð/ replaced with /t/ as /bri:t/. Moreover, the phoneme /h/ in word 'whole' /həʊl/ replaced with /w/ as /wɔ:l/. Furthermore, the phoneme /ʃ/ in word 'shell' /ʃel/ replaced with /s/ as /sel/. Finally, the phoneme /ŋ/ in word 'singer' /sɪŋə(r)/ replaced as /sɪndʒər/.

2. The Percentage of Pronunciation Interference

The classification and percentage of all number identified words that indicated as pronunciation interferences were figured out in the table below:

Table 4.13 Percentage of Pronunciation Interference

Name of Students	Sound Addition	Sound Omission	Sound Replacement	Frequency
Kaurnese Students				
Respondent 1	/ɑ:/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, /p/, /ʒ/, /dʒ/, /h/	/ɜ:/, /ʒ/, /θ/, /n/, /j/	/i:/, /ɪ/, /e/, /æ/, /ɑ:/, /ɔ:/, /ʊ/, /ʌ/, /ə/, /p/, /g/, /f/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /h/, /l/	67, 64%
Respondent 2	/ɑ:/, /ɔ:/, /ʊ/, /ɜ:/, /g/, /ʃ/, /r/	/tʃ/, /θ/	/ɪ/, /e/, /æ/, /ɑ:/, /v/, /ə/, /g/, /f/, /ʒ/, /dʒ/, /θ/, /ð/, /h/	55, 88%
Respondent 3	/ɑ:/, /ɔ:/, /u:/, /ɜ:/, /ʃ/, /ŋ/, /r/	-	/ɪ/, /v/, /ʊ/, /ə/, /g/, /f/, /ʒ/, /tʃ/, /θ/, /ð/, h/	50%
Respondent 4	/ɑ:/, /ɔ:/, /u:/, /ɜ:/, /r/	/j/	/ɪ/, /e/, /v/, /ɔ:/, /ʊ/, /ʌ/, /ɜ:/, /ə/, /f/, /ʃ/, /ʒ/, /dʒ/, /θ/, /ð/, /h/	55, 88%
Respondent 5	/ɑ:/, /ɔ:/, /u:/, /ɜ:/, /t/, /d/, /k/, /θ/, /ð/, /r/	/dʒ/, /h/, /j/	/ɪ/, /v/, /ɔ:/, /ʊ/, /ʌ/, /ə/, /d/, /f/, /ʃ/, /ʒ/, /tʃ/, /θ/	64, 70%
Rejangnese Students				
Respondent 6	/ɑ:/, /ɔ:/, /ɜ:/, /r/	/dʒ/	/v/, /ə/, /g/, /f/, /ʒ/, /tʃ/, /θ/	35, 29%

Name of Students	Sound Addition	Sound Omission	Sound Replacement	Frequency
Rejangnese Students				
Respondent 7	/ɑ:/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, /r/	/ʒ/, /dʒ/	/e/, /v/, /ə/, /g/, /ʒ/, /θ/, /ð/	41, 17%
Respondent 8	/ɑ:/, /ɔ:/, /u:/, /ɜ:/, /r/	/ʒ/, /n/	/e/, /v/, /ʊ/, /ə/, /g/, /dʒ/, /θ/, /ð/, /h/, /ŋ/	50%
Respondent 9	/ɑ:/, /ɔ:/, /ʊ/, /ɜ:/	/ʒ/	/v/, /ə/, /g/, /f/, /ʃ/, /ʒ/ /dʒ/, /ŋ/	35, 29%
Respondent 10	/ɑ:/, /ɔ:/, /ʊ/, /ɜ:/	/f/, /ʒ/, /θ/, /j/	/l/, /e/, /v/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, /ə/, /g/, /ʃ/, /tʃ/, /dʒ/, /θ/, /ŋ/	52, 94%

Based on the table above, it could be said that Kaurnese students have more pronunciation interferences than Rejangnese students. Respondent 1 gets the highest pronunciation interferences which is 67,64%, with sound addition in nine sounds (/ɑ:/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, /p/, /ʒ/, /dʒ/, /h/), sound omission in five sounds (/ɜ:/, /ʒ/, /θ/, /n/, /j/), and sound replacement in 19 sounds (/i:/, /l/, /e/, /æ/, /ɑ:/, /ɔ:/, /ʊ/, /ʌ/, /ə/, /p/, /g/, /f/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /h/, /l/). Then, respondent 2 gets pronunciation interferences with a total number of 55,88%, with sound addition in seven sounds (/ɑ:/, /ɔ:/, /ʊ/, /ɜ:/, /g/, /ʃ/, /r/), sound omission in two sounds (/tʃ/, /θ/), and sound replacement in 13 sounds (/l/, /e/, /æ/, /ɑ:/, /v/, /ə/, /g/, /f/, /ʒ/, /dʒ/, /θ/, /ð/, /h/). Next, respondent 3 gets 50% of pronunciation interferences, with sound addition in seven sounds (/ɑ:/, /ɔ:/, /u:/,

/ɜ:/, /ʃ/, /ŋ/, /r/), sound replacement in 11 sounds (/l/, /p/, /u/, /ə/, /g/, /f/, /ʒ/, /tʃ/, /θ/, /ð/, /h/), and no sound omitted. After that, respondent 4 gets pronunciation interferences with a total number of 55,88%, with sound addition in five sounds (/ɑ:/, /ɔ:/, /u:/, /ɜ:/, /r/), sound omission in one sound (/j/), and sound replacement in 15 sounds (/l/, /e/, /p/, /ɔ:/, /u/, /ʌ/, /ɜ:/, /ə/, /f/, /ʃ/, /ʒ/, /dʒ/, /θ/, /ð/, /h/). Lastly, respondent 5 gets the second highest pronunciation interferences which is 64,70%, with sound addition in ten sounds (/ɑ:/, /ɔ:/, /u:/, /ɜ:/, /t/, /d/, /k/, /θ/, /ð/, /r/), sound omission in three sounds (/dʒ/, /h/, /j/), and sound replacement in 12 sounds (/l/, /p/, /ɔ:/, /u/, /ʌ/, /ə/, /d/, /f/, /ʃ/, /ʒ/, /tʃ/, /θ/).

Furthermore in Rejangnese students, respondent 6 gets pronunciation interferences with a total number of 35,29%, with sound addition in four sounds (/ɑ:/, /ɔ:/, /ɜ:/, /r/), sound omission only in one sound (dʒ), and sound replacement in seven sounds (/p/, /ə/, /g/, /f/, /ʒ/, /tʃ/, /θ/). Then, respondent 7 gets 41,17% of pronunciation interferences, with sound addition in six sounds (/ɑ:/, /ɔ:/, /u/, /u:/, /ɜ:/, /r/), sound omission in two sounds (/ʒ/, /dʒ/), and sound replacement in seven sounds (/e/, /p/, /ə/, /g/, /ʒ/, /θ/, /ð/). Next, respondent 8 gets pronunciation interferences with a total number of 50%, with sound addition in five sounds (/ɑ:/, /ɔ:/, /u:/, /ɜ:/, /r/), sound omission in two sounds (/ʒ/, /n/), and sound replacement in ten sounds (/e/, /p/, /u/, /ə/, /g/, /dʒ/, /θ/, /ð/, /h/, /ŋ/). After that, respondent 9 gets 35,29% of pronunciation interferences, with sound addition in four sounds (/ɑ:/, /ɔ:/, /u/, /ɜ:/), sound only in one sound

(/ʒ/), and sound replacement in eight sounds (/ʋ/, /ə/, /g/, /f/, /ʃ/, /ʒ/, /dʒ/, /ŋ/). Lastly, respondent 10 gets the highest pronunciation interferences among Rejangnese students with a total number of 52,94%, with sound addition in four sounds (/ɑ:/, /ɔ:/, /ʊ/, /ɜ:/), sound omission in four sounds (/f/, /ʒ/, /θ/, /j/), and sound replacement in 14 sounds (/l/, /e/, /ʋ/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, /ə/, /g/, /ʃ/, /tʃ/, /dʒ/, /θ/, /ŋ/).

3. Factors Affecting Pronunciation Interference of Kaurnese And Rejangnese Students

a. Native Language

The first factor that was investigated is the influence of native language. The researcher asked two questions about first language interference. First question, to ensure the data the researcher asked “*What is your native language?*”. Furthermore, the second question was “*Do you speak your native language for daily conversation?*”. This question was to ensure they actually use native language in daily conversation. There were some findings that the researcher figured out based on the result of interview. First, students’ native language. All of respondent confirmed that their native language is the languages studied (Kaurnese and Rejangnese). Thus, they grew and developed since childhood have spoken using their native language. Second finding was the use of native languages. Kaurnese and Rejangnese students confirmed that they used native language

dominantly in everyday life especially when speaking to native language speakers or being in an native language speaker environment.

“Bahasa daerah saya adalah Bahasa Kaur. Saya menggunakan bahasa Kaur untuk percakapan sehari-hari terutama ketika berada di Kaur atau berada di lingkungan yang terdiri dari orang Kaur” said by Kaurnese student. (Responden 1)

(My native language is Kaurnese. I use Kaurnese Language for daily conversation especially when I am in Kaur Regency or in a neighborhood made up by Kaurnese speaker).

On the other hand, Rejangnese students also give the same answer as Kaurnese students.

“Bahasa daerah saya adalah Bahasa Kaur. Saya menggunakan Bahasa Rejang tergantung tempat dimana saya berada. Contohnya ketika saya berada di tempat atau sedang berbicara dengan orang yang menggunakan Bahasa Rejang maka saya akan dominan menggunakan Bahasa Rejang dibanding Bahasa Indonesia” said by Rejangnese students. (Respondent 6)

(My native language is Rejangnese. I use Rejangnese Language depending on where I am. For example, when I am in a place or talking to people who use Rejangnese so I will be dominant using Rejangnese Language instead of Bahasa Indonesia).

From the interview above, it can be concluded that respondents are native speakers of the language studied (Kaurnese and Rejangnese), so it can be said that they have used the native language since childhood. Then, in terms of use, Kaurnese and Rejangnese students use their native language in daily conversation when speaking to native language users or when in an native language speakers environment.

b. Age

The second factor that was investigated is the influence of age. The researcher asked “*When do you start learning English?*”. The question is dealing with when did the students start learning English and pronunciation. Based on the result of interview, there were some findings that the researcher found. First, some of respondents started learning English since in elementary school and some others learn it when they in junior high school. They just followed the curriculum and what the teacher taught. Thus, it can be said that they only learn English at school. Then, all of the respondents started learning pronunciation since they in college. They learned pronunciation on some subjects in college, they are Introduction to Linguistic and Phonetic & Phonology subjects.

“Saya belajar Bahasa Inggris sejak di Sekolah Dasar (SD) sampai kuliah seperti sekarang. Belajar pengucapan secara langsung pertama kali di kuliah. Karena belajar pengucapan di SMA hanya sebatas pelajaran tambahan” said by Kaurnese student. (Respondent 2)

(I learned English from elementary school until college as it is now. I first learned pronunciation in college. Since learning pronunciation at High school is only an additional when English learning activity” said by Kaurnese student).

“Saya belajar Bahasa Inggris mulai dari Sekolah Menengah Pertama (SMP) sampai Sekolah Menengah Atas (SMA). Akan tetapi, untuk belajar Bahasa Inggris secara mendalam saat memasuki kuliah. Saya mulai mengikuti les Bahasa Inggris dan juga pada saat kuliahlah saya mulai belajar pengucapan Bahasa Inggris, seperti pada mata kuliah linguistik dan fonetik & fonologi” said by Kaurnese student. (Respondent 4)

(I learned English from junior high school to high school. However, to learn deeply when entering the college. Then, I started taking English course and it was also during college that I started learning English pronunciation on some subjects, they are Linguistic and Phonetic & Phonology subjects)

On the other hand, Rejangnese students also give the same answer as Kaurnese students.

“Saya pertama kali belajar Bahasa Inggris pada bangku Sekolah Dasar (SD). Saya hanya belajar di sekolah dan tidak pernah ambil les bahasa Inggris. Sehingga saya belajar pronunciation hanya pada bangku perkuliahan” said by Rejangnese student. (Respondent 6)

(I first learned English in elementary school. I only studied at school and never took English courses. Thus, I learned pronunciation only in college).

“Saya mulai belajar Bahasa Inggris sejak Sekolah Menengah Pertama (SMP) tapi untuk belajar secara intensif pada saat perkuliahan. Kemudian, saya baru belajar tentang pronunciation pada beberapa mata kuliah di kampus” said by Rejangnese student. (Respondent 8)

(I started learning English since junior high school but to study intensively while studying on campus. Furthermore, I just learned about pronunciation on some of the subjects on campus).

From the data above, it can be concluded that Kaurnese and Rejangnese students began learning English from elementary and middle school. Thus, it can be said that they began to learn English at the age of children and adolescents. After that, all of respondents started learning English pronunciation in college. Since learning pronunciation at school is only additional when learning English.

c. Motivation

The next factor that was investigated is motivation. Motivation refers to the factor that determine a person's willingness to do something. The researcher asked *"Do you think learning English pronunciation is important?"*. This question was to ensure the reason or opinion of students in learning pronunciation. Based on the interview results, the researcher found that all respondents have good motivation in learning English pronunciation, since they agreed on the statement that learning pronunciation was important. Hence, if the speaker does not have a clear pronunciation, the listener may not understand what the speaker is saying.

"Menurut saya belajar pengucapan itu sangat penting. Karena berpengaruh pada pemahaman pendengar, contohnya ketika mengucapkan dari sesuatu yang saya baca, kata yang tertulis berbeda dengan cara mengucapkannya. Oleh karena itu pemahaman tentang pengucapan Bahasa Inggris itu sangat penting" said by Kaurnese student. (Respondent 2)

(I think learning pronunciation is very important. Since it affects the listener's comprehension, for example when speaking from something I read, the written word is different from the way it is pronounced. Therefore an understanding of English pronunciation is very important).

"Ya penting, karena pengucapan sangat berpengaruh pada pemahaman lawan bicara ketika berkomunikasi terhadap kata-kata yang saya ucapkan" said by Rejangnese student. (Respondent 8)

(Yes it is important, because pronunciation greatly affects the comprehension of the interlocutor when communicating to the words I pronounced).

From the data above, the students' answers indicated that most of them think learning pronunciation is important because pronunciation influences listener' comprehension. Thus, it can be concluded that all of respondents agree learning pronunciation is important because pronunciation error can result in misinterpretation, so communication between speakers can also be interrupted.

- d. The difference of language feature between English and students' native language

The last factor that was investigated is the difference of language feature between English and students' native language. The researcher asked three questions to respondents. First question, the researcher asked "*What is the reason why English pronunciation considered being difficult to learn?*". This question to ensure students' opinions on pronunciation learning. Second question, to ensure the difference between English and native language pronunciation, the researcher asked "*What is the difference between English pronunciation and Kaurnese/Rejangnese pronunciation?*". Then, for the last question, the researcher asked "*What is your main problem in learning English Pronunciation?*". This question was to ensure students' difficulty in learning English pronunciation. Furthermore, there were some findings that the researcher found. First, some English sounds that do not exist in students' native language. Second, sound English sounds have the same

phonetic symbols as the native language sound but the way of pronunciation is different. Then, sounds are similar in both languages but articulation methods are different.

“Menurut saya kenapa belajar pronunciation itu sulit karena beberapa bunyi pada Bahasa Inggris yang tidak terdapat pada Bahasa Kaur, dan sistem pelafalan bunyi yang berbeda antara bahasa Inggris dan Bahasa Kaur. Lalu, Perbedaannya terletak pada aksen berbeda diantara kedua bahasa tersebut, contohnya kata ‘sir’ /sə(r)/ diucapkan menjadi /sir/ atau kata ‘box’ /bɒks/ diucapkan menjadi /buk/. Kemudian, masalah ketika belajar pengucapan Bahasa Inggris yaitu pada pelafalan ejaannya. Karena pelafalan kata-kata bahasa Inggris tidak tergantung pada ejaannya sehingga hal tersebut membuat belajar pronunciation itu sulit” said by Kaurnese student. (Respondent 5)

(I think learning pronunciation is difficult because some sounds in English do not exist in Kaurnese Language, and the system of pronunciation of sounds is different between English and Kaurnese Language. Then, the difference lies in the different of accents between the two languages, for example the word 'sir' /sə(r)/ is pronounced to /sir/ or the word 'box' /bɒks/ is pronounced to /buk/. Moreover, my problem when learning English pronunciation is in the pronunciation of the spelling. Since the pronunciation of English words do not depend on the spelling so that makes learning pronunciation difficult).

On the other hand, Rejangnese students also give the same answer as Kaurnese students. They also have difficulty in pronouncing English words due to the different of sounds.

“Karena sistem bunyi pada Bahasa Inggris menyebabkan pengucapan bunyi pada beberapa kata dalam bahasa Inggris terdengar sama. Contohnya seperti kata ‘see’ /si:/ dan ‘sea’ /si:/, kata tersebut memiliki bunyi yang sama tapi memiliki arti yang berbeda. Then, perbedaan antara Bahasa Inggris dan Bahasa Rejang terletak pada aksen. Pelafalan kata dalam Bahasa Inggris tidak tergantung pada ejaannya akan tetapi pelafalan kata dalam Bahasa Rejang tergantung pada ejaannya. Kemudian, saya kesulitan belajar pelafalan karena terdapat

banyak bunyi di dalam Bahasa Inggris yang tentunya sangat berbeda dari Bahasa Rejang. Lalu, pelafalan katanya yang tidak sesuai dengan ejaan sehingga membuat sulit untuk mengucapkannya” said by Rejangnese student. (Respondent 9)

(Because the sound system in English causes the pronunciation of sounds in some words same. For example, the words ‘see’ /si:/ and ‘sea’ /si:/, the word has the same sound but has the different meaning. Then, the difference between English and Rejangnese Language lies in the accent. Pronunciation of English words do not depend on the spelling but pronunciation of a word in Rejangnese depends on the spelling. Furthermore, I have difficulty in learning pronunciation because there are many sounds in English that are certainly very different from Rejangnese Language. Then, the pronunciation of the word does not same with the spelling so it makes difficult to pronounce it).

From the data above, it can be concluded that Kaurnese and Rejangnese student have difficulty in learning pronunciation due to the difference features between English and their native language. First, some sounds in English that do not exist in students’ native languages. Then, the pronunciation of a word in English does not depend on the spelling, but in Kaurnese and Rejangnese, the pronunciation of a word depends on the spelling. Lastly, English has a wide variety in sound articulation, while in Kaurnese and Rejangnese it is more simple, although the sounds are similar between English and students’ native languages.

B. Discussion

Based on the findings of the study, it was found that there were some vowel and consonant sounds interfered by Kaurnese and Rejangnese languages. Those interfered sounds were classified as sound addition, sound omission, and sound replacement. Moreover, the students could not pronounce sounds properly caused by some factors. The researcher found that there were several factors that contribute students' pronunciation.

Dealing with vowel sounds, it has been found that there were 12 English vowels pronounced incorrectly by Kaurnese students. They were /i:/, /ɪ/, /e/, /æ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ʌ/, /ɜ:/, /ə/. The interference of those sounds that occurred in students' pronunciation were the sound addition of /ɑ:/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, the sound omission of /ɜ:/, and the sound replacement of /i:/, /ɪ/, /e/, /æ/, /ɑ:/, /ɔ:/, /ʊ/, /ʌ/, /ə/, /ɒ/, /ɜ:/, /ɒ/, /u:/, /ɜ:/, /ɜ:/, /ə/. On the other hand, there were nine English vowels pronounced incorrectly by Rejangnese students. They were /ɪ/, /e/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, and /ə/. The interference of those sounds that occurred in students' pronunciation were the sound addition of /ɑ:/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, and the sound replacement of /ɪ/, /e/, /ɔ:/, /ʊ/, /ə/, /ɒ/, /u:/, /ɜ:/, /ɜ:/, /ə/. This phenomenon occurs because of the language feature differences between English and students' native language (Kaurnese & Rejangnese). It is in line with Avery and Ehrlich (2002, p.15) states that the factors affect pronunciation are the difference of features between target language and first language. For example, in sound addition, students pronounced the word

‘board’ /bɔ:d/ as /bɔ:rd/. They added phoneme /r/ to phoneme /ɔ:/. Then, in sound omission, they omitted phoneme /ɜ:/ in the word ‘burn’ /bɜ:n/ as /brɒn/. In other words, sound addition and sound omission occurred because they are not completely understand the inconsistencies in producing English sound, while their native language are always consistent. After that, in sound replacement, students replaced phoneme /æ/ into /e/ in the word ‘Beg’ /bæg/ as /beg/. This occurred because the phoneme /æ/ does not exist in the students’ native language, thus they substituted it with the nearest sound that exists in their native language which is the phoneme /e/.

Furthermore, dealing with consonant sounds, it has been found that there were 18 English consonants pronounced incorrectly by Kaurnese students. They were /p/, /t/, /d/, /k/, /g/, /f/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /h/, /ŋ/, /l/, /r/, /n/, /j/. The interference of those sounds that occurred in students’ pronunciation were the sound addition of /t/, /d/, /k/, /h/, /g/, /ʃ/, /r/, /ŋ/, /p/, /ʒ/, /dʒ/, /θ/, /ð/, the sound omission of /ʒ/, /θ/, /n/, /j/, /tʃ/, /dʒ/, /h/, and the sound replacement of /p/, /g/, /f/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /h/, /l/, /ʃ/, /d/. On the other hand, there were 13 English consonants pronounced incorrectly by Rejangnese students. They were /g/, /f/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /h/, /ŋ/, /r/, /n/, /j/. The interference of those sounds that occurred in students’ pronunciation were the sound addition of /r/, the sound omission of /ʒ/, /θ/, /n/, /j/, /dʒ/, /f/, and the sound replacement of /g/, /f/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /h/, /ʃ/, /ŋ/. The interferences above occur because of the differences

of sound system between English and students' native languages. It is inline with Zhang (2009, p.44) states that the factors affect pronunciation are the difference of systems between first language and second language. For example, in sound addition, students pronounced the word 'wrong' /rɒŋ/ as /wɒrɒŋ/, they added phoneme /w/ to phoneme /r/. Next, in sound omission, they omitted phoneme /j/ in the word 'europe' /jʊərəp/ as /e'urɒp/. Thus, sound addition and sound omission occurred because of the transfer from the first language to the second language. The way of students' native language sound produced was brought by the students in pronouncing English sounds. After that, in sound replacement, students replaced phoneme /ð/ into /t/ in the word 'breathe' /bri:ð/ as /bri:t/. This occurred because the phoneme /ð/ does not exist in the students' native language, hence they substituted it with the nearest sound that exists in their native language which is the phoneme /t/.

The finding was generally similar to Mulya & Mujiyanto (2018), in their research, Serawai Melayunese students also substituted some of English sound, the substitution of English sounds occurs due to the fact that some of the English sounds do not exist in Serawai Melayunese. For example, Serawai Melayunese greatly interferes students' pronunciation of English vowels [e], [ə], [ʌ], [ɒ], [ʊ], consonants [r], [l], [n], [m], [s], [h], [k], [ʃ], [f], [d], [t], [b], [p], and diphthong [ɔɪ]. Moreover, they also have difficulties in pronouncing English words because the spelling interference from first language. On the other hand, a study conducted by

Muhassin (2018) also showed that the native language interferes students' pronunciation. The study revealed that there are 52,93% phonological interferences made by students. It involves sound addition (13,18%) on phonemes [I], [y], [ʊ], [ə], [k], [l], [ʃ], [r], sound replacement (24,92%) on phonemes [Iə], [g], [ə], [æ], [I], [ɑ], [ʊ], [ɛ], sound omission (8,40%) on phonemes [I], [j], [ʊ], [ʃ], [r], combination of sound replacement and addition (4,62%), and combination of sound replacements and omission (1,81%). The interference of English sounds occurs due to the fact that some of the English sounds do not exist in the Madurese language.

Furthermore, the researcher found that there are three main factors that influence the students when pronounced the English words. First, native language interferes students' pronunciation because their speech organs have become accustomed to producing native language sounds. This is evidenced by the answers of all students who indicated that they had used the native language since childhood and used the language on a daily conversation. Second, age influences students' pronunciation since they rarely use the second language especially in pronunciation because they have never practiced it. It is line with a critical period hypothesis that stated the younger learn second language the better (Siegler, 2006). Based on findings, students who began learning English since middle school had a higher frequency of pronunciation interferences than students who started learning English since elementary school. Then, the findings also showed that motivation is

not a factor that influences students' pronunciation. This is evidenced by the answers of all students who indicated that they are highly motivated in learning English because they consider learning English important. Thus, the finding contradicts with Ellis' statement (1977), the higher students' motivation is the higher success rate in achieving the goal in term of second language acquisition. Given the above, although all respondents had high motivation, they still had pronunciation interference in pronouncing English words. Furthermore, the difference of language features between English and students' native languages affect students pronunciation because students have difficulty in pronouncing English words properly. The findings of the study indicated that some English sounds are not present in the students' native languages, and some English sounds have the same phonetic symbol as the native language sounds but the way of pronunciation is different. Thus, students' native language intefered English pronunciation.

As described, Kaurnese and Rejangnese interfered the pronunciation of English words. Based on findings, Kaurnese students had interference on pronouncing 30 sounds (/i:/, /ɪ/, /e/, /æ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ʌ/, /ɜ:/, /ə/, /p/, /t/, /d/, /k/, /g/ /f/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /h/, /ŋ/, /l/, /r/, /n/, /j/), while Rejangnese students had interference on pronouncing 22 sounds (/ɪ/, /e/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, /ə/, /g/ /f/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /h/, /ŋ/, /r/, /n/, /j/). Then, there are three main factors that influence the students when pronounced the English words. They

are native language, age, and the difference of language feature between English and students' native language. Thus, students have difficulty in pronouncing English words. If students have a lot of pronunciation interferences it will affect the learning process in the classroom. For example, academic communication in the classroom will be disrupted so that this impacts students' understanding in learning English. In addition, to solve the problem of pronunciation interference students are suggested to learn more, practice more and pay attention more about pronunciation correctly.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions dealing with the findings and discussion of this study.

A. Conclusion

The study has collected some important information from the students of English Department Study Program at States Institute for Islamic Studies (IAIN) Bengkulu in terms of the interference of native language in English pronunciation. Based on the findings and discussion, it can be concluded that:

Firstly, students' native languages interfered pronunciation since all Kaurnese and Rejangnese students had interference on pronouncing English sounds. This is in contrast to the occurrence of sound addition, sound omission, and sound replacement when they pronounce English words. Kaurnese students had more pronunciation interference since the sounds in Kaurnese and English are very different, for example there are eleven English vowel and ten English consonant sounds that are not present in Kaurnese. As a result, Kaurnese students tend to use sounds in their native language to replace English sounds that are not present in their native language when they pronounce English words. Based on the results, it was found that Kaurnese students had interference on pronouncing 30 sounds (/i:/, /ɪ/, /e/, /æ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ʌ/, /ɜ:/, /ə/, /p/, /t/, /d/, /k/, /g/ /f/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /h/, /ŋ/, /l/, /r/, /n/, /j/), with the highest frequency of

pronunciation interference by 67,64%. On the other hand, Rejangnese students had fewer pronunciation interference than Kaurnese students. Since the English sound that is not in Rejangnese is less than Kaurnese. There are eight English vowel and ten English consonant sounds that are not present in Rejangnese. According to the results, Rejangnese students had interference on pronouncing 22 sounds (/ɪ/, /e/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, /ə/, /g/ /f/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /h/, /ŋ/, /r/, /n/, /j/), with the lowest frequency of pronunciation interference by 35,29%. As described, Kaurnese language is more interference to English pronunciation than Rejangnese language.

Secondly, this study revealed that there are three main factors that influence the students when pronounced the English words, they are native, language, age, and the difference of language feature between English and students' native language. (1) Native language, native language interferes students' pronunciation because their speech organs have become accustomed to producing native language sounds. (2) Age, the students who began learning English since middle school had a higher frequency of pronunciation interferences than students who started learning English since elementary school. It is line with a critical period hypothesis that stated the younger learn second language the better. (3) The difference of language features, the study indicated that some English sounds do not exist in the students' native languages, and some English sounds have the same phonetic symbol as the native language sounds but the way

of pronunciation is different. Thus, students have difficulty in pronouncing English words.

B. Suggestions

After presented the conclusion, the researcher would like to propose several suggestions for:

1. English students

Pronunciation is very important to be learned and acquired in order to avoid misunderstanding. As English students, it is a must to have a good pronunciation because the way students pronounce English will describe their ability of English. The students are suggested to learn more, practice more and pay attention more about pronunciation correctly.

2. English lecturers

It is expected for English lecturers to give corrections and give further explanations toward students' errors during learning process especially when they make errors in order to avoid some interferences from their native language. Then, lecturers can use the results of this research to obtain information regarding the issues faced by students thus they can give appropriate solutions for solve the issues.

3. The further researchers

The further researchers are suggested to find out any aspects or factors that affect native language interference in English pronunciation. This term is very

important in order to solve the students' problem. In addition, the further researchers are also suggested to find out any strategy and technique to teach English pronunciation for English students.

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A P P E N D I C E S

Appendix 1: Observation Sheet Guidelines for Exploring Students' Pronunciation in Pronouncing English Vowel Sounds

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/i:/	Sea, Bee, People			
/I/	Pin, English, Business			
/e/	Bed, Head, Bury			
/æ/	Cat, Bag, Apple			
/ɑ:/	Car, Art, Half			
/ɒ/	Clock, What, Because			
/ɔ:/	Or, Board, Small			
/ʊ/	Look, Put, Could			
/u:/	Too, Fruit, Blue			
/ʌ/	Cut, Come, Mother			
/ɜ:/	Girl, Burn, Heard			
/ə/	The, Woman, Banana			

(Source: History & Bram, 2019)

Appendix 2: Observation Sheet Guidelines for Exploring Students' Pronunciation in Pronouncing English Consonant Sounds

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/p/	Play, Stop, Power			
/t/	Ten, Later, Pot			
/d/	Day, Advice, Bed			
/k/	Character, Quick, Taxi			
/g/	Got, Ignore, Finger			
/f/	Food, Laugh, Telephone			
/v/	Vain, Over, Violet			
/w/	Window, Twin, Quick			
/s/	Small, Since, Scene			
/ʃ/	Shell, Nation, Machine			
/ʒ/	Genre, Measure, Vision			
/tʃ/	Chair, Match, Future			
/dʒ/	Just, General, Soldier			
/θ/	Thin, Earth, Method			
/ð/	They, Father, Breathe			
/h/	Hot, Hair, Whole			
/ŋ/	String, Singer, Tongue			
/l/	Look, Small, Bottle			
/r/	Real, Train, Wrong			
/m/	Moon, Lamp, Lamb			
/n/	Can, Snow, Pneumonia			
/j/	Yes, Europe, University			

(Source: History & Bram, 2019)

Appendix 3: Interview Sheet Guidelines for Exploring Factors Influencing First Language Interference in English Students' Pronunciation

A total of seven questions about the factors influencing first language interference in English students' pronunciation (Ellis, 1977 and Avery & Ehrlich, 2002) will be provided to Kaurnese and Rejangnese students

1. What is your native language?
(Apa bahasa daerah Anda?)
2. Do you speak your native language for daily conversation?
(Apakah Anda berbicara menggunakan bahasa daerah untuk percakapan sehari-hari?)
3. When do you start learning English?
(Kapan Anda mulai belajar Bahasa Inggris?)
4. Do you think learning English pronunciation is important?
(apakah menurutmu belajar pelafalan Bahasa Inggris itu penting?)
5. In your opinion, what is the reason why English pronunciation considered being difficult to learn?
(Menurut pendapatmu, apa alasan mengapa pelafalan Bahasa Inggris dianggap sulit untuk dipelajari?)
6. What is the difference between English pronunciation and Kaurnese/Rejangnese pronunciation?
(Apa perbedaan antara pengucapa Bahasa Inggris dan Pengucapan Bahasa Kaur/Rejang?)
7. What is your main problem in learning English pronunciation?
(Apa masalah utamamu dalam mempelajari pelafalan Bahasa Inggris?)

Appendix 4: The Result of Observation Sheet for Exploring Students'
Pronunciation in Pronouncing English Vowel Sounds: R1

Respondent 1

Native Language : Kaurnese

Date : 21 May 2021

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/i:/	Sea, Bee, People	-	-	1. /pipl/ 'People' /pi:pl/. Replace the phoneme /i:/ into /ɪ/.
/ɪ/	Pin, English, Business	-	-	1. /ɛŋɡdɪʃ/ 'English' /ɪŋɡlɪʃ/. Replace phoneme /ɪ/ into /e/. 2. /bʌznɑ:s/ 'Business' /bɪznəs/. Replace phonemes /ɪ/ into /ʌ/.
/e/	Bed, Head, Bury	-	-	1. /bɑ:ri/ 'Bury' /beri/. Replace phoneme /e/ become /ɑ:/.
/æ/	Cat, Bag, Apple	-	-	1. /beg/ Bag /bæg/. Replace phoneme /æ/ into /e/.
/ɑ:/	Car, Art, Half	1. /ɑ:rt/ 'Art' /ɑ:t/. Adding phoneme /r/.	-	1. /helf/ 'Half' /hɑ:f/. Replace phoneme /ɑ:/ into /e/.

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ɒ/	Clock, What, Because	-	-	-
/ɔ:/	Or, Board, Small	1. /brɔ:d/ 'Board' /bɔ:d/. Adding phoneme /r/.	-	1. /smɑ:l/ 'Small' /smɔ:l/. Replace phoneme /ɔ:/ into /ɑ:/
/ʊ/	Look, Put, Could	1. /kʊld/ 'Could' /kʊd/. Adding phoneme /l/.	-	1. /fʌt/ 'Put' /pʊt/. Replace phoneme /ʊ/ into /ʌ/.
/u:/	Too, Fruit, Blue	1. /fru:it/ 'Fruit' /fru:t/. Adding phoneme /i/.	-	-
/ʌ/	Cut, Come, Mother	-	-	1. /kʊm/ 'Come' /kʌm/. Replace phoneme /ʌ/ into /ʊ/.
/ɜ:/	Girl, Burn, Heard	1. /gɜ:rls/ 'Girl' /gɜ:l/. Adding phonemes /r/ and /s/.	1. /brʊn/ 'Burn' /bɜ:n/. Omitted phoneme /ɜ:/.	-
/ə/	The, Woman, Banana	-	-	1. /bʌnɑ:nʌ/ 'Banana' /bə'nɑ:nə/. Replace phoneme /ə/ into /ʌ/.

(Source: History & Bram, 2019)

Appendix 5: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Vowel Sounds: R2

Respondent 2

Native Language : Kaurnese

Date : 27 May 2021

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/i:/	Sea, Bee, People	-	-	-
/I/	Pin, English, Business	-	-	1. /englɪʃ/ 'English' /ɪŋɡlɪʃ/. Replace phonemes /ɪ/ into /e/. 2. /bɪznɪs/ 'Business' /bɪznəs/. Replace phonemes /ə/ and into /ɪ/.
/e/	Bed, Head, Bury	-	-	1. /hɪd/ 'Head' /hed/. Replace phoneme /e/ into /ɪ/. 2. /bʌri/ 'Bury' /beri/. Replace phoneme /e/ become /ʌ/.
/æ/	Cat, Bag, Apple	-	-	1. /ket/ 'Cat' /kæt/. Replace phoneme /æ/ into /e/. 2. /beg/ 'Bag' /bæg/. Replace phoneme /æ/ into /e/.

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ɑ:/	Car, Art, Half	1. /ɑ:rt/ 'Art' /ɑ:t/. Adding phoneme /r/. 2. /h^Id/ 'Half' /hɑ:f/. Adding phoneme /I/.	-	1. /h^Id/ 'Half' /hɑ:f/. Replace phoneme /ɑ:/ into /^/.
/ɒ/	Clock, What, Because	-	-	1. /bɪ'kes/ 'Because' /bɪ'kɒz/. Replace phoneme /ɒ/ into /e/.
/ɔ:/	Or, Board, Small	1. /bɔ:rd/ 'Board' /bɔ:d/. Adding phoneme /r/.	-	-
/ʊ/	Look, Put, Could	1. /kʊld/ 'Could' /kʊd/. Adding phoneme /l/.	-	-
/u:/	Too, Fruit, Blue	-	-	-
/ʌ/	Cut, Come, Mother	-	-	-

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ɜ:/	Girl, Burn, Heard	1. /gɜ:rl/ ‘Girl’ /gɜ:l/. Adding phoneme /r/. 2. /bɜ:rn/ ‘Burn’ /bɜ:n/. Adding phoneme /r/ . 3. / hɜ:rd/ ‘Heard’ /hɜ:d/. Adding phoneme /r/.	-	-
/ə/	The, Woman, Banana	-	-	1. /b^nɑ:n^/ ‘Banana’ /bə’nɑ:nə/. Replace phoneme /ə/ into /^/.

(Source: History & Bram, 2019)

Appendix 6: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Vowel Sounds: R3

Respondent 3

Native Language : Kaurnese

Date : 21 May 2021

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/i:/	Sea, Bee, People	-	-	-
/I/	Pin, English, Business	-	-	1. /englɪʃ/ 'English' /ɪnglɪʃ/. Replace phoneme /ɪ/ into /e/.
/e/	Bed, Head, Bury	-	-	-
/æ/	Cat, Bag, Apple	-	-	-
/ɑ:/	Car, Art, Half	1. /ɑ:rt/ 'Art' /ɑ:t/. Adding phoneme /r/. 2. /hɑ:lʃ/ 'Half' /hɑ:f/. Adding phoneme /l/.	-	-
/ɒ/	Clock, What, Because	-	-	1. /wʌt/ 'What' /wɒt/. Replace phoneme /ɒ/ into /ʌ/.

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ɔ:/	Or, Board, Small	1. /bɔ:rd/ 'Board' /bɔ:d/. Adding phoneme /r/.	-	-
/ʊ/	Look, Put, Could	-	-	1. /pɑ:t/ 'Put' /pʊt/. Replace phoneme /ʊ/ into /ɑ:/.
/u:/	Too, Fruit, Blue	1. /fru:it/ 'Fruit' /fru:t/. Adding phoneme /i/.	-	-
/ʌ/	Cut, Come, Mother	-	-	-
/ɜ:/	Girl, Burn, Heard	1. /gɜ:rl/ 'Girl' /gɜ:l/. Adding phoneme /r/. 2. /bɜ:rn/ 'Burn' /bɜ:n/. Adding phoneme /r/.	-	-
/ə/	The, Woman, Banana	-	-	1. /b^nɑ:n^/ 'Banana' /bə'nɑ:nə/. Replace phoneme /ə/ into /ʌ/.

(Source: History & Bram, 2019)

Appendix 7: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Vowel Sounds: R4

Respondent 4

Native Language : Kaurnese

Date : 27 May 2021

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/i:/	Sea, Bee, People	-	-	-
/I/	Pin, English, Business	-	-	1. /englɪʃ/ 'English' /ɪnglɪʃ/. Replace phoneme /ɪ/ into /e/.
/e/	Bed, Head, Bury	-	-	1. /bʌri/ 'Bury' /beri/. Replace phoneme /e/ into /ʌ/.
/æ/	Cat, Bag, Apple	-	-	-
/ɑ:/	Car, Art, Half	1. /ɑ:rt/ 'Art' /ɑ:t/. Adding phoneme /r/. 2. /hɑ:lf/ 'Half' /hɑ:f/. Adding phoneme /l/.	-	-
/ɒ/	Clock, What, Because	-	-	1. /wʌt/ 'What' /wɒt/. Replace phoneme /ɒ/ into /ʌ/.

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ɔ:/	Or, Board, Small	1. /bɔ:rd/ ‘Board’ /bɔ:d/. Adding phoneme /r/.	-	1. /smɑ:l/ ‘Small’ /smɔ:l/. Replace phoneme /ɔ:/ into /ɑ:/.
/ʊ/	Look, Put, Could	-	-	1. /kʊld/ ‘Could’ /kʊd/. Replace phoneme /ʊ/ into /ʊ/.
/u:/	Too, Fruit, Blue	1. /fru:its/ ‘Fruit’ /fru:t/. Adding phoneme /i/.	-	-
/ʌ/	Cut, Come, Mother	-	-	1. /kʊm/ ‘Come’ /kʌm/. Replace phoneme /ʌ/ into /ʊ/.
/ɜ:/	Girl, Burn, Heard	1. /gɜ:rl/ ‘Girl’ /gɜ:l/. Adding phoneme /r/. 2. /hɜ:rd/ ‘Heard’ /hɜ:d/. Adding phoneme /r/.	-	1. /bu:rn/ ‘Burn’ /bɜ:n/. Replace phoneme /ɜ:/ into /u:/.
/ə/	The, Woman, Banana	-	-	1. /bənɑ:nʌ/ ‘Banana’ /bə'nɑ:nə/. Replace phoneme /ə/ into /ʌ/.

(Source: History & Bram, 2019)

Appendix 8: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Vowel Sounds: R5

Respondent 5

Native Language : Kaurnese

Date : 27 May 2021

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/i:/	Sea, Bee, People	-	-	-
/I/	Pin, English, Business	-	-	1. /englɪʃ/ 'English' /ɪnglɪʃ/. Replace phoneme /ɪ/ into /e/.
/e/	Bed, Head, Bury	-	-	-
/æ/	Cat, Bag, Apple	-	-	-
/ɑ:/	Car, Art, Half	1. /ɑ:rt/ 'Art' /ɑ:t/. Adding phoneme /r/. 2. /hɑ:lf/ 'Half' /hɑ:f/. Adding phoneme /l/.	-	-
/ɒ/	Clock, What, Because	-	-	1. /wʌt/ 'What' /wɒt/. Replace phoneme /ɒ/ into /ʌ/.

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ɔ:/	Or, Board, Small	1. /bɔ:rd/ ‘Board’ /bɔ:d/. Adding phoneme /r/.	-	1. /smɑ:l/ ‘Small’ /smɔ:l/. Replace phoneme /ɔ:/ into /ɑ:/.
/ʊ/	Look, Put, Could	-	-	1. /kʊld/ ‘Could’ /kʊd/. Replace phoneme /ʊ/ into /ʊ/.
/u:/	Too, Fruit, Blue	1. /fru:its/ ‘Fruit’ /fru:t/. Adding phoneme /i/.	-	-
/ʌ/	Cut, Come, Mother	-	-	1. /kʊm/ ‘Come’ /kʌm/. Replace phoneme /ʌ/ into /ʊ/.
/ɜ:/	Girl, Burn, Heard	1. /gɜ:rl/ ‘Girl’ /gɜ:l/. Adding phoneme /r/. 2. /bɜ:rn/ ‘Burn’ /bɜ:n/. Adding phoneme /r/.	-	-
/ə/	The, Woman, Banana	-	-	1. /bʌnɑ:nʌ/ ‘Banana’ /bə'nɑ:nə/. Replace phoneme /ə/ into /ʌ/.

(Source: History & Bram, 2019)

Appendix 9: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Vowel Sounds: R6

Respondent 6

Native Language : Rejangnese

Date : 24 May 2021

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/i:/	Sea, Bee, People	-	-	-
/I/	Pin, English, Business	-	-	-
/e/	Bed, Head, Bury	-	-	-
/æ/	Cat, Bag, Apple	-	-	-
/ɑ:/	Car, Art, Half	1. /ɑ:rt/ 'Art' /ɑ:t/. Adding phoneme /r/. 2. /hɑ:lf/ 'Half' /hɑ:f/. Adding phoneme /l/.	-	-
/ɒ/	Clock, What, Because	-	-	1. /w^t/ 'What' /wɒt/. Replace phoneme /ɒ/ into /^/.
/ɔ:/	Or, Board, Small	1. /bɔ:rd/ 'Board' /bɔ:d/. Adding phoneme /r/.	-	-

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ʊ/	Look, Put, Could	-	-	-
/u:/	Too, Fruit, Blue	-	-	-
/ʌ/	Cut, Come, Mother	-	-	-
/ɜ:/	Girl, Burn, Heard	1. /gɜ:rl/ ‘Girl’ /gɜ:l/. Adding phoneme /r/. 2. /bɜ:rn/ ‘Burn’ /bɜ:n/. Adding phoneme /r/. 3. /hɜ:rd/ ‘Heard’ /hɜ:d/. Adding phoneme /r/.	-	-
/ə/	The, Woman, Banana	-	-	1. /ði:/ ‘The’ /ðə/. Replace phoneme /ə/ into /i:/. 2. /bʌnɑ:nʌ/ ‘Banana’ /bə’nɑ:nə/. Replace phoneme /ə/ into /ʌ/.

(Source: History & Bram, 2019)

Appendix 10: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Vowel Sounds: R7

Respondent 7

Native Language : Rejangnese

Date : 27 May 2021

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/i:/	Sea, Bee, People	-	-	-
/I/	Pin, English, Business	-	-	-
/e/	Bed, Head, Bury	-	-	1. /b^ri/ 'Bury' /beri/. Replace phoneme /e/ into /^/.
/æ/	Cat, Bag, Apple	-	-	-
/ɑ:/	Car, Art, Half	1. /ɑ:rt/ 'Art' /ɑ:t/. Adding phoneme /r/. 2. /hɑ:lf/ 'Half' /hɑ:f/. Adding phoneme /l/.	-	-
/ɒ/	Clock, What, Because	-	-	1. /w^t/ 'What' /wɒt/. Replace phoneme /ɒ/ into /^/. 2. /bɪ'kəz/ 'Because' /bɪ'kɒz/. Replace phoneme /ɒ/ into /ə/.

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ɔ:/	Or, Board, Small	1. /bɔ:rd/ 'Board' /bɔ:d/. Adding phoneme /r/.	-	-
/ʊ/	Look, Put, Could	1. /kʊld/ 'Could' /kʊd/. Adding phoneme /l/.	-	-
/u:/	Too, Fruit, Blue	1. /fru:it/ 'Fruit' /fru:t/. Adding phoneme /i/.	-	-
/ʌ/	Cut, Come, Mother	-	-	-
/ɜ:/	Girl, Burn, Heard	1. /gɜ:rl/ 'Girl' /gɜ:l/. Adding phoneme /r/. 2. /bɜ:rn/ 'Burn' /bɜ:n/. Adding phoneme /r/. 3. /hɜ:rd/ 'Heard' /hɜ:d/. Adding phoneme /r/.	-	-
/ə/	The, Woman, Banana	-	-	1. /benɑ:n^/ 'Banana' /bə'nɑ:nə/. Replace phoneme /ə/ into /e/ and /ʌ/.

(Source: History & Bram, 2019)

Appendix 11: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Vowel Sounds: R8

Respondent 8

Native Language : Rejangnese

Date : 21 May 2021

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/i:/	Sea, Bee, People	-	-	-
/I/	Pin, English, Business	-	-	-
/e/	Bed, Head, Bury	-	-	1. /b^ri/ 'Bury' /beri/. Replace phoneme /e/ into /^/.
/æ/	Cat, Bag, Apple	-	-	-
/ɑ:/	Car, Art, Half	1. /ɑ:rt/ 'Art' /ɑ:t/. Adding phoneme /r/. 2. /hɑ:lf/ 'Half' /hɑ:f/. Adding phoneme /l/.	-	-
/ɒ/	Clock, What, Because	-	-	1. /w^t/ 'What' /wɒt/. Replace phoneme /ɒ/ into /^/. 2. /bI'kəz/ 'Because' /bI'kɒz/. Replace phoneme /ɒ/ into /ə/.

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ɔ:/	Or, Board, Small	1. /bɔ:rd/ ‘Board’ /bɔ:d/. Adding phoneme /r/.	-	-
/ʊ/	Look, Put, Could	-	-	1. /pʌt/ ‘Put’ /pʊt/. Replace phoneme /ʊ/ into /ʌ/. 2. /kʊld/ ‘Could’ /kʊd/. Replace phoneme /ʊ/ into /ʊ/.
/u:/	Too, Fruit, Blue	1. /fru:it/ ‘Fruit’ /fru:t/. Adding phoneme /i/.	-	-
/ʌ/	Cut, Come, Mother	-	-	-
/ɜ:/	Girl, Burn, Heard	1. /gɜ:rl/ ‘Girl’ /gɜ:l/. Adding phoneme /r/. 2. /bɜ:rn/ ‘Burn’ /bɜ:n/. Adding phoneme /r/.	-	-
/ə/	The, Woman, Banana	-	-	1. /bʌnɑ:nʌ/ ‘Banana’ /bə’nɑ:nə/. Replace phoneme /ə/ into /ʌ/.

(Source: History & Bram, 2019)

**Appendix 12: The Result of Observation Sheet for Exploring Students'
Pronunciation in Pronouncing English Vowel Sounds: R9**

Respondent 9

Native Language : Rejangnese

Date : 21 May 2021

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/i:/	Sea, Bee, People	-	-	-
/I/	Pin, English, Business	-	-	-
/e/	Bed, Head, Bury	-	-	-
/æ/	Cat, Bag, Apple	-	-	-
/ɑ:/	Car, Art, Half	1. /ɑ:rt/ 'Art' /ɑ:t/. Adding phoneme /r/. 2. /hɑ:lf/ 'Half' /hɑ:f/. Adding phoneme /l/.	-	-
/ɒ/	Clock, What, Because	-	-	1. /wʌt/ 'What' /wɒt/. Replace phoneme /ɒ/ into /ʌ/. 2. /bɪ'kəz/ 'Because' /bɪ'kɒz/. Replace phoneme /ɒ/ into /ə/.

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ɔ:/	Or, Board, Small	1. /bɔ:rd/ ‘Board’ /bɔ:d/. Adding phoneme /r/.	-	-
/ʊ/	Look, Put, Could	1. /kʊld/ ‘Could’ /kʊd/. Adding phoneme /l/.	-	-
/u:/	Too, Fruit, Blue	-	-	-
/ʌ/	Cut, Come, Mother	-	-	-
/ɜ:/	Girl, Burn, Heard	1. /gɜ:rl/ ‘Girl’ /gɜ:l/. Adding phoneme /r/. 2. /bɜ:rn/ ‘Burn’ /bɜ:n/. Adding phoneme /r/. 3. /hɜ:rd/ ‘Heard’ /hɜ:d/. Adding phoneme /r/.	-	-
/ə/	The, Woman, Banana	-	-	1. /bɑ:nʌnʌ/ ‘Banana’ /bə’nɑ:nə/. Replace phoneme /ə/ into /ɑ:/ and /ʌ/.

(Source: History & Bram, 2019)

Appendix 13: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Vowel Sounds: R10

Respondent 10

Native Language : Rejangnese

Date : 28 May 2021

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/i:/	Sea, Bee, People	-	-	-
/I/	Pin, English, Business	-	-	1. /englɪʃ/ 'English' /ɪŋɡlɪʃ/. Replace phoneme /ɪ/ into /e/. 2. /bi:snɪs/ 'Business' /bɪznəs/. Replace phoneme /I/ into /i:/.
/e/	Bed, Head, Bury	-	-	1. /hɪd/ 'Head' /hed/. Replace phoneme /e/ into /I/. 2. /b^ri/ 'Bury' /beri/. Replace phoneme /e/ into /\^/.
/æ/	Cat, Bag, Apple	-	-	-
/ɑ:/	Car, Art, Half	1. /ɑ:rt/ 'Art' /ɑ:t/. Adding phoneme /r/.	-	-

English vowels	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ɒ/	Clock, What, Because	-	-	1. /wʌt/ ‘What’ /wɒt/. Replace phoneme /ɒ/ into /ʌ/.
/ɔ:/	Or, Board, Small	1. /bɔ:rd/ ‘Board’ /bɔ:d/. Adding phoneme /r/.	-	1. /smɔ:l/ ‘Small’ /smɔ:l/. Replace phoneme /ɔ:/ into /ɑ:/.
/ʊ/	Look, Put, Could	1. /kʊld/ ‘Could’ /kʊd/. Adding phoneme /l/.	-	1. /pʌt/ ‘Put’ /pʊt/. Replace phoneme /ʊ/ into /ʌ/.
/u:/	Too, Fruit, Blue	-	-	1. /fruit/ ‘Fruit’ /fru:t/. Replace phoneme /u:/ into /u/.
/ʌ/	Cut, Come, Mother	-	-	-
/ɜ:/	Girl, Burn, Heard	1. /gɜ:rl/ ‘Girl’ /gɜ:l/. Adding phoneme /r/.	-	1. /bʌrn/ ‘Burn’ /bɜ:n/. Replace phoneme /ɜ:/ into /ʌ/.
/ə/	The, Woman, Banana	-	-	1. /wʊmən/ ‘Woman’ /wʊmən/. Replace phoneme /ə/ into /e/. 2. /bʌnʌnʌ/ ‘Banana’ /bə'nɑ:nə/. Replace phoneme /ə/ into /ʌ/.

(Source: History & Bram, 2019)

Appendix 14: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Consonant Sounds: R1

Respondent 1

Native Language : Kaurnese

Date : 21 May 2021

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/p/	Play, Stop, Power	1. /felɑ:ɪ/ 'Play' /pleɪ/. Adding phoneme /ɑ:/. 	-	1. /felɑ:ɪ/ 'Play' /pleɪ/. Replace phoneme /p/ into /f/. 2. /fɒʊə(r)/ 'Power' /paʊə(r)/. Replace phoneme /p/ into /f/.
/t/	Ten, Later, Pot	-	-	-
/d/	Day, Advice, Bed	-	-	-
/k/	Character, Quick, Taxi	-	-	-
/g/	Got, Ignore, Finger	-	-	1. /fɪŋdʒər/ 'Finger' /fɪŋgə(r)/. Replace phoneme /g/ into /dʒ/.
/f/	Food, Laugh, Telephone	-	-	1. /lɔ:d/ 'Laugh' /lɑ:f/. Replace phoneme /ɑ:/ into /ɔ:/.

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/v/	Vain, Over, Violet	-	-	-
/w/	Window, Twin, Quick	-	-	-
/s/	Small, Since, Scene	-	-	-
/ʃ/	Shell, Nation, Machine	-	-	-
/ʒ/	Genre, Measure, Vision	1. /meɔ:sɔr/ ‘Measure’ /meʒə(r)/. Adding phoneme /ɑ:/. 2. /vɪʒnɔn/ ‘Vision’ /vɪʒn/. Adding phonemes /s/, /ɪ/ and /ɒ/.	1. /vɪʒnɔn/ ‘Vision’ /vɪʒn/. Omitted phoneme /ʒ/.	1. /dʒənɾə/ ‘Genre’ /ʒɑ:nɾə/. Replace phoneme /ʒ/ into /j/. 2. /meɔ:sɔr/ ‘Measure’ /meʒə(r)/. Replace phoneme /ʒ/ into /s/.
/tʃ/	Chair, Match, Future	-	-	1. /keəɾ/ ‘Chair’ /tʃeə(r)/. Replace phoneme /tʃ/ into /k/. 2. /mæk/ ‘Match’ /mætʃ/. Replace phoneme /tʃ/ into /k/.

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/dʒ/	Just, General, Soldier	1. /sʌndɪər/ ‘Soldier’ /səʊldʒə(r)/. Adding phoneme /l/.	-	1. /sʌndɪər/ ‘Soldier’ /səʊldʒə(r)/. Replace phoneme /dʒ/ into /d/.
/θ/	Thin, Earth, Method	-	1. /ɑ:/ ‘Earth’ /ɜ: θ/. Omitted phoneme /θ/.	1. /ten/ ‘Thin’ /θɪn/. Replace phoneme /θ/ into /t/. 2. /metəd/ ‘Method’ /me θəd/. Replace phoneme /θ/ into /t/.
/ð/	They, Father, Breathe	-	-	1. /bret/ ‘Breathe’ /bri: ð/. Replace phoneme /ð/ into /t/.
/h/	Hot, Hair, Whole	1. /khot/ ‘Hot’ /hɒt/. Adding phoneme /k/. 2. /kheər/ ‘Hair’ /heə(r)/. Adding phoneme /k/.	-	1. /wɒl/ ‘Whole’ /həʊl/. Replace phonemes /h/ into /w/.
/ŋ/	String, Singer, Tongue	-	-	-
/l/	Look, Small, Bottle	-	-	1. /bɒts/ Bottle /bɒtl/. Replace phoneme /l/ into /s/.

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/r/	Real, Train, Wrong	-	-	-
/m/	Moon, Lamp, Lamb	-	-	-
/n/	Can, Snow, Pneumonia	-	1. /səʊ/ ‘Snow’ /snəʊ/. Omitted phoneme /n/.	-
/j/	Yes, Europe, University	-	1. /erɔ:pɑː/ Europe /jʊərəp/. Omitted phonemes /j/.	-

(Source: History & Bram, 2019)

Appendix 15: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Consonant Sounds: R2

Respondent 2

Native Language : Kaurnese

Date : 27 May 2021

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/p/	Play, Stop, Power	-	-	-
/t/	Ten, Later, Pot	-	-	-
/d/	Day, Advice, Bed	-	-	-
/k/	Character, Quick, Taxi	-	-	-
/g/	Got, Ignore, Finger	1. /eks'nɔ:(r)/ 'Ignore' /Ig'nɔ:(r)/. Adding phoneme /s/.	-	1. /eks'nɔ:(r)/ 'Ignore' /Ig'nɔ:(r)/. Replace phoneme /g/ into /k/. 2. /fɪŋdʒər/ 'Finger' /fɪŋə(r)/. Replace phoneme /g/ into /dʒ/.
/f/	Food, Laugh, Telephone	-	-	1. /lɔ:g/ 'Laugh' /lɑ:f/. Replace phoneme /f/ into /g/.

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
				2. /telepəʊn/ 'Telephone' /telɪfəʊn/. Replace phoneme /f/ into /p/.
/v/	Vain, Over, Violet	-	-	-
/w/	Window, Twin, Quick	-	-	-
/s/	Small, Since, Scene	-	-	-
/ʃ/	Shell, Nation, Machine	1. /məʃˈʃi:n/ 'Machine' /məˈʃi:n/. Adding phoneme /ʃ/.	-	-
/ʒ/	Genre, Measure, Vision	-	-	1. /dʒənɾə/ 'Genre' /ʒɑ:nɾə/. Replace phoneme /ʒ/ into /dʒ/.
/tʃ/	Chair, Match, Future	-	1. /mæt/ 'Match' /mætʃ/. Omitted phoneme /ʃ/.	-
/dʒ/	Just, General, Soldier	-	-	1. /sɒldɪə/ 'Soldier' /səʊldʒə(r)/. Replace phoneme /dʒ/ into /d/.

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/θ/	Thin, Earth, Method	-	1. /ɑ:rt/ ‘Earth’ /ɜ:θ/. Omitted phoneme /θ/.	1. /tɪn/ ‘Thin’ / θɪn/. Replace phoneme /θ/ into /t/. 2. /mɪθəd/ ‘Method’ /meθəd/. Replace phoneme /θ/ into /t/.
/ð/	They, Father, Breathe	-	-	1. /bri:t/ ‘Breathe’ /bri: ð/. Replace phoneme /ð/ into /t/.
/h/	Hot, Hair, Whole	-	-	1. /wɒl/ ‘Whole’ /həʊl/. Replace phonemes /h/ into /w/.
/ŋ/	String, Singer, Tongue	-	-	-
/l/	Look, Small, Bottle	-	-	-
/r/	Real, Train, Wrong	1. wrɒŋ/ ‘Wrong’ /rɒŋ/. Adding phoneme /w/.	-	-
/m/	Moon, Lamp, Lamb	-	-	-

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/n/	Can, Snow, Pneumonia	-	-	-
/j/	Yes, Europe, University	-	-	-

(Source: History & Bram, 2019)

Appendix 16: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Consonant Sounds: R3

Respondent 3

Native Language : Kaurnese

Date : 21 May 2021

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/p/	Play, Stop, Power	-	-	-
/t/	Ten, Later, Pot	-	-	-
/d/	Day, Advice, Bed	-	-	-
/k/	Character, Quick, Taxi	-	-	-
/g/	Got, Ignore, Finger	-	-	1. /fɪŋdʒər/ 'Finger' /fɪŋə(r)/. Replace phoneme /g/ into /dʒ/.
/f/	Food, Laugh, Telephone	-	-	1. /lɔːg/ 'Laugh' /lɑːf/. Replace phoneme /f/ into /g/. 2. /telepəʊn/ 'Telephone' /telɪfəʊn/. Replace phoneme /f/ into /p/.

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/v/	Vain, Over, Violet	-	-	-
/w/	Window, Twin, Quick	-	-	-
/s/	Small, Since, Scene	-	-	-
/ʃ/	Shell, Nation, Machine	1. /məʃʃɪn/ 'Machine' /məʃi:n/. Adding phoneme /ʃ/.	-	-
/ʒ/	Genre, Measure, Vision	-	-	1. /dʒənɾə/ 'Genre' /ʒɑ:nɾə/. Replace phoneme /ʒ/ into /dʒ/. 2. /vɪʒiən/ 'Vision' /vɪʒn/. Replace phoneme /ʒ/ into /s/.
/tʃ/	Chair, Match, Future	-	-	1. /mæt/ 'Match' /mætʃ/. Replace phoneme /tʃ/ into /t/.
/dʒ/	Just, General, Soldier	-	-	-
/θ/	Thin, Earth, Method	-	-	1. /ɜ:rt/ 'Earth' /ɜ:θ/. Replace phoneme /θ/ into /r/.

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
				2. /metəd/ 'Method' /meθəd/. Replace phoneme /θ/ into /t/.
/ð/	They, Father, Breathe	-	-	1. /brɜ:t/ 'Breathe' /bri:ð/. Replace phoneme /ð/ into /t/.
/h/	Hot, Hair, Whole	-	-	1. wɒl/ 'Whole' /həʊl/. Replace phoneme /h/ into /w/.
/ŋ/	String, Singer, Tongue	1. strɪŋs/ 'String' /strɪŋ/. Adding phoneme /s/.	-	-
/l/	Look, Small, Bottle	-	-	-
/r/	Real, Train, Wrong	1. /wrɒŋ/ 'Wrong' /rɒŋ/. Adding phoneme /w/.	-	-
/m/	Moon, Lamp, Lamb	-	-	-
/n/	Can, Snow, Pneumonia	-	-	-

English Conson ants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/j/	Yes, Europe, Universit y	-	-	-

(Source: History & Bram, 2019)

Appendix 17: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Consonant Sounds: R4

Respondent 4

Native Language : Kaurnese

Date : 27 May 2021

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/p/	Play, Stop, Power	-	-	-
/t/	Ten, Later, Pot	-	-	-
/d/	Day, Advice, Bed	-	-	-
/k/	Character, Quick, Taxi	-	-	-
/g/	Got, Ignore, Finger	-	-	-
/f/	Food, Laugh, Telephone	-	-	1. /lɔ:g/ 'Laugh' /lɑ:f/. Replace phoneme /f/ into /g/. 2. /telpɒn/ 'Telephone' /telɪfəʊn/. Replace phoneme /f/ into /p/.
/v/	Vain, Over, Violet	-	-	-

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/w/	Window, Twin, Quick	-	-	-
/s/	Small, Since, Scene	-	-	-
/ʃ/	Shell, Nation, Machine	-	-	1. /məki:n/ 'Machine' /mə'ʃi:n/. Replace phoneme /ʃ/ into /k/.
/ʒ/	Genre, Measure, Vision	-	-	1. /dʒənɾə/ 'Genre' /ʒɑ:nɾə/. Replace phoneme /ʒ/ into /dʒ/. 2. /mesjɜ:/ 'Measure' /meʒə(r)/. Replace phoneme /ʒ/ into /j/. 3. /vɪʒən/ 'Vision' /vɪʒn/. Replace phoneme /ʒ/ into /s/.
/tʃ/	Chair, Match, Future	-	-	-
/dʒ/	Just, General, Soldier	-	-	1. /sɒldɪər/ 'Soldier' /səʊldʒə(r)/. Replace phoneme /dʒ/ into /d/.
/θ/	Thin, Earth, Method	-	-	1. /ʒ:rt/ 'Earth' /ʒ:θ/. Replace phoneme /θ/ into /r/.

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
				2. /metəd/ 'Method' /meθəd/. Replace phoneme /θ/ into /t/.
/ð/	They, Father, Breathe	-	-	1. /bri:t/ 'Breathe' /bri:ð/. Replace phoneme /ð/ into /t/.
/h/	Hot, Hair, Whole	-	-	1. /wu:l/ 'Whole' /həʊl/. Replace phoneme /h/ into /w/.
/ŋ/	String, Singer, Tongue	-	-	-
/l/	Look, Small, Bottle	-	-	-
/r/	Real, Train, Wrong	1. /wrɒŋ/ 'Wrong' /rɒŋ/. Adding phoneme /w/.	-	-
/m/	Moon, Lamp, Lamb	-	-	-
/n/	Can, Snow, Pneumonia	-	-	-
/j/	Yes, Europe, University	-	1. /erɔ:p/ 'Europe' /jʊərəp/. Omitted phoneme /j/.	-

Appendix 18: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Consonant Sounds: R5

Respondent 5

Native Language : Kaurnese

Date : 27 May 2021

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/p/	Play, Stop, Power	-	-	-
/t/	Ten, Later, Pot	1. /pɒts/ 'Pot' /pɒt/. Adding phoneme /s/.	-	-
/d/	Day, Advice, Bed	1. /beds/ 'Bed' /bed/. Adding phoneme /s/.	-	1. /ʌtˈvaɪs/ 'Advice' /ədˈvaɪs/. Replace phoneme /d/ into /t/.
/k/	Character, Quick, Taxi	1. /kwɪk/ 'Quick' /kwɪk/. Adding phoneme /h/.	-	-
/g/	Got, Ignore, Finger	-	-	-
/f/	Food, Laugh, Telephone	-	-	1. /lɔːgh/ 'Laugh' /lɑːf/. Replace phoneme /f/ into /g/.

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
				2. /telpʊn/ 'Telephone' /telɪfəʊn/. Replace phoneme /f/ into /p/.
/v/	Vain, Over, Violet	-	-	-
/w/	Window, Twin, Quick	-	-	-
/s/	Small, Since, Scene	-	-	-
/ʃ/	Shell, Nation, Machine	-	-	1. /sel/ 'Shell' /ʃel/. Replace phoneme /ʃ/ into /s/. 2. /mə'sɪn/ 'Machine' /mə'ʃɪ:n/. Replace phoneme /ʃ/ into /s/.
/ʒ/	Genre, Measure, Vision	-	-	1. /dʒənɾə/ 'Genre' /ʒɑ:nɾə/. Replace phoneme /ʒ/ into /dʒ/.
/tʃ/	Chair, Match, Future	-	-	1. /keər/ 'Chair' /tʃeə(r)/. Replace phoneme /tʃ/ into /k/. 2. /mæt/ 'Match' /mætʃ/. Replace phoneme /tʃ/ into /t/.

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/dʒ/	Just, General, Soldier	-	1. /sɒli:der/ 'Soldier' /səʊldʒə(r)/. Omitted phoneme /dʒ/.	-
/θ/	Thin, Earth, Method	1. /ɜ:θs/ 'Earth' /ɜ:θ/. Adding phoneme /s/	-	1. /tɪn/ 'Thin' /θɪn/. Replace phoneme /θ/ into /t/. 2. /metəd/ 'Method' /meθəd/. Replace phoneme /θ/ into /t/.
/ð/	They, Father, Breathe	1. /bre:ðs/ 'Breathe' /bri:ð/. Adding phoneme /s/.	-	-
/h/	Hot, Hair, Whole	-	1. /wɔ:/. 'Whole' /həʊl/. Omitted phoneme /h/.	-
/ŋ/	String, Singer, Tongue	-	-	-
/l/	Look, Small, Bottle	-	-	-
/r/	Real, Train, Wrong	1. /wrɒŋ/ 'Wrong' /rɒŋ/. Adding phoneme /w/.	-	-

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/m/	Moon, Lamp, Lamb	-	-	-
/n/	Can, Snow, Pneumonia	-	-	-
/j/	Yes, Europe, University	-	1. /ʌi:rɒp/ 'Europe' /jʊərəp/. Omitted phoneme /j/.	-

(Source: History & Bram, 2019)

Appendix 19: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Consonant Sounds: R6

Respondent 6

Native Language : Rejangnese

Date : 24 May 2021

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/p/	Play, Stop, Power	-	-	-
/t/	Ten, Later, Pot	-	-	-
/d/	Day, Advice, Bed	-	-	-
/k/	Character, Quick, Taxi	-	-	-
/g/	Got, Ignore, Finger	-	-	1. /fɪndʒər/ 'Finger' /fɪŋgə(r)/. Replace phoneme /g/ into /dʒ/.
/f/	Food, Laugh, Telephone	-	-	1. /telepʰɒn/ 'Telephone' /telɪfəʊn/. Replace phoneme /f/ into /p/.
/v/	Vain, Over, Violet	-	-	-
/w/	Window, Twin, Quick	-	-	-

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/s/	Small, Since, Scene	-	-	-
/ʃ/	Shell, Nation, Machine	-	-	-
/ʒ/	Genre, Measure, Vision	-	-	1. /dʒənɾɑː/ ‘Genre’ /ʒɑːnrə/. Replace phoneme /ʒ/ into /dʒ/. 2. /meɑːsʊr/ ‘Measure’ /meʒə(r)/. Replace phoneme /ʒ/ into /s/.
/tʃ/	Chair, Match, Future	-	-	1. /c^ir/ ‘Chair’ /tʃeə(r)/. Replace phoneme /tʃ/ into /c/.
/dʒ/	Just, General, Soldier	-	1. /sɒldɑːjər/ ‘Soldier’ /səʊldʒə(r)/. Omitted phoneme /dʒ/.	-
/θ/	Thin, Earth, Method	-	-	1. /mɜːtʊd/ ‘Method’ /meθəd/. Replace phoneme /θ/ into /t/.
/ð/	They, Father, Breathe	-	-	-

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/h/	Hot, Hair, Whole	-	-	-
/ŋ/	String, Singer, Tongue	-	-	-
/l/	Look, Small, Bottle	-	-	-
/r/	Real, Train, Wrong	1. /wɹɒŋ/ 'Wrong' /rɒŋ/. Adding phoneme /w/.	-	-
/m/	Moon, Lamp, Lamb	-	-	-
/n/	Can, Snow, Pneumonia	-	-	-
/j/	Yes, Europe, University	-	-	-

(Source: History & Bram, 2019)

Appendix 20: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Consonant Sounds: R7

Respondent 7

Native Language : Rejangnese

Date : 27 May 2021

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/p/	Play, Stop, Power	-	-	-
/t/	Ten, Later, Pot	-	-	-
/d/	Day, Advice, Bed	-	-	-
/k/	Character, Quick, Taxi	-	-	-
/g/	Got, Ignore, Finger	-	-	1. /fɪndʒər/ 'Finger' /fɪŋgə(r)/. Replace phoneme /g/ into /dʒ/.
/f/	Food, Laugh, Telephone	-	-	-
/v/	Vain, Over, Violet	-	-	-
/w/	Window, Twin, Quick	-	-	-
/s/	Small, Since, Scene	-	-	-

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ʃ/	Shell, Nation, Machine	-	-	-
/ʒ/	Genre, Measure, Vision	-	1. /vɪʃən/ ‘Vision’ /vɪʒn/. Omitted phoneme /ʒ/.	1. /dʒənərʌ/ ‘Genre’ /ʒɑːnrə/. Replace phoneme /ʒ/ into /dʒ/.
/tʃ/	Chair, Match, Future	-	-	-
/dʒ/	Just, General, Soldier	-	1. /səldiər/ ‘Soldier’ /səʊldʒə(r)/. Omitted phoneme /dʒ/.	-
/θ/	Thin, Earth, Method	-	-	1. /dɪn/ ‘Thin’ /θɪn/. Replace phoneme /θ/ into /d/. 2. /metəd/ ‘Method’ /meθəd/. Replace phoneme /θ/ into /t/.
/ð/	They, Father, Breathe	-	-	1. /bri:t/ ‘Breathe’ /bri:ð/. Replace phoneme /ð/ into /t/.
/h/	Hot, Hair, Whole	-	-	-
/ŋ/	String, Singer, Tongue	-	-	-

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/l/	Look, Small, Bottle	-	-	-
/r/	Real, Train, Wrong	1. /wɹɒŋ/ 'Wrong' /rɒŋ/. Adding phoneme /w/.	-	-
/m/	Moon, Lamp, Lamb	-	-	-
/n/	Can, Snow, Pneumonia	-	-	-
/j/	Yes, Europe, University	-	-	-

(Source: History & Bram, 2019)

Appendix 21: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Consonant Sounds: R8

Respondent 8

Native Language : Rejangnese

Date : 21 May 2021

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/p/	Play, Stop, Power	-	-	-
/t/	Ten, Later, Pot	-	-	-
/d/	Day, Advice, Bed	-	-	-
/k/	Character, Quick, Taxi	-	-	-
/g/	Got, Ignore, Finger	-	-	1. /fɪndʒər/ 'Finger /fɪŋgə(r)'. Replace phoneme /g/ into /dʒ/.
/f/	Food, Laugh, Telephone	-	-	-
/v/	Vain, Over, Violet	-	-	-
/w/	Window, Twin, Quick	-	-	-
/s/	Small, Since, Scene	-	-	-

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ʃ/	Shell, Nation, Machine	-	-	-
/ʒ/	Genre, Measure, Vision	-	1. /meʃʒur/ 'Measure' /meʒə(r)/. Omitted phoneme /ʒ/. 2. /vɪʒən/ 'Vision' /vɪʒn/. Omitted phoneme /ʒ/.	-
/tʃ/	Chair, Match, Future	-	-	-
/dʒ/	Just, General, Soldier	-	-	1. /sɒldɪr/ 'Soldier' /səʊldʒə(r)/. Replace phoneme /dʒ/ into /d/.
/θ/	Thin, Earth, Method	-	-	1. /metəd/ 'Method' /meθəd/. Replace phoneme /θ/ into /t/.
/ð/	They, Father, Breathe	-	-	1. /bri:t/ 'Breathe' /bri:ð/. Replace phoneme /ð/ into /t/.
/h/	Hot, Hair, Whole	-	-	1. /wɔ:l/ 'Whole' /həʊl/. Replace phoneme /h/ into /w/.

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ŋ/	String, Singer, Tongue	-	-	1. /sɪndʒər/ ‘Singer’ /sɪŋə(r)/. Replace phoneme /ŋ/ into /dʒ/.
/l/	Look, Small, Bottle	-	-	-
/r/	Real, Train, Wrong	1. /wrɒŋ/ ‘Wrong’ /rɒŋ/. Adding phoneme /w/.	-	-
/m/	Moon, Lamp, Lamb	-	-	-
/n/	Can, Snow, Pneumonia	-	1. /snəʊ ‘Snow’ /snəʊ/. Omitted phoneme /n/. 2. /pɛməʊniə/ ‘Pneumonia’ /nju:ˈməʊniə/. Omitted phoneme /n/.	-
/j/	Yes, Europe, University	-	-	-

(Source: History & Bram, 2019)

Appendix 22: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Consonant Sounds: R9

Respondent 9

Native Language : Rejangnese

Date : 21 May 2021

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/p/	Play, Stop, Power	-	-	-
/t/	Ten, Later, Pot	-	-	-
/d/	Day, Advice, Bed	-	-	-
/k/	Character, Quick, Taxi	-	-	-
/g/	Got, Ignore, Finger	-	-	1. /fɪndʒər/ 'Finger' /fɪŋgə(r)/. Replace phoneme /g/ into /dʒ/.
/f/	Food, Laugh, Telephone	-	-	1. /lɑːgh/ 'Laugh' /lɑːf/. Replace phoneme /f/ into /g/. 2. /telpʊn/ 'Telephone' /telɪfəʊn/. Replace phoneme /f/ into /p/.
/v/	Vain, Over, Violet	-	-	-

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/w/	Window, Twin, Quick	-	-	-
/s/	Small, Since, Scene	-	-	-
/ʃ/	Shell, Nation, Machine	-	-	1. /me'sɪn/ 'Machine' /mə'ʃi:n/. Replace phoneme /ʃ/ into /s/.
/ʒ/	Genre, Measure, Vision	-	1. /vɪʒən/ 'Vision' /vɪʒn/. Omitted phoneme /ʒ/. 2. /mɪʒjər/ 'Measure' /meʒə(r)/. Replace phoneme /ʒ/ into /j/.	1. /dʒənərɪ/ 'Genre' /ʒɑ:nrə/. Replace phoneme /ʒ/ into /j/.
/tʃ/	Chair, Match, Future	-	-	-
/dʒ/	Just, General, Soldier	-	-	1. /sɒldɪr/ 'Soldier' /səʊldʒə(r)/. Replace phoneme /dʒ/ into /d/.
/θ/	Thin, Earth, Method	-	-	-
/ð/	They, Father, Breathe	-	-	-
/h/	Hot, Hair, Whole	-	-	-

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ŋ/	String, Singer, Tongue	-	-	1. /sɪndʒər/ 'Singer' /sɪŋə(r)/. Replace phoneme /ŋ/ into /dʒ/.
/l/	Look, Small, Bottle	-	-	-
/r/	Real, Train, Wrong	-	-	-
/m/	Moon, Lamp, Lamb	-	-	-
/n/	Can, Snow, Pneumonia	-	-	-
/j/	Yes, Europe, University	-	-	-

(Source: History & Bram, 2019)

Appendix 23: The Result of Observation Sheet for Exploring Students' Pronunciation in Pronouncing English Consonant Sounds: R10

Respondent 10

Native Language : Rejangnese

Date : 28 May 2021

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/p/	Play, Stop, Power	-	-	-
/t/	Ten, Later, Pot	-	-	-
/d/	Day, Advice, Bed	-	-	-
/k/	Character, Quick, Taxi	-	-	-
/g/	Got, Ignore, Finger	-	-	1. /fɪndʒər/ 'Finger' /fɪŋgə(r)/. Replace phoneme /g/ into /dʒ/.
/f/	Food, Laugh, Telephone	-	1. /lɔːgkh/ 'Laugh' /lɑːf/. Omitted phoneme /f/.	-
/v/	Vain, Over, Violet	-	-	-
/w/	Window, Twin, Quick	-	-	-

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/s/	Small, Since, Scene	-	-	-
/ʃ/	Shell, Nation, Machine	-	-	1. /sɛl/ ‘Shell’ /ʃɛl/. Replace phoneme /ʃ/ into /s/. 2. /məˈtʃɪn/ ‘Machine’ /məˈʃiːn/. Replace phoneme /ʃ/ into /tʃ/.
/ʒ/	Genre, Measure, Vision	-	1. /vɪʃən/ ‘Vision’ /vɪʒn/. Omitted phoneme /ʒ/.	-
/tʃ/	Chair, Match, Future	-	-	1. /fjuːtʃər/ ‘Future’ /fjuːtʃə(r)/. Replace phoneme /tʃ/ into /t/.
/dʒ/	Just, General, Soldier	-	-	1. /sɒldɪər/ ‘Soldier’ /səʊldʒə(r)/. Replace phoneme /dʒ/ into /d/.
/θ/	Thin, Earth, Method	-	1. /ɪrθ/ ‘Earth’ /ɜːθ/. Omitted phoneme /θ/.	1. /metəd/ ‘Method’ /meθəd/. Replace phoneme /θ/ into /t/.
/ð/	They, Father, Breathe	-	-	-
/h/	Hot, Hair, Whole	-	-	-

English Consonants	Words	Interference		
		Sound Addition	Sound Omission	Sound Replacement
/ŋ/	String, Singer, Tongue	-	-	1. /sɪndʒər/ 'Singer' /sɪŋə(r)/. Replace phoneme /ŋ/ into /dʒ/.
/l/	Look, Small, Bottle	-	-	-
/r/	Real, Train, Wrong	-	-	-
/m/	Moon, Lamp, Lamb	-	-	-
/n/	Can, Snow, Pneumonia	-	-	-
/j/	Yes, Europe, University	-	1. /e'urɒp/ 'Europe' /jʊərəp/. Omitted phoneme /j/.	-

(Source: History & Bram, 2019)

Appendix 24: Interview Transcript for Exploring Factors Influencing First Language Interference in English Students' Pronunciation: R1

Respondent 1

Native Language : Kaurnese

Date : 21 May 2021

1. What is your native language?

(Apa bahasa daerah Anda?)

"Bahasa daerah saya adalah Bahasa Kaur." (My native language is Kaurnese).

2. Do you speak your native language for daily conversation?

(Apakah Anda berbicara menggunakan bahasa daerah untuk percakapan sehari-hari?)

"Saya menggunakan bahasa Kaur untuk percakapan sehari-hari terutama ketika berada di Kaur atau berada di lingkungan yang terdiri oleh orang Kaur." (I use Kaurnese Language for daily conversation especially when I am in Kaur Regency or in a neighborhood made up by Kaurnese speaker).

3. When do you start learning English?

(Kapan Anda mulai belajar Bahasa Inggris?)

"Saya belajar Bahasa Inggris mulai dari Sekolah Dasar (SD), akan tetapi belajar secara mendalam sejak mulai masuk kuliah terutama belajar pengucapan pada beberapa mata kuliah seperti Linguistic and Phonetic & Phonology." (I learned English starting from elementary school, but learned deeply since I started college especially learning pronunciation in some subjects such as Linguistic and Phonetic & Phonology).

4. Do you think learning English pronunciation is important?

(Apakah menurutmu belajar pelafalan Bahasa Inggris itu penting?)

“Ya, menurut saya belajar pengucapan itu penting. Pertama, karena pengucapan berpengaruh kepada pemahaman pendengar, lalu karena alasan pendidikan dengan kemampuan pengucapan yang baik maka akan mendapatkan hasil akademik yang bagus. Kemudian, karena jurusan yang saya ambil adalah Pendidikan Bahasa Inggris, saya dapat meningkatkan kemampuan Bahasa Inggris terutama pengucapan di daerah-daerah terpencil seperti yang ada di Kabupaten Kaur.” (Yes, I think learning pronunciation is important. First, because pronunciation influences listener’ comprehension, then for educational reasons with good pronunciation ability, I will get a good academic result. Moreover, because the major I take is English Education, I will be able to improve English skills especially pronunciation in remote areas such as those in Kaur Regency).

5. In your opinion, what is the reason why English pronunciation considered being difficult to learn?

(Menurut pendapatmu, apa alasan mengapa pelafalan Bahasa Inggris dianggap sulit untuk dipelajari?)

“Karena kurangnya pengetahuan tentang kosa kata Bahasa Inggris terutama cara pengucapannya. Setelah itu, perbedaan sistem bunyi antara Bahasa Kaur dan Bahasa Inggris membuat kita sering melakukan kesalahan dalam mengucapkannya.” (Due to the lack of knowledge about the English vocabulary especially the way it is pronounced. After that, the difference in sound system between Kaur and English makes us often make mistakes in pronouncing it).

6. What is the difference between English pronunciation and Kaurnese pronunciation?

(Apa perbedaan antara pengucapan Bahasa Inggris dan Pengucapan Bahasa Kaur?)

“Pada bahasa Kaur terdapat word stress ketika mengucapkan suatu kata, contohnya kata apple /æp(ə)l/ diucapkan menjadi /apəl/. Hal ini dipengaruhi dengan tidak adanya beberapa bunyi Bahasa Inggris pada Bahasa Kaur dan perbedaan sistem bunyi diantara kedua bahasa tersebut.” (In Kaurnese there is a stress word when pronouncing a word, for example the word apple /æp(ə)l/ is pronounced to /apəl/. This is influenced by the absence of some English sounds in Kaurnese and the differences in the sound system between the two languages).

7. What is your main problem in learning English pronunciation?

(Apa masalah utamamu dalam mempelajari pelafalan Bahasa Inggris?)

“Saya mempunyai masalah dalam kosa kata Bahasa Inggris. Karena kosa kata yang diketahui sedikit maka sering terjadi kesalahan ketika mengucapkannya. Kesalahan ini disebabkan karena pengucapan kata bahasa Inggris tidak sesuai dengan ejaannya sehingga saya tidak mengetahui mengucapkan beberapa kata dengan benar.” (I have a difficulty on the English vocabulary. Since the vocabulary is limited, there is often an error when pronouncing it. The error was caused by the pronunciation of an English word do not depend on the spelling, thus I didn't know to pronounce a few words correctly.)

Appendix 25: Interview Transcript for Exploring Factors Influencing First Language Interference in English Students' Pronunciation: R2

Respondent 2

Native Language : Kaurnese

Date : 27 May 2021

1. What is your native language?

(Apa bahasa daerah Anda?)

"Bahasa daerah saya adalah Bahasa Kaur." (My native language is Kaurnese).

2. Do you speak your native language for daily conversation?

(Apakah Anda berbicara menggunakan bahasa daerah untuk percakapan sehari-hari?)

"Ya, saya menggunakan Bahasa Kaur untuk percakapan sehari-hari" (Yes, I use Kaurnese Language for daily conversations).

3. When do you start learning English?

(Kapan Anda mulai belajar Bahasa Inggris?)

"Saya belajar Bahasa Inggris sejak di Sekolah Dasar (SD) sampai kuliah seperti sekarang. Belajar pengucapan secara langsung pertama kali di kuliah. Karena belajar pengucapan di SMA hanya sebatas pelajaran tambahan." (I learned English from elementary school until college as it is now. I first learned pronunciation in college. Since learning pronunciation at High school is only an additional when English learning activity).

4. Do you think learning English pronunciation is important?

(Apakah menurutmu belajar pelafalan Bahasa Inggris itu penting?)

“Menurut saya belajar pengucapan itu sangat penting. Karena berpengaruh pada pemahaman pendengar, contohnya ketika mengucapkan dari sesuatu yang saya baca, kata yang tertulis berbeda dengan cara mengucapkannya. Oleh karena itu pemahaman tentang pengucapan Bahasa Inggris itu sangat penting.” (I think learning pronunciation is very important. Since it affects the listener's comprehension, for example when speaking from something I read, the written word is different from the way it is pronounced. Therefore an understanding of English pronunciation is very important).

5. In your opinion, what is the reason why English pronunciation considered being difficult to learn?

(Menurut pendapatmu, apa alasan mengapa pelafalan Bahasa Inggris dianggap sulit untuk dipelajari?)

“Karena perbedaan bunyi antara Bahasa Inggris dan Bahasa pertama. Lalu, kebiasaan menggunakan pertama pada percakapan sehari-hari menyebabkan kesulitan saat belajar pengucapan bahasa Inggris. Sehingga bunyi pada bahasa pertama diaplikasikan ketika mengucapkan kata Bahasa Inggris.”

(Because of the difference sounds between English and first language. Then, the habit of using first language on daily conversations causes difficulties when learning English pronunciation. Thus, the sound in the first language is applied when pronouncing english words).

6. What is the difference between English pronunciation and Kaurnese pronunciation?

(Apa perbedaan antara pengucapan Bahasa Inggris dan Pengucapan Bahasa Kaur?)

“Saya pikir perbedaan antara pengucapan Bahasa Inggris dan Bahasa Kaur adalah dialeknya sehingga bunyi diantara kedua bahasa ini berbeda.” (I think the difference between English and Kaurne Language is the dialect so the sound between the two languages is different).

7. What is your main problem in learning English pronunciation?

(Apa masalah utamamu dalam mempelajari pelafalan Bahasa Inggris?)

“Perbedaan sistem bunyi antara Bahasa Inggris dan Bahasa Kaur membuat saya kesulitan dalam mengucapkannya. Lalu, kurangnya latihan atau belajar untuk mengatasi masalah tersebut.” (The difference of sound system between English and Kaurnese language makes it difficult for me to pronounce it. Then, the lack of exercise or learning to solve the problem).

Appendix 26: Interview Transcript for Exploring Factors Influencing First Language Interference in English Students' Pronunciation: R3

Respondent 3

Native Language : Kaurnese

Date : 21 May 2021

1. What is your native language?

(Apa bahasa daerah Anda?)

"Bahasa daerah saya adalah Bahasa Kaur." (My native language is Kaurnese).

2. Do you speak your native language for daily conversation?

(Apakah Anda berbicara menggunakan bahasa daerah untuk percakapan sehari-hari?)

"Tergantung tempat, ketika berada di Kaur atau lingkungan yang isinya Kaurnese speaker maka saya lebih dominan menggunakan bahasa Kaur."

(Depending on the place, when I am in Kaur Regency or the environment where kaurnese speakers are located I am more dominant in using Kaurnese Language).

3. When do you start learning English?

(Kapan Anda mulai belajar Bahasa Inggris?)

"Saya mulai belajar Bahasa Inggris sejak Sekolah Menengah Pertama (SMP) dan baru belajar tentang pengucapan secara mendalam di bangku kuliah. Karena belajar di sekolah seperti SMP atau SMA guru hanya fokus mengajar grammar, dan dari yang saya interpretasi guru mungkin berpendapat bahwa belajar pengucapan tidak cukup penting karena bisa membacanya saja sudah cukup." (I started learning English since middle school and learning about

pronunciation depthly in college. Since in schools such as middle school or high school teachers only focus on teaching grammar, and from my interpretation the teacher may argue that learning pronunciation is not important enough because being able to read it is enough).

4. Do you think learning English pronunciation is important?

(Apakah menurutmu belajar pelafalan Bahasa Inggris itu penting?)

“Ya, penting karena pengucapan sangat berpengaruh pada pemahaman lawan bicara terhadap kata-kata yang saya sampaikan.” (Yes, it is important because pronunciation is very influential on the understanding of the listener to the words that I pronounced).

5. In your opinion, what is the reason why English pronunciation considered being difficult to learn?

(Menurut pendapatmu, apa alasan mengapa pelafalan Bahasa Inggris dianggap sulit untuk dipelajari?)

“Saya pikir hal itu terjadi karena aksen. Karena bunyi pada Bahasa Inggris berbeda dengan bahasa yang saya kuasai menyebabkan sering terjadinya kesalahan ketika mengucapkan kata dalam Bahasa Inggris.” (I think it happens because of accents. Since the sound in English is different from the language that I speak causes frequent mistakes when speaking words in English).

6. What is the difference between English pronunciation and Kaurnese pronunciation?

(Apa perbedaan antara pengucapan Bahasa Inggris dan Pengucapan Bahasa Kaur?)

“Saya pikir Bahasa Inggris dan Bahasa Kaur itu sangat berbeda. Dimulai dari aksen yang menyebabkan beberapa bunyi di Bahasa Inggris tidak terdapat di Bahasa Kaur. Lalu, sistem bunyinya yang berbeda diantara kedua bahasa tersebut.” (I think English and Kaurnese Language are very different. Starting

from the accent that causes some sounds in English is not found in Kaurnese. Then, the sound system is different between the two languages).

7. What is your main problem in learning English pronunciation?

(Apa masalah utamamu dalam mempelajari pelafalan Bahasa Inggris?)

“Perbedaan bunyi antara Bahasa Inggris dan Bahasa Kaur membuat saya cukup kesulitan dalam mempelajarinya. Lalu, kurangnya latihan dan tidak adanya teman untuk praktik membuat susah untuk mempelajarinya.” (The difference of sound between English and Kaurnese makes me quite difficult in learning pronunciation. Then, the lack of practice and the absence of friends for practice also make it difficult to learn).

Appendix 27: Interview Transcript for Exploring Factors Influencing First Language Interference in English Students' Pronunciation: R4

Respondent 4

Native Language : Kaurnese

Date : 27 May 2021

1. What is your native language?

(Apa bahasa daerah Anda?)

"Bahasa daerah saya adalah Bahasa Kaur." (My native language is Kaurnese).

2. Do you speak your native language for daily conversation?

(Apakah Anda berbicara menggunakan bahasa daerah untuk percakapan sehari-hari?)

"Ya, saya menggunakannya pada percakapan sehari-hari terutama ketika dirumah atau berinteraksi dengan teman-teman yang juga berasal dari Kabupaten Kaur." (Yes, I use it in daily conversation especially when at home or interacting with friends who are also from Kaur Regency).

3. When do you start learning English?

(Kapan Anda mulai belajar Bahasa Inggris?)

"Saya belajar Bahasa Inggris mulai dari Sekolah Menengah Pertama (SMP) sampai Sekolah Menengah Atas (SMA). Akan tetapi, untuk belajar secara mendalam saat memasuki kuliah. Saya mulai mengikuti les Bahasa Inggris dan juga pada saat kuliahlah saya mulai belajar pengucapan Bahasa Inggris." (I learned English from junior high school to high school. However, to learn deeply when entering the college. Then, I started taking English course and it was also during college that I started learning English pronunciation).

4. Do you think learning English pronunciation is important?

(Apakah menurutmu belajar pelafalan Bahasa Inggris itu penting?)

“Menurut saya itu penting karena belajar pengucapan bahasa Inggris itu merupakan aspek utama dalam kemampuan Bahasa Inggris. Jika kita belajar pengucapan dengan benar maka kemampuan kita dalam menyampaikan sesuatu dengan bahasa Inggris akan lebih mudah dimengerti.” (I think it's important because learning English pronunciation is a major aspect of English language skills. If we learn pronunciation properly then our ability to pronounce something in English will be easier to understand).

5. In your opinion, what is the reason why English pronunciation considered being difficult to learn?

(Menurut pendapatmu, apa alasan mengapa pelafalan Bahasa Inggris dianggap sulit untuk dipelajari?)

“Menurut saya kenapa pengucapan Bahasa Inggris tergolong sulit untuk dipelajari karena perbedaan dalam gaya pengucapan, contohnya pengucapan kata pada Bahasa Inggris tidak sesuai dengan ejaan katanya. Lalu, perbedaan aksen dan sistem bunyi juga membuat belajar pengucapan Bahasa Inggris menjadi sulit.” (I think why English pronunciation is considered difficult to learn because of the differences of pronunciation style. For example the pronunciation of the word in English does not depend on the spelling of the word. Then, the difference between accent and sound system also makes learning English pronunciation difficult).

6. What is the difference between English pronunciation and Kaurnese pronunciation?

(Apa perbedaan antara pengucapan Bahasa Inggris dan Pengucapan Bahasa Kaur?)

“Perbedaannya yaitu pada aksen dan intonasi pengucapannya. Bahasa Inggris dan Bahasa Kaur memiliki bunyi yang berbeda sehingga ketika mengucapkan kata dalam Bahasa Inggris mungkin akan terpengaruh oleh Bahasa Kaur.”

(The differences are in the accent and intonation of the pronunciation. English and Kaurnese have different sounds so when pronouncing a word in English it may be affected by Kaurnese Language).

7. What is your main problem in learning English pronunciation?

(Apa masalah utamamu dalam mempelajari pelafalan Bahasa Inggris?)

“Masalah utama saya ketika belajar pengucapan Bahasa Inggris yaitu pada pelafalannya. Karena pengucapan kata-kata bahasa Inggris tidak tergantung pada ejaannya sehingga hal tersebut membuat belajar pronunciation itu sulit.”

(My main problem when learning English pronunciation is how to pronounce English word properly. Since the pronunciation of English words does not depend on the spelling so it makes learning pronunciation difficult).

Appendix 28: Interview Transcript for Exploring Factors Influencing First Language Interference in English Students' Pronunciation: R5

Respondent 5

Native Language : Kaurnese

Date : 27 May 2021

1. What is your native language?

(Apa bahasa daerah Anda?)

"Bahasa daerah saya adalah Bahasa Kaur." (My native language is Kaurnese).

2. Do you speak your native language for daily conversation?

(Apakah Anda berbicara menggunakan bahasa daerah untuk percakapan sehari-hari?)

"Ya, saya menggunakan bahasa Kaur secara dominan pada percakapan sehari-hari atau saat berinteraksi dengan teman-teman atau keluarga di lingkungan yang menggunakan Bahasa Kaur." (Yes, I use Kaurnese Language dominantly in daily conversation or when interacting with friends or family in Kaurnese speaker environment).

3. When do you start learning English?

(Kapan Anda mulai belajar Bahasa Inggris?)

"Saya mulai belajar Bahasa Inggris saat Sekolah Menengah Pertama (SMP), Sekolah Menengah Atas (SMA), hingga sekarang di perkuliahan. Akan tetapi, saat SMP dan SMA saya tidak belajar pronunciation secara mendalam. Baru pada saat kuliah ini saya belajar pronunciation pada beberapa mata kuliah dan juga mengikuti les bahasa Inggris." (I started learning English in middle school, high school, and until now in college. However, in middle and high

school I did not learn pronunciation in depth. Only in college, I learn pronunciation in several subjects and also took an English course).

4. Do you think learning English pronunciation is important?

(Apakah menurutmu belajar pelafalan Bahasa Inggris itu penting?)

“Saya pikir itu sangat penting karena dengan pengucapan bahasa Inggris yang bagus, pesan yang kita ucapkan akan lebih mudah dipahami oleh pendengar atau lawan bicara.” (I think it's very important because with a good English pronunciation, the message that we say will be easier for the listener or interlocutor to understand).

5. In your opinion, what is the reason why English pronunciation considered being difficult to learn?

(Menurut pendapatmu, apa alasan mengapa pelafalan Bahasa Inggris dianggap sulit untuk dipelajari?)

“Menurut saya kenapa belajar pronunciation itu sulit karena beberapa bunyi pada Bahasa Inggris yang tidak terdapat pada Bahasa Kaur, dan sistem pelafalan bunyi yang berbeda antara bahasa Inggris dan Bahasa Kaur.” (I think learning pronunciation is difficult because some sounds in English do not exist in Kaurnese Language, and the system of pronunciation of sounds is different between English and Kaurnese Language).

6. What is the difference between English pronunciation and Kaurnese pronunciation?

(Apa perbedaan antara pengucapan Bahasa Inggris dan Pengucapan Bahasa Kaur?)

“Perbedaannya terletak pada aksen berbeda diantara kedua bahasa tersebut, contohnya kata 'sir' /sə(r)/ diucapkan menjadi /sIr/ atau kata 'box' /bɒks/ diucapkan menjadi /bɒk/.” (The difference lies in the different of accents between the two languages, for example the word 'sir' /sə(r)/ is pronounced to /sIr/ or the word 'box' /bɒks/ is pronounced to /bɒk/).

7. What is your main problem in learning English pronunciation?

(Apa masalah utamamu dalam mempelajari pelafalan Bahasa Inggris?)

“Masalah ketika belajar pengucapan Bahasa Inggris yaitu pada pelafalan ejaannya. Karena pelafalan kata-kata bahasa Inggris tidak tergantung pada ejaannya sehingga hal tersebut membuat belajar pronunciation itu sulit.” (The problem when learning English pronunciation is in the pronunciation of the spelling. Since the pronunciation of English words do not depend on the spelling so that makes learning pronunciation difficult).

Appendix 29: Interview Transcript for Exploring Factors Influencing First Language Interference in English Students' Pronunciation: R6

Respondent 6

Native Language : Rejangnese

Date : 24 May 2021

1. What is your native language?

(Apa bahasa daerah Anda?)

"Bahasa daerah saya adalah Bahasa Rejang." (My native language is Rejangnese).

2. Do you speak your native language for daily conversation?

(Apakah Anda berbicara menggunakan bahasa daerah untuk percakapan sehari-hari?)

"Saya menggunakan Bahasa Rejang tergantung tempat dimana saya berada. Contohnya ketika saya berada di tempat atau sedang berbicara dengan orang yang menggunakan Bahasa Rejang maka saya akan dominan menggunakan Bahasa Rejang dibanding Bahasa Indonesia." (I use Rejangnese Language depending on where I am. For example, when I am in a place or talking to people who use Rejangnese so I will be dominant using Rejangnese Language instead of Bahasa Indonesia).

3. When do you start learning English?

(Kapan Anda mulai belajar Bahasa Inggris?)

"Saya pertama kali belajar Bahasa Inggris pada bangku Sekolah Dasar (SD). Saya hanya belajar di sekolah dan tidak pernah ambil les bahasa Inggris. Sehingga saya belajar pronunciation hanya pada bangku perkuliahan." (I first

learned English in elementary school. I only studied at school and never took English courses. Thus, I learned pronunciation only in college).

4. Do you think learning English pronunciation is important?

(Apakah menurutmu belajar pelafalan Bahasa Inggris itu penting?)

“Tentu, menurut saya belajar pengucapan Bahasa Inggris itu sangat penting. Karena di era teknologi sekarang Bahasa Inggris merupakan bahasa universal yang digunakan oleh setiap orang. Sehingga dengan kemampuan pengucapan yang baik kita lebih mudah berinteraksi atau menyampaikan sesuatu dengan jelas tanpa terjadinya kesalahpahaman.” (Sure, I think learning English pronunciation is very important. Because in the era of technology as it is today, English is a universal language used by everyone. So with good pronunciation ability we are easier to interact or utterance something clearly without any mispercesion).

5. In your opinion, what is the reason why English pronunciation considered being difficult to learn?

(Menurut pendapatmu, apa alasan mengapa pelafalan Bahasa Inggris dianggap sulit untuk dipelajari?)

“Karena pengucapan atau bunyi diantara Bahasa Inggris dan bahasa ibu sangat berbeda. Lalu, sejak kecil kita telah terbiasa menggunakan bahasa daerah maka otomatis bahasa ibu akan mempengaruhi pengucapan ketika berbicara dalam Bahasa Inggris. Beda halnya dengan para native speaker yang sejak kecil telah berbicara menggunakan Bahasa Inggris.” (Because the pronunciation or sound between English and mother tongue is very different. Then, since childhood we have become accustomed to using the native language then automatically the mother tongue will affect the pronunciation when speaking in English. It's different from native speakers who have been speaking English since childhood).

6. What is the difference between English pronunciation and Rejangnese pronunciation?

(Apa perbedaan antara pengucapan Bahasa Inggris dan Pengucapan Bahasa Rejang?)

“Perbedaan Bahasa Inggris dan Bahasa Rejang yaitu terletak pada aksen. Seperti yang saya bilang sebelumnya, kita sudah terbiasa menggunakan bahasa daerah sejak kecil maka bahasa daerah tersebut akan mempengaruhi pengucapan ketika berbicara menggunakan Bahasa Inggris. Contohnya, kata ‘water’ /wɔ:tə(r)/ diucapkan menjadi /w^ter/.” (The difference between English and Rejangnese is accent. As I said before, we have been used to using regional languages since childhood so the language of the region will affect the pronunciation when speaking in English. For example, the word 'water' /wɔ:tə(r)/ is pronounced as /w^ter/).

7. What is your main problem in learning English pronunciation?

(Apa masalah utamamu dalam mempelajari pelafalan Bahasa Inggris?)

“Perbedaan sistem bunyi antara Bahasa Inggris dan Bahasa Rejang cukup membuat saya kesulitan dalam memahaminya. Upaya saya dalam mengatasi kesulitan tersebut adalah bermain game karena pada saat bermain game saya membaca, mendengarkan, bahkan berbicara menggunakan bahasa Inggris. Thus, bermain game cukup membantu saya dalam membiasakan diri dengan Bahasa Inggris.” (The difference of sound system between English and Rejangnese Language is enough to make me difficult to understand pronunciation. My effort in overcoming this difficulty is playing games because at the time of playing the game I read, listen, even speak In English. Thus, playing games helped me a little bit in getting used to English).

Appendix 30: Interview Transcript for Exploring Factors Influencing First Language Interference in English Students' Pronunciation: R7

Respondent 7

Native Language : Rejangnese

Date : 27 May 2021

1. What is your native language?

(Apa bahasa daerah Anda?)

"Bahasa daerah saya adalah Bahasa Rejang." (My native language is Rejangnese).

2. Do you speak your native language for daily conversation?

(Apakah Anda berbicara menggunakan bahasa daerah untuk percakapan sehari-hari?)

"Ya, saya menggunakan Bahasa Rejang pada percakapan sehari-hari terutama di lingkungan sekitar dan keluarga." (Yes, I use Rejangnese in daily conversation especially in the neighborhood and family).

3. When do you start learning English?

(Kapan Anda mulai belajar Bahasa Inggris?)

"Saya mulai belajar bahasa Inggris sejak Sekolah Dasar (SD) sampai sekarang yaitu kuliah, dan mengambil jurusan di Pendidikan Bahasa Inggris. Lalu, saya mulai belajar tentang pronunciation secara mendalam yaitu pada saat berkuliah pada beberapa mata kuliah." (I started learning English since elementary school until now, and majored in English Education. Then, I started to learn about pronunciation in depth when I went to college on several subjects).

4. Do you think learning English pronunciation is important?

(Apakah menurutmu belajar pelafalan Bahasa Inggris itu penting?)

“Ya, saya pikir belajar pengucapan itu sangat penting. Karena Bahasa Inggris merupakan Bahasa internasional yang digunakan oleh setiap orang sehingga apabila saya memiliki pengucapan yang baik maka komunikasi akan berjalan dengan lancar.” (Yes, I think learning pronunciation is very important. Since English is an international language that used by everyone so if I have a good pronunciation then communication will run clearly).

5. In your opinion, what is the reason why English pronunciation considered being difficult to learn?

(Menurut pendapatmu, apa alasan mengapa pelafalan Bahasa Inggris dianggap sulit untuk dipelajari?)

“Karena Bahasa Inggris merupakan Bahasa asing yang sangat berbeda dengan Bahasa ibu yang kita gunakan sehari-hari. Contohnya, bunyi yang ada diantara kedua bahasa tersebut. Lalu, pengucapan kata pada Bahasa Inggris tidak tergantung pada ejaan. Sehingga hal tersebut membuat sulit untuk belajar pelafalan.” (Because English is a foreign language that is very different from the mother tongue that we use everyday. For example, the sound that exists between the two languages. Then, the pronunciation of English words do not depend on the spelling. So that makes it difficult to learn pronunciation).

6. What is the difference between English pronunciation and Rejangnese pronunciation?

(Apa perbedaan antara pengucapan Bahasa Inggris dan Pengucapan Bahasa Rejang?)

“Perbedaan antara Bahasa Inggris dan Bahasa Rejang adalah aksen atau dialek. Seperti yang saya bilang sebelumnya pelafalan kata pada Bahasa Inggris tidak tergantung pada ejaannya tetapi pelafalan kata pada Bahasa Rejang tergantung pada ejaannya.” (The difference between English and

Rejang is accent or dialect. As I said before the pronunciation of English words do not depend on the spelling but pronunciation of a word in Rejangnese depends on the spelling).

7. What is your main problem in learning English pronunciation?

(Apa masalah utamamu dalam mempelajari pelafalan Bahasa Inggris?)

“Masalah utama saya yaitu kurangnya pengetahuan tentang kosakata. Karena kosa kata yang diketahui sedikit maka sering terjadi kesalahan ketika mengucapkannya. Kesalahan ini disebabkan karena cara pengucapan bunyi diantara kedua bahasa tersebut berbeda.” (My main problem is the lack of knowledge about vocabulary. Because the vocabulary is limited thus there is often an error when pronouncing it. This error is caused by the way the sound is pronounced between the two languages is different).

Appendix 31: Interview Transcript for Exploring Factors Influencing First Language Interference in English Students' Pronunciation: R8

Respondent 8

Native Language : Rejangnese

Date : 21 May 2021

1. What is your native language?

(Apa bahasa daerah Anda?)

"Bahasa daerah saya adalah Bahasa Rejang." (My native language is Rejangnese).

2. Do you speak your native language for daily conversation?

(Apakah Anda berbicara menggunakan bahasa daerah untuk percakapan sehari-hari?)

"Ya, tapi tergantung kepada lawan bicara saya, ketika mereka adalah pengguna Bahasa Rejang maka saya akan menggunakan Bahasa Rejang."

(Yes, but it depends on my interlocutor, when they are Rejangnese speakers so I will use Rejangnese Language).

3. When do you start learning English?

(Kapan Anda mulai belajar Bahasa Inggris?)

"Saya mulai belajar Bahasa Inggris sejak Sekolah Menengah Pertama (SMP) tapi untuk belajar secara intensif pada saat berkuliah. Kemudian, saya baru belajar tentang pronunciation pada beberapa mata kuliah di kampus." (I started learning English since junior high school but to study intensively while studying on campus. Furthermore, I just learned about pronunciation on some of the subjects on campus).

4. Do you think learning English pronunciation is important?

(Apakah menurutmu belajar pelafalan Bahasa Inggris itu penting?)

“Ya penting, karena pengucapan sangat berpengaruh pada pemahaman lawan bicara ketika berkomunikasi terhadap kata-kata yang saya ucapkan.” (Yes it is important, because pronunciation greatly affects the comprehension of the interlocutor when communicating to the words I pronounced).

5. In your opinion, what is the reason why English pronunciation considered being difficult to learn?

(Menurut pendapatmu, apa alasan mengapa pelafalan Bahasa Inggris dianggap sulit untuk dipelajari?)

“Karena pelafalan kata pada Bahasa Inggris tidak tergantung pada ejaan. Akibatnya, saya kesulitan dalam melafalkan kata.” (Because pronunciation of English words do not depend on the spelling. As a result, I have difficulty in pronouncing the word).

6. What is the difference between English pronunciation and Rejangnese pronunciation?

(Apa perbedaan antara pengucapan Bahasa Inggris dan Pengucapan Bahasa Rejang?)

“Perbedaan antara Bahasa Inggris dan Bahasa Rejang adalah cara penyebutan bunyinya. Seperti yang saya bilang sebelumnya pelafalan kata dalam Bahasa Inggris tidak tergantung pada ejaannya akan tetapi pelafalan kata dalam Bahasa Rejang tergantung pada ejaannya.” (The difference between English and Rejangnese is the way it sounds. As I said before, the pronunciation of English words do not depend on the spelling but pronunciation of a word in Rejangnese depends on the spelling).

7. What is your main problem in learning English pronunciation?

(Apa masalah utamamu dalam mempelajari pelafalan Bahasa Inggris?)

“Masalah utama saya adalah cara mengucapkan kata dengan baik karena sistem bunyinya yang berbeda antara Bahasa Inggris dan Bahasa Rejang. Contohnya alfabet /a/ dalam bahasa Inggris melambangkan bunyi /æ/, /ɑ:/, atau /ʌ/. Sementara, di bahasa Rejang itu lebih sederhana, alfabet /a/ hanya melambangkan bunyi /a/.” (My main problem is how to pronounce the word well because of the different of sound system between English and Rejangnese. For example the alphabet /a/ in English represents the sound /æ/, /ɑ:/, or /ʌ/. Meanwhile, in Rejang language it is simpler, the alphabet /a/ only represents the sound /a/).

Appendix 32: Interview Transcript for Exploring Factors Influencing First Language Interference in English Students' Pronunciation: R9

Respondent 9

Native Language : Rejangnese

Date : 21 May 2021

1. What is your native language?

(Apa bahasa daerah Anda?)

"Bahasa daerah saya adalah Bahasa Rejang." (My native language is Rejangnese).

2. Do you speak your native language for daily conversation?

(Apakah Anda berbicara menggunakan bahasa daerah untuk percakapan sehari-hari?)

"Ya, saya menggunakan Bahasa Rejang pada percakapan sehari-hari seperti untuk berkomunikasi dengan teman, keluarga, atau lingkungan sekitar." (Yes, I use Rejang language for daily conversation such as to communicate with friend, family, or the surrounding environment).

3. When do you start learning English?

(Kapan Anda mulai belajar Bahasa Inggris?)

"Saya pertama kali belajar Bahasa Inggris di Sekolah Dasar (SD), dan untuk belajar pelafalan sendiri baru ketika kuliah, seperti di tempat les dan mata kuliah yang saya ambil." (I first learned English in elementary school, and to learn pronunciation for the first time in college, such as in the tutoring and subjects that I took).

4. Do you think learning English pronunciation is important?

(Apakah menurutmu belajar pelafalan Bahasa Inggris itu penting?)

“Ya, menurut saya belajar pronunciation itu penting karena berpengaruh kepada pesan yang saya sampaikan, misalnya ketika berbicara pengucapan saya salah, maka kata yang saya ucapkan akan berbeda artinya.” (Yes, I think learning pronunciation is important because it affects the message that I said, for example when speaking my pronunciation is wrong, thus the word I say will be different meaning).

5. In your opinion, what is the reason why English pronunciation considered being difficult to learn?

(Menurut pendapatmu, apa alasan mengapa pelafalan Bahasa Inggris dianggap sulit untuk dipelajari?)

“Karena sistem bunyi pada Bahasa Inggris menyebabkan pengucapan bunyi pada beberapa kata dalam bahasa Inggris terdengar sama. Contohnya seperti kata ‘see’ /si:/ dan ‘sea’ /si:/, kata tersebut memiliki bunyi yang sama tapi memiliki arti yang berbeda.” (Because the sound system in English causes the pronunciation of sounds in some words same. For example, the words ‘see’ /si:/ and ‘sea’ /si:/, the word has the same sound but has the different meaning).

6. What is the difference between English pronunciation and Rejangnese pronunciation?

(Apa perbedaan antara pengucapan Bahasa Inggris dan Pengucapan Bahasa Rejang?)

“Perbedaan antara Bahasa Inggris dan Bahasa Rejang terletak pada aksen. Pelafalan kata dalam Bahasa Inggris tidak tergantung pada ejaannya akan tetapi pelafalan kata dalam Bahasa Rejang tergantung pada ejaannya.” (The difference between English and Rejangnese Language lies in the accent. Pronunciation of English words do not depend on the spelling but pronunciation of a word in Rejangnese depends on the spelling).

7. What is your main problem in learning English pronunciation?

(Apa masalah utamamu dalam mempelajari pelafalan Bahasa Inggris?)

“Terdapat banyak bunyi di dalam Bahasa Inggris yang tentunya sangat berbeda dari Bahasa Rejang. Lalu, pelafalan katanya yang tidak sesuai dengan ejaan sehingga membuat sulit untuk mengucapkannya.” (There are many sounds in English that are certainly very different from Rejangnese Language. Then, the pronunciation of the word does not same with the spelling so it makes difficult to pronounce it).

Appendix 33: Interview Transcript for Exploring Factors Influencing First Language Interference in English Students' Pronunciation: R10

Respondent 10

Native Language : Rejangnese

Date : 28 May 2021

1. What is your native language?

(Apa bahasa daerah Anda?)

"Bahasa daerah saya adalah Bahasa Rejang." (My native language is Rejangnese).

2. Do you speak your native language for daily conversation?

(Apakah Anda berbicara menggunakan bahasa daerah untuk percakapan sehari-hari?)

"Ya, saya menggunakan Bahasa Rejang secara dominan, seperti untuk berbicara dengan teman, keluarga, atau lingkungan sekitar." (Yes, I use Rejangnese Language dominantly, such as to talk to friend, family, or the surrounding environment).

3. When do you start learning English?

(Kapan Anda mulai belajar Bahasa Inggris?)

"Saya belajar Bahasa Inggris sejak di Bangku Sekolah Dasar (SD). Kalau untuk belajar pelafalan pertama kali di perkuliahan dimana ada mata kuliah tentang pelafalan Bahasa Inggris." (I learned English since elementary school. If to learn pronunciation first in the college where there are subjects on English pronunciation).

4. Do you think learning English pronunciation is important?

(Apakah menurutmu belajar pelafalan Bahasa Inggris itu penting?)

“Menurut saya penting karena Bahasa Inggris merupakan Bahasa Internasional, jadi hampir di semua aspek menggunakan Bahasa Inggris. Oleh karena itu, apabila Bahasa Inggris saya bagus terutama pada pelafalan akan membantu saya di berbagai aspek.” (I think it’s important because English is an International Language, so almost in all aspects using English. Therefore, if my English is good especially on pronunciation it will help me in various aspects).

5. In your opinion, what is the reason why English pronunciation considered being difficult to learn?

(Menurut pendapatmu, apa alasan mengapa pelafalan Bahasa Inggris dianggap sulit untuk dipelajari?)

“Alasannya karena pengucapan dengan tulisannya itu berbeda. Hal ini cukup menyulitkan untuk memahami bunyi pada kata dalam Bahasa Inggris.” (The reason is because the pronunciation with the spelling is different. It is quite difficult to understand the sound in english words).

6. What is the difference between English pronunciation and Rejangnese pronunciation?

(Apa perbedaan antara pengucapan Bahasa Inggris dan Pengucapan Bahasa Rejang?)

“Perbedaan antara Bahasa Inggris dan Bahasa Rejang mungkin terletak pada aksen atau sistem bunyinya. Pelafalan kata dalam Bahasa Inggris tidak tergantung pada ejaannya akan tetapi pelafalan kata dalam Bahasa Rejang tergantung pada ejaannya.” (The difference between English and Rejangnese is the accent or sound system. Pronunciation of English words do not depend on the spelling but pronunciation of a word in Rejangnese depends on the spelling).

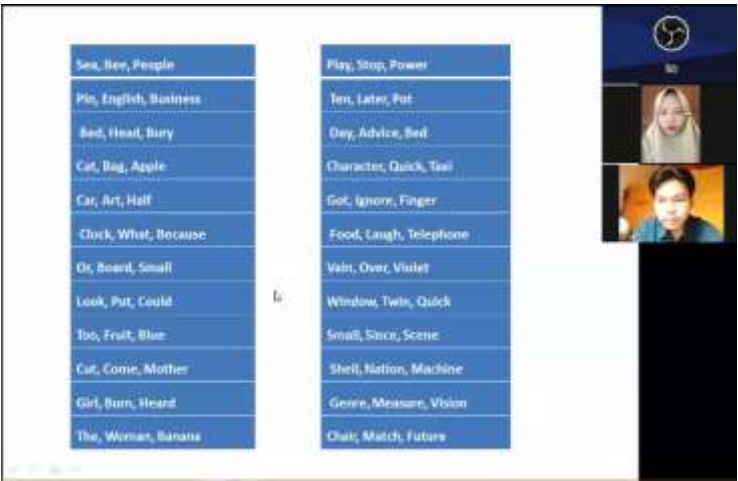
7. What is your main problem in learning English pronunciation?

(Apa masalah utamamu dalam mempelajari pelafalan Bahasa Inggris?)

“Kesulitan yang saya hadapi yaitu Bahasa Inggris memiliki banyak bunyi yang tidak biasa saya ucapkan. Jadi, saya cukup kesulitan dalam melafalkan kata dengan benar karena pelafalan dengan ejaan pada kata dalam Bahasa Inggris itu berbeda.” (The difficulty that I faced was that English had many sounds that I did not familiar. Thus, I felt difficult to pronounce the word correctly because the pronunciation with the spelling of the word in English is different).

Appendix 34

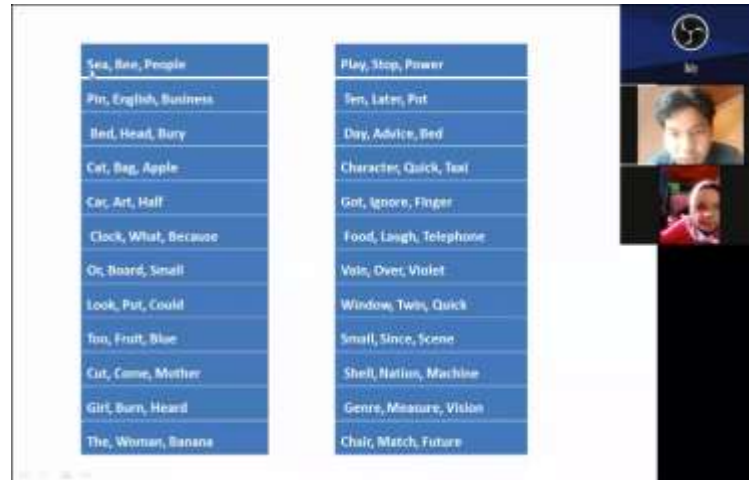
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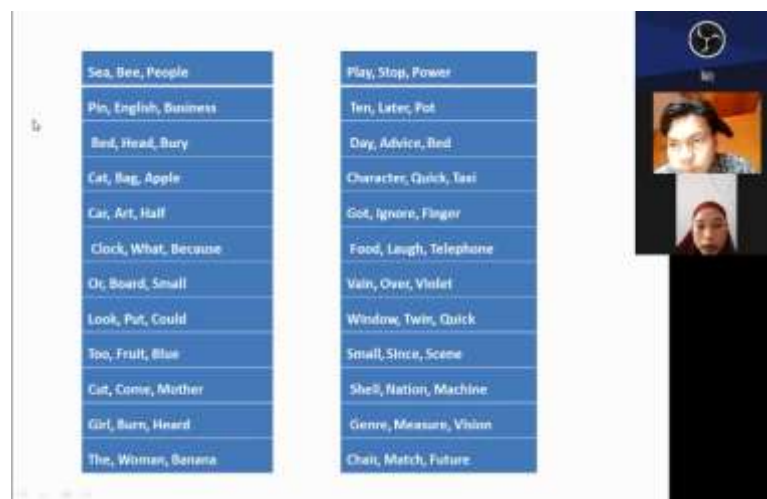
Observation with Respondent 1 (Kaurnese Student)



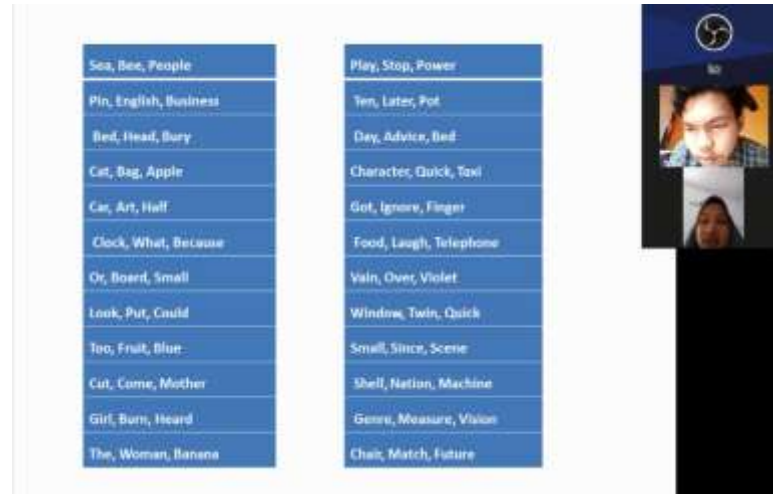
Observation with Respondent 2 (Kaurnese Student)



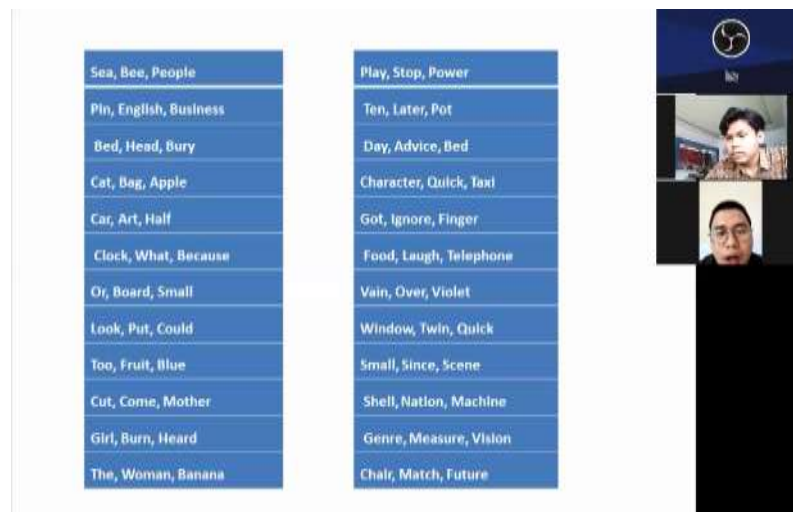
Observation with Respondent 3 (Kaurnese Student)



Observation with Respondent 4 (Kaurnese Student)



Observation with Respondent 5 (Kaurnese Student)



Observation with Respondent 6 (Rejangnese Student)

Sea, Bee, People	Play, Stop, Power
Pin, English, Business	Ten, Later, Pot
Bed, Head, Bury	Day, Advice, Bed
Cat, Bag, Apple	Character, Quick, Taxi
Car, Art, Half	Got, Ignore, Finger
Clock, What, Because	Food, Laugh, Telephone
Or, Board, Small	Vain, Over, Violet
Look, Put, Could	Window, Twin, Quick
Too, Fruit, Blue	Small, Since, Scene
Cut, Come, Mother	Shell, Nation, Machine
Girl, Burn, Heard	Genre, Measure, Vision
The, Woman, Banana	Chair, Match, Future

Observation with Respondent 7 (Rejangnese Student)

Sea, Bee, People	Play, Stop, Power
Pin, English, Business	Ten, Later, Pot
Bed, Head, Bury	Day, Advice, Bed
Cat, Bag, Apple	Character, Quick, Taxi
Car, Art, Half	Got, Ignore, Finger
Clock, What, Because	Food, Laugh, Telephone
Or, Board, Small	Vain, Over, Violet
Look, Put, Could	Window, Twin, Quick
Too, Fruit, Blue	Small, Since, Scene
Cut, Come, Mother	Shell, Nation, Machine
Girl, Burn, Heard	Genre, Measure, Vision
The, Woman, Banana	Chair, Match, Future

Observation with Respondent 8 (Rejangnese Student)

The screenshot shows a Zoom meeting interface. On the left, there are two columns of blue boxes, each containing a list of words. The right column contains two video feeds: the top one shows a person with dark hair, and the bottom one shows a person with dark hair and a pink flower in their hair. The bottom video feed is partially obscured by a black bar.

Sea, Bee, People	Play, Stop, Power
Pin, English, Business	Ten, Later, Pot
Bed, Head, Bury	Day, Advice, Bed
Cat, Bag, Apple	Character, Quick, Taxi
Cat, Art, Half	Got, Ignore, Finger
Clock, What, Because	Food, Laugh, Telephone
Or, Board, Small	Vain, Over, Violet
Look, Put, Could	Window, Twin, Quick
Too, Fruit, Blue	Small, Since, Scene
Cut, Come, Mother	Shell, Nation, Machine
Girl, Burn, Heard	Genre, Measure, Vision
The, Woman, Banana	Chair, Match, Future

Observation with Respondent 9 (Rejangnese Student)

The screenshot shows a Zoom meeting interface. On the left, there are two columns of blue boxes, each containing a list of words. The right column contains two video feeds: the top one shows a person with dark hair, and the bottom one shows a person with dark hair. The bottom video feed is partially obscured by a black bar.

Sea, Bee, People	Play, Stop, Power
Pin, English, Business	Ten, Later, Pot
Bed, Head, Bury	Day, Advice, Bed
Cat, Bag, Apple	Character, Quick, Taxi
Cat, Art, Half	Got, Ignore, Finger
Clock, What, Because	Food, Laugh, Telephone
Or, Board, Small	Vain, Over, Violet
Look, Put, Could	Window, Twin, Quick
Too, Fruit, Blue	Small, Since, Scene
Cut, Come, Mother	Shell, Nation, Machine
Girl, Burn, Heard	Genre, Measure, Vision
The, Woman, Banana	Chair, Match, Future

Observation with Respondent 10 (Rejangnese Student)



Interview with Respondent 1 (Kaurnese Student)



Interview with Respondent 2 (Kaurnese Student)



Interview with Respondent 3 (Kaurnese Student)



Interview with Respondent 4 (Kaurnese Student)



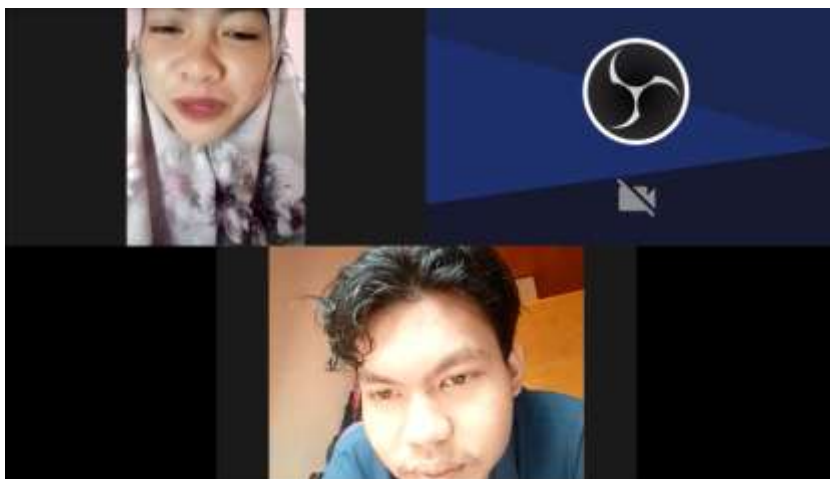
Interview with Respondent 5 (Kaurnese Student)



Interview with Respondent 6 (Rejangnese Student)



Interview with Respondent 7 (Rejangnese Student)



Interview with Respondent 8 (Rejangnese Student)



Interview with Respondent 9 (Rejangnese Student)



Interview with Respondent 10 (Rejangnese Student)