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# Paper

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# THE INFLUENCE OF FIRST LANGUAGE ON THE PRONUNCIATION OF SECOND LANGUAGE

## (A CASE STUDY OF THE MEMBERS OF ENGLISH CLUB AT MTS SALAFIYAH SYAFIYAH MUMBULSARI JEMBER)

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**Abstract:** The first language will always influence the second language acquisition. The influences involve all parts of language learning such language skills (speaking, reading, listening, and writing) and language components (vocabulary, grammar, and pronunciation). In particular, this current study focuses on investigating the influence of first language on the pronunciation of second language. It is found that there is a negative transfer got by most of the members of English club at MTS Salafiyah Syafiyah Mumbulsari Jember. The respondents make more mistakes or errors because of the interference of their L1 to the L2 as a result of negative transfer. This paper is divided into seven parts. Those are introduction, the definition of L1 and L2, the definition and features of pronunciation, research design, and pronunciation test given to the respondent, result, discussion, and conclusion.

**Keywords:** first language, second language, pronunciation, transfer process

**Abstrak:** Bahasa pertama akan selalu memengaruhi perolehan bahasa kedua. Pengaruh tersebut melibatkan semua bagian bahasa yang mempelajari kemampuan bahasa tersebut (berbicara, membaca, mendengar, dan menulis) dan komponen bahasa (kosa kata, tata bahasa, dan pengucapan). Secara khusus, penelitian ini berfokus untuk menganalisis pengaruh bahasa pertama pada pengucapan bahasa kedua. Ditemukan bahwa ada transfer negatif yang didapat sebagian besar anggota klub Inggris di MTS Salafiyah Syafiyah Mumbulsari Jember. Responden membuat lebih banyak kesalahan, karena adanya gangguan L1 mereka terhadap L2 akibat transfer negatif. Jurnal ini terbagi menjadi tujuh bagian. Itu adalah pendahuluan, definisi L1 dan L2, definisi dan fitur pengucapan, desain penelitian, uji pengucapan yang diberikan kepada responden, hasil, diskusi, dan kesimpulan.

**Kata kunci:** bahasa pertama, bahasa kedua, cara pengucapan, proses transfer

### Introduction

Pronouncing Indonesian words is slightly different from pronouncing English words. Although there are 26 letters in the English alphabet, the sounds which may be produced are almost double that number (Gebhardt, 2010). It means that the way to pronounce the English words is not the same as what the reader reads from the written form. English language learn-

ers in Indonesia often pronounce English words with Indonesian spelling when they speak English. For instance, they often pronounce “know [nəʊ]” with “[knəʊ]”, “Might [maɪt]” with “[maɪg]”. Besides, Indonesian words are pronounced without paying attention on certain stress because there is no stress in pronouncing Indonesian words. Otherwise, English words are pronounced with making stress in certain

syllable. That is another common problem why Indonesian learners often feel difficult to pronounce the English words correctly.

In addition, Indonesian learners often pronounce English words by using the accent of L1. Long (1990) concludes that an L2 is usually spoken without accent if learning begins by the age of 6 years, with a foreign accent if learning begins after the age of 12 years, and with variable success between the ages of 6 and 12 years. On the other words, if the students learn English after the age of 12 years old it means that they pronounce English by using the accent of their mother tongue. Furthermore, when adults who typically have an accent, learn to pronounce or speak L2, their accent will sound as foreign accented (Ueyama, 2000). Therefore, people consider that the sound patterns or structures of the L1 influence the production of their L2.

The influence from the L1 is perceived in language transfer. It is transfer is a kind of influence from old knowledge to new knowledge (Zhanming, 2014). Besides, the main claim with regard to transfer is that the learning of task A will affect the following learning of task B (Gass and Selinker, 1994). While Lado (1957) previously states that individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture. There are two kinds of transfer that occurs in the process of learning L2, the first is learners make more mistakes or errors because of the interference of their L1 to the L2 as a result of negative transfer, and the second is learners have less or no errors in learning L2, as a result of positive transfer.

Hence, in this study, the researcher conduct a mini research dealing with the influence of L1 on the pronunciation of L2 by giving the

students pronunciation test to investigate whether the transfer result is positive or negative.

## 1. Definition of L1 and L2

According to Gass and Selinker (1994) first language acquisition is the process a child learns his or her first language. While second language acquisition refers to the acquisition of any language after the acquisition of the mother tongue (Ellis, 1997). In addition, the process of learning another language after the native language has been learned is perceived as second language acquisition as well (Gass&Selinker, 2008). Even the process acquiring the third, fourth, and fifth language are called SLA as well.

## 2. The Definition and Features of Pronunciation

Pronunciation is how to pronounce words correctly. Zarembo (2010) explains that pronunciation refers to the correct way to emphasize syllables within a word. Incorrect pronunciation can also affect the meaning of words. Emphasizing the wrong syllables of words can also change the meaning of words. The non-native speakers of English who speak English have to be very careful in pronouncing some utterances or he may create mispronunciations which lead to misunderstanding. In addition, the pronunciation system is unique because the written form is uttered differently from the spoken form. This is the reason why many people claim that the pronunciation of the English language is difficult.

The features of pronunciation consist of two sub-topics; those are phonemes and the aspects of pronunciation.

## Phonemes

<sup>6</sup>Phonemes are different sounds within a language (Kelly, 2000). Although there are slight differences in how individuals articulate sounds, people can still describe accurately how each sound is produced. The meaning of the word can be changed or not when the speaker utters incorrectly. Because <sup>6</sup>of that, the role of phonemes is important. For example, the word *rat* has the phonemes /ræt/. If the middle phoneme is changed, it becomes /rɒt/rot, a different word. Yet, if /r/ is pronounced in a slightly different way, the word does not change and it is still understandable with the same meaning.

Kelly (2000) explains that there are two categories of the set of phoneme. Those are vowel sounds and consonant sounds.

### a. Vowel Sounds

The vowels are produced in which the air stream can pass freely through and out of mouth (Kusuma, 1990:14). These sounds are made in which there is no hindrance to the flow of air as it passes from the larynx to the lips. Based on Kelly (2000:31–33) English has twelve pure vowels and divided to be close vowels, mid vowels, and open vowels. They are:

**Close vowels:** For close vowels the tongue is quite high in the mouth.

Examples:

1. [i:] – key /ki:/
2. [ɪ] – sieve /siv/
3. [ʊ] – book /bʊk/
4. [u:] – food /fu:d/

**Mid vowels:** For mid vowels the tongue is neither high nor low in the mouth.

Examples:

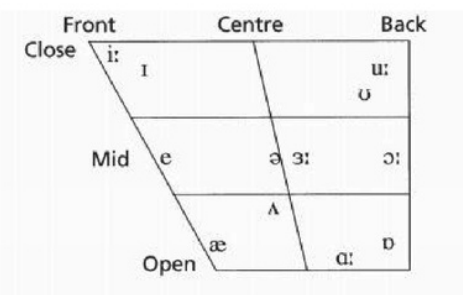
1. [e] – egg /eg/
2. [ɔ:] – pour /pɔ:(r)/
3. [ɜ:] – shirt /ʃɜ:t/
4. [ə] – paper /'peɪpə(r)/

**Open vowels:** For open vowels, the tongue is low in the mouth.

Examples:

1. [æ] – hat /hæt/
2. [ɒ] – dog /dɒg/
3. [ʌ] – front /frʌnt/
4. [ɑ:] – far /fɑ:(r)/

According to the tongue position, Kelly (2000) states that the English vowels can be put in a chart as follows:



(Chart 2.1 Kelly, 2000:5)

Kelly (2000) states that vowel sounds are all voiced, and may be single such as (/e/, as in *let*), or a combination, involving a movement from one vowel sound to another such as (/ei/, as in *late*). Besides, Kusuma (1990:15) asserts that a diphthong is a sound made by gliding from one vowel position into another position. In other words, diphthong is a sound which consists of a movement or glide from one vowel to another. Kelly (2000:35–36) adds that there are eight diphthongs, as follows.

## Research Design

<sup>2</sup> Research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing (Creswell, 2012:20). Previously, Creswell (2009: 22) defined <sup>2</sup>research design as plans and the procedures for research that <sup>2</sup>span the decisions from broad assumptions to detailed methods of data collection

and analysis. This plan involves several decisions, which design, procedures of inquiry (called strategies), specific methods of data collection, analysis, and interpretation should be used to study a topic. Qualitative research in the term of a case study was used because this study tends to investigate the influence of L1 on the pronunciation of L2 by giving the students pronunciation test to investigate whether the transfer result is positive or negative.

A case study is a qualitative approach in which the researcher conducts an empirical investigation of a contemporary phenomenon within its natural context using multiple sources of evidence (Yin, 2011:307). Furthermore, Cohen et al. (2007:258) state that:

*“Unlike the experimenter who manipulates variables to determine their causal significance or the surveyor who asks standardized questions of large, representative samples of individuals, the case study researcher typically observes the characteristics of an individual unit - a child, a clique, a class, a school or a community. The purpose of such observation is to probe deeply and to analyze intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which that unit belongs”.*

**Research Setting and Subject**

This mini research was conducted at MTS Salafiyah Syafiiyah Mumbulsari Jember. It is located at Jalan KH Agus Salim 1 Mumbulsari Jember East Java. This school is the oldest school in Mumbulsari which have a good English Club.

**Respondent**

The participants of the research are eligible units of population from which data would be collected. Creswell (2009:54) defines population as people who can answer the problem statements of the research. The participants of

research must meet certain criteria in order to be included in a study. The criterions are specific to the objectives of qualitative analysis (Vanderstoep and Johnston, 2009:194). In this mini research, the participants who qualified to participate in this research are 9 students. They belong to: 1) the students of English Club at MTS SalafiyahSyafiiyahMumbulsari, 2) they never go to the English Speaking country, (3) They have passed the test of Pronunciation in English Club, and (4) They have learned and used Indonesian since their childhood.

**3. Pronunciation Test Given to the Respondents**

Instruction: Read the words ONCE without reading the numbers!

No.	Words	No.	Words
1	Summer	26	Exchange
2	Promises	27	Magical
3	Silence	28	Fantasy
4	Destination	29	Distraction
5	Sharing	30	Complete
6	Pushing	31	Solitary
7	Thousand	32	Impossible
8	Breathing	33	Afraid
9	Anything	34	Believe
10	Strangest	35	Perfect
11	Cherish	36	Special
12	Future	37	Reality
13	Towel	38	Program
14	Tower	39	Beginning
15	Sour	40	Meaning
16	Favorite	41	Edges
17	Again	42	Winter
18	Crazy	43	Angel
19	Beside	44	Spinning
20	Sunrise	45	Beautiful
21	Alright	46	Watching
22	Downtown	47	Closer
23	Mountain	48	Outside
24	Around	49	Children
25	Arrange	50	Surrounded

**Keys for Pronunciation Test (Post Test)**

1. Summer /'sʌmə(r)/
2. Promises /'prɒmɪsɪs/
3. Silence /'saɪləns/
4. Destination /destɪ'neɪʃn/
5. Sharing /'ʃeə(r)ɪŋ/
6. Pushing /'puʃɪŋ/
7. Thousand /'θaʊznd/
8. Breathing /bri:ðɪŋ/
9. Anything /'eniθɪŋ/
10. Strangest /'streɪndʒes/
11. Cherish /'tʃerɪʃ/
12. Future /'fju:tʃə(r)/
13. Towel /'taʊəl/
14. Tower /'taʊə(r)/
15. Sour /'saʊə(r)/
16. Favorite /'feɪvərɪt/
17. Again /ə'gen/
18. Crazy /'kreɪzi/
19. Beside /bɪ'saɪd/
20. Sunrise /'sʌnraɪz/
21. Alright /ɔ:l'raɪt/
22. Downtown /'daʊn'taʊn/
23. Mountain /'maʊntən/
24. Around /ə'raʊnd/
25. Arrange /ə'reɪndʒ/
26. Exchange /ɪks'tʃeɪndʒ/
27. Magical /'mædʒɪkl/
28. Fantasy /'fæntəsi /
29. Distraction /dɪ'strækʃn/
30. Complete /kəm'pli:t/
31. Solitary /'sɒlətri/
32. impossible /ɪm'pɒsəbl/
33. afraid /ə'freɪd/
34. believe /bɪ'li:v/
35. perfect /'pɜ:fɪkt/
36. special /'speʃl/
37. reality /ri'æləti/
38. program /'prəʊgræm/
39. beginning /bɪ'gɪnɪŋ/
40. meaning /'mi:nɪŋ/
41. edges /'edʒes/
42. winter /'wɪntə(r)/
43. angel /'eɪndʒl/
44. spinning /'spɪnɪŋ/
45. beautiful /'bju:tɪfl/
46. watching /'wɒtʃɪŋ/
47. Closer /'kləʊsə(r)/
48. outside /,aʊt'saɪd/
49. children /'tʃɪldrən/
50. surrounded /sə'raʊndɪd/

**Table of Item Distribution**

Vowels	i:	Breathing /bri:ðɪŋ/ believe /bɪ'li:v/ meaning /'mi:nɪŋ/ Complete /kəm'pli:t/
	ɪ	spinning /'spɪnɪŋ/ beginning /bɪ'gɪnɪŋ/ perfect /'pɜ:fɪkt/ impossible /ɪm'pɒsəbl/
	ə	winter /'wɪntə(r)/ Solitary /'sɒlətri/ Again /ə'gen/
	u:	beautiful /'bju:tɪfl/ Future /'fju:tʃə(r)/
	æ	Fantasy /'fæntəsi / Distraction /dɪ'strækʃn/ reality /ri'æləti/
Diphthongs	eɪ	Crazy /'kreɪzi/ Favorite /'feɪvərɪt/ afraid /ə'freɪd/
	əʊ	Closer /'kləʊsə(r)/ program /'prəʊgræm/
	aɪ	Beside /bɪ'saɪd/ Sunrise /'sʌnraɪz/ Alright /ɔ:l'raɪt/
	aʊ	surrounded /sə'raʊndɪd/ outside /,aʊt'saɪd/ Around /ə'raʊnd/ Mountain /'maʊntən/ Downtown /'daʊn'taʊn/
Triphthong	aʊə	Towel /'taʊəl/ Tower /'taʊə(r)/ Sour /'saʊə(r)/
Consonant	s	Summer /'sʌmə(r)/ Promises /'prɒmɪsɪs/ Silence /'saɪləns/
	ʃ	Destination /destɪ'neɪʃn/ Sharing /'ʃeə(r)ɪŋ/ Pushing /'puʃɪŋ/ special /'speʃl/
	dʒ	Strangest /'streɪndʒes/ Magical /'mædʒɪkl/ edges /'edʒes/ angel /'eɪndʒl/ Arrange /ə'reɪndʒ/
	tʃ	children /'tʃɪldrən/ watching /'wɒtʃɪŋ/ Cherish /'tʃerɪʃ/ Exchange /ɪks'tʃeɪndʒ/
	θ	Thousand /'θaʊznd/ Anything /'eniθɪŋ/

The Result of Mini Research

The Score of Pronunciation Test

No.	English Words	1	2	3	4	5	6	7	8	9
1	Summer /'sʌmə(r)/	2	2	2	2	2	2	2	2	2
2	Promises /'prɒmɪsɪs/	0	1	0	2	0	0	0	0	0
3	Silence /'saɪləns/	2	2	2	2	2	2	2	0	2
4	Destination /destɪ'neɪʃn/	2	2	2	1	2	2	2	2	1
5	Sharing /'ʃeə(r)ɪŋ/	0	2	2	1	2	2	2	2	2
6	Pushing /'puʃɪŋ/	0	2	2	2	0	2	2	2	2
7	Thousand /'θaʊznd/	2	2	2	2	2	2	2	0	2
8	Breathing /'bri:ðɪŋ/	2	2	2	1	2	2	2	2	2
9	Anything /'eniθɪŋ/	2	0	2	2	2	2	2	0	2
10	Strangest /'streɪndʒes/	2	2	0	0	2	2	0	2	0
11	Cherish /'tʃerɪʃ/	0	2	2	2	0	2	2	2	2
12	Future /'fju:tʃə(r)/	2	0	2	2	2	2	2	2	2
13	Towel /'taʊəl/	0	2	2	2	2	2	2	0	2
14	Tower /'taʊə(r)/	0	2	2	1	2	2	2	0	2
15	Sour /'saʊə(r)/	0	2	0	0	0	2	0	0	2
16	Favorite /'feɪvərɪt/	2	2	0	2	0	0	2	2	0
17	Again /ə'geɪn/	2	2	1	2	2	1	2	2	2
18	Crazy /'kreɪzi/	2	2	2	2	0	2	2	2	2
19	Beside /bɪ'saɪd/	2	2	1	2	2	1	2	2	0
20	Sunrise /'sʌnrɪz/	2	2	2	1	2	2	2	2	2
21	Alright /ə:l'raɪt/	2	2	1	2	2	0	2	1	2
22	Downtown /'daʊn'taʊn/	2	2	2	2	2	0	2	2	2
23	Mountain /'maʊntən/	0	0	0	1	0	0	2	0	0
24	Around /ə'raʊnd/	2	2	2	2	2	1	2	2	2
25	Arrange /ə'reɪndʒ/	2	2	2	2	2	1	2	0	0
26	Exchange /ɪks'tʃeɪndʒ/	1	2	1	1	0	1	1	1	0
27	Magical /'mædʒɪkl/	2	2	2	1	2	2	2	2	2
28	Fantasy /'fæntəsi /	2	0	2	1	0	2	2	2	0
29	Distraction /dɪ'strækʃn/	2	2	2	1	1	2	2	0	2
30	Complete /kəm'pli:t/	0	2	0	2	0	0	2	0	0
31	Solitary /'sɒlətri/	0	0	0	0	0	0	0	0	0
32	impossible /ɪm'pɒsəbl/	2	0	0	2	0	2	2	0	0
33	afraid /ə'freɪd/	2	2	2	2	2	1	2	2	2
34	believe /bɪ'li:v/	2	2	2	2	2	1	2	2	2
35	perfect /'pɜ:fɪkt/	0	0	2	0	0	0	2	0	0
36	special /'speʃl/	0	0	0	1	2	2	0	0	0
37	reality /rɪ'æləti/	2	2	2	2	0	0	0	2	0
38	program /'prəʊgræm/	2	2	2	1	2	0	2	2	2
39	beginning /bɪ'gɪnɪŋ/	0	1	2	1	1	2	1	1	2
40	meaning /'mi:niŋ/	2	2	2	1	2	2	2	2	2
41	edges /'edʒes/	2	0	0	2	1	0	2	2	2
42	winter /'wɪntə(r)/	2	2	0	1	0	2	2	2	2
43	angel /'eɪndʒl/	0	0	0	1	0	0	0	0	2
44	spinning /'spɪnɪŋ/	2	2	2	1	2	2	2	2	2
45	beautiful /'bju:tɪfl/	2	2	2	1	2	2	2	2	2
46	watching /'wɒtʃɪŋ/	2	2	2	1	2	2	2	2	2
47	Closer /'kləʊsə(r)/	2	0	0	1	0	2	2	2	2
48	outside /,aʊt'saɪd/	2	2	0	2	2	0	1	0	1
49	children /'tʃɪldrən/	0	2	0	1	2	2	2	0	2
50	surrounded /sə'raʊndɪd/	2	0	2	2	2	0	2	0	0
	Total Score	69	74	66	71	63	65	81	61	68

Note: Point 2 = correct pronunciation and stress  
 Point 1 = wrong pronunciation and correct stress / correct pronunciation and wrong stress  
 Point 0 = wrong pronunciation and wrong stress

Phonetic Transcription of the Respondents' Pronunciation

No.	Items / Abs. Numb	1	2	3	4	5	6	7	8	9
1	Summer /sʌmə(r)/	/sʌmə(r)/	/sʌmə(r)/	/sʌmə(r)/	/sʌmə(r)/	/sʌmə(r)/	/sʌmə(r)/	/sʌmə(r)/	/sʌmə(r)/	/sʌmə(r)/
2	Promises /prɒmɪsɪs/	/prɒmɪsɪs/	/prɒmɪsɪs/	/prɒmɪsɪs/	/prɒmɪsɪs/	/prɒmɪsɪs/	/prɒmɪsɪs/	/prɒmɪsɪs/	/prɒmɪsɪs/	/prɒmɪsɪs/
3	Silence /saɪləns/	/saɪləns/	/saɪləns/	/saɪləns/	/saɪləns/	/saɪləns/	/saɪləns/	/saɪləns/	/saɪləns/	/saɪləns/
4	Destination /destɪˈneɪʃn/	/destɪˈneɪʃn/	/destɪˈneɪʃn/	/destɪˈneɪʃn/	/destɪˈneɪʃn/	/destɪˈneɪʃn/	/destɪˈneɪʃn/	/destɪˈneɪʃn/	/destɪˈneɪʃn/	/destɪˈneɪʃn/
5	Sharing /ˈʃeə(r)ɪŋ/	/ˈʃeə(r)ɪŋ/	/ˈʃeə(r)ɪŋ/	/ˈʃeə(r)ɪŋ/	/ˈʃeə(r)ɪŋ/	/ˈʃeə(r)ɪŋ/	/ˈʃeə(r)ɪŋ/	/ˈʃeə(r)ɪŋ/	/ˈʃeə(r)ɪŋ/	/ˈʃeə(r)ɪŋ/
6	Pushing /ˈpuʃɪŋ/	/ˈpuʃɪŋ/	/ˈpuʃɪŋ/	/ˈpuʃɪŋ/	/ˈpuʃɪŋ/	/ˈpuʃɪŋ/	/ˈpuʃɪŋ/	/ˈpuʃɪŋ/	/ˈpuʃɪŋ/	/ˈpuʃɪŋ/
7	Thousand /ˈθaʊznd/	/ˈθaʊznd/	/ˈθaʊznd/	/ˈθaʊznd/	/ˈθaʊznd/	/ˈθaʊznd/	/ˈθaʊznd/	/ˈθaʊznd/	/ˈθaʊznd/	/ˈθaʊznd/
8	Breathing /ˈbriːðɪŋ/	/ˈbriːðɪŋ/	/ˈbriːðɪŋ/	/ˈbriːðɪŋ/	/ˈbriːðɪŋ/	/ˈbriːðɪŋ/	/ˈbriːðɪŋ/	/ˈbriːðɪŋ/	/ˈbriːðɪŋ/	/ˈbriːðɪŋ/
9	Anything /ˈeniθɪŋ/	/ˈeniθɪŋ/	/ˈeniθɪŋ/	/ˈeniθɪŋ/	/ˈeniθɪŋ/	/ˈeniθɪŋ/	/ˈeniθɪŋ/	/ˈeniθɪŋ/	/ˈeniθɪŋ/	/ˈeniθɪŋ/
10	Stranger /ˈstreɪndʒes/	/ˈstreɪndʒes/	/ˈstreɪndʒes/	/ˈstreɪndʒes/	/ˈstreɪndʒes/	/ˈstreɪndʒes/	/ˈstreɪndʒes/	/ˈstreɪndʒes/	/ˈstreɪndʒes/	/ˈstreɪndʒes/
11	Cherish /ˈtʃerɪʃ/	/ˈtʃerɪʃ/	/ˈtʃerɪʃ/	/ˈtʃerɪʃ/	/ˈtʃerɪʃ/	/ˈtʃerɪʃ/	/ˈtʃerɪʃ/	/ˈtʃerɪʃ/	/ˈtʃerɪʃ/	/ˈtʃerɪʃ/
12	Future /ˈfjuːtʃə(r)/	/ˈfjuːtʃə(r)/	/ˈfjuːtʃə(r)/	/ˈfjuːtʃə(r)/	/ˈfjuːtʃə(r)/	/ˈfjuːtʃə(r)/	/ˈfjuːtʃə(r)/	/ˈfjuːtʃə(r)/	/ˈfjuːtʃə(r)/	/ˈfjuːtʃə(r)/
13	Towel /ˈtaʊəl/	/ˈtaʊəl/	/ˈtaʊəl/	/ˈtaʊəl/	/ˈtaʊəl/	/ˈtaʊəl/	/ˈtaʊəl/	/ˈtaʊəl/	/ˈtaʊəl/	/ˈtaʊəl/
14	Tower /ˈtaʊə(r)/	/ˈtaʊə(r)/	/ˈtaʊə(r)/	/ˈtaʊə(r)/	/ˈtaʊə(r)/	/ˈtaʊə(r)/	/ˈtaʊə(r)/	/ˈtaʊə(r)/	/ˈtaʊə(r)/	/ˈtaʊə(r)/
15	Sour /ˈsaʊə(r)/	/ˈsaʊə(r)/	/ˈsaʊə(r)/	/ˈsaʊə(r)/	/ˈsaʊə(r)/	/ˈsaʊə(r)/	/ˈsaʊə(r)/	/ˈsaʊə(r)/	/ˈsaʊə(r)/	/ˈsaʊə(r)/
16	Favorite /ˈfeɪvərɪt/	/ˈfeɪvərɪt/	/ˈfeɪvərɪt/	/ˈfeɪvərɪt/	/ˈfeɪvərɪt/	/ˈfeɪvərɪt/	/ˈfeɪvərɪt/	/ˈfeɪvərɪt/	/ˈfeɪvərɪt/	/ˈfeɪvərɪt/
17	Again /əˈgeɪn/	/əˈgeɪn/	/əˈgeɪn/	/əˈgeɪn/	/əˈgeɪn/	/əˈgeɪn/	/əˈgeɪn/	/əˈgeɪn/	/əˈgeɪn/	/əˈgeɪn/
18	Crazy /ˈkreɪzɪ/	/ˈkreɪzɪ/	/ˈkreɪzɪ/	/ˈkreɪzɪ/	/ˈkreɪzɪ/	/ˈkreɪzɪ/	/ˈkreɪzɪ/	/ˈkreɪzɪ/	/ˈkreɪzɪ/	/ˈkreɪzɪ/
19	Beside /bɪˈsaɪd/	/bɪˈsaɪd/	/bɪˈsaɪd/	/bɪˈsaɪd/	/bɪˈsaɪd/	/bɪˈsaɪd/	/bɪˈsaɪd/	/bɪˈsaɪd/	/bɪˈsaɪd/	/bɪˈsaɪd/
20	Sunrise /ˈsʌnraɪz/	/ˈsʌnraɪz/	/ˈsʌnraɪz/	/ˈsʌnraɪz/	/ˈsʌnraɪz/	/ˈsʌnraɪz/	/ˈsʌnraɪz/	/ˈsʌnraɪz/	/ˈsʌnraɪz/	/ˈsʌnraɪz/
21	Alright /əˈlaɪt/	/əˈlaɪt/	/əˈlaɪt/	/əˈlaɪt/	/əˈlaɪt/	/əˈlaɪt/	/əˈlaɪt/	/əˈlaɪt/	/əˈlaɪt/	/əˈlaɪt/
22	Downtown /ˈdaʊnˈtaʊn/	/ˈdaʊnˈtaʊn/	/ˈdaʊnˈtaʊn/	/ˈdaʊnˈtaʊn/	/ˈdaʊnˈtaʊn/	/ˈdaʊnˈtaʊn/	/ˈdaʊnˈtaʊn/	/ˈdaʊnˈtaʊn/	/ˈdaʊnˈtaʊn/	/ˈdaʊnˈtaʊn/
23	Mountain /ˈmaʊntən/	/ˈmaʊntən/	/ˈmaʊntən/	/ˈmaʊntən/	/ˈmaʊntən/	/ˈmaʊntən/	/ˈmaʊntən/	/ˈmaʊntən/	/ˈmaʊntən/	/ˈmaʊntən/
24	Around /əˈraʊnd/	/əˈraʊnd/	/əˈraʊnd/	/əˈraʊnd/	/əˈraʊnd/	/əˈraʊnd/	/əˈraʊnd/	/əˈraʊnd/	/əˈraʊnd/	/əˈraʊnd/
25	Arrange /əˈreɪndʒ/	/əˈreɪndʒ/	/əˈreɪndʒ/	/əˈreɪndʒ/	/əˈreɪndʒ/	/əˈreɪndʒ/	/əˈreɪndʒ/	/əˈreɪndʒ/	/əˈreɪndʒ/	/əˈreɪndʒ/
26	Exchange /ɪksˈtʃeɪndʒ/	/ɪksˈtʃeɪndʒ/	/ɪksˈtʃeɪndʒ/	/ɪksˈtʃeɪndʒ/	/ɪksˈtʃeɪndʒ/	/ɪksˈtʃeɪndʒ/	/ɪksˈtʃeɪndʒ/	/ɪksˈtʃeɪndʒ/	/ɪksˈtʃeɪndʒ/	/ɪksˈtʃeɪndʒ/
27	Magical /ˈmædʒɪkl/	/ˈmædʒɪkl/	/ˈmædʒɪkl/	/ˈmædʒɪkl/	/ˈmædʒɪkl/	/ˈmædʒɪkl/	/ˈmædʒɪkl/	/ˈmædʒɪkl/	/ˈmædʒɪkl/	/ˈmædʒɪkl/
28	Fantasy /ˈfæntəsi/	/ˈfæntəsi/	/ˈfæntəsi/	/ˈfæntəsi/	/ˈfæntəsi/	/ˈfæntəsi/	/ˈfæntəsi/	/ˈfæntəsi/	/ˈfæntəsi/	/ˈfæntəsi/
29	Disraction /dɪˈstrækʃn/	/dɪˈstrækʃn/	/dɪˈstrækʃn/	/dɪˈstrækʃn/	/dɪˈstrækʃn/	/dɪˈstrækʃn/	/dɪˈstrækʃn/	/dɪˈstrækʃn/	/dɪˈstrækʃn/	/dɪˈstrækʃn/
30	Complete /kəmˈpliːt/	/kəmˈpliːt/	/kəmˈpliːt/	/kəmˈpliːt/	/kəmˈpliːt/	/kəmˈpliːt/	/kəmˈpliːt/	/kəmˈpliːt/	/kəmˈpliːt/	/kəmˈpliːt/
31	Solitary /sɒlɪteri/	/sɒlɪteri/	/sɒlɪteri/	/sɒlɪteri/	/sɒlɪteri/	/sɒlɪteri/	/sɒlɪteri/	/sɒlɪteri/	/sɒlɪteri/	/sɒlɪteri/
32	impossible /ɪmˈpɒsəbl/	/ɪmˈpɒsəbl/	/ɪmˈpɒsəbl/	/ɪmˈpɒsəbl/	/ɪmˈpɒsəbl/	/ɪmˈpɒsəbl/	/ɪmˈpɒsəbl/	/ɪmˈpɒsəbl/	/ɪmˈpɒsəbl/	/ɪmˈpɒsəbl/
33	afraid /əˈfreɪd/	/əˈfreɪd/	/əˈfreɪd/	/əˈfreɪd/	/əˈfreɪd/	/əˈfreɪd/	/əˈfreɪd/	/əˈfreɪd/	/əˈfreɪd/	/əˈfreɪd/
34	believe /bɪˈliːv/	/bɪˈliːv/	/bɪˈliːv/	/bɪˈliːv/	/bɪˈliːv/	/bɪˈliːv/	/bɪˈliːv/	/bɪˈliːv/	/bɪˈliːv/	/bɪˈliːv/

35	perfect /'pɑ:fi:kt/	/pɑ:(t)'fækt/	/pɑ:(t)'fækt/	/pɑ:(t)'fækt/	/pɑ:(t)'fækt/	/pɑ:(t)'fækt/
36	special /'speʃl/	/speʃl/	/speʃl/	/speʃl/	/speʃl/	/speʃl/
37	reality /ri'æləti/	/ri'æləti/	/ri'æləti/	/ri'æləti/	/ri'æləti/	/ri'æləti/
38	program /'prəʊgræm/	/prəʊgræm/	/prəʊgræm/	/prəʊgræm/	/prəʊgræm/	/prəʊgræm/
39	beginning /bi'ɡɪnɪŋ/	/bi'ɡɪnɪŋ/	/bi'ɡɪnɪŋ/	/bi'ɡɪnɪŋ/	/bi'ɡɪnɪŋ/	/bi'ɡɪnɪŋ/
40	meaning /'mi:nɪŋ/	/mi:nɪŋ/	/mi:nɪŋ/	/mi:nɪŋ/	/mi:nɪŋ/	/mi:nɪŋ/
41	edges /'edʒes/	/edʒes/	/edʒes/	/edʒes/	/edʒes/	/edʒes/
42	winter /'wɪntə(r)/	/wɪntə(r)/	/wɪntə(r)/	/wɪntə(r)/	/wɪntə(r)/	/wɪntə(r)/
43	angel /'eɪndʒl/	/eɪndʒl/	/eɪndʒl/	/eɪndʒl/	/eɪndʒl/	/eɪndʒl/
44	spinning /'spɪnɪŋ/	/spɪnɪŋ/	/spɪnɪŋ/	/spɪnɪŋ/	/spɪnɪŋ/	/spɪnɪŋ/
45	beautiful /'bju:tɪfl/	/bju:tɪfl/	/bju:tɪfl/	/bju:tɪfl/	/bju:tɪfl/	/bju:tɪfl/
46	watching /'wɒtʃɪŋ/	/wɒtʃɪŋ/	/wɒtʃɪŋ/	/wɒtʃɪŋ/	/wɒtʃɪŋ/	/wɒtʃɪŋ/
47	Closer /'kloʊsə(r)/	/kloʊsə(r)/	/kloʊsə(r)/	/kloʊsə(r)/	/kloʊsə(r)/	/kloʊsə(r)/
48	outside /'aʊt'saɪd/	/aʊt'saɪd/	/aʊt'saɪd/	/aʊt'saɪd/	/aʊt'saɪd/	/aʊt'saɪd/
49	children /'tʃɪldrən/	/tʃɪldrən/	/tʃɪldrən/	/tʃɪldrən/	/tʃɪldrən/	/tʃɪldrən/
50	surrounded /sə'reʊndɪd/	/sə'reʊndɪd/	/sə'reʊndɪd/	/sə'reʊndɪd/	/sə'reʊndɪd/	/sə'reʊndɪd/

### 1. Discussion

Based on the result of the pronunciation test, there are only 3 respondents who get a good score (more than 70) on pronunciation test. The rest of them (6 respondents) get the score on the average 60. It means that most of them face a difficulty in pronouncing the English words correctly.

The first problem faced by most of respondents is the word stress. Most of them make a wrong stress when they pronounce the English words. It happened because they do not have a word stress in Bahasa Indonesia as their first language. It makes them difficult to put a correct stress in pronouncing the English words.

The second problem is that most of the respondents get negative transfer. The way they pronounce the English words (especially on the English consonants and vowels) is incorrect. The researcher found that there are eight English consonants that are transferred incorrectly by the respondents. For instance, [k], [z], [v], [ʃ], [t], [d], [n] and [d]. However, the English consonant sounds that pose major difficulties for the respondents are only for the sound [z], [v], and [k]. The sound [z] in the word-final position is considered difficult since all of the respondents pronounce the sound incorrectly. In addition, unlike English which has the sound [z] in word-final position, Indonesian only has the sound [z] in word-initial and medial and never occurs in word-final, therefore they tend to produce [s] for [z]. Furthermore, the non-existence of the sound [v] in Indonesian sound system apparently influences the production of English sound [v]; as a result, the respondents produce [f] for [v]. Since it is hard to hear the sound [k] in word-final of ask especially when it is produced in a fast speech; it is not pronounced by most of the respondents in this study.

Furthermore, here are some words which are pronounced incorrectly by almost all respondents. It happened because English consonants or vowel is pronounced differently from bahasa Indonesia as their mother tongue. Here are the lists of those words:

No.	English Words	Correct Pronunciation and Stress	Wrong Pronunciation and Wrong Stress
1	Promises	1 respondent	8 respondents
2	Strangest	4 respondents	5 respondents
3	Favorite	4 respondents	5 respondents
4	Mountain	3 respondents	6 respondents
5	Complete	3 respondents	6 respondents
6	Solitary	0 respondent	9 respondents
7	Impossible	3 respondents	6 respondents
8	Angel	1 respondent	8 respondents
9	Perfect	2 respondents	7 respondents

### Conclusion

Most of respondents pronounce the English words incorrectly. From ten respondents, only 3 students who have high score (more than 70). The rest of them make a wrong stress and wrong pronunciation in pronouncing the English words. It can be concluded that most of the respondents got a negative transfer. As a result, most of them make more mistakes or errors because of the interference of their L1 to the L2 as a result of negative transfer.

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