

**THE INFLUENCE OF MOTHER TONGUE INTERFERENCE
TOWARD STUDENT IN PRONUNCIATION ABILITY
(A Case Study All Grades Semester in English Study Program of IAIN Curup)**

THESIS

**This Thesis is submitted to fulfill the requirement for ‘Sarjana’
degree in English Language Education**



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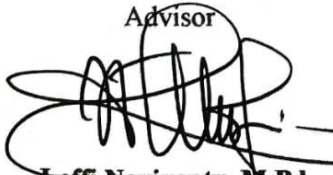
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Demikian permohonan ini kami ajukan, atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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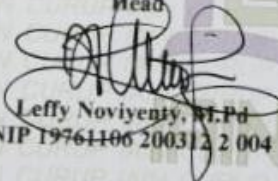
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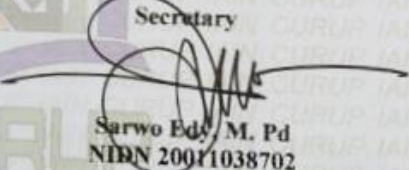
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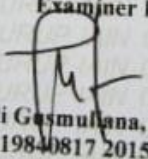
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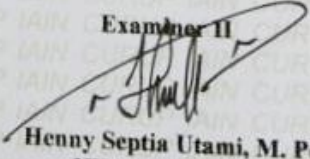
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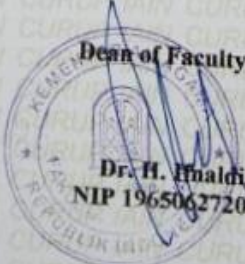
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MOTTO and DEDICATION

*Indeed, Allah is over all things competent
(Ali Imran, 165)*

Trust the timing of your life

*Stop doubting yourself, work hard and make it
happen*

If Mom is my heart, then Dad is my heartbeat

In the name of Allah this thesis dedicates to:

*My greatest parent, the guardian angel of my life Mr. Sumarno and
Mrs. Siti Nurhayati,
thankyou so much for all prays, support, suggestion, smile, loves, cares
and attention you provide me to through this entire of life, thanks for
everything you did, you are my strengthner, i love you so much.*

*My dearest brother, Dona Antoro and Bambang Sumantri, thank you
for your love.*

*My great aunty and uncle, Mrs. Nur Dwi Sulastrí and Mr. Sugiarso,
you are my another strengthner in my life, i love you.*

*My dearest cousin Netta Anggika Mutiara and Ajeng Dwi
Ramadhanty,
you are the special gift i have..*

*My Mr. Right , Rachman Prasetyo
thanks for everything you did, you are the apple of my eyes.*

Ich liebe dich meine liebste..

My lovely trouble maker nephew, M. Ryuga Aqlan Syafiqal, you are my sunshine.

My Buddies

(Meli Kuspita, Rizka Pausia Putri, Septi Maryanti), thank you for your motivation, loyalty, and the big support, without your kindness might i could not finish this thesis, you are my best.

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you are always be role model in life, thanks for everything teh.

My best friends, Korban Janji Squad

(Ajeng Dwi Ramadhanty, Dhani Oktavianti, Dike Sundari, Mahlia Wati, Rachman Prasetio, Aprian Nur Azali, and Hengki Kris Sanjaya), and also Genta Deka Prasetyo

you are the best people ever. Thanks for accompany my process in sadness and happiness, your loyalty and kindness, don't forget our story till the end, God Bless guys.

T (unggulan) Generation (TBI 8 A)

we process and progress together, make our dream come true.

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who help me to got the data, thanks for your kindness, time and contributions, may Allah blesses you.

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The researcher finished this thesis entitled "*The Influence of Mother Tongue Interference Toward Student Speaking Ability*". This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest appreciation to:

1. Mr Rahmad Hidayat, M. Pd. as the rector of IAIN Curup
2. Mrs Jumatul Hidayah as the head of English Study Program of IAIN Curup
Thank u for your support and kindness.
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finish my study. For all time Allah will give his bless for you. Aameen

5. My Big thanks to all my best lecturer who have taught me many things. so i can accomplish my study. Finally, the researcher needs constructive suggestions for being better in the future.

Wassalamu'alaikum Wr, Wb.

Curup, Agustus 2020

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ABSTRACT

Mesi Irene Putri, 2020. **“The influence of mother tongue interference toward student in pronunciation ability (a case study all grades in English Study Program of IAIN Curup)”**

Advisor : Leffi Noviyenty, M.Pd

Co- Advisor : Sarwo Edy, M.Pd

This thesis was aimed to find out interference of mother tongue in pronouncing English words. The problem faced by students' in English Study Program who mispronunciation in using their mother tongue from the ethnics. The research is qualitative method which presented in descriptive way to describe it. The subject of this research was 72 students of English Study Program from nine ethnic such as Rejang, Javanese, Lembak, Padang, Palembang, Cirebon, Serawai, Jambi and also Sundanese who used mother tongue in daily life that existence of IAIN Curup. The instrument of this research were used recording, interview and Pronunciation Test to get data that needed. In analysis data, first researcher identified and check data that be collected. After that, researcher describes all data. Next, researcher classified data into categories based on research instrument and the last is interpret the data. In findings, the researcher found some interference in sounds əʊ, u:, ɔ:, 3: eɪ, æ, ʌ, ɒ, I, ɪ, ɲ, g, b, t, and d in ethic Javanese. Interference it also happen in sounds i:, æ, ʃ, ə, ɔ:, z, eɪ, k, ɔɪ, f, ɒ, ʌ, ɔ:, I, əʊ, 3: for ethnic rejang, sounds ɔɪ, ɔ:, ʃ, æ, u:, eɪ, i:, z, f, ə, I, k in ethnic serawai, ɒ, əʊ, ɒ, ə, u:, i:, æ I k, ɔɪ, ɔ: sounds in ethnic Palembang, sounds i:, θ, eɪ, f ə, ɒ, æ I k, 3: in ethnic Lembak, and also interference happen in ethnic Padang with sounds eɪ, 3:, ʃ and also nothing interference in ethnic Sunda.

Keywords : Interference of mother tongue, pronouncing english word

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CHAPTER I

INTRODUCTION

A. Background of the research

Speaking is that the primary vehicle of communication. In line with Penny Ur, speaking is that the most vital that very necessary for the effective communication¹. English concerns that the mastery of speaking skills in English could be a priority for several learners. In speaking there are five components of speaking, like pronunciation, vocabulary, structure, comprehension and fluency. From those components, pronunciation is one aspect that crucial in delivering idea when the people are in conversations. Meanwhile, pronunciation is that the manner a way to pronounce the sound clearly. So that, in speaking English, we must have good pronunciation ability.

Pronunciation is one among elements in language that has massive contribution for better English speaking.² That's vital to be told, because by good pronunciation, our English can more clearly and simply to know. In learning pronunciation, there's a facet that become a focused like phonetic symbols. That may be mapped onto first language or mother tongue. Additionally, Brown in Suryatiningsih journal stated that some affects of pronunciation are age, exposure, innate phonetic ability, identify and language ego, motivation and concern permanently pronunciation, and tongue interference.³

¹ Ur, P. (2000). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press

² Hakim, Arif Rahman. (2012). *International Journal of Humanities and Social Science Vol. 2 No. 20*

³ Suryatiningsih, Ninik, *Jurnal Dimensi Pendidikan dan Pembelajaran Vol. 3 No. 2 Juli 2015*, P.1

In this case, the likelihood of first language interference emerged. Odlin defined the maternal language interference because the negative transference of linguistic patterns⁴. Unfortunately, natural language is interfered our sound pronunciation highly. Interference could be a mistake that happens because of the addition of speech habits from tongue or dialect into the opposite languages or foreign dialect. Additionally, Lott defines interference as errors within the students' used of the foreign language that may be copied back to the natural language, while the learners use the foreign language⁵. It indicates that first language interference may be a barrier in pronouncing a word in foreign language.

Mother tongue interference can affect students' English speaking skill especially in pronouncing the words intrinsically. It's important to understand for college kids and also the teachers who learn and teach English as an overseas language because mispronouncing can cause misunderstanding or event can not thought. It's also stated by Noviyenty on her journal concerning the importances of comprehending maternal language interference in teaching and learning process. For the scholars, the scholars are becoming involved in conversations within the dimension of English as world language with different culture which specialize in intelligibility and comprehensibility and it also needs the teacher roles. The teacher during this condition should drive the scholars by using

⁴ Odlin, T. (1989). *Language transfer: Cross-linguistic influence in language learning*. Cambridge: Cambridge University press.

⁵Lott, as cited in Bhela, 1999, p.22

material design in its diverse cultures. Within the teachers side, it could assist the teacher in teaching process in other that the teachers can teach English language similarly as world interlanguage.⁶ It implies that comprehending maternal language interference is basically necessary for college students and teachers to amass English language as world language which concentrate on intelligibility and comprehensibility in cultural diversites.

In the case, this research conducted for designing suitable teaching to students from diverse culture wherever teachers and students who learn English as foreign language and as world koine. Because the result, the scholars and teachers could involve in conversations moreover without worried about any mistake regarding the accent employed by the scholars or teachers thanks to intelligibility and comprehensibility focused. Furthermore, teachers and students could used English with none misunderstanding and miscommunication in order that using foreign language on non native speakers is not barrier in communication.

Therefore, this research vital for teacher to transfer knowledge to students. Teaching process that handle by teachers who non native speakers and students in learning English as foreign language. Teachers as non native speakers maybe have some problem to show like their technique or pronunciation because any some word that difficult to pronouncing and also some problem maybe

⁶ Noviyenty, L. Dkk, (2020), The Paradigms of Teaching English across Cultures: EFL Teachers' Perspectives, IJCI Journal, vol. 12.

happen on students. That why this reseacher is crucial aspect in teaching process because it can be further relevance to gain effective teaching in speaking, phonology and pronunciation especially.

Based on pre-observation the researcher found the scholars who used natural language from some ethnic in contuinity and located any mistake after they used English speaking because interference in their first language and also the researcher found seventh ethnic diverse. In depth, the reseacher observed all grade semester in English Study Program to grasp the various ethnic existence. After that, the researcher chose the scholars who used the first language continuity in daily speaking. Simply conversation employed by the researcher to creat sure that the scholars used tongue in daily there are existence interference in some words. The ethnic found in English Study Program are Javanese, Rejang, Lembak, Padang, Palembang, Sunda and also Serawai. Ethnic Serawai are include people of Manna, Lintang, Semende, pagar alam and Pasemah. Ethnic Serawai have similiary language one another. So that, the people call the similar ethnic above with Serawai. Moreover, The researcher interested from the heterogen ethnic and different form interference in to the words and phonetic from each ethnic. During this study, pronouncing interference becomes focus of the researcher. As a result, pronouncing interference frequently happens in producing the sounds. It's affected from the moher tongue of the foreign language learners.

The researcher indicated that student who has error in some words because unknown and ignored about distinct vowel diphthongs, consonants and blending interferences as obtained from the initial similarity. However, the researcher revealed some part spelling differences within word formation, and also the sounds of those words as different when their speaking. Besides that, the researcher indicated that students automatically chose to interference of first language components. For the instance, within the observation of pronunciation problems and therefore the interference of first language find such a large amount of sounds like /t/ and /d/ /p/ and /f/, /s/ and /θ/, /z/ and /ð/, /tʃ/ and /ʃ/, /v/ and /b/ are confused e.g.(today / idea), (pit / bit), (thin / sin), (question /action), (very / berry). The mispronunciation of the sounds above were the results of the over practice of the natural language, a process of preservation. Accordingly, the students are more likely to interference mother tongue particular into foreign language pronunciation. Additionally, the most purpose of the study is to grasp about speaking ability whose interference of tongue from students, especially in English Study Program.

From the phenomena above, the researcher interested in conducting this research know about influence of mother tongue in speaking ability. Therefore, the researcher carried out a research entitled “**The influence of Mother tongue interference toward student in English pronunciation ability of English Study Program at IAIN CURUP**”

B. Research Question

Related to the problem above so the researcher wanted to formulate the problem of the researcher as follow:

1. What are forms of mother tongue interference on students' English speaking skill?
 - a. What are the interference of Rejang language in students' English speakers?
 - b. What are the interference of Javanese language in students' English speakers?
 - c. What are the interference of Palembang language in students' English speakers?
 - d. What are the interference of Jambi language in students' English speakers?
 - e. What are the interference of Padang language in students' English speakers?
 - f. What are the interference of Cirebon language in students' English speakers?
 - g. What are the interference of Lembak language in students' English speakers?
 - h. What are the interference of Serawai language in students' English speakers?
 - i. What are the interference of Sunda language in students' English speakers?

C. Scope of the research

The researcher describes influence of mother tongue interference toward student pronunciation ability at all grades of English Study Program at IAIN Curup. In early of the research, the respondents are the scholars of English Study Program at IAIN Curup. They are scholars in second, fourth, sixth and eighth semester in IAIN Curup.

D. The objectives of the research

From the problem of the research above, the objective of the research was:

1. To explain what are the forms of mother language influence on students' English pronunciation skill.
 - a. To explain what are the interference of Rejang language on students' English pronunciation.

- b. To explain what are the interference of Javanese language in students' English speakers?
- c. To explain what are the interference of Palembang language in students' English speakers?
- d. To explain what are the interference of Padang language in students' English speakers?
- e. To explain what are the interference of Lembak language in students' English speakers?
- f. To explain what are the interference of Serawai language in students' English speakers?
- g. To explain what are the interference of Sunda language in students' English speakers?

E. Definition of Key Term

The operational definition of the key terms in this title as follow:

1. Mother Tongue

Mother tongue is native language from our habit that comes to the surface structure of the tongue to the surface of target language. Mother tongue largely refers to not only the language one learns from one tongue but also the speakers are natural language. In this research, mother tongue is a language used as their daily life.

2. Interference

Interference is that the interaction of languages systems in a bilingual environment, emerging or when a language contact, or when the individual

assimilation of native language deviations from the norm and system of native language and interference is influence of tongue in expression process⁷. Interference can be meant as the change of language system used by element of language which is regarded as a mistake because deviates from the rules of language used. In this research, interference happen because it so close with tongue that their uses in daily.

3. Phonological interference

Phonological interference is related to the tongue of foreign language students which affected the sound production of the target language. The problem of phonological interference concerns the manner in which a speaker perceives and reproduces the sounds of one language in terms of another. Physically different from each other in a number of ways, such as place of articulation, manner of articulation, voicing, and tongue height.

F. Significance of the Research

The result of this research is expected to provide useful information, knowledge, experience, and contribution for the reader, especially:

1. For students

The students of English Study Program at IAIN Curup who want to know about influence mother tongue in pronunciation ability. It can be as a guide for students in building up their good spelling in second language.

⁷ V. Vinogradov, *Problems of literature language and language deviation development*. 197 (1990) 3-17.

2. For lecturer

Lecturer can find some solution to solve the mother tongue in speaking. So their speaking class could be success.

3. For researcher

The result of this researcher is also expected by the researcher to get new knowledge which can be used in speaking class because the research is going to be as an educator.

G. Delimitation

The researcher delimited this research to get more specific data. Delimitation of this research was focused on the area of finding out the interference mother tongue of students' in pronunciation English ability. The sample in research are delimited on students of English Study Program that the ethnic were Javanese, Rejangese, Serawai, Padang, Palembang, Lembak, and Sundanese, which used the mother tongue continuity in speaking daily and difficult to pronounce the number of words in English because the interference of mother tongue, especially in English Study Program at IAIN Curup academic year 2019/2020.

CHAPTER II

LITERATURE REVIEW

This chapter explores about the review of related theories as theoretical foundation of this research.

A. Review of related theories

1. Definition of speaking

Speaking is that the primary vehicle of communication. It's one in all the foremost important skills of four language skills in English especially because student who learn a language are stated to because the speakers of that language. It's the assembly oral skill. It consists of manufacturing system verbal utterance to hold meaning⁸. It's making use of word in a normal voice, uttering word, knowing and having the ability to use language, expressing oneself in word, and making speech. Speakers talk so as to possess some effect on their listener. Nunan states that the successful in speaking is measures through someone ability to hold out a conversation within the language⁹.

Meanwhile, the aims of speaking are to exchange information or interaction to every other person. It is people toward be getting something clear ideas. It is a skill utilized by someone in standard of living communication whether on academic or outside. Now days, there are crucial that has to not only students know in speaking

⁸ Penny Ur, *A course in language teaching: practice and theory*, (Cambridge: Cambridge university press, 2000), p.48.

⁹ Nunan, David 1991. *Language teaching methodology: A textbook for teachers*. New York: Prentice Hall.

skill, but also everyone in every country, learning speaking English confidently is required. The students generally use speaking as a way of communication in daily interaction. Thus, it's an interactive process of construct meaning that involve producing, receiving and processing information. It is forms and meaning relies on the context during which it occurs. Speaking is taken into account to be inseparable to communication. Communication is that the way individual can shoe the emotions, tell the thoughts, ask question, enkindle help, argue, persuade, explain, and provides order one another¹⁰. It means speaking is process of are meaning by the interaction in learning speaking English.

In addition, during a research done by Leffi Noviyenty strategies in learning speaking English. Supported research, the researcher interested to analyze the ways the students of the favourite state highschool in Curup Town because ability during this school is advance. Between the students and teachers could speaking English well. In her research, Leffi used metacognitive strategies accommodate mental operation utilized by learners. Some strategies to involve the direct analysis and manipulation of language input which cover repetition, resourcing, deducation, and interfering to realize the information. The findings also show that not all English teachers use English in communicating with students. This condition limit the teachers always motivate their students by providing discussion within the clasroom. Teachers' competition, recreation, and speaking with the foreigners. Unfortunately, not all teacher concern about the strategies used bby their students in learning to

¹⁰ Brown, H.D. *Teaching by principle: An Interactive approach to language pedagogy*. 2th Edition. (New York: Addison Wesley Longman, Inc.2001), p. 267

speaking English. Often, the students must find their own strategies without even realize which of these strategies are suitable for them.¹¹

It means in learning speaking English strategy is one amongst the crucial components in progressing the students' ability in English, especially pronunciation English skill. The strategy is employed to understand the students' ability in doing the communication in English.

2. The Importance of Speaking

Supported the theories, it is concluded that the importance of speaking is to speak to a different people. The speaking skill is that the one in all factor for influential in communication process. Harmer stated put in writing that from the communicative point of view, speaking has many alternative aspects including two points categories accuracy, include the proper use of vocabulary, grammar and pronunciation practice through controlled and guided activities and, fluency, considered to be the power to stay going when speaking spontaneously¹². This can be however, rather a shallow view of this skill. The communication process in keeping with Beebe, even the earliest communication theories recognize that communication could be a process¹³.

Brown stated theory that models better than demonstrate that complexity of the

¹¹ Leffi Noviyenty, *strategies in learning and technique in teaching English Speaking*, (ENGLISH FRANCA: Academic journal of English and education IAIN Curup,2018), p. 36

¹² Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. London: Longman.

¹³ Beebe, Steven. Susan J. Diana K. 2012. *Communication Principle a Life Time*. Boston: Allyn and Bacon Inc.

communication process¹⁴. There are brown stated:

a. Communication as an action

The earliest linear typical of communication as an action identified the foremost of the component of communication process are source, message, channel, receiver, and notice.

b. Communication as Interaction

Realizing linear models were overly simplistic, or interactive, and added two important new components: feedback and context.

c. The Communication as a Transaction

Trans active model focus instead on communication as a simultaneous process. Sending and receiving message concurrently. In two person communication transaction, both persons are sending and receiving at the identical time.

3. The Aspects of Speaking

The basic criteria within the foreign language proficiency Brown suggest four aspects of speaking skills. There are fluency, accuracy, vocabulary and pronunciation¹⁵. The aspects are the essential suggests of learning this is often why students need the opportunities to extend and develop these criteria. But, in this

¹⁴ Brown, H. Douglas. 2000. *Teaching by Principle an Interactive Approach to Language Pedagogy*. Jakarta: Pearson Education. P.7

¹⁵ H. Douglas, *Loc. Cit.*,

research, pronunciation is focus of the reseach.

Pronunciation refers to the flexibility to use the right stress, rhythm, and intonation of a word in a very voice communication. Besides that, pronunciation is that the act or results of producing the sounds of speech, such as: articulation stress and intonation, often with relevancy some standard of correctness or acceptability. A word will be spoken in numerous ways by various individuals or groups, counting on many factors, such as: the realm during which they grew up, the realm during which they now live. In line with Harmer state that, the areas of pronunciation which we want to draw our students' attention to incorporate individual sounds they are having difficulty with, word and phrase/sentence, stress and intonation. But students will need help with connected speech for fluency and also the correspondence between sounds and spelling and if will there is no creativity from the teacher it will be hard for college students who especially a remote language student to pronounce the word correctly.¹⁶

There are some reasons why pronunciation is vital for instance improved pronunciation shows that students became more native-like in their categorical perception of sounds. This implies that they are more likely not only to sound like native after they speak, but also to grasp which sounds that in words that native to them. Pronunciation is that the way a word or language is typically spoken the way during which which someone utters a word. Per Hornby, Pronunciation is that the way during which a language is spoken the way during which a word is pronounced

¹⁶ Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. London: Longman.

the way an individual speaks the words a language.¹⁷ Harmer states, the areas of pronunciation which we want to draw our students' attention to incorporate individual sounds they are having difficulty with, word and phrase or sentence, stress and intonation.¹⁸ But students will need help with connected speech for fluency and also the correspondence between sounds and spelling. These areas of pronunciation are touched per the statement above. They are:

a. Working with sounds

We often ask students to specialize in one pattern sound. This permits us to demonstrate how it is made and show it are often spelt a serious concern with English between sounds and spellings than there is in one other languages.

b. Working with stresses

Stress is vital in individual words, in phrase and in sentences, by shifting it around in a very phrase or a sentence we will change meaning.

c. Working with intonations

We need to draw our students' attention to the way we use changes in pitch to convey meaning, to reflect the manner of what we are saying and conveying emotion.

d. Sounds and spellings

Although, were some regularities spelling in English. The actual fact there is no complete correspondence between letters and phonemes causes many

¹⁷ Hornby, AS. 1995. *Oxford Advanced Learner's Dictionary of Corrent English*. New York: Oxford University Press.

¹⁸ Jeremy, *Loc.Cit.*,

problems for learners.

4. Problems in Pronunciation

In general, according to Herron that there are three different types of problem areas may be distinguished.¹⁹

1. Problem within the pronunciations of non native sound

Problems within the pronunciation of non native sound occur if at the competence level the coed is aware to the correct pronunciation within the language to find out, but at the performance level articulatory constraints cause poor performance the non language. Such mistake would consist within the students' maternal language with similar phones within the linguistic communication.

2. Carry over of pronunciation regularities from the maternal language or mother tongue

A carry of pronunciation regularities from tongue to foreign language takes place mostly at the phonological level. An identical carry over may be caused by the spelling to sound mapping of the tongue.

3. Overgeneralizations of target language regularities

Overgeneralizations of foreign language regularities occur whenever the speaker chooses a possible pronunciation but in inappropriate context.

¹⁹ Herron, D., et.al.2000. *Phonetic Rule For Diagnosis of Pronunciation Errors*. Retrieved March 29th 2016 from <http://ww.isca-speech.org>. Doi:10.1.1.42.9705

B. Definition of the Content

1. Interference of mother tongue

Language interference is that the influence of language learners' first language on their production of the language they are learning. It implies that the speakers' tongue influences in foreign language. It is also defined by Nababan that interference is happened to speakers who want to find out foreign language after they are applying on speaking or writing²⁰. Weinreich, asserts interference is that the deviation of language norm in usage because the effect of bilingual toward another language²¹. The term of interference is firstly employed by Weinreich to call the existence of various scheme spoken by bilingual speaker in employing a language. Interference happens when the speaker uses foreign language and ones which is interfered into foreign language is that the tongue.

According to Dulay interference is that the automatic transfer, because of habit, of the surface structure of the maternal language onto the surface of the target language²². Interference is that the deviation of target language as a results of their familiarity with over one language. Therefore students will find it difficult in mastering the foreign language because of the interference, which is influenced by conversant in tongue and interaction of two languages within the communities.

Bloomfield asserts tongue which is learnt by human is named native

²⁰ Nababan. 1991. *Sosiolinguistik*. Jakarta: Gramedia Pustaka Utama

²¹ Wenreich, Uriel. 1968. *Language in Contact*. New York. Mouton Publisher.

²² Dulay and Burt. 1982. *Language Two*. New York. Oxford University Press

language²³. One's tongue may additionally be called in other words as first language. Mother tongue is one's linguistic communication which is learned by children and passed from one generation to a different. It is his natural language or mother tongue. Mother tongue is defined because the language a baby learns first before the other language²⁴.

Mother tongue is related to culture. Hence, it is the language community of the mother tongue, the language spoken in a very region, which enables the method of enculturation, the growing of a private into a selected system of linguistic perception of the world and participation within the century old history of linguistic perception²⁵. Likewise, Brown states that natural language interference toward foreign language is seen as generalization process which influences both of languages. Interference is as a bearing of the wrong way in applying tongue into foreign language.

Interference is that the language errors which occur when tongue elements are brought into language which is being learned. Lott defines interference as errors within the learner's use of the second language or foreign language which can be traced back to the mother tongue or natural language²⁶. In other word, language learners use the structure of natural language in target language. According to Lott

²³ Bloomfield, Leonard. 1933. *Language*. London. Great Britain

²⁴ Skutnabb Kangas, T. (2008). *Bilingual education and sign language as the mother tongue of deaf children*. (vol 72) (pp. 75-95). Bern, Germany: Peter Lang International Academic Publishers.

²⁵ W. Tulasiewiex and A Adams, 2005

²⁶ Lott, D. 1983. *Analyzing and counteracting interference errors*. *ELT Journal*, vol.37/3, pp 256- 261.

there are three factors that cause language interference as follows²⁷:

a. The interlingual factor.

Interlingual transfer could be a significant source for language learners. Interlingual errors happen reason for mother tongue interference. This idea comes from contrastive analysis of behavioristic school of learning. It stresses upon the negative interference of mother tongue because the only source of errors. The construction *'I wanna go to school'* is uttered as *'uke lak aleu nak skulah'* by ethnic Rejang speakers who resercher observed. Than, the construction *'i wanna take a bath'* is uttered as *'kulo arek adus'* by ethnic javanese, the construction *'please, bring my handphome'* is uttered as *'tolong batake hp ku'* by ethnic Serawai, the construction *'please check by your self'* is uttered as *'jingok dewek'* by ethnic Palembang, the construction *'just enjoy the time'* is uttered as *'ndodok baik'*, the construction *'go to bed'* is uttered as *'sareh heulak'* by sundanese, the construction *'my helmet is falling down'* is uttered as *'helm ambo jatuh'* by ethnic jambi, the construction *'the time to refreshing'* is uttered as *'ngelong dai'* by ethnic Lembak and therefore the last construction by ethnic Padang *'i wanna go to attend the wedding'* is uttered as *'baralek lai'*. This type of error is the result of negative transfer of mother tongue rules to foreign language system.

b. The over extension of analogy.

Usually, a learner has been wrong in employing a vocabulary caused by the similarity of the element between tongue and foreign language. The

²⁷ *Ibid.*

instance is that the using of *month* and *moon*. Indonesian learners may make a slip-up by using *month* to mention *moon* within the space.

c. Transfer of structure.

There are two varieties of transfer in line with Dulay²⁸, positive transfer and negative transfer. Negative transfer refers to those instances of transfer, which end in error because old habitual behavior is different from the new behavior being learned. On the contrary, positive transfer is that the correct utterance, because both tongue and foreign language have the same structure, while the negative transfer from the linguistic communication is termed interference.

The interference has been so strong that some have viewed foreign acquisition as exclusively involving the overcoming the results of mother tongue. People will use their experience that they need with language to facilitate the foreign acquisition process. The tongue is a noticeable set of prior experiences. Sometimes the tongue is negative transferred, and that we say then that interference has occurred. Interference happens when learners do the language norms of previous language into target language. It is seen as a explanation for the incorrect system of applying mother tongue system to foreign language.

In conclusion, supported all experts, interference of mother tongue is that the language transfers from the language to foreign language whose have negative effect

²⁸ Dulay, H., Burt, M. and Krashen, S. 1982. Language Two. New York: Oxford University

so make some errors in communication and also the result getting miscommunication in one another.

2. The Influence of Mother Tongue in English Pronunciation

As EFL country, Indonesia, English is taught as foreign language in Indonesia. It is taught in schools, often widely, but it does not play a necessary role in national or social life²⁹. The differentiation of structure may cause errors or mistakes in learning a far off language. In learning a far off language learners are usually interfered by the weather of first or native language. Interference happens most of the time, and it has a massive role in foreign learning.

Camenson indicates that EFL students may sleep in a rustic where their own language is primary spoken for communication which these students is also required to be told English for his or her academic studies, for traveling activities to an English-speaking country, or for business purposes³⁰. He also explains that EFL students only spend some week hours per week studying English, have little exposure to English outside the classroom, have little opportunity to practice their newly-acquired language skills, and have a linguistic communication background within the classroom³¹.

By learning foreign language students will see their perspective they know that there are some ways of claiming things and also the other ways of thinking. Students will find some different patterns in English. In English, we must consider about time, space and quantity. By operating in a very foreign language, we are going to face the world from a rather different standpoint and structure it in slightly different conceptual patterns.

²⁹ Broughton, Geoffrey, Christopher Brumfit, Roger Flavell, Peter Hill, and Anita Pincas. 1980. *Teaching English as Foreign Language (2th Edition)*. London and New York. Roulledge.

³⁰ Camenson, B. 2007. *Opoprtnies in Teaching English to Speakers of Other Languages (Rev. Ed.)*. New York: McGraw Hill.

³¹ *Ibid*

3. The forms interference of mother tongue

Language interference is that the effect of language learner mother tongue on their production learning. It means that mother tongue influences the speaking performance of students who learn foreign language. Weinreich divided the interference into three types, namely: phonological interference, grammatical interference, and lexical interference³². During this research, the researcher only focused on one form of interference, namely Phonological Interference. Phonological interference is related to the first language of foreign language students which is affected the sound production of the target language. The problem of phonological interference concerns the style during which a speaker perceives and reproduces the sounds of one language in terms of another. Physically different from one another in a very number of the way, like place of articulation, manner of articulation, voicing, and tongue height. Because the result, the sound production would cause misunderstanding, miscommunication and frustration³³. It is also stated by Carlos and Karina, English has become an issue within the majority of colleges in Indonesia and students tend to own some problems at the instant of articulate English sounds because of the phonological interference³⁴.

³² Weinreich, Uriel. 1968. *Language in Contact*. New York. Mouton Publisher.

³³ Lu, D. 2002. *Phonetic symbols: A necessary stepping stone for ESL learners*. English Teaching Forum. Vol 40, No 4.

³⁴ Carlos, J. J., & Karina, M. S. (2016). *Mother Tongue Phonological Interference In English Language Speech*. Academic Unit Of Administrative And Humanistic Science, Technical University Of Cotopaxi

Moreover, the researcher choose some ethnic within the research supported the sample on this research, likely Javanese who interference in alphabet d, b, c, j, ð as in example in words “the, today, idea, both, student, etc”, ethnic Rejang in ar , iə , p, v, c and f for instance “ high, beer, live, fan, school and pray”, ethnic Serawai(manna, pasemah, semende, lintang, and pagar alam) in p, f, th, dʒ, tʃ, v, as an example “friend, think, judge, church, and job”, in ethnic Palembang the interference conclude in r within the middle of word, ð and θ for example “world, think, the, thought”, in sundanese is p and f as an example “friend and life”, in Lembak is “explicit, pardon and hierarchy”, and also the last is Padang there are interference in “behavior, particles”. During this case, the vowel, consonants and diphthong are interfered by their first language.

Additionally, Zhang and Yin conducted a research about pronunciation problems of English learners in China. The result shows that interference of mother tongue are learners’ age, attitude, psychological factors, prior pronunciation instruction, phonetics affect English pronunciation and learners’ lack knowledge of phonology³⁵.

Therefore, Hu Zhuanglin, Phonology is that the study of the sound patterns in numerous human languages, and speech sounds are in themselves physical different from one another in an exceedingly number of the way, like place of

³⁵ Zhang, F., & Yin, P. (2009). *A study of pronunciation problems of English learners in China*. Asian Social Science, 5(6), 141–146.

articulation, manner of articulation, voicing, tongue height, etc³⁶. They will also function differently in numerous languages. Every sound is different from one another, and even the intended repetition of a sound will be different anytime when it is produced. But, in phonology a number of the differences are ignored, and therefore the phonologic is merely concerned with what differences are significant or distinctive³⁷. For the instance, O'Connor, in their study of pronunciation problems and also the influence of mother tongue find so many sounds like /p/ and /b/, /s/ and /θ/, /z/ and /ð/, /tʃ/ and /ʃ/, /v/ and /b/³⁸.

Based on Jianping Luo journal, the variuos of distinctive in English with Chinese in precisely like the comparison of the aspirated [p'] with non-aspirated sounds [p]. In English, they are non-distinctive, but in Chinese Putonghua, they are significant in meaning. For the instance of sound [p], an aspirated [p'] is often at the start of the phonetic context like pit, the non-aspirated [p] usually appears after the sound [s] as in spit, and therefore the stop [p] is barely seen at the tip as in tip. The three sounds constitute a gaggle of sounds represented only by the phoneme [p].

³⁶ Hu Zhuanglin. (2001). *Linguistic. A Course Book (second edition)*. Beijing, Beijing University Press. (18).

³⁷ Dai, Weidong & He Zhaoxiong. (2002). *A New Concise Course on Linguistics for Students of English*. Shanghai. Shanghai Foreign Language Education Press. (23-25).

³⁸ O'Connor, J. D. 2003. *Better English Pronunciation (New ed.)*. Cambridge: Cambridge University Press.

1. Phonological Interference

The problem of phonological interference concerns the way during which a speaker perceives and reproduces the sounds of one language, which can be designated secondary, in terms of another, to be called primary. Interference occurs when bilingual identifies sound of natural language system then applies it within the foreign language. It affects the inaccurate pronunciation of phonetic sounds within the foreign language caused by the existence of various phonetic structures from the purpose of view of the tongue³⁹. These fundamental sounds must be pronounced accurately to accomplish the proper sounds of English language to achievement exact meanings and comprehension. Justice in Chaira strongly recommends that to be sort of a verbaliser, every student should learn to listen to and pronounce English well⁴⁰. The sound systems in English are divided into three groups, namely:

a. Vocals (vowel)

Vocals are defined as vowels within the formation of air out through the throat a mouth, without restriction and narrowing in order that no friction is heard. There are 12 vowels in English are divided into three groups: front vowels (i: , i, e, æ), and fold (a:, ɒ, ɔ:, u, u:). ^, ɜ:, ə vocal center (vocal division depends on the tongue and lips). Positions lips include: closed-lips widened, lips neutral, open-rounded lips, and

³⁹ Lekova. 2009. *Language Interference and Methods of Its Overcoming in Foreign Language Teaching*. Trakia Journal of science, volume 8.

⁴⁰ Chaira, Salwa. 2015. *Interference of First Language in Pronunciation of English Segmental Sounds*. English Education Journal (EEJ), 6(4), 469-483.

therefore the lips closed-rounded. Based on pre-observation, the researcher found some interference in vowel. For instance, in to the words 'high, beer'.

b. Diphthong

A diphthong could be a glide from one vowel to a different, and therefore the whole glide acts like one in all the long⁴¹. In əɪ, eɪ, aɪ ɪə, ʊə, Eə, əʊ, aʊ.

c. Consonants

Consonant may be a sound or letter (letter on or off) that the assembly of air does not start smoothly through the mouth and throat, but have problems or narrowing that sound of friction.

1) Consistent with the purpose of articulation

a. Labial, the sound to the purpose of articulation of the lips. Divided labial, bilabial, that sounds articulated by the two lips (p, b, m),

b. Labio-dental, the sound between the lower lip to the upper teeth (f, v).

c. Dental, which sound articulated by the tip of the tongue to the front teeth (θ, ð)

d. Alveolar that sounds articulated by the tip of the tongue to the gums (t, d)

e. Palatal-alveolar that sound articulated by the tongue to the palate (tʃ, dʒ).

Palatal that sounds articulated by the front of the tongue to the front of palate (j).

⁴¹ O' Connor Desmond Joseph, *Better English Pronunciation*, (second edition, United Kingdom: Cambridge University Press, 1989)

- f. Velar that sounds articulated by the back of the tongue to the rear of the palate (k, g, ŋ).
- g. Glottal, the sound produced at the glottis.

2) Consistent with of articulation

- a. Plosive, the sound produce by closing the air cavity completely (p, b).
- b. Affricate, the appears like a plosive but separation articulator organs do not particularly fast (t, ʃ, dʒ)
- c. Nasal, mouth fully enclosed, rear ceiling remain low so air passes freely cavity (m, n, ŋ)
- d. Lateral, obstacle lies within the middle of the mouth, air freely out (l)
- e. Rolled, the sound generated by the rapid movement of a variety of organs that are elastic (r).
- f. Flapped sounds that resemble rolled consonants but include only one quick movement only(r)
- g. Fricative, noise created by narrowing the air cavity so air discharge causing hissing sound (f, v, θ, ð, s, z, ʃ, ʒ, h).
- h. Semi-vowel, the sound produced by the rapid movement of the vocal organs of speaks covered to another vowel.

These sounds are present while with it is arguable whether or not they differ or not in pronunciation. Phonological interference happens when bilingual speaker

perceives and reproduce a phoneme of one language in terms of another language⁴². In phonological level, the matter of interference concerns the way during which a speaker perceives and reproduces the sounds of one language in terms of another. This interference occurs within the speech of bilingual as results of the actual fact that there are different elements in system between one language and another, or between native and foreign language. In some cases, the native and foreign languages have the similarity in sound and in grammatical system. However, in most cases, both languages have difference either in sound system or in grammatical system. Different elements in audio system between both languages could also be of several kinds.

Accordingly, the forms of mother tongue influence on students' pronouncing English words, The researcher found seventh ethnic who used mother tongue in daily, first one ethnic is Rejang and Lembak, theirs is native people board in Curup, Bengkulu, second is Serawai, it is ethnic mix ethnic from manna (Regency of Bengkulu), Semende, Lintang Pasemah and Pagar Alam (Regency of West Sumatra) who their language similarity to every, third one is Padang, Palembang who their ethnic is neighbor province of Bengkulu and therefore the last are Javanese and Sundanese which is that the ethnic are stay almost province in Indonesia, exactly in Bengkulu. The students' from some ethnic above is have massive contribute during this research.

⁴² Chaer, Abdul and Agustina, Leoni. 2004. *Sosiolingistik Perkenalan Awal*. Jakarta: Rineka

C. Review of Related Finding

Related on this research, especially about the interference of tongue in pronouncing English word become the matter for college students who learnt English as a far off language. In doing this research, supported Dedy Subandowo journal with title 'The language interference in English Speaking ability for EFL learners'. Therefore, this study explains the sorts of language interference in speaking ability and therefore the factors are affecting the language interference. The study attempts to use case study with descriptive qualitative research approach. The informations were collected by using the questionnaire and recording technique. These techniques were deployed to 40 students of second semester in Universitas Muhammadiyah of Metro. The data, then, were analyzed supported the students 'sounds that are recorded. The information were formulated in table illustrating the spread of the students' interference. In identifying the students' sounds, three classifications of the English pronunciation were applied. The result shows that the majority of the students made error in their pronunciation, 2% of consonants / tʃ / and / ʒ / and 3% of vowel /u/. The sound production of students had many mistakes in their pronunciation started from consonant to vowel sounds. The factors influencing mother tongue interference to the students' pronunciation are the environment, students' motivation, and its sound dynamics.

The related finding above different to the current research. The differences are Deddy was talking about the mispronunciation of students in speaking ability. In otherwise, in this research, the researcher was talking about the interference of mother tongue utilized in pronunciation English words. It means that Deddy's

research just focused on 40 students that become the population but during this research, researcher gave the main focus on the ethnics of the students.

Next related finding was conducted by Ninik Suryatiningsih 'a study on the students' ability in pronouncing diphthongs at STKIP PGRI Pasuruan'. This research is meant to grasp the students' ability in pronouncing diphthongs. The study was held in Pronunciation and Dictation class of 35 students in second semester students of STKIP PGRI Pasuruan. This research may be a descriptive study, the researcher analyzed their ability in pronouncing English diphthongs by classifying their score supported the classification of the score levels. Then the researcher analyzed the errors made by them in pronouncing English diphthongs. As a result, the researcher found that a lot of students have incorrect pronunciation in pronouncing English diphthongs. Most of the students have difficulties in pronouncing diphthongs. The researcher found that the difficult diphthong was pronounce by the students is diphthong /oU/ and for the easiest diphthong was pronounce by them is diphthong /aU/.

The differences related finding above with this study were Ninik's research tried to search out the mispronouncing of diphthongs of students STKIP PGRI Pasuruan. Whereas, this research was concerning all parts in pronunciation like consonants, diphthongs, and vowels.

Last research was clarified by Pam Bitrus Marcus entitled 'Mother Tongue Interference on the Spoken English of Berom Speaking Students in Plateau State Polytechnic'. This study investigates the influence of mother tongue interference on the pronunciation of English sounds among Berom language speakers in Plateau

State Polytechnic, Barkin ladi, Nigeria. It means Marcus' research focused by 90 participants. As English and Berom are phonologically different languages (Berom has 25 consonants and 7 vowels while English has 24 consonants and 20 vowels), the alien sounds trouble Berom speakers of English. The study compares the segmental phonemes of English and Berom languages and shows how the differences because problem within the spoken English of the Berom students. The study also attempts to spot the sounds of English which are the foremost suffering from the sounds of Berom, and, suggested activities that may help reduce this influence.

Based on the reason above, this research have different from those research. The differences are, during this research the researcher not only focus in one aspect but also all of aspects in phonology interference like vowel, diphthong and consonant in seventh ethnics like Rejang, Javanese, Palembang, Padang, Sundanese, Serawai and Lembak. After that, the researcher revealed the mother tongue interference in pronouncing English in English Study Program of IAIN Curup concluded all semester in academic year 2019/2020.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter discusses about type of the research, subject of the research, technique of data collecting, instruments of research, and technique of data analysis.

A. Type of Research

In this research, the researcher used descriptive study and presented qualitative way. Consistent with Gay and Airasian, that descriptive research may be a research which determines and describes the way things are, thus the researcher report results of the research even as it had been found⁴³. Generally speaking, that the researcher presented this research supported the real data, which found within the field with none addition or assumption of the researcher. Descriptive research is acceptable to use during this research to answer the questions of the research. This research aims at report the condition about students' interference of mother tongue in Pronunciation ability of English Study Program at IAIN Curup.

In conducting this research, the design of this research may be a case study within the kind of qualitative research design. In step with Hancock mentions that qualitative research is worried with developing explanation of social phenomena, it describes social phenomena as they occur naturally.⁴⁴ Moreover, Anslem Strauss and Juliet C that the qualitative research may be a quite of discovery research which is

⁴³ Gay, L. R & Airasian, *Educational Research: Competencies for Analysis and Application (10th Edition)*. (Upper Saddle River, DJ: Prentice Hall, 2000), P. 175.

⁴⁴ Beverley Hancock, *An Introduction to Qualitative Research*, (Britain : Trent Focus, 1998)
p.3

being got without statistic procedure.⁴⁵ Qualitative research means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The method of research includes providing question and procedures, collecting data from participants, analyzing the informant, and interpreting the results of the research.⁴⁶ Accordingly, descriptive research is suitable to use during this research to answer the questions of the research.

From the reasons above, it absolutely was clear that the research used descriptive method and can be presented in qualitative way. In brief, the researcher would describe the phenomenon as naturally as possible supported the informant that was found on the sector, and presented it in words or description form rather than numbers or measures. So as to stay the originality of the informant, the researcher must not add or modified or made any interventions that possibly damage the naturalization of the info.

B. Subject of the Research

Subject of the research, or somewhat known by study population refers to the those that are the main target of the study⁴⁷. Similarly with Spradley, who explained Sugiyono gives detailed explanation that a

⁴⁵Stauss, Anslem And Juliet Corbin. 2003. *Dasar-Dasar Penelitian Kualitative*. Pustaka Pelajar, Yogyakarta. P:4

⁴⁶ Creswell, W John. 2009. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches. (3rd Edition)*. London. Sage Publication.

⁴⁷ Stephen D. Lapan and MaryLynn T. Quartaroli, *QualitativeResearch: An Introduction to Methods and Designs*, (San Francisco: Jossey-Bass, 2012), P. 83.

qualitative research does not use population term, because the qualitative research is about out from a case which exists in social situation⁴⁸. The topic spoken 72 students' of English Study Program from different ethnic.

Table 3.1
Subjects of the research

No.	Subjects of the research	Total
1.	Rejang	16
2.	Javanese	14
3.	Palembang	7
4.	Serawai	4
5.	Lembak	3
6.	Sunda	2
7.	Padang	2

Criteria of subjects was utilized in evaluating the topic. Additionally, Khotari states criteria of subjects is that the sampling procedure which does not afford any basis for valuing the probability that every item within the population has of being included within the sample.⁴⁹ To work out the sample of this research, the researcher used criteria of subjects. Criteria of subjects is one amongst the foremost common sampling technique which the participants are selected looking on the standards relevant to research question⁵⁰. The students' criteria were chosen by researcher are their using natural language continuity in daily speaking, students are from different ethnic and culture, and there are the amount of words in English which find it

⁴⁸ Sugiyono, *Metode Penelitian Kombinasi*, (Bandung: Penerbit Alfabeta, 2001), P. 297

⁴⁹ Khotari. 1994. *Research Methodology: Methods and Techniques*. New Delhi. New Age International.

⁵⁰ Natasha Mack et al. 2015. *Research Method: A data collectors field guide*. US: Agency for International Development (USAID).

difficult to pronounce caused of the interference of natural language in pronunciation English. The researcher selected the students' who interference of mother tongues in pronunciation English. The info was taken from all grade students' of English study program. The overall number of the topic was 72 students' from some ethnic, like Javanese, Rejangnese, Palembangnese, Sundanese, Serawai, Lembak, and Padangnese who used mother tongue in daily of English Study Program on 2019-2020 academic year at IAIN Curup.

C. Technique of Data Collecting

In this research, the researcher interested to the students' enviroment after they make a conversation one another in English Study Program. English Study Program have some ethnic from different culture. So that, once they make a conversation often happen miscommunication from tongue interference. In depth, the researcher observ other ethnic and than founded seventh ethnic whom existence in English Study Program. After that, the researcher make an easy conversation with those ethnic to seek out tongue interference that exist in their English pronouncing. Finally, the researcher decided to require the phenomena into the research. During this research, the researcher choose Recording that the most instrument to induce the info from the sample. Then, interview accustomed collecting the info to grab the accuration and also the last instrument is English Pronunciation Test.

1. Recording

Recording was primarily tool accustomed collect the pronunciation data and also to answer the research questions. Before recording the subjects' spoken utterance, a particular topic were firstly decided and given to be presented orally in a very kind of short description. The recordings were then listened to catch and write down the transcription.

2. Interview

Interviewing is an activity to gather data which is performed by Interviewer and sample as well as to seek information from the individuals. Cohen regarded interviews as an interchange of views between two or more people on a subject of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situations of research data⁵¹. There are many sorts of interviews including: structured interviews, unstructured interviews, non- directive interview, and focused interviews⁵². During this research, the researcher used structured interview to gather data. The research will be done by interviewing the students' about the interference of mother tongue in pronouncing English words. within the process researcher used the interview guidance with voice note by social media Whatsapp. The researcher got simply interview to grasp the differents

⁵¹ Cohen, L., & Manion, L. (1994). *Research Methods in Education. (4th Edition)*. New York: Routledge.

⁵² *Ibid.*

words from each ethnic.

3. English Pronunciation Test

Pronunciation in speaking test requires a distinction between linguistic features, communication effects, and identifying marker. Few tests are specific about linguistic features that are involved in pronunciation. The test of spoken English originally had a features called pronunciation supported consistent phonemic errors and foreign stress and intonation patterns.⁵³ Extensive background literature search was performed to look out previous studies and addressing English pronunciation evaluation and testing.⁵⁴ From this base, specific pronunciation features were selected to be included within the test supported these sources and augmented with present experiences in English pronunciation. During this research, the researcher uses pronunciation script. The script is assumed to encompass a comprehensive list of English pronunciation to challenging the respondents to read and pronouncing the words.

⁵³ Celce Murcia, *et al.*, 19996: 347

⁵⁴ *Ibid*

D. Instrument of The Research

Creswell mentioned the researcher is that the primary research instrument⁵⁵. He added the researcher is that the primary research instrument⁵⁶. From the reasons above, it are often concluded that researcher himself collect the information, and also who analyze it.

1. Recording

In this research, the researcher uses recording because the main tool to summary the test from the participants. Dawson stated that, the benefits of using tape recorder when doing the interview are:

- a. It can focus on paying attention to what they are saying.
- b. It may be able to maintain eye contact
- c. It can have a whole record of interview for analysis, including what is said and interaction between interviewer and interviewee
- d. It can help lots of useful quotation for report. After that, the recorded data were turn into written transcript text.

So that, the researcher used the tape recorder because the researcher could replay the students response, than get the data completely and accurately.

⁵⁵ John W. Cresswell, *Qualitative Inquiry and Research Design Choosing Among Five Approach 2nd*,(Sage Publication, California), P. 38.

⁵⁶ *Ibid*, P.38

2. Interview Guidance

In gaining the info, the researcher used one technique of knowledge collection. Interview guidance was the technique data collection on this the research. In keeping with Sugiyono, the researcher should have guidance in interview activity to direct the question to be asked, in what order and the way much additional prompting or probing is permitted⁵⁷. Interview guidance may be a list of several questions in interview to urge the data from subject of the research⁵⁸. The researcher designed the interview items supported the symptoms which were in blueprint on the most theory of things difficulties in public speaking. Interview items have validated by one amongst the Lecturer of English.

Table 3.2
Interview Guidance of the Form Interference Mother Tongue in Pronunciation English

Category	Indicators	Questions
Mother tongue influence	Native sounds inventory	1. Is there difficult words you pronunciation in English? 2. Which words you find difficult to pronounce?
	Respondents could not able produces the sounds cause of mother tongue	1. Does the pronunciation of the words consistent with phonetic symbol? 2. Is the phonetic symbol that you are hard to pronounce? 3. Does your mother

⁵⁷ Sugiyono, *Metode Penelitian Kombinasi*, (Bandung: Penerbit Alfabeta, 2001), P. 297

⁵⁸ L.R Gay, *Educational Research, Competencies for Analysis and Application*, (Florida: Florida Product, 2003), p. 292.

		tongue interference the words in your speaking?
	Combining sound in the words	1. Which words makes you wrong in pronouncing? 2. Are those hard words that you use often? 3. How often are you wrong in pronouncing the words?
	Stressing and intonation	1. Do you pronounce the word with the appropriate intonation?

a. English Pronunciation Test

The instrument used for this research is English pronunciation test. For this section, an analysis of test type and individual differences is additionally presented. The participants' began to respond orally in English what they had therein situation. Their oral production was recorded. During this research, researcher used the script by paragraph to gather the information which was pertinent to the interference of mother tongue in English pronunciation ability at English Study Program of IAIN Curup.

The data had been collected for answering the question. The researcher distributed the list of word through the social media like Whatsapp via voice note to succeed in the topics. The subsequent step, the researcher do the instrument to the sample. English Pronunciation test is shown the below:

Instrument 3.1

The blueprints of English Pronunciation Test in types of Interference of Mother Tongue in English pronunciation ability

“Please call stella”, ask her to bring these things with her from the store: six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob.

We also need a small plastic snake and a big frog toy for the kids. She can scoop these things into three red bags and we will go meet her Wednesday at the train station.

Instrument 3.2
The blueprints of English Pronunciation Test in forms of Interference of Mother Tongue in English pronunciation ability

As the pen fell far to the floor, any watched it hit th linoleum. She knew she could not have caught that pen if brian threw it to her from his greasy old hands, but she picked it up and wrote the dorections to her house. She cleared her troat, but her words still sounded hoarse. “this is the best route. Keep your horse to this path, and you’ll be fie. After you cross the creek, be careful of the large roots that come up out of the ground. We’ll have a cot set up in the guest house for you”. Any handed the pen back to Brian. She wanted to wash her hand immediately, but settled on wiping them on her jeans. The look on Brian’s face when she did this sent a pin pricking sensation through her. She knew she should not so hard on him. After all, she thought, he is my brother. I should not be so angry all the time and he is doing us a great service by helping us out this summer. “thanks again, Brian. I’ll see you in he morning travel safe”. Brian nodded to his sister. He did not attempt to extend his extend his calloused, dirty hand to her, but he smiled, knowing that at least she had begun to trust him again.

Table 3. 3
The distribution of English Sound

owels	phthongs	onsonant
a, please, she, greasy, keep, immediately, see, least		
g, begin, bring, train, ki ds, hit, pick, still, immediately, again, safe, extend,	py	ue,
p,	ipe, smile	oday, ation, fresh, she, directio

							n, wash, sensatio n,
	new, <u>th</u> rew, through,		ear		ay, <u>id</u> ea, today		
	ain, pen, <u>an</u> y,				ought		
	s, summer, <u>u</u> again, attempt						
	ed, <u>wo</u> rd, service		d, wrote,		atch		ew
	ore, floor, caught, hoarse, all, morning		ouse, sound, ground				ing, thank, morning
	ag, slab, and, snack, plastic, travel, hand, back,		om, <u>fa</u> r, fresh				ll,
	it, summer, trust						
	om, <u>fa</u> r, path, hard, <u>af</u> ter,		rew, Thank, think, <u>th</u> ree, path, <u>th</u> roug h,				
	ob, frog, watch		re, brother , <u>th</u> is				rote

From explanation above, the interference happen all of vowel in pronunciation test. That indicated the actual of pronunciation like diphthong, consonant, and also vowel were interference of mother tongue in pronunciation English ability.

E. Technique of Data Analysis

Regarding to Cohen and Manion, qualitative data analysis includes organizing, reporting and explaining data into the pattern, and participants' situation⁵⁹. Qualitative analysis is mostly concerned with identifying patterns within the data, alternative ways within which the info relate to every other. The varieties of patterns identified depend a great deal on the main target of the study. Miles and Huberman asserted that the method of analyzing data is finished when collecting data began and after the collecting data finished. It is done continued. Methods of information analysis called Interactive Model which is involved four steps of study activity in cyclical and interactive process⁶⁰

1. Data Collection

The primary step of information analysis is data collection. Data collection during this research used students' interview. Interview includes a purpose to seek out some ethnic which contribute interference of mother tongue.

2. Data Reduction

After collecting data from the first data and secondary data, the researcher must make data reduction. In data reduction, the researcher needs to make

⁵⁹ Cohen, L., & Manion, L. (1994). *Research Methods in Education. (4th Edition)*. New York: Routledge.

⁶⁰ Miles, B. Matthew & Huberman, Michael A. *Qualitative Data Analysis*. USA: Sage Publications, 1994

brief summary from data which is gotten from many sources.

3. Data Display

Having the complete data are collected, the researcher displays all the info found in interference of mother tongue and then analyzes them by identifying and criticizing the mistakes of the interference. Then the author explains and classifies the kind of interference. The researcher then collect the interference supported English rules Data Collection, Data Reduction, Data Display, Conclusion drawing and verification commonly utilized in detail. It aims at classifying the categories of interference frequently happen in learning a foreign language.

4. Conclusion drawing and verification

After the info displayed, the researcher would be ready to interpret the info and draws conclusion and verification. The researcher describes and explains the kinds of interferences which appear in students' who use mother tongue in speaking activity.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding of The Research

In this part, the researcher investigated 72 students on 2019/2020 academic year of English Study Program at IAIN Curup who interference of mother tongues. Then, the researcher presented all the data found and analysis. Since there were 3 instruments used in this researcher, there would be two parts of data presentation either. Research question, the forms of interference of mother tongue in English Pronunciation ability which is collect by the use of English Pronunciation Test and record with respondent to get the data. From the English Pronunciation test distributed only 50 students gave back the instrument. So the researcher analyzed 50 students who gave back the instrument. The problem of the research was the form interference of mother tongue in English prononciaton ability.

1. The forms interference of mother tongue

To find the forms interference of mother tongue and the answer of the research question, the researcher analyzed the students' who uses mother tongue continuity or in daily activity from some ethnics in English Study Program of IAIN Curup. In doing the process of analysis, the researcher used interview and record to accurate the words interference. Because, not all of the students' collected the whole word products they made has interference. Besides that, some students might there are interference in produce some words.

The interference of mother tongue in speaking by all semester students of English Study Program of IAIN Curup. First, interference happen because

students tend to have some problems at the moment of articulate English sounds due to the phonological interference, and affects of phonetic sounds in the foreign language caused by the existence of different phonetic structure from the point of view of the mother tongue.

The table 4.1

Table below is shown the interference of mother tongue in Pronunciation English.

Mother Tongue	Difficulties to Pronunciation	Words in English
vanese	d, ð, j, b	oday, student, <u>the</u> , <u>idea</u> ,
ejang	, iə , p, v, c	gh, beer, <u>live</u> , <u>fan</u> , school and <u>pray</u>
rawai	f, th, dʒ, tʃ, v	end, <u>think</u> , <u>judge</u> , <u>church</u> , and <u>job</u>
mbak		plicit, pardon and hierarchy
lembang	r in the middle of word, ð and θ	orld, think, the, thought
mbi		ammar, <u>actually</u> , <u>chance</u> and here
idang		havior, particles
rebon	b, and c	n't, <u>berry</u>
indanese	and f	end and <u>life</u>

The Paragraph below that present with the English Pronunciation test instrument distributed to sample.

The interview from English pronunciation test Instrument in Paragraph

“Please call stella”, ask her to bring these things with her from the store: six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big frog toy for the kids. She can scoop these things into three red bags and we will go meet her Wednesday at the train station.

The interview from English pronunciation test Instrument in Paragraph

As the pen fell far to the floor, any watched it hit th linoleum. She knew she could not have caught that pen if brian threw it to her from his greasy old hands, but she picked it up and wrote the dorections to her house. She cleared her throat, but her words still sounded hoarse. “this is the best route. Keep your horse to this path, and you’ll be fie. After you cross the creek, be careful of the large roots that come up out of the ground. We’ll have a cot set up

in the guest house for you". Any handed the pen back to Brian. She wanted to wash her hand immediately, but settled on wiping them on her jeans. The look on Brian's face when she did this sent a pin pricking sensation through her. She knew she should not so hard on him. After all, she thought, he is my brother. I should not be so angry all the time and he is doing us a great service by helping us out this summer. "thanks again, Brian. I'll see you in he morning travel safe". Brian nodded to his sister. He did not attempt to extend his extend his calloused, dirty hand to her, but he smiled, knowing that at least she had begun to trust him again.

The tables below described the result of the interference of mother tongue cases found in pronunciation ability.

Tabel 4.2
The Result of some Ethnic Concerning the Form of Mother Tongue Interference

No.	Etnic	Mother Tongue Interference
1	Jawa	go, blue, the, Wednesday, bags, brother, bob, big, frog, train, bring
2	Sunda	
3	Lembak	peas, three, train, from, bob, plastic, red, bags
4	Palembang	bob, go, spoons, for, scoop, meet, plastic, toy, need, the
5	Rejang	peas, slabs, station, please, store, fresh, bags, and, train, snack, snake, toy, from, spoons, brother, for, plastic, kids, go, Wednesday
6	Serawai	store, fresh, slabs, toy, scoop, train, maybe, small, please, bags, from, plastic
7	Padang	train, red, fresh

The table below will show theory related to the forms of mother tongues interference on students' that is used in this research,

Table 4.3
The forms of Interference of Mother Tongue in pronouncing English words

No.	Type of interference	Description	Kind of phonology interference	Phonetics Symbol
1.	Phonological interference	Phonological interference is related to the first language of foreign language students which is affected the	1. Vowels, Vocals are defined as vowels in the formation of air out through the throat a mouth, without restriction and	1. Front vowels (i: , i, e, æ), and vocal cord (a:, ɒ, ɔ:, u, u:). ^, ɜ:, ə vocal center (vocal division depends on the tongue and lips).

		<p>sound production of the target language. As the result, the sound production would cause misunderstanding, miscommunication and misinterpretation</p>	<p>narrowing so that no friction is heard.</p> <p>2. Diphthongs, diphthong is a glide from one vowel to another, and the whole glide acts like one of the long.</p> <p>3. Consonant is a sound or letter (letter on or off) that the production of air does not come out smoothly through the mouth and throat, but has problems or narrowing that sound of friction.</p>	<p>2.Diphthongs (ɔɪ, eɪ, aɪ ɪə, ʊə, Eə, əʊ, aʊ)</p> <p>3.Consonants (a. According to the point of articulation(labial= p, b, m, labio dental= f,v, dental= θ,ð, alveolar= t,d, palatal alveolar= tʃ, dʒ, j, velar= k, g, ŋ)</p> <p>(b. According to of articulation(plosive= p, b, affricate= t, ʃ, dʒ, nasal= m, n,ŋ, lateral= l, rolled= r, flapped= ɾ, fricative= f, v, θ, ð, s, z, ʃ, ʒ, h, and semi vowel)</p>
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The table 4.4

Table below is shown mother tongue from ethnic in English Study Program

Language Word	Mother Tongue						
	Rejang	Lembak	Serawai	Padang	Palembang	Jambi	avanese
akan	ei, mie	kan	akan	akan	akan	akan	angan
dur	dua	do	duak	lok	edok	duk	uru
uduk	mot	uduk	uduak	uduak	ogok	uduk	nggoh
rgi	ue	gelong	gi	i	eluo	gi	ingo
tuh	ibeb	mnan	mnan	tuah	yampak	tuh	boh

From the table above, the researcher could see the interference of mother tongue in pronouncing English words by all semester of English Study Program of IAIN Curup. first, interference happen because students tend to have some problems at the moment of articulate English sound due to the phonological interference, and affects of phonetic sounds in the foreign language caused by the existance of different phonetic from the point of view of the mother tongue.

1. Interference of Javanese ethnic

The following table 4. 5
show the sounds əʊ, u:, ð , ʒ: eɪ , æ , ʌ, ɒ , ɪ ,ŋ, g, b, t, and d.

Words	The correct pronunciation	The subject interference
he	ə/, /ðI/, /ði:/	ə/
ue	u:/	u/
o	əʊ/	ə/
ednesday	wʒ:nzdeɪ/	ednesdə/
ag	æg/	eɪg/
rother	ɒrəðə/	rɑ:de(r)/
ob	ɒb/	ɒb/
g	ɪg/	ɪg/
og	ɒg/	ok/
ain	eɪn/	en/
ing	rɪŋ/	rɪŋ/

The English consonant sound (ð) is described as a voiced dental fricative sound that its production should fulfill those three main features of it sound. The problem encountered by the research subject regarding of it sound arose in two positions, initial, and final. The substitution of the initial (ð) with the sound (d) by the respondents made them pronounced (də). This initial substitution occur under one phonological environment. The change of

(ð) in the initial position is always followed a vowel. It can be identified that the sound (d) is followed by the sound (ð) which is a vowel.

In addition, the sound (eɪ) is a closing diphthong. This means that it starts with an open vowel and then moves to a close vowel. This diphthong starts with the open mid-vowel (e) and then moves to the close vowel (ɪ). There were four kinds of interference pronunciation of the diphthong (eɪ) performed by the respondents during the research. First, they did not start this diphthong with the vowel (e). this means that the diphthong (eɪ) was substituted with the diphthong (aɪ). The last three interference pronunciation were that it was monophthongized into vowel (i:) and (a).

In other word, the sound (əʊ) is a closing diphthong. This means it start in an open vowel and then moves to a close vowel. This diphthong starts the ound with the vowel (ə) and then it glides to the sound (ʊ). By the some of the respondents, this diphthong was changed into monophthong or pure vowel. There were three kind of monophthong performed by the respondents. The diphthong (əʊ) was monophthong into long vowel (ɜ:), the short (ɜ) and the long vowel (u:).

The sound (ɜ:) is a long mid central vowel. This vowel sound is, thus, produced a little longer than short vowels. The production of the sound (ɜ:) makes use of the central part of the tongue. The central part of the tongue is raised in halfway between open and close area of vowel sound quality. More specially, the central part of the tongue position is a little bit pulled down near the area of open mind vowel sound quality. The shape of the lips

when producing the sound (ɜ:) is neutral.

The sound (ʌ) is an open central vowel. Producing the sound (ʌ) involves the central part of the tongue. However, the sound (ʌ) is not a fully open vowel. The central part of the tongue is a little bit raised near the area of the quality of the open mid vowel sound.

The sound (ɪ) is produced in the close front area. This means that when the sound (ɪ) is produced, the front part of the tongue is heightened to the roof of the mouth with the lips are lightly spread. However, the front part of the tongue is not heightened as high as possible to the mouth roof. It is slightly pulled down near the quality of the close mid vowel. When it came to the sound (ɪ), some of the respondents found it problematic. They did not use and position their tongue properly for producing the sound (ɪ). As a result, the sound (ɪ) is changed with other sounds.

The sound (ɒ) is an open back vowel sound. This production of the sound (ɒ) employs the back part of the tongue which is kept in the low position quality with the lips are slightly rounded. However, the back part of the tongue is not positioned in the very low area. It is a little bit raised in halfway between the area of open mid and low vowel sound.

The interference of sound (ŋ) that the deleted sound (g) is located at the final sound of a closed syllable and is preceded by a consonant sound. For instance, the respondent of the word “bring” as /brɪŋ/ means that the (g) sound was deleted as it occurred in the closed syllable and is preceded by the consonant sound (ŋ). Then, the phonological environment that can be drawn

is that deleted medial sound (g) is preceded and followed by a consonant. In addition, the respondents from ethnic Javanese also have interference in plosive sounds. The plosive consonants have six sounds but students made interference in sounds /b/, /t/, /d/, and /g/. The respondents' interference happens in the words "go, blue, brother, frog, bob, big. Their interference of some words made the pronunciation in plosive sounds be bold accent.

2. Interference of Rejang ethnic

Table 4. 6

sounds i:, æ, f, ə, ɔ:, z, eɪ, k, ɔɪ, f, ʊ, ʌ, ð, I, əʊ, ʒ:

Word	The correct pronunciation	The subject interference
a	i:/	/
ab	æb/	ʒ:b/
wednesday	wɜ:nzdeɪ/	wɛdnɛsdə/
o	əʊ/	o/
ds	ɪds/	ɪ:ds/
astic	æstɪk/	ɪ:stɪ:k/
r	ɪ(r)/	ɪr/
rother	ɪrʌðə/	ɪr:de(r)/
oon	əʊn/	oʊn/
om	ʌm/	om/
y	ɪ/	ɪi:/
ation	eɪf(ə)n/	eɪ:tʃən/
ore	ɔ:/	əʊr/
ease	i:z/	ɪs/
esh	eʃ/	ɪeɪ:s/
ig	æɡ/	eɪɡ/
nd	nd/	nd/
ain	eɪn/	eɪ:n/
ack	hæk/	eɪnæk/
ake	hɛɪk/	hɛk/

The following table above, the researcher found interference in

sound (i:) is a long close front vowel. It is called a long vowel because it is pronounced a little bit longer than the short vowel. When producing this vowel, the front part of the tongue is raised up to the roof of the mouth. The height of the tongue when producing the sound (i:) is higher than that of the sound (I). the lips are slightly spread when producing the sound (i:). When dealing with this vowel sound, some of the respondent failed to pronounce it properly. They made two different inaccurate pronunciation of the sound (i:) occurring in the medial position during the research.

The sound (3:) is a long mid central vowel. This vowel sound is, thus, produced a little longer than short vowels. The production of the sound (3:) makes use of the central part of the tongue. The central part of the tongue is raised in halfway between open and close area of vowel sound quality. More specially, the central part of the tongue position is a little bit pulled down near the area of open mid vowel sound quality. The shape of the lips when producing the sound (3:) is neutral.

The sound (I) is produced in the close front area. This means that when the sound (I) is produced, the front part of the tongue is heightened to the roof of the mouth with the lips are lightly spread. However, the front part of the tongue is not heightened as high as possible to the mouth roof. It is slightly pulled down near the quality of the close mid vowel. When it came to the sound (I), some of the respondents found it problematic. They did not use and position their tongue properly for producing the sound (t). as the result, the sound (t) is changed with other sounds.

In other word, the sound (əʊ) is a closing diphthong. This means it start in an open vowel and then moves to a close vowel. This diphthong starts the ound with the vowel (ə) and then it glides to the sound (ʊ). By the some of the respondents, this diphthong was changed into monophthong or pure vowel. There were three kind of monophthong performed by the respondents. The diphthong (əʊ) was monophthong into long vowel (ɔ:), the short (ɒ) and the long vowel (u:).

The sound (ə) is a mid-central vowel. It is produced by raising the central part of the tongue is raised I halfway between close and open area of vowel sound quality. The sound (ə) is also described schwa. It means that the sound (ə) can only happen in a weak syllable and it is often omitted.

The problem with these two vowel encountered by the subject was they exchanged one with the other. When they to actually producing the sound (ɔ:). This kind of substitution happened in the medial position of the words store /stɔ:/ to /staʊr/.

The sound (ʊ) is a close back vowel. This means that the production of the sound (ʊ) employs the back part of the tongue and it is raised to the roof of the mouth. More specifically, the production of the (ʊ) sound actually does not utilize the very back part of the tongue. The part of the tongue which I used to produce the (ʊ) sound is somewhere of the back part of the tongue which is near the central part of the tongue. Also, the tongue is a little bit pulled down nearing the area of the quality of the close mid vowel sound. The lips are rounded in producing this sound.

Some respondents encountered a problem when they had to deal with the sound (z). The sound (z) is a consonant sound whose articulation should be conditioned through be properly conditioned on the whole in order to produce the proper sound (z), unless, the three are completed, the articulator will distract the sound (z) into another possible sound. They could cope with the manner and the place of articulation of the sound (z), but they devoiced it that resulted in the production of a voiceless, alveolar, and fricative sound. This sound can be addressed as the sound (s). The sound (s) is similar to the sound (z) in terms of manner and place of articulation. But they differ in the voicing. The sound (z) is voiced while the sound (s) is voiceless. This kind of substitution happened only in the medial sound position. It happened, for example to the word “please” /pli:z/. The sound in those words was substitution with the sound (s). It made them pronounced /plis/.

The sound (k) has their phonetic aspects. The sound (k) is produced by creating a very brief of air stream in the velar area without vibrating the vocal fold. Thus, the sound (k) is described as voiceless, velar, and stop or plosive. In other word, the sound (f) has interference on the respondents. The sound (f) is described as a voiced, labiodentals and fricative sound which means that is production should fulfill those three main features of sound (f). Some of them devoiced the sound (f) that eventually resulted in the production of the sound (v). This is because the sound (f) and (v) have the same manner and place of articulation, but the sound (f) is voiceless which the sound (v) is voiced. In simplicity, the respondents substituted the sound

(f) with the sound (v). For example, it happen to the word “fresh” /freʃ/ to be /vrei:s/.

The interference is happen the sound (ʃ) which was replaced with sound (s) by the respondents occurring in the initial and medial position during the research. The sound (ʃ) is always phonetically marker as a voiceless, palatal and fricative sound. As always, those three aspects should be completed when articulating the sound (ʃ). Some of the respondents found this sound was in the terms of the place of articulation. The production of the sound (ʃ) which should occur in the palatal ridge was change to the alveolar ridge by the respondents. They eventually produced a voiceless, alveolar, and fricative sound.

The substitutions of the sound (s) to (ʃ) happened in two position, in initial and medial position. The medial substitution happened in the word “fresh” /freʃ/. The medial (ʃ) sound was substituted with the sound (s) that made the word “fresh” pronounced /vrei:s/. The changes of sound (ʃ) to (s) in the medial position occurs under one phonological environment. The change of the sound (ʃ) to (s) in the medial position is preceded and followed by a vowel. It can be identified from the respondents from the respondents pronunciation in word “fresh” pronounced /vrei:s/.

In addition, the sound (eɪ) is a closing diphthong. This means that it starts with an open vowel and then moves to a close vowel. This diphthong starts with the open mid-vowel (e) and then moves to the close vowel (I). There were four kinds of interference pronunciation of the diphthong (eɪ)

performed by the respondents during the research. First, they did not start this diphthong with the vowel (e). this means that the diphthong (ei) was substituted with the diphthong (aI). The last three interference pronunciation were that it was monophthongized into vowel (i:) and (a).

The sound (ʌ) is an open central vowel. Producing the sound (ʌ) involves the central part of the tongue. However, the sound (ʌ) is not a fully open vowel. The central part of the tongue is a little bit raised near the area of the quality of the open mid vowel sound.

The English consonant sound (ð) is described as a voiced dental fricative sound that its production should fulfill those three main features of it sound. The problem encountered by the research subject regarding of its sound arose in two positions, initial, and final. The substitution of the initial (ð) with the sound (d) by the respondents made them pronounced (də). This initial substitution occurs under one phonological environment. The change of (ð) in the initial position is always followed by a vowel. It can be identified that the sound (d) is followed by the sound (ə) which is a vowel.

3. Interference of Serawai ethnic

Table 4.7

sounds ɔɪ, ɔ:, ʃ, æ, u:, ei, i:, z, f, ə, I, k

Words	The correct pronunciation	The subject interference
oy	ɔɪ/	ɔi:/
ore	ɔ:/	aɔr/
esh	eʃ/	ei:s/
ab	æb/	ɜ:b/
oop	ku:p/	kuv/

rain	eɪn/	eən/
maybe	ˈeɪbi:/	ˈeɪbi/
rainfall	ˈrɛnɔ:l/	ˈɛmɔl/
ease	i:z/	is/
bag	æg/	eɪk/
room	ʌm/	rɒm/
plastic	ˈplæstɪk/	ˈlɑ:stɪ:k/

The interference is happen the sound (j) which was replaced with sound (s) by the respondents occurring in the initial and medial position during the research. The sound (j) is always phonetically marker as a voiceless, palatal and fricative sound. As always, those three aspects should be completed when articulating the sound (j). Some of the respondents found this sound was in the terms of the place of articulation. The production of the sound (j) which should occur in the palatal ridge was change to the alveolar ridge by the respondents. They eventually produced a voiceless, alveolar, and fricative sound.

The sound (I) is produced in the close front area. This meas that when the sound (I) is produced, the front part of the tongue I heightened to the roof of the mouth with the lips are lightly spread. However, the front part of the tongue I not heightened as high as possible to the mouth roof. It I slightly pulled down near the quality of the close mid vowel. When it cause to the sound (I), some of the respondents found it problematic. They did not use and posit their tongue properly for producing the sound (t). as the result, the sound (t) is changed with other sounds.

The substitutions of the sound (s) to (j) happened in two position, in initial and medial position. The medial substitution happened in the word “fresh” /frefʃ/. The medial (j) sound was substituted with the sound (s) that made the word “fresh” pronounced /frei:s/. The changes of sound (j) to (s) in the medial position occurs

under one phonological environment. The change of the sound (f) to (s) in the medial position is preceded and followed by a vowel. It can be identified from the respondents from the respondents pronunciation in word “fresh” pronounced /frei:s/.

The problem with these two vowel encountered by the subject was they exchanged one with the other. When they to actually producing the sound (ɔ:). This kind of substitution happened in the medial position of the words store /sto:/ to /staʊr/. The sound (k) has their phonetic aspects. The sound (k) is produced by creating a very brief of air stream in the velar area without vibrating the vocal fold. Thus, the sound (k) is described as voiceless, velar, and stop or plosive. In addition, the sound (eɪ) is a closing diphthong. This means that it starts with an open vowel and then moves to a close vowel. This diphthong starts with the open mid-vowel (e) and then moves to the close vowel (ɪ). There were four kinds of interference pronunciation of the diphthong (eɪ) performed by the respondents during the research. First, they did not start this diphthong with the vowel (e). this means that the diphthong (eɪ) was substituted with the diphthong (aɪ). The last three interference pronunciation were that it was monophthongized into vowel (i:) and (a).

The sound (ə) is a mid-central vowel. It is produced by raising the central part of the tongue is raised I halfway between close and open area of vowel sound quality. The sound (ə) is also described schwa. It means that the sound (ə) can only happen in a weak syllable and it is often omitted.

The researcher found interference in sound (i:) is a long close front vowel. It is called a long vowel because it is pronounced a little bit longer than the short vowel. When producing this vowel, the front part of the tongue is raised up to the

root of the mouth. The height of the tongue when producing the sound (i:) is higher than that of the sound (I). the lips are slightly spread when producing the sound (i:). When dealing with this vowel sound, some of the respondent failed to pronounce it properly. They made two different inaccurate pronunciation of the sound (i:) occurring in the medial position during the research.

Some respondents encountered a interference when they had to deal with the sound (z). the sound (z) is a consonant sound whose articulation should be conditioned through be properly conditioned on the whole in order to produce the proper sound (z), unless, the three are completed, the articulator will distract the sound (z) into another possible sound. They could cope with the manner and the place of articulation of the sound (z), but they devoiced it that resulted in the production of a voiceless, alveolar, and fricative sound. This sound can be addressed as the sound (s). The sound (s) is similar to the sound (z) in terms of manner and place of articulation. But they differ in the voicing. The sound (z) is voiced while the sound (s) is voiceless. This kind of substitution happened only in the medial sound position. It happened, for example to the word “please” /pli:z/. The sound in those words was substitution with the sound (s). It made them pronounced /plis/.

In other word, the sound (f) has interference on the respondents. The sound (f) is described as a voiced, labiodentals and fricative sound which means that is production should fulfill those three main features of sound (f). Some of them devoiced the sound (f) that eventually resulted in the production of the sound (v). This is because the sound (f) and (v) have the same manner and place of articulation, but the sound (f) is voiceless which the sound (v) is voiced. In simplicity, the

respondents substituted the sound (f) with the sound (v). For example, it happen to the word “fresh” /fref/ to be /vrei:s/.

4. Interference of Palembang ethnic

Table 4.8

sounds ɒ, əʊ, ʊ, ə, u: , i:, æ I k , ɔɪ, ð

Words	The correct pronunciation	The subject interference
ɒb	ɒb/	ɒp/
ɒ	əʊ/	ɒ/
ɒon	ɒʊn/	ɒɒn/
ɒr	ɒ(r)/	ɒr/
ɒop	ku:p/	kuv/
eet	i:t/	iet/
ɒy	ɪ/	ɒi:/
ɒed	i:d/	ɪd/
ɒastic	æstɪk/	ɒ:sti:k/
ɒe	ə/, /ðɪ/, /ði:/	ə/

Some respondents encountered a interference when they had to deal with the sound (ɒ). The sound (ɒ) is an open back vowel sound. This production of the sound (ɒ) employs the back part of the tongue which is kept in the low position quality with the lips are slightly rounded. However, the back part of the tongue is not posited in the very low area. It is a little bit raised in halfway between the area of open mid and low vowel sound. In other word, the sound (əʊ) is a closing diphthong. This means it start in an open vowel and then moves to a close vowel. This diphthong starts the sound with the vowel (ə) and then it glides to the sound (ʊ). By the some of the respondents, this diphthong was changed into monophthong or pure vowel. There were three kind of monophthong performed by the respondents. The diphthong (əʊ) was monophthong into long vowel (ɒ:), the short (ɒ) and the long vowel (u:).

The sound (ʊ) is a close back vowel. This means that the production of the sound (ʊ) employs the back part of the tongue and it is raised to the roof of the mouth. More specifically, the production of the (ʊ) sound actually does not utilize the very back part of the tongue. The part of the tongue which I used to produce the (ʊ) sound is somewhere of the back part of the tongue which is near the central part of the tongue. Also, the tongue is a little bit pulled down nearing the area of the quality of the close mid vowel sound. The lips are rounded in producing this sound.

The sound (ə) is a mid-central vowel. It is produced by raising the central part of the tongue is raised halfway between close and open area of vowel sound quality. The sound (ə) is also described schwa. It means that the sound (ə) can only happen in a weak syllable and it is often omitted. The researcher found interference in sound (i:) is a long close front vowel. It is called a long vowel because it is pronounced a little bit longer than the short vowel. When producing this vowel, the front part of the tongue is raised up to the roof of the mouth. The height of the tongue when producing the sound (i:) is higher than that of the sound (I). the lips are slightly spread when producing the sound (i:). When dealing with this vowel sound, some of the respondent failed to pronounce it properly. They made two different inaccurate pronunciation of the sound (i:) occurring in the medial position during the research.

The sound (I) is produced in the close front area. This means that when the sound (I) is produced, the front part of the tongue is heightened to the roof of the mouth with the lips are lightly spread. However, the front part of the tongue is not heightened as high as possible to the mouth roof. It is slightly pulled down near the quality of the close mid vowel. When it came to the sound (I), some of the

respondents found it problematic. They did not use and posit their tongue properly for producing the sound (t). as the result, the sound (t) is changed with other sounds. The sound (k) has their phonetic aspects. The sound (k) is produced by creating a very brief of air stream in the velar area without vibrating the vocal fold. Thus, the sound (k) is described as voiceless, velar, and stop or plosive.

The English consonant sound (ð) is described as a voiced dental fricative sound that is production should fulfill those three main features of it sound. The problem encountered by the research subject regarding of it sound arose in two positions, initial, and final. The substitution of the initial (ð) with the sound (d) by the respondents made them pronounced (də). This initial substitution occur under one phonological environment. The change of (ð) in the initial position is always followed a vowel. It can be identified that the sound (d) is followed by the sound (ə) which is a vowel.

5. Interference of Lembak ethnic

Table 4.9

sounds i:, θ , eɪ , f ə , n, æ I k, 3:

Words	The correct pronunciation	The interference
tree	tri:/	i:/
rain	eɪn/	eən/
tom	tɒm/	təm/
job	dʒɒb/	dʒɒb/
plastic	plæstɪk/	plɑ:sti:k/
bed	bed/	ed/
bag	bæg/	eɪk/
bas	i:/	/

Phonetically, the sound (θ) I described as a voiceless dental fricative sound. Those three phonetic aspects should be occupied when producing the sound (θ). However, some of the respondents in some case did not meet two of the three phonetic aspects when they articulated the sound (θ). They changed the place of articulation of the sound (θ) from dental to alveolar. In accordance with the manner of articulation, the sound (θ) that should actually be articulated through producing an air stream as it is fricative was articulated with the manner of stop or plosive. Those two changes of the phonetic aspects of the phonetic aspects of the sound (θ) resulted in the production of the sound (t) that substituted the sound (θ). The kind of substitution occurred in two positions, in initial and medial. The substitution in the initial position, example happened in the word “three” / θ ri:/.

The substitution of the initial (θ) sound with the sound (t) made them pronounced /tri:/. It can be seen from the table that the change of the initial sound (θ) to the sound (t) committed by the respondents fell under two different phonological environments. The change of the sound (θ) to the sound (t) in the initial position is followed by a consonant. For instance, in the respondents' pronunciation of the word “three” as /tri:/. It can be identified that the sound (t) is followed by the sound (r) which is a consonant. Second, the change of the sound (θ) to the sound (t) in the initial position is followed by a vowel.

The researcher found interference in sound (i:) is a long close front vowel. It is called a long vowel because it is pronounced a little bit longer than the short vowel. When producing this vowel, the front part of the tongue is raised up to the roof of the mouth. The height of the tongue when producing the sound (i:) is higher

than that of the sound (ɪ). the lips are slightly spread when producing the sound (i:). When dealing with this vowel sound, some of the respondent failed to pronounce it properly. They made two different inaccurate pronunciation of the sound (i:) occurring in the medial position during the research.

In addition, the sound (eɪ) is a closing diphthong. This means that it starts with an open vowel and then moves to a close vowel. This diphthong starts with the open mid-vowel (e) and then moves to the close vowel (ɪ). There were four kinds of interference pronunciation of the diphthong (eɪ) performed by the respondents during the research. First, they did not start this diphthong with the vowel (e). this means that the diphthong (eɪ) was substituted with the diphthong (aɪ). The last three interference pronunciation were that it was monophthongized into vowel (i:) and (a).

In other word, the sound (f) has interference on the respondents. The sound (f) is described as a voiced, labiodentals and fricative sound which means that is production should fulfill those three main features of sound (f). Some of them devoiced the sound (f) that eventually resulted in the production of the sound (v). This is because the sound (f) and (v) have the same manner and place of articulation, but the sound (f) is voiceless which the sound (v) is voiced. In simplicity, the respondents substituted the sound (f) with the sound (v). For example, it happened to the word “from” /frʌm/ interference /vrɒm/.

The English consonant sound (ð) is described as a voiced dental fricative sound that is production should fulfill those three main features of it sound. The problem encountered by the research subject regarding of it sound arose in two positions, initial, and final. The substitution of the initial (ð) with the sound (d) by the

respondents made them pronounced (də). This initial substitution occur under one phonological environment. The change of (ð) in the initial position is always followed a vowel. It can be identified that the sound (d) is followed by the sound (ð) which is a vowel. The sound (k) has their phonetic aspects. The sound (k) is produced by creating a very brief of air stream in the velar area without vibrating the vocal fold. Thus, the sound (k) is described as voiceless, velar, and stop or plosive.

The sound (k) has their phonetic aspects. The sound (k) is produced by creating a very brief of air stream in the velar area without vibrating the vocal fold. Thus, the sound (k) is described as voiceless, velar, and stop or plosive. The sound (I) is produced in the close front area. This means that when the sound (I) is produced, the front part of the tongue is heightened to the roof of the mouth with the lips are lightly spread. However, the front part of the tongue is not heightened as high as possible to the mouth roof. It is slightly pulled down near the quality of the close mid vowel. When it cause to the sound (I), some of the respondents found it problematic. They did not use and posit their tongue properly for producing the sound (t). as the result, the sound (t) is changed with other sounds.

The sound (3:) is a long mid central vowel. This vowel sound is, thus, produced a little longer than short vowels. The production of the sound (3:) makes use of the central part of the tongue. The central part of the tongue is raised in halfway between open and close area of vowel sound quality. More specially, the central part of the tongue position is a little bit pulled down near the area of open mid vowel sound quality. The shape of the lips when producing the sound (3:) is neutral.

Some respondents encountered a interference when they had to deal with the sound (ɒ). The sound (ɒ) is an open back vowel sound. This production of the sound (ɒ) employs the back part of the tongue which is kept in the low position quality with the lips are slightly rounded. However, the back part of the tongue is not posited in the very low area. It is a little bit raised in halfway between the area of open mid and low vowel sound. In other word, the sound (əʊ) is a closing diphthong. This means it start in an open vowel and then moves to a close vowel. This diphthong starts the sound with the vowel (ə) and then it glides to the sound (ʊ). By the some of the respondents, this diphthong was changed into monophthong or pure vowel. There were three kind of monophthong performed by the respondents. The diphthong (əʊ) was monophthong into long vowel (ɔ:), the short (ɒ) and the long vowel (u:).

6. Interference of Padang ethnic

Table 4.10
sounds ei , ʒ:, ʃ.

Words	The correct pronunciation	The subject interference
ain	eɪn/	eən/
ed	ɛ:d/	ɛd/
esh	eʃ/	ei:s/

In addition, the sound (ei) is a closing diphthong. This means that it starts with an open vowel and then moves to a close vowel. This diphthong starts with the open mid-vowel (e) and then moves to the close vowel (I). There were four kinds of interference pronunciation of the diphthong (ei) performed by the respondents during the research. First, they did not start this diphthong with the vowel (e). This means that the diphthong (ei) was substituted with the diphthong (aI). The last three

interference pronunciation were that it was monophthongized into vowel (i:) and (a). For example to the word */treɪn/* interference */treən/*

The sound (ɜ:) is a long mid central vowel. This vowel sound is, thus, produced a little longer than short vowels. The production of the sound (ɜ:) makes use of the central part of the tongue. The central part of the tongue is raised in halfway between open and close area of vowel sound quality. More specially, the central part of the tongue position is a little bit pulled down near the area of open mid vowel sound quality. The shape of the lips when producing the sound (ɜ:) is neutral. For example to the word “red” */rɜ:d/* interference */red/*

The interference is happen the sound (ʃ) which was replaced with sound (s) by the respondents occurring in the initial and medial position during the research. The sound (ʃ) is always phonetically marker as a voiceless, palatal and fricative sound. As always, those three aspects should be completed when articulating the sound (ʃ). Some of the respondents found this sound was in the terms of the place of articulation. The production of the sound (ʃ) which should occur in the palatal ridge was change to the alveolar ridge by the respondents. They eventually produced a voiceless, alveolar, and fricative sound.

The substitutions of the sound (s) to (ʃ) happened in two position, in initial and medial position. The medial substitution happened in the word “fresh” */frɛʃ/*. The medial (ʃ) sound was substituted with the sound (s) that made the word “fresh” pronounced */frɛi:s/*. The changes of sound (ʃ) to (s) in the medial position occurs under one phonological environment. The change of the sound (ʃ) to (s) in the medial position is preceded and followed by a vowel. It can be identified from the

respondents from the respondents pronunciation in word “fresh” pronounced /frei:s.

B. Discussion of The Research

In this part, the researcher presented the discussion of results provided on finding. Along with the kind of this research, descriptive study, the researcher described the things found by the researcher. Start by analyzing interview and record to find the forms interference of mother tongue in pronunciation ability of English Study Program. To know about the answer of the research question the researcher used interview to get the information. Based on the finding as mention above, the researcher concluded that the forms interference of mother tongues in pronunciation ability of English Study Program. From the interview result, the researcher concluded that the forms interference of mother tongue in pronunciation ability.

1. The forms interference of mother tongue

In field, the researcher just found three interference types, phonology, lexical and grammatical interference. But, in this research, the researcher only focused on one type of interference, namely Phonological Interference. Due to phonological interference is related to the first language of foreign language students which is affected the sound production of the target language. Therefore, speaking form is the thing studied in this research. It meant, Phonology interference was the things going to be discussed in this section.

From the interview result, the researcher concluded that the interference of mother tongue in pronunciation ability by the respondents in

English Study Program of IAIN Curup in phonological level. First of all, the interference encountered by the respondents was in the form of substitution English consonant sound with other similar consonant sounds. Phonetically, the consonant sound substitution happened due to the change of one or more aspects among the three segmental phonetic aspects are voicing, manner and place of articulation. Based on interview the data from English Pronunciation Test instrument, the researcher found some interference in sounds əʊ, u:, ð, ʒ: eɪ, æ, ʌ, ɒ, ɪ, ŋ, g, b, t, and d in ethnic Javanese. Interference it also happen in sounds i:, æ, ʃ, ə, ɔ:, z, eɪ, k, ɔɪ, f, ʊ, ʌ, ð, ɪ, əʊ, ʒ: for ethnic rejang, sounds ɔɪ, ɔ:, ʃ, æ, u:, eɪ, i:, z, f, ə, ɪ, k in ethnic serawai, ɒ, əʊ, ʊ, ə, u:, i:, æ ɪ k, ɔɪ, ð sounds in ethnic Palembang, sounds i:, θ, eɪ, f ə, ɒ, æ ɪ k, ʒ: in ethnic Lembak, sounds f, ə, æ, k, ɔɪ,

Based on interview and given English Pronunciation Test instrument in script or paragraph, the researcher carry out the data into analysis by the recording and also made transcript based on the interview. So, the researcher found the clear data that who ethnic available interference in speaking. The data is synchrony between interview and analysis. From the description, it can be inferred that consonants from 50 students as the source of data, there were many mistakes that they did when they pronounced the words interfered by the mother tongue is high. In ethnic Javanese the interference happen in sounds Go as g and əʊ, blue as b and u:, the ð, Wednesday ʒ: and eɪ, bag as b and æ, brother as b, ʌ, ð, bob as b and ɒ, big as b and ɪ, frog as ɒ and g, train as t and eɪ, bring as b and ŋ, ethnic Rejang in Peas i:, slabs æ,

station eɪ ʃ ə , store ɔː , please iː z, fresh ʃ, bags æ , train eɪ , snack æ k, snake eɪ , toy ɔɪ, From f ə , spoons ʊ, brother ʌ ð, for , plastic æ I k , kids I, Go əʊ, Wednesday ʒ: eɪ, ethnic Serawai(manna, pasemah, semende, lintang, pagar alam) in toy ɔɪ, store ɔː , fresh ʃ, slabs æ , scoop uː, train eɪ, maybe eɪ iː , small ɔː, please iː z, bags æ , From f ə , plastic æ I k, in ethnic Palembang the interference conclude in bob ʊ, Go əʊ, spoons ʊ, for ə , scoop uː , meet iː, plastic æ I k , toy ɔɪ, need iː, the ð, in Lembak is Peas iː, three θ iː , train eɪ , From f ə, bob ʊ, plastic æ I k, red ʒ: , bags æ and the last is Padang there are interference in stella, train eɪ , red ʒ:, fresh ʃ. There are some ethnic who interference in their English speaking. But in ethnic Sunda there is nothing indicates the interference of mother tongue. In some cases, the native and foreign languages have the similarity in sound system, and the continuity respondents using mother tongue in daily is the massive interference in theirs English pronunciation ability.

Table 4. 11
Shown the interference phonology in each ethnics

No.	Ethnic	The Phonology Interference
1.	Javanese	əʊ, uː, ð , ʒ: eɪ , æ , ʌ, ʊ , I ,ŋ, g, b, t, and d.
2.	Rejang	iː, æ, ʃ, ə , ɔː , z, eɪ , k, ɔɪ, f , ʊ, ʌ, ð, I , əʊ, ʒ:
3.	Serawai	ɔɪ, ɔː , ʃ, æ , uː, eɪ, iː , z, f , ə , I, k
4.	Palembang	ʊ, əʊ, ʊ, ə , uː , iː, æ I k , ɔɪ, ð
5.	Lembak	iː, θ , eɪ , f ə, ʊ, æ I k, ʒ:
6.	Padang	eɪ , ʒ:, ʃ.

In conclusion the interference of mother tongue happened in ethnic Javanese, Rejang, Serawai, Lembak, Padang, and Palembang. Almost the

interference encountered in sounds vowels (ʌ), (ð), (ə), (ɜ:), (i:), (æ), (u:), (o), (ɪ) , (v). Consonants sound (z), (k), (f), (t), (ʃ), (ŋ), (θ), (b), (g) and (d) and the last in diphthongs (eɪ), (aɪ), (əʊ).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the main conclusion of the analysis of the study as well as the suggestion for further research.

A. Conclusion

The conclusion is state based on the interference of mother tongue in pronunciation ability. The conclusion is as follows:

- a. The respondents have interference of mother tongue with a number of consonants, vowels, and diphthongs.
- b. There was vowels interference of mother tongue in pronunciation by the respondents. First, they substituted some vowel sound with other consonants. Second, they inserted a consonants sound between two consonants sound. Third, they diphthongization a pure vowel sound.
- c. In accordance with vowel sound substitutions, they were in the form of the replacement of the sound (I) and (i:), replacement of the sound (i:) with (e) and (3:), the replacement of the sound (3:) with (ə), the replacement of the sound (o) and (u:), the replacement of the sound (ʌ) with (a), the replacement of the sound (3:) with (v:), the replacement of the sound (v) with (ɔ:), the replacement of the sound (ɔ:) with (v) and replacement of the sound (ə) with (ɔ), (v), (a), (3:) and (u:). In accordance with vowel sound insertion, the respondents inserted the sound (ə) between two consonant sounds. In accordance with vowel sound diphthongization, they changed the pure vowel (3:) to be (eɪ) and the pure vowel (3:) to be (ɪə).

d. Ethnic Javanese the interference happen in sounds (əʊ), (u:), (ð), (3:) (eɪ), (æ), (ʌ), (ɒ), (ɪ), (d), (t), (g), (b) and (ŋ) in to the words “ go, frog, brother, bob, big, the, Wednesday, bags, train, bring and blue” ethnic Rejang in (i:), (æ), (eɪ), (ʃ), (ə), (ɔ:), (z), (k), (ɔɪ), (f), (ʊ), (ʌ), (ð), (ɪ), (əʊ), (3:) in to the words “ from, snack, toy and kids”, ethnic Serawai(manna, pasemah, semende, lintang, and pagar alam) in (ɔɪ), (ɔ:), (ʃ), (æ), (u:), (eɪ), (i:), (z), (f), (ə), (ɪ), (k) in to the words “store, fresh, slabs, toy, scoop, train, maybe, small, please, bags, from, and plastic”, in ethnic Palembang the interference conclude in (ɒ), (əʊ), (ʊ), (ə), (u:), (i:), (æ), (ɪ), (k), (ɔɪ), (ð) in to the words bob, go, spoon, for, scoop, meet, plastic, toy, need, and the, in Lembak is (i:), (θ), (eɪ), (f), (ə), (ɒ), (æ), (ɪ), (k), (3:) in the words “peas, three, train, from, bob, plastic, red and bags, and the last is Padang there are interference in (eɪ), (3:), (ʃ) in words “ train, red, fresh”. There are some ethnic who interference in their English pronunciation. Ethnic Sunda was nothing indicates the interference of mother tongue.

B. Suggestion

After conducting this research, the researcher suggests the students of the English Study Program of IAIN Curup to the interference of mother tongue more seriously so that they can assist their speaking skill with a good English pronunciation. Finally, the suggestion comes for a better future. The suggestion is specifically proposed as below:

1. For The Lecturers

The researcher hopes this research could be used for the lecturer to enrich the references the interference of mother tongue in pronunciation ability. Hence, the lecturer can help the students' who have problem in interference of mother tongue in pronunciation ability after the lecturer has known about the forms interference in mother tongue in speaking.

2. For The students

The students can improve their capability in speaking ability. The students also can choose the suitable ways in overcoming interference of mother faced by students in speaking abilities.

3. For further research

For the further researchers have to make the other research which is better than this research. The next researcher may also use this research as the related finding if it is needed.

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APPENDICES

Table 1
Interview Guidance

Category	Indicators	Questions
Mother tongue influence	Native sounds inventory	1. Is there difficult words you pronunciation in English? 2. Which words you find difficult to pronounce?
	Respondents could not able produces the sounds cause of mother tongue	1. Does the pronunciation of the words consistent with phonetic symbol? 2. Is the phonetic symbol that you are hard to pronounce? 3. Does your mother tongue interference the words in your speaking?
	ing sound in the words	1. Which words makes you wrong in pronouncing? 2. Are those hard words that you use often? 3. How often are you wrong in pronouncing the words?
	Stressing and intonation	1. Do you pronounce the word with the appropriate intonation?

Table 2
The distribution of English Sound

owels	phthongs	onsonant
a, please, she, greasy, keep, immediately, see, least		
g, begin, bring, train, ki ds, hit, pick, still, immediately, again, safe, extend,	oy	ue,
ɒ,	ipe,	oday, ation,

			smile				fresh, she, direction, wash, sensation,
	new, threw, through,		ear		ay, idea, today		
	ain, pen, any,				ought		
	s, summer, again, attempt						
	ed, word, service		d, wrote,		atch		ew
	ore, floor, caught, hoarse, all, morning		ouse, sound, ground				ing, thank, morning
	ag, slab, and, snack, plastic, travel, hand, back,		om, far, fresh				ll,
	it, summer, trust						
	om, far, path, hard, after,		rew, Thank, think, three, path, through, h,				
	ob, frog, watch		ne, brother , this				rote

The table 3
The interference of mother tongue in
Pronunciation English.

Mother Tongue	Difficulties to Pronunciation	Words in English
vanese	d, ð, j, b	o <u>bd</u> ay, stu <u>d</u> ent, <u>th</u> e, <u>i</u> dea,
ejang	, iə , p, v, c	gh, <u>be</u> er, <u>li</u> ve, <u>fa</u> n, s <u>ch</u> ool and <u>pr</u> ay
rawai	f, th, dʒ, tʃ, v	end, <u>th</u> ink, <u>ju</u> dge, <u>ch</u> urch, and <u>jo</u> b
mbak		plicit, pardon and hierarchy
lembang	r in the middle of word, ð and θ	or <u>ld</u> , think, the, thought
mbi		ammar, <u>act</u> ually, <u>ch</u> ance and here
adang		havior, particles
rebon	b, and c	n't, <u>be</u> rry
indanese	and f	end and <u>li</u> fe

Tabel 4
The Result of some Ethnic Concerning the Form of Mother Tongue Interference

No.	Etnic	Mother Tongue Interference
1	Jawa	go, blue, the, Wednesday, bags, brother, bob, big, frog, train, bring
2	Cirebon	
3	Jambi	from, snack, toy, kids
4	Sunda	
5	Lembak	peas, three, train, from, bob, plastic, red, bags
6	Palembang	bob, go, spoons, for, scoop, meet, plastic, toy, need, the
7	Rejang	peas, slabs, station, please, store, fresh, bags, and, train, snack, snake, toy, from, spoons, brother, for, plastic, kids, go, Wednesday
8	Serawai	store, fresh, slabs, toy, scoop, train, maybe, small, please, bags, from, plastic
9	Padang	train, red, fresh

Table 5
The forms of Interference of Mother Tongue in pronouncing English words

No.	Type of interference	Description	Kind of phonology interference	Phonetics Symbol
1.	Phonological interference	Phonological interference is related to the first language of foreign language students which is affected the sound production of the target language. As the result, the sound production would cause misunderstanding, miscommunication and misinterpretation	<p>1. Vowels, Vocals are defined as vowels in the formation of air out through the throat a mouth, without restriction and narrowing so that no friction is heard.</p> <p>2. Diphthongs, diphthong is a glide from one vowel to another, and the whole glide acts like one of the long.</p> <p>3. Consonant is a sound or letter (letter on or off) that the production of air does not come out smoothly through the mouth and throat, but has problems or narrowing that sound of friction.</p>	<p>1. Front vowels (i: , i, e, æ), and vocal cord (a:, ɒ, ɔ:, u, u:). ʌ, ɜ:, ə vocal center (vocal division depends on the tongue and lips).</p> <p>2. Diphthongs (ɔɪ, eɪ, aɪ ɪə, ʊə, Eə, əʊ, aʊ)</p> <p>3. Consonants (a. According to the point of articulation(labial= p, b, m, labio dental= f,v, dental= ɵ,ð, alveolar= t,d, palatal alveolar= tʃ, dʒ, j, velar= k, g, ŋ) (b. According to of articulation(plosive= p, b, affricate= t, ʃ, dʒ, nasal= m, n,ŋ, lateral= i, rolled= r, flapped= r, fricative= f, v, θ, ð, s, z, ʃ, ʒ, h, and semi vowel)</p>

The table 6
Table below is shown mother tongue from ethnic in
English Study Program

Language Word	Mother Tongue								
	Rejang	Lembak	Berawai	Padang	Palembang	Jambi	avanese	undanese	Cirebon
akan	ei, mie	kan	akan	akan	akan	akan	angan	ahar	angan
dur	dua	do	duak	lok	edok	duk	uru	reh	uru
uduk	mot	uduk	uduak	uduak	ogok	uduk	nggoh	uk	dodok
rgi	ue	gelong	gi	i	eluo	gi	ungo	angkat	nga
tuh	ibeb	mban	mban	tuah	yampak	tuh	boh	buh	ba, rigel, nepluk.

The interview from DCT Instrument in Paragraph

“Please call stella”, ask her to bring these things with her from the store: six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big frog toy for the kids. She can scoop these things into three red bags and we will go meet her Wednesday at the train station.

The interview from DCT Instrument in Paragraph

As the pen fell far to the floor, any watched it hit th linoleum. She knew she could not have caught that pen if brian threw it to her from his greasy old hands, but she picked it up and wrote the dorections to her house. She cleared her troat, but her words still sounded hoarse. “this is the best route. Keep your horse to this path, and you’ll be fie. After you cross the creek, be careful of the large roots that come up out of the ground. We’ll have a cot set up in the guest house for you”. Any handed the pen back to Brian. She wanted to wash her hand immediately, but settled on wiping them on her jeans. The look on Brian’s face when she did this sent a pin pricking sensation through her. She knew she should not so hard on him. After all, she thought, he is my brother. I should not be so angry all the time and he is doing us a great service by helping us out this summer. “thanks again, Brian. I’ll see you in he morning travel safe”. Brian nodded to his sister. He did not attempt to extend his extend his calloused, dirty hand to her, but he smiled, knowing that at least she had begun to trust him again.

Interview Transcript

Student 1

1. Researcher: Is there difficult words you pronunciation in English?

Respondent: ada yuk, saya susah sekali ngomong huruf t sama d, kemudian kata-kata yang berbunyi ch dh yuk.

2. Researcher: which words you find difficult to pronounce?

Respondent: saya sering susah ngomong today dan the soalnya kalo ngomong itu suka medok yuk. Jadi, suka ga pede.

3. Researcher: Does the pronunciation of the words consistent with phonetic symbol?

Respondent: tidak

4. Researcher: is the phonetic symbol that you are hard to pronounce?

Respondent: phonetic yg berbunyi ch dh, th

5. Researcher: Does your mother tongue interference the words in your speaking?

Respondent: sangat, terutama pada pengucapan huruf t d dan b sehingga bunyi yg dikeluarkan lebih berat

6. Researcher: which words makes you wrong in pronouncing?

Respondent: the, today, idea, think sama boy

7. Researcher: are those hard words that you use often?

Respondent: jarang, karena susah untuk melafaskannya

8. Researcher: How often are you wrong in pronouncing?

Respondent: setiap saya mengucapkan kata kata susah saya ucapkan maka saya hindari

9. Researcher: do you pronounce the word with the appropriate intonation?

Respondent: kadang kadang

Student 2

1. Researcher: Is there difficult words you pronunciation in English?

Respondent: iya ada, susah untuk ngomong exercise, colour, think sama genre, kemudian kata-kata yang berfonetik simbol mirip s yuk.

2. Researcher: which words you find difficult to pronounce?

Respondent: saya sering susah ngomong dan the soalnya kalo ngomong itu suka

medok yuk. Jadi, suka ga pede.

3. Researcher: Does the pronunciation of the words consistent with phonetic symbol?

Respondent: tidak

4. Researcher: is the phonetic symbol that you are hard to pronounce?

Respondent: phonetic yg berbunyi ch dh, th

5. Researcher: Does your mother tongue interference the words in your speaking?

Respondent: sangat, terutama pada pengucapan huruf p, v dan b sehingga berbeda. Misalnya kata trip jadi triv.

6. Researcher: which words makes you wrong in pronouncing?

Respondent: beyond, life, live, trip and travel

7. Researcher: are those hard words that you use often?

Respondent: jarang, karena susah untuk melafaskannya

8. Researcher: How often are you wrong in pronouncing?

Respondent: setiap saya mengucapkan kata kata susah saya ucapkan maka saya hindari

9. Researcher: do you pronounce the word with the appropriate intonation?

Respondent: kadang kadang

Student 3

1. Researcher: Is there difficult words you pronunciation in English?

Respondent: iya ada, susah untuk ngomong exercise, colour, think sama genre, kemudian kata- kata yang berfonetik simbol mirip s yuk.

2. Researcher: which words you find difficult to pronounce?

Respondent: saya sering susah ngomong dan the soalnya kalo ngomong itu suka medok yuk. Jadi, suka ga pede.

3. Researcher: Does the pronunciation of the words consistent with phonetic symbol?

Respondent: tidak

4. Researcher: is the phonetic symbol that you are hard to pronounce?

Respondent: phonetic yg berbunyi th

5. Researcher: Does your mother tongue interference the words in your speaking?

Respondent: sangat, terutama pada pengucapan huruf p, v dan b sehingga berbeda.

Misalnya kata trip jadi triv.

6. Researcher: which words makes you wrong in pronouncing?

Respondent: beyond, life, live, trip and travel

7. Researcher: are those hard words that you use often?

Respondent: jarang, karena susah untuk melafaskannya

8. Researcher: How often are you wrong in pronouncing?

Respondent: setiap saya mengucapkan kata kata susah saya ucapkan maka saya hindari

9. Researcher: do you pronounce the word with the appropriate intonation?

Respondent: kadang kadang

Student 4

1. Researcher: Is there difficult words you pronunciation in English?

Respondent: iya ada, susah untuk ngomong literature, kemudian kata- kata yang berfonetik simbol mirip.

2. Researcher: which words you find difficult to pronounce?

Respondent: saya sering susah ngomong dan the soalnya kalo ngomong itu suka medok yuk. Jadi, suka ga pede.

3. Researcher: Does the pronunciation of the words consistent with phonetic symbol?

Respondent: tidak

4. Researcher: is the phonetic symbol that you are hard to pronounce?

Respondent: phonetic yg berbunyi agak berdesis

5. Researcher: Does your mother tongue interference the words in your speaking?

Respondent: sangat, terutama pada pengucapan huruf tertentu sehingga berbeda. Misalnya kata toy.

6. Researcher: which words makes you wrong in pronouncing?

Respondent: toy, go, where.

7. Researcher: are those hard words that you use often?

Respondent: jarang, karena susah untuk melafaskannya

8. Researcher: How often are you wrong in pronouncing?

Respondent: setiap saya mengucapkan kata kata susah saya ucapkan maka saya hindari

9. Researcher: do you pronounce the word with the appropriate intonation?

Respondent:kadang kadang

Student 5

1. Researcher: Is there difficult words you pronunciation in English?

Respondent: iya ada, kata both, bird, breath, think, judge.

2. Researcher: which words you find difficult to pronounce?

Respondent: saya sering susah ngomong dan the soalnya kalo ngomong itu suka medok yuk. Jadi, suka ga pede.

3. Researcher: Does the pronunciation of the words consistent with phonetic symbol?

Respondent: tidak

4. Researcher: is the phonetic symbol that you are hard to pronounce?

Respondent: phonetic yg pada kata purposive, bought, brought, church.

5. Researcher: Does your mother tongue interference the words in your speaking?

Respondent:sangat, terutama dalam berbahasa inggris karena banyak beda pengucapan dibeberapa consonant.

6. Researcher: which words makes you wrong in pronouncing?

Respondent: three, tree, campaign

7. Researcher: are those hard words that you use often?

Respondent: jarang, karena susah untuk melafaskannya

8. Researcher: How often are you wrong in pronouncing?

Respondent:setiap saya mengucapkan kata kata susah saya ucapkan maka saya hindari

9. Researcher: do you pronounce the word with the appropriate intonation?

Respondent:kadang kadang

Student 5

1. Researcher: Is there difficult words you pronunciation in English?

Respondent: iya ada, kata both, bird, breath, think, judge.

2. Researcher: which words you find difficult to pronounce?

Respondent: saya sering susah ngomong dan the soalnya kalo ngomong itu suka medok yuk. Jadi, suka ga pede.

3. Researcher: Does the pronunciation of the words consistent with phonetic symbol?

Respondent: tidak

4. Researcher: is the phonetic symbol that you are hard to pronounce?

Respondent: phonetic yg pada kata purposive, bought, brought, church.

5. Researcher: Does your mother tongue interference the words in your speaking?

Respondent: sangat, terutama dalam berbahasa inggris karena banyak beda pengucapan dibeberapa consonant.

6. Researcher: which words makes you wrong in pronouncing?

Respondent: world, catcher, ancient

7. Researcher: are those hard words that you use often?

Respondent: jarang, karena susah untuk melafaskannya

8. Researcher: How often are you wrong in pronouncing?

Respondent: setiap saya mengucapkan kata kata susah saya ucapkan maka saya hindari

9. Researcher: do you pronounce the word with the appropriate intonation?

Respondent: kadang kadang

Student 6

1. Researcher: Is there difficult words you pronunciation in English?

Respondent: iya ada, kata both, bird, breath, think, judge.

2. Researcher: which words you find difficult to pronouncing?

Respondent: saya sering susah ngomong dan the soalnya kalo ngomong itu suka medok yuk. Jadi, suka ga pede.

3. Researcher: Does the pronunciation of the words consistent with phonetic symbol?

Respondent: tidak

4. Researcher: is the phonetic symbol that you are hard to pronounce?

Respondent: Pada kata opposed, separeted, grammar.

5. Researcher: Does your mother tongue interference the words in your speaking?

Respondent: sangat, terutama dalam berbahasa inggris karena banyak beda pengucapan dibeberapa consonant.

6. Researcher: which words makes you wrong in pronouncing?

Respondent: field, hierarchy, brewery

7. Researcher: are those hard words that you use often?

Respondent: jarang, karena susah untuk melafaskannya
8. Researcher: How often are you wrong in pronouncing?

Respondent: setiap saya mengucapkan kata kata susah saya ucapkan maka saya hindari

9. Researcher: do you pronounce the word with the appropriate intonation?

Respondent: kadang kadang

Student 7

1. Researcher: Is there difficult words you pronunciation in English?

Respondent: iya ada, kata both, bird, breath, think, judge.

2. Researcher: which words you find difficult to pronounce?

Respondent: saya sering susah ngomong.

3. Researcher: Does the pronunciation of the words consistent with phonetic symbol?

Respondent: tidak

4. Reseacher: is the phonetic symbol that you are hard to pronounce?

Respondent: kata taught, appearance, odour

5. Researcher: Does your mother tongue interference the words in your speaking?

Respondent: sangat, terutama dalam berbahasa inggris karena banyak beda pengucapan dibeberapa consonant.

6. Researcher: which words makes you wrong in pronouncing?

Respondent: throuhgt, gracious, features, north

7. Researcher: are those hard words that you use often?

Respondent: jarang, karena susah untuk melafaskannya

8. Researcher: How often are you wrong in pronouncing?

Respondent: setiap saya mengucapkan kata kata susah saya ucapkan maka saya hindari

9. Researcher: do you pronounce the word with the appropriate intonation?

Respondent: kadang kadang

Student 8

1. Researcher: Is there difficult words you pronunciation in English?

Respondent: iya ada, kata both, bird, breath, think, judge.

2. Researcher: which words you find difficult to pronounce?

Respondent: saya sering susah ngomong pada word tertentu

3. Researcher: Does the pronunciation of the words consistent with phonetic symbol?

Respondent: tidak

4. Researcher: is the phonetic symbol that you are hard to pronounce?

Respondent: thru, due, fresh

5. Researcher: Does your mother tongue interference the words in your speaking?

Respondent: sangat, terutama dalam berbahasa inggris karena banyak beda pengucapan dibeberapa consonant.

6. Researcher: which words makes you wrong in pronouncing?

Respondent: scoop, English

7. Researcher: are those hard words that you use often?

Respondent: jarang, karena susah untuk melafaskannya

8. Researcher: How often are you wrong in pronouncing?

Respondent: setiap saya mengucapkan kata kata susah saya ucapkan maka saya hindari

9. Researcher: do you pronounce the word with the appropriate intonation?

Respondent: kadang kadang

Student 9

1. Researcher: Is there difficult words you pronunciation in English?

Respondent: iya ada, kata both, bird, breath, think, judge.

2. Researcher: which words you find difficult to pronounce?

Respondent: saya sering susah ngomong dan the soalny kalo ngomong itu suka slip tongue.

3. Researcher: Does the pronunciation of the words consistent with phonetic symbol?

Respondent: tidak

4. Researcher: is the phonetic symbol that you are hard to pronounce?

Respondent: phonetic yg pada kata purposive, bought, brought, church.

5. Researcher: Does your mother tongue interference the words in your speaking?

Respondent: sangat, terutama dalam berbahasa inggris karena banyak beda pengucapan dibeberapa consonant.

6. Researcher: which words makes you wrong in pronouncing?

Respondent: three, tree, campaign

7. Researcher: are those hard words that you use often?

Respondent: jarang, karena susah untuk melafaskannya

8. Researcher: How often are you wrong in pronouncing?

Respondent: setiap saya mengucapkan kata kata susah saya ucapkan maka saya hindari

9. Researcher: do you pronounce the word with the appropriate intonation?

Respondent: kadang kadang



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Nomor : 590/In.34/FT/PP.00.9/08/2020
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

04 Agustus 2020

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Mesi Irene Putri
NIM : 16551027
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi : The Influence of Mother Tongue Interference toward Speaking Ability in All Grade Semester of IAIN urup
Waktu Penelitian : 04 Agustus s.d 04 Desember 2020
Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I,



Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK



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KEPUTUSAN DEKAN FAKULTAS TARBİYAH
 Nomor : 393 /In.34/FT/PP.00.9/12/2019

Tentang
PENUNJUKKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
 5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

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Menetapkan

- Pertama** : 1. **Leffi Noviyenti, M.Pd** **19761106 200312 2 004**
 2. **Sarwo Edy, M.Pd** **2007068102**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Mesi Irene Putri**

N I M : **16551027**

JUDUL SKRIPSI : **The Influence Mother Tongue Interference Toward Speaking Ability In IAIN Curup.**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keeenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
 pada Tanggal 19 Desember 2019
 Dekan,

M. Firdi Nurma

- Tembusan : Disampaikan Yth ;
 1. Rektor
 2. Bendahara IAIN Curup;
 3. Kabag Akademik kemahasiswaan dan kerja sama;
 4. Mahasiswa yang bersangkutan;



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Nama : MESI IRENE PUTRI
 NIM : 16551027
 Fakultas : TARBIAH
 Pembimbing I : Leffi Noviyent
 Pembimbing II : Sarwo Edy, M.Pd
 Judul Skripsi : The Influence of Mother Tongue Interference toward Student Speaking ability of All grades of English Study Program at IAIN Curup

Catatan :

- ❖ Kartu konsultasi ini harap dibawah setiap konsultasi dengan Pembimbing I atau Pembimbing II.
- ❖ Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing II minimal 5 (5) kali dibuktikan dengan kolom yang disediakan.
- ❖ Agar ada cukup waktu untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



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 Judul Skripsi : The Influence of Mother Tongue Interference toward Student Speaking ability of All grades of English Study Program at IAIN Curup

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I
 Leffi Noviyent
 Sarwo Edy, M.Pd
 NIP. 19761106 200312 2 004 NIP. 200700218

Pembimbing II
 Sarwo Edy, M.Pd
 NIP. 200700218

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3	07/07-20	Pembahasan Sample		fs.
4	14/7-20	Pembahasan bab 4 & 5		fs.
5	25/7-20	Pembahasan Bab 1-5		fs.
6	1/8-20	Revisi Bab 1-3		fs.
7	05/08-20	Revisi Bab 4-5		fs.
8	06 August 2020	Ace untuk munggal		fs.

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2	20/02-20	Fenomena Belum Clear		fs.
3	03/04-20	Pembahasan Bab 2, teori ditambah		fs.
4	17/06-20	Instrumen, dan Bab 3		fs.
5	05/7-20	Pembahasan teori & Delimitation		fs.
6	29/7-20	Revisi Bab 1-3		fs.
7	04/08-20	Revisi Bab 4-5		fs.
8	07/08-20	ACC Munafqah		fs.



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BIOGRAPHY



Mesi Irene Putri was born in Curup, Bengkulu on 7th July 1996. She is daughter of Mr. Sumarno and Mrs. Siti Nurhayati. He has two older brothers. She finished her Elementary School at SD Negeri 9 Talang Benih, Curup, Bengkulu and graduated in 2008. Hence, she continued her study to the Junior High School at SMP 2 Curup Kota, graduated in 2011. After that, she carried on to Senior High School at SMA Negeri 1 Curup Utara and graduated in 2014. Then, she decided entering Institute College for Islamic Studies (IAIN) Curup and chose English Study Program as his faculty. She graduated her study in 2020.

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