PRONUNCIATION ERROR MADE BY STUDENTS OF ENGLISH STUDY PROGRAM IAIN CURUP FROM DIFFERENT ETHNICITY

(A Mixed Method of English Study Programme Fourth Semester at IAIN Curup)

THESIS

This thesis is submitted to fulfill the requirement for 'Sarjana' degree in English Language Education

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Curup

Assalamu'alaikum Wr.Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama **Sherly Kiki Utami (17551076)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul **"Pronounciation Error Made by Students of English Study Program IAIN Curup From Different Ethnicity"** sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

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SHERLY KIKI UTAMI

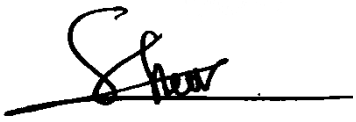
PREFACE

All praises to allah swt that the writer had finally finished writing her thesis entitled " Pronunciation Error Made by Students' of English Study Programme IAIN Curup from Different Ethnicity"

This thesis is submitted as a part of the completion for the sarjana degree of strata 1 (S1) in English Study Program institute college for islamic studies (IAIN) curup. The writer realizes that the thesis is far being perfect. Thus, she really appreciates any suggestion and criticism for the better value of the thesis.

Finally yet importantly, the writer hopes this thesis will be usefull to those who are interested in this field of study.

Curup, 16 Nov 2022



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The researcher finished the thesis entitled **"Pronunciation Error Made by Students of English Study Program IAIN Curup from Different Ethnicity".** This thesis is presented in order to fulfill of the requirement for the degree of strata in English study program IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contributionand motivation from othes, because of those reason, the writer would like to present her deepest appreciation to:

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Finally, the writer need construction suggestion for being perpect in the future. Hopefully, the result of this research can give beneficial contributionto the development of education in other school.for acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin

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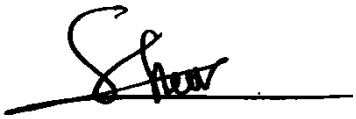

SHERLY KIKI UTAMI

MOTTO AND DEDICATION

"Effort is a part of success."

"We will never know the real answer before we try."

This thesis dedicates to:

A. Thanks to Allah SWT

*B. Big thanks for my father **Mr. Andri Adi** who never give up on me, my mother **Mrs. Neneng Prayani** who always pray for me, I love you so much until jannah.*

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K. All of my thesis' respondents. Thankyou for your helps

L. My Almamater IAIN Curup

ABSTRACT

Pronunciation Error Made by Students of English Study Program IAIN Curup from Different Ethnicity

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This study is aimed at describing the error pronunciation made by students' of English Study Programme IAIN Curup from different ethnicity and the causes of error pronounciation. The writer use mixed method research with a qualitative and quantitative method that use data collection such as pronunciation test and interview. As for the research subject, namely students' of fourth semester in English Study Program IAIN Curup. The researcher used purposive sampling to take the sample and the total of participants of this research were 21 students 7 students from A class, 4 students from B class, 6 students from C class and 4 students from D class. The result of this study of pronunciation test was using formula from sudjono in mulansari that some error do occur in english students with different ethnicity there were errors in 12.80% rejangnese student, 74.79% errors in javanese student and 16.19% errors in sundanese student.The result of the interview showed that there are some factors that influencing Error pronunciation. In interview, the students'answers related to the causes of pronunciation error. In error pronunciation, there are some factor that causes Error pronunciation. The factor were the native language, the age factors, amount of exposure, phonetic coding ability, attitude and identity, and motivation and concerne for good communication. The result show, the most common pronunciation errors are from Javanese students which has 74.79% errors in English pronunciation and the most factor that causes error pronunciation was the motivation and concerne for good communication also the factors that have the least influence on pronunciation errors was phonetic coding ability.

Keywords: Pronunciation Error from Different ethnicity, The Causes of Error Pronunciation

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CHAPTER I

INTRODUCTION

A. Background of the Research

There are four skills in teaching and learning English at any level of education whether it is primary, secondary, or at the level intermediate; namely reading, writing, listening and speaking. The four skills are abilities that must be mastered to be proficient in english, especially for students of english study programme. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills. According to Uma and Ponnambala in Yoga Redo Prabowo, mastering language skills will determine the students' communicative competence in the target language[1]. These four skills are interconnected but have different methods and processes.

As one of the four English skills, speaking is probably often considered to be the most important one. Speaking is a crucial part of the language learning process, it is a key of activate communication. Chaney in kanyi gives the definitions of speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts[2]. Oral communication is the most important one because it is used by people in order to maintain their social relationship. In doing so, they need speaking skill in order to perform communication

[1] Yoga Redo Prabowo, 2021, *The Influence of English Mastery Toward the Public Speaking Skills in English Department at State Polytechnic of Sriwijaya,* (Holistic Journal; Palembang) p. 28.

[2]Kanyi 2006, *What Is Speaking,* Kanyi David, Crystal and Davy, Derek. 1975. Advanced Conversation English. p. 91.

According to Bailey and Savege "speaking in a second or foreign language has often been viewed as the most demanding of the four skills"[3]. Thus, the demand of speaking fluently is high rather than other language skills, although the others cannot be underestimated. In speaking not only have one element, but there are five essential element that should be paid attention. The essential elements in speaking are such as pronunciation, grammar, vocabulary, fluency and comprehension.

One of the component in speaking skill is pronunciation. Teaching pronunciation should be in line with speaking as broughton states that pronunciation teaching should always be set in a context of genuine language use in order to become proficient in understanding and speaking[4]. Pronunciation need to be known by the students especially students of IAIN Curup in English study programme, but, the reality learners could not produce English word correctly. They get confused when pronouncing English words. It is because there are differences between their mother tongue and English. Pronunciation is one of the parts of speaking to communicate with others that has a differences between the symbol and its sounds. When communicate with other people, should not only have a good vocabulary but also have good pronunciation. Therefore, it is important to teach pronunciation. As Harmer states "that for all these people, being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own

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[3] Bailey, Kathleen M. and Lance Savage. 1994. *New Ways in Teaching Speaking*. Illinois: Pantagraph Printing, p. 113.

[4]Broughton, G. e. *Teaching English as a Foreign Language*, (Adobe Ereader Format ed.). USA: Taylor & Francis e-library, p. 194.

understanding of spoken English"[5]. Pronunciation is probably one of the hardest speaking skills inEnglish to learn because learning pronunciation takes much time and effort to improve understanding how to pronounce correctly. Pronunciation is the knowledge of how to pronounce a word.[6] Pronunciation is one important component in speaking because pronunciation also determines fluency in speaking english. When communicating with other people, must have a good pronunciation, so the other people can understand and do not confuse about what is talking about and there is no misunderstanding between the speaker and the listener. In the simple word, Pronunciation can define as a part of speaking skill that related with how to make correct sounds in order to achieve meaning in context of use.

Pronunciation refers to the way of words or a language is spoken, or the manner in which people utter words. Pronunciation is difficult thing to some students that English is a foreign language of them. Pronunciation is difficult to say because there are several factors involved. Factors that affect pronunciation of a word such as; the area in which they grew up, the area in which they know live, if they have a speech or voice disorder, their ethnic group, their social class, or their education. These factors are very influential in student pronunciation, for example a student who was born in java and often uses javanese in everyday life, so that the pronunciation is not accurate and leads to her mother tongue.

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[5] Harmer, J. (2000). *The Practice of English Language Teaching.* London: Longman Group Ltd. p. 183.

[6] M Wildan Habibi, thesis: *English Pronounciation Problems Encountered by Indonesian Advance Students* (Malang: Maulana Malik Ibrahim, 2016), p 11.

IAIN Curup have many students that come from different regions and have different tribes such as the javanese, sundanese, rejang tribe and other tribes. There are various kinds of languages that are used to communication, but in class students must use a formal language that is indonesian language. One of IAIN difficulties in learning English speaking is how to pronounce English sounds correctly. As well as in English department have many students who come from various regions with different languages, it will be difficult when learning a foreign language such as English because of differences in pronunciation between mother tongue with a foreign language. It means that the differences between learner native language and target language will impact to sounds produced by foreign language learner. Learning how to pronounce another language sounds is very important in interaction and wrong in pronunciation can make misunderstanding in conversation. To prevent pronunciation deviation, the person must follow courses related to pronunciation. In the english department, there are courses related to pronunciation, namely phonology courses. Each word, has standard sound or rules. In pronouncing English word, a students usually makes deviations that are not in accordance with the standard rules.

There is a phonology course in the third semester that learns about pronunciation in the form of sound that is used as a communication tool and learns all about english sounds. Phonology deals with how sounds function in relation to each other in a language. On the whole, phonology is one of the brances of linguistics that studies about how sounds occur together with other sound in a certain language and learn about pronunciation. Phonology is the study of sound structure which is different from the study of sentence structure. In phonology and linguistics,

a phoneme is a unit of sound that can distinguish one word from another in a particular language. There are a few parts of a phoneme, namely vowels and consonants. A vowel is a speech sound made with your mouth fairly open, the nucleus of a spoken syllable. Consonant is a sound made together with your mouth reasonably closed. All these aspects are very important and influential in English pronunciation. But even though English majors have courses on pronunciation and phonology, there are still many students who make errors when pronouncing English words especially for students who come from regions with a thick accents. This is because many students still use their mother tongue in the family environtment and in the circle of friends.

In teaching learning process, deviation or error cannot be separated from learners or teachers. Error is something done wrong or condition of being wrong in beliefs or conduct. The term error also means the flawed side of learners' speech or writing. They those part of conversation or composition that deviate from selected norm of mature language performances[7]. In simple word, it could be concluded that error refers to the failure in using the system of language correctly. It is caused by the lack of the students' competence, knowledge and comprehension.

English pronunciation errors produced by non native speakers have been discussed by many studies around the world. Indonesian speakers are not an exception. In connection with it, this research discusses the pronunciation errors

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[7] Hepy Yudo Hartoto, Thesis: *The Errors of English Pronunciation Among The Second Grade Students of Tersono Junior High School Tersono Batang*, (Semarang: University of Semarang, 2010), p.9.

produced by the English Department students of IAIN CURUP especially from javanese, sundanese, and rejangnese. It is aimed at identifying the types of errors and the causes of errors. Many factors that cause errors in the pronounciation of English words, such as social environtment, place of origin like dialects, and others. According to Leffi Noviyenty, there are six factors that affect pronunciation namely native language, the age factor, amount of exposure, phonetic ability, identity and language ego, also motivation and concern for good pronunciation[8]. Most people from different regions face problems in the dialect of English, because they are accustomed to using their local language. Therefore they face various difficulties in pronouncing English words. regional languages as the first language that is known, very influential on the English language of a student ingcluding his pronunciation. Dialects or pronounciation of local languages have an impact on good and correct pronounciationof english even though it is still acceptable in terms of meaning.

In interview with FD from Javanese, she says that pronunciation is difficult because the mother tongue is still thick so that sometimes the pronunciation is still carried away by the mother tongue, such as a word that contains the letter D, she have difficulty in pronouncing English word that contain the letter D. Then, in interview with FA from rejangnese, she said thatethnicity and mother tongue affect pronunciation because she usually uses her mothertongue in her daily life. For example the word “Slab” English pronunciation should be/slæb/ but the pronunciation of mother tongue is /sl3:b/. Also, in interview with UH from

[8]Leffi Noviyenty, *Teaching English as a Foreign Language,* (Curup: Media Tigoputri 2014), p.123-125.

sundanese, According to UH, pronunciation is very influential because the dialect of each language is different so there are still frequent errors in English pronunciation. She often replaces the letter v in English word with the letter f.

Based on that phenomenon, the researcher is interested in doing the research in English Study Programme IAIN Curup because the researcher want to know **"PRONUNCIATION ERROR MADE BY STUDENT OF ENGLISH STUDY PROGRAMME IAIN CURUP FROM DIFFERENT ETHNCITY".**

B. Research Question

Based on the background of the research above, the researcher can state the research question as follows:

1. What are some errors made by English students from different ethnicity?
2. What arethe causes of error pronunciation?

C. Object of The Research

Based on the research question of the study, the objective of this research were formulated as follow:

1. To know what are some errors made by English students from different ethnicity?
2. To know the causes of error pronunciation.

D. Scope of the Research

The main point of this research is to investigate pronunciation deviation of english sounds made by students with different linguistic background and to know

the mistakes in english pronunciation made by students who come from rejang, sunda and java and etc. In english speaking and pronunciation are very important. The researcher focuses on pronunciation error made by students from different ethnicity because when they pronunce english word usually they are wrong. The student who become the population is students in English Department of Tarbiyah Faculty at IAIN Curup. They are choosen because they usually have deviation of pronunciation because they have different ethnicity.

E. Definition of the Key Term

To avoid misunderstanding and misinterpretation of the meaning of term in this research, the operational definition is provided. It is expected to give common understanding and interpretation between the writer and the readers, those are:

1. Error

Error is when someone makes a mistake in doing something. So the meaning of pronunciation error is when someone makes a mistakes in pronouncing a word. According to harmer, errors are part of the learner inter language that is the version of the language which a learner has any one stage of development and which is continually reshaped as he/she aims toward full mastery[9]. The sources of errors in studying a language might be derived from the interference of the learners, mother tongue and general characteristics of the rule learning.

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[9]Jeremy Harmer, *The Practice of English Language Teaching* 3rd edition, New York, 2001: Longman, p. 100.

2. Pronunciation

Pronunciation is one of the parts of speaking skills to communicate with other people. Gilakjani defined that pronunciation is a set of habits of producing sounds. The habit of producing the sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly[10]. Pronunciation is one important component in speaking because pronunciation also determines fluency in speaking english and there is no misunderstanding between the speaker and listener if the pronunciation is fluently.

3. Ethnicity

Ethnicity or ethnic group is a social group, community or population made up the people who share a common distinctive culture, religion, background or descent. According to Risfa Nur Aisyah, an ethnic group or an ethnicity is frequenly taken to represent a self-claimed or subjective identitylinked to a perception of shared ancestry as a result of some combination nationality, history, cultural origins and possibly religion.[11]

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[10]Gilakjani, A. P. *The Significance of Pronunciation in English Language Teaching*. English Language Teaching, p. 96-107.

[11]Risfa Nur Aisyah, *The Influence of Students Ethnic Background Towards English Speaking Fluency on Sixth Semester Students of English Education,*Palangka Raya, 2021. p. 6.

F. Significance of the Research

There are two significances of the research, they are theoretical significance and practical significance. The explanation is as follow:

a. Theoretical significance

This research can be used as the references for someone who wants to do a research in pronunciation error especially pronunciation error from different etnics and mother tongue.

b. Practical significance

a. Lecturer

The researcher hoped this study could give several inputs to the lecturer about the possible problems encountered by students in pronouncing words. The lecturer could discover various effective methods which will be used to teach pronounciation.

b. The students

The researcher expected the students to realize which pronunciation errors they frequently made. Moreover, students more comprehend in saying correct pronunciation because they were already known the pronunciation error that they made.

G. Organization of the research

To make the organization of this research more systematic, the researcher organized this research into five chapters. The organization of this final project is as follows:

Chapter I is Introduction. This chapter consist of the background of the research, research question, object of the research, scope of the research,

definition of the key terms, significance of the research and oeganization of the research.

Chapter II is Theoretical Review. In this chapter, we can see the theory that can support this study. They are pronunciation, error pronunciation, and ethnicity.

Chapter III is Methodology of Research. This research consist of research methodology that consist of kind of research, population, sample, technique of data collection and technique of data analysis.

Chapter IV is Finding and Discussion. It contain description of the data analysis, finding and discussion.

Chapter V is Conclusion and Suggestion. It consist of conclusion for suggestion.

CHAPTER II

LITERATURE REVIEW

In this chapter, some theories about errors and pronunciation presented based on several books and articles from libraries or internet as references. The explanation from general to detailed one will be presented here.

A. Pronunciation

1. The Definition of Pronunciation

Pronunciation is the main sub-skill of speaking. Pronunciation define as the production of sounds that is used to make meaning. According to Seidlhofer, pronunciation is the production of significant sound used by a particular language as part of the code of the language, and used to achieve meaning in context. In line with Richard and Schmidt, they define pronunciation as the method of producing certain sounds.[12] This mean that pronunciation is the speech production that creates meaning. Pronunciation is one part of speaking skill that is difficult to learn. According to Szynalski, n.d, pronunciation is probably one of the hardest speaking skills in English to learn because learning pronunciation takes much time and effort to improve understanding how to pronounce correctly.

[12] Abbas Pourhosein, *English Pronunciation Instruction* : A Literature Review, International Journal of Research in English Education Vol. 1, No. 1; 2016, p.2

In many English language classroom, teaching pronunciation in many school still least attention, because there are many students who have not been able to pronounce English vowels properly. Definition of pronunciation is proposed by Marianne Celce that pronunciation is the language feature that must readly identifies speakers as non-native.[13] Pronunciation (pronounce) verb that mean to create voice of the word and manner in which language or particular word or sound in speaking.[14]

When speaking English, the speakers and the listeners are having a mutual relationship of communication. They affect each other and the listeners can grasp the message of what is said, the speakers have to speak with a correct pronunciation by means the English sounds are pronounced correctly. Otherwise, the listeners will undergo misunderstanding caused by the incorrect pronunciation. Yule states this is because speech sounds, in a language, are distinctive units that different sounds can lead to different meanings.[15]

From the explanation above, it can be concluded that pronunciation is the manner how to pronounce the word of the language in which if there is different in pronunciation may have different meaning. The right pronunciation will be known and understood by the listener or people, but the

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[13] Marianna celce, *Teaching English as A Second or Foreign Language*, (Library of congress Catalg-in-publication Data 2001), p. 117

[14] Ferguson M.C. Gauran, *Oxford Learners Pocket Dictionary*, (New York: Oxford University Press, 2000), p.331

[15] Yule, G.(2010). *The Study of Language*. New York: Cambridge University Press. p. 43

wrong pronunciation will be miscommunication and its will tell which are native speaker and non-native.

2. Factors that Effect Pronunciation Learning

Many students have difficulty in pronounce some English word, it cause of many factors and specific effect that many students become difficult in pronouncing English. There are several factors and the effect on students learning pronunciation is among them.

According to Joanne Kenworthy, factors that affect pronunciation learning as follow[16]:

a. The native language: the native language is an important factor in learning pronunciation. The mean of native language is mother tongue influence. All aspects in the language related to pronunciation, such as sounds, stress and intonation of the learners' native laguage, are sometimes applied when they learn a foreign language. The difficulty in pronouncing those sounds is caused by the unavailability of the sounds in student's mother tongue.
b. The age factor: The second factor that influences and hinders the students in learning English pronunciation is age. The age refers to the period whe the students learn the pronunciatin seriusly and intensively. Someone pronounce a second language like a native, they probably started learning it as a child.

[16] Joanne Kenworthy, *Teaching English Pronunciation,* International Journal of Humanities and Social Science, Vol. 2 No. 21; (November 2012), p. 82

c. Amount of exposure: it is tempting to view this simply as a matter of whether the learner is living in English-Speaking country or not.
d. Phonetic ability: it is commonly view that some people have a "better ear" for foreign language than others. This skill has been variously termed aptitude for oral mimicry' phonetic coding ablility' or auditory discrimination ability.
e. Attitude and identity: it has been claimed that factors such as a person's sense of identity and feelings of group affiliation are strong determiners of the acquisition of accurate pronunciation of a foreign language.
f. Motivation and concern for good pronunciation some learners seem to be concerned about their pronunciation than others.[17]

3. Aspects of Pronunciation

There are many aspects of pronunciation and Joanne Kenworthy state that aspect of pronunciation is as follow:

a. Combination of sounds: sometimes combination sounds occur in groups, two consonants occur at the end of the word "salt". When this happens within a word it is called a consonant cluster.
b. Linkage sound: when English people speak generally do not pause between each word, but move smoothly from one word to the next.
c. Word stress: when an English word has more than one syllable (a 'polysyllabic' word) one of these is made to stand out more than the other.

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[17] Joanne kenworthy,*Teaching English Pronunciation*, (New York:Longman Group 1988), p.4

d. Rhythm: English speech resembles music in that it has a beat.

e. Weak forms: when a word with only one syllable is unstressed in a sentence, its pronunciation is often quite diferent from when it is stressed.

f. Sentences stress : the emphasis in a sentences that would give a particular meaning.

g. Intonation: speech also like music in that it uses changes in pitch; speaker can change the pitch of their voice as they speak. making in higher or lower in pitch at will.

4. Features of English Pronunciation

English pronunciation has two kinds of features; segmental and suprasegmental features[18]. Segmental features consist of phonemes which are sounds different in a language. Segmental features are divided into consonant sounds and vowel sounds. Consonants are produced with some closure in the vocal tract that blocks the flow of air from the lungs. Vowels is one of the speech sounds that people often make. Vowel are produced with little closure of the airflow from the lungs out both the mouth and the nose. Fromkin et.al state that Consonant have several classifications consonant sounds can be classified by voicing, place of articulation, and manner of articulation.

b. Segmental features

Segmental features relate to sounds at the micro level. They include specific sounds within word such as; i as in lamp, r as in ramp, a

[18] Anne Burns and Stephanie, *Clearly Speaking Pronunciation in action for teachers*, (Australia : AMEP, 2003), p.6

has in hat. The sound system of consonants, vowels of their combinations are called phonemes. Phonemes are sounds that, when pronounced incorrectly, can change the meaning of the word. Compare the changes of meaning in:

Pet pat

Rock rack

Heat hit

c. Suprasegmentals features

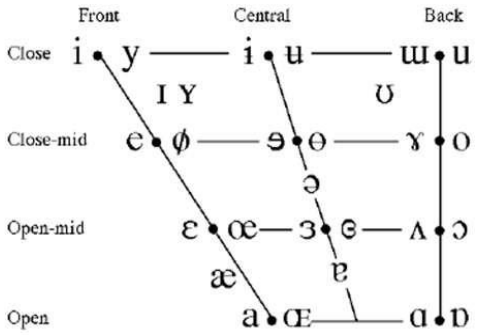
Suprasegmental features relate to sounds at the macro level. Advances in research have developed descriptions of the suprasegmental features of speech extending across whole stretches of language. Unlike languages such as vietnamese or mandarin which are tonal, english is stress-timed and syllable-timed (for example, WHAT's his addRESS?). linking, intonatin and stress are important features for effective pronuncations at the suprasegmental level.

B. English Phonemes

Phonemes are the smallest units o sound that serve to distinguish one word from another, thus making lexical distinction. In other word, phonemes can describe the difference of sunds in each word. English phonemes are divided into two categories, namely vowel and consonant. There are 14 vowel sounds and 24 consonant sounds in English. It can be described as follows:

1. Vowel

According to Jones, a vowel is defined as some of the continuous voiced sounds produced without obstruction in the mouth and they are what may be called pure musical sounds unaccompanied by any friction noise (pdf vowel dan consonant). The quality of vowels is depending upon the sition of the tongue and lips because those articulators have a great role in producing the vowels. English has fourteen sounds, they are; /I/, /i/, /iː/, /e/, /ɑː/, /æ/, /ɒ/, /ɔː/, /ʊ/, /ʌ/, /ə/, /ɜ/, /uː/, /u/.Furthermre, vowel sound is classification based on the part of the tongue capable of producing vowels.

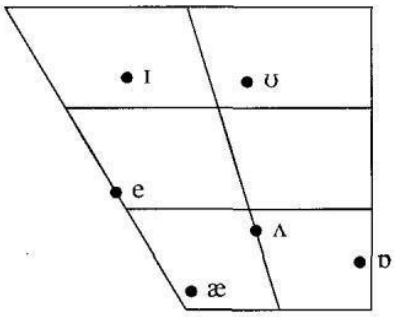


Figure

a. Based on the length, vowel are classifed into two categories, they are short vowels and long vowels. It can be explain as follows:

1) English short vowels

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



a) English short vowel /I/, in pronouncing the lips position are slightly widened. Then, the tongue position is in the front area, more open, and closer to the center of the mouth. For example, ‘sit’, ‘big’, and ‘kid’.

b) English short vowel /e/, the lips position are slightly open when pronouncing it and the tongue position is in the front area of mouth. For example, ‘pen’, ‘let’, and ‘ten’.

c) English short vowel /æ/, in pronouncing the lips position are slightly widened. The tongue position is in the front area. For example, ‘pass’, ‘back’, and ‘had’.

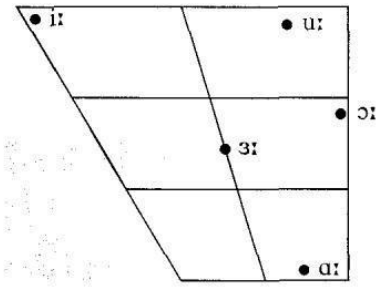
d) English short vowel /ʊ/, the lips position are rounded when pronouncing it and the tongue position is close to the middle of mouth. For example, ‘gum’, ‘mug’, and ‘burn’.

e) English short vowel /ʌ/, the position of the lip is neutral. Then, the tongue position is near to the central of mouth. For example, ‘bus’, ‘hut’, and ‘cup’.

f) English short vowel /ɒ/, the position of the lip is slightly rounded, and the tongue position is close to the back of muouth. For example, ‘orange’, ‘hot’, and ‘got’.

2) English long vowels

Long vowels tend to be pronounced a bit longer than the short vowels.[19] There are five long vowels as seen in the following figure.



a) English long vowel /i:/, the lips position are slightly widened. Then,the tongue position is in the front area of mouth. For example ‘see’, ‘sheep’, and ‘feet’.

b) English short vowel /ɜ:/, the position of the lips is neutral. Then, thetongue position is in the middle area of mouth. For example ‘fur’, ‘word’, and ‘burst’.

c) English short vowel /u:/, the lips position are slightly rounded and thetongue position is in the back are of mouth. For example, ‘too’, ‘soon’, and ‘shoot’.

[19] Roach, P. *English Phonetics and Phonology: A Practical Course,* (New york:Cambridge University) p. 27.

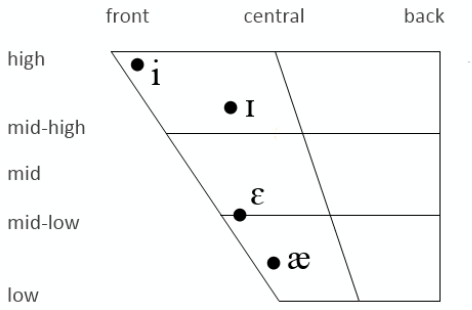
d) English short vowel /ɔ:/, the position of the lips is quite rounded.While, the tongue position is in the very back part of mouth. For example ‘saw’, ‘door’, and ‘foal’.

e) English short vowel /ɑ:/, the position of the lips is neutral. Then, theposition of tongue is in the back of mouth. For example ‘arm’, ‘far’, and ‘park’.

b. The vowel classification, based on the part of the tongue is[20]:

1) Front vowels

Front vowel refers to the vowel sound that is formed due to the position of the lips are spread when pronouncing a word. There are four vowel sounds based in the front area of mouth. They are high front vowel /i/, mid-high front central vowel /I/, mid-low front vowel /ɛ/, and low front vowel /æ/.

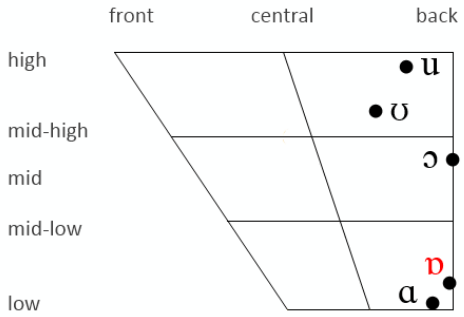


2) Back vowels

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

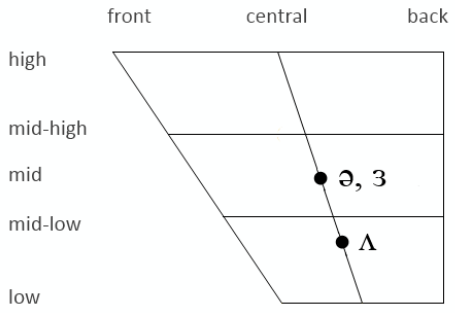
[20] Jones, Daniel. *An Outline of English Phonetic,* (cambridge University press :1978)

vowel /ʊ/,mid back vowel /ɔ/, mid-low back vowel /ɒ/, and low back vowel /ɑ/



3) Central vowel

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



c. Based on the height of the tongue, vowels fall under four classification.

1) Close vowels are those produced by which the tongue is raised as high as possible consistently with the sound remaining vowels.

2) Open vowels are those produced by which the tongue is positioned as low as possible.

3) Half-close vowels are those produced by which the tongue occupies a position about one-third of the distance from close to open vowels.
4) Half-open vowels are those produced by which the tongue occupies a position about two-third of the distance from close to open vowels.

2. Consonant

Consonant are sounds formed by the vocal track constriction so that the air flow is blocked[21]. It means that the air flow disturbances that occur in the part of mouth produces consonant sounds. There are 24 consonants in English: It consists of /p/, /b/, /m/, /w/, /f/, /v/, /ɵ/, /t/, /d/, /s/, /z/, /n/, /l/, /j/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /k/, /g/, /ŋ/, /w/, /h/, /ơ/. Consonant is divided according to articulation voice, articulation place, and articulation manner.

C. Error

1. Definition of Error

The students of course will do errors or mistakes in speaking activities especially in pronouncing the words. The different system of language could make students to make errors and mistakes. According to Hornby, error is something done wrong or condition of being wrong in beliefs or conduct. According to Dulay, Burt, Krashen The term error also means the flawed side of learners' speech or writing. They those part of conversation or composition

[21] Crystal, D. *A Dictionary of Linguistics and Phonetics sixth edition*, (Oxford: Blackwell publishing, 2008)

that deviate from selected norm of mature language performances[22]. Richards et.al. states that error in speech or writing as second or foreign language learners is the use of linguistic item (e.g. aword, a grammatical item, a speech act, etc.)[23] in a way in which a fluent or native speaker of the language regards as showing faulty or incomplete learning. From that definition, the conclusion error is do something wrong in using the system of language correctly. Error is different from mistakes. Therefore, it is crucial to make a distinction between them in order to analyze learners' language in proper perspective. Corder and Roeckhan states, Error is deviation from student structure since the learners has not completely mastered the rules of the language they learned.[24]

According to Brown, a mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. An error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner.[25] Error is a noticeable deviation from the adult grammar or nature speaker, reflecting the interlanguage competence of the learner. There is two factors cause errors:

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[22] Dulay, H, Burt, M. and Krashen,. *Language two*, (New York: Oxford University Press.1982) p. 138

[23] Richards, C. Jack. (1973). *Error Analysis Perspective on Second Language Acquisition, Longman.*

[24] Corder, S. P. 1967. *The significance of learners' errors*, International Review of Applied Linguistics

[25] H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Fransisco: Prentice Hall, 1987), p 257.

the native language interferences or firstlanguage and the target language being learned. The error that is caused by the interferences or reflects the native language structure is called interlingual error. The other error caused by the target language and do not reflect native language structure but usually caused by overgeneralization because of the lack of target language competence. It is called intralingual error. Slinker repeated five sources of errors are Language transfer, Transfer of training, Strategies of second language learning, Strategies of second language communication, and Overgeneralization of target language linguistic material.

2. Cause of error

Erdogan defines some causes of errors served as follow :

a. Inter lingual transfer

Transfer belongs to the inter lingual errors as the larner's errors riginally come from the mother tongue. Learners use their mother tongue's rule to be applied to their second language rule in organzing the second language data as littlewood says that " it is ecnomical and productive for second language learners to transfer their previous knowledge language (including the first language) to the task". Refer to that definition, it means that transfer is not merely contributing to the existence of errors but also giving advantages in laning the second language. Transfer will cause errors when the mother tongue's rule is different from the second language rule. Sometimes learners will fail to construct sentence in the new rule (rule in second language), for example when the native speakers of Indonesia

produce “ I sick”, they use Indonesia language rule to form sentence in English, they do not add to be which in necessarily added in English. Furthermore, transfer will become an advantage in learning second language when learners’ mother tongue rule can be shared to the second language rule. Here are examples of transfer errors:

1) I have a lot of recipe cake (indonesian construction of resep kue)
2) They are student good (indonesian construction of siswa yang baik)

b. Intra Lingual Transfer

If error caused by the influence of one target language item upon another, then it is called by intra ligual transer. Gass and selinker also state that intra lingual errors are those that are due to the language being learned, independent of the native language.

Overgeneralization belongs to intra lingual errors. Overgeneralization is exspresion of using previous knowledge to understand new experience. The overgeneralization might happen, first, due to the failure of the learners in knowing the exception to the general rule. For example; sometimes the beginners of english do not know the exception in forming past form for the irregular verb.

3. Types of error

W. L Heward, in Dian Martha Anggraeni state that there are four categorizes speech sound error into four types, namely; substitutions, omission, insertion/addition and distortion/failure. [26]

a. Substitutions

Substitutions is type of articulation error in which one or more sound is substituted for another. Substitution usually changes one distinctive phoneme (not two or more phonemes) in another phoneme. For example the word "**cr**ane" for "**tr**ain".

b. Omission

Omission is an articulation error which occurs when particular phonemes in a particular position are deleted. An omission is most common in the initial position of words and occur less frequently in the medial position. For example /**k**ucle/ is pronunce as /ucle/.

c. Insertion/addition

Addition is an articulation error in which a phoneme or an extra sound is added. This type of error seldom occurs and is not always considered an articulation error. For example, /stroberi/ becomes /setoberi/.

[26]Dian Martha Anggraeni, *Articulation Errors in PronuncingIndonesian Words Containing Consonant Clusters*, (Semarang 2010), P. 14-15.

d. Distortion/failure

Distortion is type of articulation error in which a speech soumd is more like the intended speech sound than other speech sound but is noticeably wrong. The sound may be innacurate, but it still sounds something like the intended sound. There is an attempt to make a sound but it is misarticulated. For example produce the word "**sl**eep" becomes "**schl**eep".

4. Pronunciation errors

English pronunciation errors are sometimes specific to speakers of a certain language. However, many pronunciation erorrs are made by english language learners from different countries, include IAIN Curup students. Also, it is important to be aware that what may be considered a pronunciation error in an English-speaking country may not be so in another country where the main language is English. Even within different regions of a country, pronunciation of the same word in english may be very different. In this research, the researcher observed the pronunciation errors such as pronunciation error made by IAIN students from different linguistics background.

Agostinelli states that among students at the introductory level of language learning, errors that may cause issues in comprehensibility commonly stem from pronunciation.[27] Thus, error in pronunciation or phonological error

[27] Agostinelli, C. (2005). Native speaker perceptions of spoken L2 Spanish: *The role of pronunciation and implications for pedagogy*. In Levis, J. & LeVelle, K. (Eds.), Social Factors in Pronunciation Acquisition. Paper presented at the 3rd Annual Pronunciation in Second Language Learning and Teaching Conference, Iowa State University, 16-17 September (p. 147).

tends to occur in language learning process. Error in pronunciation is also called phonological error. It is related to the mistakes or error commited by language learners in pronunciation as one of language components. The conclusion is phonological error is a systematic deviation that happens when a learner has not learnt function of sound and consistently gets it wrong. Pronounce errors cannot be separated when someone pronounces English. Students often make mistakes in the process of learning a foreign language so that it cannot be avoided that students make mistakes when speaking in English.

D. Ethnicity

a. Definition Ethnicity

Ethnicty as defined affiliation or identification with an ethnic group. On the one hand, ethnicity is subjective since it is the product of the human mind and human sentiments. It is a matter of identification or a sense of belonging to a particular ethnic group. Ethnicity here refers to the mother tongue and dialect that affect the student's pronunciation. Avery and Ehrlich explain that the rule and pattern of students' native language is transferred into their second or foreign language, and it causes foreign accents.[28]

This condition is actually experienced by all foreign language learners. Sounds, rules, patterns, and intonaton of their native language,

[28]Thanasoulas, Pronunciation: *The Cinderella of Language Teaching* (http://www.developingteachers.com/ articles_tchtraining/pronpf_dimitrios. Htm, 15, 2013)

sometimes, is applied when they learn a foreign language. As a result misspronunciation is always occured.

In indonesia there have lived hundreds of ethnic groups who speak different local languages and with different system of speech sounds as well. Undeniably, this different linguistics background will affect the way to speak and the way to comprehend the language in communication especially in the situation of teaching and learning English. In IAIN, many students that come from different ethnic and dialects. All kinds of regional dialects would come along with these regional dialect speakers into a university environment, and the so-called mother tongue interference would certainly ocurr and make some mistakes when reading and speaking, or can make misunderstanding in pronouncating some english words. Mother tongue is the biggest factors that affects students' pronunciation. Trudgil states mother tongue is the most influential factor for someone's pronunciation who practice English in oral communication.[29]

According to jones, a word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education. Many factors that affeting and hindering pronounciation learning such as, among

[29]Hakim, M. A. R. (2012). An Analysis of Phonetics b, d, g, j, and ð into English pronunciation for Javanese students (A Study On Javanese students at English Department on STAIN Bengkulu Academic Year 2011-2012). *International Journal of Humanities and Social Science, 2*(20), p. 13.

other attitude, motivation, mother tongue influence, age, and teacher's instructon on target language.

b. Ethnicity in IAIN Curup

In IAIN Curup there are many students who come from various regions so that they have different dialects, especially students in the English study programme who have diversity in terms of ethnicity and dialect. In learning an ethnic language is very importamt because when we learn a language if the dialect or mother tongue we have is still carried over, the pronunciation of the language we learn will follow the original dialect of our mother tongue. According to Gebeyanesh mother tongue gives negative effects in learning English[30].

There are many ethnic groups in the English Study Programme owned by IAIN Curup studernts such as rejangnese, sundanese, javanese, lembaknese and others. All of the ethnic groups have their own dialects and include thick dialects so it will have an impact on the students' English pronunciation. There are several examples of English pronunciation errors made by javanese, sundanese, and rejangnese.

a. Pronunciation error made by javanese ethnicity

1. Pronunciation error from javanese ethnicity

Perwitasari, Klamer, Witteman, and Schiller found that Javanese learners of English had problems producing the correct duration of long

[30] G. Mamo, "*Mother tongue interference into learning English as a foreign language*: Analysis of Afan Oromo interference into learning EFL, orthography and pronunciation (J. Lit. Lang. Linguist.' Vol. 26, p. 95-106, 2016).

vowels such as [iː], [ɜː], [ɔː], [uː] which can be explained by the fact that these features are not importantly existed in their first language. From those findings, it proves that different sound system between English and Javanese make students make many errors in their pronunciation.

However, the fact happening in EFL classroom is pronunciation is considered to be difficult. Students make errors not only pronouncing sounds that do not exist in Javanese sound system, but also pronouncing sounds that exist in their mother tongue. Moreover, English and Javanese have different rules in pronunciation. For example, English has rule when speaker must change feature values in segments such as "brothers" should be pronounced as /brʌðə(r)z/ not /brʌdə(r)s/. In contrast, Javanese do not have such kind of rule. As example, Javanese pronounce "dolan" as /dolan/ without any changing rule. According to eka and aswandi, Javanese students made some errors in the pronunciation of English consonant sounds. There are nine sounds which are pronounced wrongly. They were [v], [θ], [ð], [d], [z], [ʃ], [ʒ], [tʃ], [ʤ]. [31]

2. The Distinction between English and Javanese

Today it is used almost exclusively by scholars and fordecoration. Those who can read and write it are held in high esteem.In Javanese, there are a total of six vowels: /a/, /i/, /e/, /ə/, /o/, /u/and twenty consonants; / p /,/ b /,/ t /,/ d /, / k /,/ g /,/ c /,/ dh /,/ s/,/th/,/ j/,/ ny /,/ h /,/ m /,/ n /,/ŋ /,/ l /,/ r

[31]Eka reski, Aswandi,"*Errors In Pronunciation of English Segmntal Sounds By Javanese Students*", vol 5 no 3, 2017.p. 242-249.

/,/ w /, / y/ or (ha, na, ca, ra,ka, da, ta, sa, wa, la, pa,dha, ja, ya, nya, ma, ga, ba, tha, nga).

There is a series of unrounded front vowel at high, mid, and low tongue position; /i/, /e/, / ə/ respectively. There are two unrounded central vowels at low and non-low tongue position, /a/, / ə/ respectively. There is a series of rounded back vowel at high, mid, and low tongue position; /u/, /o/ respectively. A cluster vowel or diphthongs in Javanese are /ei/, /ai/, /ae/, /oe/, /ee/, /ao/, /ea/,/ie/ /ui/.

To analyze what are the usual pronunciation errors made by Javanese students, we need to know about Javanese itself. The phonetic systems of English and Javanese are essential to support this research. The comparative between English and Javanese will be shown in the following table.

Table 2.1

English Vowels vs. Javanese Vowels

No	Vowels	English	Javanese
1	/e/	Bed	Bet
2	/æ/	Cat	-
3	/ə/	Away	Engko
4	/ʊ/	Book	Budeg
5	/ɒ/	Clock	Klopo
6	/ʌ/	Cut	Karep
7	/ɜː/	Girl	-
8	/ɑː/	Car	-
9	/ɔː/	Or	-
10	/ɪː/	Sea	-
11	/uː/	Too	-
12	/ɪ/	Pin	Pit

Based on the table above, we can conclude thatEnglish have 12 vowels and Javanese have six vowels. InJavanese, there are no long vowel (/æ/ /ɜː/ /ɑː/ /ɔː/ /ɪː/ /uː/), in Javanese occur just pure vowels (/e/ /ə/ /ʊ/ /ɒ/ /ʌ/ /ɪ/). For the /æ//ɜː/, /ɑː/ /ɔː/ /ɪː/ /uː/ does not occur in Javanese but they occur in English.[32]

b. Pronunciation error made from sundanese ethnicity

1. Pronunciation error from sundanese ethnicity

According to Fakhri fauzi, sundanese made overgeneralization on pronouncing the sound both on consonants and vowels sound. For example: First, [v] sound on the final sound is pronounced as [f] as in Indonesian alphabet system. Second, The respondents tended to change [f] and [v] sounds with [p] sound. The main reason that supporting thisstatementis because in their mother tongue alphabet system, they do not recognize the fricative sound. Third, Mostly respondents changed [v] sound on the initial sound of the word with [f] sound which is come from same manner and place of articulation.[33]

2. The Distinction between English and Sundanese

O'Connor cites in his book entitled Better English Pronunciation that vowels are made by voiced air passing through different mouth-shapes; the differences in the shape of the mouth are caused by different

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[32] Bulan Titis Pribadi, "*An Error Analysis Of English Pronunciation By Javanese Students Of The First Grade Of Sma 4 Purworejo*" (Purwokerjo, 2014) p. 36.

[33] Fakhri Fauzi, "*error analysis of sundanese english pronunciation on frecatives sounds*" Vol. XX No.1, Januari 2014. p. 216

positions of the tongue and of the lips[34]. Furthermore, Boey explains that vowels are those segments of speech produced without any interruption or stoppage of the airstream. All vowels are produced with vibration of the vocal cords. Since vowels are produced with free passage of the airstream, they are less easy to describe and classify than consonants.

The English vowels are easy to see and to feel the lip differences, but they are very difficult to see or to feel the tongue differences, and that is why a detailed description of the tongue position for a certain vowel does not really help us to pronounce it well. There are kinds of English vowels, as follows:

a) Pure Vowels (Monophthongs)

English has a large number of vowel sounds. The first ones to be examined are short vowels. The symbols for these short vowels are: I (bit, pin), e (bet, men), æ (bat, man), Λ (cut, bus), p (loss, cot), ʊ (look, could). Furthermore, other types of English vowel sounds are the five long vowels; these are the vowels which tend to be longer than the short vowels in similar contexts. Roach stated that thus, we have: i: (beat, mean), ɜ: (bird, purse), a: (dark, large), ɔ: (board, port), u: (soon, fool).

[34] O' Connor, J.D. *Better English Pronunciation*. (Cambridge: Cambridge University Press). p. 79

b) Diphthongs

O'Connor explains that a diphthong is a glide from one vowel to another, and the whole glide acts like one of the long, simple vowels.[35]In addition, Roach also explains that diphthongs are sounds which consist of a movement or glide from one vowel to another. In terms of length, diphthongs are like to the long vowels described above. Perhaps the most important thing to remember about all the diphthongs is that the first part is much longer and stronger than the second part. Thus, we have: Iə (beard, fierce), eə (wear, fare), ʊə (sure, cure), eI (paid, face), aI (tide, time), ɔI (void, boy), əʊ (load, go), aʊ (loud, cow).

c) Triphthongs

Roach states, the most complex English sounds of the vowel type are the triphthongs.They can be rather difficult to pronounce, and very difficult to recognize. Triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption. The triphthongs can be looked on as being composed of the five closing diphthongs described in the last section, with /ə/ added on the end. Thus we get: eIə (layer, player), aIə (liar, fire), ɔ Iə (loyal, royal), əʊə (lower, mower).

The views of English vowels have been discussed. Hereafter, Sundanese vowels are going to be discussed. Sundanese phonology has

[35] Loc.cit

five pure vowel sounds: a /ɑ/ (artos, money), é /ɛ/ (carogé, husband), i /i/ (imah, house), o /ɔ/ (soca, eye), u /ʊ/ (tilu, three), and two neutral vowels; e /ə/ (endog, egg), and eu /ɤ/ (eueut, drink).Because of the differences in phonology aspect between the students' first language and their target language, most of the students have difficulties to have good English pronunciation. A particular sound which does not exist in the first language can therefore pose a difficulty for the second language learners to produce or sometimes to substitute those sounds with similar ones in their mother tongue. These sounds include both vowels and consonants. For example, there is no vowel like /æ/, or no such consonants as /Ɵ/ in Sundanese. Therefore, thestudents have trouble first of all in perceiving these sounds,andconsequently trytofind nearest equivalents to substitute those new sounds. A typical example will be the substitution of /t/ for the English /Ɵ/ as in the word 'thin', /e/ for the English /æ/ as in the word 'that'.

c. Pronunciation Error Made from Rejangnese Ethnicity

1. Pronunciation Error from Rejangnese Ethnicity

According to Leffy noviyenty and Mesi irene putri, Rejang Language as the dominant students' mother language at IAIN Curup interferes the sounds when the students are pronouncing English words related to the elements of consonants, vowels, and diphthongs. There are five ways of interference extending to:

(1) pronouncing short vowels into long vowels, for example:

Table 2.2

English Words	English Pronunciation (IPA)	Students Mother Tongue
Slab	/slæb/	/sl3:b/
Kids	/kIds/	/ki:ds/
Plastic	/plæstIk/	/plɑ:sti:k/

(2) pronouncing long vowels into short vowels for example,

Table 2.3

English Words	English Pronunciation (IPA)	Students Mother Tongue
And	/ænd/	/ ənd/
Please	/pli:z/	/plis/
Pea	/pi:/	/pi/

(3) In changing vowels,

Table 2.4

English Words	English Pronunciation (IPA)	Students Mother Tongue
Spoon	/spʊn/	/spɒn/
From	/frʌm/	/from/
For	/fə(r)/	/fɒr/

(4) pronouncing diphthongs into vowels,

Table 2.5

English Words	English Pronunciation (IPA)	Students Mother Tongue
Snake	/sneɪk/	/snek/
Wednesday	/’w3:nzdeɪ/	/wednesdə/
Go	/gəʊ/	/go/

(5) pronouncing vowels into diphthongs.[36]

Table 2.6

English Words	English Pronunciation (IPA)	Students Mother Tongue
Bag	/bæg/	/beɪg/
Fresh	/freʃ/	/freiːs/

2. The distinction between English and Rejangnese

There are seven vowel sounds and nineteen consonant sounds in Rejangnese language.

Table 2.7

The Distinction between English and Rejangnese

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

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

As can be seen from the table above, Rejangnese has seven vowel sounds (/i/, /e/, /ɛ/, /ə/, /a/, /u/, /o/) and 19 consonant sounds (/p/, /b/, /m/, /w/, /t/, /d/, /l/, /n/, /s/, /r/, /c/, /j/, /ɲ/, /y/, /k/, /g/, /ŋ/, /ʔ/, /h/). On the other hand, English has 14 vowel sounds (/ɪ/, /i/, /iː/, /e/, /ɑː/, /æ/, /ɒ/, /ɔː/, /ʊ/,

[36] Leffi noviyenty dan Mesi irene putri, *" Mother Tongue Interference Toward Students' English Pronunciation: A Case Study in IAIN Curup"*, vol 532, page 288.

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

Rejangnese language has seven vowel sounds. They are /i/, /e/, /ɛ/, /ə/, /a/, /u/, and /o/. It consist of vowel sounds that based on the tongue height and position. It can be described as follows[37]:

Table 2.8

List of Rejangnese Vowel

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

Table 2.9

Phonetic Transcription of Rejangnese Vowel

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

(Source: Wibowo, 2016)

[37] Ori, Andika Putra. "*The Interference of Efl Students' Native Language in English Pronunciation"* (Bengkulu, 2021)

E. Previous Related Findings

In the previous related findings to avoid duplication, researchers conducted a search of previous studies. From the results of previous research searches, obtained several problems related to the problem to be studied.

1. The Journal of Eka Reski Fauziah, English Department, Languages and Arts Faculty, Surabaya State University 2017 and the title is Errors in Pronunciation of English Segmental Sounds by Javanese Students. The research is qualitative research. The results of the study found that Javanese students made errors in pronouncing English consonant and vowel sounds. The results showed that Javanese students made errors in nine problematic consonant sounds, [v], [θ], [ð], [ʃ], [ʒ], [tʃ], [ʤ], [d], [z]. They did substitution and insertion while facing difficulty in pronouncing English. Further, they did substitution in pronouncing vowel sounds which consist of single vowel and diphthong. Moreover, their pronunciation errors were caused by intralingual and interlingual factors. Therefore, the results of this study indicated that Javanese students still have difficulty in pronouncing English segmental sounds, consonant and vowel.
2. The Journal of Fakhri Fauzi, 2013. The title is Error Analysis of Sundanese English Pronunciation on Fricatives Sound. The reseacher uses qualitative method on writing his thesis. He also analyzes the collected data through descriptive analysis technique in order to reach the objective of the research. On theconclusion, the reseacher finds that Sundanese student of English Letters Department are made some error on their pronunciation. Error of

omission and error of addition are found on the vowels and consonant sound except the fricativessound. While error of selection, is occurred both on the fricatives sound and the rest of sound. The reseacher also finds that overgeneralization is one of the reasons why the Sundanese student made errors on their pronunciation.

3. The journal of Mesi Irene Putri and Mrs. Leffy Noviyenty English language education of Institut Agama Islam Negeri (IAIN) Curup and program study doktor pendidikan Universitas Bengkulu, 2020. The title is Mother Tongue Interference Towards Students' English Pronunciation: a case study in IAIN Curup. The research method used in this research is descriptive qualitative. The instrument used in this research is interview and pronunciation testing. The research finding therea are five ways of interference extending to pronouncing short vowel into long vowels, pronouncing long vwel into short vowels, changing vowels, pronuning diphtong into vowels, and pronouncing vowel into dipthongs.
4. The thesis of Tri Rahayu Mulyaningsih. The title is An Analysis of Factors Influencing Students' English Pronunciation Ability. This thesis was focused on factors that influencing students' pronunciation ability was conducted at English Education Departmen IAIN Curup. This research objectives were to find out what factors influencing students English pronunciation ability and how do the factor influence the English pronunciation ability of students who have low achievement. The desigm of the research was descrivtive qualitative. The result show that there were four factors that influencing

students' English pronunciation ability such as ear perception, individual effort and goal setting, amount and type of prior pronunciation, first language and two supporting factors such as, aptitude, attitude and motivation and personality factors.

Compared to the related researchers above, the present research is different. The first prior research focused on the English segmental sounds by Javanese students, the second prior research focused on analysis of sundanese English pronunciation on fricatives sound, then the third prior research focused on the errors of english pronunciation among the second grade students, and the last the fourth prior research focused on mother tongue interference towards students' English pronunciation. In the meantime, this research focused on the Pronunciation error made by students of English study program from different ethnicity. In addition, in this study there are also types contained in student pronounciation errors and factors that affect pronunciation error

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the method used to conduct the research. It consists of kind of the research, subject of the research, technique of data collection, research instrument and data analysis technique.

A. Kind of The Research

In conducting this research the researcher applied mixed method in which two types of data used to answer the research question. Cresswell and Clark stated that, mixed method research is combination of quantitative approach which data is usually numeric and qualitative approach which data is usually in a form of text that are collected either concurrently or sequentially to best understand research problems[38]. Moreover, the researcher used explanatory sequential design which gathering the data sequentially in two phases, with one form of data collection following and informing the other.[39]. In this design, researcher first carries out a quantitative method, namely do a pronunciation test by use some word to know what are some error do occur in english students with different ethnicity and then uses a qualitative method gained from interview to know what are the causes of error pronunciation. The qualitative method will follow up and refine the quantitative findings.

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[38] John W. Cresswell, *Educational research: planning, conducting and evaluating quantitative and qualitative research* (2013), p. 22.

[39]John W. Creswell, *Educational Research 4th Edition*, (Boston: Pearson Education, 2012). p. 542

B. Subject Of The Research

The subject were the fourth semester students of English Study Programme IAIN Curup. To work out the sample of this research, the researcher used criteria of subjects. In this research, the researcher used *Purposive Sampling* which belonged to non-probability sampling. Purposive sampling is a sampling method when the elements selected for the sample are selected by the researcher's choice in accordance with the research. As Gay states Purposive sampling is non probability sampling which is the way to take the sample that is not randomly and it consider with the characteristic that will be taken as a number of sample[40]. The researcher took fourth semesters, there are four classes of TBI, involved, IV A (18), IV B (17), IV C (18), IV D (15) students. Thus, the total number of students were 68 students.

Table 3.1

Subject of the Research

No	Subject of the research	Total in class
1	A Class	18
2	B Class	17
3	C Class	18
4	D Class	15

The students' criterias were chosen by the researcher was students who come from different ethnicities. In the Fourth semester of English study program

[40] L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research:Competencies For Analysis and Application (Tenths Edition),* (Boston: Pearson Education, 2012), p.483

on 2020-2021 academic year at IAIN Curup there are several ethnicities, namely Rejangnese, Javanese, Sundanese, Serawai, Lembak and Padang.

No	Class	Rejangnese	Javanese	Sundanese	Serawai	Lembak	Padang
1	A	3	5	1	-	-	1
2	B	2	2	1	-	-	-
3	C	5	5	1	2	1	-
4	D	4	3	1	-	1	1
Total= 39		14	15	4	2	2	2

In this study, only three ethnics were taken. The ethnicity was Rejangnese, Javanese and Sundanese students of English Study Programme on 2020-2021 academic year at IAIN Curup. The researcher takes the subject because, the total of students from that ethnity have a big sample. Dameria Sinaga stated that if the research sample was large, then the level of precision obtained was also higher.[41] Also that ethnicity made an error pronunciation. Total participants or samples of this research were 21 students.

Table 3.2

Subject of the Research from Rejangnese, Javanese and Sundanese

No	Subject of the research	Total
1	A Class	7
2	B Class	4
3	C Class	6
4	D Class	4

[41] Dameria Sinaga, *statistik dasar, (*UKI Press: Jakarta Timur, 2014), p.7.

C. The Technique For Collecting Data

In this research, the researcher used pronunciation test and interview method. In this process, the researcher identifies an corpus data. The data was taken by the students that does pronunciation error, the researcher give some word then they pronunce the word and the researcher analyze the error that made by IAIN students from different ethnicity. Interview were given to students of IAIN Curup who have selected as a subject of the research, and the pronuncitation test about some word that chosen by some sources. Here the researcher was also helped by some instruments. Such as:

1) Test

To collect the data, the researcher needed instrument. In this research, the researcher used test as the instrument. The tests were used to find out the pronunciaton error made by English Study Programme of IAIN Curup from different ethnicity. In this study the instrument that were used are test and interview. Boyle adds that a test is a set of stimuli presented to individual in order toelicit response on the basis of which a numerical score can be assigned. In this research test is used as amain method.

According to lado, the kinds of pronunciation testing are recognition test and production test.[42] Recognition test emphasizes on students' ability in analyzing how to pronounce the words or sentences. It means that, recognition test tends in listening. Meanwhile, production test emphasize on students' ability in practicing how to pronounce the words or sentences. The researcher

[42]Lado, R. *Language Testing*, (London 1961:Longmans), p. 38.

used the pronunciation test namely production test. The pronunciation test was given to all sample from students of English Study Programme IAIN Curup.

2) Interview

The data could not be valid if the researcher only used one technique for collecting the data. Thus, makng use of the other technique of data collection was of importance. In this regard, the researcher used an interview with the respndents or subjects. According to sugiono, an interview is used as a technique for collecting the data as the ear\y study to find the problem that should be studied, and the interview can be used if the researcher want to find information from a small number of subjects. During this research, the researcher used structured interview to gather data. The research will be done by interviewing the students about the factor that affect pronunciation. Within the process researcher used the interview guidance with voice note by social media whatsapp. The researcher got simply interview to grasp the factor that affect pronunciation.

C. Research Instrument

Instrumentation is the process of selecting to a give “problem”. Its mean instrumentation is a tool used to reveal the data needed in the study. Instrument is tool to be used for data collection or dupe, tol, implement especially one designed for precision work. Instrument is a tool or facility that is used on the research to collect the data. So the conclusion instrument is the equipments in the research that helped researcher to collect the data needed. The using of research instrument lead the researcher in gathering the information related to this research. In this

research, the researcher used questioner and test.To obtain the data, the researcher instrument are :

1. Pronunciation test

As the data needed in this study are pronunciation errors from the learners, a pronunciation test is used. There are thirty words used in this research, the data was taken by some resesarch above: The first, the word 1-10 taken from Mesi Irene Putri. The research about there was the interference of rejang language. The second, word 11-20 was taken from the Eka Reski Fauziah research. The third, the word 21-30 was taken by Fakhri Fauzi research. Then, all of the words were given to all of the students who had Rejangnese, Javanese and Sundanese ethnicity. 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. English pronunciation test is shown the below:

Table 3.3

Pronunciation Test

English Word		
1. For	11 Vain	21 Vengeful
2. From	12 Thing	22 Festival
3. Plastic.	13 Buffalo	23 Verification
4. Snack	14 Done	24 Positive
5. Bag	15 Doze	25 Genitive
6. Train	16 Ship	26 Galvanized
7. Station	17 Measure	27 Furtive
8. Spoon	18 Rush	28 Purifier
9. Slab	19 Black	29 Vantage point
10. Wednesday	20 Dreadful	30 Face- saving

2. Interview guidance

In the research, the researcher used one technique of knowledge collection. Interview guidance was the technique data collection on this research. Interview guidance may be a list of several questions in interview to urge the data from subject of the research[43]. This interview is taken from Kenworthy's theory which contains the factor that effect Pronunciation learning.

Table 3.4

Interview Guidance

Variables	Indicator	Sub-Indicator	Question
The factors that cause pronunciation learning.	The native language	Sounds	1. Do you think your mother tongue affects your pronunciation?
		Stress	2. Do you think your mother tongue affects the accuracy of your emphasis on pronunciation?

[43] L.R Gay, *Educational Research, Competencies for Analysis and Application*, (Florida: Florida product, 2003), p. 292.

		Intonation	3. How does your mother tongue affect your intonation in English?
	The age factors	Period of students studying pronunciation seriously and intensively	4. When did you learn English pronunciation intensively and deeply?
	Amount of exposure	Focus on teaching pronunciation in previous schools.	5. Did you study pronunciation specifically in Senior high school?
		Focus on learning pronunciation.	6. Do you focus more on learning English in terms of speaking and pronunciation?

	Phonetic coding ability		7. Do you have difficulty understanding phonetic sounds and symbols in English pronunciation?
	Attitude and identity	Learn English from the country they like and from native speaker.	8. Do you learn English from the country you like?
			9. Do you learn english from the native speaker?
		Attitude	10. What do you do when you have difficulties in pronunciation?

	Motivation and concerne	Students' unfriendly attitude towards pronunciation skills acquisition.	11. Did you like the pronunciation and speaking class ?
			12. What are the motivations when learning pronunciation?
			13. Do you focus on learning your English speaking skills when after getting pronunciation class?

D. The Technique of Analysis Data

After all the recordings are recorded online, the researcher listenend the record. Then, identified pronunciation errors made by students**.** The data analysis from the test involve some steps, as follows:

1. Identifying Errors

   The researcher made phonetic transcript of English and phonetic transcript of students. Then, the researcher listened to the students' pronunce in whatsapp audio. The researcher compared the sounds of students with the crrect phonetic transcription repeatedly.

2. Classifying Errors

   Based on written data of student's pronunciation, the researcher classified the pronunciation error according to their ethnicity. Then, it concludes into table, explained what the pronunciation errors are, and the causes of the errors.

3. Quantifying Errors.

   In the step, the data carried out by using formula from sudjono in Mulansari .[44]

   $$P = \frac{fq}{n} \times 100\%$$

[44]Sudjono in Mulansari. I, *"Errors in Pronouncing English Word"*: e-Journal of English Language Teaching Society, pp 1-16, 2014.

In which:

P = percentage of error

f = frequency of incorrect error

n = number of students

100% = constant value

4. Drawing Conclusion

The last step was conclude the data based on the analysis. The researcher made a valid conclusion in the for of a short description of the errors.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding of The Research

In this research, the researcher presented the finding from the test and interview that distributed to 21 students on 2020/2021 academic year of English study programme at IAIN Curup who made error in Pronunciation from different ethnicity. Then, the researcher presented all the data found and analysis. In this research threre were 2 instruments use. In this researcher, there would be two parts of data presentation either. Research question, the forms of error pronunciation made by different ethnicity which is collect by the use of English pronunciation test and record with respondent to get the data. The objectives of this research were to investigate what are some error do occur in english students with different ethnicity and what are the causes of error pronunciation, especially the students of English Study Program.

1. The Forms of Students' Pronunciation Error from Different Ethnicity.

The first objective of this research was aim to know what are some error do occur in english students with different ethnicity. To find the form of students' pronunciation error and the answer of the research question, the researcher distributed the test and analyzed the students' of English Tadris Study Program of IAIN Curup who uses mother tongue continuity or in daily activity from some ethnics. In doing the process of analysis, the researcher used interview and recording of voice note in whatsapp aplication to accurate

the pronunciation error. It Not all students make error in pronunciation because of their ethnicity. But there are also some students who make error because of their mother tongue or ethnicity.

After collecting and analyzing the data, the researcher found some error which commited by the students in pronouncing English words. Based on the data from the recording of pronunciation test they were 242 error found by the researcher. The result of the pronunciation test compared to W. L. Heward in Dian Martha Anggraeni theories about types of error. The researcher divides the result of the English pronunciation according to the type of error[45]. The result of the pronunciation test can be seen in the following table.

Table 4.1.

The Result of Pronunciation Error of Students from Rejangnese, Javanese and Sundanese Ethnicity

No	English Words	Type of error			
		Omission	Substitutions	Addition	Failure
1	For	-	2	-	-
2	From	-	5	-	-
3	Plastic	-	3	-	-
4	Snack	1	12	2	
5	Bag	-	7	1	4
6	Train	-	1	-	-
7	Station	2	2	-	-
8	Spoon	-	1	-	-
9	Slab	-	11	-	-

[45] Dian Martha Anggraeni, *Articulation Errors in PronuncingIndonesian Words Containing Consonant Clusters*, (Semarang 2010), P. 14-15.

10	Wednesday	-	3	10	-
11	Vain	-	8	-	
12	Thing	-	7	-	1
13	Buffalo	-	8	-	4
14	Done	-	7	1	-
15	Doze	5	5	-	-
16	Ship	-	5	-	-
17	Measure	-	11	-	-
18	Rush	-	4	-	-
19	Black	-	8	-	-
20	Dreadful	-	8	-	-
21	Vengeful	-	10	-	-
22	Festival	-	6	-	-
23	Verification	3	6	-	-
24	Positive	-	4	-	-
25	Genitive	1	5	-	3
26	Galvanized	4	5	1	2
27	Furtive	3	9	-	-
28	Purifier	2	7	-	1
29	Vantage-point	5	7	-	-
30	Face- saving	5	4	-	-
Total = 242		**31**	**181**	**15**	**15**
Percentage		**12.80%**	**74.79%**	**6.19%**	**6.19%**

Table 4.1 shows kinds of error pronunciation of students from rejangnese, javanese, and sundanese. It showed from the total error, there were 31 (12.80%) errors are classified into omission error of, 181 (74.79%) errors are classified into substitution error, and 15 (6.19%) errors are classified into insertion error. Then, there were 15 (6.19%) errors are classified into failure/ confussion error.

The table shows that the most dominant error pronunciation made by students was error of substitutions word with 181 of appearance rather than the other type of error. The percentage of the data is shown in the figure 4.1.

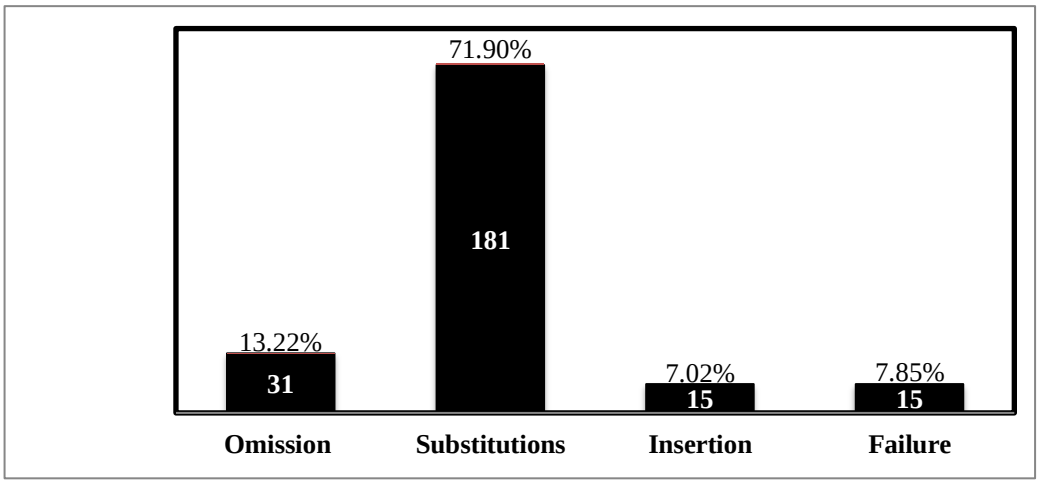

Figure 4.1

Error Pronunciation in Rejangnese Word, Javanese Word, and Sundanese Word.

Table 4.2

The Result of Correct and Incorrect of English Pronunciation by Rejangnese, Javanese, and Sundanese Students of Fourth Semester IAIN Curup 2020/2021

No	English Word	Number of Student																			Corr Ect	Inco rrect
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
1	For	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	17	2
2	From	+	+	-	-	+	+	+	+	+	+	+	-	+	-	+	+	+	+	-	14	5
3	Plastic	-	+	+	+	+	+	-	+	-	+	+	+	+	+	+	+	+	+	+	16	3
4	Snack	-	-	+	-	-	+	+	+	-	+	-	-	-	-	-	-	-	-	-	5	14
5	Bag	-	-	+	+	-	-	+	-	-	-	+	-	-	+	+	-	+	-	-	7	12
6	Train	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	18	1
7	Station	-	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	16	3
8	Spoon	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	18	1
9	Slab	+	-	+	+	-	+	-	+	-	-	-	-	-	+	-	+	-	-	+	8	11
10	Wednesday	-	+	-	-	-	-	+	+	-	+	-	+	-	-	-	-	+	-	-	6	13
11	Vain	-	+	+	+	+	-	-	+	-	+	+	-	-	+	-	-	+	+	+	11	8
12	Thing	+	-	+	-	+	-	+	-	-	+	-	+	+	+	+	+	+	+	-	12	7
13	Buffalo	+	+	+	+	-	-	+	-	-	-	-	-	-	-	+	-	-	+	-	7	12
14	Done	+	-	+	+	+	-	+	-	+	+	-	-	+	-	-	+	-	+	+	11	8
15	Doze	-	-	-	+	-	+	+	-	-	+	+	-	+	+	-	+	+	-	-	9	10
16	Ship	+	-	-	+	-	+	+	+	+	+	-	+	+	+	+	+	+	+	-	14	5
17	Measure	+	-	-	-	+	+	-	+	-	-	-	-	+	-	+	+	-	+	-	8	11
18	Rush	-	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	15	4

19	Black	-	+	+	-	+	-	+	+	+	+	-	+	-	+	-	-	+	-	+	11	8
20	Dreadful	+	+	+	+	-	-	-	+	-	-	+	+	+	-	-	-	-	-	-	8	11
21	Vengeful	-	-	-	-	-	-	+	+	+	-	+	+	+	+	-	+	-	+	-	9	10
22	Festival	-	+	+	+	+	+	-	-	+	+	+	-	+	+	-	+	+	-	+	13	6
23	Verification	-	+	-	+	+	-	-	-	-	+	-	-	-	+	+	-	+	+	+	10	9
24	Positive	+	+	+	-	+	+	+	+	-	+	+	+	+	+	-	-	+	+	+	15	4
25	Genitve	+	-	+	+	-	-	+	+	-	+	+	-	-	-	+	-	+	-	+	10	9
26	Galvanized	-	-	-	+	+	-	+	-	+	-	-	+	-	-	+	+	-	-	-	7	12
27	Furtive	+	-	+	+	-	-	+	-	+	+	-	-	-	-	+	-	-	-	-	7	12
28	Purifier	-	+	+	-	-	+	-	-	-	-	+	-	+	+	+	+	-	+	-	9	10
29	Vantage point	+	-	-	-	+	+	+	-	+	-	+	+	-	-	-	-	+	-	-	7	12
30	Face- saving	-	-	+	-	+	+	+	-	+	-	+	+	-	+	-	+	-	-	+	10	9

a. Description of Pronunciation Error from Rejangnese Ethnicity.

In this part the researcher present the result of the students' pronunciation error from different ethnicity especially in rejangnese. It also present the percentage of error pronunciation of rejangnese as follows.

Table 4.3.

The Result of Pronunciation Error of Students' from Rejangnese Ethnicity

No	English Words	Type of error			
		Omission	Substitutions	Addition	Failure
1	For	-	1	-	-
2	From	-	2	-	-
3	Plastic	-	1	-	-
4	Snack	-	3	2	-
5	Bag	-	2	-	3
6	Train	-	-	-	-
7	Station	-	-	-	-
8	Spoon	-	1	-	-
9	Slab	-	4	-	-
10	Wednesday	-	1	4	-
11	Vain	-	5	-	
12	Thing	-	-	-	1
13	Buffalo	-	1	-	4
14	Done	-	3	-	-
15	Doze	-	2	-	-
16	Ship	-	-	-	-
17	Measure	-	3	-	-
18	Rush	-	1	-	-
19	Black	-	4	-	-
20	Dreadful	-	4	-	-
21	Vengeful	-	1	-	-
22	Festival	-	3	-	-
23	Verification	3	2	-	-
24	Positive	-	1	-	-
25	Genitive	1	4	-	1
26	Galvanized	3	1	-	-

27	Furtive	-	6	-	-
28	Purifier	1	4	-	1
29	Vantage-point	2	2	-	-
30	Face- saving	-	2	-	-
Total = 90		**10**	**64**	**6**	**10**
Percentage		**11.11%**	**71.11%**	**6.66%**	**11.11%**

Table 4.3. shows all pronunciation error of students' from rejangnese ethnicity. From the total pronunciation error of students from rejangnese ethnicity (90 errors), there were no errors in word ship, train and station. But, there were 10 (11.11%) errors in omission position.Then, there were 64 (71.11%) errors in substitutions position. Last, there were 10 (11.11%) errors in failure position.

b. Description of Pronunciation Error from Javanese Ethnicity.

In this part, the researcher present the result of the students' pronunciation error from different ethnicity especially in javanese. And it also present the percentage of error pronunciation of javanese as follows.

Table 4.4.

The Result of Pronunciation Error of Students' from Javanese Ethnicity

No	English Words	Type of error			
		Omission	Substitutions	Addition	Failure
1	For	-	1	-	-
2	From	-	1	-	-
3	Plastic	-	2	-	-
4	Snack	-	5	-	-
5	Bag	-	4	1	1

6	Train	-	1	-	-
7	Station	1	1	-	-
8	Spoon	-	-	-	-
9	Slab	-	5	-	-
10	Wednesday	-	1	4	-
11	Vain	-	3	-	
12	Thing	-	4	-	-
13	Buffalo	-	4	-	-
14	Done	-	2	1	-
15	Doze	4	2	-	-
16	Ship	-	2	-	-
17	Measure	-	4	-	-
18	Rush	-	2	-	-
19	Black	-	3	-	-
20	Dreadful	-	4	-	-
21	Vengeful	-	6	-	-
22	Festival	-	3	-	-
23	Verification	-	3	-	-
24	Positive	-	3	-	-
25	Genitive	-	1	-	2
26	Galvanized	1	1	-	2
27	Furtive	1	2	-	-
28	Purifier	4	2	-	-
29	Vantage-point	4	1	-	-
30	Face- saving	5	1	-	-
Total = 105		**20**	**74**	**6**	**5**
Percentage		**19.04%**	**70.47%**	**5.71%**	**4.76%**

Table 4.4. shows all pronunciation error of students' from javanese ethnicity. From the total pronunciation error of students from rejangnese ethnicity (105 errors), there were no errors in word spoon. But, there were 20 (19.04%) errors in omission position. Then, there were 74 (70.47%) errors in substitutions position. There were 6 (5.71%) errors in addition position. Also 5 (4.76%) errors in failure position.

c. Description of Pronunciation Error fromSundanese Ethnicity.

In this part the researcher present the result of the students' pronunciation error from different ethnicity especially in javanese. And it also present the percentage of error pronunciation of sundanese as follows

Table 4.5.

The Result of Pronunciation Error of Students' from Sundanese Ethnicity

No	English Words	Type of error			
		Omission	Substitutions	Addition	Failure
1	For	-	-	-	-
2	From	-	2	-	-
3	Plastic	-	-	-	-
4	Snack	-	3	-	-
5	Bag	-	1	-	-
6	Train	-	-	-	-
7	Station	-	1	-	-
8	Spoon	-	-	-	-
9	Slab	-	2	-	-
10	Wednesday	-	1	2	-
11	Vain	-	-	-	
12	Thing	-	3	-	-
13	Buffalo	-	3	-	-
14	Done	-	2	-	-
15	Doze	1	1	-	-
16	Ship	-	3	-	-
17	Measure	-	4	-	-
18	Rush	-	-	-	-
19	Black	-	1	-	-
20	Dreadful	-	-	-	-
21	Vengeful	-	3	-	-
22	Festival	-	-	-	-
23	Verification	-	2	-	-
24	Positive	-	-	-	-
25	Genitive	-	-	-	-
26	Galvanized	1	3	-	-

27	Furtive	-	3	-	-
28	Purifier	-	2	-	-
29	Vantage-point	-	2	-	-
30	Face- saving	-	1	-	-
Total = 47		**2**	**43**	**2**	**0**
Percentage		**4.25%**	**91.48%**	**4.25%**	**0%**

Table 4.5. shows all pronunciation error of students' from sundanese ethnicity. From the total pronunciation error of students from sundanese ethnicity (47 errors), there were no errors in word for, plastic, train, spoon, vain, rush, dreadful, festival, positive and genitive. But, there were 2 (4.25%) errors in omission position, there were 43 (91.48%) errors in substitutions. Also there were 2 (4.25%) errors in addition position. Last There were 0 (0%) errors in failure position.

2. The Factor that Causes Error Pronunciation

To find out the factors that influenced pronunciation error by different ethnicity. The researcher distributed the questionnaire to the students of English Study Program of IAIN Curup to get the data. The researcher classified the data based on the factors that causes pronunciation error of students' with diferent ethnicity. From the result, the researcher found some data as displayed and explained below:

Table4.6.

The Result of Factor Influencing Error Pronunciation

Factors	Students
The native language	Data showed that 17 students said that the native speaker factor which sounds factor was a factor that have a big influence on pronunciation. Each students said that native language is influential, when pronouncing English is still sounded like their mother tongue and because each language's dialect was different, they still often made pronunciation error. 12 students said that the stress factor affects English pronunciation, as seens from each mother tongue having a different word emphasis in each native speaker. And, 16 students said that intonation factor also affects students' pronunciation.
The age factors	From 21 students who answered the interview, 15 students studied their pronunciation in college so that the period student studying pronunciation seriously and deeply influenced students' pronunciation.
Amount of exposure	Data showed that 18 student said that they did not learn pronunciation in the previous school. The amount of exposure factor which focus on teaching pronunciation in previous school factor are influenting students pronunciation, and 15 students said focus on speaking class and pronunciation is important. So, focus on learning pronunciation factor is a factor that affects pronunciation students.

Phonetic coding ability	From 21 students, 12 students still do not know about phonetic symbols and sounds, phonetic coding ability is influencing students error pronunciation.
Attitude and identity	Data showed 14 students say that learn English from the country they like and from native speaker factor is affecting the pronunciation error and according to 17 students, attitude factor is very influential this seen by students will often practice pronunciation when they make error pronunciation, so that their pronunciation is correct and slightly similar with the native speaker
Motivation and concerne for good communication	From 21 students, 18 students said that they liked the pronunciation class because they should and want to improve their pronunciation skill, so like the pronunciation class is important and affects students' English pronunciation. If they pay attention about pronunciation class, they will continue to practice and minimize pronunciation errors. 19 students have motivation factor. Motivation factor also affects a person's pronunciation. If you are more motivated, it will be easier to learn pronunciation

The result of the interview is there were many factors that affected students' English pronunciation learning. The factor were the native language, the age factors, amount of exposure, phonetic coding ability, attitude and identity, motivation and concerne for good communication. Motivation and concerne for good communication was the factor that have a big influence for students' English pronunciation learning because 19

students assumed they have and need motivation from her self, family and others. If they are more motivated, it will be easier to learn pronunciation. Some of them also said, they were motivated to learn pronunciation because want to have a clear and well pronunciation and similar to the native speaker. Afterward,18 students said that that they liked the pronunciation class because they should and want to improve their pronunciation skill, so like the pronunciation class is important and affects students'English pronunciation.

For the factor amount of exposure, 18 student said that they did not learn pronunciation in the previous school. Focus on teaching pronunciation in previous school factor are influenting students pronunciation. When someone has studied pronunciation in previous schools, it will make it easier to learn pronunciation next. And 15 students said focus on speaking class and pronunciation is important. So, focus on learning pronunciation factor is a factor that affects pronunciation students. It can be seen from the fact that the more focussed on learning pronunciation, it will be better in pronunciation learning.

Then, 17 students said that the native speaker factor which sounds factor was a factor that have a big influence on pronunciation. Each students said that native language is influential, when pronouncing English is still sounded like their mother tongue and because each language's dialect was different, it also have a influence because most of them still use their mother tongue in their daily life, so they still often made pronunciation error. 12 students said that the stress factor affects English pronunciation, as seens

from each mother tongue having a different word emphasis in each native speaker. And, 16 students said that intonation factor also affects students' pronunciation.

As regards attitude factor, 17 students stated that this is very influential this seen by students will often practice pronunciation when they make error pronunciation, so that their pronunciation is correct and slightly similar with the native speaker. And, according to 14 students learn English from the country they like and from native speaker factor is affecting the pronunciation error.

After that, 15 students studied their pronunciation in college so that the period student studying pronunciation seriously and deeply influenced students' pronunciation. If you want to sound native, the younger you start the better. The earlier you start your English pronunciation, the better your pronunciation will be.

And, the last factor was phonetic coding ability factor where only 12 students still have difficulty about phonetic symbols and sounds, phonetic coding ability is influencing students error pronunciation.Rarely do practice in pronunciation and do not practice understanding about phonetic symbols will cause some error in students' pronunciation.

B. Discussion

In discussion, the researcher tried to analysis what are the error do by the students' from diferent ethnicity and what are the factor influencing students' error pronunciation. The result of this research dealt with the answer of the problem statement which aimed firstly,identifying the pronunciation test, the identifying to know what are some error pronunciation do occur in students of English Study Programme IAIN Curup with different Ethnicity. Secondly, continued by the use of interview to fine what are the the factors influencing students' error Pronunciation.

1. Pronunciation Errors Made by Students from Different Ethnicity

By identifying the error from the pronunciation test taken from the third semester students of IAIN Curup, the data were optained from some student who were selected according to the research needed; Error pronunciation made by students from different ethnicity. In field from the pronunciation test, the researcher found some error pronunciation do occur by the students. As Avery and Ehrlich explain that the rule and pattern of students' native language is transferred into their second or foreign language, and it causes foreign accents.[46] The error encountered by the students was in the form of subtitutions, omission, insertion/addition and confussion.

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[46] Thanasoulas, Pronunciation: *The Cinderella of Language Teaching (*http://www.developingteachers.com/ articles_tchtraining/pronpf_dimitrios. Htm, 2013)

As one of the objective of this study which was to find out the errors Pronunciation from different ethnicity made by third semester students of English Study Programme, the findings of the errors that found were described orderly, from those which most frequently occurred to the most rarely occurred or even not occurred.

a. Error Pronunciation of Rejangnese Students

Table 4.7.

The Result of an Analysis English Error Pronunciation from Rejangnese Student

No	Words	The Correct Pronunciation	As Recorded	Description/Cause/ Origin of The Error
1	For	fɔr	/fɔ:r/	Substitution /ɔ/ with/ɔ:/
2	From	frʌm	/frɔm/	Substitution /ʌ/ with /ɔ/
3	Plastic	ˈplæstık	/plæsti:k/	substitution /ti/ with /ti:/
4	Snack	Snæk	/sneik/	substitution /æ/ with /e/ Insertion /i/ after /e/
5	Bag	Bæg	/beik/	Substitution /æ/ with /e/ Insertion /i/ after /e/ Substitution /g/ with /k/
6	Train	-	-	-
7	Station	-	-	-
8	Spoon	Spun	/spu:n/	Substitution /u/ with /u:/
9	Slab	Slæb	/slƐb/	Substitution /æ/ with /Ɛ/
10	Wednesday	ˈwɛnzdi	/wƐnsdei/	Substitution /z/ with /s/ Insertion /e/ after /d/

11	Vain	veɪn	/fein/	Substitution /v/ with /f/
12	Thing	θɪŋ	/ti:ŋ/	Failure of prounouncing /θ/ with /t/ Substitution /ɪ/ with / /i:/
13	Buffalo	ˈbʌfəˌloʊ	/bʌfəlɔ:/	Substitution /oʊ/ with /ə/ Omission of /ʊ/
14	Done	dʌn	/dən/	Substitution /ʌ/ with /ə/
15	Doze	doʊz	/dʌs/	Substitution /oʊ/ with /ʌ/ and /z/ with /s/
16	Ship	-	-	-
17	Measure	mɛʒər	/mi:ʃər/	Substitution /ɛ/ with /i/ and /ʒ/ with /ʃ/
18	Rush	rʌʃ	/rʌs	Substitution /ʃ/ with /s/
19	Black	Blæk	/blƐk/	Substitution /æ/ with /Ɛ/
20	Dreadful	ˈdrɛdfəl	/drƐdfʌl/	Substitution /ə/ with /ʌ/
21	Vengeful	ˈvɛndʒfəl	/fƐndʒfʌl/	Substitution /v/ with /f/ and /ə/ with /ʌ/
22	Festival	ˈfɛstɪvəl	/fƐsti:fʌl/	Substitution /ti/ with /ti:/, /v/ with /f/ and /ə/ with /ʌ/
23	Verification	ˌvɛrəfəˈkeɪʃən	/fƐri:fi:kƐʃən/	Substitution /v/ with /f/ and /ə/ with /i/ Omission of /i/
24	Positive	ˈpɑzətɪv	/fʒ:si:ti:p/	Substitution /p/ with /f/, /ɑ/ with /ʒ/, /z/ with /s/, /ə/ with /i/, and /v/ with /p/
25	Genitive	/'dʒen.i.tif	/dʒni:ti:p/	Omission of /e/ Substitution /f/ with /p/
26	Galvanized	ˈgælvəˌnaɪzd	/gʌlfənais/	Substitution /æ/ with /ʌ/, /v/ with /f/, and /z/ with /s/ Omission of /d/
27	Furtive	ˈfɜrtɪv	/fərdi:f/	Substitution /ɜ/ with /ə/, /t/ with /d/ and

				/v/ with /f/
28	Purifier	ˈpjʊrəˌfaɪər	/fu:ri:fai/	Failure of pronouncing /pj/ with /f/ Substitution /ʊ/ with /u/, /ə/ with /i/ Omission of /ər/
29	Vantage point	ˈvæntəʤ pɔɪnt	/fƐntƐdʒ pɔin/	Substitutions /æ/ with /Ɛ/ and /ə/ with /Ɛ/ Omission of /t/
30	Face-saving	feɪs-ˈseɪvɪŋ	/feis sƐfi:ŋ/	Substitution /e/ with /Ɛ/, /v/ with /f/, and /ŋ/ with /:ŋ/

Based on description above, the researcher showed that are substitution, omission, insertion, and failure error made by rejangnese students. All word pronounced by the students have substitutions, namely in word for, from, plastic, snack, bag, spoon, slab, wednesday, vain, thing, buffalo, done, doze, measure, rush, black, dreadful, vengeful, festival, verification, positive, genitive, galvanized, furtive, purifier, face- saving,and vantage point. There were omission in word, buffalo, verification, genitive, galvanized, purifier, and vantage point. Then there were insertion in word, snack, bag and Wednesday. And the last there were failure error in word, thing and purifier.

In the previous research in chapter 2, the research conducted by Messi Irene Putri which stated that there was a pronunciation error from some mother tongue namely Rejang, Javanese, Palembang, Serawai, Lembak, Sunda and Padang. In the thesis, Messi divided the error into type of phonological interference namely vowel, dipthong, and consonant

the error from rejang ethnic was, iː, æ, ʃ ,ə , ɔː , z, eɪ , k, ɔɪ, f , ʊ, ʌ, ð, I , əʊ, 3:. In this thesis the researcher classifying the error pronunciation into types of error namely substitutions, omission, addition, and failure and the error pronunciation by Rejangnese ethnicity was 11.11% error in omission, 71.11% in substitutions, 6.66% error in addition and 11.11% in failure position.

b. Error Pronunciaton of Javanese Students

Table 4.8.

The Result of an Analysis English Error Pronunciation from Javanese Student

No	Words	The Correct Pronunciation	As Recorded	Description/Cause/ Origin of The Error
1	For	fɔr	/fɔːr/	Substitution /ɔ/ with /ɔː/
2	From	frʌm	/frɔːm/	Substitution /ʌ/ with /ɔ/ and /m/ with /ːm/
3	Plastic	ˈplæstɪk	/plastiːk/	Substitution /æ/ with /a/, and /ti/ with /tiː/
4	Snack	Snæk	/snƐk/	Substitution /æ/ with /Ɛ/
5	Bag	Bæg	/bƐdʒ/	Substitution /æ/ with /Ɛ/ Failure of pronouncing /g/ with /dʒ/
6	Train	treɪn	/trƐiːn/	Substitution /e/ with /Ɛ/ and /n/ with /ːn/
7	Station	ˈsteɪʃən	/stƐʃən/	Substitution /e/ with /Ɛ/ Omission of /i/
8	Spoon	-	-	-
9	Slab	Slæb	/sliːb/	Substitution /æ/ with /i/, and /b/ with /ːb/

10	Wednesday	ˈwɛnzdi	/wƐnəsdei/	Insertion /ə/ after /n/ Substitution /z/ with /s/ Insertion /e/ after /d/
11	Vain	veɪn	/vi:n/	Substitution /e/ with /i/ and /n/ with /:n/
12	Thing	θɪŋ	/θɪ:ŋ/	Substitution /ŋ/ with /:ŋ/
13	Buffalo	ˈbʌfəˌloʊ	/bufƐloʊ:/	Substitution /ʌ/ with /u/ and /ə/ with /Ɛ/
14	Done	dʌn	/doʊn/	Insertion /o/ after /d/ Substitution /ʌ/ with /ʊ/
15	Doze	doʊz	/dɔ:s/	Substitution /o/ with /ɔ/ and /z/ with /s/ Omission of /ʊ/
16	Ship	ʃɪp	/ʃɪ:p/	Substitution /p/ with /:p/
17	Measure	mɛʒər	/mi:ʒər/	Substitution /ɛ/ with /i/ and /ʒ/ with /:ʒ/
18	Rush	rʌʃ	/rƐs	Substitution /ʌ/ with /Ɛ/ and /ʃ/ with /s/
19	Black	Blæk	/blƐk/	Substitution /æ/ with /Ɛ/
20	Dreadful	ˈdrɛdfəl	/dri:dfu:l/	Substitution /ɛ/ with /i:/ and /ə/ with /u:/
21	Vengeful	ˈvɛndʒfəl	/fi:ndʒfu:l/	Substitution /v/ with /f/, /ɛ/ with /i/, and /ə/ with /u/
22	Festival	ˈfɛstɪvəl	/fƐsti:vəl/	Substitution /t/ with /ti:/
23	Verification	ˌvɛrəfəˈkeɪʃən	/vƐri:fi:keiʃən/	Substitution /ə/ with /i/
24	Positive	ˈpɑzətɪv	/pɔ:zi:ti:v/	Substitusion /ɑ/ with /ɔ/, and /ə/ with /i/
25	Genitive	/'dʒen.i.tif	/gƐnəti:f/	Failure of pronouncing /d/ with /g/ Substitution /**ʒ**/ with /Ɛ/, /i/ with /ə/ and /tif/ with /ti:f/
26	Galvanized	ˈgælvəˌnaɪzd	/gƐlfƐnaizid/	Substitution /æ/ with /Ɛ/, /v/ with /f/ and /ə/ with /Ɛ/ Insertion /i/ after /z/

27	Furtive	ˈfɜrtɪv	/fu:rtaiv/	Substitution /ɜ/ with /u/, and /r/ with /:r/ Insertion /a/ after /t/
28	Purifier	ˈpjʊrəˌfaɪər	/pjuri:vər/	Substution /ʊ/ with /u/, /ə/ with /i/, and /f/ with /v/ Omission of /ai/
29	Vantage point	ˈvæntəʤ pɔɪnt	/vintƐdʒ pↃin/	Substitution /æ/ with /i/ and /ə/ with /Ɛ/ Omission of /t/
30	Face-saving	feɪs-ˈseɪvɪŋ	/fƐs seiviŋ/	Substitution /e/ with /Ɛ/ Omission of /i/

Based on description above, the researcher showed that are substitution, omission, insertion, and failure error made by javanese students. All word pronounced by the students have substitutions, namely in wordfor, from, plastic, snack, bag, train, station, slab, wednesday, vain, thing, buffalo, done, doze, ship, measure, rush, black, dreadful, vengeful, festival, verification, positive, genitive, galvanized, furtive, purifier, vantage point, face- saving. There were omission in wordstation, doze, purifier, vantage point and face- saving. Then there were insertion in word wednesday, done, galvanized, furtive. And the last there were failure error in word bag and genitive

In the previous research in chapter 2, the research conducted by Eka Reski Fauziah which states that Javanese students still have difficulty in pronouncing English Segmental sounds, Consonant and Vowel. The results showed that Javanese students made errors in nine problematic consonant sounds, [v], [θ], [ð], [ʃ], [ʒ], [tʃ], [ʤ], [d], [z]. They did substitution and insertion while facing difficulty in pronouncing English.

While in this research there was pronunciation error by Javanese ethnicity there was 19.04% error in omission, 70.47% in substitutions, 5.71% error in addition and 4.76% in failure position.

c. Error Pronunciation of Sundanese Students

Table 4.9.

The Result of an Analysis English Error Pronunciation from Sundanese Student

No	Words	The Correct Pronunciation	As Recorded	Description/Cause/ Origin of The Error
1	For	-	-	-
2	From	frʌm	/frɔm/	Substitution /ʌ/ with /ɔ/
3	Plastic	-	-	-
4	Snack	Snæk	/snƐk/	Substitution /æ/ with /Ɛ/
5	Bag	Bæg	/bƐg/	Substitution /æ/ with /Ɛ/
6	Train	-	-	-
7	Station	ˈsteɪʃən	/stƐʃən/	Substitution /e/ with /Ɛ/
8	Spoon	-	-	-
9	Slab	Slæb	/slƐb/	Substitution /æ/ with /Ɛ/
10	Wednesday	ˈwɛnzdi	/wƐnzdei/	Insertion /e/ after /d/
11	Vain	-	-	-
12	Thing	θɪŋ	/θɪːŋ/	Substitution /ŋ/ with /ːŋ/
13	Buffalo	ˈbʌfəˌloʊ	/bʌfʌloʊː/	Substitution /ə/ with /ʌ/
14	Done	dʌn	/dɔːn/	Substitution /ʌ/ with /ɔː/
15	Doze	doʊz	/dɔːz/	Substitution /o/ with /ɔ/

				Omission of /ʊ/
16	Ship	ʃɪp	/sɪ:p/	Substitution /ʃ/ with /s/ and /p/ with /:p/
17	Measure	mɛʒər	/mi:ʃu:r/	Substitution /ɛ/ with /i/, /ʒ/ with /ʃ/ and /ə/ with /u:/
18	Rush	-	-	-
19	Black	Blæk	/blƐk/	Substitution /æ/ with /Ɛ/
20	Dreadful	-	-	-
21	Vengeful	ˈvɛndʒfəl	/vƐndʒvəl/	Substitution /f/ with /p/
22	Festival	-	-	-
23	Verification	ˌvɛrəfəˈkeɪʃən	/vƐri:vi:kƐʃƐn/	Substitution /ə/ with /i/, /f/ with /v, /e/ with /Ɛ/ and /ə/ with / Ɛ/
24	Positive	-	-	-
25	Genitive	-	-	-
26	Galvanized	ˈgælvəˌnaɪzd	gƐlfƐnaizid/	Substitution /æ/ with /Ɛ/, /v/ with /f/ and /ə/ with /Ɛ/ Insertion /i/ after /z/
27	Furtive	ˈfɜrtɪv	/fərti:v/	Substitution /ɜ/ with /ə/ and /tiv/ with /ti:v/
28	Purifier	ˈpjʊrəˌfaɪər	/pjʊri:faiər/	Substitution /ə/ with /i/
29	Vantage point	ˈvæntəʤ pɔɪnt	/fƐntƐdʒ pɔint/	Substitution /v/ with /f/, /æ/ with /Ɛ/ and /ə/ with /Ɛ/
30	Face-saving	feɪs-ˈseɪvɪŋ	/feis seifi:ŋ/	Substitution /v/ with /f/ and /ŋ/ with /ŋ:/

Based on description above, the researcher showed that are substitution, omission, insertion, and failure error made by sundanese students.There were no failure error made by sundanese students. But there were substitutions, namely in word from, snack, bag, station, slab, thing, buffalo, done, doze, ship, measure, black, vengeful, verification, galvanized,

furtive, purifier, vantage point and face- saving.Then There were omission in word just. And the last there were insertion in word Wednesday and galvanized.

The research conducted by Fakhri Fauzi which states that Sundanese student of English Letters Department are made some error on their pronunciation. Error of omission and error of addition are found on the vowels and consonant sound except the Fricatives sounds. While in this research there was pronunciation error by Sundanese ethnicity there was 4.25% error in omission, 91.48% in substitutions, 4.25% error in addition and 0% in failure position.

d. Types of Error made by Rejangnese, Javanese and Sundanese

In the result of the research there are several types of error pronunciation in Rejangnese, Javanese and Sundanese ethnicity it would be compared to W. L. Heward in Dian Martha Anggraeni states that the types of error pronunciation was substitutions, omission, addition, and failure.[47]

a) Substitutions

The substitutions was the kind of error in pronunciation. Substitution means replacing one letter to another. This kind of error is categorized as an error because the javanese students still

[47] Dian Martha Anggraeni, *Articulation Errors in PronuncingIndonesian Words Containing Consonant Clusters*, (Semarang 2010), P. 14-15.

substitutes an incorrect letter instead of the correct letter. It can be proved by so many examples showing the result of students pronunciation make error in substitution.

b) Omission

Omission is one of the kinds of errors which deal with removing the sound of one word. It can be proved by the examples that showing the result of pronunciation that is the learner make error in omission. The factor is clear beacuse of the target language is so different from the mother tongue or ethnicity, rejangnese, javanese and sundanese.

c) Insertion

The third type of error pronunciation is inserton. Insertion means adding extra in a letters. This kind of error occured because of the target language is different from the mother tongue rejjangnese, javanese and sundanese. Someimes, the learner inserts the word inappropriately because in English that word should not be pronounced.

d) Failure/ confusion

The last type of error pronunciation is failure. The confusion occurs because the learner confused whether they pronounced the correct or incorrect words. The proved show that is because of the target is so different from the mother tongue, rejangnese, javanese and sundanese.

2. The Factor that Causes Error Pronunciation

The researcher completely collected the data needed by using interview taken from third semester students of English Study Programme at IAIN Curup for answer the question number two namely, the factor that causes error pronunciation. By analyzing the interview, the researcher found there were six that influenced students' error pronunciation. The causes were the native language, the age factors, amount of exposure, phonetic coding ability, attitude and identity, also motivation and concern for good communication.

The motivation and concerne for good communication were the factors that influenced students' English pronunciation learning the most as Leffy Noviyenty states that some learners are not particularly concern about their pronunciation while others are. The extent to which their intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors.[48] The factor the most can be seen from the data where by 19 students have and need motivation for their pronunciation because it could give a fighting in their learning. Most of them said their motivation is for have a good pronunciation like a native speaker. Students' unfrienly attitude towards pronunciatin skill acquisition 18 students, focus on learning pronunciation after getting pronunciation class 17 students, did not learn pronunciation in previous school 18 students, focus on speaking

[48] Leffi Noviyenty, *Teaching English as a Foreign Language,* (Curup: Media Tigoputri 2014), p.123.

class and pronunciation 15 students, the sounds factor 17 students, stress factor 12 students, intonation factor 17 students, 16 students, attitude 17 students, learn English from the country they like and from native speaker factor 14 students, the age factor 15 students, and phonetic coding ability factor where only 12 students.

a. Native Language

Learner often transfers the elements of his or her native speaker when he or she performs target language. This transfer is reffered to as negative transfer or interference.[49] In line with theory, field data in table. Showed that, native speaker affect pronunciation learning. 17 student said that, native speaker factor which sounds factor was a factor that influenced the pronunciation of student because when pronounce some word sometimes the mother tongue or ethnicity is still follow English pronunciation. Each mother tongue or nstive speaker has a different dialect in pronunciation, the native speaker factor also affects because it is often used in daily life. 12 students said that the stress is also the cause of students' English pronunciation learning, is that when the emhasis of words in their mother tongue is very different from English and have characteristics so that when they say English words there is still stress in their mother tongue. This was shown again from the intonation factor, that intonation has an effect according to 16 students. According to them,

[49] Suadiyatno taufik."The Interference of Native Language Into English Pronunciation" The Journal of faculty Of Language and Art Education Institute of Teacher Training and Education Mataram, p 3.

the intonatin in each language is also different, for example the javanese who have a soft intonation that tends to be different from rejang which has a loud and firm tone of speech. So with the difference in intonation, it will be difficult to learn a new language and that causes intonation to affect students' English pronunciation learning.

b. The Age Factors

The data in the table, indicates that the period students studiying prnunciation seriously and deeply influenced students' English pronunciation learning because some of the students there was 15 students said that they studied their pronunciation in college. If you want to sound native, the younger you start the better. The earlier you start your English pronunciation, the better your pronunciation will be. This factor also affects because, younger students have the best chance at developing native-like pronunciation. Generally speaing, children under the age of puberty stand an excellent chance of 'sounding like a native' if they have continued exposure in authentic context[50]. If the student is older, they will almost always retain an "accent".

c. Amount of Exposure

The data indicates that 18 students did not learn pronunciation in the previous school. The amount of exposure factor is a factor that affects students' English pronunciation learning. When someone has studied pronunciation in previous schools, it will make it easier to learn

[50] Leffy Noviyenty, *Op.cit.*

pronunciation next. Focus on speaking class and pronunciation is important according to 15 students. So, focus on learning pronunciation factor is a factor that affects pronunciation students. It can be seen from the fact that the more focussed on learning pronunciation, it will be better in pronunciation learning. Amount of exposure is closely related to the age factor, the more experiences that a student has with the language, the better their pronunciation normally is. If class time spend focusing on pronunciation demands the full attention and interest of your students, then they stand a good chance of reaching their goals.[51]

d. Phonetic Coding Ability

Phonetic coding ability is a factor that influencing students' English pronunciation learning. 12 students still have difficulty about phonetic symbols and sounds. Rarely do practice in pronunciation and do not practice understanding about phonetic symbols will cause some error in students' pronunciation. People with poor phonetic coding have difficulty hearing the internal structure of sound in words. Leffy Noviyenty states that often referred to have an 'ear' for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has had exposure to a foreign language as a child, this 'knack' is present whether the early language is remembered or not.[52]

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[51] *Loc.cit*

[52] Leffi Noviyenty, *Teaching English as a Foreign Language,* (Curup: Media Tigoputri 2014), p.124.

e. Attitude and Identity

Attitude factor is very influential, it showed from 17 students will often practice pronunciation when they make an error in pronunciation. According to Joanne Kenworthy, attitude and identity has been claimed that factors such as a person's sense of identity and feelings of group affiliation (branch) are strong determiners of the acquisition of accurate pronunciation of a foreign language[53]. With that, their pronunciation is correct and similar to the native speaker. If someone improve their pronunciation, like a native speaker, their speaking will be good and make the pronunciation and what they say in English easier to understand. If the students have positive feeling towards the speakers of new language, tent to develop more accurate, native like- accents'. Besides that, 14 students say that learn English from the country they like and from native speaker factor is affecting the pronunciation error. Students who often learn English, especially pronunciation directly with native speakers, will also improve their pronunciation. They usually learn directly with native speakers through youtube and social media.

f. Motivation and Concern

Each students especially 19 students, having and need motivation in learning pronunciation, therefore motivation is the biggest influence on student English pronunciation learning. If they are more motivated, it will

[53] Joanne kenworthy,*Teaching English Pronunciation*, (New York:Longman Group 1988), p.5

be easier to learn pronunciation. Some of them also said, they were motivated to learn pronunciation because want to have a clear and well pronunciation and similar to the native speaker. Then, 18 students liked the pronunciation and speaking class, because they want to improve their speaking class. They said that they liked the speaking class and the pronunciation class was one of the things that influenced English pronunciation learning. If they pay attention about pronunciation class, they will continue to practice and minimize pronunciation errors. The are some students namely 16 students who said they would focus more on learning speaking after getting the pronunciation class. After getting a pronunciation class, it will be more fluent in speaking and reduce student error in pronunciation learning.

In the previous research in chapter 2, the research conducted by Tri Rahayu Mulyaningsih stated that there were four factors that influencing students' English pronunciation ability such as ear perception, individual effort and goal setting, amount and type of prior pronunciation, first language and two supporting factors such as, aptitude, attitude and motivation and personality factors. In the research, there was sixs factors that causes error pronunciation namely were the native language, the age factors, amount of exposure, phonetic coding ability, attitude and identity, motivation and concerne for good communication. Motivation and concerne for good communication was the factor that have a big influence for students' English pronunciation learning.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher concludes the result of this research by answering the research questions and giving the suggestion for the parties involves.

A. Conclusion

1. Pronunciation Error made by Students from Different Ethnicity

There were some error made by rejangnese, javanese and sundanese ethnicity. Such as substitution, omission, insertion and failure error. The most errors were substitution, which in every word has a substitutin error. In English pronunciation, the total of error were 31 (12.80%) errors are classified into omission error, 181 (74.79%) errors are classified into substitution error, and 15 (6.19%) errors are classified into insertion error. Then, there were 15 (6.19%) errors are classified into failure/ confussion error.

2. The Factor that Causes Error Pronunciation.

The result of the interview is there were many factors that affected students' English pronunciation learning. The factor were the native language, the age factors, amount of exposure, phonetic coding ability, attitude and identity, motivation and concerne for good communication. Motivation and concerne for good communication was the factor that have a big influence for students' English pronunciation learning. Students

assumed they have and need motivation from her self, family and others. If they are more motivated, it will be easier to learn pronunciation. Also the native speaker factor was a factor that have a big influence on pronunciation. Each students said that native language is influential, when pronouncing English is still sounded like their mother tongue. Next, students studied their pronunciation intensively in college and the period student studying pronunciation seriously and deeply influenced students' pronunciation. Last, attitude and identity, amount of exosure, and phonetic coding abilityalso caused error pronunciation.

B. Suggestion

After conducting this research, the researcher would like to give some suggestion which may be useful for:

1. Students are expected to improve their pronunciation skills and minimize errors made because of their mother tongue or ethnicity.
2. Students should expand their knowledge of English word and pronunciation also gain a better understanding of the errors that occur due to ethnicity.
3. This study focuses on pronunciation errors made by different ethnicities, and what are the causes of pronunciation errors, the findings of this study can be used as a reference for other researchers who are interested in pronujciation and ethnicity.

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APPENDIX

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 1739 Tahun 2022

Tentang

PENUNJUKAN PEMBIMBING 1 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 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
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 : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

Memperhatikan :
1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : 067/In.34/FT.3/PP.00.9/09/2021
2. Berita Acara Seminar Proposal Pada Hari Kamis, 15 September 2021

M E M U T U S K A N :

Menetapkan

Pertama :
1. **Dr. Eka Apriani, M.Pd** **NIP. 19900403 201503 2 005**
2. **Henny Septia Utami, M.Pd** **NIDN. 2016098903**

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

N A M A : **Sherly Kiki Utami**
N I M : **17551076**
JUDUL SKRIPSI : **Pronunciation Error Made by Students' Of English Study Program IAIN Curup From Different Ethinicity**

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 ;

Keenam : 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 17 November 2022
Dekan,

Hamengkubuwono

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 350 /In.34/FT/PP.00.9/04/2022 — 18 April 2022
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. **Rektor IAIN**

Assalamualaikum Wr, Wb

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

Nama	:Sherly Kiki Utami
NIM	: 17551076
Fakultas/Prodi	: Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi	:"Pronunciation Error Made by Students' of English Study Program IAIN Curup From Different Ethnicity"
Waktu Penelitian	: 18 April s.d 18 Juli 2022
Tempat Penelitian	: Di 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,

Baryanto, MM.,M.Pd
NIP. 19690723 199903 1 004

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

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	4-[illegible]-2020	Bimbingan bab 1		
2	15-09-2021	Bimbingan bab 1,2, dan 3		
3	28-09-2021	Bimbingan bab 1, 2, dan 3		
4	27-01-2022	Tambahan teori bab 2 dan 3		
5	3-02-2022	Penelitian dan try out		
6	19-04-2022	koreksi seluruh bab 1, 2 dan 3		
7	25-05-2022	Bimbingan bab 4 & 5		
8	[illegible]-11-2022	ACC sidang		

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	28/09/2021	Bimbingan dan koreksi Bab 1-3		
2	29/09/2021	Selesai bimbingan Bab 1-3 dan lanjut penelitian		
3	19/04/2022	Penelitian dan Bab 4		
4	4/08/2022	Bab 4 & lanjutkan ke rater		
5	5/09/2022	Bimbingan Bab 4		
6	10/09/2022	Bimbingan Bab 4 & 5 dan koreksi hasil		
7	19/09/2022	koreksi penulisan abstrak dll.		
8	20/10/2022	ACC for sidang		

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
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SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul	:	**Pronounciation Error Made by Students of English Study Program IAIN Curupfrom Different Ethnicity**
Penulis	:	**Sherly Kiki Utami**
NIM	:	17551076

Dengan tingkat kesamaan sebesar 19%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 13 Desember 2022
Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd

Surat Pernyataan

(Informed Content)

Sebagai Interrater Penelitian

Yang bertanda tangan dibawah ini, saya :

Nama : Sarwo Edy, M. Pd

Umur : tahun

Pekerjaan : Dosen Institut Agama Islam Negeri Curup

Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul : **"Pronunciation Error made by Students'of English Study Program IAIN Curup from Different Ethnicity".** Setelah mendapat petunjuk tentang pelaksanaan penilaian maka dengan ini menyatakan bahwa saya telah memberikan penilaian yang sungguh- sungguh dan bertanggung jawab atas pemeriksaan pronunciation error dari mahasiswa/i semester 4 English Study Program IAIN Curup.

Demikian surat pernyataan ini saya buat dengan sungguh- sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan sebaik-baiknya sebagai pegangan bagi si peneliti dan pihak lain yang berkepentingan dalam penelitian ini.

Curup,

Peneliti

(Sherly Kiki Utami)

Interatter reliability

(Sarwo Edy, M. Pd)

NIDN. 20700810

Surat Pernyataan

(Informed Content)

Sebagai Interrater Penelitian

Yang bertanda tangan dibawah ini, saya :

Nama : Rizki Indra Guci

Umur : 26 tahun

Pekerjaan : Dosen Institut Agama Islam Negeri Curup

Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul : **"Pronunciation Error made by Students'of English Study Program IAIN Curup from Different Ethnicity".** Setelah mendapat petunjuk tentang pelaksanaan penilaian maka dengan ini menyatakan bahwa saya telah memberikan penilaian yang sungguh- sungguh dan bertanggung jawab atas pemeriksaan pronunciation error dari mahasiswa/i semester 4 English Study Program IAIN Curup.

Demikian surat pernyataan ini saya buat dengan sungguh- sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan sebaik-baiknya sebagai pegangan bagi si peneliti dan pihak lain yang berkepentingan dalam penelitian ini.

Curup, 15 - 09 - 2022

Peneliti

(Sherly Kiki Utami)

Interatter reliability

(Rizki Indra Guci)

Surat Pernyataan

(Informed Content)

Sebagai Interrater Penelitian

Yang bertanda tangan dibawah ini, saya :

Nama : Farida Ismiati

Umur : 40 tahun

Pekerjaan : Dosen Poltekes Kemenkes Curup

Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul : **"Pronunciation Error made by Students'of English Study Program IAIN Curup from Different Ethnicity".** Setelah mendapat petunjuk tentang pelaksanaan penilaian maka dengan ini menyatakan bahwa saya telah memberikan penilaian yang sungguh- sungguh dan bertanggung jawab atas pemeriksaan pronunciation error dari mahasiswa/i semester 4 English Study Program IAIN Curup.

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Curup,

Ketua prodi

Jumatul Hidayah, M. Pd

NIP. 197802242002122002

Interatter reliability

Farida Ismiati, M.Pd

NIP.

Peneliti

Sherly Kiki Utami

NIM. 17551076

~~PRONOUNCIATION~~ PRONUNCIATION ERRORS MADE BY STUDENTS OF IAIN CURUP FROM DIFFERENT ETHNICITY

Instrument of the Research (Pronunciation test)

Javanese	**Sundanese**	**Rejangnese**
~~Vein~~ Vain	Vengeful	For
Thing	Festival	From
Buffalo	Verification	Plastic.
Done	Positive	Snack
Doze	~~Genitif~~ Genitive	~~Baek~~ Bag
Ship	~~Fiartive~~ Galvanized	Train
Measure	Furtive	Station
Rush	~~Vengeful~~ Purifier	Spoon
Black	Vantage point	Slab
Dreadful	Face- saving	Wednesday

Instrument of the Research (Questionnaire)

Variables	Indicators	Sub-Indicators	Questions
The factors that cause pronunciation learning.	The native language	Sounds	Do you think your mother tongue affects your pronunciation?

		Stress	Do you think your mother tongue affects the ~~accuraney~~ accuracy of your emphasis on pronunciation?
		Intonation	How does your mother tongue ~~affects~~ affect your intonation in English?
	The age factors	Period of students studying pronunciation seriously and ~~intensively~~	When did you learn English pronunciation intensively and ~~deeply~~?
	Amount of exposure	Focus on teaching pronunciation in previous schools.	Did you study pronunciation specifically ~~at~~ in Senior high school?
		Focus on ~~teaching~~	Do you focus more on learning English in

		learning pronunciation.	terms of speaking and pronunciation?
	Phonetic ability	Phonetic coding ability	Do you have difficulty ~~on~~ understanding phonetic sounds and symbols in English pronunciation?
	Attitude and identity	Learn English from the country they like.	Do you learn English from the country you like?
		Attitude	What do you do when you have difficulties in pronunciation?
	Motivation and concerne	Students' unfriendly attitude towards pronunciation skills acquisition.	Did you like the pronunciation and speaking class ?
			What are the motivations when learning

			pronunciation?
			Do you focus on learning your English speaking skills when after getting pronunciation class?

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. The blue color phrases are added or revised to be coherent with the theory in chapter II.

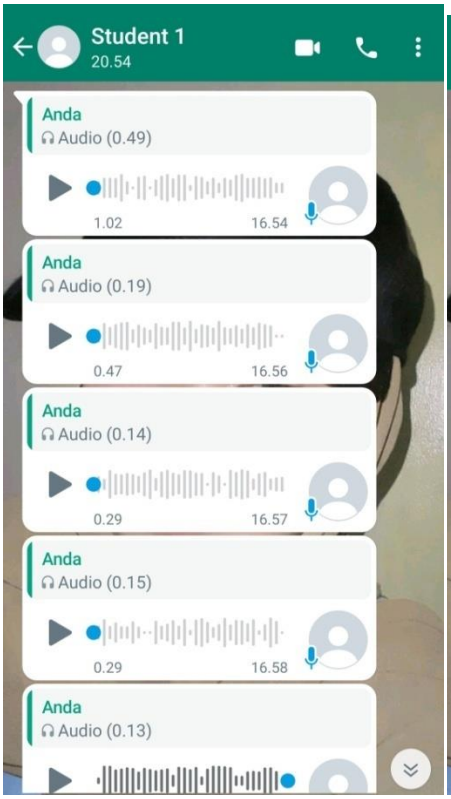
My suggestions are:

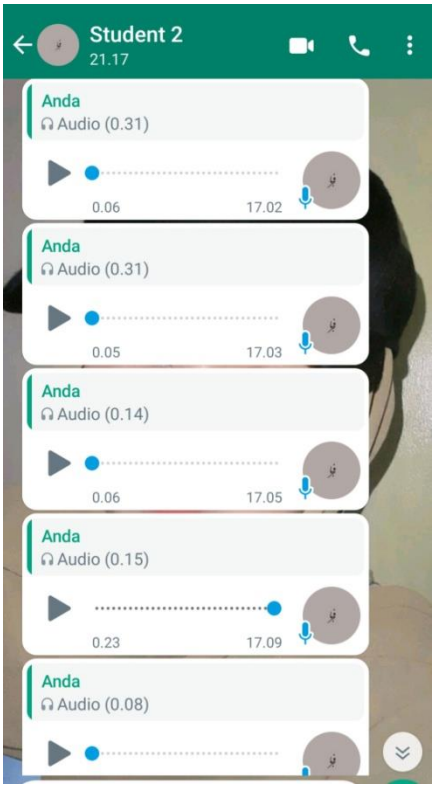
1. Check some words in the **Pronunciation test:** some words are inappropriate and have spelling errors.
2. Add the item of sub-indicator "Phonetic ability" in the instrument for interview.

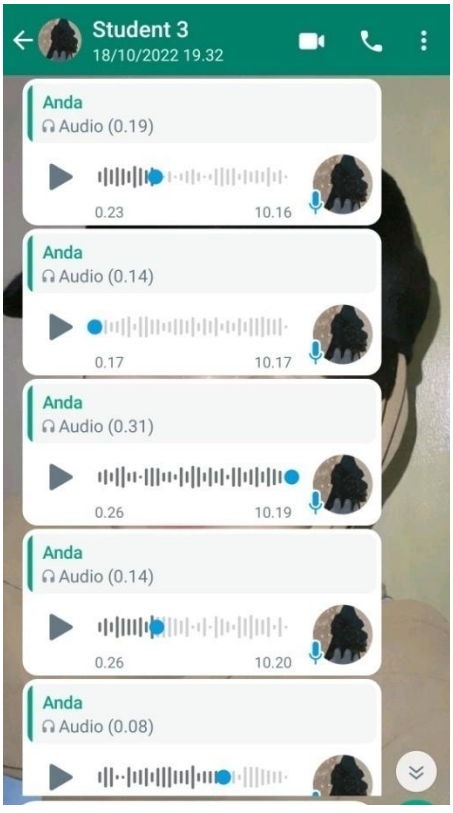
May, 2022

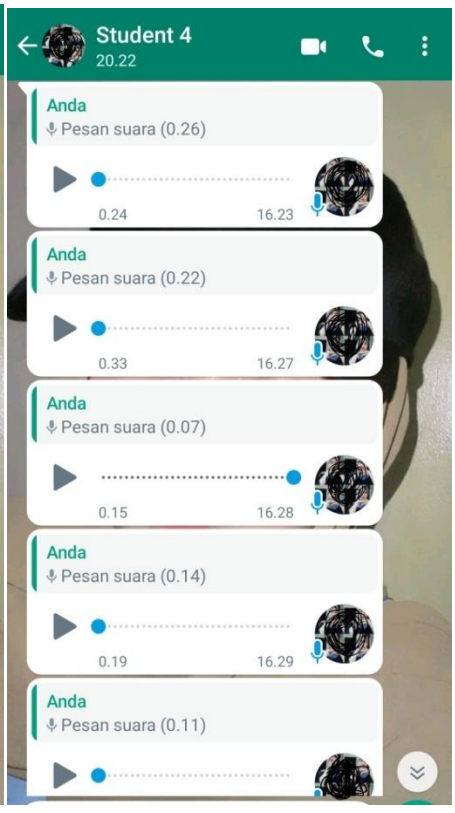
Validator

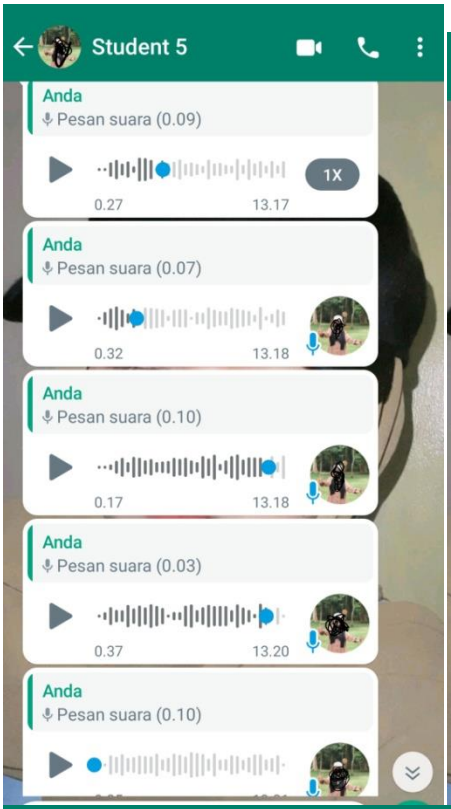
Nastiti Handayani, M.Pd


Student 1
20.54
Anda
Audio (0.49)
1.02
16.54
Anda
Audio (0.19)
0.47
16.56
Anda
Audio (0.14)
0.29
16.57
Anda
Audio (0.15)
0.29
16.58
Anda
Audio (0.13)

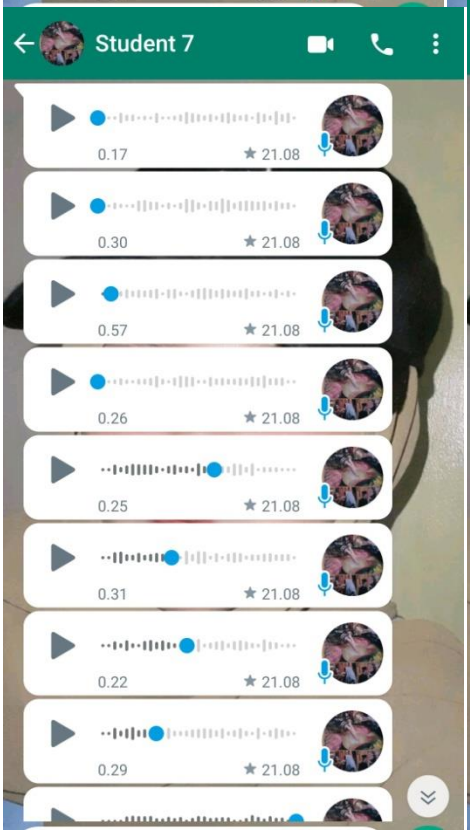

Student 2
21.17
Anda
Audio (0.31)
0.06
17.02
Anda
Audio (0.31)
0.05
17.03
Anda
Audio (0.14)
0.06
17.05
Anda
Audio (0.15)
0.23
17.09
Anda
Audio (0.08)

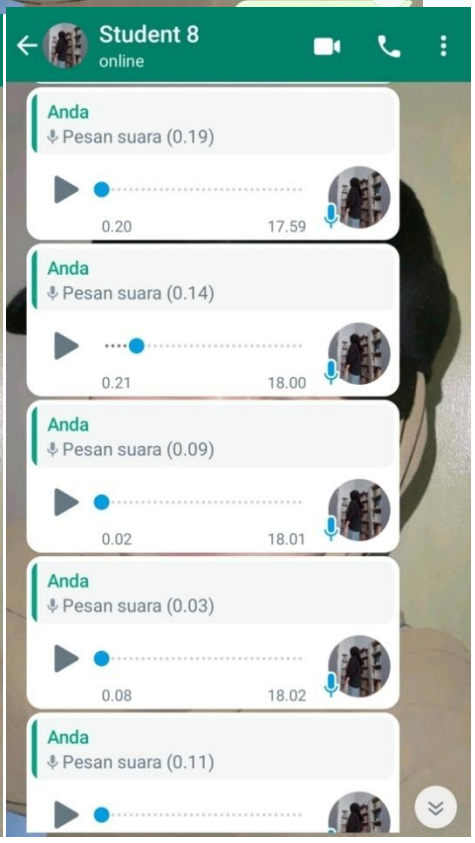

Student 3
18/10/2022 19.32
Anda
Audio (0.19)
0.23
10.16
Anda
Audio (0.14)
0.17
10.17
Anda
Audio (0.31)
0.26
10.19
Anda
Audio (0.14)
0.26
10.20
Anda
Audio (0.08)

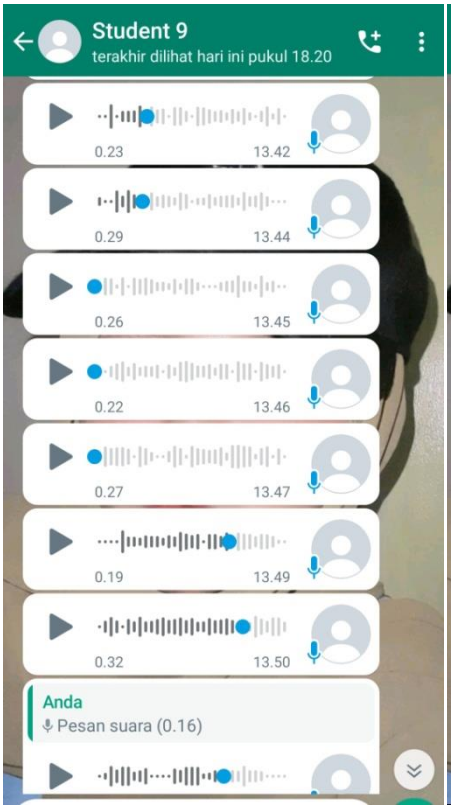

Student 4
20.22
Anda
Pesan suara (0.26)
0.24
16.23
Anda
Pesan suara (0.22)
0.33
16.27
Anda
Pesan suara (0.07)
0.15
16.28
Anda
Pesan suara (0.14)
0.19
16.29
Anda
Pesan suara (0.11)


Student 5
Anda
Pesan suara (0.09)
1X
0.27
13.17
Anda
Pesan suara (0.07)
0.32
13.18
Anda
Pesan suara (0.10)
0.17
13.18
Anda
Pesan suara (0.03)
0.37
13.20
Anda
Pesan suara (0.10)

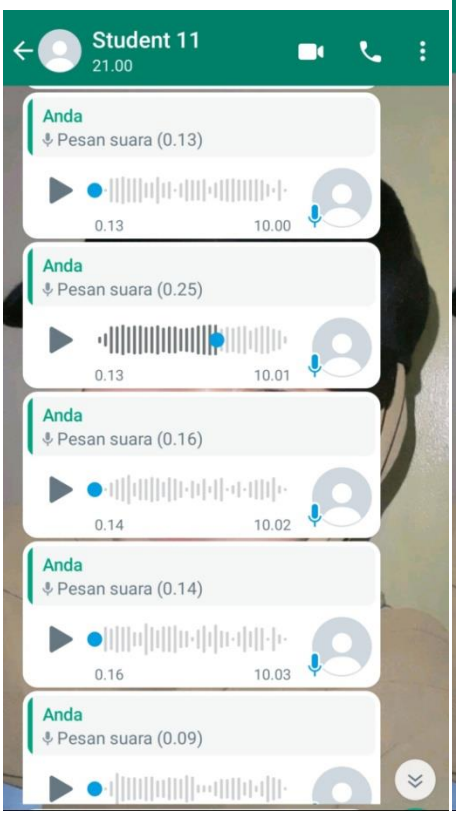
Student 6
0.19
19.34
0.08
19.35
0.21
19.35
oky wait yah mbak
19.36
siap mbak
19.38
Ditunggu jawabannya dek hhe
19.38
Anda
Pesan suara (1.07)
0.07
19.40
Anda
Pesan suara (0.28)
0.06
19.45

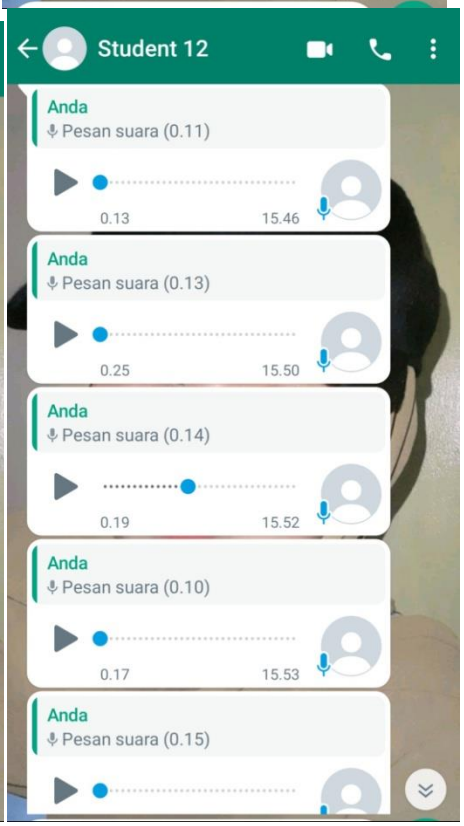

Student 7
0.17
21.08
0.30
21.08
0.57
21.08
0.26
21.08
0.25
21.08
0.31
21.08
0.22
21.08
0.29
21.08

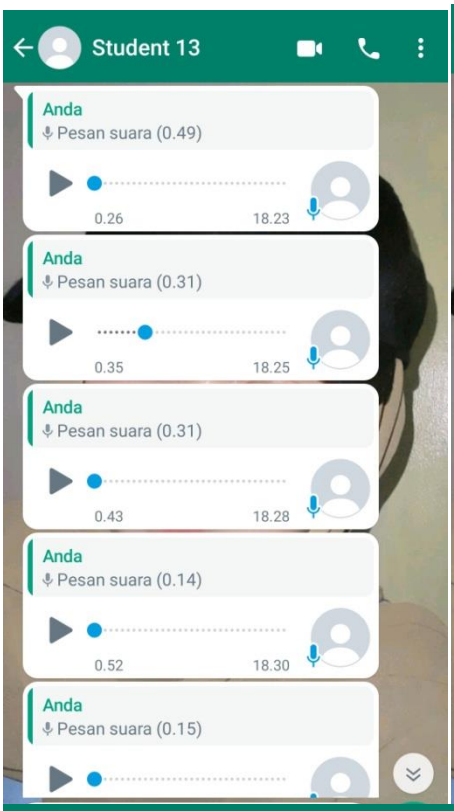

Student 8
online
Anda
Pesan suara (0.19)
0.20
17.59
Anda
Pesan suara (0.14)
0.21
18.00
Anda
Pesan suara (0.09)
0.02
18.01
Anda
Pesan suara (0.03)
0.08
18.02
Anda
Pesan suara (0.11)

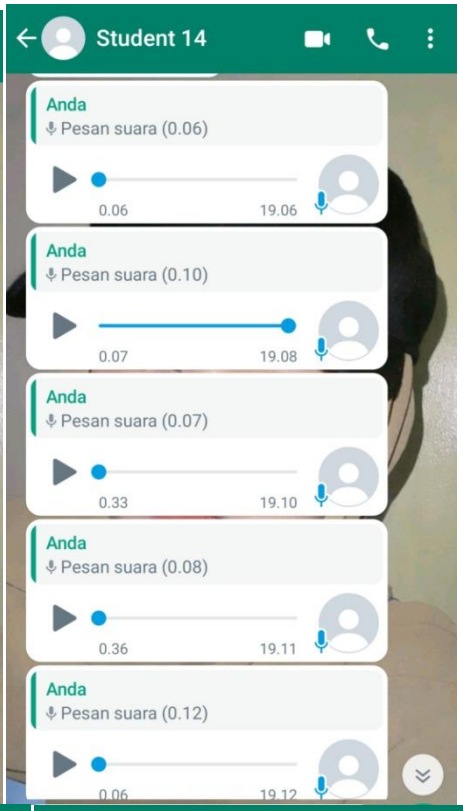

Student 9
terakhir dilihat hari ini pukul 18.20
0.23 13.42
0.29 13.44
0.26 13.45
0.22 13.46
0.27 13.47
0.19 13.49
0.32 13.50
Anda
Pesan suara (0.16)

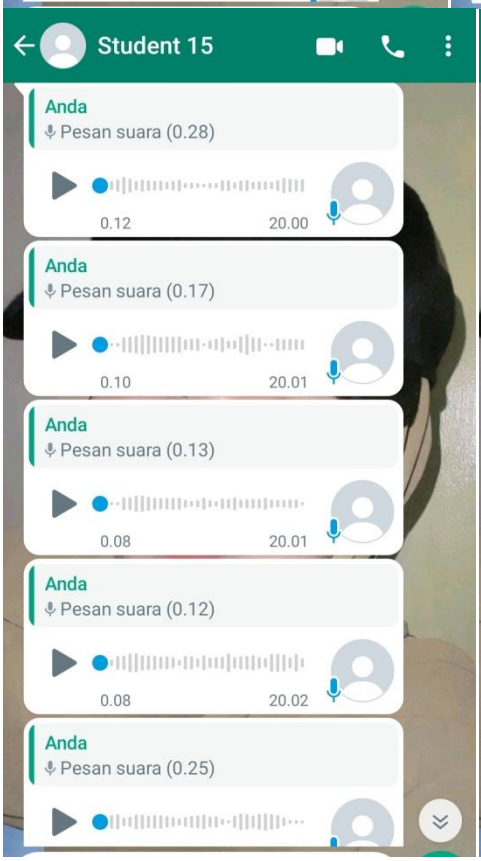
Student 10
20.57
0.37 16.59
0.26 17.00
Anda
Pesan suara (0.14)
Sejak masuk kejenjang perkuliahan
17.00
Anda
Pesan suara (0.14)
Waktu diSMA saya tidak terlalu mempelajarinya secara spesifik karena diwaktu sma banyak sekali materi dan pelajaran yang harus dikuasai saat itu
17.00
Anda
Pesan suara (0.22)
Saya fkus dalam semua bidang tersebut karena itu semua sangat berpengaruh ,yang terpenting yaitu dispeaking karena kalau pengucapan kita salah artinya pun bisa berbeda

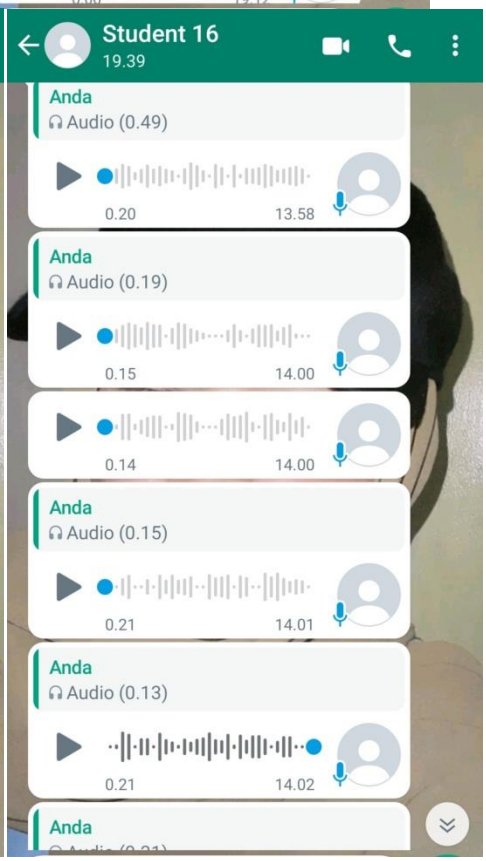

Student 11
21.00
Anda
Pesan suara (0.13)
0.13 10.00
Anda
Pesan suara (0.25)
0.13 10.01
Anda
Pesan suara (0.16)
0.14 10.02
Anda
Pesan suara (0.14)
0.16 10.03
Anda
Pesan suara (0.09)

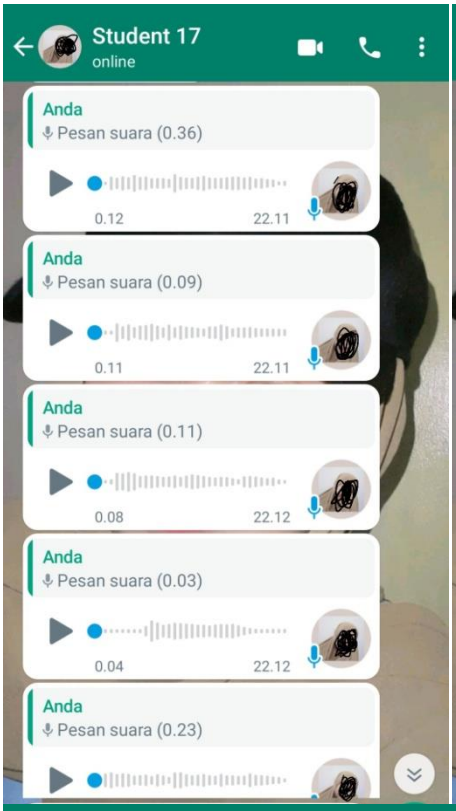

Student 12
Anda
Pesan suara (0.11)
0.13 15.46
Anda
Pesan suara (0.13)
0.25 15.50
Anda
Pesan suara (0.14)
0.19 15.52
Anda
Pesan suara (0.10)
0.17 15.53
Anda
Pesan suara (0.15)

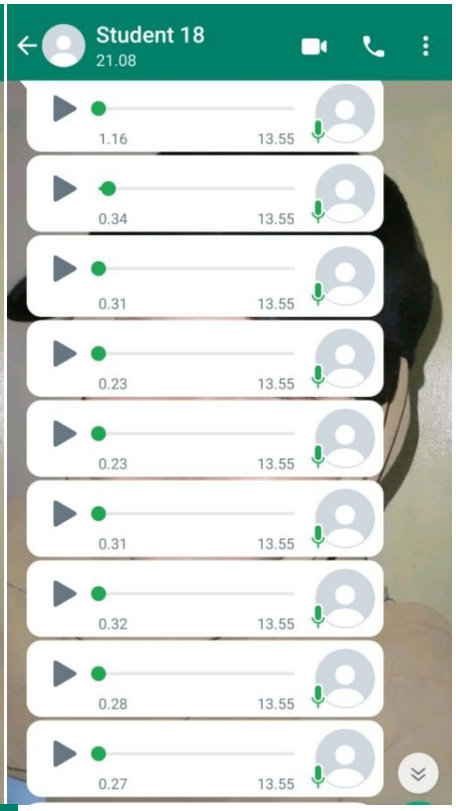

Student 13
Anda
Pesan suara (0.49)
0.26
18.23
Anda
Pesan suara (0.31)
0.35
18.25
Anda
Pesan suara (0.31)
0.43
18.28
Anda
Pesan suara (0.14)
0.52
18.30
Anda
Pesan suara (0.15)

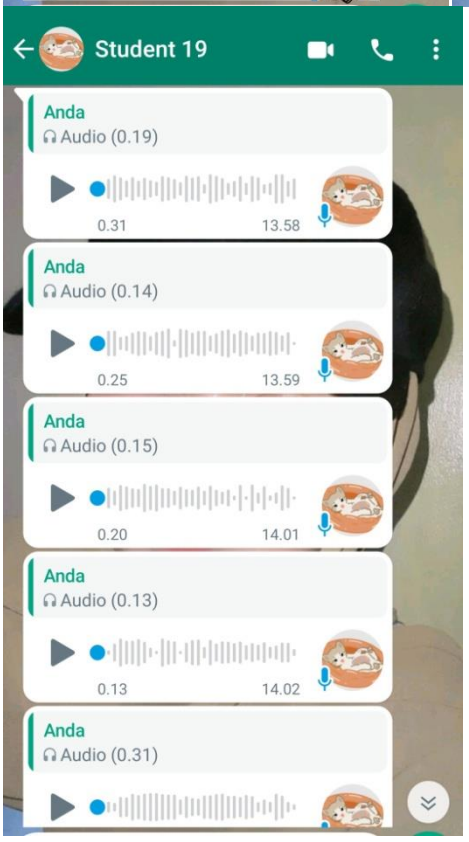

Student 14
Anda
Pesan suara (0.06)
0.06
19.06
Anda
Pesan suara (0.10)
0.07
19.08
Anda
Pesan suara (0.07)
0.33
19.10
Anda
Pesan suara (0.08)
0.36
19.11
Anda
Pesan suara (0.12)
0.06
19.12


Student 15
Anda
Pesan suara (0.28)
0.12
20.00
Anda
Pesan suara (0.17)
0.10
20.01
Anda
Pesan suara (0.13)
0.08
20.01
Anda
Pesan suara (0.12)
0.08
20.02
Anda
Pesan suara (0.25)


Student 16
19.39
Anda
Audio (0.49)
0.20
13.58
Anda
Audio (0.19)
0.15
14.00
0.14
14.00
Anda
Audio (0.15)
0.21
14.01
Anda
Audio (0.13)
0.21
14.02
Anda


Student 17
online
Anda
Pesan suara (0.36)
0.12
22.11
Anda
Pesan suara (0.09)
0.11
22.11
Anda
Pesan suara (0.11)
0.08
22.12
Anda
Pesan suara (0.03)
0.04
22.12
Anda
Pesan suara (0.23)


Student 18
21.08
1.16
13.55
0.34
13.55
0.31
13.55
0.23
13.55
0.23
13.55
0.31
13.55
0.32
13.55
0.28
13.55
0.27
13.55


Student 19
Anda
Audio (0.19)
0.31
13.58
Anda
Audio (0.14)
0.25
13.59
Anda
Audio (0.15)
0.20
14.01
Anda
Audio (0.13)
0.13
14.02
Anda
Audio (0.31)

BIOGRAPHY

Sherly kiki utami was born in Garut September 1998. She is a daughter of Mr. Andri Adi and Mrs. Neneng Prayani. She has one brother his name is Sendi Dwi Putra and one sister her name is Sintia Putri Utami. Sherly is the oldest one. She finished her elementary school at SD Garut, Lebong, Bengkulu graduated in 2011. Then she continued her study to Junior High School at SMP N 01 Lebong Utara, Lebong graduated in 2014. Then, she carried on Senior High School SMAN 01 Lebong Utara, Lebong Bengkulu graduated in 2017. After that, she decided entering Institute College For Islamic Studies (IAIN) Curup and choose English Study Program as her faculty, she graduated his study on 2023.