**CHAPTER IV**

**FINDING AND DISCUSSION**

There are two major sections presented in this chapter. Those are finding and discussion. The finding presents the data found along the research while discussion focuses on the explanation of the data found correspondent to the theorist and previous study.

1. Findings

The researcher took the data from ten subjects as Torajan speakers of English. They are ten students of Christian University Indonesia Toraja who speak Torajan as their first language. This research aims to find out the pronunciation errors made by Torajan speakers of English in producing English sounds when tell a topic and the causal factors Torajan speakers of English make pronunciation error. In order to answer those questions, the researcher applied three instruments: free speech where the student is free to tell about a topic, recording and interview. The researcher reports and describes the data findings as follows:

1. The pronunciation errors made by the students of UKI Toraja as Torajan speakers of English in producing English consonants and vowels through telling a topic

The data were taken from the students’ pronunciation when telling a topic. They chose one of available topics then talk about it about two minutes. After transcribing the data, the researcher employed error analysis theory to analyze the errors according to the sources of errors. They are interlingual errors and intralingual errors consonants and vowels.

1. Interlingual error

Interlingual error is error caused by the interference of the learner’s mother tongue (Richard 1971 in 1994: 173). It derives from negative transfer from first language into target language. In this research, interlingual errors are those attributed to the influence of the Torajan language as paticicpant’s first language on English as the foreign language.

Based on the data recording of free speech test to the students of English education study program of UKI-Toraja, the researcher found interlingual error in consonants and vowels as follow:

1. Interlingual errors in consonants

Table 4.1 Examples of the Participants’ Interlingual Errors in English Consonant

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Manner/ place of articulation | Process | English phonetic transcription | Torajan phonetic transcription | Incorrect pronunciation from student | Correct pronunciation | Spelling |
| 1 | Fricative alveolar voiced to fricative alveolar voiceless | /z/→/s/ | /z/ | /s/ | ɪswɒsrɪ**s**endɪˈ**s**iː**s**prɪˈ**s**entermuːsɪknjus | ɪzwɒz/wəzrɪ**z**ndɪˈ**z**iː**z**prɪˈzentəmjuːzɪknjuːz | iswasreasondiseasepresentermusicnews |
| 2 | Fricative palato alveolar voiceless to fricative alveolar voiceless | /ʃ/→/s/ | /ʃ/ | /s/ | ne**s**ɪɒnpre**s**uerprofɪ**s**ɪonʌlespe**s**ɪʌli | næ**ʃ**npre**ʃ**əprəˈfe**ʃ**nəlɪspe**ʃ**əli | nationpressureprofessionalespecially |
| 3 | Fricative palato alveolar voiced to fricative alveolar voiceless | /ʒ/→/s/ | /ʒ/ | /s/ | ɪndɒne**s**ɪa | ɪndəni**ʒ**ə | Indonesia |
| 4 | Fricative labio-dental voiceless to plosive bilabial voiceless | /f/→/p/ | /f/ | /p/ | **p**ʊlwel**p**er | **f**ʊlwel**f**eə | fullwelfare |
| 5 | Stop/ Plosive alveolar voiced | Ommision of final /d/ | /d/ | /d/ but no in final position | spenmaɪnsekenkaɪntʃaɪl | spen**d**maɪn**d**sekəndkaɪndtʃaɪld | spendmindsecondkindchild |
| 6 | Stop/ Plosive alveolar voiceless | Ommision of final /t/ | /t/ | /t/ but no in final position | kɒsla:sɪnteresɪmpɒtʌntʌlen | kɒs**t**la:s**t**ɪntrəs**t**ɪmˈpɔːtn**t**tælən**t** | costlastinterestimportanttalent |

The table 4.1 above shows some examples that the participants of this research pronounced erroneously in ficative and plosive sounds. Example errors in fricatives are shown in number 1, 2, 3 and 4. Those are alveolar fricative voiced /z/, palato alveolar fricative voiceless /ʃ/, palato alveolar fricative voiced /ʒ/, and labio-dental fricative voiceless /f/. Then example errors in plosive are shown in number 5 and 6. Those are alveolar plosive voiced /d/ and alveolar plosive voiceless /t/ in final position. They are as elaborated in the following.

Number 1 shows the students pronounced alveolar fricative voiceless /s/ instead of the English fricatives as the alveolar fricative voiced /z/ in final and medial position. In final position for instances; they pronounce word “is” as [ɪs] instead of [ɪz], word “was” as [wɒs] instead of [wɒz/wəz]. Then, in medial position for instances; the word “reason” pronounced as [rɪ**s**en] instead of [rɪ**z**n], word “desease” pronounced as [dɪˈ**s**iː**s]** instead of [dɪˈ**z**iː**z],** word “presenter” pronounced as [prɪˈ**s**enter] instead of [prɪˈzentə], word “music” pronounced as [muːsɪk] instead of [mjuːzɪk].

Then, in number 2 the students pronounced palato alveolar fricative voiceless /ʃ/ as alveolar fricative /s/ in medial position. For instances; they pronounce word “nation” as [nesɪɒn] instead of [næʃn], [pre**s**uer] instead of [pre**ʃ**ə]. Another example are word “professional” pronounced as [profɪ**s**ɪonʌl] instead of [prəˈfe**ʃ**nəl], word “especially” pronounced as [espe**s**ɪʌli] instead of [ɪspe**ʃ**əli].

In number 3 the students pronounced the palato alveolar fricative voiced /ʒ/ as alveolar fricative /s/. For example in medial of word, “Indonesia” was pronounced as [ɪndɒne**s**ɪa] instead of [ɪndəni**ʒ**ə].

The only fricatives sound that exists in Toraja phonetic system is fricative voiceless /s/. There is no other fricatives sound comparing with English such as alveolar fricative voiced /z/, palato alveolar fricative voiceless /ʃ/, and palato alveolar fricative voiced /ʒ/. Therefore, when those sounds that should be pronounced in English, the participants tend to pronounce as alveolar fricative voiceless /s/. It is clear that Torajan language influence the English.

Moreover, example number 4 shows that the participants did not pronounce the labio-dental fricative voiceless /f/ properly. They pronounced it as the bilabial plosive voiceless /p/. For instance word “full”, they pronounced as [**p**ul] instead of [**f**ul] and word “welfare” pronounced as [wel**p**er] instead of [wel**f**er]. In actually there is no the labio-dental fricative voiceless /f/ in system of Torajan language. That is why Torajan Speaker often makes this error and this influence communication in English.

There are also errors in plosive. They are alveolar plosive voiced /d/ and alveolar plosive voiceless /t/ in final position (number 5 and 6). The students do not pronounce them in the final position when they should form consonant cluster [nd], [ld], [nt], and [st].

Example number 5 shows the students tend to omit the alveolar plosive voiced /d/ when it should be pronounced as consonant cluster [nd], [ld] in the final position. For instance, the word “spend” was pronounced as [spen] instead of [spen**d]**, word “mind” was pronounced as [maɪn**]** instead of [maɪn**d],** word “second” was pronounced as [seken] instead of [sekənd], word “kind” was pronounced as [kaɪn] instead of [kaɪnd], and word “child” was pronounced as [tʃaɪl] instead of [tʃaɪld].

Example number 6 shows the students omit the alveolar plosive voiceless /t/ when it should be pronounced as consonant cluster [nt], [st] in the final position. For instance, they pronounce word “cost” as [kɒs] instead of [kɒs**t],** word “last” as [la:s**]** instead of [la:s**t]**, word “interest” as [interes] instead of [ɪntrəs**t].** Those examples presented error in pronouncing the cluster [st]. Another that presented error in pronouncing cluster [nt] for instance word “important” was pronounced as **[**ɪmpɒtʌn] instead of [ɪmˈpɔːtn**t]**, and word “talent” was pronounced as [tʌlen] that should be [tælən**t].**

In Torajan sound system alveolar plosive sounds /d, t/ are used in initial and medial position, while in English, it has them in initial, medial, and in final position. Similar with the fricatives sound, alveolar plosives /d, t/ in the final position are not exist in Torajan system. Therefore, when those sounds should be pronounced in final position in English the participant tend to omit those sounds.

Those two findings show the first language influence the errors made by participants in pronouncing consonant the target language.

1. Interlingual errors in vowels

Table 4.2 Example of the Participants’ Interlingual Errors in English Vowels

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Vowels | Process | English phonetic transcription | Torajan phonetic transcription | learner’s performance | Correct pronunciation | Spelling |
| 1 | Long close front vowel to short close front vowel | /i:/→/ɪ/ | /i:/ | /ɪ/ | nɪsrɪtʃdɪprɪlɪs | ni:sri:tʃdi:prɪli:s | niecereachdeeprelease |
| 2 | Open front vowel to mid front vowel | /æ/→/e/ | /æ/ | /e/ | p**e**kd**e**meɪdʒfektoreksɪdenedʌls | p**æ**kd**æ**mɪdʒfæk.təæksɪdəntædʌlt | packdamagefactoraccidentadult |
| 3 | Open front vowel to open back vowel | /æ/→ /a/ | /æ/ | /a/ | **a** s.pek**a**lkɒhɒltab**a**kɒbɒr**a**kss**a**ŋaɪ | **æ**s.pekt**æ**lkəhɒltəˈb**æ**k.əʊbɔː.r**æ**ksʃ**æ**ŋˈhaɪ | aspectalcoholtobaccoboraxShanghai |
| 4 | Mid centre vowel (schwa) to mid front vowel | /ə/→/e/ | /ə/ | /e/ | **e**ˈtek**e**baut**e**dʌktɪfsek**e**n | **ə**ˈtæk**ə**baut**ə**dɪktɪvsek**ə**nd | attackaboutaddictivesecond |
| 5 | Mid centre vowel (schwa) to open back vowel | /ə/→ /ɒ/ | /ə/ | /ɒ/ | **ɒ**pɪnjɒn | **ə**pɪnjən | opinion |
| 6 | Mid back vowel to open back vowel | /ɔː/→ /ɒ/ | /ɔː/ | /ɒ/ | ɒl | ɔːl | all |
| 7 | Closing diphthong to open back vowel | /əʊ/→/ɒ/ | /əʊ/ | /ɒ/ | m**ɒ**menspr**ɒ**seshɒp | m**əʊ**məntspr**əʊ**.seshəʊp | momentsprocesshope |
| 8 | Long close back vowel to short close back vowel | /u:/→/ʊ/ | /u:/ | /ʊ/ | skʊl | sku:l | school |
| 9 | Mid centre vowel to mid front vowel | /ɜː/→/e/ | /ɜː/ | /e/ | fes | f ɜːst | first |

Torajan learners are confused in pronouncing the close front vowel /i:/. They tend to pronounce this vowel errorly as half-close front vowel /ɪ/. In number 1 shows some examples of errors that the students made. For example, word “niece” was pronounced as [n**ɪ**s] instead of [n**iː**s], word “reach” was pronounced as [r**ɪ**tʃ] instead of [r**i:**tʃ], word “deep” was pronounced as [d**ɪ**p] instead of [d**i:**p], and word “release” was pronounced as [rɪlɪs] instead of [rɪl**i:**s].

From those some examples of error in pronouncing the close front vowel /i:/, it shows that their pronounciation can make misunderstanding to the lwastener. Mispronounciation can make misunderstanding. For instance when the speaker mean “reach” but pronounces it as [r**ɪ**tʃ] instead of [r**i:**tʃ], the listener will listen and understand it as word “rich”. It was clear that the effect of first language (Toraja language) to target language (English) occur where Torajan has half-close front vowel /ɪ/ but not close front vowel /i:/.

The half-open front vowel /æ/ was difficult for Torajan learners to pronounce it correctly. There was no half-open front vowel /æ/ in system of Torajan. Therefore, students pronounced it errorly shown in example 2 and 3 in table 4.2. They pronounced the half-open front vowel /æ/ as half-open centre back vowel /a/ and as mid front vowel /e/ in initial and medial position.

Example 2 shows examples of words students pronounced the half-open front vowel /æ/ as mid front vowel /e/. For instance, words “pack” was pronounced as [p**e**k] instead of [p**æ**k], “damage” was pronounced as [d**e**meɪdʒ] instead of [d**æ**mɪdʒ], word “factor” was pronounced as [fektor] instead of [fæk.tə], word “accident” was pronounced as [eksɪden] instead of [æksɪdənt], and word “adult” was pronounced as [edʌls] instead of [ædʌlt].

Example 3 shows words students pronounced the half-open front vowel /æ/ as half-open centre back vowel /a/. The process occurred in initial and medial position too. For instance in initial position, they pronounced words such “aspect” as [**a**spek] instead of [**æ**s.pekt], “alcohol” as [**a**lkɒhɒl] instead of [**æ**lkəhɒl]. In addition, in medial position, students pronounced words “tobacco” as [tab**a**kɒ] instead of [təˈb**æ**k.əʊ], “borax” as [bɒr**a**ks] instead of [bɔːr**æ**ks], and “Shanghai” as [s**a**ŋaɪ] instead of [ʃ**æ**ŋˈhaɪ].

In example 4, Torajan learners pronounce the schwa sound (mid centre vowel) /ə/ as mid front vowel /e/. It has shown when they pronounced word “attack” [etek] instead of [**ə**ˈtæk], word “about” as [**e**baut] instead of [**ə**baut], word “addictive” as [**e**dʌktɪf] instead of [**ə**dɪktɪv], and word “second” pronounced as [seken] instead of [sek**ə**nd]. The errors occurs in initial and medial position of the word.

Then, in example 5 the mid centre vowel /ə/ was pronounced as short open back vowel /ɒ/ on the word “opinion”. It should be pronounced [**ə**pɪnjən], but it was pronounced as [**ɒ**pɪnj**ɒ**n]. It was clear that students are difficult to pronounce the mid centre vowel /ə/ correctly.

The long mid back vowel /ɔː/ (6) and the closing diphthong /əʊ/ (7) were pronounced as short open back vowel /ɒ/. For instance, the students pronounced word “all” as [ɒl] that should be pronounced as [ɔːl]. The others words like “moments” pronounced as [m**ɒ**mens] instead of [m**əʊ**mənts], and “process” as [prɒses] instead of [pr**əʊ**ses]. It shows that Torajan learners have difficulty to pronounce sounds long mid back vowel /ɔː/ and closing diphthong /əʊ/. It dues to the absence of both sounds in Torajan language and there was just sound short open back vowel /ɒ/ in Torajan system. That was way, Torajan tends to pronounce letter ‘o’ as sound short open back vowel /ɒ/ then the real sound in English.

In number 8, the long close back vowel /ʊ:/ was pronounced as the short close back vowel /ʊ/ in the word “school”. The learners pronounce it as [skʊl] instead of [sk ʊ:l]. Due to the absence of the long close back vowel / ʊ:/ in Torajan system, they are difficult to be produced properly

Furthermore, the learners tend to pronounce the mid centre vowel /ɜː/ in (9) as mid front vowel /e/. For instance at the word “first” was pronounced as [fes] that should be pronounced as [fɜːst]. It is cause the absence of sound mid centre vowel /ɜː/ in Torajan system. Whenever Torajan learners pronounce the sound, they have difficulty and tend to pronounce it as mid front vowel /e/. It was clear that there is the influence of the first language (Torajan) to the target language (English).

1. Intralingual error and development error

According to (Richard 1971 in 1994: 174) “Intralingual errors are those, which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rule apply. Developmental errors illustrate the learning attempting to build up hypotheses about English language from his limited experience of it in the classroom or textbook”.

Based on the data recording of free speech test to the students of English education study program of UKI-Toraja, it was found intralingual and developmental errors in consonants and vowels as follow:

1. Intralingual errors in consonant

Table 4.3 Examples of the Participants’ Intralingual Errors in English Consonant

| No. | Manner of articulation | Process | English phonetic transcription | phonetic transcription performance | learner’s performance | Correct pronunciation | Spelling |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Fricative dental voiced to plosive alveolar voiced | /ð/→/d/ | /ð/ | /d/ | detdeɪʌdertugeder | ðætðeɪʌðətəˈgeð.ə | thattheyothertogether |
| 2 | Fricative dental voiced to fricative dental voiceless | /ð/→/θ/ | /ð/ | / θ/ | ɒl**θ**əʊ | ɔːlˈ**ð**əʊ | al**th**ough |
| 3 | Fricative dental voiced to plosive alveolar voiceless | /ð/→/t/ | /ð/ | /t/ | wɪt | wɪð | with |
| 4 | Fricative dental voiceless to plosive alveolar voiceless | /θ/→/t/ | /θ/ | /t/ | soʊttaʊsʌn̩teŋdet | saʊθθaʊzn̩dθæŋkdeθ | souththousandthankdeath |
| 5 | Fricative labio-dental voiced to fricative labio-dental voiceless | /v/→/f/ | /v/ | /f/ | ɒflɪ**f** | əvlɪ**v** | oflive |
| 6 | Stop/ plosive alveolar voiceless to plosive alveolar voiced and vice versa | /d/→/t/ | /d/ | /t/ | bɪˈsaɪt | bɪˈsaɪd | beside |
| 7 | /t/→/d/ | /t/ | /d/ | lɪdl | lɪtl | little |
| 8 | Affricate palato-alveolar voiceless to plosive alveolar voiceless | /tʃ/→/t/ | /tʃ/ | /t/ | kʌltersenturiʌnfor**t**unetli | kʌltʃəsen*t*ʃəriʌnfɔː**tʃ**ənətli | culturecenturyunfortunately |
| 9 | Affricate palato-alveolar voiceless to fricative palato-alveolar voiceless | /tʃ/→/ʃ/ | /tʃ/ | /ʃ/ | kweɪʃən | kwes.tʃən | question |
| 10 | Plosive velar voiceless | Ommision of final /k/ | /k/ | /k/ | θɪŋ | θɪŋ**k** | think |
| 11 | Plosive velar voiced to plosive velar voiceless | /gz/→/ks/ | /gz/ | /ks/ | e**ks**ɑːm.pl | ɪ**gz**ɑːm.pl | example |
| 12 | Approximant palatal voiced | Ommision of medial /j/ | /j/ | - | musicʌnualkɒnˈs**ʊ**mregʊlar | mju:zikænjuəlkənˈs**j**uːmreg**.jʊ**.lə | musicannualconsumeregular |
| 13 | Fricative dental voiceless | Ommision final /θ/ | /θ/ | - | depmʌn | depθmʌnθ | depthmonth |

66

The dental fricative voiced /ð/ and the dental frictive voiceless /θ/ are the general difficult sound in English for non-native speakers. Torajan speakers also made errors in pronouncing these sounds. They are shown in table 4.3 numbers 1, 2, 3, 4, 5 and 13. The researcher elaborated one by one as follow:

In number 1, the participants pronounced the dental fricative voiced /ð/ as alveolar plosive voiced /d/ in initial and medial position of a word. For instance word “that [det] instead of [ðæt], “they” [dei] instead of [ðeɪ], “other” [ade] instead of [ʌðə], “together” [tugeder] instead of [təˈgeð.ə]. This error is due to faulty generalization where they overgeneralized pronouncing the dental fricative voiced /ð/ as alveolar plosive voiced /d/. In addition, it is because of universal hierarchy of difficulty to produce dental fricative voiced /ð/ appropriately.

In number 2, the participants made error of the dental fricative voiced /ð/ in the word “although” become the dental fricative voiceless /θ/ as [ɒl**θ**əʊ] that should be pronounced as [ɔːlˈ**ð**əʊ]. The sound dental fricative voiced /ð/ was replaced by the dental fricative voiceless /θ/. When the participant produced the sound fluently, she was incomplete in applicated the rule. The fact that it is easier to pronounce dental fricative voiced /ð/ in isolated single word than in fluent speaking.

The next word “with” in number 3 was pronounced as [wɪ**t**] instead of [wɪ**ð**]. The dental frictive voiceless /θ/ was pronounced as alveolar plosive voiceless /t/. In this case, error occurred due to simplification. It is easier to pronounce alveolar plosive voiceless /t/ instead of dental frictive voiceless /θ/. They have known the rule how to pronounce the word but they prefer to pronounce the easier sound they think.

In example 4 shows, the participant made error when pronouncing the dental fricative voiceless /θ/ in initial and final. In initial for example words “thousand and thank” pronounced as [**t**aʊsʌn̩] and [**t**eŋ] instead of [**θ**aʊzn̩d] and [**θ**æŋk]. In final position for example words “south and death” pronounced as [soʊ**t**] instead of [saʊ**θ**] and [de**t**] instead of [de**θ**]. This error was categorized as overgeneralization, where students see “th” sound dental fricative voiceless /θ/, they tend to pronounce it as alveolar plosive voiceless /t/. Additional, this sound is categorized as universal difficulty.

Moreover, Torajan speakers tend to omit of final frictive voiceless /θ/ in example 13 when it comes with bilabial plosive voiceless /p/. For instance in word “depth” was pronounced as [dep] instead of [dep**θ**], and word “month” was pronounced as [mʌn] instead of [mʌnθ]. These errors can be categoried as overgeneralization and ignore the complete rules.

The labio-dental fricative voiced /v/ is difficult sounds for Torajan speakers. In number 5 shows that the participants made error by replacing the labio-dental fricative voiced /v/ to the labio-dental fricative voiceless /f/, for instance word “of” pronounced as [of] instead of [əv] and word “live” pronounced as [li**f**] instead of [li**v**]. Actually, they have already learnt about the difference in producing the labio-dental fricative voiced /v/ and the labio-dental fricative voiceless /f/. In contrary when they pronounced words especially free speaking, they were failing to differenciate them. They were incomplete in applicating the rule. They preferred to pronounce the labio-dental fricative voiceless /f/ to the labio-dental fricative voiced /v/. In this case, the participants made error due to simplification also this is due to faulty generalization.

Example number 6 and 7 show that Torajan speakers made error when pronounce the alveolar stop (plosive) sounds [d, t]. They are confused to pronounce the sounds properly. For instance word, “beside” was pronounced as [bɪsaɪ**t**] instead of [bɪsaɪ**d**] and word, “little” was pronounced as [lɪ**d**l] instead of [lɪ**t**l]. This process was categorized as failure to learn condition under which rule applied.

Palato alveolar affricate voiceless /tʃ/ in (8) that accurred in the medial position of the specimen [kʌlter] “culture” instead of [kʌltʃə], becomes alveolar plosive voiceless /t/. The other specimens are in the word “century” [senturi] instead of [sentʃəri] and in word “unfortunately” [ʌnfor**t**unetli] instead of [ʌnfɔː**tʃ**ənətli]. This process is categorized as intralingual error incomplete application rule. The students had learnt about the rule of pronounciation of letters “t + ur” as palato alveolar affricate voiceless /tʃ/ but they have difficulty to pronounce it properly. In addition, palato alveolar affricate voiceless /tʃ/ in (9) was wrongly pronounced as palato alveolar fricative voiceless /ʃ/ in word “question” pronounced [kweɪʃən] instead of [kwe**tʃ**ən]. This error was categorized as incomplete application rule, where the students knew the rule to pronounce the words with letter “t + ur”, but they did not apply it.

Torajan students tend to omit the velar plosive voiceless /k/ in the final position (10) when it comes with velar nasal voiced /ŋ/ in word “think” pronounced as [θɪŋ] that should be [θɪŋk]. It will be confused by pronunciation [θɪŋ] of word “thing”. This process occurs due to unfamiliarity of Torajan with cluster [ŋk] in final position. They tend to ignore the rule restrictions. The sound should be there but students did not produce it.

In number 11 the consonant cluster [gz] was wrongly pronounced as [ks] in word “example”. It was pronounced as [e**ks**ɑːmpl] instead of [ɪ**gz**ɑːmpl]. It becomes faulty generalization or overgeneralization error. Actually, there is rule to pronounce letter “x” as [gz] or [ks]. If it was between two vowels, it will be pronounced as [gz]. Students know the rules but ignore the rule where they think it was not important. Furthermore, many English teachers also pronounce the word “example” as [e**ks**ɑːmpl] than [ɪ**gz**ɑːmpl] in generally.

The ommision of medial palatal approximant /j/ before /u/ in example number 12 was inferencing where students’ pronunciation may be suggested by the visual appearence of the word. For instance, students pronounce word “music” as [musik] instead of [mju:zik], word “annual” as [ʌnual] instead of [ænjuəl], word “consume” as [kɒns**ʊ**m] instead of [kəns**j**uːm], word “regular” as [regʊlar] instead of [reg**jʊ**lə]. Students did not produce the words based on the phonological rules but on the spelling. Therefore, this errors was classified as intralingual erros due to ignorance of rule restrictions.

1. Intralingual errors in vowel

In pronouncing vowel Torjan speaker of English still make errors, it is showed in the table 4.4 below and elaborated after.

Table 4.4 Example of the Participants’ Intralingual Errors in English Vowels

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Process | English phonetic transcription | phonetic transcription performance | learner’s performance | Target IPA | Spelling |
| 1 | /i:/→/ɪ/ | /i:/ | /ɪ/ | rɪtʃl**ɪ**vernɪs | ri:tʃl**iː**.vəni:s | reachleverniece |
| 2 | /i:/ →/e/ | /i:/ | /e/ | medɪʌ | mi:dɪə | media |
| 3 | /æ/→/e/ | /æ/ | /e/ | p**e**kd**e**meɪdʒeksɪden | p**æ**kd**æ**mɪdʒæksɪdənt | packdamageaccident |
| 4 | /æ/→ /a/ | /æ/ | /a/ | aspek | æspekt | aspect |
| 5 | /æ/→/eɪ/ | /æ/ | /eɪ/ | paɪneɪpel | paɪnæpl | pineapple |
| 6 | /ə/→/e/ | /ə/ | /e/ | **e**ˈtek**e**baut | **ə**ˈtæk**ə**baut | attackabout |
| 7 | /ə/→ /ɒ/ | /ə/ | /ɒ/ | **ɒ**pɪn.jɒn | **ə**ˈpɪn.jən | opinion |
| 8 | /ə/ →/ʌ / | /ə/ | /ʌ / | fʌmɪliarsɪgʌrete | f **ə**mɪliəsɪg**ə**ret | familiarcigarette |
| 9 | /əʊ/→/ɒ/ | /əʊ/ | /ɒ/ | m**ɒ**mensprɒses | m**əʊ**məntsprəʊ.ses | momentsprocess |
| 10 | /e/→/eɪ/ | /e/ | /eɪ/ | seɪd | sed | said |
| 11 | /ɪ/→/e/ | /ɪ/ | /e/ | d**e**preʃn**e**speʃiali**e**fekwom**e**n | d**ɪ**preʃn**ɪ**speʃəlɪ**ɪ**fektwɪm**ɪ**n | depressionespeciallyeffectwomen |
| 12 | /ɪ/ →/eɪ/ | /ɪ/ | /eɪ/ | dem**eɪ**dʒ | dæm**ɪ**dʒ | damage |
| 13 | /eɪ/→/e/ | /eɪ/ | /e/ | d**e**ndʒerbɪk**e**m | d**eɪ**ndʒəbɪk**eɪ**m | dangerbecame |
| 14 | /eɪ/→/aɪ/, /ʌ/ | /eɪ/ | /aɪ/, /ʌ/ | delaɪentert**aɪ**menkɒnsentr**ʌ**ʃn | dɪˈleɪentəˈt**eɪ**nməntkɒn*t*səntr**eɪ**ʃən | delayentertainmentconcentration |
| 15 | /eɪ/→ /ɒ/ | /eɪ/ | /ɒ/ | wɒstɪŋ | weɪstɪŋ | wasting |

From table 4.4, in number (1) and (2) show Torajan students made error in pronouncing long close front vowel /i:/. In (1) it was pronounced as short close front vowel /ɪ/ and in (2) it was pronounced as mid front vowel /e/. For instances, word “reach” should be pronounced as [r**i:**tʃ] but pronounced as [r**ɪ**tʃ], word “lever” should be pronounced as [l**iː**və] but pronounced as [l**ɪ**ver], word “niece” should be pronounced as [ni:s] but pronounced as [n**ɪs],** and word “media” should be pronounced as [mi:dɪə] but pronounced as [media]. Actually, they have learnt rules to pronounce long close front vowel /i:/, what letters are possible pronounced as the sound, but they incomplete applicate the rules and sometimes produce letters as written form. The other possibility is due to false concept hypothesized where students are unable to hear the difference in sound between words [l**ɪ**v] and [l**iː**v] and do not produce two different phonemes.

Furthermore, Torajan students almost make error in producing open front vowel /æ/ in initial and medial position. They tend to replace it by other sounds. It was showed in example (3), (4) and (5) in table 4.4. Those examples showed open front vowel /æ/ produced as mid front vowel /e/, open centre vowel /a/, and closing diphthong /**eɪ**/.

In (3) the open front vowel /æ/ was replaced by mid front vowel /e/ for instance word “pack” was pronounced as [p**e**k] instead of [p**æ**k], word “damage” was pronounced as [d**e**meɪdʒ] instead of [d**æ**mɪdʒ], word “accident” was pronounced as [**e**ksɪden] instead of [**æ**ksɪdənt]. The researcher classified this error due to false concepts hypothesized. Students were unable to perceive the difference between mid front vowel /e/ and open front vowel /æ/ therefore they were unable to produce them and think this difference is not important.

In (4) the open front vowel /æ/ was replaced by open centre vowel /a/ for instance word “aspect” was pronounced as [**a**spek] instead of [**æ**spekt]. Students pronounced the word base on the spelling not on the phonological rules of sound open front vowel /æ/. The researcher classified this as error due to ignorance of rule restriction.

In (5) Torajan students replace the open front vowel /æ/ by closing diphthong /**eɪ**/ for instance word “pineapple” was pronounced as [paɪn**eɪ**pel] instead of [paɪn**æ**pl]. The researcher categorized this error due to overgeneralization where students overgeneralize the sound of letter “a” [**eɪ]** for instance word “apple” usually pronounced as [**eɪ**pel] that should be pronounced as [**æ**pl].

The examples show that students have difficulty in produce sound open front vowel /æ/ in latter “a”. Actually, students know that the letter “a” can have more than one sound in English though when they have to read or produce a word they do not know which phoneme to produce. It was classified as incomplete application rules. They are unfamiliar with open front vowel /æ/. They have unusuality to pronounce the sound even their English teachers. Therefore, they pronounce the words like what they used to listen or read the words as its written because they are confused of inconsistency to pronounce letter in English. In addition, some students will pronounce open front vowel /æ/ properly when speaking slowly but unproperly when speaking fluently.

Examples number (6), (7) and (8) in table 4.4, show the difficulties to pronounce mid centre vowel /ə/ properly. Students made errors in pronouncing mid centre vowel /ə/ due to incomplete application rules. Students tend to pronounce every words as the strong form.

In (6) Torajan students produce the mid centre vowel /ə/ as mid front vowel /e/ in initial position with letter “a”. For instance, word “attack” should be pronounced as [**ə**ˈtæk] but students pronounce it as [etek] and word “about” should be pronounced as [**ə**baut] but students pronounce it as [**e**baut]. This was due to incomplete application rules.

In (7) Torajan students produce the mid centre vowel /ə/ as open back vowel /ɒ/ for instance word “opinion” pronounced as [opinion] instead of [**ə**pɪnjən]. They pronounce it as the written form. This was ignorance of the rule.

Similarly in (8) they pronounce the mid centre vowel /ə/ in word “familiar” and “cigarette” as written form. They pronounce “familiar” as [f**ʌ**mɪliar] instead of [f**ə**mɪliə] and “cigarette” as [sɪg**ʌ**rete] instead of [sɪg**ə**ret]. The mid centre vowel /ə/ was replaced as open centre vowel /**ʌ/**. This was error due to ignorance of the rule.

Example number (9) shows the closing diphthong /əʊ/ was pronounced as short open back vowel /ɒ/. Beside interlanguage error as motioned previously, the researcher can categorized the process as overgeneralization, whenever Torajan read letter “o” produce it as short open back vowel /ɒ/. In addition, it can be false concepts hypothesized where students do not produce the closing diphthong /əʊ/ because they think it was not important.

Example number (10) shows the mid front vowel /e/ was pronounced wrongly as closing diphthong /eɪ/ in word “said”. It was pronounced as [s**eɪ**d] instead of [s**e**d]. Students are taught the right pronunciation of “said” but they still make error when pronouncing it. The researcher classified this process as ignorance of the rule restrictions or analogy.

Example number (11) shows the process of short close front vowel /ɪ/ substituted by mid front vowel /e/. It occurs in initial and medial position. For instance, word “depression” was pronounced as [d**e**preʃn] instead of [d**ɪ**preʃn], word “especially” was pronounced as [**e**speʃiali] instead of [**ɪ**speʃəlɪ], word “effect” was pronounced as [**e**fek] instead of [**ɪ**fekt], and word “women” was pronounced as [women] instead of [wɪm**ɪ**n]. This process might be explained as error due to ignorance of rule restrictions: analogy, students are not basing their production of the words on phonological rules but on spelling. It might be also due to inferencing where visual form of the word induces student to pronounce it according to the pronunciation of another word he already knows.

Example number (12) shows the short close front vowel /ɪ/ was incorrectly pronounced as closing diphthong /eɪ/ in the medial position of example word “damage” [dem**eɪ**dʒ] instead of [dæm**ɪ**dʒ]. This case showed again the inconsistency of sound letter “a” and the rule of closing diphthong /eɪ/. There is a rule that if letter “a” then followed by consonant and letter “e” it will be pronounced as closing diphthong /eɪ/for instance word “l**a**t**e**” pronounced as [leɪt], “**a**g**e**” pronounced as [eɪdʒ]. Therefore, students overgeneralize the rule and ignore some exceptionals of the rules like this example.

Moreover, examples number (13), (14), and (15) show the errors in pronouncing the closing diphthong /eɪ/. It was substituted by mid front vowel /e/, closing diphthong /aɪ/, and short open back vowel /ɒ/. They were:

In (13) the closing diphthong /eɪ/ was incorrectly pronounced as mid front vowel /e/ in medial position of words “danger” [d**e**ndʒer] instead of [d**eɪ**ndʒə], “became” [bɪk**e**m] instead of [bɪk**eɪ**m]. This example showed that latter “a” followed by nasal consonants [n, m] pronounced as mid front vowel /e/ instead of /eɪ/. This error was due to ignorance of the rule.

Then, in (14) the closing diphthong /eɪ/ was incorrectly pronounced as closing diphthong /aɪ/ in final position of word “delay” [del**aɪ**] instead of [dɪl**eɪ**], in medial position of word “entertainment” [entert**aɪ**men] instead of [entəˈt**eɪ**nmənt]. Also, it was produced as open centre vowel /ʌ/ in medial position of word “concentration” [kɒnsentr**ʌ**ʃn] instead of [kɒn*t*səntr**eɪ**ʃən]. These errors were due to ignorance of the rules restrictions where students were not basing their production of the words on the phonological rules but on spelling.

Lastly, in (15) the closing diphthong /eɪ/ was incorrectly pronounced as short open back vowel /ɒ/ in the medial position of word “wasting” [w**ɒ**stɪŋ] instead of [w**eɪ**stɪŋ]. It was due to overgeneralization of word “was” pronounced as [w**ɒ**s] so that whenever see letter “was” as in word “wasting“ pronounced as [w**ɒ**stɪŋ]. Students did not think the word “wasting” derived from word “waste” that pronounced as [w**eɪ**st].

1. Causal factors the students of UKI Toraja as Torajan speakers of English make pronunciation error

Because of no specific causal factors related to pronunciation errors, the researcher chose the causal factors influencing the second language learning system as proposed by Richards (1974: 5-17) showed that there are seven factors. The researcher took this point to analyze the causal factors of pronunciation errors in this research. The supporting data were taken from data interview.

1. Language transfer

Language transfer is factor interference from the mother tongue. In Richards (1974: 5) was stated that interference analysis tends to be form the deviant sentence back to the mother tongue. Contrastive analysis works the other way, predicting errors by comparing the linguistic systems of the mother tongue and the target language. George (1971) found that one-third of deviant sentences from second language learners could be attributed to language transfer.

The researcher analyzed these language transfer factors from the previous data finding of students’ pronunciation in interlanguage errors. Those are due to the influence of the first language (Torajan) to the target language (English). The researcher categorized the consonant and vowel errors due to language transfer following table:

Table 4.5 Consonant and Vowel Errors due to Language Transfer

|  |  |  |
| --- | --- | --- |
| No. | Consonants | Vowels |
| 1. | Errors in Fricatives1. alveolar fricative voiced /z/,
2. palato alveolar fricative voiceless /ʃ/,
3. palato alveolar fricative voiced /ʒ/
4. labio-dental fricative voiceless /f/
 | Errors in front vowel:1. the close front vowel /i:/
2. the half-open front vowel /æ/
 |
| 2. | Errors in Stop/ plosive1. Ommision of final /d/ in cluster [nd] and [ld]
2. Ommision of final /t/ in cluster [st] and [nt]
 | Errors in centre vowel:1. the schwa sound (mid centre vowel) /ə/
2. the mid centre vowel /ɜː/
 |
| 3. |  | Errors in back vowel:1. the long mid back vowel /ɔː/
2. the long close back vowel /ʊ:/
 |
| 4. |  | Errors in closing diphthong:the closing diphthong /əʊ/  |

Based on the table 4.5, the researcher concluded that the errors due to language transfer are dominant occurred in English vowels.

1. Intralingual interference

The second factor, termed intralingual interference by Richards (1970), refers to items produced by the learner that reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. In an analysis of English errors produced by speakers of a multitude of unrelated languages representing several language families. Richards (1971a) found systematic intralingual errors to involve *overgeneralization, ignorance of rule restrinstions, incomplete application of rules and false concept hypothesized.*

According to the previous data finding in intralingual errors, the causal factors Intralingual Interference can be classified as follow:

Table 4.6 Consonant Errors due to Intralingual Interference

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Consonants | Overgeneralization | Ignorance of rule restrinstions | Incomplete application of rules | False concept hypothesized |
| 1. | Alveolar plosives [t, d] |  | /d/→/t//t/→/d/ |  |  |
| 2. | Palato- alveolars affricate voiceless [tʃ] |  | /tʃ/→/t//tʃ/→/ʃ/ |  |  |
| 3. | Labio-dental fricatives [v, f] | /v/→/f//f/→/p/ |  | /v/→/f/ |  |
| 4. | Dental fricatives [ð, θ] | /ð/→/d/θ/→/t/ |  | /ð/→/θ//ð/→/t/Ommision of final /θ/ | /ð/→/θ/ |
| 5. | Palatal approximant [j] |  | Ommision of medial /j/ |  |  |
| 6. | Consonant cluster  | /gz/→/ks/ | Ommision of final /k/ in [ŋk] |  |  |

Table 4.7 Vowels Errors due to Intralingual Interference

| No. | Vowels | Overgeneralization | Ignorance of rule restrinstions | Incomplete application of rules | False concept hypothesized |
| --- | --- | --- | --- | --- | --- |
| 1. | Close front vowels [ i:, ɪ] | /i:/→/ɪ//ɪ/→/e//ɪ/ →/eɪ/ | /i:/ →/e//ɪ/→/e/ |  | /i:/→/ɪ/ |
| 2. | Mid front vowel [e] | /e/→/eɪ/ |  |  |  |
| 3. | Open front vowel [æ] | /æ/→/eɪ/ | /æ/→ /a/ |  | /æ/→/e/ |
| 4. | Mid centre vowel [ə] | /ə/→/e/ | /ə/→ /ɒ//ə/ →/ʌ / |  | /ə/→/e//ə/ →/ʌ / |
| 5. | Closing diphthongs [əʊ, eɪ] | /əʊ/→/ɒ//eɪ/→ /ɒ/ | /eɪ/→/aɪ/, /ʌ//eɪ/→/e/ | /eɪ/→/e/ | /əʊ/→/ɒ/ |

1. Sociolinguistic situation

Different settings for language use result in different degrees and types of learning. These may be distinguished in terms of the effects of the socio-cultural setting on the learner’s language and in terms of the relationship holding between the learner and the target language community and the respective linguistic markers of these relations and identities.

1. Modality

The learner’s language may vary according to the forth factor, the modality of exposure to the target language and modality of production. Production and perception may involve the acquisition of two partially overlapping systems. According to Nemser’s research in Richards (1974: 8) found that in the productive modality, phonological replacements differed depending on whether the learner was imitating utterances he heard or producing speech spontaneously. Some phonological features exist because their acoustic correlates “match” a particular neural acoustic detector. Other features exist because it was easy to produce a particular articulatory man oeuvre with human vocal apparatus; the features “match” an articulatory constraint. Still other features may represent an optimization along both these dimensions; the features may have articulatory correlates that are “easy” to produce and result in acoustic correlates that are readily perceptible. For instance; the discrimination between initial /f/ and /θ/ on the one hand and /v/ and /ð/ in English on basis of formant transitions; the contrast between bilabial and velar stops in English; and confusion spelling pronunciations, confusions of written and spoken styles.

1. Age

Some aspects of the child’s learning capacities change as he grow older and these may affect language learning. The child’s memory span increases with age. In some way adult are better prepared for language learning than children. Adult have already acquired their native language system and are sometimes blocked by their own language system when learning a second or a foreign language.

In this research, the age of the students was from eighteen until twenty-seven years old. Student four was eighteen years old. Student three and student eight were nineteen years old. Student one, student seven, student nine and student ten are twenty years old. Student five was twenty two years old. Student six was twenty four years old. Finally, the student two was twenty-seven years old.

Most of the students began to study English at elementary school and some at junior high school. Student one, student two, student six and student eight began their studying English at junior high school. Student three, student five, student nine and student ten began studying English on the third grade of elementary school. Student four and student seven began on the fourth grade of elementary.

1. Successions of approximate systems

This factor concerns the lack of stability of the learner’s approximative system. Such systems are usually unstable in given individuals, since there was invariably continuing improvement in learning the target language. Because the circumstances for individual language learning are never identical, the acquisition of new lexical phonology and syntactic items varies from one individual to another.

1. Universal hierarchy of difficulty

This factor is concerned with the inherent difficulty for man of certain phonological, syntactic or semantic items and structures. Some forms may be inherently difficult to learn no matter what the background of the learner. For instance; it was well known that the English pairs /v/- /ð/ and /f/ - /θ/ are very hard to distinguish, not only for non-native speakers but for native speakers as well (Delattre, Liberman and Cooper, 1962) in Richards (1974:13).

From the data finding shows that Torajan speakers also have the same difficulty to pronounce the dental fricatives [ð, θ] and labio-dental fricatives [v, f] particularly in voiced sounds. Those are undenied difficulty sounds. Some can pronounce properly them in list of words. The participant said that because of the difficulty, they tend to think first before speaking and it will affect their fluency in speaking or reading English. That is why they ignourance the sounds and make errors in pronounce the sounds.

1. Students’ motivation in learning English

The researcher asked:

“Do you like English? Why?

(*Apakah anda menyukai bahasa Inggris? Mengapa?”*

The students answered:

|  |  |
| --- | --- |
| A | Yes, I like. *Saya suka bahasa inggris meskipun saya susah mempelajari. Alasan suka bahasa inggris karena bahasa inggris itu bahasa international jadi kalau kita sudah bisa menguasai sedikit ada kebanggaan khusus. Hmm,, memang dari dulu saya suka bahasa inggris, suka koleksi lagu-lagu bahasa inggris.* [I like English even though It’s hard to learn about it. Reason I like English because English was an International language so if we have been able to master a little, there will be a special prestigious. Hmm,, I have loved English for a long time. I like to collect English songs.] |
| B | *Yes, I very like it. Suka bahasa inggris supaya bisa bergaul, bisa berkomunikasi dengan orang dunia luar, bisa menambah ilmu dan mempermudah mempelajari sesuatu, supaya saya bisa jalan jalan ke luar negeri. Supaya saya bisa mengajari orang orang di sekitar saya semampu saya. Yang juga mempelajari bahasa inggris supaya mudah mencari pekerjaan.*[I like English so that I can associate and communicate with foreigner, I can increase my knowledge and make learning easier, so I can go around the world. I can teach people around me as much as I can. In addition, I learn English for looking for a job easier.]  |
| C | *Suka bahasa inggris. Mulai belajar bahasa inggris kelas 3 sd. Dan mulai tertarik karena cara mengajar gurunya sangat menarik, dan saya tertarik bahasa inggris dengan melihat cara mengajar gurunya. Saya suka cara mengajarnya dan mau seperti itu juga.*[I like English. I have been studying English since class three in elementary school. I interested in English by looking at my English teacher. I like the way she taught and I wanted to be like her.] |
| D | *hmm,, karena dari kecil memang suka bahasa Inggris. Pertama kali belajar bahasa inggris pada kelas empat SD dan pada saat itu saya pertama kalinya belajar bahasa inggris dan itu sangat menarik ehh, sangat make me interested. Kayak bangga sekali kalau saat itu sudah bisa tau bahasa inggris dan kayak wow sekali kalau nabilangiki’ teman ta pintar sekali. Dari situ jadi terpacu untuk belajar bahasa inggris. Dan apalagi waktu itu bu gurunya juga ok.* *Waktu saya selesai smk saya tertarik belajar bahasa inggris maritime tapi karena sesuatu, saya memutuskan ambil keguruan bahasa Inggris saja.* [hmm,, because I have liked English since I was a little girl. First time I studied English in the fourth class elementary and at the time, I think English was interesting. It became a prestigious being able to speak English and It’s a great feeling if someone says you are very good in English. That was why I was motivated to learn English more and more. Moreover, our teacher was good. When I finwashed from vocational high school, I interested to take English maritime but due to some reason, I decided to take English educational.] |

|  |  |
| --- | --- |
| E | *I like inggris because English very important in my life. Karena dengan kita mengetahui bahasa inggris banyak orang yang mengatakan jika kita sudah bisa bahasa inggris kita bisa ke luar negeri atau kemana gitu. Alasan lainnya yaitu yang pertama karena ingin jadi guru bahasa inggris yang baik kemudian kalau Tuhan menghendaki bisa ke luar negeri.*[because when we know English. Many people say that if we are able to speak English we can go abroad or wherever we want. The other reasons was I want to be a good English teacher if God will I want to go abroud] |
| F | *Yes I like English, karena saya pengen mengetahui bahasa asing seperti bahasa inggris, kan kita tahu sudah banyak juga seperti di toraja banyak tahu bahasa inggris dan saya juga mau seperti itu. Saya menganggap bahasa inggris sangat penting seperti kalau di bandara ada bule yang bertanya kepada kita bagaimana mau menjawab kalau tidak tahu bahasa inggris.*[Yes, I like English, because I want to know the foreign language like English, as we know that there are many people who knows English like in Toraja many people can speak English and I want to be like that too. I think English was very important as when we are in the airport and meet with the foreigner who ask something to us how can we answer if we don’t know to speak English] |
| G | *Suka bahasa inggris karena bahasa inggris adalah bahasa international dan eh kita bisa berkomunikasi dengan orang luar, kadang kalau di rumah lagi menghayal hayal dan saat santai selalu practice English.*[I like English because it was and international and ehh,, we can communicate with foreigner people. Sometimes, I imagine speaking English and when I am on relax I practice English] |
| H | *Saya suka bahasa inggris karena itu adalah bahasa international dan banyak orang yang kagumi. Suka bahasa inggris karena tertarik untuk mempelajari dan memang harus dipelajari.*[I like English because it was an international language and many people admired at it. I like English because I interested in learning and it must be learned] |

|  |  |
| --- | --- |
| I | Because English was fun, has own challenge, and it was an international language. Apart from that, English different with others.*Because English was unique language and bergengsi. Mmm,, karena guru bahasa inggrisku yang kagum kak liat i… dan saya mau seperti dia.*[because English was unique language and prestigious. Mmm,, because I admired at my English teacher and I wanted to be like her] |
| J | *Yes I like English, maybe because saya sudah ditanamkan dari kecil untuk belajar bahasa inggris. Kelas 3 sd mulai berbahasa inggris, ikut kelas privat, dan orang tua adalah guru bahasa inggris.*[Yes, I like English maybe because from childhood I have to learn English. I start learning English on the third grade at elementary school. I joined in private class and furthermore my parents are English teacher.] |

The students’ answers above showed that most of them were interested in learning English because of their willing to communicate with the foreigners. The others were the uniqueness of English, prestigious, and the compulsory subject.

1. Lack of speaking English as daily language

Based on the interview, the students stated that they speak Toraja and Indonesia language as their daily language. Most of them speak English just a little bit. They speak English just for special occasion for instance in lecture and to whom they will speak to.

The researcher asked them “What was your daily language?” and the students’ answers:

|  |  |
| --- | --- |
| A | *Campur, kalau di kampus pake bahasa Indonesia, bahasa Toraja sedikit saja bahasa inggris. Di rumah dominant pake bahasa Toraja kira-kira 80% dari bahasa yang lain.*[Mix, if I am at campus I speak Indonesia, Toraja, just a little English. I speak Toraja more than the other languages. It was about 80 % ] |
| B | *Bahasa campur bahasa Toraja dan Indonesia di kampus dan di rumah, lebih banyak bahasa Indonesia kalau di kampung pake bahasa toraja. Di kampus lebih banyak bicara bahasa Indonesia. Bahasa inggris kadang kadang aja kalau pas lagi belajar, hanya sedikit bahasa inggrisnya.*[Mix language, Indonesia and Toraja in campus. At home, I speak Indonesia but in village speak Toraja. At campus, I speak Indonesia, just a little bit English] |
| C | *Bahasa Toraja dan Indonesia, sesuai kondisi siapa yang ditemani bicara.*[Toraja and Indonesia language, depend on to whom do I speak]  |
| D | *Bahasa Toraja, Indonesia mungkin 80 % pake bahasa toraja. Di kampus pake bahasa inggris tergantung mata kuliahnya*.[Toraja language, Indonesia maybe eighty percent speak Toraja. At campus speak English depend on the lecture.] |
|  |  |

In addition, when the researcher asked, “How often do you speak or practice your English?” the students answered:

|  |  |
| --- | --- |
| B | *Jarang menggunakan bahasa inggris di keseharian mungkin hanya 5 %.*[I seldom speak English in daily maybe just five percent] |
| C | *Tidak terlalu sering.* [it was seldom]  |
| I | hmm,, speak about how often, not every time because i want to speak English but others laugh to me and said in Toraja language *“apamora tu mupokada”*[what are you talking about?] , *sampai saya mengalihkan bahasaku* [then, I change my language] |

The students’ answers gave evidence that they were lack of speaking English as their daily language. They spoke Torajan almost eighty persent. They tended to mix Torajan, Indonesian and a little bit English in speaking. They seldom used English to communicate with others *“I seldom speak English in daily maybe just five percent”.* One of the reason was unsupporting environment “*hmm,, speak about how often, not every time because i want to speak English but others laugh to me and said in Toraja language “apamora tu mupokada”[what are you talking about?] , sampai saya mengalihkan bahasaku [then, I change my language]”.*

1. Time to learning and practicing pronunciation

The researcher asked “Do you have particular time for learning pronunciation? (*Apakah anda punya waktu khusus belajar pronunciation?)*” the students answered:

|  |  |
| --- | --- |
| A | *Hanya di kampus kalau belajar mata kuliah pronunciation saja. And kalau ada tugas membaca dan merecord suarata’.*[just at campus when learning pronunciation subject. And if there were assignments to read and record our speech]  |
| B | Saat belajar saja saya mempractice pronunciation, tidak ada waktu khusus untuk pronunciation. [I practice pronunciation only when learning pronunciation in the class. No special time to pronunciation] |
| C | *Tidak ada waktu intents untuk pronunciation, hanya pada waktu kelas pronunciation.* [I have no extra time for pronunciation, just time in pronunciation class] |

|  |  |
| --- | --- |
| E | *Tergantung dari matakuliahnya,, kalau pronunciation dikhususkan saat ada tugas atau mau final biasa belajar 30 menit.* [depend on the lectures, special for pronunciation just when there was task or final test, I usually learn about 30 minutes]  |
| F | *iya kalau ada tugas mericord melatih untuk mempronounce*[Yes, if there was task or homework to record to practice pronunciation] |
| G | *Saya punya waktu khusus untuk melatih pronunciation biasa 1 jam dan kalau lagi santai bicara bicara begitu.*[I have extra time for pronunciation usually an hour and if I am on relax just talking in English] |
| H | *Tidak punya waktu khusus belajar pronunciation hanya kadang kadang saja.*[No, I do not have special time learning pronunciation just in occasionally] |

|  |  |
| --- | --- |
| I | *Biasa saya latihan latihan sendiri di rumah. Hmm, kebetulan akhir akhir semester 4 dan sampai sekarang. Saya coba cari pengalaman mengajar di kursus dari situ juga saya belajar pronunciation. Selain itu, kalau ada bule saya memberanikan diri bicara dengan mereka, and sama teman teman di kampus.*[Usually, I practice my pronunciation by myself at home. Hmm, since the end of semester four until now, I have been teaching at the course to get some experiences and practice my pronunciation. Moreover, I also practice to speak to the foreigner and also practice with friends and classmates at campus] |
| J | *Saya bingung dengan aturan-aturan dalam pronunciation, jadi saya tidak terlalu suka pronunciation. Saya lebih suka dengar lagu dan menyanyikannya.* [I am confused with the rules in pronunciation, so I do not really like pronunciation. I am better lwastening to music and singing] |

From the students’ answers above, it showed that most of the students just practiced their pronunciation when they had pronunciation class. Most of them did not have particular time for pronunciation may be because they thought it was the difficult and confused subject for them, so they ignored about pronunciation even though they know it was an important one.

1. The importance of pronunciation for the students

The researcher question in order to know how important the pronunciation for themselves was “Do you think pronunciation was important? How important was it for you?” then the students said and realized that pronunciation was important. The students answered were:

|  |  |
| --- | --- |
| A | *Ya, sangat membantu. Banyak kata- kata yang dulu saya hanya katakan sembarang saja tanpa tahu bagaimana sebenarnya pronunciation betulnya. Seperti mengucapkan kata “think” dulu saya hanya bilang “ting” sekarang saya sudah bisa bilang “θɪŋk”. Setelah belajar pronunciation 1 sudah bisa sedikit mempronounce dengan baik.*[Yes, it was very helpful. I just said many words without knowing about the properly pronunciation. such pronounced word “think” I pronounced as [ting] but I have been able to pronounce as [θɪŋk]. After learning about pronunciation practice 1 I have been able to pronounce words properly.] |
| B | *Pronunciation penting bagi saya.*[Pronunciation is important for me] |
| C | *Bagi saya sangat penting pronunciation, khususnya dapat ilmunya, khususnya bunyi th, setelah belajar pronunciation ada perubahan untuk mengucapkan kata tapi kalau membaca kalimat atau text agak susah mempronounce dengan tepat.*[For me it was very important. In particular getting the knowledge like produce sound ‘th’.  |
| D | *very important* |

|  |  |
| --- | --- |
| E | *Penting karena bisa memperbaiki pronunciationku, bisa belajar bunyi.*[Important because it can correct my pronunciation, I can learn about sounds] |
| F | *Ya sangat penting pronunciation, dulunya saya sangat susah untuk mempronounce tapi sekarang sudah bisa sedikit.*[Yes, pronunciation was important, I had problem to pronounce well but now I can a little] |
| G | *Yes, sangat penting* [Yes, very important] |
| H | *pronunciation itu penting, tapi kadang kadang pede kadang tidak.*[Pronunciation was important but sometimes confident sometimes not] |

|  |  |
| --- | --- |
| I | *Iya, sangat penting, karena lewat hal itu kita bisa berkomunikasi dengan baik, kalau pronunciationnya tidak baik tentu orang sulit untuk mengerti yang kita katakan.*[Yes, it was very important because we can have good communication by having goog pronunciation if not, people will be difficult to understand what we say] |
| J | *Tidak terlalu penting sih mennurutku.*[It was not really important I think] |

From the students’ answer, the researcher may conclude that most of the students know that pronunciation was important.

1. The difficult sounds according to students opinion

The researcher asked, “What sounds do you think difficult to pronounce by yourself?” and the students answered:

|  |  |
| --- | --- |
| A | *Itu bunyi dental fricative yang voiced kalau mwasalnya hanya dalam kata per kata bisaji tapi kalau sudah dalam kalimat atau seperti tongue twwaster sudah sangat susah.* [The sound of voiced dental fricative, if it was just in individual words I am still able to pronounce properly but if it was in the sentences like tongue twwaster, it became very difficult to pronounce properly] |
| B | *Masih susah di bunyi six sibilant sound dan itu juga bunyi “th” dan schwa.*[I have problem to pronounce six sibilant sounds and also “th” sound and also sound schwa] |
| C | *Bunyi, th, bunyi ch*,[sounds ‘th’ sounds.] |
| D | *Bunyi dental, six sibilant sounds,* [Sounds dental fricative and six sibilant sounds] |

|  |  |
| --- | --- |
| E | *dental fricative*Dental fricative sounds |
| F | *Masih ada beberapa tapi yang paling saya ingat itu bunyi dental fricative yang voiced sangat susah.*[There are some, but I remember the voiced dental fricative was very difficult.] |
| G | *Masih banyak bunyi yang susah ku ucapkan dengan benar, seperti bunyi vowel yang panjang., susah dibedakan dengan yang short vowel. Bunyi consonant cluster dan yang bunyi th yang voiced.* [There are still many difficult sounds to pronounce properly, as long vowels. It was difficult to differentiate with the short vowels. Consonant clusters and voiced dental fricative ] |
| H | *Bunyi yang susah bunyi dental fricative.*[the difficult sound are dental fricatives] |

|  |  |
| --- | --- |
| I | Menurutku selama ini yang susah itu bunyi schwa[I think I have difficult to pronounce schwa (weak sound)] |
| J | *Sebenarnya banyak sih, kayak diphthong, consonant, vowel tapi yang paling susah itu bunyi yang pake lidah ditengah gigi, karena kalau saya sudah tidak konsen dengan bunyi itu kalau bicara.*[Actually there are still many, like diphthong, consonant, vowel but the most difficult was sound that use tongue between teeth, because I do not concentrate with the sounds when speaking] |

From the students’ answers above, it can be said that they are still have difficult to pronounce sounds that were dental fricatives, schwa sounds, six sibilant sounds, and difficult to differentiate between long and short vowels. Those sounds are not exist in Torajan language system.

1. The efforts of students in acquiring pronunciation

The researcher asked about whether or not the students like listening to English song, watching English movies, English news, and English video on you tube. The descriptions of students answer as follows;

Most of the students were lack of practice in imitating the kind of English sounds. Student one said that she liked listening to the English songs, but seldom to watch the English movies, English news and English videos on you tube. Student two said that she liked music but rare listening to English songs, rare to watch English movies, news or you tube. Student three liked listening to the English songs, but rare to watch English movie, news and you tube. Student four listens to English songs almost every day, sometimes watching English film, does not interest to watch English news, and watching video clip on you tube. Student five liked listening to English song and watching movies or news depend on the reporter. Student six also liked listening English songs but did not memorize the song. Student six did not like watching English movies and English news. Student seven liked lwastening to English songs, sometimes watching English film, seldom watching news and did not like to watch you tube. Student eight said “I like listening to English song on my leisure time, laying on bed and studying. Watching English movie depend on situation, watching you tube for searching some English songs”. Student nine liked listening to English songs very much but not really like watching English movies, English news and you tube. Student ten said that he always listen to English songs every free time. He likes watching football news, watching movies twice a week and watching standup comedy on you tube

1. Discussion

In this section, the researcher focused in discussing the obtain data related to the theories and previous finding. There were two parts discussed in this section. First was the types and pronounciation errors produced by the students of UKI Toraja as Torajan speakers of English. Second was the causal factors made Torajan speakers of English in producing errors.

1. The pronunciation errors made by the students of UKI Toraja as Torajan speakers of English in producing English consonants and vowels through telling a topic

There were many previous researchers had conducted researches about pronounciation problems, difficulties, and errors from different regions and countries. For instances, Hassan and Muhammad (2014) in his study revealed that Sudanese Students of English whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/. Ahmad and Muhiburrahman (2013) conducted his study for Saudi EFL Learners and according to the teachers’ response a majority of the students face problems in the sounds—such as /p/, /d/, /v/, /tʃ/, /ʒ/ and /ŋ/. Naama (2011) found that the most serious errors made by Yemeni university students accured in three (3) and four (4) final consonant clusters.

Moreover, from South Sulawesi some researchers research about phonological interference from some clans in the province. There were for instances, Bodi (2012) conducted his study for Mandarese and The result were Mandarese students still make error when pronouncing the consonant English sounds that are absent in Mandarese language sounds. They were substitutions like /v/ by /p/, sound //θ/ by /t/, sound /ð/ by /d/, /t/, sound /z/ become /s/, sound /ʃ/ by /s/, the consonants sounds that absent in Mandarese are consonant [f], [v], [θ], [ð], [z], [ʒ], and [ʃ]. Ali (2008) found the Sidrapnese students make pronunciation errors when pronouncing the English sounds those are absent in Bunginese language into words, i.e. [f], [v], [θ], [ð], [ʒ], [ʃ], and the English sounds which are different from Buginese sounds, i.e. [ph], [th], [kh]. The Sidrapnese students tend to substitute those English sounds with Buginese language except for sound [f]. In addition, Sultan (2002) found the Makassarese students made error in pronouncing the low front vowel (æ) in words is higher than in sentences and paragraph. The students always pronounced the low front lax vowel as the mid front lax vowel.

In this research, the researcher investigated the errors made by students of UKI Toraja as Torajan Speakers of English in pronouncing English consonants and vowels. The finding errors were divided into two errors based on Richards’ theory. They were interlingual errors and intralingual errors. Then they were describe according to source of errors namely language transfer or the absence of English sounds in Torajan sound system, overgeneralization, ignorance of rules restrinction, incomplete application rule and false concepts hypothesized. The combination of the pronunciation errors in pronouncing consonants and vowels of English and the source of errors interlingual and intralingual errors were as follows:

1. Errors in plosives were due to some factors; language transfer and ignorance of rule restrinctions. They were alveolar plosives [t, d], ommision of final /d/ in cluster [nd] and [ld], ommision of final /k/ in [ŋk], and ommision of final /t/ in cluster [st] and [nt].
2. Errors in affricate was due to ignorance of rule restrinctions; palato- alveolars affricate voiceless [tʃ].
3. Errors in fricatives are due to language transfer, overgeneralization, incomplete application rules, and false concept hypothesized; labio-dental fricatives [f, v], dental fricatives [ð, θ], alveolar fricative voiced [z], palato alveolar fricatives [ʃ, ʒ].
4. Errors in approximant was due to ignorance of rule restrinctions; ommision of medial palatal approximant /j/.
5. An error of consonant clustes [gz] was due to overgeneralization.
6. Errors in front vowels were due to languge transfer, overgeneralization, ignorance of rule restranctions, and false concept hypothesized; close front vowels [i:, ɪ], mid front vowel [e], and open front vowel [æ].
7. Errors in centre vowels were due to language transfer, overgeneralization, ignorance of rule restranctions, and false concept hypothesized; the schwa sound (mid centre vowel) /ə/, and mid centre vowel /ɜː/.
8. Errors in back vowels were due to language transfer; long mid back vowel /ɔː/, and long close back vowel /ʊ:/.
9. Errors in closing diphthongs were due to language transfer, overgeneralization, ignorance of rule restranctions, incomplete application rule and false concept hypothesized; closing diphthong /əʊ/ and /eɪ/.

To sum up the pronunciation errors by Torajan speakers were more due to intralingual interference than language transfer did. They used to ingnore the rules that might lead them to miscommunication. This was not only by Torajan speakers of English but also by other speakers from another place by different fist language. Therefore, it is needed to improve the students’ awareness to pronounce the English words properly.

1. The causal factors the students made pronunciation errors

Many researchers conducted the research related to pronunciation problems and found out the causal factors of pronunciation errors. In previous study as Hassan and Muhammad (2014) found that factors such as Interference, the differences in the sound system in the two languages, inconsistency of English sounds and spelling. Alimemaj (2014) found three basic causes; (a) the differences between the mother tongue and the target language, (b) mother tongue interference and (c) the faulty and in adequate teaching of EFL pronunciation. Ahmad and Muhiburrahman (2013) found the factor caused the errors are the lack of proper attention towards teaching pronunciation and the lack of motivation among the EFL learners. Na’ama (2011) found that students’ pronunciation errors were caused by different factors namely; first the effect of mother tongue, second the lack of practicing of listening aids, and the last is the lack of awareness of the good pronunciation.

In addition to above discussed factors, lacking of opportunity to practice English pronunciation is the main problem in learning correct English pronunciation. Haymes (2000) suggests that the success in learning and teaching English depends on students’ ability and exposure. Biyaem (1997) discusses the following factors in pronunciation errors:

1. Interference from the mother tongue particularly in pronunciation, syntax, and idiomatic usage.
2. Lack of opportunity to use English in their daily lives
3. Unchallenging English lessons
4. Being passive learners
5. Being too shy to speak English with classmates
6. Lack of responsibility for their own learning

Based on the causal factors influencing the second language learning system as proposed by Richards (1974: 5-17) showed that there are seven factors. And the finding in this research were factors language transfer; intralingual interference include overgeneralization, ignorance of rule retrictions, incomplete application rule and false concepts hypothesized; modality; age; and universal hierarchy of difficulty.

Furthermore, based on the interview, the researcher gathered information from the students in order to know casual factors affecting the students’ pronunciation error. They were as follows;

1. All students stated that they like English. Most of them said that they like English because of English as international language. Some stated because being able to speak English is a prestigious. Some said that learning English was necessary. They had good reasons but when the researcher asked how often they practice their English most of them said that they seldom to practice their English. There was lack of opportunity to use English in their daily lives.
2. Most of the students just practiced their pronunciation when they had pronunciation class. Most of them did not have particular time for pronunciation may be because they thought it was the difficult and confused subject for them, so they ignored about pronunciation even though they know it is an important one.
3. According to students’ answers about difficult sounds they pronounced, they were dental fricatives, schwa sounds, six sibilant sounds, and difficult to differentiate between long and short vowels. Those sounds do not exist in Torajan language system. Therefore, there was still interference; the differences in the sound system in the two languages.
4. Based on the interview, most students did not have much interest in gaining real input pronunciation from listening English songs, watching English movies, English news or searching English video from you tube. Most of them did not or rare to practice imitating the kind of English sounds.

The comparison of findings of the present study and the previous related study can be seen in the following table.

Table 4.8 The Comparison of Findings of the Present Study and the Previous Related Study

| No. | Researcher | Subject | Data | Findings |
| --- | --- | --- | --- | --- |
| 1. | Hassan and Muhammad (2014) | Students at Sudan University of Science and Technology | Pronunciation Problems | The pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/. |
| 2. | Alimemaj (2014) | Albanian Learners | Causes of English Phonological Problems faced by Albanian Learners | (a) the differences between the mother tongue and the target language, (b) mother tongue interference and (c) the faulty and in adequate teaching of EFL pronunciation. |
| 3. | Ahmad and Muhiburrahman (2013) | The teachers’ response | Perspectives on Errors in English Consonant sounds by Saudi EFL Learners | The students face problems in the sounds—such as /p/, /d/, /v/, /tʃ/, /ʒ/ and /ŋ/ and the factor caused the errors are the lack of proper attention towards teaching pronunciation and the lack of motivation among the EFL learners. |
| 4. | Hakim (2012) | Java Students at State College of Waslamic Studies (STAIN) Bengkulu Indonesia | An Analysis of Phonetics b, d, g, j, dʒ, ð, into English Pronunciation | There were 2 phonetics that are difficult to be lost by Java students, such as : /d/ and /ð/ |
| 5. | Bodi (2012) | Mandarese Students’ English | The Phonological Interference of Mandarese in Mandarese Students’ English | There were substitutions like /v/ by /p/, sound //θ/ by /t/, sound /ð/ by /d/, /t/, sound /z/ become /s/, sound /ʃ/ by /s/. The consonants sounds that absent in Mandarese are consonant [f], [v], [θ], [ð], [z], [ʒ], and [ʃ]. The students’ pronunciation errors are the ignorance of the students about the right way to pronounce the sound. |
| 6. | Na’ama (2011) | Yemeni University students | An analysis of errors in the English consonant-clusters system | The most serious errors made by Yemeni University students accrued in three and four final consonant cluster. It was caused by different factors namely; first the effect of mother tongue, second the lack of practicing of lwastening aids by the Yemeni University students, third the inadequate pronunciation of the university instructors, and the last was the lack of awareness of the good pronunciation. |
| 7. | Weda (2012) | The first semester students of English language and Literature, Faculty of Language and Literature, State University of Makassar. | Stress Shift | The words that undergo shift are monosyllabic, dwassyllabic words, three syllabic words, and words with prefixes, while students are competent to identify stress for words with suffixes. The highest frequency of English stress shits made by students was monosyllabic, dwassyllabic, and three syllabic words and words with prefixes. |
| 8. | Sultan (2002) | Makassarese students of English Department, State University of Makassar in academic year 1999/2000 | Problems of /æ/ Vowel | The students always pronounced the low front lax vowel as the mid front lax vowel. |
| 9. | Ali (2008) | Sidrapnese Students  | The Phonological Interference of Buginese Language | The Sidrapnese students make pronunciation errors when pronouncing the English sounds those are absent in Bunginese language into words, i.e. [f], [v], [θ], [ð], [ʒ], [ʃ], and the English sounds which are different from Buginese sounds, i.e. [ph], [th], [kh]. The Sidrapnese students tend to substitute those English sounds with Buginese language except for sound [f]. |
| 10. | The present study | Torajan students  | Pronunciation errors and causal factor | The pronunciation errors made by students of UKI Toraja as Torajan speakers of English are two types namely interlingual errors due to language transfer and intralingual errors due to overgeneralization, ignorance of rule restrictions, incomplete application rules, and false concepts hypothesized. In consonants were [f, v, ð, θ, z, ʃ, ʒ, tʃ,] omission medial [j], omission of final [t,d,k] in clusters [nt, nd, st, ld, ŋk]. Then in vowels were [i:,ɪ,e, æ, ə, ɜː, ɔː, ʊ:, əʊ, eɪ].  |