

Phonological Interference in Pronouncing English Sounds among Lombok's Senior High School Students

Eka Alfansyah, Hery Rahmat, Ribahan, Ribahan

State Islamic University of Mataram, Indonesia

email: alfansyahe@gmail.com

ABSTRACT

The objectives of this research are to find out the phonological interference occurs and factors that cause interference in pronouncing English sound on vowel and consonant sounds by students on Senior High School in Lombok. This research used descriptive-qualitative method and applied purposive sampling techniques with inclusion criteria. The respondents consisted 10 second grade Senior High School students. The data were collected by using audio recorder and interview. The finding of this research showed the interference that occurs on students of second grade is substitution, sound addition, sound omission and sound replacement. There were 36 type of interference occurred, namely sounds replacement or substitution made by students in pronouncing English sounds consisting 31 vowels, 3 consonants, 3 sound addition and 2 sound omission. Further, the factor affect phonological interference of students was linguistic factors. It was found that majority students who answered that the difficulty in pronouncing English sounds were in pronunciation itself, while another factor were deal with sound system differences between L1 and L2, inconsistency of English vowels, mother tongue interference and influence of spelling on pronunciation.

Keywords: Phonological Interference, English Pronunciation, Vowel, Consonant.

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INTRODUCTION

In Indonesia, English is a foreign language which labeled to be the most important language for international communication. This language has been set as an international language that can be used as communication among countries. Furthermore, it is learned all around the world as a second or a foreign language. In Indonesia, English learning is influenced by several factors including abilities to acquire English, motivation to learn, age, career goals, time to use English, and English for pleasure. For some learners, by learning English can develop their ability to express ideas and emotions, to join any conversation among societies, as well as to comprehend supported capacities to identify the presence of communities' culture (Syarifudin & Rahmat, 2021). Yet, on the other hand, the students continue to struggle in understanding the English meaning. They try to comprehend the language which they are listening to in having communication.

Utami et. al. (2017) stated that there is a hidden psychological structure in the language learner's brain. Because the brain is automatically activated, pronunciation often occurs when a speaker or learner uses a second language. Foreign language learners can

understand the language they hear if they understand the pronunciation characteristics of the language. Such understanding does not guarantee that the learner will pronounce the foreign language like their native tongue, but it will also help them speak the language more accurately. If you can understand what other people are talking about, that's enough (Crystal, 2003).

Linguistic factors are one of the main causes of interference from a student's first language. Additionally, interference as a barrier to bilingual language systems. Interference is also called linguistic transmission or interlinguistic influence, but these terms refer to a broader phenomenon and are often used interchangeably. Furthermore, interfering is using the patterns and rules of the native language to introduce errors or improper forms in the target language (Nunan, 2003). This is the effect of first language learners trying to apply acquired second language material to the production of the language they are learning. Dulay et.al. (1982) stated that interference is an automatic transmission caused by habits and overlaps between the first and target languages. Target language deviation is due to familiarity with multiple languages. They distinguish two parts of interference: psychological and sociolinguistic. Psychology shows the influence of old habits, while sociolinguistics shows the interaction of languages when two linguistic communities are in contact.

Phonology is the system of contrasting relationships between the basic speech sounds of a language, including unrelated accents such as stress, rhythm, intonation and timbre. Phonology is also called the study of the sounds of a particular language. Segments are identified as phonemes in the form of consonants, vowels, and diphthongs. Superimposed on the syllable, there is another feature called the upper segment. They are called superior segments because they cannot occur without always overlying segments (vowels and consonants). The suprasegmental aspect has several types of phonology such as rhyme, intonation and stress (Muhyidin, 2016).

There will be no problems come if the second language learner has positive transfer. On the other hand, it will influence to the use of their second language if they have negative transfer. This negative transfer usually happens because of their mother tongue effect. The common mistakes on interference ever seen when number of Lombok people pronounce sound of /θ/ /f/, /z/, /ʃ/, and so forth. The speakers pronounce word 'think' /θɪŋk/ become /tɪŋk/, 'spoon' /spu:n/ become /spon/, shy /ʃaɪ/ become /sai/, 'of' /ɒv/ become /op/, 'all' /ɔ:l/ become /al/, and so forth. A mispronounced due to the people who learn English as their foreign language becomes phenomenon in their learning and as the result their pronunciation utters English word seems incorrect (Utami et. al. 2017).

Most Indonesians faced some problems in learning English as a foreign language regarding how to pronounce English nouns correctly. The common affair which happens is that people tend to transfer their mother tongue to their target language. Sometimes there is interaction between the new material and transfer effects of past learned behavior, memories or thought that have a negative influence in comprehending the new material when language learners learn a foreign language. In this case, the interference takes place as a habitual automatic transfer of the first-language surface structure to the target-language surface (Dulay et. al. 1982).

Meanwhile, interference is negative transmission, and transmission is the effect that arises from the similarities and differences between the target language and other previously learned languages. There are two types of interference mechanism, conscious and unconscious (Wardough, 1986). Consciously, the students may not consider that the features of the language may differ, or they may know the correct rules but is insufficiently skilled to put them into practice, and so fall back on the example of their first language.

In a line with the discussion are highlighted in this research is interference in pronouncing English sound. Phonological interference in pronouncing English sound

made by the students in learning English subject is seen by the researcher as an urgent problem to be solved. The cause of the problem is the inappropriate phonology made by the students when they produce English sounds.

METHOD

This research was used a qualitative approach. McMillan & Schumacher (2001) describes and analyzes people's individual and collective social activities, beliefs, thoughts, and perceptions. Furthermore, qualitative research is particularly useful for acquiring culturally relevant information on a population's values, preferences, behaviors, and social circumstances (Mack et. al., 2005). This study, used a descriptive qualitative type as it attempted to describe vowel, consonant, and segmental aspect of English used by students as the result of the interference of their first language acquisition. Ary et. al. (2010) states that the result of qualitative research design is a narrative report that the social reality experienced by the participants could be understood. Data source in this study is 10 students of senior high school. The students are chosen based on some considerations such as; the students must be local (Lombok) people; their first language is Sasak; their parents must be from Lombok; and their daily language is more dominant Sasak. The researcher chose that class because the language department at senior high school covered a variety of languages in addition to Bahasa Indonesia.

In this study, researchers used recording techniques, documents, and interviews as data collection tools. Sudaryanto (1993) mentioned that recording technique defined the art of listening to a conversation or collecting data using a person's speech. On the other hand, an interview is a method of collecting data in research by debriefing between an interviewer and a respondent for the purpose of obtaining certain information. Interviews are also a method for collecting data when researchers want to investigate issues (Mutmainnah, 2019).

A researcher used texts for student reading. The texts read were taken from student sources, and the interview texts in this study were adapted from Nengsi's works (2019). Researchers provided a list of words and used voice recordings to retrieve the data. After collecting data by voice recording, researchers transcribed the recording into orthographic transcription and compared it to standard phonetic transcription to obtain interference. In addition, researchers asked students about their English pronunciation problems and answered a second research question. Although the interviews used by researchers were unstructured interviews, researchers provided guidelines for questions students should ask in relation to the research title.

The techniques of data collection used in this research are recording technique and interview. The researcher use audio recording to obtain data relating to the English pronunciation of students. Then, the researcher makes a transcript of students' error in pronouncing English sounds in the scope of the research. Also audio recording used to interview the students to get data about the factor that interference in pronouncing English sounds.

The validity of the data is carried out to prove whether the conducted research is really a scientific research as well as to test the data obtained. Triangulation is a technique to check the validity of data by using or utilize something else (Berg, 2001). Furthermore, the quality criteria or trustworthiness in qualitative research includes credibility, transferability, dependability, and conformability. Credibility means confidence in the truth value of the findings of the study. Then, transferability means the applicability of the research findings. Next, dependability means the degree of consistency of the findings. Meanwhile, conformability means the neutrality of findings (Syarifudin, 2020). Moreover, there are some types of triangulations, include source triangulation, time triangulation, theory triangulation, and instrument triangulation. In this research, the researcher will use method or technique triangulation to check the validity of the data.

FINDING

Based on the research finding, the result of students' phonological interference in pronouncing English sounds was students tend to pronounce the words as it is written. In addition, researchers made transcripts of the students' pronunciation of English vowels and consonants. The International Phonetic Alphabet (IPA) was used to transcribe this study. A total of 10 students who read instrumental texts in the form of an English vocabulary containing 13 English sounds consisting of 10 vowels and 3 consonants were recorded, resulting in a total of 36 students' recorded data. The researcher found three type of interference made by students, those are:

Sound Replacement

Sound replacement is one of the interference types that used to be done by the students. It is identified by replacing the standard phoneme with another phoneme. It is a common case that occur when student learn speaking especially in pronouncing English sound. Based on data result, the students tend to find difficulties in pronunciation as describe in the table below.

Table 1 Sound Replacement

No	Sound Replacement	Words	Correct Pronunciation (IPA)	Students Pronunciation
1	/æ/ -> /e/	Fat	/fæt/	/pet/
		Cat	/kæt/	/ket/
		Sat	/sæt/	/set/
2	/e/ -> /i:/	Rest	/rest/	/ri:st/
3	/e/ -> /eI/	Rest	/rest/	/reIs/
4	/ɔ:/ -> /aʊ/	Daughter	/dɔ:tər/	/daʊtər/
5	/ɔ:/ -> /o/	Daughter	/dɔ:tər/	/dogtər/
6	/ɔ:/ -> /ɑ:/	Daughter	/dɔ:tər/	/dɑ:tər/
7	/ɔ:/ -> /əʊ/	Bought	/bɔ:t/	/bəʊg/
8	/ɔ:/ -> /u:/	Bought	/bɔ:t/	/bu:t/
9	/ɔ:/ -> /əʊ/	Horse	/hɔ:rs/	/həʊrz/
10	/ɑ:/ -> /ə/	Hard	/hɑ:rd/	/hərt/
11	/ɑ:/ -> /ʌ/	Park	/pɑ:rk/	/pʌrək/
12	/ɑ:/ -> /e/	Park	/pɑ:rk/	/perk/
13	/ɑ:/ -> /ʌ/	Car	/cɑ:r/	/cʌr/
14	/ɑ:/ -> /e/	Car	/kɑ:r/	/ker/
15	/ɑ:/ -> /ə/	Car	/kɑ:r/	/kər/
16	/ə/ -> /i:/	Girl	/gərl/	/gi:rəl/
17	/ə/ -> /I/	Girl	/gərl/	/gIr/
18	/ə/ -> /ɑ:/	Heard	/hərd/	/hɑ:rd/
19	/ə/ -> /e/	Heard	/hərd/	/herd/
20	/ə/ -> /i:/	Heard	/hərd/	/hi:rd/
21	/ə/ -> /I/	Heard	/hərd/	/hIrd/
22	/ə/ -> /u:/	Nurse	/nə:rs/	/nu:rs/
23	/ə/ -> /ʌ/	Nurse	/nə:rs/	/nʌrs/
24	/i:/ -> /e/	Keep	/ki:p/	/kep/
25	/i:/ -> /e/	Freezer	/fri:zər/	/frezər/
26	/I/ -> /ʊI/	Biscuit	/bIskIt/	/bIskʊIt/

27	/I/ -> /i:/	Split	/splIt/	/spli:t/
28	/u:/ -> /eʊ/	New	/nju:/	/neʊ/
29	/u:/ -> /ʌ/	Tune	/tu:n/	/tʌn/
30	/u:/ -> /eʊ/	Few	/fju:/	/peʊ/
31	/u:/ -> /Iʊ/	Few	/fju:/	/pIʊ/
32	/ʊ/ -> /ɔ:/	Cook	/kʊk/	/kɔ:k/
33	/ʊ/ -> /ɔ/	Look	/lʊk/	/lɔk/
34	/Θ/ -> /t/	Author	/ɔ:Θər/	/aʊtər/
		Athlete	/æΘli:t/	/etli:t/
		Throw	/Θrəʊ/	/trəʊ/
35	/ð/ -> /d/	Father	/fɑ:ðər/	/pʌdər/
		Mother	/mʌðər/	/modər/
		Other	/ʌðər/	/odər/
36	/ʃ/ -> /s/	Wash	/wɑ:ʃ/	/wɑ:s/
		Shoes	/ʃuz/	/səʊs/
		Shower	/ʃaʊər/	/soʊər/

Based on the above result, it gave further information about students' difficulty on pronouncing English sound which made them tend to replace a standard phoneme into another phoneme. The first language influenced the second language a lot in term of pronunciation.

Sound Addition

The lack of knowledge about phonetic symbol may affect students' pronunciation. By not knowing how to pronounce the word correctly, tend to make them putting additional phoneme into a word. Sound addition occurs when students add another sound or phoneme to the supposed phonetic. Based on the interview result, the students' statement showed the problems that make them having interference in type of sound addition.

Table 2 Sound Addition

No	Sound Addition	Words	Correct Pronunciation (IPA)	Students Pronunciation
1	/ə/	Heard	/hərd/	/hɑ:rəd/
2	/ə/	Park	/pə:rk/	/pʌrək/
3	/ə/	Girl	/gərl/	/gi:rəl/

Students tend to read the word directly just like they read their first language word. It spontaneously made students adding a sound of the word which not supposed to be added. This phenomenon might be cause by the lack of understanding of the target language phonological rules.

Sound Omission

Sound omission is one of the interference type that faced by students. In this category, the students tend to omit phonemes where they are supposed to be pronounced. Based on the data result, the students' statement showed the reason in omitting the phonemes.

Table 3 Sound Omission

No	Sound Omission	Words	Correct Pronunciation (IPA)	Students Pronunciation
1	/t/	rest	/rest/	/res/
2	/t/	girl	/gɜrl/	/gIr/

Based on the above result, the students always omit the phoneme by not saying it because they stated it's difficult and complicated. However, sometimes they omit phoneme unconsciously when they try to pronounce the words.

Factors Contribute to Phonological Interference When Students Pronounce English Sounds

Many students do not pronounce the vowels and consonants of English words correctly. A factor that has led to this is the movement between languages. The interference that occurred from L1 to L2 was a change of phoneme symbol to another symbol. This is because two languages can contain sounds that look the same but are produced by different articulatory movements.

Sasak students mostly replace phoneme in vowel and consonant sounds when pronouncing English words. This occurred because the lack of pronunciation symbol known when find a new word in English or even the words that always use in daily spoken but lack of knowing how to pronounce it correctly. For example, students pronounced the word 'rest' incorrectly. A daily word spoken which should be pronounced /rest/ but the students pronounced it /ri:s/ and /rəs/. They replace the phoneme /e/ to /ə/ sound which caused interference in type of sound replacement. Not only sound replacement, but also another type occurred in student mispronounced word of 'rest'. This also can be categorized as sound omission which is on /t/ sound consisted when they pronounced 'rest'.

There were 11 interview questions that were asked to students. This interview text adapted from Nengsi's text to support this research. In order to find the result of this research, the researcher use the interview text through asking 10 students who were chosen one by one in the classroom. Based on the research finding, factor contributes phonological interference in pronouncing English sounds described as follows:

Sound System Differences between L1 dan L2

As it has been mentioned by many linguists and researcher, there is a conflict between the sound system of L1 and L2. Indonesian English learners strongly construct Indonesian phonological features to form habits in their mother tongue (Indonesian). As a result, they encounter many difficulties in distinguishing tonal systems between their native and second languages.

Student 1 stated:

"English is quite difficult in practice to pronounce, especially since there are some symbols that don't exist in everyday language pronunciation, so I tend to pronounce it using everyday language pronunciation"

Student 7 also stated:

"Differences in the pronunciation of words between languages such as everyday language and English make it difficult to learn how to pronounce English."

English has 24 consonants and 20 vowels. This means that there are 44 English phonemes that a learner can generate while learning English. Of course, learners with

different language backgrounds will face some difficulties in pronouncing them because of their language background.

Inconsistency of English Vowels

One the important problems faced by the students of English is that each English vowel sound has more than just one pronunciation. So this causes many difficulties to the learners and leads them to a mispronunciation.

Student 4 stated:

“It is difficult in pronouncing the vocabulary that is not the same between writing and reading. Makes you confused so often read according to his writings.”

Student 8 stated:

“When we speak quickly, it is often stiff and stammering because there are some words that are difficult to pronounce, so we often say words according to what is easy for me to say”

Mother Tongue Interference

Mother tongue refers to a person's native language - that is, a language learn from birth. It is also called a first language, dominant language, home language and native tongue. Several works have been conducted on the influence of L2 in learning English language and reported that /p/ and /f/ sounds are two different phonemes and each one is distinguished by a native speaker.

Student 2 stated:

“Pronunciation of the vocabulary is difficult like the word you are told to read, like the word 'author', I thought it was read by the author but it turned out to be wrong”

Further, student 5 stated:

“It's difficult because the writing and pronunciation are different especially when there are letters that have to be pronounced at the end of words like the letter 'T', it makes it complicated so I don't say it often.”

Those two statements represent the status of the students as local speaker who speak in Sasak language. They tend to pronounce the words the way they feel comfortable to say it.

Influence of Spelling on Pronunciation

Observations and notes showed that students had some difficulty in pronouncing some words from the written text. This problem is due to the English spelling system, because Indonesian students can easily pronounce the words just by looking at the written text. Since each letter represents a sound, the relationship between orthography and phonology is very easy to distinguish. Also, Indonesian does not have silent letters like English.

Student 6 stated:

“English Difficult to pronounce especially the letter R makes the tongue stiff. There are also symbols that are difficult to use in pronunciation, namely the symbols "Θ" and "ð", so I often use easy letters instead, cause those symbols do not exist in my first language.”

The interviews showed that the students still struggled to pronounce English words, even though they needed a little more effort because they learned how to

pronounce English well in high school. Their average started learning English at a young age, actually in elementary school. At that time, they were only focused on learning the meaning of English words. Similarly, in middle and high school, except for some students who took extracurricular classes, they were not very good at pronouncing English. Practice pronunciation and practice English pronunciation. However, most students rarely practice English pronunciation, so they are not used to pronouncing English words. They prefer to use L1 in everyday conversation.

From 10 students, 8 students who answered that the difficulty in pronouncing English sounds were in pronunciation itself, 1 student answered due to lack of speaking fluently, 1 student answered due to lack of vocabularies and grammar mastery. The most difficult things faced by students in learning English is when they do not really understand and know about pronunciation well which confuse them when they want to practice their English pronunciation. In addition, they have difficulty in recognizing phonetic letters and symbols so they are difficult to read the actual words which can help them pronounce the sound of words correctly.

DISCUSSION

The researchers found that students make many mistakes in pronouncing English words. This leads to students not understand the rules of English phonology. The discussion explores the phonological impact of the student's first language and the factors leading to that impact through tests and interviews. The researchers grouped the word interferences they found into sound substitution categories (sound replacement), and described further categories such as sound additions and sound omissions.

The Phonological Interference Occurred when students pronounce English sounds

The researcher found that 10 students had phonological disruption of their pronunciation in the tests they conducted. Researcher found that among 10 students, second grade students experienced interferences that were replacement/substitution of sounds, addition of sounds, and omission of sounds. These 39 different sound substitution interferences that students make when pronouncing English sounds, consisting of 31 vowels and 3 consonants, 3 extra sounds and 2 missing sounds. The results are in line with Berthold et. al., (1997). Phonological interference occurs when different phonological rules are active in both languages, from the first language to the second. However, since the pronunciation of vowels in the native language of English students is almost the same, there are some disturbances in the vowel sounds, and some differences between them are the length and brevity of the sounds. Phonological interference can be broadly classified into three categories of interference. These categories are sound addition, sound omission, and sound replacement (Crystal, 2003).

Sound Addition

This category occurs when second language learner adds another sound or phoneme to the supposed phonetic. What is common in Indonesian learners are adding the phoneme /k/ when pronouncing the word /know/. So, instead of saying /nəʊ/, learners say /knəʊ/. This phenomenon might be caused by the lack of understanding of the target language's phonological rules (Wardani & Suwartono, 2019).

Sound Omission

In this category, second language learner tends to omit phonemes where they are supposed to be pronounced. It usually occurs in pronunciation of diphthongs which are simplified to short vowels, such as out /aʊt/ pronounced as /at/ or home /həʊm/ pronounced as /hɒm/.

Sound Replacement

This category is identified by replacing the standard phoneme with another phoneme. The replacement is like in phoneme /æ/ in word dad /dæd/ replaced by /e/ so /ded/ or like in dead (Mahendra & Marantika, 2020).

The most frequently mispronouncing made by students is when they pronounced the words “biscuit, author, athlete and throw”, all students pronounced incorrectly. Then, there were 3 words “heard, father and mother” pronounced by 9 students incorrectly, 2 words “Nurse and other” pronounced by 8 students incorrectly, 6 students pronounced the words “daughter and shower” incorrectly, 5 students pronounced the words “fat and shoes” incorrectly, 4 students mispronounced the words “freezer, new and wash”, 3 students mispronounced the words “sat, bought and hard”, 2 students mispronounced the words “cat, rest, park, girl and look”, 1 student mispronounced the words “horse, keep, split and cook”. The last, all students pronounced the words “best, pet, cheese and bit” correctly.

This finding corresponds with Muhyidin's (2016) study, claiming that the word interferences made by Indonesian classified onto some interference mentioned in his research which some of them are substitution, deletion/omission, and epenthesis/addition. In substitution, the learner made some mistakes of vowel and consonant substitution which were /ʌ/ substitutes /ɔ/, /ʌ/ substitutes /æ/, /i/ substitutes /ai/, /o/ substitutes /oo/, /e/ substitutes /i:/, /e/ substitutes /i:/, /i/ substitutes /Iə/, /ʌ/ substitutes /eI/, /ʊ/ substitutes /ʌ/, /k/ with /tʃ/, /θ/ with /t/, /ŋ/ with /n/. Further in deletion/omission, containing deletion of consonant /s/ to indicate the plural form, deletion of consonant /t/. The last in epenthesis/addition, containing the addition of consonant /s/ into forest pronounced as /fɔr.Ist/ into /forsest/.

The interference of the vowel and the consonant sound always occur in students' pronunciation. The students already knew about the vowel and the consonant in English but in their application, they did a lot of mistake in pronouncing English sounds. This happened because students tend to pay attention to the letters there but did not pronounce the actual sound. This is the automatic transfer from first language habits to the target language, also less practice and rarely use dictionary make students not knowing the correct pronunciation. The result of this study supported by Dulay et.al. (1982) which indicated that interference is the automatic transfer due to habit of the surface structure of the first language onto the surface of the target language.

Factors Contribute to Phonological Interference When Students Pronounce English Sounds

Based on research finding, researchers found that the main factor causing interference is the language factor. This type of interference is the result of the L1 rules having a negative impact on the L2 system. Lott (1983) emphasizes the negative influence of native language as the sole source of error. A type of error arises from the negative propagation of the rules of the first language to the target language system.

Thus, first language disorders are always involved in the acquisition of a second language. Confusion is not due to students doing it intentionally, but the habit of using their native language in everyday settings affects them when they speak English, which is not their everyday language. This proves that the use of English is still rarely used by students. In addition, according to the results of interviews with researchers, factor contributes phonological interference in pronouncing English sounds described as follows.

Sound System Differences between L1 and L2

As it has been mentioned by many linguists and researcher, there is a conflict between the sound system of L1 and L2. The Indonesian learners of English form habits of their mother tongue (Indonesia), so they strongly build the phonological features of

Indonesia; this makes them encounter many difficulties in distinguishing sound system between a native language and the second language. The effect of sound system on learning pronunciation showed that the main problem in teaching and learning English pronunciation result from differences in the sound system of English and the native language, so a speaker of Indonesian is not accustomed to pronounce for instance θ – sound and δ – sound, because they do not find in their native language. This means that the organs of speech of the learner are not trained to produce such sound systems because they are unfamiliar to it; that is he uses the nearest sounds such as /s/ and /z/ (Alkhuli, 1983).

Inconsistency of English Vowels

One of the important problems faced by the students of English is that each English vowel sound has more than just one pronunciation. So this causes many difficulties to the learners and leads them to a mispronunciation. Hassan (2014) noted that the main difficulty for all those, whose own languages have a less complex vowel system, lies in the establishment of the qualitative oppositions. Instead of using the exact quality and quantity of a special sound, the learner erroneously changes either the quality or the quantity of the sound; so in a certain word the learner tends to use the variant sounds e.g. in words like son /sʌn/, come /kʌm/, among /əməŋ/, monkey /mʌŋki/, blood /blʌd/, flood /flʌd/; in all these words /o/ and /oo/ stand for the same sound of /ʌ/, but most of the learners, unless they have a mastery of the pronunciation of such vowels, they pronounce /ɔ/ or /u:/ in the place of /ʌ/. This is due to their initial background knowledge of each sound, and paints this idea as if each vowel had only one way of pronouncing it. If that is true, learners can easily know and predict how each word will be pronounced. He saw it for the first time That is, when each letter represents only one phoneme, which really isn't the case, and this is one of the fundamental problems of English.

This theory supported by Hasan (2014) who stated this kind of factor which is related to learner's problem when learning English. He conducted this factor on his research to show such factors that influence on learning English in general and English pronunciation in particular.

Mother Tongue Interference

Several works have been conducted on the influence of L2 in learning English language and reported that /p/ and /f/ sounds are two different phonemes and each one is distinguished by a native speaker (Swan & Smith, 2001). In Arabic Language, the situation is different, because there is only the phoneme /f/ so this is the reason why most Arabic speakers mispronounce words with these sounds /p/ and /f/ (of course the Sasak students of English face the same problem). Students confuse between /p/ and /f/ e.g. words like ('part', 'fart'), ('Pen', 'fen'), ('pull', 'full'), ('supper', 'suffer') if we ask the students to say these words, they pronounce /p/ instead of /f/ in each pair of the words above and sometimes /f/ is used in the place of /p/ but this rarely happens. The reason for shifting from /f/ to /p/ is the fact that the two sounds are regarded, as they are two allophones of one phoneme. Many other sounds are influenced by the mother tongue of foreign learners showed that foreign learners of English language should be careful to use /t/ or /s/ for /θ/ and /d/ or /z/ for /ð/.

Brown (2000) stated that a second language learner meets some difficulties, because his L1 affects his L2 especially in adulthood, and this affect is a result of L1 transfer so it is a significant source of making errors for second language learners. Ladefoged (2001) showed that mother tongue has clear influence on learning L2 pronunciation. Where L1 and L2 rules are in conflict, errors are expected to be committed by foreign learners. All that can be linked to what is known as interference between L1 and L2. So many learners use /f/ as /p/, others use /s/ for /θ/ and /z/ for /ð/ and /p/ for /v/.

This theory corresponds with Hasan's (2014) stated his theory above to show learner's interference in pronouncing English sounds. His study supports this study because the interference made by learner was close to each other. Those factors referred to Hasan's (2014) study which explained further about this case.

Influence of Spelling on Pronunciation

Observations and notes indicated that students had difficulty pronouncing some words from the written text. This problem is due to the English spelling system, because Indonesian students can easily pronounce words just by looking at the written text. Since each letter represents a sound, the relationship between orthography and phonology is very easy to distinguish. Also, Indonesian does not have silent letters like English. Many words in English have letters that are not pronounced. English has 24 consonants and 20 vowels. In this way, giving each of these 44 units a special letter will definitely tell the student what to say. If learners know that each letter represents a specific sound (for example, there are as many sounds as letters), pronunciation spelling difficulties can be easily avoided (Hasan, 2014).

Some words that are usually spelled the same have different pronunciations. For example, lead is pronounced like /li:d/ in one sentence, while /led/ is pronounced like lead her pipe in another phrase. There are also words that sound the same even though they are spelled differently. rain, pure, reign, all pronounced /pure/. A learner who has not yet mastered the pronunciation of such words pronounces each word paying attention to the spelling and expects to mispronounce it (O'Connor, 1980).

CONCLUSION

Phonological interference in pronouncing English sounds made by second grade students of senior high school. The interference of students occurred in substitution, sound replacement, sound addition, and sound omission. It was found that there were 36 type of interference occurred, namely sounds replacement made by students in pronouncing English sounds consisting 31 vowels, 3 consonants; 3 sound additions; and 2 sound omissions. Further, the factor affect phonological interference of students was linguistic factors. It was found that majority students who answered that the difficulty in pronouncing English sounds were in pronunciation itself, while another factor were deal with sound system differences between L1 and L2, inconsistency of English vowels, mother tongue interference and influence of spelling on pronunciation.

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