



**THE INFLUENCE OF MID-EAST SUNDANESE DIALECT
(L1) IN THE PRONUNCIATION OF ENGLISH SOUNDS
AMONG ENGLISH DEPARTMENT STUDENTS
AT UNIVERSITAS MAJALENGKA**

THESIS

This Thesis is Submitted in Partial Fulfilment of the Requirements for
Magister Degree Program in English Education

by

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MOTTO AND DEDICATION

Motto :

“No Matter where you are from, Try the Best and Never Give Up. To be the Best is not the End
but Try to be Better is a chosen.”

Dedication

This thesis is dedicated to:

English Language Education,
Pascasarjana, Universitas Negeri Semarang

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ABSTRACT

Falahuddin, M. Adnan. 2018. The Influence of Middle-East Sundanese Dialect in the Pronunciation of English Sounds among English Department Students at Universitas Majalengka. Thesis. Graduate Program Universitas Negeri Semarang. Adviser I: Prof. Mursid Saleh, M.A., Ph.D., Adviser II: Sri Wuli Fitriati, S.Pd, M.Pd, Ph.D.

Keywords: Sundanese, dialect, pronunciation, second-language acquisition, world Englishes, fossilization.

In a local society, it is still rare to find students who are able to speak English because Indonesian loves to use national language or Bahasa Indonesia. It causes different dialects that makes harder to speak English naturally. This research is to describe and explain the articulatory phonetics that is influenced by Mid-East Sundanese dialect.

This research was a qualitative case study. The subjects of this study were 18 English department students of Universitas Majalengka academic year 2017/2018. The data were collected by using questionnaires, students' recording, observation checklist, and an interview.

Based on the research data, it can be concluded that the negative transfer of L1 through vowel sounds was sound [æ]. The students tended to replace the sound [æ] with [ʌ], and [e] as well as sounds [əʊ] and [eə] that replaced with sounds [ʌ], and [ɜ:]. While, the consonant sounds which negatively affected by L1 were [θ], [ð], [tʃ]. The students tended to replace the sound with [c], [d], [t], or [s]. Otherwise, L1 positively affected the cluster sounds [pr], [kw], [bl], and [str]. All of the students could pronounce them properly.

Based on the findings, the mispronounced words mostly are caused by the lack of pronunciation practice. It helped them to improve and to evaluate their pronunciation ability. Since the students were able to recognize those words, then teacher facilitate them to practicing pronunciation.

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CHAPTER I

INTRODUCTION

This section will describe the background of the study, the reason for choosing the topic, research questions, objectives of the study, scope of the study, definition of key terms and the organization of the thesis.

1.1 Background of the study

At Renaissance period, English is brought by patriotic as the national language of England then English is introduced to Asia and Africa through British colonialization. As long as that time, English spreads up to other countries for various purposes whether for diplomacy or trade.

The authority of British colonial leads English to be an international language which has a significant effect for communication in many countries even some countries adopt English as a second language and others adopt English as a foreign language to communicate with the global community.

As an international language, English is used by people in the world for many aspects. They learn English because they need it, because English covers all variety of modern community which has a great role in proceeding some kind of electronics and also English is a default language in general procedures in digital resources, for example, at least no product which has no English in their system.

In the modern era, people thought that English has to be daily needs in many things. It can be seen in every places and product also technology, mostly

uses English on their product whether as direction, command and even sign such as computer's command, and so on.

This condition makes the effect of English wider. It creates a variety of English because (non-native) country adopts English as a second or foreign language by adjusting the linguistic and dialectical features of each community. And also some countries have a regulation that English is one of the main subjects to be learnt as the educational curriculum, included Indonesia.

Indonesia puts English as the main subject to be learnt to the education policy. One of the evidence is the use of the standard national examination to pass from senior high school and to be one of the requirements in entrancing the tertiary education should be acquired English Competencies. The application of this regulation makes English as one of the major subjects at each grade from elementary school to senior high school even to tertiary education. But in local society, it is still rare to find students who are able to speak English because Indonesian loves to use local language or Bahasa Indonesia Indonesia. This paradigm causes most of the students in Indonesia to think that English is one of the hardest subjects at school, so they ignore to practice.

This paradigm influences the process of learning English. It makes students neglectfully to speak English because they think that English is a subject at school only. And they enjoy use local language; mostly they use the local language to interact with others. Besides that, in the process of learning language, English compete not only with Bahasa Indonesia Indonesia but also with the varieties of local languages in Indonesia.

Based on BPS data (2010, p.5), Indonesia has thirty-one major ethnic groups and many more minor or sub-ethnic groups totally 1,300 groups. Each ethnic groups have own local language which is used in their daily activities. Then, Bahasa Indonesia Indonesia Indonesia is the second language (L2) as the unifying language in Indonesia as stated in ‘Sumpah Pemuda’ that is happened at 28th October 1908. It is as a bridge for every ethnic group in Indonesia to communicate with each other in order to keep the good interaction from one ethnic to other ethnics in Indonesia.

Every ethnic group in Indonesia use a local language in their daily activity. There are 2,500 local languages in Nusantara, BPS (2010, p.6), 79.5% Indonesian speaks the local language in their daily activity, the date is taken from BPS reports (2010, p.15). It means that local language is as the first language in Indonesia which is used by speaker surrounding in a certain area. Javanese has Java, and Sundanese has Sundanese as their local language. BPS (2010, p.8) records that there are 36.7 million people. It means that there are 36.7 million people speaks Sundanese as their first language.

Both local language and Bahasa Indonesia Indonesia Indonesia has been taught since elementary school, so formal school facilitates students to learn Bahasa Indonesia Indonesia Indonesia and local language to communicate them to the largest community in Indonesia. And also, Indonesia adopts English as one of the language subjects in school.

English is learned as a foreign language, and it is one of the major subjects of the Indonesian educational system. Because the government know that English

is a bridge to connect Indonesian to the largest community in the world. So, the government give more attention to English subject starting from elementary to senior high school, it is proved by English subject is one of National Examination subject which is a key subject to claim that student pronounced pass or not.

But in the tertiary education, English also as one of the department whether English education and English art. English department, mostly uses English in teaching learning activity even in writing a final project, English department students must write paper or thesis in English as well as their class presentation and class discussion, they must use English in asking and giving a question.

In the way to practice English, students need to express all the words meaningfully. So, it leads them to interpret the language, and sometimes, in interpreting the language, students make same diversion dialect due to the difference between source language to target language. It is caused by the different system of each language itself.

The dialect itself affects the students' ability in producing the sound of English pronunciation. This obstacle is faced by students in Indonesia because the students come from various backgrounds, so the class is a homogeny class which is consisted of different ethnic groups, social status, and so on. But, in this case, the dialect is one of the ethnic identity, so these factors give a positive and negative transfer in producing the English pronunciation. Even more, for students who come from Sundanese. They find some obstacle in producing the English pronunciation that is caused by their local language (Sundanese).

The origins of Sundanese is called Cacarakan, it has its own structures and systems. Definitely, it will influence English. When they speak English, there are some systems/features that miss or error in their grammar, and pronunciation also speech style when they are trying to performing spoken English.

Based on the phenomenon above shows that the widespread of English grow some varieties of English all around the world as Kachru proposed at 1997 about three concentric circles, they are the inner circle, outer circle, and expanding circle whereas Indonesia stands at expanding the circle. Or in other words, it means that most of the western countries adopt English as the first language whereas the origins of English come from. Some countries also adopt English as a second language, and other countries adopt English as a foreign language.

So, it is inspired me to investigate the role of local language in Indonesia especially in Sundanese native speaker toward English dialect among English department student in tertiary education, in this case at Universitas Majalengka.

1.2 Reasons for Choosing the Topic

The study of L1 towards FL especially the study of English pronunciation which is sounded by Sundanese speakers are still limited.

Indonesia adopts English is a foreign language, so it is interested to enrich the study of the domination of L1 in pronouncing English pronunciation among Sundanese learners.

The topic arises from the case of the conversation between native speaker and a student (who was Sundanese native speaker), when the student introduced himself, he told that he was Javanese (who came from Java Island specifically

West Java), but he pronounced Javanese as Japanese due to the mother tongue of Sundanese which is consonant 'V' and 'F' always pronounced 'P'.

In short, the reasons can be divided into some points, as follows:

The widespread of English produces English varieties all around the world which is called as world Englishes. Then English is classified into three, they are: inner, outer, and expanding circle. Then, this study investigates the phenomena of sociolinguistic in order to discover the diversity of English in expanding the circle, so it will increase the knowledge and understanding between native and non-native speaker.

Besides, this study also discover the students' developments in learning English which is influenced by L1, so it can help students and teacher to assess and evaluate the major errors that are caused by L1.

It is important to discover the various types of English which are produced by Sundanese Native Speaker in Majalengka. Then, it helps the learners to discover the weaknesses in performing spoken English. Thus, this study will lead learners to be more confident and keep practising.

1.3 Research Questions

Sundanese definitely influences English speaking performance. It is caused by the different language systems.

in Indonesia, English is a foreign language. So, in this research, this study focuses on some issues to be investigated:

- 1) How does the influence of Mid-East Sundanese Dialect toward English articulatory phonetics?

- a) How does Mid-East Sundanese Dialect influence students' pronunciation of English vowels?
 - b) How does Mid-East Sundanese Dialect influence students' pronunciation of English consonants?
 - c) How does Mid-East Sundanese Dialect influence students' pronunciation of English Diphthongs?
 - d) How does Mid-East Sundanese Dialect influence students' pronunciation of English Clusters?
- 2) What are the other factors that influence the students' performance in producing the English pronunciation sounds?

1.4 Objectives of the Research

In line with the research questions, this study attempts to achieve these following objectives:

- 1) to analyse students' speaking performance in order to describe and explain the articulatory phonetics.
 - a) To analyze and explain the English vowels that are influenced by Mid-East Sundanese dialect;
 - b) To analyze and explain the English consonants that are influenced by Mid-East Sundanese dialect;
 - c) To analyze and explain the English diphthongs that are influenced by Mid-East Sundanese dialect;
 - d) To analyze and explain the English clusters that are influenced by Mid-East Sundanese dialect.

- 2) to describe and explain the other factors that influence the students' performance in producing the English pronunciation sounds.

1.6 Scope of the Research

In this research, there are some expectations. It was expected that the result of this study will be useful for:

- 1) The significance of this study is to provide the information about the articulatory phonetics that Sundanese students produced. Then, this study enriches the variety study in the second language acquisition field specifically in segmental features of articulatory phonetics.
 - a) The significance of this study is to provide the information of students' weaknesses in order to help teachers to assess and correcting the major errors that students do in pronouncing the English vowel sounds especially the error which is caused by Sundanese language system;
 - b) The significance of this study is to provide the information of students' weaknesses in order to help teachers to assess and correcting the major errors that students do in pronouncing the English consonant sounds especially the error which is caused by Sundanese language system;
 - c) The significance of this study is to provide the information of students' weaknesses in order to help teachers to assess and correcting the major errors that students do in pronouncing the English diphthong sounds especially the error which is caused by Sundanese language system;
 - d) The significance of this study is to provide the information of students' weaknesses in order to help teachers to assess and correcting the major

errors that students do in pronouncing the English cluster sounds especially the error which is caused by Sundanese language system.

- 2) The significance of this study is to provide the information about the factors beyond students' pronunciation result that will help teacher in facilitating the students to improve their speaking ability.

1.7 Definition of Key Terms

This section explains the terminologies that are used in this study in order to avoid the ambiguities. The definition of the terms in this study as follows:

1) Influence

Based on Depdikbud (2001, p.845), influence is defined as the strength of something or an object that contribute to form a believe or someone's attitude. In the Oxford dictionary, influence is a mass noun that has the meaning as the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.. Whitney in Wang (2014, p.58) describes the influence of cross-language as transfer. In this study, the term influence is used to determine the positive and negative transfer of L1 to second language in second language acquisition specifically in sounds transfer of L1 to L2. Based on Wang (2014, p.8), he states that positive transfer occurs when the mode is the same of L1, while negative transfers occurs when L1 is different from L2.

2) Pronunciation

Pronunciation is how the sounds produce. As Yates (2002: 1) states that pronunciation is the production of sounds to make meaning, includes: segments; suprasegmental aspects; voice quality; gestures and expression that are closely

related to the way we speak. As well as Gilakjani (2012, p.120) in Mulya study (2018), he states that segmental is an individual sounds, while suprasegmental relates to the use of properties of language such as pitch, tone, loudness and tempo. And Mulya (2018), he states that segmental concern about the smallest unit of sounds. Thus, based on Yates's statement, this study focuses on the segmental features of pronunciation involves vowels, consonants, diphthongs, and clusters. Then suprasegmental aspects, gestures, and expressions are ignored.

3) English Speech Sounds

According to Ramelan (1997, p.9), he states that speech sounds can be represented visually by means of written symbols or writing. To represent the speech sounds, English has visual symbols to describe sounds. It is called phonetic symbols of English. It has twelve vowels, twenty-four consonants, and seven diphthongs which are taken from International Phonetic Alphabet Chart.

4) Mid-East Sundanese Dialect

Geographically, Majalengka is located on the East of West Java which is bordered with Cirebon at the east, Indramayu at the north. It means that the Sundanese of Majalengka shares with Cirebonan and Dermayuan. Then, it affects the Sundanese dialect of Majalengka. As Simons (2018) states that the dialect of Majalengka is called as Mid-East Sundanese dialect. Because Majalengka Sundanese dialect is influenced by Cirebonan and Dermayuan. Then it makes a variety of Sundanese in Majalengka specifically in vocabulary, pronunciation, and also the tone that is used by speakers.

1.7 Organization of the Thesis

In this section, I set up the outline of the study. First, chapter I describes an introduction. This chapter briefly presents the content of the paper to the readers. Background of this study contains the study background that it is started then developed. After that, the reason for choosing the topic is because the study about language transfer phenomenon is still limited specifically Sundanese language transfer to English. There are two main statement of the problem as well as its objectives, they are: the way of Mid-East Sundanese learners pronounce the articulatory phonetic which includes vowel sounds, consonant sounds, diphthong sounds, and cluster sounds; and the other factor beyond the students' pronunciation results.

Besides, the significance of the study in terms of theoretically, pedagogically, and practically of each objective of the study. Then, it is followed by the definition of key terms which is consisted of the definition of influence, pronunciation, English speech sounds, Mi-East Sundanese dialect and Sundanese speech sound. In addition, chapter 1 is also provided by the organization of the thesis which provides the summary of each sub-parts of chapter 1 in order to help the readers to understand the thesis.

Second, chapter II presents a review of related literature. It consists of detailed theories that are related to the study. It also covers the review of previous studies contains the study of the language variety study, dialect study, articulatory phonetic study, language interference study, and Sundanese mindset study. Then the review of theoretical studies contains the theories that related to the study. The

first theory that uses in this study is World Englishes theory which explains the variety of English around the world which divides English into three categories, they are: inner circle, outer corcle, and outer circle. And also the theory of language varieties and dialect which explains the variety of English and the contrast of English dialect in each places. Then this study also uses interlingual and intralingual theory which explains the factors can be a cause of errors or mistakes in learning foreign language as well as fossilization as a term of errors tolerance which is caused by mother tongue in case of the variety of English. Then, the theory of Sundanese dialect, and its pronunciation. Chapter 2 is closed with theoretical framework of this study.

Third, chapter III explains the research methodology. This part includes eleven sub-sections. This reserach uses qualitative case study. The setting is at Universitas Majalengka. There were twenty three students which is consisted of eighteen Sundanese students and 5 Dermayuan students, but this study focuses on eighteen Sundanese students. The type of data that is used of this study is voice recording of students when they pronounce the words that is given then the audio recording is transcribed. The data is strengthen with questionnaires, observation checklist and interview as triangulation data.

Fourth, chapter IV contains the findings and discussions. It explores in depth about the findings of the gained data from the Mid-East Sundanese Native Speakers. Then the data was recorded and transcribed in order to be analyzed to find the reasons beyond the errors or mistakes that had been done by the students while they were pronouncing words.

The results was as follow: the vowels that were pronounced by the students easily were /ʌ/, /ɪ/, /ʊ/, /e/, /u:/, /ə/, /ɒ/. They could pronounce them properly. Moreover, some students pronounce sounds /ɜ:/, /ɔ:/, /u:/, /i:/ and /a:/ improperly. They tended to pronounce them shortly with /ʌ/, /e/ /ʊ/ and /ɪ/. Then, all students could not pronounce /æ/ correctly; almost all of them replaced it with /e/. Then The diphthong that was pronounced by the students easily were /aɪ/, /eə/ and /ɔɪ/. They could pronounce them properly. Moreover, some students pronounce sounds /ɪə/, /aʊ/, and /ʊə/ improperly. They tended to pronounce them shortly with /ə/, /e/, /ʊ/, and /ɪ/. Then, some students could not pronounce /əʊ/, and /eɪ/ correctly, they replaced it with /ɔ:/ and /e/. Mostly students were not able to pronounce /æ/ sound, They tended to replace the sound with /ʌ/, and /e/. The students are able to pronounce the rest of vowel sounds properly. In consonant sounds, /θ/, /ð/, /tʃ/, most of the students could not pronounce those sounds correctly. They tended to replace the sound with /c/, /d/, /t/, or /s/. Then, in diphthong sounds, most of the students could not pronounce sounds /əʊ/ and /eə/ correctly. They tended to replace the sound with /ʌ/, and /ɜ:/. Lastly, the students could pronounce cluster sounds /pr/, /kw/, /bl/, and /str/ properly. The major errors were caused by the lack of students' knowledge of pronunciation, mostly they trapped with the spelling of the words.

While The consonants that were pronounced by the students easily were /b/, /c/, /d/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /dʒ/, /t/, /r/, /w/, /ŋ/, /ʃ/, and /p/. They could pronounce them properly. Moreover, some students pronounce sounds /θ/, /ð/and /tʃ/improperly, as well as Anggi's finding (2013) and Risdianto's study (2017),

they agreed that the sounds /θ/, and /ð/ were difficult to be pronounced. They tended to pronounce them shortly with /c/, /d/, /t/, or /s/. Then, most of the students could not pronounce /ʃ/ correctly; most all of them replaced it with /c/. The clusters that were pronounced by the students easily were /kw/, /bl/, /pr/ and /str/. They could pronounce them properly.

The last, chapter V presents conclusions and suggestions. It contains the conclusions of the study and suggestions are made based on the research findings. Firstly, the results discover the major errors that had been done by the students in pronouncing vowel sounds, consonant sounds, cluster sounds, and diphthong sounds. As well as I discover the students beyond the errors. In discovering the ability of students' pronunciation, it is better for the researcher to modify the subject or the setting of the study. By modifying them, it would enrich the mapping of English pronunciation that used by various speakers. So it will help the others to understand or to respect the non-native English speakers. In addition, it is also useful to evaluate the students' major errors or mistakes.

CHAPTER II

REVIEW OF RELATED STUDY

This section will describe some previous studies and other theories relates to this research.

2.1 Previous Study

In this section, I sort some studies into five groups, they are language variety studies; dialect studies; articulatory phonetic studies; language interference studies; and the mindset of Sundanese. The details are shown below:

The language variety studies were Farida's study (2010), and Musgrave's study (undated). They observed the language variety between two places and they discuss the differences between those places.

The studies above discovered the variety of language, which was caused by geographical aspects. They gathered the data by using questionnaire and observation. The results of the studies above showed that besides the geographical aspect, there were many factors that caused the language variety, it depended on the background of the community itself.

In contrast, the current study had a similarity in discovering the language variety. But, the current study used observation, interview, and document analysis in collecting the data, also the subject of the study was the Sundanese learners who speak English. The current study was aimed to discover the influence of L1 toward the English pronunciation sounds.

Besides, the group of dialect studies were Naima's study (2014), Bucholtz's study (2007), Terolle's study (2013). They investigated the dialect of two areas or in different community. They found the contrast of each dialect whether in expression, stereotype, and , the linguistic change who was motivated by the influence of other dialects in addition to education.

.Those studies showed that the dialect of each community gave the variety of language itself. The dialect was influenced by the community's perception and the limitation of linguistic ability also the mental and psychological aspects in producing the language so it produced the variety of language specifically in the toning and pronouncing the words.

Beside of those studies above, more dialect studies had been held. They were: Margaret's study (2013) who discovered the dialect of Kenya; Hazen's study, he was explained the forging third-wave dialectology (2014); Kerk's study (1999) who concerned on the dialect vocabulary of Ulster; and Ilham's study (2013), he focused on dialectology an interactional overlap of disciplines.

The current study investigated the socio phenomena in a Sundanese in obtaining the foreign language, English. How does the Mid-East dialect influence the English pronunciation? So, the current study focused on the pronunciation that influenced by Mid-East Sundanese dialect and how is the transfer of Mid-East Sundanese dialect toward the English pronunciation sounding.

Then, the articulatory phonetic studies had been conducted by Huber's study (2017), Chang's study (2010), Madalyn's study (2014). They investigated the differences between discourse intonation and the kind of pitch contours

between speakers native and non-native speakers in order to investigate the phonetic developments that occur when two phonological systems come into contact within mature speakers of one language who are acquiring a second language as well as the linguistic features involves phonology, morphology, and lexical item of certain groups or community.

Those studies used instructional instruments in order to investigate the articulatory phonetic developments that were caused by the two or more phonological systems, and it produces a variety of phonological articulation.

Beside of those studies above, more articulatory phonetic studies had been held. They were: Arif's study (2012), he analyzed certain phonetics in Java students as Alex's study, but he focused in the context of Lampung; Deiniatur's study (undated), he explained the error that has been done the students in pronouncing diphthongs sound; Zhang and Yin's study (2009), they explained the Chinese students' problem in learning pronunciation; Fakhri's study (2017), he explained the error analysis of Sundanese English Pronunciation on Fricatives Sound as well Anggi's study (2013), she explained on the dental fricative consonant sounds as Riza's study (undated) in the context of Java, and Sinuan's study (undated) in the context of Thai; Shiva's study (2010), Faizal's study (2017) who discovered the error of Iranian students in learning pronunciation, as well as Wuri's study (2014), and Kornelia's study; Elkhair's study (2014), Mahmud's study (2016) who discovered the students' problem in learning pronunciation as well as Sawir's study (2005), Angelina's study (2013), Anne's study (2016), and Rahmatia's study (2010); Huang and Carnicle's study (2016), they explained the

effect of accent as well as Esteki and Rezazadeh's study; then Nunung's study (2016), Izzah's study (2017), Dery's study (2015), and Alim's study (2012), Robert's study (2015) were discussing the effectiveness or the technique in teaching pronunciation.

The current study also focused on two or more phonological systems between Mid-East Sundanese dialect and English in order to explore the phonological articulation produced by Sundanese native speakers. To find out the data, the current study used methodological triangulation data, they were: observation, interview and questionnaires.

Lastly, the group of the interference of L1 studies were Dewi's study, Debby's study (2017), Klementina's study (2017). In gathering the data, they used observation, interview, and questionnaire to find a negative and positive transfer to some vowel, consonants, diphthongs, and clusters. As well as Srihaba's study (2015), Tan's study (1997), Judith's study (2013) Sumarsih's study (2014); Saleher's study (undated), Mamo's study (2016) and Akteruzzman's study (2016) were discussing on the interference of L1 towards English communication.

While Archvadze's study (undated) focused on the problem of first language interference in the process of teaching the second language. While observing the process of teaching and learning English as a second language, we noticed the influence of native language interference, which can occur in different situations while teaching different aspects of English. It was strongly believed that linguistic interference is one of the fundamental difficulties faced by learners of second languages. It assumed that problems are mainly caused by the lack of

substantial knowledge of lexical and grammatical structures and aspects of the target language.

Another study was Bhela's study (undated). He found that second language learners appeared to accumulate structural entities of the target language but demonstrate difficulty in organising this knowledge into appropriate, coherent structures. There appeared to be a significant gap between the accumulation and the organisation of the knowledge. This then raised a critical question - what kinds of language do second language learners produce in speaking and writing? When writing or speaking the target language (L2), second language learners tend to rely on their native language (L1) structures to produce a response.

Those studies investigated the role of L1 in acquiring the second language. The result of the studies showed that L1 dominated the second language systems whether in lexical and grammatical structures and aspects of the target language.

The current study focused on the articulatory phonetic that was influenced by Mid-East Sundanese dialect. The current wanted to explore the domination of L1 toward target language, so it can help the learners and the teacher to assess and evaluate the major errors of English articulation that was caused by Mid-East Sundanese dialect.

In addition, the perception of the Sundanese study was Sudaryat's study. He used a textual technique, intuitive technique, and elicitation technique to collect the data. Then he found that Sundanese people's way of thinking was outspokenness, subjectivity, of being substantial, of being a humorist, of being emotional, indirectness, indistinctness, politeness, sensitivity, and loyalty. The

reflection of mindset is seen from its sound accord, contradiction, kiratabasa (language prediction), abbreviation, and language paradigm. The cognitive system of Sundanese language was related to the naming system (of people, of body parts, of places or toponymy), time, numbers, colours, and environment.

While Husnul's study (2012) dealt with the students' pronunciation sounds in some of English phonemes (/p/, /f/, and /v/). It was a statistical comparative study, which compared the first year students and third-year students in producing the sounds of English phonemes (/p/, /f/, and /v/). Then, she found that there were no significant comparison in pronouncing some English phonemes between the Sundanese third-year students and the Sundanese first-year students

Beside of those studies above, more articulatory phonetic studies had been held. They were: Suzannah's study (2005) explained the L1 perception toward foreign language; and Dedeh's study (2008) who described the Sundanese script.

In brief, the studies above relate to language variation, dialect and role of mother tongue in producing English. But the contrast of this research is at the geographical level, the sample of this study is a Sundanese ethnic group as a community to be investigated.

2.2 Review of Theoretical Studies

2.2.1 World Englishes

Kachru and Cecil Nelson (2011:27) figure the phenomenon of English into three kinds of circle: inner circle; outer circle; and expanding the circle. At the inner circle is filled by England, America, Australia, and New Zealand. While the outer

circle is filled by India, Singapore, and the Philippines. And expanding circle is filled China, Indonesia, and Thailand.

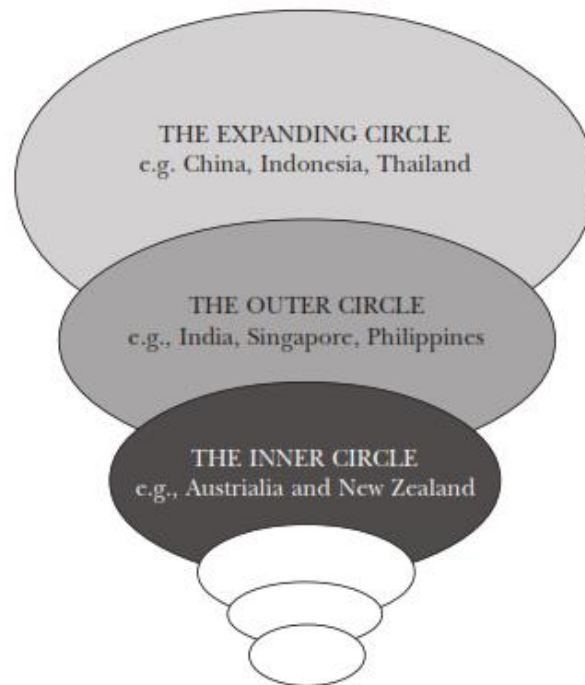


Figure 2.1.
Three Concentric Circles of Asian Englishes

At the expanding circle, it means that English of Indonesia represents the further diffusion of English propelled by political and economic influence of England and USA. It is also shown that English has a limited role except in tertiary education, and formal school in order to fulfil students' need to access technology and looking for a job.

Kachru and Cecil Nelson (2011, p.34) states that:

‘The term ‘world Englishes’ is not intended to indicate any divisiveness in the English-using communities but to recognize the functions of the language in diverse pluralistic contexts.’ Such a point of view removes the stigma of lack of proficiency and performance from varieties of English,

and respects the fact that people take English as they find it and use it as they will”.

Thus, world Englishes indicates to evaluate and correct the stigma of English performance variety in order to grow the feeling of respect between native and non-native speaker so the non-native speaker can be more motivated to learn without any negative stigma and respectless.

2.2.2 Language Varieties

World Englishes deal with the variety of English around the world. That cause a language is as a collection of mutually intelligible dialects. Dialect is sub-part of language. Wardhaugh (2006) states, “recognition of variation implies that we must recognize that a language is not just some kind of abstract object of study. It is also something that people use.” People use language to interact with each other, so language will move and expand dynamically. Language will be updated over time, it depends on the speaker participant and speaker role itself. Naima (2014:13) states that “language varieties which are unwritten are commonly referred to as dialects, whereas those used in written form are considered to be ‘the proper language’”.

Moreover, if a community share or interact to other communities whose language is different, it occurs a shared culture of language between them, so when they get back to the community, they will get a new movement of their language due to the shared culture of other languages.

Dialectal diversity develops when people are separated from each other geographically; regional dialects reveal where we come from, whereas the latter, social dialects, are spoken by a particular social stratum or ethnic group. A social

dialect is characterized by its restricted use, nevertheless, the social code can be a symbol of group affiliation and ethnic identity, and in other words, speakers choose consciously their own dialect in order to display their belonging and membership.

There will be great phenomenon when one ethnic meet other ethnic and hold a communication then unconsciously they will share their language identity to other ethnic and form a diversity because they will use other languages to the community and apply it on every interaction, it can be a dialect, so it means that language meets other languages which has complete distinction, it will enrich language variety of community itself.

2.2.3 Language and Dialect

A human can't live alone. They need other individuals in their activities. They have to interact with each other. Language is a tool to communicate one individual to other individuals. Hence, they use certain expressions to hold the interaction, it is called language. Wardhaugh (2006) states that "language is used to refer either to a single linguistic norm or to a group of related norms, and dialect is used to refer to one of the norms."

Language has a dialect. Naima (2014, p.11) states, "Dialects of a language are different from each other in term of grammar, lexis and pronunciation, and they can be divided into two kinds; regional and social". Chambers and Trudgill (2004) states that "a dialect is popularly considered to be a substandard, low-status, often rustic form of a language." Every area has the different specific respect of language itself whether in grammar, pronunciation itself.

2.2.4 Interlingual and Intralingual

Interlingual is the first step in studying a foreign language. It means that the students need to transfer their native language to an unfamiliar language system (foreign language), so it causes the errors when they produce the foreign language. The errors are caused by the negative interlingual transfer because their mother language dominates the students' knowledge in producing the foreign language, as Brown states (2000, p.224) "... Before the system of the second language is familiar, the native language is only the previous linguistic system upon which the learner can draw".

While intralingual, the students already know some parts of the linguistic system but still, they do overgeneralization; thus, they make a predominance of interference. It means that the students have the basic new linguistic system but they still confuse how to use it correctly.

2.2.5 Positive and Negative Transfer in SLA

According to Wang (2014, p.8), he defines positive transfer occurs when the mode is the same of L1, while negative transfers occurs when L1 is different from L2, thus L1 will interference the SLA in the context of word order, negative sentence, interrogative and relative clause and so on. In other words, all the the transfer of L1 in SLA is negative transfer. Based on the definition, it can be concluded that the differences between L1 and FL will affect the students in learning English as a foreign language which causes positive transfer if L1 is as same as FL in the context of linguistic and if L1 is difference with FL it can be stated that the

transfer of L1 is negative because it will causes errors in producing FL. This study focuses on the transfers of L1 toward English pronunciation sounds.

2.2.6 Mistake and Error

Error and mistake will accompany the students in learning English as a Foreign Language. It is caused by the positive or negative transfer of L1 toward L2. But mistake and error have a different definition. Error occurs in many times while mistake occurs once time. It means that the error is caused by a different system but a mistake is caused by the students' carelessness. An error can be done unconsciously; the students' still have any L1 interference. While the students could make mistake, and they have the basic knowledge of how the correct one should be.

Brown (1993, p.205) distinguishes error and mistake in English as Foreign Language Learning. He defines mistake, as a performance error that either was a random guess or slip that it was a failure utilize a known system correctly. Normally, the students recognize the mistake and they also could correct the mistake immediately.

2.2.7 Mistake and Error vs Fossilization

Fossilization in Second Language Acquisition is the process in which incorrect language becomes a habit and cannot easily be corrected. This term arises from the spreading of English. This phenomenon produces a variety of English. It is called as World Englishes that is divided English into three categories, they are the inner circle, outer circle, and expanding circle. So that's why Fossilization exists in Second Language Acquisition.

Many speakers around the world produce English differently, it is caused by many factors, and one of them is caused by their mother tongue. L1 is the main obstacle for the students to acquire other languages especially in learning English speaking skill because L1 has the specific rules in producing the English pronunciation sounding. It means that L1 has the dominant role in producing English pronunciation. It may give the positive or negative transfer toward target language. It leads students to do a mistake in pronouncing a word, and it may occur the miss understanding between the speaker and the hearer.

The mistake that is caused by L1 can't be claimed as a big mistake but it is an ordinary problem in interlanguage phenomena. As long as the speaker and the hearer are non-native speakers is not a problem because the hearer can understand what the speaker says, and also they have the similar error in producing English pronunciation sounding. But, the problem is when the students want to talk with a native speaker, it will confuse the native speaker due to the faulty of interlanguage which is produced by the speaker.

Mostly, the faulty of interlanguage is caused by a lack of corrective feedback and the strong transfer of L1 toward target language. For example: when a student practices English speaking skill, and he makes some mistakes but the teacher forgets to give corrections, it will be fossilization because it is not easy to be corrected. And on another case, a Javanese student whose 'medok' dominate his performance in producing English pronunciation sounding, also it will be fossilization because it needs more time to eliminate their habit which can influence target language.

2.2.8 Pronunciation

Pronunciation is part of linguistic and also a feature of speaking skill. It means that pronunciation is an important ability to comprehend the language.

Pronunciation is defined as:

“the production of sounds that we use to make a meaning. It includes attention to the particular sounds of language (segments), aspects of speech beyond the level of individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language”. Yates (2002, p.1)

Dalton and Seidholfer (1994, p.3) also state that there are two senses of significant sounds; first, the sound is used to as part of a code of a particular language; and the second, sound is used to achieve meaning in the context of use.

Then, Schuchardt (1972) notes that: “the pronunciation of the individual is never free from variation”. On a phonological level, as Hinbel (2005) says, there is often a simplification of word-final consonant clusters and stress on the first syllable rather than the second. It is related to the grammar in the ending of the words. Sometimes speaker ignores or misses in ending of the words. As well as Avery and Ehrlich (1992, p.75) definition, ‘pronunciation is not just about individual sounds which are only one aspect but the range of pronunciation features in the speaking of English at primary level includes individual sounds and consonant sounds’. So it means that, in producing the words, the speaker cannot separate an aspect with other pronunciation features in order to produce meaningful words.

Ramelan (1994, p.49) strengthens the features of pronunciation. He states that pronunciation has two features, they are segmental and suprasegmental features whereas segmental features are as sound unit arranged in a sequential order then suprasegmental features is as stress, pitch, length, intonation, and other features that relate to the production of segmentals.

Based on the definitions above, it can be concluded that pronunciation is the production of sounds to make meaning. Pronunciation means sound. And sound represents the code of particular language, then sound leads the speaker to express the utterance meaningfully. But in producing the sound, there are some variations that must be attended, starting from a phonological level to the grammar. Because meaningful utterance is not only producing the sound but also structuring the grammar correctly, so the communication will be run well.

In short, it can be concluded that pronunciation has segments, suprasegmental aspects, and voice quality. Three aspects of pronunciation are related one another. So it means that in producing the sound do not ignore one aspect, because meaningful utterance is a clear sound (voice quality), good pronunciation, and right gestures.

Between Sundanese and English, there are so many differences in pronouncing words. Sundanese pronounces words as the single vowel or consonant itself. But, English spells a consonant or vowel differently as the system of the word itself. If the speaker makes a mistake in expressing utterances (in English) it will lead the addressee to other meaning (misunderstanding between speaker and hearer).

Pronouncing English is needed to be more careful because in expressing English there is no tolerance so the addressee will understand the utterances. But non-native speakers, especially the Sundanese learners ignore to pronounce some parts of the words, and some are caused by their knowledge or their first language system which is brought to English while they produce English spoken language. This research focuses on the segmental features in some target words in order to discover the influences of Mid-East Sundanese dialect toward the English pronunciation sounding.

In segmental features, Ramelan (1999, p.49) describes two kinds of segmental features: vowels and consonants. He states that 'vowels and consonants are called segmental features since they can be segmented or chopped up into isolated features.

a) Vowels

As Ramelan (1999, p.49) states that vowels are a kind of segmental features of pronunciation. Dalton and Seidholfer (1994, p.178) as well as Jones (1956, p.12) deal that vowels are the continuous voiced sounds that produced without obstruction in the mouth. Nevertheless, Jones (1956, p.12) strengthens that vowels are also called pure musical sound because it is unaccompanied by any frictional noise. It means that the airstream that produced from the mouth and flows along the tongue is not obstructed.

Vowels are divided into two types (Ramelan:1999, p.59), they are pure vowels and diphthongs whereas pure vowels is a vowel in the production of which the organs of speech remain in a given position for an appreciable period of time.

Table 2.1

List of IPA Vowel Sounds

No	Phonetic Symbols	Words	Phonetic writing
1	[ɪ]	English	/ɪŋɡlɪʃ/
2	[i:]	Even	/i:vən /
3	[ʊ]	Wood	/wʊd/
4	[u:]	Wounded	/'wʊ:ndɪd/
5	[e]	Exiles	/ 'eksɪlz/
6	[ə]	Alas	/ə 'læs/
7	[ɜ:]	Earn	/ɜ:n/
8	[ɔ:]	Ought	/ɔ:t/
9	[æ]	Anger	/'æŋɡə/
10	[ʌ]	Tough	/ tʌf/
11	[ɒ]	Promise	/'prɒmɪs/
12	[ɑ:]	Arkansas	/'ɑ:kənsɔ:/

Then, 'diphthongs are a vowel in which there is an intentional glide from one vowel position, and which is produced in one single impulse of breath', Ramelan (1999, p.59). Similarly, Dalton and Seidholfer (1994, p.175) state that 'a diphthong is a vowel sound where a glide from one vocalic position to another take place'.

Table 2.2

List of IPA diphthong Sounds

No	Phonetic Symbols	Words	Phonetic writing
1	[əʊ]	Oath	/əʊθ/
2	[aʊ]	Sounds	/saʊndz/
3	[ɪə]	Dearest	/'diəri:st/
4	[eə]	Ere	/eə/
5	[ʊə]	Tour	/tʊə/
6	[eɪ]	Ague	/'eɪgju:/
7	[aɪ]	Aisles	/aɪlz/
8	[ɔɪ]g]	Devoid	/dɪ'vɔɪd/

Based on the definition above, it can be concluded that pure vowels are produced without any glide. Then diphthongs are produced with glide or vocalic position to another take place. And, it can be distinguished that the phonetic of pure vowels is written as single symbol, then the phonetic diphthongs is written in double symbols.

b) Consonants

Consonants are a kind of segmental features of Pronunciation. The definition if consonants are described by Dalton and Seidholfer (1994, p.174) as a speech sound that produced by creating an obstruction to the airstream during articulation. It means, consonant can be produced when the airstream is formed by

a certain control of the airstream obstruction. But in producing consonants, Jones (1956, p.12) classifies it into four classifications, they are: ‘all breathed sounds, all voiced sounds formed by means of an obstruction in the mouth, all those in which there is narrowing of the air passage giving rise to a frictional noise, and certain sounds which are gliding’. According to Yates and Zielinski (2009), there are two types of consonants, they are single consonants and consonant clusters.

Single consonants are a consonant that produced without any other consonants. In producing single consonant, there is no complex control in controlling the sound of single consonants. Single consonants have twenty-four phonetic symbols. Below is the list of single consonants:

Table 2.3

List of IPA Consonant Sounds

No	Phonetic Symbols	Words	Phonetic writing
1	[p]	Plaque	/plɑː/
2	[b]	Ballet	/bæleɪ/
3	[m]	Mankind	/mæn'kaɪnd/
4	[t]	Top	/tɒp/
5	[d]	Dearest	/dɪəɪnst/
6	[n]	Nor	/nɔː/
7	[k]	Kitchen	/'kɪtʃɪn/
8	[g]	Gertrude	/'gɜːtruːd/
9	[ŋ]	Think	/'ɪŋkɪŋ/
10	[f]	Flood	/flʌd/

11	[s]	Study	/'stʌdi/
12	[z]	Zeal	/zi:l/
13	[θ]	Think	/ju:θ/
14	[ð]	Though	/ðəʊ/
15	[v]	River	/'rɪvə/
16	[ʃ]	Show	/ʃəʊ/
17	[ʒ]	Leisure	/'leɪʒə/
18	[tʃ]	Chair	/tʃeə/
19	[dʒ]	Job	/dʒɒb/
20	[l]	Like	/laɪk/
21	[r]	Run	/rʌn/
22	[j]	Youth	/ju:θ/
23	[w]	With	/wɪð/
24	[h]	Hiccough	/'hɪkʌp/

The consonant clusters are different with single consonants whereas consonant clusters consist of two or three consonants in one production sounds. It is also stated by Dalton and Seidholfer (1994, p.174) that 'consonant cluster is a sequence of two or more consonants within one syllable'.

Recently, Yates and Zielinski also strengthen (2009, p.47) the previous definition, they state that 'consonant cluster is a group of two or more consonants pronounced with no vowels in between'. It means that a consonant cluster is a group of a consonant in one syllable without any vowel and it pronounced

together in one time. They also divide the consonant clusters into three kinds of consonant clusters, they are initial cluster, medial cluster, and final cluster. But this research focuses in the initial consonant clusters they are /str/, /st/, /thr/, /sk/, /br/.

Table 2.4

List of Cluster Sounds

No	Phonetic Symbols	Words	Phonetic writing
1	[kw]	Querry	/'kwɛəri /
2	[bl]	Constable	/'kʌnstəbl/
3	[pr]	Pronunciation	/prəˌnʌnsi'eɪʃən /
4	[str]	Streak	/stri:k/

2.2.9 The Sundanese

Sundanese is a Malayo-Polynesian language spoken by people mainly in western Java in Indonesia includes Banten, Jakarta, parts of western Central Java and southern Lampung. Sundanese is the third most-spoken language in Indonesia. Sundanese is one of Indonesia ethnics who live on the West of Java Island, specifically, they live on West Java and Banten Province (out of Jakarta or Betawi). There are 36.7 millions (there are thirty million) Sundanese native speakers or 15% of the population in Indonesia.

There are six main dialects of Sundanese: 1) Western dialect belongs to Banten and Lampung; 2) Northern dialect belongs to Bogor and some parts of Pantura; 3) Southern dialect (Priangan) belongs to around Bandung; 4) Mid-East

dialect belongs to Majalengka and Indramayu; 5) Northeast dialect belongs to Sunda Cirebon; and 6) Southeast dialect belongs to Ciamis, Cilacap, and Banyumas. The Southern or Priangan dialect is the most widely spoken and is taught in schools in West Java and Banten Province.

Trudgill (1995, p.41) notes that:

“Language may be an important or even essential concomitant of ethnic group membership. This is a social fact, though, and it is important to be clear about what sort of processes may be involved. In some cases, for example, and particularly where language rather than varieties of a language are involved, linguistic characteristics may be the most important defining criteria for ethnic-group membership.”

The origins phoneme of Sundanese was called Cacarakan. Sundanese had certain language system. The same language system with Indonesian which was not influenced by the time dimension. But Sundanese has a certain phonological system which has not ‘f’ and ‘v’ before 2013.

ᮘ	ᮙ	ᮚ	ᮛ	ᮜ	ᮝ	ᮞ		
a	é	i	o	u	e	eu		
[a]	[ɛ]	[i]	[o]	[u]	[ə]	[ɤ]		
ᮟ	ᮠ	ᮡ	ᮢ	ᮣ	ᮤ	ᮥ		
ka	ké	ki	ko	ku	ke	keu		
ᮦ	ᮧ	ᮨ	ᮩ	᮪	᮫	ᮬ		
kar	kang	kra	kla	kya	kah	k		
ᮭ	ᮮ	ᮯ	᮰	᮱	᮲	᮳	᮴	᮵
ka	ga	nga	ca	ja	nya	ta	da	na
[ka]	[ga]	[ŋa]	[tʃa]	[dʒa]	[ɲa]	[ta]	[da]	[na]
᮶	᮷	᮸	᮹	ᮺ	ᮻ	ᮼ	ᮽ	ᮾ
pa	ba	ma	ya	ra	la	wa	sa	ha
[pa]	[ba]	[ma]	[ja]	[ra]	[la]	[wa]	[sa]	[ha]
Consonants for foreign words					Additional consonants			
ᮿ	ᮻ	ᮼ	ᮽ	ᮾ	ᮿ	ᮻ	ᮼ	ᮽ
fa	qa	va	xa	za	kha	sy		
[fa]	[qa]	[va]	[ksa]	[za]	[xa]	[ʃa]		

Figure 2.2

Vowels, consonants and diacritics of Sundanese

Due to the system, the Sundanese native speakers naturally ignored to pronounce ‘f’, ‘z’, ‘sh’, ‘sy’ and ‘v’ when they are performing oral skills whether in Indonesian and English.

It is relevant to consider other kinds of ethnic influence; however, for one common source of distinctiveness in ethnic dialects is the influence of foreign languages spoken as a first language by the students. A speaker's ethnic or racial group may also have a significant effect on the language they use.

2.2.10 Mid-East Sundanese dialect

As Simons and Fennig (2018) state that Majalengka (sub)dialect belongs to Mid-east Sundanese dialect. Mid-East Sundanese dialect can be distinguished with others because it has unique words than the others, Mid-East Sundanese dialect or Mid-East Sundanese dialect shows the different level of lexicogrammatical features than the others for example: *kapireng* (hear), *merkedeweng* (stubborn), *emuh* (drink), *age* (c'mon), *engke* (later), *meni* (very), *boboko* (hamper), *kekenceng* (frying pan), *mecak* (exciting), *erbis* (watermelon), *enceup* (suitable), *kami* (I), *dewek* in Majalengka means you but *dewek* in Bandung or at the other dialect means I. Those words are only available in Majalengka.

Besides, the characteristic of Majalengka people can be distinguished through the tempo, tone and the stress of their speaking. Commonly, Majalengka people spoke loudly and speak fast.

Mid-East Sundanese dialect is influenced by Cirebonan and Indramayuan. It is a reason why the Mid-East Sundanese dialect different than the others. As the linguist draws the linguistic map of West Java below:

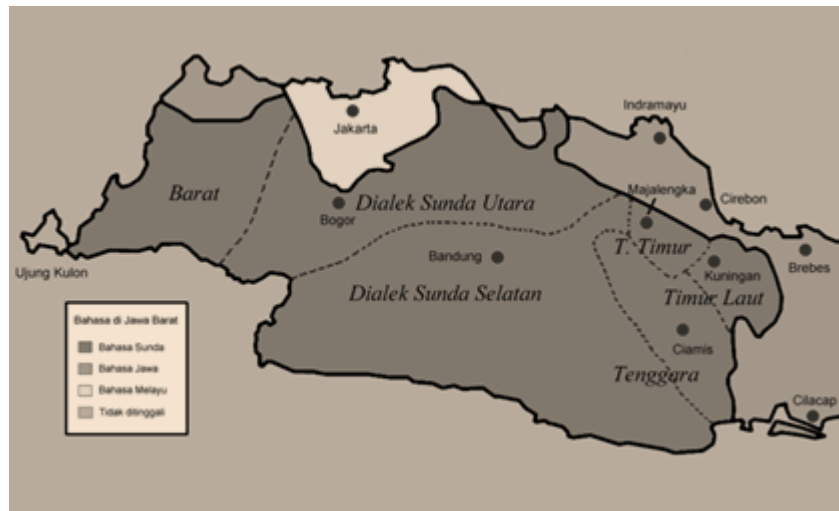


Figure 2.3

The Map of Sundanese Dialect
(Ethnologue: Languages of the World, Twenty-first edition)

Based on the map above, it can be seen that Mid-East Sundanese dialect borders with Cirebon at the east, and Indramayuan at the North.

Indeed, Majalengka is dominated by Sundanese native speaker but there are non-Sundanese Native Speaker, they are Dermayuan and Cirebonan, as well as they can speak both of Sundanese and Dermayuan, or Sundanese and Cirebonan. Then, the character of Mid-East Sundanese speaker could be identified from the use of stress sounding and the tempo of their speech. Most of them, usually speak fast and loud, and even it looks like that they are getting upset.

2.3 Theoretical Framework

Based on the theory above, in short, Chambers and Trudgill (2004) states that “a dialect is popularly considered to be a substandard, low-status, often rustic form of a language.” Dialect has three sub-parts, they are vocabulary, grammar; and pronunciation. But in this study, vocabulary is not analyzed because there are no

different vocabularies due to share common words whether formal and casual conversation. It is caused by they use the same sources of words (dictionary) in order to find the vocabulary when they want to use unfamiliar words.

This topic of this study is a sociolinguistic phenomenon which explain socio phenomenon in the linguistic aspect in the context of Majalengka dialect toward English dialect.

In short, this study focuses on linguistic features specifically in segmental features between Sundanese and English. English pronunciation is divided into four groups, they are: 1) Vowels; 2) Consonants; 3) Diphthongs; 4) Clusters.

So, the theoretical framework of the present study can be represented as the figure below:

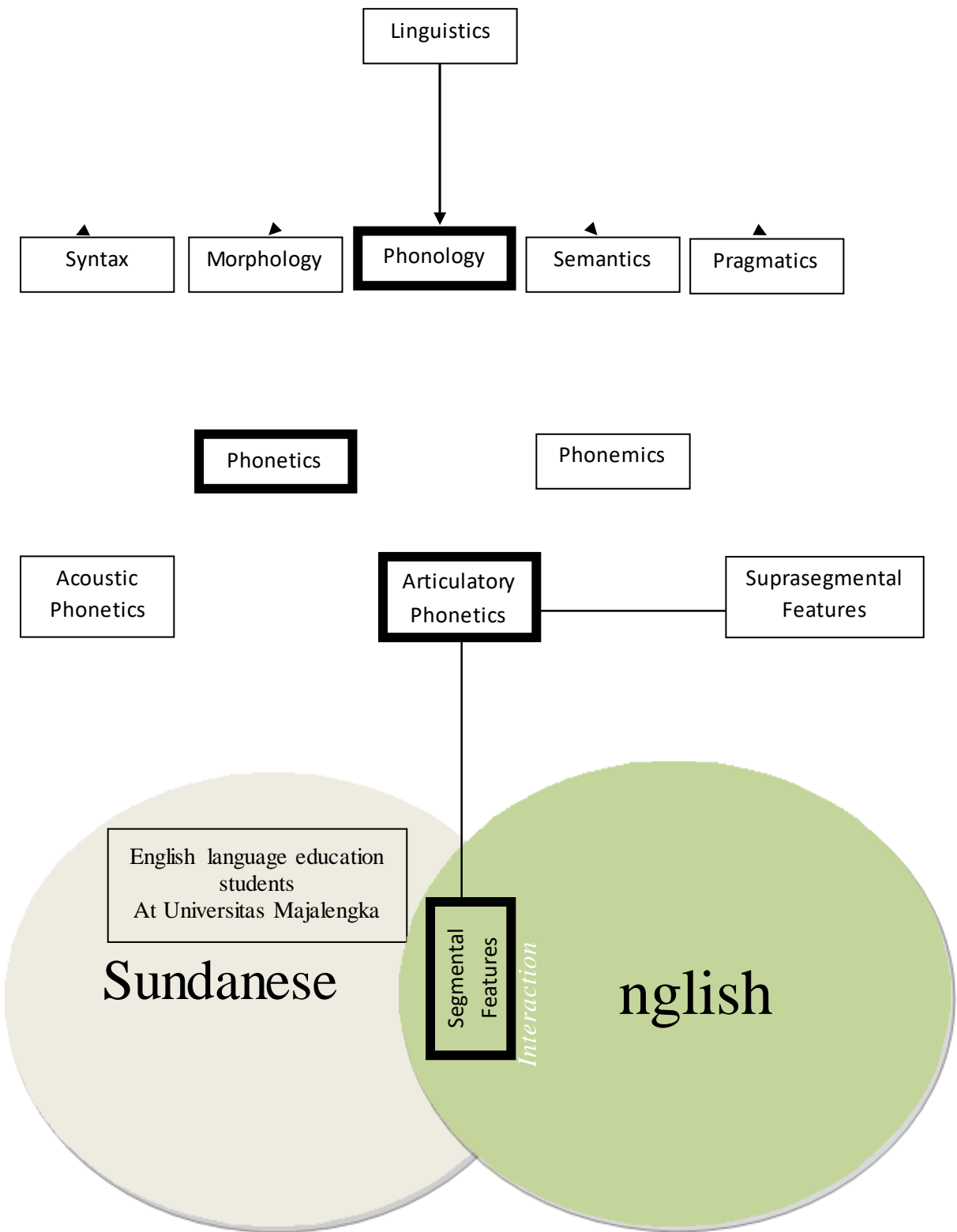


Figure 2.4

. Theoretical Framework of the Present Study

CHAPTER V CONCLUSION AND CONSLUSION

This chapter consisted of three sections. First section explained the conclusion of the research. Second section explained the suggestions for another similar research. Last section explained the limited of the research.

5.1 Conclusion

Based on the findings in the previous chapter, it can be concluded as follows:

The errors or mistakes that had been done by the students were caused by the lack of the students' knowledge about how the sounds should be pronounced. Mostly the students were trapped with the words how it's written. They pronounced the sounds based on their knowledge. It meant, they were really needed to learn more about the pronunciation because the mistakes were caused by the lack of knowledge specifically pronunciation skills. But overall they did well, they could pronounce some words properly and a few of them were confused with the different words with the same sound.

The vowel sounds that was negatively influenced by Mid-East Sundanese dialect was /æ/. Most of the students could not pronounce that sound correctly. They tended to replace the sound with /ʌ/, and /e/.

The consonant sounds which strongly affected by Mid-East Sundanese dialect. They were negatively influenced by Mid-East Sundanese dialect. The sounds were

/θ/, /ð/, /tʃ/. Most of the students could not pronounce those sounds correctly. They tended to replace the sound with /c/, /d/, /t/, or /s/.

The diphthong sounds that were negatively influenced by Mid-East Sundanese dialect were /əʊ/ and /eə/. Most of the students could not pronounce those sounds correctly. They tended to replace the sound with /ʌ/, and /ɜ:./

The cluster sounds that were positively influenced by Mid-East Sundanese dialect were /pr/, /kw/, /bl/, and /str/. All of the students could pronounce them properly.

Based on the data, showed that naturally they communicate using Sundanese. Along with the development of era, it occurs a change of them. So they expand language ability to acquire other languages. Thus, it can be concluded that the mispronounced words mostly are caused by the lack of pronunciation practice

5.2 Suggestion

Based on the limitations of the study, I would like to give some suggestions. In discovering the ability of students' pronunciation, it is better for the researcher to modify the subject or the setting of the study. By modifying them, it would enrich the mapping of English pronunciation that used by various speakers. So it will help the others to understand or to respect the non-native English speakers. In addition, it is also useful to evaluate the students' major errors or mistakes.

5.3 Limitation

In order to give a contribution to research development in the pronunciation field, I mentioned the weakness of my study. The object of the study focused on the articulatory phonetic.

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