



**THE INFLUENCE OF KEMAK SANIRIN DIALECT  
TOWARDS STUDENTS' ENGLISH PRONUNCIATION  
(A Case Study at SMA Negeri 3 Atambua, East Nusa Tenggara)**

**THESIS**

Submitted in partial fulfillment of the requirements for the degree  
of Magister Pendidikan in English Language Education

Martinus Mau Ati

0203517095


**ENGLISH LANGUAGE EDUCATION  
PASCASARJANA  
UNIVERSITAS NEGERI SEMARANG  
2019**

## APPROVAL SHEET

This thesis entitled "The Influence of Kemak Sanirin Dialect Towards Student' English English Pronunciacion (A Case Study at SMA Negeri 3 Atambua, East Nusa Tenggara)" by Martinus Mau Ati (0203517095) English Language Education Pascasarjana Universitas Negeri Semarang (UNNES) has been examined on September 12<sup>th</sup>, 2019 and revised based on examiners' suggestions.

Semarang, September 2019

Chairman,



Dr. Eko Handoyo, M. Si  
NIP. 196406081988031001

Board of Examination

Secretary,




Prof. Dr. Abdurrachman Faridi, M.Pd.  
NIP. 195301121990021001

First Examiner,




Prof. Dr. Warsono, M.A.  
NIP.

Second Examiner,



Prof. Dr. Suwandi, M.Pd  
NIP. 195208151983031003

Third Examiner,



Prof. Dr. Januarius Mujiyanto, M.Hum.  
NIP. 195312131983031002

## PERNYATAAN KEASLIAN

Dengan ini saya

Nama : Martinus Mau Ati

Nim : 0203517095

Program studi : Pendidikan Bahasa Inggris S2

menyatakan bahwa yang dalam **tesis** yang berjudul “ **THE INFLUENCE OF KEMAK SANIRIN DIALECT TOWARDS STUDENTS’ ENGLISH PRONUNCIATION**” ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian ataupun seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam **tesis** ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini saya **secara pribadi** siap menanggung resiko atau sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

Semarang, September 2019

Yang membuat pernyataan,

MARTINUS MAU ATI

## **MOTTO AND DEDICATION**

### **MOTTO**

**“With languages, you are at home anywhere”**

**-Idmund Di Waal**

**This thesis is dedicated to English Language Education Graduate Program,  
Semarang State University**

## **ACKNOWLEDGEMENT**

First of all, I would like to express my deepest thanks to God because of the blessing given to me from the very beginning of my study in graduate program of Semarang State University until the end.

Greatest thanks are also given to my first advisor, Prof. Dr. Januarius Mujiyanto, M. Hum., and my second advisor, Prof. Dr. Suwandi, M. Pd., for all of their advice and suggestions during finishing this writing.

Special thanks are also given to all the lecturers of English Department of Graduate Program of Semarang State University who have given me their beneficial knowledge during my study. My thanks are also for my beloved friends of English Graduate Program of Semarang State University.

Moreover, I would like to give my deepest thanks to Drs. Blasius Manek, English teacher of SMA Negeri 3 Atambua and to all the participants who took part in this research.

Finally, I would like to dedicate my sweetest thanks to my family and my future wife for their greatest support, love and motivation for me. Hopefully, this thesis report will be useful for all the readers.

Semarang, September 2019

Martinus Mau Ati

## ABSTRACT

**Martinus Mau Ati, 2019.** *The Influence of Kemak Sanirin Dialect Towards Students' English Pronunciation (A Case Study at SMA Negeri 3 Atambua, East Nusa Tenggara).* Thesis. Graduate Program of Semarang State University. Supervised by, Prof. Dr. Januarius Mujiyanto, M. Hum, and Prof. Dr. Suwandi, M. Pd.

**Key words :** Kemak Sanirin Language, Dialect, Pronunciation.

This qualitative research attempted to review the influence of Kemak Sanirin dialect towards students' English pronunciation. The objectives of the study were to explain the influence of Kemak Sanirin dialect towards students' English pronunciation of vowels, consonants, diphthongs, and consonant clusters and to explain the way teachers play their roles to improve students' pronunciation.

This study employed descriptive qualitative method. The subjects of this study were 18 students from eleventh grade students of SMA Negeri 3 Atambua. The data were collected by using questionnaire, students' recording, observation checklist, and interview.

Then, the results of this study show that Kemak Sanirin dialect contributed some positive transfer on vowels (i, ɪ, u, e, ʊ, and ə), insignificant negative transfer on consonants (p, b, k, r, s, g, m, d, h, f, w) and significant negative transfer on consonant (z), significant positive transfer on diphthongs (eɪ, aɪ, au) and significant negative transfer on (ɔɪ, ɛə, əʊ, and ɪə), significant negative transfer on three consonant clusters, while teacher did play his roles like checking students' pronunciation by correcting it then telling them the correct pronunciation.

## TABLE OF CONTENTS

	Page
APPROVAL SHEET .....	ii
STATEMENT OF AUTHENTICITY .....	iii
MOTTO AND DEDICATION .....	iv
ACKNOWLEDGEMENT .....	v
ABSTRACT .....	vi
TABLE OF CONTENTS .....	vii
LIST OF FIGURES .....	x
LIST OF TABLES .....	xi
LIST OF APPENDICES .....	xiii
<b>1. INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Topic .....	1
1.2 Reasons for Choosing the Topic .....	4
1.3 Research Problems .....	5
1.4 Objectives of the Study .....	6
1.5 Significance of the Study .....	7
1.6 Scope of the Study .....	8
1.7 Definitions of Key Terminologies .....	9
1.8 Outline of the Thesis .....	12
<b>2. REVIEW OF RELATED LITERATURE .....</b>	<b>15</b>
2.1 Review of Previous Studies .....	15
2.2 Review of theoretical Studies .....	28

2.2.1 Pronunciation .....	29
2.2.1.1 Features of Pronunciation .....	32
2.2.2 Teacher’s Roles .....	42
2.2.3 Students’ Pronunciation Mastery .....	43
2.2.4 Dialect .....	44
2.2.4.1 Kemak Sanirin Dialect .....	44
2.3 Theoretical Framework .....	45
<b>3. RESEARCH METHODOLOGY .....</b>	<b>47</b>
3.1 Research Assumptions .....	47
3.2 Research Design .....	48
3.3 Subject of the Study .....	48
3.4 Object of the Study .....	49
3.5 Role of the Researcher .....	49
3.6 Instruments .....	49
3.6.1 Questionnaire.....	49
3.6.2 Text.....	50
3.6.3 Recording.....	50
3.6.4 Interview .....	50
3.6.5 Observation.....	51
3.7 Method of Collecting Data .....	51
3.8 Method of Analysing Data .....	51
3.8.1 Data Highlight.....	52
3.8.2 Data Classification .....	52



3.8.3 Data Reduction .....	52
3.8.4 Data Analysis and Interpretation .....	53
3.8.5 Data Presentation .....	53
3.9 Triangulation .....	53
<b>4 FINDINGS AND DISCUSSION .....</b>	<b>55</b>
4.1 Findings .....	55
4.1.1 Students' Pronunciation of English Vowel Sounds .....	55
4.1.2 Students' Pronunciation of English Consonant Sounds .....	60
4.1.3 Students' Pronunciation of English Diphthongs Sounds .....	68
4.1.4 Students' Pronunciation of English Consonant Cluster Sounds .....	71
4.1.5 Teacher's Roles in the Development of Students' Pronunciation .....	73
4.2 Discussions .....	74
4.2.1 English vowels influenced by Kemak Sanirin dialect .....	75
4.2.2 English consonant influenced by Kemak Sanirin dialect .....	76
4.2.3 English diphthongs influenced by Kemak Sanirin dialect .....	76
4.2.4 English consonant clusters influenced by Kemak Sanirin dialect .....	77
4.2.5 Teacher's roles in improving students' English pronunciation .....	77
<b>5. CONCLUSIONS AND SUGGESTIONS .....</b>	<b>78</b>
5.1 Conclusions .....	78
5.2 Suggestions .....	80
<b>REFERENCES .....</b>	<b>82</b>
<b>APPENDICES .....</b>	<b>90</b>

## LIST OF FIGURES

Figure	Page
1. English Short Vowels.....	33
2. English Long Vowels .....	35
3. English Diphthongs .....	40
4. Theoretical Framework .....	45

## LIST OF TABLES

Table	Page
2.1 Key to Pronouncing the Vowels of British English .....	31
2.2 List of Kemak Sanirin and English Vowels .....	36
2.3 List of Kemak Sanirin and English Consonants .....	38
2.4 List of Kemak Sanirin and English Diphthongs .....	40
2.5 List of Kemak Sanirin and English Consonant Clusters .....	42
3.1 List of English Vowels .....	52
3.2 Sound .....	52
4.1 Students' Pronunciation of Sound [i] .....	56
4.2 Students' Pronunciation of Sound [ɪ] .....	57
4.3 Students' Pronunciation of Sound [u] .....	57
4.4 Students' Pronunciation of Sound [e] .....	58
4.5 Students' Pronunciation of Sound [ɔ] .....	59
4.6 Students' Pronunciation of Sound [ə] .....	60
4.7 Students' Pronunciation of Sound [p] .....	61
4.8 Students' Pronunciation of Sound [b] .....	61
4.9 Students' Pronunciation of Sound [d] .....	62
4.10 Students' Pronunciation of Sound [k] .....	63
4.11 Students' Pronunciation of Sound [v] .....	63
4.12 Students' Pronunciation of Sound [h] .....	64
4.13 Students' Pronunciation of Sound [m] .....	64

4.14 Students' Pronunciation of Sound [f].....	65
4.15 Students' Pronunciation of Sound [s] .....	66
4.16 Students' Pronunciation of Sound [z] .....	66
4.17 Students' Pronunciation of Sound [w] .....	67
4.18 Students' Pronunciation of Sound [r] .....	67
4.19 Students' Pronunciation of Sound [əʊ] .....	69
4.20 Students' Pronunciation of Sound [ɪə] .....	69
4.21 Students' Pronunciation of Sound [aʊ] .....	70
4.22 Students' Pronunciation of Sound [aɪ] .....	71
4.23 Students' Pronunciation of Sound [str] and [rld] .....	72
4.24 Students' Pronunciation of sound [pr], [cr] and [pl] .....	72

## LIST OF APPENDICES

Appendix	Page
1. Students' Questionnaire .....	91
2. Students' Questionnaire Results .....	93
3. Reading Text .....	97
4. Interview Questions.....	99
5. Result of Interview .....	100
6. Observation Checklist .....	102
7. Result of Observation Checklist .....	103
8. Students' Pronunciation of Vowel Sound [i] .....	104
9. Students' Pronunciation of Vowel Sound [ɪ] .....	105
10. Students' Pronunciation of Vowel Sound [u] .....	106
11. Students' Pronunciation of Vowel Sound [e] .....	107
12. Students' Pronunciation of Vowel Sound [ʊ] .....	108
13. Students' Pronunciation of Vowel Sound [ə] .....	109
14. Students' Pronunciation of Consonant Sound [p] .....	110
15. Students' Pronunciation of Consonant Sound [b] .....	111
16. Students' Pronunciation of Consonant Sound [d] .....	112
17. Students' Pronunciation of Consonant Sound [k] .....	113
18. Students' Pronunciation of Consonant Sound [v] .....	114
19. Students' Pronunciation of Consonant Sound [h] .....	115
20. Students' Pronunciation of Consonant Sound [m] .....	116

21. Students' Pronunciation of Consonant Sound [f] .....	117
22. Students' Pronunciation of Consonant Sound [s] .....	118
23. Students' Pronunciation of Consonant Sound [z].....	119
24. Students' Pronunciation of Consonant Sound [w] .....	120
25. Students' Pronunciation of Consonant sound [r] .....	121
26. Students' Pronunciation of Diphthong Sound [əʊ] .....	122
27. Students' Pronunciation of Three Consonant Cluster Sound [rld] .....	123
28. Letter of Permission .....	124

## **CHAPTER I**

### **INTRODUCTION**

Chapter I of this writing consists of background of the study, reasons for choosing the topic, research problems, objectives of the study, significances of the study, scope of the study, definition of the key terminologies, outline of the thesis.

#### **1.1 Background of the Topic**

The study of linguistics refers to five main parts, they are the study of phonology, morphology, syntax, semantics, and pragmatics. This tells us that when we are talking about linguistics, we are talking about those five terms. Those terminologies have close relationship in term of language. As we know that linguistics is the root of the language and language is a medium that is used by the people in communicating in order to share the ideas and thoughts. That means that, language and linguistics can not be separated because they complete each other. The problem is that mastering a language is not an easy. These are parts of a language which need to be learned in order to master it. Moreover in context of English, we know that it is an international language which plays an important role in global communication. Besides, it is also as a foreign language for us. Because of that, it seems not as easy as we imagine in mastering it. As added by Agustin, et. al., (2015) that in Indonesia context, where English is a foreign language (EFL), preliminary observation and own experience have shown that the use Bahasa Indonesia (L1) in the English language (L2) classroom can not be avoided due to a number of factors. Moreover, Jannah and Fitriati (2016) stated that, it is an undisputed fact that English as an international language is the most

widely used around the world. Mastering English means having the ability to acquire four main skills of English. As stated by Mirbagheri (2014) if a foreign language is considered as a communicative media, in order to communicate to others, you need to know it and its skills including: listening, speaking, reading, and writing. As added by Suryanto (2014) that as a foreign language, English is rarely used outside the classroom context. It is not easy because we know that English itself not only has main skills but it also has sub-skills like, grammar, vocabulary, and also the pronunciation. To speak English fluently, we need to master all those skills because we are learning English as a foreign language with different grammar, different vocabulary, and also different pronunciation. In case of pronunciation, the problem is not about the students but it is also about the teachers. As stated by Ahmad Shah et. al. (2017) that another challenge in teaching pronunciation faced by ESL teachers is the difficulty in deciding focused area of pronunciation for their lessons. According to Marcellino (2008, p. 58) professional factors may cover the teacher's class preparations, mastery of the discussed topics, and teaching-learning strategies, among others. That means that as an English teacher, she or he must have the good preparation before going to class to teach English. As also stated by Nugroho (2019) teacher is one of the important factors that affect the students' motivation in learning English. He continued that, the way English teachers teach will have a great impact on students' motivation in learning English. But sometimes the teachers do not realize about that problem which makes them hard to solve this problem. In order



to make the teaching and learning pronunciation become easier, the teachers should realize about it.

The study of pronunciation itself becomes more difficult because the students who study it are coming from different background in case of language itself. Some students are familiar with English pronunciation, while some others feel like English is new to them for example students of SMA N 3 Atambua, for them English is new because it is a foreign language. However English learners are required to master all the aspects of English including pronunciation no matter it is as a foreign language (EFL) or a second language (ESL) for them. As stated by Mirza (2015, p. 486) that, Since the English language is spoken nowadays worldwide and is highly used in many workplaces, both EFL and ESL learners need to become proficient in English in general and improve their pronunciation in particular. This is supported by Widdowson in (Coskun, 2011. p. 46) that, English no longer belongs to native-speakers, but to everyone who speaks it. But in fact, the aspects of English are so difficult to be mastered. That is why the ways of teaching and learning of pronunciation need to be found in order to overcome this problem. Moreover, English pronunciation still difficult for the students because they are more comfortable in using their first language (L1) in their daily communication whether at home or school instead of using English. whereas, to be fluent on English pronunciation they need to practice it because practice is the best way to improve the pronunciation. Moreover, English is much different than Kemak Sanirin language. The differences can be clearly seen from their pronunciation features. For example, there are 12 vowels in English and there are

only 5 vowels in Kemak Sanirin. Another difference is that there is no three consonant clusters in Kemak Sanirin but there are many in English.

### **1.2 Reasons for Choosing the Topic.**

The topic of a research is chosen because some academic reasons that is why the topic of this research is chosen by considering the following academic reasons; English is so difficult to be learned by the students especially Kemak Sanirin students because there are many differences between these two languages. Those differences influence the students in mastering the English pronunciation. Hopefully, English becomes easier for the students who learn it by knowing the main problem in learning it through this research.

Another reason for choosing this topic is that, the differences between these two languages in term of dialect. This also becomes one main problem in learning the English pronunciation. by knowing this, the teachers will find the ways or methods in order to solve the problems which are being faced by the learners in term of dialect.

Besides those two problems above there is also a problem that is the pronunciation of those two languages. Pronunciation itself has two main features they are; segmental feature and supra-segmental feature. Although this study only focuses on segmental feature, there are some parts in segmental feature that need to be achieved all in mastering the pronunciation. Those parts are; vowels, consonants, diphthong, consonant clusters and so on. This means that, to master English pronunciation the students need to master all of those parts. Another

important issue is that there has not any study which been conducted by the previous reserachers about Kemak Sanirin dialect.

SMA N 3 Atambua was the place where this research was conducted because most of the students of that school speak Kemak Sanirin language in daily life which makes their pronunciation of English is influenced by Kemak Sanirin pronunciation. That is why the researcher would like to conduct the research on the influence of Kemak Sanirin dialect towards students' English pronunciation (a case study at sma negeri 3 Atambua, East Nusa Tenggara).

### **1.3 Research Problems**

The problem of this research is how does Kemak Sanirin dialect influence students' pronunciation? This problem is broken down into five sub-problems as follows:

1. How is the influence of Kemak Sanirin Dialect towards the students' pronunciation of vowels?
2. How is the influence of Kemak Sanirin Dialect towards the students' pronunciation of consonants?
3. How is the influence of Kemak Sanirin Dialect towards the students' pronunciation of diphthongs?
4. How is the influence of Kemak Sanirin Dialect towards the students' pronunciation of consonant clusters?

5. How do the teachers play their roles to improve the students' pronunciation?

#### **1.4 Objectives of the Study**

The main objective of this study is to explain how does Kemak Sanirin dialect influence students' pronunciation. There are five specific objectives of this study, they are:

1. to analyze students' English pronunciation in order to explain the influence of Kemak Sanirin dialect towards students' English pronunciation of vowels.
2. to analyze students' English pronunciation in order to explain the influence of Kemak Sanirin dialect towards students' English pronunciation of consonants.
3. to analyze students' English pronunciation in order to explain the influence of Kemak Sanirin dialect towards students' English pronunciation of diphthongs.
4. to analyze students' English pronunciation in order to explain the influence of Kemak Sanirin dialect towards students' English pronunciation of consonant clusters.
5. to analyze students' English pronunciation in order to explain the way teachers play their roles to improve students' pronunciation.

### **1.5 Significance of the Study**

By understanding the problems in learning English pronunciation, students and teachers are able to find the easier ways to learn the English pronunciation. The purposes of the study are outlined as follows:

1. The influence of Kemak Sanirin dialect towards students' English pronunciation of vowels is explained so that theoretically helps the students and the teachers in increasing their knowledge, practically helps the students to practice their pronunciation, pedagogically will give much contribution for teachers to teach English pronunciation.
2. The influence of Kemak Sanirin dialect towards students' English pronunciation of consonants is explained so that theoretically helps the students and the teachers in increasing their knowledge, practically helps the students to practice their pronunciation, pedagogically will give much contribution for teachers to teach English pronunciation.
3. The influence of Kemak Sanirin dialect towards students' English pronunciation of diphthongs is explained so that theoretically helps the students and the teachers in increasing their knowledge, practically helps the students to practice their pronunciation, pedagogically will give much contribution for teachers to teach English pronunciation.
4. The influence of Kemak Sanirin dialect towards students' English pronunciation of consonants clusters is explained so that theoretically helps

the students and the teachers in increasing their knowledge, practically helps the students to practice their pronunciation, pedagogically will give much contribution for teachers to teach English pronunciation.

5. The influence of Kemak Sanirin dialect towards students' English pronunciation of teachers' roles is explained so that practically and pedagogically helps the teachers in understanding their roles.

### **1.6 Scope of the Study**

Actually this study is focusing on the study of sociolinguistics which pays more attention on the language and society. But this study does not explore sociolinguistics in general because it will be too broad and needs more times to be finished. That is why this study only focuses on the one of its branches. As we know that it has the branches which can be explored, so this study more focuses on the Kemak Sanirin dialect towards students' English pronunciation. To explore more about the Kemak Sanirin dialect towards students' English pronunciation, the researcher will pay more attention only on segmental features which consist of Vowels, Consonants, diphthongs, Consonant Clusters. While supra-segmental features (Stress, Intonation, and Pitch) are ignored. Based on those statements above, the researcher would like to conduct this research in SMA Negeri 3 Atambua.

## 1.7 Definitions of Key Terminologies

This study is elaborated into some definitions of key terminologies in order to make this study easier to be understood.

### 1. Kemak Sanirin Language

According to Sadnyana et. al. (1999).

Kemak Sanirin language is a language that is used in East Timor province. It is used by the original people of Bobonaro subdistrict in Bobonaro district East Timor province. Its presence is influenced by other language like Tetun language which is used as the official language in East Timor province. According to the team, there has not any effort to uncover the clear information about the structure of Kemak Saniri language. Besides, there is no research which taken by the experts related the existence of Kemak Sanirin language.

Another definition of Kemak Sanirin language by Mandaru et. al. (1998)

Kemak Sanirin is one of the local languages of East Nusa Tenggara province. There is no research that has been conducted about that language. This language is used by the people from six villages they are; Umaklaran, Maumutin, Sadi, Wehor, Haliwen and Atapupu. It is used by the people as the daily communication and local culture activities like custom ceremony, traditional ceremony and funeral. Kemak Sanirin

language has two neighboring languages they are, Tetun language and Bunak language.

## 2. Dialect

According to Jackson and Peter in Siregar (2011, p. 156).

dialect refers to the structural content of speakers' language: the particular words used, characteristic syntactic construction, certain ways of expressing negatives, plurals, tense, and so on. This emphasizes that dialect is one of the sub-system of the language.

Another definition of dialect as stated by Edward in Siregar (2009, p. 63).

dialect as a variety of a language that differs from others along three dimensions: vocabulary, grammar and pronunciation (accent). Because they are forms of the same language, he states also dialects are mutually unintelligible. Dialect is a uniqueness of a language that differentiate one social community from another.

Therefore dialect means that, one of the sub-system of the language that differs one social community from another.



### 3. Pronunciation

According to Yates & Zielinski (2009).

pronunciation refers to how we produce the sounds we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing, (suprasegmental aspects), and how the voice is projected (voice quality). Hewings (2004) proposed that there are some main components of speech which together combine to form the pronunciation of a language. These components range from the individual sounds that make up speech, to the way in which pitch- the rise and fall of the voice- is used to convey meaning. Based on Cambridge Dictionary, pronunciation is the way in which a word or letter is said

According to Cimenli (2015 , p. 635).

pronunciation is an integral part of language instruction in combination with other language skills (listening, reading, speaking, and writing) since the primary goal of language is seen as communicating in the target language (TL).

This tells us that it is a part of language learning that can not be separated from other skill in mastering a language. It also means that in learning language if

pronunciation skill is low then it will be difficult from the learners to master another language skills.

### **1.8 Outline of the Thesis**

This thesis covers five chapters. The first chapter is introduction. It covers background of the study which provides the information that encourage the researcher to conduct this study. Another part of chapter one is reasons for choosing the topic. the reason for choosing this topic is because there is big difference between Kemak Sanirin dialect and English in term of pronunciation. The next is research problems. This study has five research questions. The first question is how is the influence of Kemak Sanirin dialect towards the students' pronunciation of vowels. The second is how is the influence of Kemak sanirin dialect towards the students' pronunciation of consonants. The third is how is the influence of Kemak Sanirin dialect towards the students' pronunciation of diphthongs. Then, the fourth is how is the influence of Kemak Sanirin dialect towards the students' pronunciation of consonant clusters. While the last question is how do the teachers play their roles to improve the students' pronunciation.

Another information includes in chapter one is objectives of the study. Since there are five research questions in this study, as a result there are also five objectives of this study. Here are the objectives, first is to analyze students' English pronunciation in order to explain the influence of Kemak Sanirin dialect towards English vowels. Second is to analyze students' English pronunciaton in order to explain the influence of Kemak Sanirin dialect towards English

consonants. Third is to analyze students' English pronunciation in order to explain the influence of Kemak Sanirin dialect towards English diphthongs. The fourth is to analyze students' English pronunciation in order to explain the influence of Kemak Sanirin dialect towards English consonant clusters. While the last objective is to analyze students English pronunciation in order to explain the way teachers play their roles to improve students' pronunciation. then it followed by five significance of the study. Each significance of the study is described theoretically, pedagogically and practically.

Another informations include in chapter one are scope of the study definition of key terminologies. The scope of this study is only focusing on the segmental features. The definition of the key terminologies provides the key terms that become the focus of this study. Therefore, the key terms used in this study are; Kemak Sanirin Language, Dialect and pronunciation. The last information that provided in chapter one is the outline of the thesis which covers the organization of the writing of this study.

Second chapter of this study is review of related literature. It covers review of previous studies which contains 60 previous studies related to the topic being discussed. Then review of theoretical studies which provides all the theories that relevant to this study. The theories are used as the basic of this study. And the last part of this chapter is theoretical framework. It shows how the theories relate to each other in this study.

Chapter three is research methodology which covers research assumption, research design, subject of the study, object of the study, role of the researcher, instrument, method of collecting data, method of analysing data, and triangulation. Since this is a case study, this study employed qualitative research design. The setting of the study is SMA Negeri 3 Atambua with the total of the participants 18 students from two diifferent classes. While the source of the data taken originally from the students' voice when they were reading English text provided.

Chapter four is presenting the findings and discussion of the study. The findings of the study provides all the analyzed data which presented one by one in the tables. While in the disciussion part, there are some informations on how Kemak Sanirin dialect gave some insignificant or significant of positive or negative transfer on English vowels, English consonants, English diphthongs and English consonant clusters. And the last information provided in the discussion is how far the teacher play his roles in improving students' pronunciation.

Chapter five is providing conclusions and suggestions. By knowing that Kemak Sanirin dialect gave some negative transfer on English pronunciation, the researcher concluded them all and provided it in this part briefly. The researcher also provided some suggestions that related to the result of this study. The suggestions could be for the students who study English or even for the teachers who teach English pronunciation to the students.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This part consists of three main parts, first is review of previous studies which covers the previous theories related to this study. In this section, the researcher presents at least sixty previous journal articles related to this study. All the previous studies are reviewed, described, and concluded based on the researcher point of view. Second is reviews of theoretical studies which covers the theories that will be used in this study. In this section, the researcher takes at least fifteen source books of theory to support this study. Those source books are also as the foundations of this study. Third is the theoretical framework. It is a description of the branches of linguistics which drawn in form of figure.

#### 2.1 Review of Previous Studies

Below are the review of the studies of linguistics, phonology, phonetics, articulatory phonetics and segmental features. Each part will be reviewed by looking at the some previous studies related to this study.

There are some studies that have been conducted related to this study. Those previous studies are as follows; Septiani (2014) Linguistic Realization of Requests in English and Javanese Performed by Javanese EFL Learners. The subjects of the study were eleventh grade students, fifteen males and fifteen females. The data were collected by means of roleplay which made the students were asked to perform in roleplay comprising twelve context of situations based on Brown and

Levinson's (1987) variables common to most speech act situations: Power (P) social Distance (D) and Ranking of Imposition (R). students' performance were then videotaped and analyzed based on Blum-Kulka and Olshtain (1984), Blum-Kulka et. al. (1989) and Trosborg (1994). While the result of the study showed that, according to the level of directness, most of the students focused on the hearer oriented and used to Direct Requests either in English or Javanese.

Another study by Cornips et. al. (2016) The relationship between first language acquisition and dialect variation: Linking resources from distinct disciplines in a CLARIN-NL project. The aim of this study is to demonstrate that the common assumption in historical linguistics can be examined with the help of Digital Humanities projects like CLARIN.

Other previous study is Muftah (2013) A Bilingualism Journey of a Libyan Bilingual Child in Australia: the fossilization of the first language and the acquisition of the second language. The study investigated the relationship between specific socio-psychological factors and the development and maintenance for two languages (Arabic and English). The data were gathered by the researcher by using semi-structured interviews and observations and the result of this study showed that, these socio-psychological factors have a great impact on developing the second language and impeding the native one.

Leong and Ahmadi (2017) An Analysis of Factors Influencing Learners' English Speaking Skill. Their study aims at establishing the need to focus on the factors affecting on language learners' English speaking skill. According to the

reeview of literature of this study, appropriate speaking instruction was found to be the learners' priority and a field in which they need more attention. As a result, this study can be useful to teachers and researchers to consider their language learners' speaking needs in English language teaching and learning context.

Bühler, et. al. (2017) Influence of dialect use on speech perception: a mismatch negativity study. The conclusion of their study is that a higher degree of familiarity with allophonic variants seems to impact neural processing efficiency, to the extent that less familiar variants demand more wide-spread activation processes. While Prihantoro (2016) with his study The influence of students' II and spoken English in English writing: a corpus-based research. The research involves a group of non-native English speaking students who were assigned to submit two different kinds of writing to an online repository. Then the objectives of the study are to describe unnatural sequences/Multi words Units (MWUs) used by the students and to identify the motives of using such sequences. The tools for corpus processing used are *Unitex* and *Antconc*. The result of the study is that most of the students are exposed to English mostly via spoken, and non-academic sources (songs, movies, social media, etc.).

Another previous studies are Bushman (1989) Exploring the Geographical Dialects of English. The conclusion of this study is that to study dialect, students are, indeed, able to discover the joy and fascination found in the American language. Seeing and hearing the language variations of people who live in in New Hampshire, Virginia, Georgia, Texas, Kansa. Colorado, the Ozarks of

Missouri, Michigan or many other parts of the country help to show young people that while we have one language to communicate our thoughts and feelings, we engage in that process of communication by making choices from a wide variety of lexical, oral/aural, and syntactic options appropriate to the linguistic group of people to which we belong and to whom we are trying to communicate.

Moreover, Kraljic, et. al. (2007) with their study *Accommodating variation: Dialects, idiolects, and speech processing*. The study focuses on different kinds of variations lead to different cognitive and behavioral adjustments. More specifically focuses on comparing the adjustments to the acoustic consequence when it is due to context-independent variation (resulting from common articulatory properties unique to a speaker) versus context-conditioned (resulting from common articulatory properties of speakers who share the dialect). While the contrasting results for these two cases show that the source of a particular acoustic-phonetic variation affects how that variation is handled by the perceptual system. They also show that, changes in perceptual representations do not necessarily lead to changes in production.

Another researchers are as conducted by Akyol (2013) *A study on identifying pronunciation learning strategies of Turkish EFL learners*. The study is an attempt to gain some preliminary insights into the pronunciation learning strategies and diverse tactics that help students learn to produce a foreign language. The study focuses exclusively on the responses of two groups of university students collected through the use of a questionnaire and an interview. The study is an



experimental study which attempts to elicit a general view over the pronunciation learning strategy use and to compare whether there is any significant difference between the group of learners taking a pronunciation course and the group not attending to any specific course on pronunciation learning. Then Atli and Bergil (2012) *The effect of pronunciation instruction on students' overall speaking skills*. This study is aim at finding out whether pronunciation instruction influences students' overall speaking ability. In doing so, the researcher gave 20 ELT students a pre-test in which they were asked to tell a picture strip story which elicits problematic sounds for Turkish learners of English. The data taken then analyzed by using SPSS 15.00.

Moreover, Pranowo (2006) *Word-Attack Skills for Indonesian Learners*. The result of this shows that the Indonesian learners miss crucial points in the realm of word enrichment. According to the researcher, the article would shed some light on how to deal with new words and claim that is not the meaning of a new word that should be the first priority. The study about pronunciation also can be found in Baker and Burri (2016) *Feedback on Second Language Pronunciation: A Case Study of EAP Teachers' Beliefs and Practices*. This paper examines the case of five experienced English for Academic Purposes (EAP) instructors who strive to provide feedback of specific features on pronunciation that negatively affect students' comprehensibility. The data taken by semi-structured interviews, classroom observation and stimulated recall interviews. While the result of this study shows that, the teachers use similar approaches to select and provide feedback on problematic features of pronunciation. The conclusion of this study

tells that with a discussion of several practical solutions for providing corrective feedback and implications for teacher education program.

Furthermore, Syaputri (2014) *Pronunciation Errors Made By Senior High school students In Reading English Texts Aloud*. The objective of this study was to identify the types of pronunciation error, causes of pronunciation error, the teacher/students way to overcome pronunciation error, and teacher's influence in causing students' pronunciation error. The method used in this study was descriptive qualitative and the objects of the study were 15 students of eleventh graders Global Madani School Bandar Lampung. The data taken by asking the students to read the text provided then students' pronunciation were analyzed by the researcher. And the data of the analysis showed that the students' pronunciation errors were defined into three types they were pre-systematic, systematic, and post-systematic errors. According to the data, the students got the difficulties in pronouncing [ŋ], [d], [dʒ], [ʃ], [z], [θ], [ʃ], [g]. These phoneme errors were found in initial, medial, and final positions of the words. The causes of errors were interference, intralingual, and developmental errors. And based on the interview between the researcher and the teacher, the teacher overcome those problems by using three ways they were; repetition, silence, and correction.

Izzah and Sukrisno (2017) *The Effectiveness of Using Songs and Dialogues to Teach Students' Pronunciation*. The research was conducted to observe forty eight seven graders of SMP N 17 Pekalongan' pronunciation ability in pronouncing the simple phrases. The participants were divided into two groups

for the experimental research. The first group used songs in teaching and learning the pronunciation and another group used dialogues while the data of this study were taken from the recorded voice and the teacher's notes. The method used in this study was quantitative and SPSS was also used to analyze the data. While the result of the study showed that in general, the group used songs produced better result than the group used dialogues. The participants that used songs tended to attend the pronunciation class more willingly and showed more enthusiasm in conducting the activities. Meanwhile the participants that used dialogues were distracted after hearing the songs sung in the group that used songs. The suggestion of this research for the teachers is that they must know how to control the situation and to keep the students from disturbing other classes because sometimes singing songs make the students over enthusiastic. Additional previous studies that have been conducted related to linguistics are as follows; (Bergmann, et. al. 2016; Kuang and Cui, 2018; Mayr, et. al., 2019; Chang, 2019; Kan and Schmid, 2019; Dmitrieva, 2019; Husna, Hartono and Sofwan, 2015; Alowalid, Mujiyanto and Bharati, 2018; Taufiqi, Hartono and Mujiyanto, 2019; Mahardhika, 2012). As identified from the review of those studies above that most of the researchers were focusing on how L1 gave the impacts on studying L2 which means that there is no study which focuses on the pronunciation on Kemak Sanirin dialect.

Another previous studies that have been conducted related to this study can be seen below. Sumner and Samuel (2009) The effect of experience on the perception and representation of dialect variants. The study addresses two main

questions (1) how are cross-dialect variants recognized and stored? and (2) how are these variants accommodated by listeners with different levels of exposure to the dialect? The study also has three claims as the result (1) dialect production is not always representative of dialect perception and representation, (2) experience strongly affects a listener's ability to recognize and represent spoken words, and (3) there is a general benefit for variants that are not regionally-marked. Then Chaoju and Heuven (2009) Mutual intelligibility of Chinese dialects experimentally tested. The study tested the mutual intelligibility of 15 Chinese dialect functionally at the level of isolated words (word-intelligibility) and the level of sentences (sentence-intelligibility). Word-intelligibility was determined by having listeners perform a semantic categorization task whereby words had to be classified as one of ten different categories such as body part, plant, animal, etc. Sentence-intelligibility was estimated by having the listeners translate the target word in each sentence into their own dialect. There were 47,250 data obtained (15 x 150 x 15 for the word part and 15 x 60 x 15 for the sentence part). The study had disposal structural similarity measures (lexical similarity, phonological correspondence) for each pair of the 15 Chinese dialects. The general conclusion of this study was that the degree of mutual intelligibility can be determined by both opinion and functional tests. These two subjective measures are significantly correlated with one another and can be predicted from objective measures (lexical similarity and phonological correspondence) equally well.

Besides those studies above, there are some researchers that have studied about pronunciation in English, here are the details: Cavus (2016) Development of

an intelligent mobile application for teaching English pronunciation. This study examines the originality of the developed application, which uses a speech recognition engine on a mobile phone to recognize spoken words so that any pronunciation errors can easily be identified and then corrected. According to the study, this feature of the application increases the motivation of the learners and makes the learning easier and more enjoyable than traditional learning methods.

Zoghbor (2011) *Teaching the Pronunciation of English as a Lingua Franca: Reducing Skepticism and Increasing Practicality*. The study shows that very few teachers of English today would (theoretically) argue that aiming at native-like pronunciation is necessary or even desirable; many teachers, nevertheless, remain skeptical about the teachability of the LFC (Jenkins, 2007). The study addresses this doubt by introducing the construct of the 'LFC', its potential implications in the classroom, and its scope and function beyond the classroom setting.

Stanculea (2015) *teaching pronunciation through song*. This study describes that the syllabus does not include the teaching of pronunciation features and that the communicative approach to language teaching encourages the acquisition of these aspects of the language rather than their learning. This study emphasizes that songs can be used to focus on different aspects of pronunciation. Songs can be used to focus on sounds, words, or connected speech. The study also presented some examples of activities using music to improve students' pronunciation.

For further study, Falahuddin, Saleh, and Fitriati (2019) *The Influence of Mid-East Sundenese Dialect (L1) in the Pronunciation of English Among English Department Students at Universitas Majalengka*. The main objective of this study

is to describe and explain the articulatory phonetics that is influenced by Mid-East Sundanese dialect. The study used qualitative case study. The subjects of the study were 18 English department students of Universitas Majalengka academic year 2017/2018. Questionnaires, students' recording, observation checklist, and interview were used to get the data. What can be concluded from the study was that, the negative transfer of L1 through vowel sounds was sound [æ]. The students tended to replace sound [æ] with sound [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], [ʃ]. The students tended to replaced the sounds with [c], [d], [t], or [s]. Otherwise, L1 positively affected the cluster sound [pr], [kw], [bl], and [str]. The findings of the study showed that, the mispronounced words are mostly caused by the lack of pronunciation practice. It helped them to improve and to evaluate their pronunciation ability. Most of the studies above have been conducted and they paid attention on the influence of a dialect also but there is no one study which has explored about the influence of Kemak Sanirin dialect.

While the previous studies of phonology are outlined below, Gaballa (2013) Testing Metaknowledge of Phonological Components among English Freshman Students at Taif University. This study examined whether differences in phonological awareness were related to differences in speech comprehensibility. Seventeen of the newcomers to the department of English at Taif University (TU) who learned English as a foreign language (EFL) in academic settings completed a total of seventeen tests of phonological awareness: fourteen of these measured

their explicit knowledge of English phonological structures, and three tests of phonological short term memory. They were also asked to read aloud a passage and to narrate picture stories. Those tasks were used by five native speakers of English to rate Taif University freshman EFL learners' comprehensibility on a nine-point scale. The findings showed that, there was a strong positive correlation between composite phonological awareness scores and phonological short term memory. While the correlation between rated comprehensibility and phonological short term memory was not significant. Then a simple linear regression analysis showed that approximately 19% of the variance in rated comprehensibility scores was accounted for by composite phonological awareness scores. Then, Cohn and Ehly (2016) *The vocabulary of manga: Visual morphology in dialects of Japanese Visual Language*. The study first described and categorized 73 conventionalized graphic schemas in Japanese manga. Then the researchers used their classification system to seek preliminary evidences for differences in visual morphology between the genres of shonen manga (boys' comics) and shojo manga (girls' comics) through a corpus analysis of 20 books. The result of the study showed that, most of these graphic schemas recur in both genres of manga, and thereby provide support for the idea that there is a larger Japanese visual language that pervades across genres. However, they found different proportions of usage for particular schemas within each genre, which implies that each genre constitutes their own "dialect" within the broader system.

Thomas, (2007) *Phonological and Phonetic Characteristics of African American Vernacular English*. Hedia and Plag (2017) *Gemination and*

degemination in English prefixation: phonetic evidence for morphological organization. Faris, et. al. (2018) Discrimination of uncategorised non-native vowel contrasts is modulated by perceived overlap with native phonological categories.

Related studies related to the phonetics and dialect that have been conducted are as follows; Earnshaw (2017) Phonetic Accommodation in British English: Implication for forensic Speaker Comparisons. Ganie, et. al. (2013) Prosodic Features of East Acehnese Dialect Based on Age Factor: An Experimental Phonetic Study. Here are some additional previous studies that have been conducted related to the phonology, (Leeuw and Celata, 2019; Messum and Howard, 2015; Grenon, Kubota, & Sheppard 2019; Ahles and Piccinini, 2018; Cabrelli, Luque, and Martinez, 2019). From the previous studies above it clearly seen that, all the difficulties in English pronunciation were caused the difference between phonetic sounds in L1 and English phonetic sounds.

Further, Mulya and Mujiyanto (2018) The Influence of Serawai Malayunese Dialect Towards Students' English Pronunciation. Siregar (2017) The influence of dialect on the student's pronunciation in speaking ability. Haryanti, Mujiyanto and Faridi (2018) The Influence of Teachers' Code Switching on Students' Understanding of Their Messages. Kartushina, et. al. (2016) Mutual influences between native and non-native vowels in production: Evidence from short-term visual articulatory feedback training. Pettinato, et. al. (2015) Vowel space area in later childhood and adolescence: Effects of age, sex and ease of communication.



Leemann, Kolly and Britain (2018) The English Dialects App: The creation of crowdsourced dialect corpus. Another studies which related to this issue are: Shaw and Kawahara (2018) The lingual articulation of devoiced /u/ in Tokyo Japanese. Bui (2016) Pronunciations of Consonants /d/ and /θ/ By Adult Vietnamese EFL Learners. Earnshaw and Gold (2018) Variation in the FACE vowels across West Yorkshire: Implication for Forensic Speaker Comparisons. Saito (2011) with the study of identifying Problematic Segmental Features to Acquire Comprehensible Pronunciation in EFL Settings: The Case of Japanese Learners of English. The previous studies were mostly discussing on the Influence of the dialect of a language towards English pronunciation and they also focused only on segmental features which means this study is almost similar to those studies.

Further, the theories that have been conducted related this study are as follows; Demirezen (2015) Teaching the perception of the intonation of finally extended simple sentences: A demonstration by computer. Those studies above are mostly about the dialect. Here are the details, studies about Acehnese dialect and Geographical dialect, studies about The relationship between first language acquisition and dialect variation and Accommodating variation: Dialects, idiolects, and speech processing, also the studies about dialect variants and visual morphology in dialects, another atudies are, Mutual intelligibility of Chinese dialects and Bilingualism Journey of a Libyan Bilingual Child in Australia, and also Discrimination of uncategorised non-native vowel. Other previous

researchers are as follows: Penney, et. al. (2018) Glottalisation as a cue to coda consonant voicing in Australian English.

Suwartono (2014) enhancing the pronunciation of english suprasegmental features through reflective learning method. Coskun (2011) Future English teachers' attitudes towards EIL Pronunciation. Supeno (2018) using songs to improve students' pronunciation. Another researches that have been conducted related to the pronunciation are as follows: Demirezen and Kulaksiz (2015) Correct pronunciation as work ethics in teacher education. Hismanoglu and Hismanoglu (2010) Language teachers' preferences of pronunciation teaching techniques: traditional or modern?. Based on the reviews of the previous studies above, most of the researchers claimed that, the difficulties mostly found in the differences of the L1 (students' mother tongue) and target language (English). The reserachers deeply claimed that, most of the differences are on the diphongs and consonant clusters between those two languages that was why the students tended to pronounce some English diphthongs and Consonant clusters sound with the sounds in their own languages. While other researchers claimed that, the mispronounced of English words are caused the lack of students practice. And from all the previous studies above.

## **2.2 Reviews of Theoretical Studies**

This subchapter provides some theories from some source books related to the topic of the study used by the researcher to support this study as the

foundation. It provides the theory of pronunciation, features of English pronunciation and the theory of dialect.

### 2.2.1 Pronunciation

Pronunciation is one of the language sub-skills in learning a language. It plays an important role because it gives direct effects to the interlocutors. By pronouncing the words clearly, the listeners will understand what is being said by the speaker but if the pronunciation is not clear enough, the interlocutors will confuse when hearing what is being said. As given an example below by Knight (2012, p. 6).

Think about the words ‘dog’ and ‘cat’. Each of these contains three letters and also three sounds or segments. The sounds into which each word can be divided are as follows:

‘dog’ d as in ‘doughnut’, o as in ‘off’, g as in ‘goat’.

‘cat’ c as in ‘camel’, a as in ‘and’, t as in ‘table’.

As we have just seen in the previous section, however spelling can be misleading, as there is not always a simple match between sounds and letters.

This describes that speakers’ pronunciation has an impact to listeners’ understanding. Another definition of pronunciation is the act or result of producing the sounds of speech that is accepted based on the standard of the

sound including articulation, stress, and intonation, often with reference to some standards of correctness or acceptability. But in fact it is a skill that is still difficult to be mastered besides English as a foreign language, pronunciation it self has many versions like British pronunciation, American pronunciation, Australian pronunciation and so on. As stated by Hewings (2007, p. 8) that even between countries where English is the first language of the majority of the population there are considerable differences, and we can distinguish between the pronunciation of British English, American English, Australian English, South African English, and so on. Another factor that make English pronunciation is hard to be learnt because there are silent letters in English words. Silent letters make the way the speakers pronounce the words could be different. According to Gilbert (2005, p. 6) that, some English words have letters that are silent. Silent letters can affect the number of syllables in a word. Also stated by Dale and Poms (2005, p. 3) that English spelling patterns are inconsistent and are not always a reliable to pronunciation. For example, in the following words, the letter **a** is used to represent five different sounds.

Hate      father      have      any      saw.

They continued that it is International Phonetic Alphabet (IPA), used all over the world. It consists of a set of symbols in which one symbol represents one sound. It is not necessary to learn all the symbols at once. They continued to present the pronunciation key to the different vowels and diphthongs of American IPA with their symbols

Table 2.1 Key to Pronouncing the Vowels of British English

International Phonetic Alphabet Symbols		English Key Words
Section 1	[i]	<b>Me, tea, bee</b>
	[ɪ]	<b>it, pin</b>
	[eɪ]	<b>ate, game, they</b>
	[ɛ]	<b>egg, head, pet</b>
	[æ]	<b>at, fat, happy</b>
	[ɑ]	<b>hot, father</b>
Section 2	[u]	<b>You, too, rule</b>
	[ʊ]	<b>put, cook</b>
	[ʌ]	<b>up, but, come</b>
	[oʊ]	<b>boat, no, oh</b>
	[ɔ]	<b>all, boss, caught</b>
Section 3	[ə]	<b>soda, upon</b>
	[ɜ]	<b>urn, first, serve</b>
	[ɝ]	<b>father, after</b>
	[aʊ]	<b>out, cow, house</b>
	[aɪ]	<b>my, pie, I</b>
	[ɔɪ]	<b>oil, boy, noise</b>

As you progress through English pronunciation made simple, you will frequently see the terms articulators, vowels, and diphthongs.

What can be concluded from the the description of the table above is actually means that to make English pronunciation becomes easier, we need to classify them. Because classification is important for us to differentiate English sounds

and to help us pronounce the English words with the correct number of syllables or even the words.

#### 2.2.1.1 Features of Pronunciation

There are two main features in English pronunciation, the first one is segmental feature which covers vowel, consonants, diphthongs, and clusters. While the second feature is suprasegmental which covers intonation and stress. As showed by Kelly in Stanculea (2015) about the main features of pronunciation they are phonemes which cover consonants (voiced, unvoiced) vowel (single vowels, diphthongs) and the other one is suprasegmental features which covers intonation, stress (word stress, sentence stress), and pitch. Below are the further explanantions about segmental features of pronunciation they are; vowels, consonants, diphthongs, and consonant clusters.

##### a. Vowels

Vowels are ones of the speech sounds which are different from the consonants because vowel are produced without obstruction in the mouth unaccompanied by any frictional noise. According to Dalton and Seidolfer (1994, p. 178), vowel is speech sound where the airstream escapes the vocal tract unobstructed. Another expert, Jones (1972, p. 23) says that vowel (in normal speech) is defined as a voiced sound in forming which the air issues in a continuous stream through the pharynx and mouth. There are some articulatory features which make vowels differ from one another. As stated by Kreidler (2004, p. 48) that Several kinds of features need to be considered: 1.) Vowels differ from

one another in quality, 2.) Vowels can differ in length, 3.) Vowels differ in complexity, 4.) There may be a difference in tenses. These mean that, different descriptions of English vowels have treated these features in different ways. According to Jones (1959, p. 245) and Ramelan (1982, p. 53) as cited in Marsono (2013, p. 47) that there are twelve English vowels they are [i:, ɪ, ε, æ, ə:, ə, ʌ, u:, u, ɔ:, ɒ, a:].

Another definition about vowels is described completely below by Roach (2009, p. 13-14).

English has a large number of vowel sounds; the first ones to be examined are short vowels. The symbols for these short vowels are ɪ, e, æ, ʌ, ɒ, ʊ. Short vowels are only relatively short; as we shall see later, vowels can have quite different lengths in different contexts. Each vowel is described in relation to the cardinal vowels.

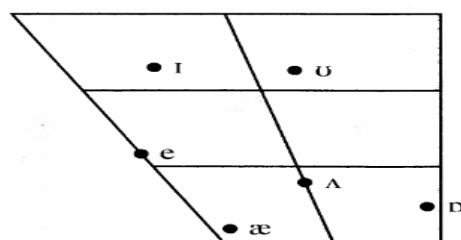


Figure 1: English short vowels

[ɪ] (example words: 'bit', 'pin', 'fish') The diagram shows that, though this vowel is in the close front area, compared with cardinal vowel no. 1 [i] it is more open, and nearer in to the centre. The lips are slightly spread.

[e] (example words: 'bet', 'men', 'yes') This is a front vowel between cardinal vowel no. 2 [e] and no. 3 [ɛ]. The lips are slightly spread.

[æ] (example words: 'bat', 'man', 'gas') This vowel is front, but not quite as open as cardinal vowel no. 4 [a]. The lips are slightly spread.

[ʌ] (example words: 'cut', 'come', 'rush') This is a central vowel, and the diagram shows that it is more open than the open-mid tongue height. The lip position is neutral.

[ɒ] (example words: 'pot', 'gone', 'cross') This vowel is not quite fully back, and between open-mid and open in tongue height. The lips are slightly rounded.

[ʊ] (example words: 'put', 'pull', 'push') The nearest cardinal vowel is no. 8 [u], but it can be seen that [ʊ] is more open and nearer to central. The lips are rounded.

He continued that, English has five long vowels. These are the vowels which tend to be longer than the short vowels in similar context, it is necessary to say 'in similar contexts' because, as we shall see later, the length all English vowel sounds varies very much according to their context (such as the type of sound that follows them) and the presence and absence of stress. All the long vowels have symbols which are different from those of short vowels. The long and short vowel symbols would still all be different from each other even if we omitted the length mark, so it is important to remember that the length



mark is used not because it is essential but because it helps learners to remember the length difference. As we shall see later.

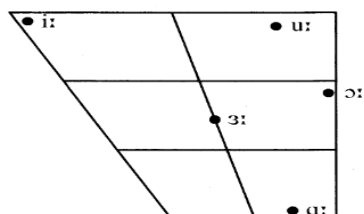


Figure 2: English long vowels

[i] (example words: ‘beat’, ‘mean’, ‘peace’) This vowel is nearer to cardinal vowel no. 1 [i] (i.e. it is closer and more front) than is the short vowel of ‘bid’, ‘pin’, ‘fish’. Although the tongue shape is not much different from cardinal vowel no. 1, the lips are only slightly spread and this result in a rather different vowel quality.

[ɜ] (example words: ‘bird’, ‘fern’, ‘purse’) This is a mid-central vowel which is used in most English accents as a hesitation sound (written ‘er’), but which many learners find difficult to copy. The lip position is normal.

[ɒ] (example words: ‘card’, ‘half’, ‘pass’) This is an open vowel in the region of cardinal vowel no. 5 [ɑ], but not as back as this. The lip position is neutral.

[ɔ](example words: ‘board’, ‘torn’, ‘horse’) The tongue height for this vowel is between cardinal vowel no. 6 [ɔ] and no. 7 [o], and closer to the latter. This vowel is almost fully back and has quite strong lip-rounding.

[u](example words: ‘food’, ‘soon’, ‘loose’) The nearest cardinal vowel to this is no. 8 [u], but BBC u: is much less back and less close, while the lips are only moderately rounded.

Below are the examples of vowels of Kemak Sanirin by Sadnyana et.al. (1999, p. 26) and English by Cunningham and Moor (p. 10);

Table 2.2 List of Kemak Sanirin and English Vowels

No	K. S. Vowels	K. S. Words			Eng. Vowels	Eng. Words		
		initial	middle	final		initial	middle	final
1.	[i]	ibor	alir	ami	/i:/	in	increase	see
2.	[e]	eru	srei	sibe	/e:/		get	
3.	[u]	ura	dodur	eru	/u:/		look	do
4.	[a]	au	tau	rua	/ɑ:/	arm	rice	
5.	[o]	osa	nogo	romo	/ɒ:/		got	
6.					/ɪ:/	effect	sit	may
7					/ʊ:/		cook	below
8					/æ/	adult	hat	
9					/ʌ/	other	cup	
10					/ɔ:/		saw	
11					/ɜ:/		fur	

12					/ə/	‘Ago’
----	--	--	--	--	-----	-------

There are only 5 vowels in Kemak Sanirin while in English there are twelve vowels, those 12 English vowels are written in the table above to be compared with 5 vowels in Kemak Sanirin are the English vowels. The table above shows that these two languages are different in term of the total of vowels. This shows us that, students of Kemak Sanirin might be get difficulties in pronouncing English vowels. Example, when Kemak Sanirin students pronounce the word ‘hat’ they would automatically pronounce it ‘het’ instead of ‘hæt.

#### b.) Consonants

Consonants are speech sounds which are produced with some obstruction of the air-stream in the mouth cavity. Consonants are the speech sounds that are harder than the vowels to be pronounced. According to Crystal (2008, p. 102) defines consonant in terms of both phonetics and phonology. Daniel et. al. (2014) state that phonetically, it is a sound coming from closure or narrowing in the vocal tract therefore the airflow is either completely blocked or restricted that employ speech organs in producing consonants that the term articulation' is used to most to address consonant production. Phonologically, consonants are those units which function at the margins of syllables, either singly or in clusters. Another theory of consonants is presented by Singh (2005). He describes and categorizes the English consonant symbols as follows. The description he made is based on two main parts they are; voiceless and the other one is voiced. Below is the detail.

## Consonants

	Voiceless	Voiced
Fricatives	f = <b>fat</b> , <b>laugh</b> θ = <b>think</b> , <b>hathaway</b> s = <b>sand</b> , <b>bus</b> ʃ = <b>shop</b> , <b>hush</b> h = <b>hand</b> , <b>horrendous</b>	v = <b>vat</b> , <b>drive</b> ð = <b>those</b> , <b>scathing</b> z = <b>zen</b> , <b>haze</b> ʒ = <b>measure</b> , <b>freesia</b>
Plosives	p = <b>pint</b> , <b>stipend</b> t = <b>tantrum</b> , <b>hate</b> k = <b>kind</b> , <b>coconut</b>	b = <b>bottle</b> , <b>hubbub</b> d = <b>dentist</b> , <b>hard</b> g = <b>guy</b> , <b>anger</b>
Affricates	tʃ = <b>cherry</b> , <b>catch</b>	dʒ = <b>jum</b> , <b>fudge</b>
Nasals		m = <b>mine</b> , <b>hum</b> n = <b>naughty</b> , <b>handsome</b> ŋ = <b>hang</b>
Liquids		l = <b>leak</b> , <b>light</b> r = <b>right</b> , <b>wrought</b>
Glides		j = <b>year</b> , <b>young</b> w = <b>well</b> , <b>where</b>

Below are the examples of vowels of Kemak Sanirin by Sadnyana, et. al. (1999, p. 14-15) and English by Cunningham and Moor (p. 6).

Table 2.3 List of Kemak Sanirin and English Consonants

No	K. S. Cons.	K. S. Words			Eng. Cons.	Eng. Words		
		initial	middle	final		initial	middle	final
1.	[b]	bair	abu	-	/b/	book	about	
2.	[c]	cuma	acu	tmauc	/c/	check		
3.	[d]	daper	dodok	-	/d/	day	study	stand
4.	[g]	galan	ilgur	galag	/g/	goal	forgive	

5.	[h]	halan	ahar	-	/h/	how		
6.	[l]	lali	lali	-	/l/	love	sleep	
7.	[m]	mane	ami	galam	/m/	man	batman	am
8.	[n]	nae	anar	anan	/n/	night	sniper	western
9.	[p]	par	nipar	-	/p/	pen	spot	top
10.	[r]	rae	ara	galar	/r/	red	drop	door
11.	[s]	sole	asu	mreas	/s/	so	beside	as
12.	[t]	tain	ita	-	/t/	tall	stand	but
13.	[k]	kole	-	-	/k/	class	school	stuck
14.					/v/	voice		
15.					/w/	wet	sweet	
16.					/f/	fall		five
17.					/z/	zoo	dosens	dosens
18.					/tʃ/	chin		
19.					/dʒ/	june		
20.					/θ/	thin		
21.					/ð/	then		
22.					/ʃ/	she		
23.					/ʒ/		vision	
24.					/ŋ/			sing

There are differences between Kemak Sanirin language and English, as written in the table above there are only 13 consonants in Kemak Sanirin Language, while English consists of 24 consonants. Those differences between Kemak Sanirin consonants and English consonants make students of kemak Sanirin are difficult in pronouncing some English consonants. Example, students of Kemak Sanirin might tend to pronounce the words 'she' with 'si:' instead of 'ʃi:'.

### c.) Diphthongs

diphthong is the number of vowels that more two in a word. Jones (p. 1983) states that diphthong is another branch of vowel produced gliding from one position of vowel to another. Another definition of vowels is as defined by Ramelan (1988, p. 56) says that diphthong is a vowel sound in which there is an intentional glide made from one vowel position to another vowel position, and which is produced in one single impulse of breath. While according to Roach (2009, p. 17) the total number of diphthongs are eight (though  $ʊə$  is increasingly rare). The easiest way to remember them is in terms of three groups divided as in this diagram.

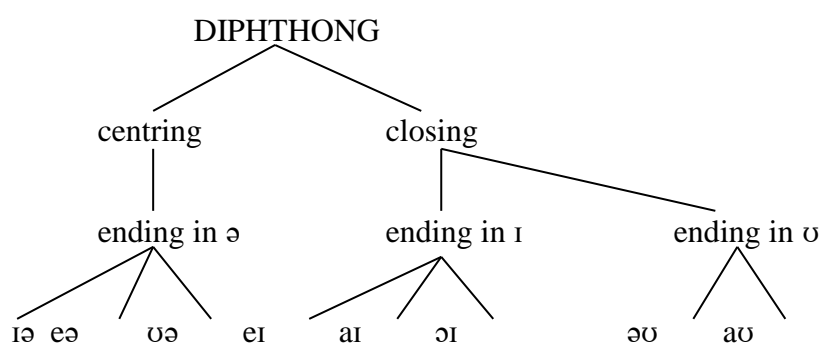


Figure 3: English diphthongs.

Below are the diphthongs in Kemak sanirin by Sadnyana, et. al. (1999, p. 34-35) and English by Singh (2005) they are:

Table 2.4 List of Kemak Sanirin and English Diphthongs

No	K. S. Diph.	K. S. Words			Eng. Diph.	Eng. Words		
		initial	middle	final		initial	middle	final
1.	/ei/	-	beir	bei	/ei/	asian	rain	
2.	/au/	aun	paur	brau	/aʊ/		proud	cow

3.	/ai/	-	bain	mrai	/aɪ/		hind	
4.	/ae/	aen	gmaen	rae	/ɛə/		bear	
5.	/ao/	-	-	pnao	/əʊ/	obese	note	fido
6.					/ɔɪ/	oil	boil	joy
7.					/ɪə/	ear	here	

As written in the table above, total English diphthongs are more than Kemak Sanirin' which makes the pronunciation of English diphthongs are sometimes hard for Kemak Sanirin students. Those written diphthongs in the table above are becoming the focus of this research.

#### d.) Consonants Clusters

Consonants clusters is the total of the consonant of the word which more that one consonant or more than two consonants. As stated by Dalton and Seidholfer (1994, p. 174) that consonant cluster is sequence of two or more consonants within one syllable, e.g the word 'spreads' starting with the cluster *spr* and ends with the cluster *ds*. Sometimes consonants only exist in the beginning of the word like phrase, or sometimes it they only exist in the end of the words like words. As emphasized by Yates and Zielinski (2009, p. 47). There are three kinds of consonants clusters. They are (1) beginning cluster or initial clusters, (2) middle cluster or medial clusters, and (3) end cluster or final clusters. In this study the researcher only analyze the students' pronunciation of the initial clusters. They also explain that:

Cluster in the beginnings of words can have two consonants) e.g. /pr/ as in pretty) or three consonants (e.g, /str/ as in street). In addition, cluster in the middle or at the ends of words can have two consonants (e.g, /gr/ as in the

degree, /ft/ as in sift), three consonants (e.g, /ntr/ as entry, /sks/ as in asksa), or four consonants (e.g, /nstr/ as in instrument, /mpst/ as in glimpsed) Yates and Zielinski (2009, p. 47).

Here are the examples of Kemak Sanirin consonant clusters by Sadnyana, et. at. (1999, p. 43) and English by Singh (2005) they are:

Table 2.5 List of Kemak Sanirin and English Consonant Clusters

No	K. S. Clus.	Kemak Sanirin words			Eng. Clus	Eng. Words		
		initial	middle	final		initial	middle	final
1.	/br/	brau	librun	-	/br/	break		
2.	/kl/	klop	irklian	-	/cl/	claim	nuclear	
3.	/tr/	trata	kontracu	-	/tr/	trade	strategy	
4.	/pl/	plai	-	-	/pl/	play	apply	people
5.	/bl/	blabu	-	-	/bl/	black	unblocked	

Perhaps English' consonant clusters will be the most difficult one for Kemak Sanirin students because there are only two kinds of cluster in Kemak Sanirin they are beginning or initial clusters and medial clusters while in English there are three kinds of clusters they are, beginning or initial clusters, middle or medial clusters, and end or final clusters.

### 2.2.2 Teachers' Roles

As previously stated that, teachers are also playing big role in teaching and learning process in the classroom. As teachers, they need to know the method of teaching and learning process in order to make the students are able to understand what is being taught easily. Moreover English is a foreign language which makes it is harder to be mastered. As stated by Broughton (1980, p. 7) that learners of



English as a foreign language have a choice of language variety to a larger extent than second language learners. To make it be easier, EFL teachers must work harder to overcome this problem.

### 2.2.3 Students' Pronunciation Mastery

Pronunciation is very important in communication. Communication needs understanding between speaker and listener. When someone's pronunciation is wrong, it makes misunderstanding between the speaker and listener although vocabulary and grammar are good. According to Gilakjani (2017), Pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance. In other words, pronunciation is the act or manner of pronouncing words; utterance of speech. It can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra-segmental 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. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

Mastery is great knowledge about something or understanding of a particular thing. In another source, mastery is knowledge and skill that allows someone to do, use, or understanding something very well.

#### 2.2.4 Dialect

Dialect means that, one of the sub-system of the language that differs one social community from another. According to Holmes (2013, p. 140) dialect is a variety of language that differs from others along three dimensions, vocabulary, grammar, and pronunciation or accent in particular region or group. It means that dialect is seen as different types of language in one area or community which are relatively distinguished into different features of language levels. While Siregar (2017, p. 28) stated that it is one of the important aspects in language and communication. Moreover, Wardhaugh (2014, p. 38-43) distinguishes dialects into two kinds, namely regional and social dialect. Regional dialect refers to the variety of language that is possessed by people in namely geographical areas. While social dialect refers to a variety of languages that relates to social group of people which are differentiated into socioeconomic class, an ethnic group, an age group, etc. it means that regional dialects are dialects which relates to the language used by people in a certain area, on the other hand social dialects are dialects which are used by the people based on their status in certain communities.

##### 2.2.4.1 Kemak Sanirin Dialect

Actually there are so many Kemak dialect, they are, Kemak Atabae Dialect, Kemak Sanirin dialect, Kemak Marobo dialect, Kemak Atasabe disalect, and any other dialects of kemak. Kemak Sanirin is one of the communities of Kemak which has different dialect from another dialects of Kemak communities. Based on history, many Kemak communities fled from East Timor to West Timor and live in West Timor until now on.

### 2.3 Theoretical Framework

After reviewing all the previous studies and some related literature, the researcher provides the theoretical framework in this sub-chapter that is used in underlining this study as drawn below.

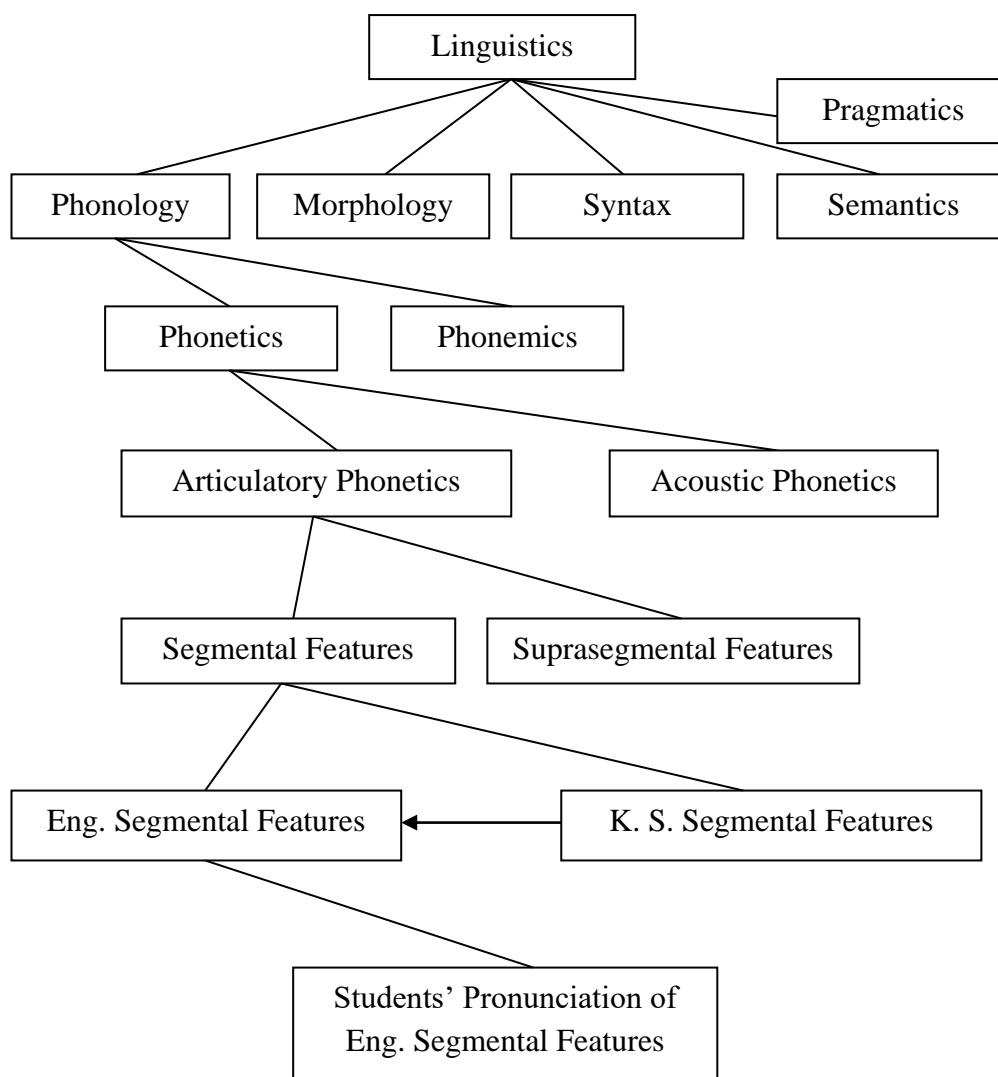


Figure 4: Theoretical Framework

From the figure above it can be clearly seen that the study of linguistic covers five main parts they are; phonology, morphology, syntax, semantics, and pragmatics. While the focus of this study was the phonology and it more focused on the segmental feature which covers vowels, consonants, diphthongs, and consonant clusters which was inline with the problems of this study, they were how is the the influence of Kemak Sanirin dialect towards the students' pronunciation of vowels, consonants, diphthongs and consonant clusters.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This is the last chapter of this study which provides two main sub-chapters they are; conclusions and suggestions. In the conclusions, the writer provides all five conclusions which are taken from the data findings. Each conclusion covers how Kemak Sanirin dialect influence students pronunciation of English. Moreover, the writer provides the suggestions for the students or even the teachers who taught English pronunciation. the suggestions are based on the findings of this study.

#### 5.1 Conclusions

Below are the conclusions of this study which taken from the findings and the analysis of the study.

1. Based on the analysis, it could be concluded that, Kemak Sanirin dialect gave insignificant negative transfer on English vowel sounds [i, ɪ, u, e, ʊ, ə] it is indicated by students' pronunciation that from 18 students there were only 2 students pronounced vowel [i, e] wrongly while 16 students did it correctly. It occurs because those vowel sound [i, ɪ, u, e] existed in Kemak Sanirin dialect and of course in bahasa Indonesia. Eventhough vowel sound [ʊ, ə] did not exist in Kemak Sanirin dialect but they had close sound to vowel [u, e] that was why students were easy to pronounce those vowel sounds.
2. The same as vowel sounds, Kemak Sanirin consonants also gave insignificant negative transfer on students' pronunciation of English consonant sounds [p,

b, k, r, s, g, m f, n.]. All 18 students could pronounce those consonant sounds correctly. This was because those consonant sounds not only existed in bahasa Indonesia but they also existed in Kemak Sanirin dialect. While only few students could not pronounce consonant sound [z] correctly because there was no sound [z] in Kemak Sanirin language eventhough it also existed in bahasa Indonesia.

3. Kemak Sanirin diphthongs gave more significant negative transfer on students' pronunciation of English diphthongs [əʊ, ɪə] because there were 4 students failed in pronouncing diphthong [əʊ] and also 4 students failed in pronouncing diphthong [ɪə]. The difficulties caused by the non-nexistence of those two diphthong sounds [əʊ, ɪə] in Kemak Sanirin dialect. While other diphthongs like [aɪ, eɪ, aʊ] had close sound to Kemak Sanirin diphthongs [ai, ei, au] that was why those English diphthong sounds [aɪ, eɪ, aʊ] were easy for the students to pronounce. It was proven by 18 students' pronunciation which could be clearly heard.
4. Generally, Kemak Sanirin gives significant positive transfer to two consonant cluster sounds. This occurrence just because two consonant clusters were available in Kemak Sanirin dialect which made English two consonant sounds were not too difficult because students were familiar with them. While Kemak Sanirin gave significant negative transfer on students' pronunciation of English three consonant cluster sounds (str, rld, ght) because there is no three consonant cluster sound in Kemak Sanirin dialect.

5. Students English pronunciation was really becoming one of the teacher concern in teaching English. He corrected his students' pronunciation and gave his students the correct pronunciation by modeling and asked his students to repeat after him. The problems that still found by the students in pronouncing English words were caused by the non-existence of certain speech sounds of English in Kemak Sanirin dialect and less of supporting media in helping students' pronunciation class.

## **5.2 Suggestions**

Referring to the findings, discussions and the conclusion above, the reseracher put some following suggestions related to those terms.

1. Actually English vowel sound is not the challenge for Kemak Sanirin students in pronouncing it because there are similarities between English and Kemak Sanirin dialect in term of vowel. However, students are expected to improve their English pronunciation by practice more and more.
2. The same as English vowel, English consonant is also not a challenge for the students in pronouncing English sounds because of the similarities of their consonant that found between these two languages. Eventhough it is not difficult for the students, they are still expected to practice English consonant sound in order to make them become better in pronouncing English words.

3. Since English diphthongs [ɔɪ, εə, əʊ and ɪə] considered as the difficult items for the students in learning English pronunciation, so students need to pay more attention on pronouncing English diphthong sounds by practicing them.
4. For English consonant cluster, the students need to be told to pay more focus on three consonant cluster sounds because they are the most difficult items of English speech sounds for them. However, English two consonant sounds still must be students' concern. So practicing English words still become the best method to be applied in improving their English pronunciation.
5. For the teacher's roles, the researcher has found that the best way to improve students' English pronunciation is to help them by guiding them to pronounce English words again and again. Using supporting media is still needed moreover the teacher must try to find the better media in teaching English pronunciation because one medium in teaching English pronunciation is not enough to improve students' English pronunciation.



## REFERENCES

- Agustin, D. T., Warsono, & Mujiyanto, J. (2015). The use of Bahasa Indonesia (L1) in the intensive English (L2) classroom. *English Education Journal*, 5(1), 1-9.
- Ahles, S. P., & Piccinini, P. (2018). On visualizing phonetic data from repeated measures experiments with multiple random effects. *Journal of Phonetics*, 70, 56-69. [www.elsevier.com/locate/Phonetics](http://www.elsevier.com/locate/Phonetics)
- Akyol, T. (2013). A study on identifying pronunciation learning strategies of Turkish EFL learners. *Procedia – Social and Behavioral Sciences*, 70, 1456-1462
- Ali, A. M., & Mujiyanto, J. (2017). The influence of cultural identities in second language acquisition: a perspective from secondary program (Semarang Multinational School). *English Education Journal*, 7(1), 34-41.
- Alowalid, A., Mujiyanto, J., & Bharati, D. A. L. (2018). The linguistic factors that affect poor reading comprehension among Libyan students. *English Education Journal*, 8(2), 229-240.
- Atli, I., & Bergil, A. S. (2012). The effect on pronunciation instruction on students' overall speaking skills. *Procedia – Social and Behavioral Sciences*, 46, 3665-3671.
- Baker, A., & Burri, M. (2016). Feedback on second language pronunciation: a case study on EAP teachers' beliefs and practices. *Australian Journal of Teacher Education*, 41(6), 1-19.
- Bergmann, C., Nota, A., Sprenger, S. A., & Schmid, M. S. (2016). L2 immersion causes non-native-like L1 pronunciation in German attriters. *Journal of Phonetics*, 58, 71-86.
- Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1980). *Teaching English as a Foreign Language*. (2<sup>nd</sup> Ed.). New York: Routledge.
- Buehler, J., Schmid, S., & Maurer, U. (2016). Influence of dialect use on speech perception: a mismatch negativity study. *Language, Cognition and Neuroscience*, 32(6), 757-775.
- Bui, T. S. (2016). Pronunciations of consonants /d/ and /θ/ by adult Vietnamese EFL learners. *Indonesian Journal of Applied Linguistics*, 6(1), 125-134.
- Bushman, J. H. (1989). Exploring the geographical dialects of English. *Language Arts Journal of Michigan*, 5(2), 8, <http://doi.org/10.9707/2168-149X.1680>

- Cabrelli, J., Luque, A., & Martinez, I. F. (2019). Influence of L2 English phonotactics in L1 Brazilian Portuguese illusory vowel perception. *Journal of Phonetics*, 73, 55-69. [www.elsevier.com/locate/Phonetics](http://www.elsevier.com/locate/Phonetics)
- Cavus, N. (2016). Development of an intelligent mobile application for teaching English pronunciation. *102*, 365-369. [www.sciencedirect.com](http://www.sciencedirect.com)
- Chang, C. B. (2019). Language change and linguistic inquiry in a world of multicompetence: Sustained phonetic drift and its implications for behavioral linguistic research. *Journal of Phonetics*, 74, 96-113. [www.elsevier.com/locate/Phonetics](http://www.elsevier.com/locate/Phonetics)
- Chaoju, T., & Heuven, V. J. V. (2009). Mutual intelligibility of Chinese dialects experimentally tested. *119*, 709-732. [www.sciencedirect.com](http://www.sciencedirect.com)
- Cimenli, B. (2015). On pronunciation teaching and semiotics. *Procedia Social and Behavioral Sciences*, 199, 634-640.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. NY: Routledge.
- Cohn, N., & Ehly, S. (2016). The vocabulary of manga: Visual morphology in dialects of Japanese visual language. *Journal of Pragmatics*, 92, 17-29.
- Coskun, A. (2011). Future English teachers' attitudes towards EIL pronunciation. *Journal of English as an International Language*, 6(2), 46-68.
- Cornips, L., Swanenberg, J., Heeringa, W., & Vriend, F. (2016). The relationship between first language acquisition and dialect variation: linking resources from distinct disciplines in a CLARIN-NL project. *178*, 32-45. [www.sciencedirect.com](http://www.sciencedirect.com)
- Cunningham, S., & Moor, P. *New Headway Pronunciation Course*. Oxford University Press.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (4<sup>th</sup> Ed.). USA: SAGE Publications.
- Crystal, D. (2008). *A dictionary of linguistics and phonetics*. (6<sup>th</sup> Ed.). UK: Blackwell.
- Dale, P., & Poms, L (2005). *English Pronunciation: Made Simple*. New York: Longman.
- Dalton, C., & Seidlhofer, B. (1994). *Language Teaching: Pronunciation*. New York: Oxford University Press.

- Demirezen, M. (2015). Teaching the perception of the intonation of finally extended simple sentences: A demonstration by computer. *Procedia – Social Behavioral Sciences*, 199, 21-29.
- Demirezen, M., & Kulaksiz, E. (2015). Correct pronunciation as work ethics in teacher education. *Procedia – Social and Behavioral Sciences*, 199, 713-721.
- Dmitrieva, O. (2019). Transferring perceptual cue-weighting from second language into first language: cues to voicing in Russian speakers of English. *Journal of Phonetics*, 73, 128-143. [www.elsevier.com/locate/Phonetics](http://www.elsevier.com/locate/Phonetics)
- Earnshaw, K. (2017). *Phonetic Accommodation in British English: Implication for Forensic Speaker Comparisons*. University of Huddersfield.
- Earnshaw, K., & Gold, E. (2018). Variation in the FACE vowel across West Yorkshire: implication for forensic speaker comparisons: *Department of Linguistics and Modern Languages*, University of Huddersfield.
- Falahuddin, M. A., Saleh, M., & Fitriati, S. W. (2019). The influence of Mid-east Sundanese dialect (L1) in the pronunciation of English among English department students at Universitas Majalengka. *English Education Journal*, 9(2), 157-163.
- Faris, M. M., Best, C. T., & Tyler, M. D. (2018). Discrimination of uncategorised non-native vowel contrasts is modulated by perceived overlap with native phonological categories. *Journal of Phonetics*, 70, 1-19.
- Gaballa, H. (2013). Testing metaknowledge of phonological components among English freshman students at Taif University. *IOSR Journal Of Humanities and Social Sciences*, 18(2), 84-95.
- Ganie, R., Syarfina, T., & Sinar, T. S. (2013). Prosodic Features of East Acehnese dialect based on age factor: an experimental phonetic study. *IOSR Journal Of Humanities And Social Science*, 18(2), 06-16.
- Georgountzou, A., & Tsantila, N. (2017). Cultural identity, accentedness and attitudes of Greek EFL learners towards English pronunciation. *Selected Papers of ISTAL*, 22, 160-174.
- Gilakjani. (2017). The significance of pronunciation in English language teaching. *International Journal of Research in English Education*, 1(1), 1-6.
- Gilbert, J. B. (2005). *Clear speech: Pronunciation and Listening Comprehension in North American English*, (3<sup>rd</sup> Ed.). New York: CUP.
- Grenon, I., Kubota, M., & Sheppard, C. (2019). The creation of new vowel category by adult learners after adaptive phonetic training. *Journal of Phonetics*, 72, 17-34. [www.elsevier.com/locate/phonetics](http://www.elsevier.com/locate/phonetics)

- Hartati, E. (2013). The language functions used by teachers of content subjects using English as the medium of instruction. *English Education Journal*, 3(2), 85-93.
- Haryanti, A. P., Mujiyanto, J., & Faridi, A. (2018). The influence of teachers' code switching on students' understanding of their messages. *English Education Journal*, 8(4), 461-468.
- Hedia, S. B., & Plag, I. (2017). Gemination and degemination in English prefixation: phonetic evidence for morphological organization. *Journal of Phonetics*, 62, 34-49.
- Hewings, M. (2007). *English Pronunciation in Use, Advanced: Self-study and Classroom Use*. London: CUP.
- Hismanoglu, M., & Hismanoglu, S. (2010). Language teachers' preferences of pronunciation teaching techniques: traditional or modern?. *Procedia Social and Behavioral Sciences*, 2, 983-989.
- Holmes, J. (2013). *An Introduction to Linguistics* New York: Routledge.
- Husna, A. H., Hartono, R., & Sofwan, A. (2015). Teacher's and students' talks and their nonverbal communication in the classroom interaction. *English Education Journal*, 5(1), 1-8.
- Izzah, U., & Sukrisno, A. (2017). The effectiveness of using songs and dialogues to teach students' pronunciation. *English Education Journal*, 7(2), 179-193.
- Jannah, M., & Fitriati, S. W. (2016). Psychological problems faced by the year - eleven students of MA Nuhad Demak in speaking English. *English Education Journal*, 6(1), 65-78.
- Jones, D. (1986). *The Pronunciation of English*. London: Cambridge University Press.
- Kan, R. T. Y., & Schmid, M. S. (2019). Development of tonal discrimination in young heritage speakers of Cantonese. *Journal of Phonetics*, 73, 40-54. [www.elsevier.com/locate/Phonetics](http://www.elsevier.com/locate/Phonetics)
- Kartushina, N., Adelman, A. H., Frauenfelder, U. H., & Golestani, N. (2016). Mutual influences between native and non-native vowels in production: Evidence from short-term visual articulatory feedback training. *Journal of Phonetics*, 57, 21-39.
- Knight, R. A. (2012). *Phonetics: a course book*, UK: Cambridge University Press.

- Kraljic, T., Brennan, S. E., & Samuel, A. G. (2008). Accommodating variation: Dialects, idiolects, and speech processing. *107(1)*, 1-394. [www.sciencedirect.com](http://www.sciencedirect.com)
- Kreidler, C. W. (2004). *The pronunciation of English: a course book*, (2<sup>nd</sup> Ed.). UK: Blackwell Publishing Ltd.
- Kuang, J., & Cui, A. (2018). Relative cue weighting in production and perception of an ongoing sound change in Southern Yi. *Journal of Phonetics*, *71*, 194-214. [www.elsevier.com/locate/Phonetics](http://www.elsevier.com/locate/Phonetics)
- Leemann, A., Kolly, M. J., & Britain, D. (2018). The English dialects app: the creation of crowdsourced dialect corpus. *Ampersand*, *5*, 1-17.
- Leong, L. M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research of English Education*, 34-41.
- Leeuw, E. D., & Celata, C. (2019). Plasticity of native phonetic and phonological domains in the context of bilingualism. *Journal of Phonetics*, *75*, 88-93. [www.elsevier.com/locate/phonetics](http://www.elsevier.com/locate/phonetics)
- Mahardhika, S. M. (2012). The English speaking skills development of Mondial school kindergarten children. *English Education Journal*, *2(2)*, 106-111.
- Mandaru, A. M., Haan, J. W., & Liufeto, G. (1998). *Morfologi dan Sintaksis Bahasa Kemak*. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa. Departemen Pendidikan dan Kebudayaan.
- Marcellino, M. (2008). English language teaching in Indonesia: a continuous challenge in educational and cultural diversity. *TEFLIN Journal*, *19(1)*, 57-69.
- Marsono. (2013). *Fonetik*. Yogyakarta: Gajah Mada University Press.
- Mayr, R., Bueno, L. L., Fernandes, M. V., & Lourido, G. T. (2019). The role of early experience and continued language use in bilingual speech production: A study of Galician and Spanish mid vowels by Galician-Spanish bilinguals. *Journal of Phonetics*, *72*, 1-16. [www.elsevier.com/locate/Phonetics](http://www.elsevier.com/locate/Phonetics)
- Messum, p., & Howard, I. S. (2015). Creating the cognitive form of phonological units: The speech sounds correspondence problem in infancy could be solved by mirrored vocal interactions rather than by imitation. *Journal of Phonetics*, *53*, 125-140. [www.elsevier.com/locate/phonetics](http://www.elsevier.com/locate/phonetics)
- Mirbagheri, S. A. (2014). A knowledge management view of teaching English as a foreign language (TEFL) in general educational system (GES) of Iran. *Procedia - Social and Behavioral Sciences*, *136*, 148-152.

- Mirza, H. (2015). ESL and EFL learners improve differently in pronunciation: the case of Lebanon. *Procedia - Social and Behavioral Sciences*, 199, 486-495.
- Mulya, D., & Mujiyanto, J. (2018). The influence of serawai malayunese dialect towards students' English pronunciation. *English Education Journal*, 8(3), 290-300.
- Muftah, H. (2013). A bilingualism journey of a Libyan bilingual child in Australia: the fossilization of the first language and the acquisition of the second language. *IOSR Journal Of Humanities And Social Science*, 18(2), 69-75.
- Nugroho, T., Anggani, D., & Hartono, R. (2019). English teachers' perception on strategies in teaching reading comprehension to motivate the students. *English Education Journal*, 9(1), 56-61.
- Penney, J., Cox, F., Miles, K., & Palethorpe, S. (2018). Glottalisation as a cue to coda consonant voicing in Australian English. *Journal of Phonetics*, 66, 161-184.
- Pettinato, M., Tuomainen, O., Granlund, S., & Hazan, V. (2016). Vowel space area in later childhood and adolescence: effects of age, sex and ease of communication. *Journal of Phonetics*, 54, 1-14
- Pranowo, J. (2006). Word-attack skills for Indonesian learners. *TEFLIN Journal*, 17(2), 107-114.
- Prihantoro. (2016). The influence of students' L1 and spoken English in English writing: a corpus-based research. *TEFLIN journal*, 27(1), 217-245  
<http://dx.doi.org/10.15639/teflinjournal>
- Ramelan. (1998). *English Phonetics*. Semarang: IKIP Semarang Press.
- Roach, P. (2009). *English Phonetics and Phonology. A Practical Course*. UK. Cambridge University Press.
- Sadnyana, I. N. S., Utama, I. P., Sunihati, A. A. D., & Aridawati, I. A. P. (1999). *Struktur bahasa Kemak*. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa. Departemen Pendidikan dan Kebudayaan.
- Saito, K. (2011). Identifying problematic segmental features to acquire comprehensible pronunciation in EFL settings: The case of Japanese learners of English. *RELC Journal*, 42(3), 363-378.
- Septiani, S. (2014). Linguistic realization of requests in English and Javanese performed by Javanese EFL learners. *English Education Journal*, 4(1), 9-16.

- Shah, S. S. A., Othman, J., & Senom, F. (2017). The pronunciation component in esl lessons: teachers' beliefs and practices. *Indonesian Journal of Applied Linguistics*, 6(2), 193-203.
- Shaw, J. A., & Kawahara, S. (2018). The lingual articulation of devoiced /u/ in Tokyo Japanese. *Journal of Phonetics*, 66, 100-119.
- Shibata, A. (2018). The influence of dialect in sound symbolic size perception. *Linguistics Society of America*.
- Singh, I. (2005). *The History of English. A Student's Guide*. London: hodder Education.
- Siregar, S. (2011). The influence of dialect on the student's pronunciation in speaking ability. *Journal of English Language Teaching*. 5(1), 27-36.
- Stanculea, A. N. (2015). Teaching pronunciation through songs. *Journal Plus Education*. 12(2), 177-184.
- Sumner, M., & Samuel, A. G. (2009). The effect of experience on the perception and representation of dialect variants. *Journal of Memory and Language*, 60, 487-501.
- Supeno. (2018). Using songs to improve students' pronunciation. Proceeding of the 65th TEFLIN International Conference, Universitas Negeri Makasar, Indonesia, 65(1), 339-346.
- Suryanto. (2014). Issues in teaching english in a cultural context: a case of Indonesia. 75-82. <http://www.researchgate.net/publication/299978420>
- Suwartono. (2014). Enhancing the pronunciation of English suprasegmental features through reflective learning method. *TEFLIN Journal*, 25(1), 80-93.
- Syaputri, W. (2014). Pronunciation errors made by senior high school students in reading English texts aloud. *English Education Journal*, 4(1), 38-45.
- Taufiqi, M. A., Hartono, R., & Mujiyanto, J. (2019). The influence of class shift on achieving semantic meaning in the English-Indonesian translation of Yule's pragmatics. *English Education Journal*, 9(2), 198-205.
- Thomas, E. R. (2007). Phonological and phonetic characteristics of African American vernacular English. *Language and Linguistics Compass*, 1(5), 450-475.
- Wardhaugh, R. (2014). *An Introduction to Sociolinguistics*. New York: McGraw-Hill.

Yates, L., & Zielinski, B. (2009). *Teaching Pronunciation to Adults*. Sydney: Department of Immigration and Citizenship Macquarie University.

Zoghbor, W. S. (2011). Teaching the pronunciation of English as a lingua Franca: reducing skepticism and increasing practicality. *International Journal of Humanities and Social Science*, 1(8), 85-88.