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INTERFERENCE OF STUDENTS' NATIVE LANGUAGE IN THEIR ORAL PRODUCTION OF ENGLISH

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Abstract: This research aims to describe the phonological interference in the students' English pronunciation. This research is descriptively designed. The subjects are the students with the Banjarese background. The instruments used in this research are questionnaires and oral test. Data were contrastively analyzed. The research showed the students' pronunciation problems due to the use of Banjarese phonology. There are 23 types of phonological interference found in the English pronunciation. The factors of the linguistic phenomena are: (1) the existence of a given sound in English, but absence from the Banjarese. The Banjarese (L-1) has vowels: /a/, /u/, /i/, /e/, and /o/, whereas English (L-2) has vowels: /e/, /æ/, /ɪ/, /ɒ/, /ɔ/, /ə/, /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/. The L-1 has three diphthongs, namely: /ai/, /au/, and /ui/, while the L-2 has eight diphthongs, namely: /ɪə/, /oʊ/, /ai/, /aʊ/, /ɪə/, /eə/, and /ɔə/. The L-1 has the consonants: /b/, /d/, /g/, /p/, /t/, /k/, /c/, /j/, /s/, /m/, /n/, /ny/, /ŋ/, /l/, /r/, /w/, and /y/, while the L-2 has the following consonants: /b/, /d/, /g/, /p/, /t/, /k/, /l/, /v/, /e/, /θ/, /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /j/ and /h/. *Second*, both languages have the same phonetic segments but differ in their distributions. *Third*, both languages have voiced stop consonants /p, k, and t/, but they are differently realized in a particular position. One of the phonological rules is what is called 'aspiration. Thus, the students need to more practice in oral production.

Keywords: Banjarese language, pronunciation, native language, phonological interference

INTRODUCTION

Linguistic problems from an oral standpoint never end. One of the linguistic problems is the interference phenomenon. Therefore, this phenomenon is always feasible to be studied by many parties. Consequently, the pronunciation issues of different L1-background learners in English as a Foreign Language (EFL) contexts can be adopted as this research theme.

According to Keshavarz and Abubakar, pronunciation is an essential aspect of learning and teaching a language from the oral production perspective. A serious mispronunciation will hamper intelligibility. The intelligibility in pronunciation is essential for communicative competence as well as performance. Therefore, English teachers as a Foreign Language should pay attention to their students' pronunciation problems. At the same time, L2 learners should continually improve their pronunciation in the target language. Thus, English as a Foreign Language (EFL) learners' mistakes/ errors in pronunciation will be regarded as severe problems because listeners may face difficulties understanding him/her (2017). Therefore, these pronunciation problems can be said as potential issues. In this relation, the teachers should improve their teaching strategies. The researchers should study to identify, analyze, and give recommendations to enhance pronunciation teaching and learning through their research.

The speaker acquired the language by learning the process then using the language in the speech community. The speaker may have mastered more than one language; mother tongue or native language, second language, etc. For instance, people who live in

Banjarmasin will use Banjarese as their native language and Indonesian language as their second language, and English as their foreign language. Before being called a bilingual speaker, someone must have a mastery of more than one language. Mastering more than one language enables him to use two or more languages alternately. He may use a particular languages in a certain situation and use another in another condition. Therefore, he will be regarded as a language user involved in the practice of the alternate use of two or more languages (Mackey, in Fishman, 1972).

Phonological interference is related to the influence of one language (e.g. mother tongue) when the learners or the speakers want to use the target language (e.g., English). The problem is that the speaker must learn to make the foreign or target language, English, with his organs of speech (Jones, 1960:2). At the phonological level, interference concerns how a speaker perceives and reproduces one language's sounds in those of another language. The interference will occur in bilinguals' speech when there are outstanding different phonetics/phonology elements between one and another language or, in this case, mother tongue and second or foreign language. In Indonesia, English is considered a foreign language. The researchers then assumed that there would be an interference phenomenon when the native speakers of the Banjarese language are attempting to acquire the English language. The research took place at Lambung Mangkurat University. At the same time, this research subject would be the English Language Education Study Program students. The students came from the various regions of Kalimantan Selatan.

The Banjarese language is spoken by the Banjarese ethnic in Kalimantan Selatan province, and it has two dialects - Banjar Hulu and Banjar Kuala dialects (Durasid et al., 1981). The Banjarese language is regarded as the first language of the Banjarese ethnic community. It means that as the mother tongue, the Banjarese language cannot be separated from the speakers' tendencies in uttering a word or sentence in any language. Therefore, the researchers assumed it is essential to study and investigate the Banjarese Language's interference from phonology. Many English learners face difficulties in speaking. English learners of Chinese also encounter similar challenges. According to Hui Yin's research result, Chiu students have English pronunciation problems because sounds are lacking in Chinese and similar but not identical to their Chinese counterparts (2016). Considering the English language learners' pronunciation problems, Ohata examined some of the characteristics of different phonemes in the Japanese language and English to discuss the various problematic pronunciation parts for Japanese students learning English (2004).

Banjarese language has two dialects: Banjar Hulu and Banjar Kuala Dialects. According to Durasid et al., the Banjar Hulu dialect has three vowels in the phonological level: /a, i, u/. In comparison, the Banjar Kuala dialect has five vowels: /a, i, u, e, o/, and both dialects have the same consonants, numbering 18 (1981:28). Meanwhile, English has 12 vowels and 24 consonants. From the differences, we can see and assume that there will be interference of the Banjarese language into English pronunciation.

One of the aspects of language in oral production is pronunciation. The learners of the English language very often face pronunciation problems. Phonological interference is closely related to pronunciation problems. Regarding the importance of the efforts to solve the pronunciation problems, a study on phonological interference is crucial to provide a comprehensive picture indicating the linguistic problems from the oral production perspective and pronunciation.

There are some differences between English and Banjarese Languages in their phonological systems. Banjarese language has two dialects: Banjar Hulu and Banjar Kuala Dialects. The first differences are in the number of vowels from both languages. According to

Durasid, the Banjar Hulu dialect has three vowels, namely: /a/, /i/, and /u/. In comparison, the Banjar Kuala dialect has five vowels, namely: /a/, /i/, /u/, /e/ and /o/, and both dialects have the same consonants, numbering 18 consonants, namely: /b/, /d/, /g/, /p/, /t/, /k/, /c/, /m/, /n/, /ny/, /ŋ/, /s/, /h/, /l/, /r/, /w/, and /y/ (1981:28). Meanwhile, English has 12 vowels, namely: /i/, /e/, /æ/, /ʌ/, /ɒ/, /ʊ/, /ə/, /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/ and 24 consonants, namely: /b/, /d/, /g/, /p/, /t/, /k/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, and /j/. The second differences are in the distributions. Almost all of the phonemes of the Banjarese language are similarly distributed to, and some are differently distributed from those of the English language. The differences in both perspectives enable the users of the English language with the background of Banjarese language to interfere with the target language.

Starting from the background above, the research problems were focused on: phonemes of Banjarese language used in spoken English by the students of the English Language Education Study Program of Lambung Mangkurat University, Banjarmasin-Indonesia.

RESEARCH METHODOLOGY

The Design of the Research

This research utilized a descriptive qualitative design to explore and describe the English language learners' phonological interference phenomena of the English Language Education Study Program, Lambung Mangkurat University, Banjarmasin, South Kalimantan, Indonesia. Supported by the comparative study, this descriptive qualitative research design would enable the researchers to provide insights into the phonological interference made by the English learners.

The Research Site and Participants

The research took the Province of Kalimantan Selatan as a research site, focusing on Lambung Mangkurat University, Banjarmasin the institution where the English Language Education has been conducted. Generally, the participants of this research were the students as English language learners of the English Language Education Study Program at Faculty of Teachers Training and Education, Lambung Mangkurat University. However, the number has been limited to the students with the language background of the Banjarese Language. Thirty students have been selected to be involved in the research.

Research Instrument

The researchers used questionnaires and oral tests to find the data. The questionnaire is used to find the appropriate subject of research. The oral test is an essential part of finding the data. The oral test is in the reading form of English text determined by the researchers. It consists of words assumed to be able to decide on the possibilities of phonological interference. The students' oral production of the English language was recorded and then transcribed in phonetic transcription.

Data Analysis

After data were collected through recording students' oral English language production, the researchers listened to the recording and attempted to find the interference phenomenon of students' pronunciation. Then the record was converted into phonetic transcription. Furthermore, the researcher analyzed the data that has been obtained—the analysis aimed to determine the phonological interference of the Banjarese language into the English language pronunciation. The data were analyzed by using the contrastive analysis method.

RESULT AND DISCUSSION

Students' Mispronunciation of English Vowels and Diphthongs

The Banjarese language has two dialects: Banjar Hulu and Banjar Kuala dialect. The Banjar Hulu dialect has three vowels, namely: /a/, /i/, and /u/, and the Banjar Kuala dialect

has five vowels namely: /a/, /i/, /u/, /e/, and /o/. In contrast, the English language has the following vowels, namely: /ʌ/, /e/, /æ/, /ɪ/, /ɒ/, /ɔ/, /ə/, /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/. This fact of different numbers of vowels between English and Banjar Hulu Banjarese caused interference when English language learners pronounced English words.

(1) *As presented below, the absence of vowel /i:/ from the first language leads to the students' mispronunciation.*

Concerning the phoneme /i:/, the students were tested to pronounce the words: *he, feet, deep, and see*. In this case, most students mispronounced /i:/ in words *he, feet, deep, and see*. Instead of pronouncing [hi:], [fi:t], [di:p], and [si:], they pronounce them as [hi], [fit], [dip], and [si] respectively.

(2) *The absence of vowel /æ/ from the first language leads to the students' mispronunciation.*

Concerning the phoneme /æ/, the students were asked to pronounce *fat, cat, and rats*. Most students pronounce *fat* /fæt/ as [pat] or [fat]; almost all students pronounce *cat* /kæt/ as [kat, ket]. They pronounce *rats* /ræts/ as [rat, rets].

(3) *The absence of vowel /ɒ/ from the first language leads to the students' mispronunciation.*

The students pronounced *gone* /gɒn/ as [gun, gon]. The subjects of this research replaced vowel /ɒ/ with /u/ and /o/.

(4) *The absence of vowel /u:/ from the first language leads to the students' mispronunciation.*

When pronouncing the vowel /u:/, students tend to replace the vowel with /u/.

(5) *The absence of vowel /ɔ:/ from the first language leads to the students' mispronunciation.*

Some students realized a vowel /ɔ:/ in a word *cord* /kɔ:d/ as [u] in [kut], and some others replaced it with [o] in [kot].

(6) *The absence of vowel /ə:/ from the first language leads to the students' mispronunciation.*

Some students replaced vowel /ə:/ as in *bird* /bɜ:d/ with [i] as in [bit] or [ə] as in [bət], and some others replaced [ə:] with [u] or [o] as in [wuk] or [wok]. The researcher found out that these research subjects tend to replace vowel /ə:/ with /i/, /ə/, and /u/ or /o/ as they are written.

(7) *The absence of vowel /ɑ:/ from the first language leads to the students' mispronunciation.*

The students tended to replace a vowel /ɑ:/ with /a/ or /e/. as shown on the table, some students realized *far* /fɑ:(r)/ as [par] or [far]; pronounced *hard* /hɑ:d/ as [hart] or [hard], represent *bathroom* /'bɑ:θrɒm/ as [batrum] or [betrum] respectively.

(8) *The absence of vowel /e/ from the first language leads to the students' mispronunciation.*

50% of the students who mispronounced *says* /sez/ as [sais] the rest 30% mispronounced it with [sis]. 40% of the students also mispronounced /fens/ as [fins].

(9) *The absence of vowel /ə/ from the first language leads to the students' mispronunciation.*

The students mispronounced *sentence* /'sentəns/ as [sintins] and [sentens] each 20% and 60%.

Mispronunciation in English Diphthongs

(1) *The absence of diphthong /oʊ/ from the first language leads to the students' mispronunciation.*

The absence of /oʊ/ in the Banjarese language caused the students to make an interference of /oʊ/ into /u/ or /o/. Those two phonological rules indicate that the students interfered when they realized a word *robe* [roʊb/ as [rup] (in the Banjar Hulu dialect), and as [rop] (in the Banjar Kuala dialect). The absence of the Banjarese language sound system's gliding sounds led the students to their own language sound system. Thus, they used sounds regarded as similar to the diphthongs.

(2) *The absence of diphthong /eɪ/ from the first language leads to the students' mispronunciation.* The interference in the diphthong is elaborated in the form of phonological rules as follows.

Both /eɪ/ and /aɪ/ are gliding to /i/ diphthongs. However, the initial vowel of the diphthong is changed from /e/ to /a/. It happened due to the lack of vowel /eɪ/ in the Banjarese language. The absence of [eɪ] in the Banjar Hulu dialect caused interference of [aɪ] in the English pronunciation. The students mispronounced *way* /weɪ/ as [wai]; *late* /leɪt/ as [let]; and *main* /meɪn/ as [main].

These pronunciations are based on the ways they are written. In the Banjarese language sound system, phoneme /aɪ/ is realized as it is alphabetically written, such as in a word *maungkai* /maungkai/-[maungkai].

(3) *The absence of diphthong /əʊ/ from the first language leads to the students' mispronunciation.*

The diphthong / əʊ / can be found in words as *go* /gəʊ/- [gəʊ], *know* /nəʊ/-[nəʊ], and *so* /səʊ/- [səʊ]. The interference in the diphthong is elaborated in the form of phonological rules as follows.

The Banjarese language only has three diphthongs: [ai], [au], and [ui], but it does not have a diphthong [əʊ]. The absence of [əʊ] in the Banjarese sound system makes the English learners realize it as [o] or [u] for the word *goes* as [gos] or [gus].

Students' Mispronunciation of English Consonants

Banjar Hulu Banjarese students faced difficulties in pronouncing English consonants for some reasons. The first reason is the different numbers of consonants. The Banjarese language has less consonants than English. There are 18 Banjar Hulu Banjarese consonants, those are /b/, /d/, /g/, /p/, /t/, /k/, /c/, /j/, /s/, /h/, /m/, /n/, /ny/, /ŋ/, /l/, /r/, /v/, /d/, /g/. Meanwhile, the English language has a larger number in consonants, those are: /b/, /d/, /g/, /p/, /t/, /k/, /m/, /w/, /f/, /v/, /θ/, /ð/, /s/, /z/, /n/, /l/, /r/, /j/, /ʒ/, /y/, /tʃ/, /dʒ/, /ŋ/, and /h/. This difference may lead to an interference phenomenon. The second reason for difficulties is in the distribution of the consonants. Some phonemes may be found in both languages, but they are distributed differently. And the last reason is the phoneme has different variants of allophones. Furthermore, the researcher will elaborate on the finding of phonological interference in consonants below.

(1) *The absence of Aspirated Voiceless Stops [tʰ], [pʰ], and [kʰ] in the Banjarese Language Sound systems.*

The data indicate that 50% of the students mispronounced [tʰaɪm] as [taɪm], 80% mispronounced [pʰen] as [pin], and 90% mispronounced [kʰi:] as [ki].

(2) *The absence of /f/ in the Banjarese Sound Systems caused the replacement of /f/ with /p/*

The data indicate 30% students mispronounced /fɑ:(r)/ with /pɑ:(r)/. They replaced /f/ with /p/.

(3) *The absence of /v/ in the Banjarese Sound Systems caused the replacement of /v/ with /p/*

80% of the students mispronounced /'mu:vmənt/ as /mupmənt/. They tend to replace /v/ with /p/ because of the language's absence of /v/ in the Banjarese.

(4) *Phoneme /b/ and /p/ are both recognized in the Banjarese and English, but they are differently distributed.* The different distribution caused the replacement of /b/ with /p/.

90% of the students mispronounced the word /ruʊb/ as [rup]. They replaced phoneme [b] with [p]. Phoneme /b/ and /p/ were both recognized in the Banjarese and English, but they are differently distributed. Phoneme /b/ is never in the Banjarese language's final position while it does in the English phonemic system.

- (5) Phonemes /d/ and /t/ are recognized in the Banjarese and English, but they are differently distributed. The different distribution of phoneme /d/ led the replacement from /d/ into /t/. 70% of students mispronounced [kɔ:d] as [kurt]. The subject replaced the phoneme /d/ in the final position with /t/ because /d/ does not exist in the Banjarese Phonemic system's final position.
- (6) Phonemes /g/ and /k/ are recognized in the Banjarese and English, but they are differently distributed. The different distribution of phoneme /g/ led the replacement from /g/ into /k/. 60% of the students mispronounced /bæg/ as /bek/.
- (7) The absence of phoneme /θ/ in the Banjarese language led to replacing /θ/ into /t/. 80% students mispronounced /'θæŋk/ as /teŋ/, then 80% mispronounced /'bɑ:θrɒm/ as /batrum/. The subject changed consonant /θ/ with /t/ because Banjar Hulu Banjarese does not have /θ/.
- (8) The absence of phoneme /ð/ resulted in the replacement from /ð/ into /t/. 70% of students mispronounced [ðæt] as [dat], 50% pronounced ['wɛðə(r)] as [weder] and 30% as [weter].
- (9) The consonant /z/ was replaced with /s/ or /j/. 90% of students mispronounced [ɪz] as [is]; they pronounce it as alphabetically written. 40% mispronounced [zu:] as [ju] and 60% ['leɪzi] as [leji].
- (10) The consonant /ʃ/ was replaced with /s/. 40% of students mispronounced /ʃi/ as /si/, and 50% pronounced /'fami/ as /saini/.
- (11) The consonant /ʒ/ was replaced with /j/. The students mispronounced /ʒ/ in some words. For example, 70% of the students mispronounced [gə'ra:ʒ] as [garaj]. On the other hand, 10% of them pronounced it as [gərek]. Likewise, when pronouncing [ru:ʒ], the result would vary; 50% of the students pronounced it as [ruj], 20% pronounced it as [ruk].

Discussion

The different features or elements in the phonological system between both languages were consisting of some kinds. Phonological interference can be analyzed based on a comparison between two phonological systems of languages. The orthographical system of one language is not adequate to be used to compare that of another. For example, both the Banjarese and English languages use Roman alphabets (A until Z); but, these two languages have different systems of their phonologies. In most cases, the Banjarese alphabets are the same as the phonemes of the language.

1. Mispronunciation in English Vowel

When comparing both languages five vowels: /a, i, u, e, o/ belong to the Banjarese language. In contrast, the following vowels: /ɪ, e, æ, ʌ, ɒ, ɔ, ə, i, ɜ, ɑ, ɔ, u:/ belong to the English language. Furthermore, it is necessary to compare the two languages from the perspective of phonetic and phonological systems (Durasid, 1985; Roach, 2012; Ramelan, 2003; Fromkin et al., 2014). In this way, the interference phenomenon can be identified and then explained. Interference of vowels in the Banjarese language /a/, /i/, /u/, /e/, and /o/ occurring in the students' pronunciation of the English language can be discussed as follows:

(1) A phoneme /i:/ is not found in the Banjarese language.

Banjarese language does not have the vowel /i:/. With the generative phonology approach, the interference is shown as follows. First, the tense vowel becomes a lax vowel, as illustrated below.

1 A phoneme /i:/ refers to an unrounded, close, and front vowel. /i:/ differs from /I/ in that it is higher in tongue position. In contrast, /I/ is an unrounded, half-close to close, and front vowel (Ramelan, 2003). The former is realized as a tense vowel, e.g. [i:], and the latter is pronounced as a lax vowel, e.g. [ɪ]. This condition can be determined as a factor of interference in using a phoneme /i/ (in the Banjarese sound system) or /I/ (in the English sound system) when pronouncing a word *key* as [ki] or [kɪ] to replace the correct pronunciation as [ki:]. Similarly, the Banjarese language phonological system may be applied when pronouncing /æ/ as /e/; a word *bad* was pronounced as [bet]. The absence of vowel /i:/ in the Banjarese language caused the students to replace vowel /i:/ with /i/. In the Banjarese language, a phoneme /i/ is defined as a short vowel [asin] (Durasid, 1985). According to Roach, a phoneme /i:/ in English is categorized as a long vowel (1985). Ramelan defines /i:/ as an unrounded front vowel. A vowel occurring in the open syllable is pronounced relatively longer than when it occurs in the closed syllable (2003). Interference of the sound systems of Banjarese Language occurred when the students produce the English language phoneme /i:/. Instead of pronouncing *he, feet, deep, and see* as [hi:], [fi:t], [di:p], and [si:], they pronouncing as [hi], [fit], [dip], and [si] respectively.

(2) A phoneme /æ/ is not found in the Banjarese language.

An English vowel /æ/ in might be found in words: *fat, cat, and rats*, but not in the Banjarese language. There are only three vowels in the Banjarese language: /a, i, and u/. The vowel /æ/ (English) is close to /a/ (Banjar Hulu Dialect). A half-open or half-close vowel is realized as an open vowel. With the generative phonology approach, the interference is shown as follows. According to Ramelan, the vowel /æ/ refers to the unrounded, open-to-half open, and front vowel. In the Banjarese language, the vowel /a/ is more open than /æ/ in English (2003). This made the students have difficulty in realizing it following the English sound system. Accordingly, they replaced the phoneme /æ/ with the existing phoneme, namely /a/. Thus, the absence of the vowel /æ/ in the Banjarese language caused the students to pronounce *fat /fæt/* as [pat] or [fat]. A phoneme /a/ in the Banjarese language is similar to a phoneme /ʌ/ in English. Replacement of /f/ into /p/ will be discussed later.

(3) In the absence of vowel /ɒ/ in the Banjarese language sound system, the vowel /ɒ/ is likely to be changed into the vowel /u/. With the generative phonology approach, the interference is shown as follows.

The English language has a vowel /ɒ/, referring to a rounded open-back vowel. The interference phenomenon is presented in the examples: the word *gone* [gɒn] may be pronounced as [gun]. Interference occurred when the subjects of this research replaced vowel /ɒ/ with /u/. Banjarese language with the Banjar Hulu dialect has a phoneme /u/, which is similar to /U/ in English phoneme, whereas Banjarese language with the Banjar Kuala dialect has /u/ and /o/. The absence of vowel /ɒ/ from the first language led to some students' mispronunciation, as in pronouncing *gone* as [gun].

(4) Banjarese language only has a vowel /u/. The absence of /u:/ made their production difficult and then influenced them to replace /u:/ with /u/. With the generative phonology approach, the interference is shown as follows.

Phoneme /u/ in Banjarese language refers to a high, back, round, and closed vowel. Whereas, in English phonology, according to Ramelan, a phoneme /ɔ/ refers to a rounded open back vowel; a phoneme /ɔ:/ refers to a rounded half-open back vowel, and a phoneme /u:/ refers to a rounded close back vowel (2003). Instead of pronouncing *fool* [fu:l] they replaced it with [ful], etc.

(5) *The absence of vowel /ɔ:/ from the first language leads to the students' mispronunciation.*

The absence of /ɔ:/ made difficult in their production and then influenced the students to replace /ɔ:/ with /u/. With the generative phonology approach, the interference is shown as follows. The lack of vowel /ɔ:/ in the Banjarese language caused the use of vowel /u/ (Banjar Hulu dialect), or in representing a phoneme /ɔ:/ in the English language. Phoneme /u/ refers to a high, back, round, and closed vowel, and a phoneme /o/ refers to a rounded open back vowel in the Banjarese language. Some students realized a vowel /ɔ:/ in a word *cord* /kɔ:d/ as [u] in [kut], and some others replaced it with [o] in [kot]. As suggested in the English pronunciation, both /u/ and /o/ were realized without *tense*.

(6) *The absence of vowel /ə:/ from the first language leads to the students' mispronunciation.* The illustration is as follows:

The absence of /ə:/ made it difficult in their production. It then influenced the students to replace /ə:/ with /i/ (for the students with the background of the Banjar Hulu dialect) and with /ə/ (for the students with the background of the Banjar Kuala dialect). With the generative phonology approach, the interference is shown as follows. First, the tense vowel becomes a lax vowel, as illustrated below. The absence of phoneme /ə:/ in the Banjarese language caused vowel /i/, or /ə/ to realize the vowel /ə:/ in the English language. Phoneme /i/ refers to an unrounded close front vowel, and phoneme /ə/ refers to an unrounded, half-open to half-close, and central vowel. It is usually realized into [i] by the students with the background of the Banjar Hulu dialect. This is because the Banjar Hulu dialect does not have the phoneme /ə:/; so they tended to realize it into the close sound, e.g. [i].

The students with the Banjar Kuala dialect background began to realize [ə:] into [ə]. The phoneme is never realized without *tense* in the Banjarese language. Whereas, phoneme /ə:/ refers to the unrounded, half-close to the half-open, and central vowel and is realized as a tense vowel in the English language. The examples can be presented in the following. Instead of pronouncing *bird* [bɜ:d], the students may replace it with [bid] (for Banjar Hulu dialect speaker), or [bəd] for Banjar Kuala dialect speaker), [bid], *first* [fɜ:st] with [fist], or [fis], or [pis], etc. The *tense* did not follow the production of the English phoneme.

(7) *The absence of vowel /ɑ:/ from the first language leads to the students' mispronunciation.*

The absence of /ɑ:/ made their production difficult and then influenced them to replace /ɑ:/ with /a/. /ɑ:/ refers the tense vowel, whereas /a/ refers to the lax vowel. The tense vowel is replaced with the lax vowel. The process of replacement can be illustrated below. The absence of phoneme /ɑ:/ in the Banjarese language sound system caused the use of the vowel /a/ or /e/ without *tense* in representing phoneme /ɑ:/ in English. In Banjarese language, phonemes /a/ and /e/ are phonetically realized as they are written. Some students realized *far* /fɑ:(r)/ as [par] or [far]; pronounced *hard* /hɑ:d/ as [hart] or [hard], represent *bathroom* /'bɑ:θrɒm/ as [batrum] or [betrum] respectively.

(8) *The absence of vowel /e/ from the first language leads to the students' mispronunciation.*

The absence of /e/ in the Banjar Hulu dialect made the students' production difficult and then influenced them to replace /e/ with /a/ or /i/. The process of replacement can be illustrated below. The absence of phoneme /e/ in Banjarese language (Banjar Hulu dialect) creates a possibility of using the available phoneme /i/. The students with the Banjar Kuala dialect background did not find difficulty in realizing /e/ into [e]. Some students mispronounced /fens/ as [fins].

(9) *The absence of vowel /ə/ from the first language leads to the students' mispronunciation.*

The process of interference can be illustrated below.

The students mispronounced sentence /'sentəns/ as [sintins] and [sentens]. There is the change of [ə] into [i]. The students make this replacement with the background of the Banjar Hulu dialect. The change of [ə] into [i] is supported by the fact that the students used the available phoneme /i/, which was regarded as similar to the phoneme /ə/. The replacement of [ə] with [e] is also caused by the fact that the students used the phoneme /e/ in which it is closed to [ə].

2. Mispronunciation in English Diphthongs

(1) *The absence of diphthong /ou/ from the first language leads to the students' mispronunciation.*

The most students mispronounce the diphthong /ou/ and replace them with a certain vowel. It is founded that when pronouncing coast /koust/, the students replaced it with /u/ or /o/ and became /kus/ or /kos/, and the word /roub/, with [rup] or [rop].

(2) *The absence of diphthong /ei/ from the first language leads to the students' mispronunciation..*

The students mispronounced way /wei/ as [wai]; late /leit/ as [let]; and main /meɪn/ as [main]. These pronunciations are based on the ways they are written.

(3) *The absence of diphthong /əʊ / from the first language leads to the students' mispronunciation.*

Some of the students mispronounce diphthong /əʊ/. Some students pronounced goes /gəʊs/ as [gos] or [gus], then, pronounced road /rəʊd/ as [road] or [rod]. The discussion of the diphthongs of both 41. Banjarese and English can be summarized as follows. A diphthong is a sound that consists of a movement or glide from one vowel into another. In terms of length, a diphthong is the same as a long vowel. Both the Banjarese and English have diphthongs. The former has three diphthongs /ai/, /au/, and 15 /ui/, and these are distributed in the middle and final positions. Whereas latter has eight diphthongs /Iə/, /eə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, and /aʊ/, and these are distributed in the initial, middle, and final positions.

Based on comparing the two languages' diphthongs, we can see the similarities between the Banjarese language's diphthongs and those of the English language. The former has /ai/ and /au/. Whereas the latter has /aɪ/ and /aʊ/. The differences in diphthongs caused the English learners to replace them with pure vowels.

3. Mispronunciation in English Consonants

(1) *The absence of Aspirated Voiceless Stops [t^h], [p^h], and [k^h] in the Banjarese Language Sound system led to the students' mispronunciation*

The process of aspirating the voiceless stop consonants in the English language is described as follows:

The Eng 6. sh language voiceless sounds will fall into two classes. This classification will depend on the timing of the closure of the vocal cord. For example, when we pronounce pit, our vocal cords remain open for a very short time after the lips come apart to release the [p]. We call 18. is [p] aspirated because a brief puff of air escapes before the glottis closes. The rule in English suggests aspirating voiceless stops at the beginning of a syllable. It simply adds a no 16. stinctive feature. Generally, aspiration only occurs if the following vowel is stressed. Voiceless stops are aspirated when they occur initially in a stressed syllable (Fromkin, et al., 1978; Fromkin, et al., 2014).

The voiceless stop consonants are /t, p, k/. Both the Banjarese language and English have a phoneme /t/. In Banjarese language, a phoneme /t/ is phonetically realized as [t]

either in the initial, middle, or final positions. A word *tali* /tali/ is realized as [tali]; a word *pita* /pita/ is realized as [pita]; and a word *alat* /alat/ is realized as [alat]. Whereas, in English, a word *tick* /tik/ is pronounced as [t^hɪk]; a word *stick* /stik/ is pronounced as [stɪk]; and a word *hits* /hits/ is pronounced as [hɪts]. In this respect, Fromkin, et al illustrate that /t/ has the allophone [t^h], and [t]. In English phonological rules, a phoneme /t/ must be aspirated when it occurs before a stressed vowel. The aspirated [t^h] is an allophone of /t/ in English language. The unaspirated [t] occurs directly before or after /s/. In short, voiceless stops are aspirated when they occur initially in a stressed syllable (Fromkin, 2014). Interference occurred when a bilingual speaker identified a phoneme of one language with that in another.

(2) *The absence of /f/ in the Banjarese Sound Systems caused replacing /f/ with /p/.*

In the English language, [f] is a *labiodental fricative consonant*. In the production of it, the friction is created at the lips and teeth, based on which a narrow passage permits the air to escape, and [p] is a *bilabial stop consonant*, with the airstream stopped at the mouth by the complete closure of the lips (Fromkin et al., 2014). The process of replacing [f] with [p] can be described as follows. The Banjarese language does not have the phoneme /f/. The nearest similar phoneme in the English language is /p/. The students used /p/ to replace /f/ in the context of *far* [fa:(r)] to be [par].

(3) *The absence of /v/ in the Banjarese Sound Systems caused replacing /v/ with /p/.*

The Banjarese language has a consonant /p/, but not consonants /f/ and /v/. The students with the Banjarese language background tend to make identical the /p/, /f/, and /v/. In English, /p/, /f/, and /v/ are different phonemes and imply different meanings. A phoneme /p/ is attributed to the bilabial voiceless stop consonant. A phoneme /f/ is attributed to the labiodental voiceless fricative consonant. On the contrary, [v] is attributed to the labiodental voiced fricative consonant. The learners replaced /v/ with /p/. Instead of pronouncing a word *movement* [ˈmu:vmənt], they pronounced it as [mupmən]. The consonant [v] is regarded as a paired phone to [p].

(4) *Both the Banjarese and English have /b/ but differ in its distributions.*

In English, /b/ can be distributed in the initial, middle, and final positions. In contrast, in Banjarese, the phoneme /b/ can only occur in the initial and middle positions; this phoneme is never phonetically used in the final position. Therefore, in this final position, when pronouncing the English words ending in /b/, the learners replaced them with [p]. The process of replacing [b] with [p] is described as follows.

Both /b/ and /p/ are the bilabial stop consonants. The difference between the two consonants is that the former refers to the voiced consonant, while the latter refers to the voiceless one. The ±voiced is a distinctive feature in the English language. In contrast, ±voiced is not a distinctive feature in the Banjarese language. In relation, of course, the words *robe* and *rope* imply different meanings.

(5) *Phonemes /d/ and /t/ are recognized in the Banjarese and English, but they are differently distributed.* The different distribution of phoneme /d/ led the replacement from /d/ into /t/.

One of the phoneme /d/ features concerning the devoicing rule, and the Banjarese language suggests a change of the specification of features. In the Banjarese language, the phonemic representation of the final stop /d/, specified as [+voiced], it is changed by rule to [-voiced] to derive the phonetic [t] in word-final position. The students mispronounced [kɔ:d] as [kurt]. The subject replaced phoneme /d/ in final position with /t/ because /d/ is never realized as a [d] (voiced phone) as in a word *abad* e.g. [abat] in the final position.

(6) *Phonemes /g/ and /k/ are recognized in the Banjarese and English, but they are differently distributed.*

The different distribution of phoneme /g/ led the replacement from /g/ into /k/. The /g/ and /k/ are different phonemes in English in all positions (initial, middle, and final positions). The following illustrates the process of interference of the Banjarese language consonant in the students' pronunciation.

This difference in distribution may become a factor influencing the occurrence of interference when a Banjarese language speaker pronounces a phoneme /g/ in the final position of a word, instead of pronouncing a word *bag* as [bæg], he pronounces it as [bæk]. As a result, there is a change in the meaning of *bag* into one of *back*. This interference phenomenon is caused by the absence of [g] in the Banjarese language sound systems' word-final position. Then, a speaker used the nearest phone, e.g. [k].

Furthermore, mispronunciation of /b, d, and g/ in the final positions can be explained more in the following discussion. A speaker does not pronounce the phonemes; he produces the phonemes as language representations (Fromkin et al., 2014:256). In Banjarese language, /b, d, and g/ are realized phonetically as [b, d, and g] in the initial and middle positions of words such as in words *banyu* (water) and *abah* (father), *dahulu* (past) and *kada* (no/not), and *gabah* (rice) and *tiga* (three). Still, these are pronounced as [p], [t], and [k] in the final position of words *sebab* (because), *abad* (century), and *sreg* (comfortable). Thus, the words are pronounced as [banyu], [abah], and [sebab]; [dahulu], [kada], and [abat]; and [gabah], [tiga], and [srek] respectively. In the English language, /b, d, and g/ are phonemes that are realized phonetically (pronounced) as [b], [d], and [g] in all the initial, middle, and final positions. That is to say that both languages may have the same phonemes, but they are different in their distribution, namely: in what position they may occur in an utterance. The interference phenomena might occur in pronouncing the words such as *cub* /kʌb/ as [kʌp], *slide* /slaɪd/ as [slaɪt], and *dog* /dɒg/ as [dɒk], etc.

(7) *An absence of phoneme /θ/ in the Banjarese language led to replacing /θ/ into /t/.*

A phoneme /t/ is identified as the alveolar, stop, voiceless consonant. In comparison, a /θ/ is recognized as the interdental, fricative, voiceless consonant. The process of replacing [θ] with [t] is described as follows.

The replacement of [θ] with [t] is caused by the absence of a phoneme /θ/; therefore, the students with the background of Banjarese language interfered with the use of [t] in pronouncing [θ], and, for instance, instead of uttering a word [*'ba:θrɒm*], they pronounced it as [batrum].

(8) *The absence of phoneme /ð/ resulted in the replacement from /ð/ into /d/.*

A phoneme /d/ is identified as the alveolar, stop, voiced consonant, while a phoneme /ð/ is recognized as a dental, fricative, voiced consonant. Both Banjarese and English have the phoneme /d/, but the Banjarese languages do not have a phoneme /ð/. The phoneme /ð/ is a counterpart of /θ/, but with vocal cords' vibration. Therefore, the tongue's tip is put very close to the upper teeth forming a narrow passage through which the airstream escapes with audible friction; the soft palate is raised to close off the nasal passage (Durasid, 1985; Fromkin, et al., Ramelan, Kreidler, 2004). In learning English, the students find difficulties in producing the phoneme /ð/ in such a manner that they mispronounced by replacing /ð/ with /d/. The process of replacement of /ð/ with /d/ is illustrated as follows.

The replacement of [ð] with [d] is caused by the absence of a phoneme /ð/; therefore, the students with the background of Banjarese language interfered with the use of [d] in pronouncing [ð], and for instance, instead of uttering a word *that* [ðæt], they pronounced it as [det].

(9) *The consonant /z/ was replaced with /s/ or /j/*

The Banjarese language does not have the phoneme /z/. Therefore, when pronouncing the phoneme /z/, the students replaced it with /j/ in the initial and middle positions and /s/ in the final utterance position.

Phonemes /s/ and /z/ refer to alveolars. These sounds are pronounced with the tongue raised differently to alveolar ridge (Fromkin et al., 2014). In articulating the fricatives /s, z/ air is squeezed between the tongue's tip and the alveolar ridge. English fricatives exist in pairs like /s, z/ such that the two members of the pair are alike in all respects except that one is [-voiced] and the other is [+voiced]. Therefore, the feature [voiced] is distinctive for fricatives (Kreidler, 2004:227). Phoneme /j/ refers to a palatal, glide, voiced consonant, the production of which the constriction occurs by raising the front part of the tongue to the palate (Fromkin et al., 2014).

Students mispronounced /iz/ as /is/. They pronounced it following the way to pronounce in their own language sound system. The phoneme /z/ does not exist in the Banjarese language. They used the sound close to the voiced [z], as the voiceless [s]. They replaced [z] with [j] when [z] is in the initial and middle positions of utterances.

(10) *The consonant /ʃ/ was replaced with /s/.*

The Banjarese language does not have a phoneme /ʃ/. Therefore, when pronouncing the phoneme /ʃ/, the students replaced it with [s]. The process of replacement can be illustrated as follows.

A phoneme /ʃ/ is different from a phoneme /s/. From the phonetic view, an English phoneme /ʃ/ is realized as a palatal voiceless fricative consonant, namely [ʃ], and a Banjarese language phoneme /s/ is realized as an alveolar, fricative, voiceless consonant. The absence of [ʃ] in the Banjarese sound system resulted in the replacement of [ʃ] with [s]. The replacement of [ʃ] with [s] is shown in [si] and [saini] intended to pronounce a word She /fi/ - [ʃ] and a word Shiny /'ʃami/ - ['ʃami] respectively.

(11) *The consonant /ʒ/ was replaced with /j/.*

The Banjarese language does not have a phoneme /ʒ/. Therefore, when pronouncing the phoneme /ʒ/, the students replaced it with [j]. The process of replacement can be illustrated as follows.

A phoneme /ʒ/ is different from a phoneme /j/. From phonetics' viewpoint, an English phoneme /ʒ/ is realized as a palatal, fricative, voiced consonant, e.g. [ʒ], and a Banjarese language phoneme /j/ is realized as a palatal voiced glide consonant, e.g. [j]. The absence of [ʒ] in the Banjarese sound system resulted in the replacement of [ʒ] with [j]. The replacement of [ʒ] with [j] is shown in [geraj] and [ruj] intended to pronounce a word Garage /gə'ra:ʒ/ - [gə'ra:ʒ] and Rouge /ru:ʒ/ - [ru:ʒ] respectively.

Conclusions

There are 23 types of phonological interference found in the English pronunciation of the research subjects, consisting of 9 classes in the vowels, three types in the diphthongs, and 11 types in the consonants. Therefore, the factors causing the use of the Banjarese sound system in English pronunciation can be summarized as follows.

First, it is the existence of a given sound in the English language (as L-2), which is not found in the Banjarese language (as L-1). The absence of a phoneme in L-2 enables a speaker to use a similar but not the same name of L-1. The Banjarese language has vowels: /a/, /i/, /u/, /e/, and /o/, whereas the English language has vowels: /I/, /e/, /æ/, /ʌ/, /ɒ/, /ɔ/, /ə/, /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/.

Concerning the production of vowels, the uses of the Banjarese vowels can be seen in the following: (1) A word *feet* [fi:t] is realized as [fit] without tense, (2) A word *fat* [fæt] is

realized as [fat] in which a letter *a* in *fat* is regarded as a phoneme in the Banjarese language, (3) A word *gone* [gɒn] is realized as [gun] as a result of the absence of [ɒ] in the Banjar Hulu dialect language, (4) A word *fool* [fu:l] is realized as [ful]. A sound [u:] is replaced with [u], (5) A word *cord* [kɔ:d] is realized as [kot]. A sound [ɔ:] is replaced with [ɔ], (6) A word *first* [fɜ:st] is realized as [fes] in which [e] is similar to [ə]. A sound [ə:] is replaced with [e], (7) A word *far* [fa:(r)] is realized as [far] without *tense*, (8) A word *fence* [fens] is realized as [fins]. A sound [e] is replaced with [i], and (9) A word *sentence* ['sentəns] is realized as [sentəns]. A sound [ə] is replaced with [e].

Concerning the production of diphthongs, both Banjarese and English have diphthongs. The former has three diphthongs /ai/, /au/, and /ui/, whereas the latter has eight diphthongs /ɪə/, /eə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, and /aʊ/. There are two diphthongs in the Banjarese language having similar English features, e.g., /ai/ and /au/. The differences in diphthongs caused the English learners to replace them with pure vowels or wrong diphthongs. These can be seen in the following: (1) A diphthong [oʊ] in a word *robe* is realized as [rup] or [rop], (2) A diphthong [əʊ] is realized a word *goes* as [gos] or [gus], and (3) A diphthong [eɪ] is in a word *way* [weɪ] is replaced with [wai].

Some consonants exist in the English language, which are not found in the English language. The replacements of the English language consonants with those of the Banjarese language are summarized as follows: (1) The replacement of [f] with [p] is shown in [par] intended to pronounce a word *far*, (2) The replacement of [v] with [p] is shown in [mupmən] intended to pronounce a word *movement*, (3) The replacement of [θ] with [t] is shown in [batrum] and [teŋk] intended to pronounce a word *bathroom*/'ba:θrɒm/-['ba:θrɒm] and a word *thank* /'θæŋk/-['θæŋk] respectively, (4) The replacement of [ð] with [d] is shown in [dat] and [weder] intended to pronounce a word *that* /ðæt/-[ðæt] and a word *whether* /'weðə(r)-['weðə(r)] respectively, (5) The replacement of [z] with [j] is shown in [ju] intended to pronounce the words *zoo* and *lazy*, (6) The replacement of [z] with [s] is shown in [ju] intended to pronounce a word *is* in the final position of utterance, (7) The replacement of [ʃ] with [s] is shown in [si] and [saini] intended to pronounce a word *She* /ʃi/ - [ʃ] and a word *Shiny* /'ʃaini/ - ['ʃaini] respectively, and (8) The replacement of [ʒ] with [j] is shown in [geraj] and [ruj] intended to pronounce a word *Garage* /gə'ra:ʒ/- [gə'ra:ʒ] and *Rouge* /ru:ʒ/ - [ru:ʒ].

Second, both languages have the same phonetic segments (phones) but differ in their distributions – when and where they may occur in an utterance. This difference in distribution may become a factor influencing the occurrence of interference: (1) when a Banjarese language speaker pronounces an English phoneme /b/ in the final position of a word. For example, the replacement of [b] with [p] is shown [rop] intended to pronounce a word *robe*, (2) when a Banjarese language speaker pronounces an English phoneme /d/ in the final position of a word, The replacement of [d] with [t] is shown in [kot] intended to pronounce a word *cord*, and (3) when a Banjarese language speaker pronounces an English phoneme/g/ in the final position of a word, instead of pronouncing a word *bag* as [bæg], he pronounces it as [bæk]. As a result, there is a change in the meaning of *bag* into one of *back*. This interference phenomenon is caused by the absence of [g] in the Banjarese language sound systems' word-final position. Then, a speaker used the nearest phone, e.g., [k].

Third, both languages have voiced stop consonants /p, k, and t/, but they are differently realized in a particular position. One of the phonological rules is what is called 'aspiration. According the English phonological rule, a word *time* /taim/ should realize as [t^haim], a

word pen /pen/, as [p^hen], and a word key /ki:/ as [k^hi:]. The students realized those words without aspiration as [taim], [pen], and [ki] respectively.

Based on this research result, the researcher suggests that the English Language Education students whose background is Banjarese language need to practice pronouncing vowels and consonants correctly. They also need to raise their English awareness not to overgeneralize particular vowels or consonants in specific words. The researcher also suggests the lecturers who teach English phonetics and phonology to emphasize more to practice in oral production and speak to drill more in pronouncing the interfered English sounds in teaching and learning progress, and also suggests the English Language Education Study Program of Lambung Mangkurat prepare a guiding practice book for teaching English from the oral production perspective.

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