

# NEGATIVE TRANSFER FROM L1 INTO FL PRONUNCIATION

**Chrysostomus Erick, H. Sudarsono, Luwandi Suhartono**

English Language Education Study Program of Teacher Training and Education Faculty of Universitas  
Tanjungpura, Pontianak  
*Email: 1991chryserick@gmail.com*

## **Abstract**

The present study deal with the students' errors in pronouncing English words made by the seventh grade of students of SMP Gembala Baik Pontianak in the academic year 2017-2018. The researcher is interested in conducting research of Teochew transferred in pronouncing English words because the student still have interference in pronunciation, therefore the result of the research can be used as a feedback for the teacher and student's improvement. The data required for the study were collected by (1) Observation, (2) Test, and (3) audio recording. Finally, the result of the analysis shows that there are three kinds of errors made by the subjects, There are lengthening sounds (39,22%) and substitutions sounds (60,78%). To solve the students' pronunciation errors, they need a lot of drills and practices to pronounce English using IPA by watching carefully how the native speaker produce the sounds correctly. It is suggested that teachers should pay more attention to those particular sounds and provide extra exercise to the learners

**Keywords: Pronunciation transfer, lengthening sounds, substitution sound, Teochew students**

## **INTRODUCTION**

Language is part of human media to communicate. It is a communication tool in the form of the sound system produced by involving vocal organs to communication used within a particular group of citizens. There are many languages spoken throughout the world language like English. One of the international languages is English which is spoken in nearly all countries. People are learning and using English not only to communicate but also to contribute to their idea or feeling with others.

Learning English as the foreign language is more complicated than learning a mother tongue. In this case, the students who are learning English as a foreign language frequently for many years to understand the second language itself. Learning English as productive skill, the students are not only knowing the meaning of words and structures to enable apply the language in form of written form, but they are also demanded to be able to use the language in a spoken way including knowing how to pronounce words

correctly, and clearly. To pronounce the words correctly deals with how the sounds are produced. The correct pronunciation of English is very important because the target of learning English is to help the students to speak accurately and fluently. Clear pronunciation makes the students easy to understand and produce the intelligible sounds.

Because one of the targets of learning English is to help the students to speak accurately and fluently, it is important for students to mastering English pronunciation because the aspects of mastering spoken language will lead to good ways of speaking and leads the students to comprehend the competence as the aim of learning that language and it is closely linked with clear pronunciation. It is one of the essential skill in an oral form and is considered as the basic ability to speak English as well as other languages. Besides, having good pronunciation will lead the students to understand the speech easily. It has a long and distinguished history in second language

teaching and take a secondary role in language teaching to work in grammar and more recently lexis in speaking. It stood at the very beginning of language teaching methodology as a principled, theoretically-founded discipline, originating with the late nineteenth-century reform movement (Seidlhofer, 2001:56). As far as teachers are concerned, it is a need to have clear English pronunciation, at least close with native pronunciation.

Pronunciation is a difficult area to teach and to learn. Teachers and students must give attention to how they pronounce the words, the wrong pronunciation may make misunderstanding in conversation, Different pronunciation may have the different meaning.

Indonesian students may have problems in pronouncing English word correctly. Poor pronunciation can be difficult to listen. It can lead to misunderstandings and break the communication. The difficulties may do with the unfamiliar sound system, new vocabulary items and unfamiliar arrangement of the word. On the other hand, if a speaker has a correct pronunciation, it will be beneficial: the listeners can understand the speaker's language well. (Brown, 1990) Moreover, a good pronunciation is an asset to the speaker himself, as it provides him/her with a valuable confidence boost.

Student's bad English word pronunciation may due to the reluctance of the teacher to teach pronunciation in the classroom. Their reluctance of teaching pronunciation was due to the curriculum in Indonesia. The curriculum doesn't cover the teaching of pronunciation explicitly. Moedjito (2008) concludes that pronunciation is not well-paid attention by English language teachers in Indonesia. Since English is the first foreign language, they seldom use English in daily conversation. They will speak in English if they are involved in a certain situation. According to Ramelan (1999:5-7), as a non-native speaker, Indonesian students often make errors in pronunciation. The reason is the different elements between the target language and the native language. In the

context of teaching English in Indonesia, pronunciation is not the priority in English teaching and learning process. Therefore, the teacher focuses only giving the explanation about the structure needed to prepare the final examination. The teacher seldom gives the oral activity in speaking subject.

Griffits (2004) explains that the lack of clear guidelines and rules available in course book is as a reason why pronunciation to be neglected. When teaching grammar or lexis, the teachers can find ways of making the language accessible to students. That is why it is no surprise that many teachers do not feel confident about tackling pronunciation in the classroom.

During the learning process of a foreign language, learners may face many difficulties in learning; Most of the time, those difficulties on foreign language acquisition or learning are strongly related to native language interference. Learners have to practice English as second language hard since the interference of the first language system becomes a barrier in mastering second language system, the difference sound system between English and mother tongue (L1) becomes the main reason why every single learner is required to learn and practice English pronunciation hard. Consequently, this different causes English as Foreign Language learners faces difficulty in learning English. The learners are not considered successful master English pronunciation when they are able to master the sound of a single word in single time accurately, but they are considered master English pronunciation when they are able to practice it in a phrase or sentence accurately and consistently.

In this research, the writer chooses the second-semester students of SMPK Gembala Baik in English class. Based on the pre-observation in SMPK Gembala Baik, there are some problems, especially in the speaking subject. In this case, this research is aimed to describe the Influence of L1 into EFL by students of the junior high school in pronouncing segmental features because pronunciation is very important for them, and

it will make it easier for them when they speak with foreigners.

The second-semester students of SMPK GembalaBaik are faced with dialogue itself is identical with the one of oral communication which indirectly insists them to be more aware on their pronunciation to convey meaning. The learners may deal with problems. This situation can be seen, when those students try to speak in the target language; for them, it is difficult to hold a conversation without using a mother tongue (L1) in this case, their first language is Teochew.

The English pronunciation components are divided into segmental phonemes and suprasegmental phonemes, on segmental phonemes, consist of vowel and consonant, suprasegmental phonemes has stress, rhythm, and intonation. When learners practicing English pronunciation, ESL learners are frequently failed in segmental components. The difference number of vocal and consonant sound between the target language and mother tongue becomes the main factors of this difficulty. In other words, ESL learner are able to produce English sounds easy when they also exist in their native (L1) sound system. When the sounds do not exist in their first language they have to do great effort to practice pronouncing them accurately and consistently.

Most of the Chinese students at school get difficulties with the English word pronunciation, and students' speaking scores in this school are still low, when students try to speak English they are still be affected by L1 or their mother tongue in pronunciation especially because most of the students' culture is from Teochiu culture, So, the writer chooses the topic in this study because the writer wants to find to resort to the negative effect of L1 that influences those pronunciation problems.

Finally, this research is designed to the teacher and the students of English class that speaking section can give the lasting effect to students in order to improve their awareness in speaking English with the correct pronunciation (in terms consonant).

## **METHODOLOGY**

When conducting this research, the researcher putted the appropriate method that used to achieve the goals of the research. Based on the characteristic of the research to analyze the students' problem in pronouncing English words, thus the appropriate method to be used here is the descriptive method. Descriptive method is carried out with the main purpose of describing some processes and phenomenon in the sense of what has happened or what is happening. Urdan (2005) defines a descriptive method is used to describe the characteristic of a given set of data. While Banister (2007) adds descriptive method is the method which provides the important base for looking for analysis and interpretation.

The researcher concludes that descriptive research is designed to give information and clear illustration about the social situation with the objective of the descriptive research. In this case, the point of descriptive research is to collect and accumulate the basic data in a descriptive way or it intended to make the description about the problem of students' problem in English pronunciation.

The research designed used by the researcher is a descriptive design with the qualitative approach. The qualitative research method is the research method which based on post positivism filsafat, used to research in object condition is naturally (in opposite is an experiment) which the researcher is key of an instrument.

## **SETTING AND SUBJECT OF THE STUDY**

An action research is usually conducted in a certain cycle. The cycle is divided into smaller or shorter cycles. It can be described as follows:

### **a) Place of the study**

Sukardi states that the place of research is the "place where the process of study which is used to get the problem solving of research."<sup>1</sup> Here, the place of the research was SMPK

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<sup>1</sup> Sukardi, *Metode Penelitian Pendidikan Kompetensi dan Praktiknya...*, P. 53.

Gembala Baik Pontianak. the time of study in May up to June 2018.

#### **b) Population**

Urdan (2005) population refers to the group of people or another unit of analysis as the representative to all the member of a certain group or category of interest which is the focus of the study. The population of this research is the seventh-grade students of SMPK GembalaBaik which consist of six classes. So the total of the population are:

VII – A	= 39 students
VII – B	= 39 students
VII – C	= 38 students
VII – D	= 39 students
VII – E	= 38 students
VII – F	= <u>38 students</u>
Total	= 231 students

#### **c) Sample**

Urdan (2005) sample is the smaller group drawn from the population. In this research, the writer is going to analyze the students' problem in the pronunciation of English. This Research uses the purposive sample. The writer chooses VII-B as the sample because of the most of these students find the problems during pronunciation (pre-research: 25 May 2017). So, the total of the sample in this research is 10 students.

#### **The subject of the Research**

Subjects of the researchers define as the person or group of persons or things, which took part in this research. They actively participated along with the research. In this research, the researcher took a class as the subject of the research. In this case, the researcher took 10 sample students from class VII A. The one that was going to be analyzed from students' pronunciation.

#### **TECHNIQUE AND TOOLS OF DATA COLLECTION**

An appropriate technique of collecting data is very important to gain the objective outcome of this research. To collect the data in this research, the writer chooses direct observation to get the real data in the classroom.

#### **a) Tools**

The tool to collect the data in this research is the list consist of 50 words to observe the students' internal problems. Then, the writer uses the tape recorder to record students' pronunciation.

#### **b) The procedure of Collecting Data**

- a. Preparing the text consist of 71 words
- b. Preparing the questionnaire to the students
- c. Choose 10 random students
- d. Recording students' pronunciation
- e. Identifying
  - Identifying and analyzing how students' pronunciation is and the problems which may occur in their pronunciation
  - Identifying and analyzing the result of the questionnaire
- f. Cross-checking the transcription
  - Re-playing the recorder to observe the students' internal problems to know the incorrect pronunciation if the writer finds any mistakes
- g. Scoring students' pronunciation
  - Scoring the students' pronunciation.  
Computing the students' score by using the scoring formula and combining with the questionnaire.

#### **RESEARCH FINDINGS AND DISCUSSION**

This study is describing the errors in pronouncing 25 consonants in English. The subject of this research are 10 Chinese origin students who study in SMPK Gembala Baik seven grades; 2017. The data of this study were taken from 10 students' errors in pronouncing 25 consonants above. Used the qualitative method by collecting empirical data which were actually the responses of the subject. Their responses were then analyzed for the occurrence of phonology and morphological errors in pronunciation.

There are 71 words that consist of 27 words which have fricative consonants, 6 words which have the affricative consonant, 18 words which have the plosive consonant, 9 words which have the nasal consonant, 3

words which have the lateral consonant, and 9 words which have approximant consonant.

In pronouncing those words, the subject made various errors depending on their knowledge and ability in pronouncing English. Some of the students made the same errors in pronouncing a word and the others are doing differences errors. Therefore, their errors in pronouncing those consonants can be classified in some different categories.

Before discussing those different categories, I presented all kinds of errors made by the subject in pronouncing consonant in those 71 words. Furthermore, the method that is used to identify the errors in this research is the International Phonetic Association (IPA) which was written by native speaker. In identifying the errors I make a contrast between the native speaker's and my subjects' pronunciation.

Based on identification errors of this research, the writer tried to analyzed the data with the average formula ( $M = \frac{\sum x}{N} \times 100\%$ ) and showed the general result of errors made by the subjects in pronouncing consonants with the most highly frequencies that students have an error with consonant pronunciation the result below, there are :

## DISCUSSION

Based on the date above it can be seen that the subjects made the various characteristic of errors. And Those 4 of Teochew consonant /s/, /k/, and /s/, adding with consonant /v/ as the general mistakes that always do in Indonesian students English pronunciation, those are the most dominant error that influences those English sound when they are pronouncing English words. Those various of errors are described as follow :

### A. Errors pronounce of plosive voiceless consonant / p /, / k /

Based on Cambridge (2004,p.31): in dictionary symbol, consonant /p/, /t/ and /k/ is plosive voiceless. / P / is bilabial; the lips are pressed together. / K / are velar; the back of the tongue is pressed against the area where the hard palate ends and the soft palate begins.

It has four phase to pronounce plosive sounds. The steps are:

1. **Closure phase**, when the articulator move to form the stricture for the plosive.
2. **Hold phase**, when the compressed air is stopped from escaping.
3. **Release phase**, when the articulators used to form the stricture are moved so as to allow air to escape.
4. **Post-release**, what happens immediately after the escape

However, in pronouncing it the subject made the general error that very difficult to be avoided. There are drawn as /p<sup>h</sup>/ and /k<sup>h</sup>/.

### a) Plosive Consonant /p/ pronounced as /p<sup>h</sup>/

This consonant /p/ is plosive consonant and /h/ is glottal fricative consonant, therefore, the plosive of consonant /p<sup>h</sup>/ is more explode than previous one /p / if they add the fricative after plosive sound. 9 subjects ( 1, 2, 3, 4, 5, 6, 8, 9, 10) produced consonant /p<sup>h</sup> / as plosive consonant so that it occurs a lengthening sound of consonant by adding fricative /h/. Nine of the ten subjects pronounce **putas** 'p<sup>h</sup>ut'. Three of ten subjects pronounce **supper** as 's p<sup>h</sup> r'. Seven of ten subjects pronounce **pub** as 'p<sup>h</sup> b'. Seven of ten subjects lengthening **pin** as 'p<sup>h</sup>m'. This error occurs because those subjects read English phonetically influenced by their daily or native language. Actually, the place to articulate of consonant /p/ is in bilabial of consonant and the manner is voiceless stop. But, the subjects pronounced by whispered consonant /h/ after plosive sound. Actually It does not change the meaning of the word, however, this indicates that my subjects unsuccessfully

Produce sound based on the place of articulation. To solve this error, the subjects need awareness about English phonetics and how to pronounce it correctly.

### b) Consonant /k/ Pronounced as /k<sup>h</sup>/

These two consonant are like a similar in their distinction, therefore, they have the different sound. consonant /k/ is velar stop voiceless consonant and consonant /h/ is a velar fricative consonant and this is whispered sound. This error occurs in the place and

manner of articulation. Actually, the place to articulate of consonant /k/ is with little aspirated. For example in the word **comb**, eight of the ten subjects pronounced it as 'k<sup>h</sup>' actually /k<sup>h</sup> m / so that it occurs the substitution sound of consonant /k<sup>h</sup>/ with /k/ influenced by daily transfer. This indicates that my subjects are not able to produce sounds based on the manner of articulation. To solve those errors the subjects need to learn and practice how to pronounce English vowel by watching the native speaker's pronunciation carefully.

#### **B. Errors pronounce consonant/ /**

Consonant / / sometimes been described as if the tongue was actually placed between the teeth, and it is common for teachers to make their students do this when they are trying to reach them to make this sound. However, the tongue is normally placed inside the teeth, with the tip touching the inside of the lower front teeth and the blade touching the inside of the upper teeth. The air escapes through the gaps between the tongue and the teeth.

##### **a) Consonant/ / Pronounced as /t<sup>h</sup>/**

These two consonant are like a similar in their distinction, therefore, they have the different sound. consonant / / is dental fricative voiceless consonant and consonant /t<sup>h</sup>/ is a plosiveconsonant. This error occurs in the place and manner of articulation. Actually, the place to articulate of consonant / / is from inside the teeth. For example in the word **thin**, eight of the ten subjects pronounced it as ' ' actually /thin / so that it occurs the substitution sound of consonant / / with /t<sup>h</sup>/ influenced by daily transfer. And they read the words based on what does the written in the text. This indicates that my subjects are not able to produce sounds based on the manner of articulation. To solve those errors the subjects need to learn and practice how to pronounce English vowel by watching the native speaker's pronunciation carefully.

##### **b) Consonant/ / Pronounced as /t/**

Almost similar to the previous one, therefore they have the different sound. consonant / / is dental fricative voiceless consonant and consonant /t/ is a

plosiveconsonant. But the differences in the / / sound is in the ends of the words, This error occurs in the place and manner of articulation. For example in the word **both**, seven of the ten subjects pronounced it as ' ' actually /b t / so that it occurs the substitution sound of consonant / / with /t/ influenced by written form. And they read the words based on what does the written in the text. This indicates that my subjects are not able to produce sounds based on the manner of articulation. To solve those errors the subjects need to learn and practice how to pronounce English vowel by watching the native speaker's pronunciation carefully.

#### **c) Errors pronounce consonant/ /**

##### **1. Kinds of Errors**

Most of the researchers show that the common errors in pronouncing English made by the people who speak English as the foreign language is substitution sounds. Based on identification errors of this research, showed that there are two kinds of general errors made by the subjects in pronouncing consonants, /p/, /k/, / /, / /, and /v/ They are lengthening and substitution sounds. The most common errors made by the subjects is substitution sounds because the subjects have the lack of awareness about English phonetic, therefore they were confusing to correct their pronunciation in English.

### **THE CAUSES OF ERRORS PRONUNCIATION MADE BY THE SUBJECTS**

#### **a. Interlingual Transfer**

There are seventeenconsonants which appear in teochew pronunciation phonic system they are [ /b/, /b<sup>h</sup>/, /c/, /d/, /g/, /g<sup>h</sup>/, /h/, /k<sup>h</sup>/, /l/, /m/, /n/, /ng/, /p<sup>h</sup>/, /r/, /s/, /t<sup>h</sup>/, /z/ ], and there are twenty threeconsonants which appear in English phonic system such as [ /p/, /m/, /w/, /b/, /f/, /t/, /d/, /n/, /l/, /s/, /z/, / /, /r/, / /, /j/, /k/, /f/, /v/, /z/, /ð/, / /, /x/, / / ]. And Those four of teochew consonant /p<sup>h</sup>/, /k<sup>h</sup>/, /t<sup>h</sup>/, and /s/, are the dominant sounds in their communication so it influences those English sound when they are pronouncing English words. In fact, there are common characteristics of pronunciation errors of the

subject resulting from the influences of Teochew language were diagnosed into two categories namely

**b. The Absence of Certain English Sounds into Teochew**

Most of an English sound does exist in Teochew language, one of them sound is /ŋ/ as the syllabic nasal. This sound is very easy pronounced by Teochew students because they are familiar themselves, therefore they never made error in pronouncing this sound. On the other hand, there are some English sounds which do not exist in Teochew language which is difficult pronounced by Teochew student. For example consonant / ʃ, / ʒ, / ʒ / and / ð / do not exist in Teochew consonant. eight of the ten subjects replaced / ʃ / with /s/ in the word **show** and **nation** and four out replaced with / t/. consonant / ʒ / was pronounced into two errors. six students replaced vowel / ʒ / with /s/ in the word **'vision' and 'evation'**, and three out replace with /sh/. Twenty six error happened when nine of the ten subject's omitted it in the letter **, /v/ /van/, /over/, /move/, /vision/, /evation/** and three out replaced it with /f/ /fa:n/ /ofer/ /mu:f/ /fision/.

In addition, in pronouncing consonant / ʃ, / ʒ, / ʒ / and / ð / the subjects still apply Indonesian or Teochew consonant, therefore it occurs substitution sounds. For example, the correct pronounced word **van** in English should be **/va:n/** but they were pronouncing it as **'fa:n'**. consonant /f/ in the word **van** is Indonesian and Teochew styles, and they modified it in English style the sounds became **v**. This error occurs in the placing the language in articulation, it is influenced by the habitual of Indonesian students in pronouncing consonant /v/ and /f/ in their first language. It indicates that my subjects are unsuccessful to produce sounds in the place of articulation.

**b. Long consonant distinctions**

Some subjects in the present study did not consistently distinguish long and short consonants. Most of students consonants are quite identical which their English counterparts in terms of manner and position of articulation, such as /p/ and /p<sup>h</sup>/, /k/ and /

k<sup>h</sup>/, or /t/ and /t<sup>h</sup>/ do exist in Teochew at all. In this study, words with plosive consonant /p/, /k/, /t/ showed the greater tendency to be added by fricative consonant /h/.

Example:

- Nine out of the ten subjects lengthened the /p<sup>h</sup>/ for /p/ in "put" /p<sup>h</sup> t /.
- Three out of the ten subjects lengthened the /p<sup>h</sup>/ for /p/ in "supper" / p<sup>h</sup> r /.
- Seven out of the ten subjects lengthened the /p<sup>h</sup>/ for /p/ in "pub" /p<sup>h</sup> b /.
- Ten subjects shortened the /t<sup>h</sup>/ for /t/ in "think" / t<sup>h</sup> k /.
- eight of the ten subjects shortened the /t<sup>h</sup>/ for /t/ in "both" / b t<sup>h</sup> /.
- eight out of the ten subjects lengthened the /k<sup>h</sup>/ for /k:/ in "comb" / k<sup>h</sup> o m /

This indicates that the subjects still confuse to differ the lengthening sounds of consonant.

Based on the points above, it can be concluded that the absence of English sounds into Teochew will result from the difficulties of Teochew students in pronouncing English, whereas long and substitution consonant distinction will result in the confusing between lengthening and substitution sounds of English consonant.

**c. Intralingual transfer**

Intralingual transfer means a problem in speaking the second language which is influenced by unsuccessful in learning the second language. In second language acquisition especially in pronunciation, the people always meet some challenges how to pronounce correctly because there are occurrence language transfer and the changing of languages' rule from the first to the second language. Therefore, it will result in various errors in their second language which is caused by the lack of awareness about second language rules. Based on the data findings shows that there are two errors made by the subjects which are caused by intralingual transfer. They are:

**a. Reading English Word as in a Written Form.**

Example:

- eight of the ten students read /smooth/ as "smut"

- eight of the ten students read /thin/ as “thin”
- eight of the ten students read /runner/ as “runer”
- ten students read /busy/ as “bisi”
- seven of the ten students read /both/ as “bot”

Those errors above were Indonesia style and resulted in the substitution voice in English by Teochew students.

To solve those errors, the subjects need a good awareness about English phonetics and how to pronounce it correctly.

## CONCLUSION AND SUGGESTION

### Conclusion

After analyzing the data about errors pronunciation of English consonant / b / , / s / , and / v / . I found that the kinds of errors made by the subjects are included in morphology and phonological errors. In pronouncing those 71 words of English, the subjects made two general errors namely lengthening and substitution voice.

Those ten consonants that analyzed in this research never appear in Teochew phonic system. Therefore, the errors are very difficult to be avoided. Based on the data, shows that 242 errors happened from 71 words, there are three common errors made by the subjects such as 183 fricative sounds error [75,62%], 44 stop sounds error [18,18%], 15 approximant sounds error [06,20%]

### Suggestions

I realize that this research focuses on sociolinguistics study which consists of three cases; variation, function and the people speakers. Hopefully, it will be useful to guide learners of English, especially of Teochew students to learn about the pronunciation of English as the mold to speak English fluently. Therefore, I suggested for English teacher to teach their students carefully about English phonetics and how to pronounce it correctly to avoid some interference from their native language. Another way, the teacher needs to train their students in speaking English using IPA as the mold and watching carefully how is the way of native speakers produce English

sounds based on the place and the manner of articulation because the errors in articulation will influence the meaning of it language

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