NATIVE LANGUAGE INTERFERENCE IN LEARNING ENGLISH PRONUNCIATION:
A case study at a private university in West Java, Indonesia

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ABSTRACT

This research deals with problems faced by Indonesian students taking Pronunciation Class due to the interference of native language (Indonesian language) in learning pronunciation of English as the second language. Significant differences between the pronunciation system of the two languages are the cause of the interference occurred. They are found in phonemes, phonetic features, word stress, sentence stress, and intonation. The approach applied in this study was qualitative. The data were collected by observations and recordings which were constructed in the form of field notes. This study involved the first semester students of the English Department, who were first time learners of English pronunciation so that they became suitable objects for this research. By knowing the problems and how to solve them, students are able to master English Pronunciation well and teachers are able to construct better teaching materials. The most important is that misunderstandings in communication can be avoided.

Keywords: pronunciation, interference, native language, second language

1. INTRODUCTION

Pronunciation is essential for speaking and understanding spoken English well. In the university where this research was conducted, Pronunciation is a compulsory subject of 4 credits in the first semester. The aim of this subject is to enable students to master English Pronunciation to avoid misunderstandings in communication.

Pronunciation is a new subject for the first semester students as they were hardly exposed to materials concerning English Pronunciation when they were in secondary level of education. It is not surprising when problems occurred while learning it. Therefore, it is necessary to identify the problems faced by the students in learning English Pronunciation in Indonesian context. One major cause of the problems is the interference of native language, in this case   Indonesian language.

The research questions are as follows:

1. How do the phonological systems of the two languages (Indonesian and English) differ from each other?
2. To what extent the differences and/or similarities interfered the students in learning pronunciation of the target language?

This research aims at analyzing the problems of learning English pronunciation by Indonesian students and to investigate the extent of mother tongue influence on the learning of English pronunciation. By knowing the problems and how to solve them, students are able to master English pronunciation so that misunderstandings in communication can be avoided. Besides, teachers can construct their materials better. In this way, the aim of teaching English pronunciation in the first place will be achieved.

In conducting this research, several theories are used as references. Lott (1983, p.256) defines interference as "errors in the learner's use of the foreign language that can be traced back to the mother tongue". Corder (1967) also states that "errors are the result of the interference in the learning of a second language   from the habits of the first language" (p.19). Ellis (1997) refers to interference as 'transfer', which he says is "the influences that the learner's L1 exerts over the acquisition of an L2" (p.51). He argues that transfer is governed by learner's perceptions about what

is transferable and by their stage of development in L2 learning. Beardsmore (1982) states that many of the difficulties a second language learner has with phonology, vocabulary and grammar of L2 are caused by the interference of habits from L1. The formal elements of L1 are used within the context of L2 so that errors occur in L2 as the structures of the L1 and L2 are different.

As the English pronunciation taught at this particular university is the British English Pronunciation, in this research the British English Pronunciation and the Indonesian Pronunciation are compared. This is necessary to know the similarities and differences between the two systems. According to Corder (1967), "out of an intensive contrastive study of the second language and the mother tongue of the learner would come an inventory of the areas of difficulty which the learner would encounter" (p.19). "Those elements that are similar to the (learner's) native language will be simple for him and those areas that are different will be difficult." (Lado, 1957, p.2) Thus, the problems caused by the interference of the learner's mother tongue in learning English pronunciation can be identified.

2. LITERATURE REVIEW

Extensive research has been done in the area of native language interference on the target language (English). It is the results that inspire me to do a research on Indonesian students learning English pronunciation as the previous researches concentrated on other areas such as translation and grammar. Sudipa, Laksminy, and Rajeg (2010), for example, in their research found out that the interference of mother tongue in the process of learning English was due to the students' lack of knowledge about things they wrote so that they translated the concept of their mother tongue directly into English. Dealing with four adult second language learners who have different native language, Bhela (1999) focused on "specific instances of L1 interference on L2 in the syntactic structures of the second language learner's writing" (p.24). The result showed that "when writing in the target language, these learners rely on the native language structures to produce a response . . . . As the structures of L1 and L2 have differences, there has been a relatively high frequency of errors occurring in the target language, thus indicating an interferene of the native language on the target language, as expected" (p. 31).

Pal (2013) focused on how differences in the sound systems of English and Hindi cause problem in acquisition of second language sound system. In a research involving Indian government school students as the sample group it is found out that "the Indian speakers of English face major sound related problems in fricatives and vowel sounds, and often made errors in cases of sound spelling disparity." One example of researches on Indonesian language interference was done by Fanani and Mawardi (2012), although they dealt with only one specific feature. They dealt with the interference of Indonesian (L1) sound system into the English (L2) pronunciation expecially concerning the acquisition of English silent letters. All the reseaches showed that interference of the mother tongue (L1) occurred in the process of learning the English language (L2).

3. METHOD OF RESEARCH

This research is descriptive qualitative. The focus is on the description of problems which occur in learning Pronunciation; problems caused by the interference of Indonesian language in learning

English pronunciation. The research was carried out in Pronunciation class at a private university in West Java, Indonesia. The location is suitable as the objects of this research - the students - are in this class.

The data were collected through observations, recordings, and note taking. Lists of words/phrases/sentences taken from the handbook used in the class, entitled *Pronunciation: Notes and Practices (2011)* were given to the students to be read and later recorded. The recorded data were then transcribed and noted to enable data classification so as to identify which features in English pronunciation were interfered by Indonesian language. The tasks were part of the classroom activities done in the presence of the teacher.

4. FINDINGS AND DISCUSSION

Pennington & Richards (1986) point out that "Pronunciation is largely identified with the articulation of individual sounds and to a lesser extent, with the stress, and intonation patterns of the target language." In accordance with this statement, in this research, analysis will be done in the same order.

The first to be discussed is the vowels. The following charts show the differences between (British) English vowels and diphthongs and Indonesian vowels and diphthongs.

English vowels and diphthongs

vowels	examples
iː	eat, see, be
ɪ	it, sit, give
e	end, bread, head
æ	and, back, cat
ʌ	bus, come, once
ɑː	ask, class, card
ɒ	box, long, hot
ɔː	ball, door, board
ʊ	good, foot, put
uː	blue, moon, two

Indonesian vowels and diphthongs

vowels	examples
i	i*ni*, i*bu*, k*i*ta, car*i*, lar*i*
ɪ	p*i*ngg*i*r,*kerik*i*l, keli*ngk*i*ng
e	e*kor*, e*ja*, e*nak*
ɛ	*nen*ek, *l*eh*er, g*el*eng, d*en*d*eng
a	a*d*a, a*p*a, *pa*d*a
ɔ	o*tot*, *t*ok*oh*, do*r*ong, *r*ot*i
o	o*t*o, *t*ok*o*, *kad*o, *prangk*o
ʊ	u*k*u*r, *ur*u*s, *tur*u*n
u	u*dara*, u*tara*, *b*ul*an, *pak*u

ə	*a*go, p*o*lice, bitt*er*
ɜ:	work, hurt, her
Diphthongs	
eɪ	cake, grey eight
əʊ	boat, hole, go
ɔɪ	boy, enjoy, toy
eə	air, where, hair
ʊə	poor, tourist, fuel
aɪ	buy, find, eye
aʊ	how, now, cow
ɪə	here, ear, clear

(Jones, 2007, p. viii; Kosasih, 2011, p.2)

ə	*e*mas, *e*lang, *se*la, *ise*ng
Diphthongs	
oi	*amb*oi, *sep*oi-*sep*oi
ai	*pand*ai, *nil*ai, *tup*ai, *samp*ai
au	*sau*dara, *lamp*au, *pul*au, *kac*au

(Marsono, 1999, p.37)

The chart of Indonesian vowels and diphthongs shows that there are 10 vowels and 3 diphthongs. However, from the given examples of Indonesian vowels it is obvious that [ɪ], [ɛ], [ə], [ɔ], and [ʊ] are allophones of the phonemes /i/, /e/, /o/, and /u/. Allophone is "a sound that is slightly different from another sound, although both sounds belong to the same phoneme and the difference does not affect meaning" (Hornby, 2005, p. 39). So, actually there are only 5 phonemes in Indonesian vowels. There is no emphasis given to differentiate the sounds as there is no impact on the meaning of the words. This habit of using only one kind of vowels in Indonesian has caused the students to practice the same habit when pronouncing English vowels. They faced some difficulties when they had to decide which should be pronouced with short or long vowels. They should be reminded often that different from the vowels in Indonesian language, the short and long vowels in English should be pronounced accurately as they determine the meaning of the words. The following minimal pairs of some vowels will give some illustrations:

/ ɪ /	/ i: /	/ ʌ /	/ ɑː /	/ e /	/ æ /
tin	teen	luck	lark	beg	bag
sit	seat	much	march	lend	land

/ ɒ /	/ ɔː /	/ ʊ /	/ u: /
shot	short	pull	pool
cock	cork	full	fool

So, mispronouncing the phonemes will bring about problems in communication. What is mispronounced will deliver different idea, which later leads to misunderstanding.

As for the diphthongs, there are 8 diphthongs in English and only 3 diphthongs in Indonesian. Students often found it difficult to pronounce non-existing diphthongs in Indonesian, especially /əʊ/, /eə/, /ɪə/, and /ʊə/ as they were not familiar with them. For example, the students tended to pronounce the words 'low' /ləʊ/ and 'cow' /kaʊ/ as /laʊ/ and /kaʊ/, as they were familiar with diphthong /aʊ/ in Indonesian; Moreover, each letter in Indonesian indicates a distinctive sound (sounds). The words which are written similarly will be pronounced in the same way. The words 'bear' /beə/ and 'hear' /hɪə/ are pronounced as /be/ and /he/ as there are no such diphthongs as /eə/ and /ɪə/ in Indonesian. English letters, however, do not always represent distinctive sounds; similarly written words can be pronounced differently such as the above mentioned words 'low', 'cow', 'bear', and 'hear', which adds to the students' difficulty in pronouncing English words.

The following discussion will focus on consonants. Before discussing them, it would be better to present the charts of consonants in both languages, English and Indonesian.

		place of articulation									
		bilabial	Labio dental	dental	alveolar	Post alveolar	Palato alveolar	palatal	velar	glottal	
manner of articulation	plosives	p b			t d				k g		
	affricates						tʃ dʒ				
	fricatives		f v	θ ð	s z		ʃ ʒ			h	
	nasals	m			n				ŋ		
	lateral				l						
	approximant					r					
	semivowels	w						j			

English Consonants

<div align="right">(Roach, 1996, p. 62)</div>

		place of articulation					
		bilabial	labiodental	dental/alveolar	palatal	velar	glottal
manner of articulation	plosive	p b		t d	c j	k g	
	fricative		f	s z	š	x	h
	nasal	m		n	ñ	ŋ	
	lateral			l			
	trill			r			
	semivowel	w			y		

Indonesian Consonants

<div align="right">(Marsono, 1999, p. 101)</div>

From the above charts of consonants, it is obvious that there are some similarities and differences in both phonemic systems of Indonesian dan English. The following discussion will elaborate them.

/p/ and /b/ exist both in Indonesian and English. They are bilabial plosives. Theoretically, there are no difficulties for the students to pronounce both sounds. This research shows the fact that students found it difficult to pronounce /b/ in final position in English.

e.g. cub /kʌb/   ---   cup /kʌp/

crab /kræb/   ---   crap   /kræp/

The students pronounced the above minimal pairs in the same way, that is with all the final /b/

pronounced as /p/. This kind of error can be traced back to the Indonesian language, in which the

final /b/ is pronounced /p/, such as in: *kirab* /kirap/, *jawab* /jawap/, and *sebab* /səbap/. Serious

attention should be given to this kind of error because in Indonesian the interchange between final /p/ and /b/ does not change the meaning of the word whereas in English it does change the meaning. 'Cub' has a different meaning from 'cup', 'crab' from 'crap', and 'pub' from 'pup'.

The same case happens to /t/ and /d/. In English they are alveolar plosives whereas in Indonesian, they are classified as dental plosives. Although those phonemes exist in both the languages, the students found difficulties in pronouncing final /d/ in English.

e.g.:   ride /raɪd/   ---   write /raɪt/

card /kɑ:d/   ---   cart /kɑ:t/

The students read all the above mentioned words in the same way, that is with final /t/.   This is due to the fact that in Indonesian, final /d/ is always pronounced as final /t/. Some examples are *tekad* /tekat/, *murid* /murit/ , and *jihad* /jihat/. The students should be made aware that in English different phonemes change the meaning of the words. So, mispronouncing English words can lead to misunderstanding.

Phonemes /k/ and /g/, which are velar plosives,   also exist in both languages, which leads to the assumption that students will find it easy to produce those sounds. Nevertheless, observation result showed the opposite fact. Error occurred when students pronounced final /g/ as /k/ in English.

e.g.: dog /dɒg/   ---   dock /dɒk/

frog /frɒg/   ---   frock /frɒk/

This kind of error can be traced back to the students' native language. In Indonesian, there are only few words with final /g/ and they are pronounced /k/. Some   examples are *bedug* /bədʊk/, *gubug* /gubuk/, and *gudeg* /gudək/. Again, students have to be made aware of the fact that those mispronounced English words represent other words with different meanings. This will give a great impact on communication as the mispronounced words can lead to misunderstanding.

In addition to that, difficulty also occurred when students had to pronounce initial aspirated /p/, /t/, and /k/ as in Indonesian language initial /p/, /t/, and /k/ are not aspirated.

Phonemes /s/ and /z/, which belong to alveolar fricatives, exist in both languages. The

students faced no problems in pronouncing the /s/ sound, initially, medially, and finally. Problems occurred when the students had to deal with inflection _s, or _es added to countable nouns to form plurals, and to verbs in simple present tense for third person singular. The students had problems to decide which should be pronounced /s/ or /z/, or even /ɪz/. They tended to simplify them to /s/ or /ɪs/. In Indonesian, plural form of a countable noun is produced by just repeating the noun. For example, the plural form of the word *buku* (book) is *buku-buku* (books). In addition, there are no such kinds of tenses or agreement between subjects and verbs in Indonesian. Thus, more practices should be given to the students in order that they will be more familiar with inflections.

The students also had some problems in pronouncing initial, medial, and final /z/.

e.g.:   zoo   /zu:/   music /mju:zɪk/   praise /preɪz/

zone /zəʊn/   visit /vɪzɪt/   cheese /ʧi:z/

In pronouncing all the words above, the students tended to use Indonesian sound /j/ or /s/ instead of /z/. It is obviously influenced by the system of L1, Indonesian language, in which /z/ is generally pronounced as /j/ initially, and as /s/ medially. Some examples are as follows: *zamrud* /jamrut/   and *ijazah* /ijasah/. There is no final /z/ in Indonesian so students tended to pronounce final /z/ as /s/. Mispronouncing final /z/ with final /s/ is a serious thing to do, because in English the two sounds create different words and meanings.

e.g.:   lose /lu:z/   loose /lu:s/

raise /reɪz/   race /reɪs/

peas /pi:z/   peace /pi:s/

This kind of mispronunciation should be avoided as it can cause misundertanding in communication.

The palato alveolar fricatives /ʃ/ and /ʒ/ do not exist in Indonesian language. Therefore, in practice it is very difficult for the students to pronounce those sounds in English. They were never exposed to the sounds before. This is in accordance with the idea that L2 sounds non-existent in the native language are the main source of difficulty in the L2 language acquisition (Chan & Li, 2000).

The students pronounced initial and medial /ʃ/ as /š/, a palatal fricative, because it is the closest Indonesian sound to the English /ʃ/.

e.g.: shower /ʃaʊə/ → /**š**aʊə/   station   /steɪʃn/ → /steɪ**š**n/

    short   /ʃɔ:t/ → /**š**ot/   motion /məʊʃn/ → /məʊ**š**n/

Final /ʃ/ is usually pronounced as /s/ as there are no words in Indonesian ending in /š/. Some examples are: fish /fɪ**s**/, push /pʊ**s**/, and finish /fɪnɪ**s**/. The interference may result from a strategy on the part of the learner which assumes or predicts equivalence of the two items sharing either function or form (Dechert, 1983). Although the subsitution does not change the meaning of the words, the students should still be trained to pronounce the correct sounds accurately. In other words, they should not mispronounce them.

As for initial /ʒ/, the students tended to pronounce it as /j/; medial /ʒ/ as /š/; and final /ʒ/ as /s/.

e.g.: genre /ʒãnrə/ → /**j**ãnrə/   gigolo /ʒɪgələʊ/ →/**j**ɪgələʊ/

    measure /meʒə/→ /me**š**ə/   collision /kəlɪʒn/ → /kəlɪ**š**n/

    rouge   /ru:ʒ/ → /ru:**s**/   garage   /gærɑ:ʒ/ → /gærɑ:**s**/

The same case occurred when the students had to deal with //tʃ/ and /dʒ/. The palato alveolar affricates /tʃ/ and /dʒ/ do not exist in Indonesian phonemic system. Similar sounds in Indonesian are /c/ and /j/, which are palatal plosives. So in pronouncing words with /tʃ/ and /dʒ/, the students related them to the sounds they had already known in their native language; thus, they tended to substitute them with /c/ and /j/.

e.g.: cheap /tʃi:p/   butcher /bʊtʃə/   catch /kætʃ/

    chance /tʃɑ:ns/   picture /pɪktʃə/   lunch /lʌntʃ/

    join   /dʒɔɪn/   danger /deɪndʒə/   page   /peɪdʒ/

job   /dʒɒb/   engine   /endʒɪn/   damage /dæmɪdʒ/

The substitution does not give impact on the meaning of the words, but still students have to be encouraged to pronounce the sounds correctly.

/f/ and /v/ are labio dental fricatives. Phoneme /f/ exists in both languages, so students faced no difficulty in pronouncing words with /f/ in English, whether it occurs initially, medially, or finally. Some examples are 'fork' /fɔ:k/, 'offer' /ɒfə/, and 'wife'   /waɪf/. They were pronouced accurately. However, there is no phoneme /v/ in Indonesian language, so it is not surprising when students tended to pronounce /v/ as /f/.

e.g.: value   /vælju/   →   /**f**ælju/

provide /prəvaɪd/→   /prə**f**aɪd/

arrive   /əraɪv/   →   /əraɪ**f**/

For the above words, mispronuncing the /v/ will not affect the meaning. Different results were shown when students minspronounced the following words:

very /**v**eri/   →   /**f**eri/   ferry

veil   /**v**eɪl/   →   /**f**eɪl/   fail

live   /laɪ**v**/   →   /laɪ**f**/   life

leave /li:**v** /   →   /l:**f** /   leaf

Mispronouncing those kinds of words can lead to misunderstanding in communication. This kind of error obviously occurred due to the non-existing phoneme /v/ in the Indonesian phonemic system, so the English phoneme /v/ was pronounced /f/ as the students were familiar with it. Loan words containing /v/ are pronounced with /f/, such   as *variasi* /**f**ariasi/, *verba* /**f**erba/, and *investasi* /in**f**estasi/.

The dental fricatives /θ/ and /ð/ do not exist in Indonesian language, so it is understandable

when students faced some difficulties in pronouncing English words containing /θ/ and /ð/. They tended to pronounce /θ/ as /t/ (dental plosive) and /ð/ as /d/ (dental plosive), as they were the equivalent sounds the students were familiar with.

e.g: thing /θɪŋ/   method /meθəd/   mouth /maʊθ/

throw /θrəʊ/   wealthy /welθi/   both /bəʊθ/

this /ðɪs/   father /fɑ:ðə/   breathe /bri:ð/

that /ðæt/   leather /leðə/   bathe /beɪð/

More practices are needed in order that the students can pronouce the sounds accurately.

Nasals /m/, /n/, and /ŋ/ are phonemes which exist in both languages. From the observation conducted, the students had no difficulty in pronouncing English words containing those phonemes.

Phoneme /r/ is a post-alveolar approximant in English, that is produced by bringing the front of the tongue close to the alveolar ridge but not actually touching it. In Indonesian, it is an alveolar trill. As the students are always exposed to the sound in their native language, in pronouncing the English /r/ they tended to pronounce it the way Indonesian /r/ is produced, that is by making the tongue vibrate against the alveolar ridge. The /r/ is pronounced clearly when it occurs initially, medially and finally in Indonesian words, such as *rata* /rata/ , *terang* /təraŋ/, dan *tenar* /tənar/, and also in English words, such as 'radio'   /reɪdi.əʊ/, 'correct' /kərekt/, and 'car' /kar/. And yet in English, the post-alveolar approximant only occurs initially and medially. It does not occur in the final position, except when the word with final /r/ is linked with following word beginning with a vowel. For example: 'far away' /fɑ:rəweɪ/. The errors made in L2 are thus seen as L1 habits interfering with the acquisition of L2 habits (Seligar, 1988). The students should be made aware that they should pronounce the English consonant /r/ accurately.

Glottal fricative /h/ and semivowel /w/ exist in both languages. So there were no difficulties for the students to pronounce them   accurately. The same case as semivowel /j/ in English; it also exists in Indonesian as /y/. Therefore, the students could easily pronounce those existing phonemes in Indonesian.

Apart from the interference of Indonesian language on the segmental features, the interference also happens to the suprasegmental features such as stress and intonation. Stress is

"property of syllables by which they are made more noticeable or prominent than other syllables" (Roach, 1996, p. 113). Stress has linguistic importance in English.

The students in this research found it difficult to select which syllable of an English word to stress. In Indonesian language stress does not affect meaning or function of the word. The word *makan,* for example, has the function of a verb and has the meaning of 'to eat' wherever the stress is put. It is just to show that the word or words are more prominent than others (in a sentence) in order to get attention from the listeners. Due to the interference of their native language, the students were often not aware of the fact that in English language stress plays an important role in determining word category grammatically. Each word has its own stress. The words 'import /ˈɪmpɔːt/' and 'import /ɪmˈpɔːt/' which differ in their stress pattern belong to different grammatical category: /ˈɪmpɔːt/ is a noun whereas /ɪmˈpɔːt/ is a verb. Thus, a stress error is particularly damaging to communication as the listener will misunderstand the idea. Some other examples are:

Noun	Verb
intrigue/ˈɪntriːg/	intrigue /ɪnˈtriːg/
excerpt /ˈeksɜːpt/	excerpt /ekˈsɜːpt/

In spite of the identical spelling and pronunciation, each pair of the above examples differs in their stresses according to their grammatical function. Another kind of examples is presented as follows:

Noun/Adjective	Verb
present /ˈpreznt/	present /prɪˈzent/
perfect /ˈpɜːfɪkt/	perfect /pəˈfekt/

Each pair has identical spelling, but they have different pronunciation and stresses. It is obvious that different from Indonesian language, stress plays a significant role in English language. Putting wrong stress on a particular word in a sentence and mispronouncing it will make the sentence grammatically incorrect and thus, will deliver a wrong message. As stress errors rarely exist in isolation, the combination of stress errors with other types of errors can seriously disrupt communication (Gilbert, 2008) as the listener will misunderstand the idea.

Another suprasegmental feature is **intonation**. Intonation, where the pitch of the voice plays the most important part, makes it easier for the listener to understand what a speaker is trying to convey (Roach, 1999). This research only dealt with grammatical function of intonation as the students were not yet exposed to the attitudinal one. In English a rising tone is always used for yes/no questions and a falling tone is used for questions beginning with one of the 'wh-question words' like 'what', 'which', 'when', etc. (Roach, 1999).

e.g.   ˈDid you ˈbuy the ˌbook?

'Where did you 'buy the ʹbook?

The students in this research read the two questions by using the same tone, that is, the rising tone. They faced some difficulties in practicing the rules because in Indonesian a rising tone is the only tone used for questions, while a falling tone is used for statements. For examples:

A : Mereka sudah ʹpergi. (They have gone)

B: Mereka sudah ˌpergi? 'Kapan mereka ˌpergi? (Have they gone? When?)

Again, using wrong tone will result in misunderstanding which can cause miscommunication.

5. CONCLUSION

From the above discusion, it is shown that there are similarities and differences in terms of phonemes and phonological features in both languages. These similarities and differences play an important role in the students' acquisition of English pronunciation. The findings show evidences that the problems faced by the students in learning English pronunciation are mostly due to the native language (Indonesian language) interference. When facing difficulty in pronouncing English words which contain non-existent phonemes in Indonesian, the students tend to use their native language phonemic system they are familiar with. As a result, they fail to produce English words accurately.

Special attention should be paid at some English phonemes: 1) in which   there are 12 long and short vowels whereas in Indonesian there are only 5 (the other 5 are allophones); 2) which do not exist in Indonesian sound system, such as / æ, ʌ, ʃ, ʒ, θ, ð, v /; 3) which are similar but different in their phonetic features, such as / ʧ, ʤ, r /; and 4) which do not exist in the final position in Indonesian words, such as /b, d, g, z /. Besides, there are important things that the students should be made aware of: 1) errors in English pronunciation can cause different meanings, deliver different message, and of course create misunderstanding in communication respectively; and 2) that the aim of learning pronunciation is for the students to master it well so they have to try their best in pronouncing English words accurately.

This research also shows that the students' native language does not only influence the segmental features but also the suprasegmental ones, which are stress and intonation. In Indonesian language, those two features do not give significant impact on miscommunication, unlike those in English. The teachers, therefore, should expose the students to the importance of word stresses and intonation in English language.

To minimize the errors caused by the interference of the native language, the students should be exposed more frequently to the English sounds/phonemes by doing more practices under the supervision of the teachers. Learning a language is a matter of habit, which can help the students familiarize themselves with the English sound system.

This research is limited to the interference of Indonesian language in learning English pronunciation. It is hoped that this study could be a starting point for further researches concerning

the interference of first languages (regional languages) in Indonesia, or other factors that influence the acquisition of the English sound system.

Last but not least, it is hoped that this research can be of benefit to teachers teaching English pronunciation to Indonesians to help their students increase their pronunciation skill by constructing better materials and classroom activities.

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