

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN
STUDENT'S ENGLISH PRONOUNCIATION AT THE
TENTH GRADE OF MA KHOZINATUL ULUM SARI BAKTI
SEPUTIH BANYAK CENTRAL LAMPUNG**

By:

Nur Susanah

Student Number: 1901050028



Tarbiyah And Teacher Training Faculty
English Education Department

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2023 M**

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STUDENT'S ENGLISH PRONUNCIATION AT THE TENTH GRADE
OF MA KHOZINATUL ULUM SARI BAKTI SEPUTIH BANYAK**

Presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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APPROVAL PAGE

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Title : AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.



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An Undergraduate thesis entitled: AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN STUDENTS ENGLISH PRONUNCIATION AT THE TENTH GRADE OF MA KHOZINATUL ULUM SARI BAKTI SEPUTIH BANYAK CENTRAL LAMPUNG written by: Nur Susanah, Student Number 1901050028 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 16th, 2024, at 11.00-13.00 AM

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**AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN
STUDENT'S ENGLISH PRONUNCIATION AT THE
TENTH GRADE OF MA KHOZINATUL ULUM SARI BAKTI SEPUTIH
BANYAK CENTRAL LAMPUNG**

ABSTRACT

**BY:
NUR SUSANAH**

This research was conducted to know the pronunciation problems faced by the students, the dominant type of mother tongue interference, and the solutions to solve these problems of mother tongue interference among the tenth graders at MA Khozinatul Ulum Seputih Banyak. The method was used in this study was a qualitative method. The remaining 15 students from class X were selected as participants in this study. The data obtained through interviews and online observations. Based on the result of the research, the researcher concluded that factors that contribute to mother tongue interference in students' pronunciation among the tenth graders at MA Khozinatul Ulum and the most dominant type of interference is phonological aspect. Moreover, the students got some difficulties in pronouncing English and the factors are: they confused with the sound or to pronounce it, mother tongue interference their pronunciation and they never studied about phonetic symbol.

Keywords : Interference, Mother Tongue, Pronunciation

**ANALISIS GANGGUAN BAHASA IBU PADA PRONOUNCIASI BAHASA
INGGRIS SISWA DI
KELAS SEPULUH MA KHOZINATUL ULUM SARI BAKTI SEPUTIH
BANYAK LAMPUNG TENGAH**

ABSTRAK

**OLEH:
NUR SUSANAH**

Penelitian ini dilakukan untuk mengetahui permasalahan pengucapan yang dihadapi siswa, jenis interferensi bahasa ibu yang dominan, dan solusi untuk mengatasi permasalahan interferensi bahasa ibu pada siswa kelas sepuluh MA Khozinatul Ulum Seputih Banyak. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Sisanya 15 siswa kelas X dipilih menjadi peserta penelitian ini. Data diperoleh melalui wawancara dan observasi online. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa faktor-faktor yang berkontribusi terhadap interferensi bahasa ibu dalam pengucapan siswa di kalangan siswa kelas sepuluh MA Khozinatul Ulum dan jenis interferensi yang paling dominan adalah aspek fonologis. Selain itu, siswa mengalami beberapa kesulitan dalam mengucapkan bahasa Inggris dan faktor-faktornya adalah: mereka bingung dengan bunyi atau cara mengucapkannya, bahasa ibu mengganggu pengucapan mereka dan mereka tidak pernah belajar tentang simbol fonetik.

Kata Kunci : *Interferensi, Bahasa Ibu, Pengucapan*

STATEMENT OF RESEARCH ORIGINALITY

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Metro, June 18th 2024
The researcher,



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 18 Juni 2024
Yang Menyatakan,



Nur Susanah
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MOTTO

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَالاخْتِلاَفُ اَلْسِنَتِكُمْ وَالْوَاوِنِكُمْ اِنَّ فِيْ ذٰلِكَ لَاٰيٰتٍ لِّلْعٰلِمِيْنَ

“Among His signs (greatness) are the creation of the heavens and the earth, differences in language and the color of your skin. Indeed, in that there are truly signs (of Allah's greatness) for those who have knowledge.”¹

(QS. Ar- Rum : 22)

¹ Al- Quran Kareem.

DEDICATION PAGES

Assalamu'alaikum Warahmatullahi Wabarakatuh

I would like to express my heartfelt gratitude to the following individuals and groups who have supported and guided me throughout the journey of completing my thesis entitled "An Analysis of Mother Tongue Interference in Student's English Pronunciation at the Tenth Grade of MA Khozinatul Ulum Sari Bakti Seputih Banyak," which is submitted to fulfill one of the requirements for the completion of the Research Report in the Department of Tarbiyah, English Education Study Program, IAIN Metro.

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However, the researcher realizes that the preparation of this thesis has not reached the word perfect. Therefore, the researcher expects criticism and suggestions from various parties to achieve perfection. Hopefully this thesis can be useful for researchers themselves and for readers.

Metro, June 2024

The Researcher



Nur Susanah

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is something that humans need to express what they feel and is also a communication tool used by humans in everyday life to interact with other humans. Without language, a person will have difficulty expressing what they feel. Language is formed from sounds that have certain meanings with various accents and pronunciations. Character or culture also sometimes influences the pronunciation of a language.

Each country has its own language and each language has its own accent and dialect. This diversity is a lesson that is usually found in schools which is called linguistics lessons.

The most important role of language is as a means of communication. Apart from being a means of communication, language is also a characteristic or identity of a region. Language is a purely human and noninstinctive methods of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols.¹ Based on this theory, it can be seen that language is something that is very important in human life because language is a medium used by someone to express expression through communication with other people.

¹Edward Sapir, "*Language An Introduction to The Study Of Speech*" (New York : Harcrou, brace, 2016) , 8

The most popular language in the world is English, even used as an international language. Each country has its own language to facilitate communication, English is used as the language of communication between countries.

Language is classified into 3 types, namely: first language, second language and foreign language. The first language is the language that a person speaks from the moment he is born, the language that is used in everyday life, and becomes his identity. The first language is also called Mother Tongue, native language or L1. A second language is a predetermined and officially recognized language of communication in a region or country. A foreign language is the language of another country, or a language not spoken by the peoples inhabiting a particular region.

In Cambridge dictionary mother tongue is the first language that you learn when you are a baby, rather than a language learned at school or as an adult. In Indonesia, the first language or mother tongue includes two categories, namely Indonesian and regional languages. Indonesian is the state language or national language which is used as an official language. Indonesia is a vast country and has many tribes. Each tribe in a certain region has its own language or regional language, so that language is the main language or mother tongue in the majority of people in Indonesia. The vernacular gives the impact of different sounds when students speak English.

When learning in English, foreign or (EFL) students experience many difficulties in mastering foreign languages, especially English. Common

mistakes that occur are related to pronunciation. This problem is not without reason but is caused by the difference between the existing system in the mother tongue and the foreign language or English that they learn. In learning English, difficulties often occur. This is caused by the interference of the mother tongue into English. This makes it difficult for some EFLs to listen to English because the level of dependence on their mother tongue is very large. This can be influenced by several factors, one of which is interference from the mother tongue.

Table 1.1

Pre-survey Result of Pronunciation skills at the Tenth Graders of MA

Khozinatul Ulum Sari Bakti Seputih Banyak

No.	Score	Category	Frequencie	Precentage
1	≤ 70	Passed	4	25 %
2	≥ 70	Failed	11	75 %
Total			15	100 %

In the table above, the results show that only 25% of students are correct in English pronunciation. 75% of students speak English with mother tongue that changes the original sound or the right sound. This result was obtained by the writer from a speaking test which was carried out by asking students to speak, introduce themselves, mention the address of the residence where they go to school and their hobbies using an American accent. This shows that the mother tongue is very influential in students' speaking activities, especially in English

pronunciation. Therefore, it is concluded that the pronunciation skills of the tenth grade students are not satisfied. In the pre-survey activities the writer conducted an interview with Mrs. Yesi, S.Pd, a 10th grade English teacher at Khozinatul Ulum Sari Bakti Seputih Banyak. The writer found that the problems often experienced by students in learning English are errors in pronunciation caused by the influence of the habit of pronouncing their mother tongue. This can happen in English pronunciation due to inadequate mastery of phonology, lack of motivation in pronouncing English, and low desire and interest in practicing pronunciation in English.²

One of the most important things in English pronunciation is phonology. Technology can support students' ability to pronounce English. Apart from that, phonology plays an important role in determining the quality of students seen from their mastery in understanding phonetic symbols.

Therefore, based on the description above, researchers conducted research using qualitative methods with the title "An Analysis of Mother Tongue Interference in Student's English Pronunciation at the Tenth Grade of MA Khozinatul Ulum Sari Bakti Seputih Banyak".

B. Problem Identification

Referring to the background above, the problems can be identified as follows:

1. Students have difficulty pronouncing English.

²Interview with Mrs. Yesi, S.Pd as 10th Grade's English Teacher, MA Khozinatul Ulum Sari Bakti Seputih Banyak, 5 August 2023.

2. Students' mistakes and difficulties in pronouncing English are due to the habit of using their mother tongue in everyday life.

C. Problem Limitation

Based on the problem identification above, the writer limits the problem in this research is that the use of the mother tongue can have an interference on students' English pronunciation. This research was conducted on tenth grade of MA Khozinatul Ulum Seputih Banyak, Central Lampung.

D. Problem Formulation

The problem to be researched is formulated :

1. How are mother tongue interference use in student english pronunciation on tenth grade of MA Khozinatul Ulum Seputih Banyak, Central Lampung?
2. What mother tongue interference problem in student english pronunciation on tenth grade of MA Khozinatul Ulum Seputih Banyak, Central Lampung?

E. Objectives and Benefits of Study

1. Research Objectives

Referring to the research questions above, the purpose of the research this is to find out Mother Tongue Interference in Student's English Pronunciation at the Tenth Grade of MA Khozinatul Ulum Sari Bakti Seputih Banyak.

2. Benefits of research

The benefit of research is a result that will be obtained afterwards research was conducted. The benefits of this research are as follows:

- a. Theoretically, this research is expected to be useful as
 - 1) Study material and add insight on Mother Tongue Interference in Student's English Pronunciation at the Tenth Grade of MA Khozinatul Ulum Sari Bakti Seputih Banyak.
 - 2) Can be used as material for literacy, reference and development similar research in the future.
 - 3) The results of this study are expected to be useful as a contribution
 - 4) Thoughts for the world of Islamic education in the future.
- b. Practically, this research can be useful as follows:
 - 1) For schools

For schools this research can be useful as evaluation material and consideration in order to improve the quality of education and learning teach future students.
 - 2) For Teachers

For teachers this research can be useful, namely adding materials teacher literacy especially related to Mother Tongue Interference in Student's English Pronunciation at the Tenth Grade of MA Khozinatul Ulum Sari Bakti Seputih Banyak.
 - 3) For Researchers

As an experience and add insight into Mother Tongue Interference in Student's English Pronunciation at the Tenth Grade of MA Khozinatul Ulum Sari Bakti Seputih Banyak.

F. Prior Research

This proposal was written from the results of gathering information as comparison material by looking at the results of previous research, both regarding the advantages and disadvantages that already exist. Researchers also collect information from theses and several books with appropriate titles to be used as a scientific theoretical basis from previous studies. There are three previous researchers who were taken for research related to this research.

Firstly, research was conducted by Manan from MARA University of Technology with the title “Mother Tongue Interference in the Writing of English as a Second Language (ESL) Malay Learners,” The author attempted to investigate related errors in Malay students' writing concentrating on mother tongue interference. This research uses a qualitative method which aims to reveal various errors in Malay students' writing that affect their mastery of English pronunciation. The similarity between the research conducted by the author and this research is that they both use qualitative methods. The difference between this research carried out by the author is that the mother tongue is the focus of the research, where this research uses a focus on Malay language while the author uses a focus on Indonesian.

Secondly, research was conducted by Liva Widiyanti, Aunurrahman, and Sarawi with the title “An Analysis Of Mother Tongue Interference In English Pronunciation”³ This study concluded that the influence of the mother tongue on

³IlvaWidiyanti, Aunurrahman, and Sarawi, “An *Analysis Of Mother Tongue Interference In English Pronunciation*” *Journal of English Language Teaching and Education*, Vol.2 No 01 (2021)

the way students speak English is dependent on the extent to which they learn and how well they speak English. If they use their mother tongue in their daily life but they also often learn and practice speaking English, they will speak English well. The similarity between this research and the research conducted by the author is that they both discuss the analysis of mother tongue interference in English pronunciation. The difference between the samples lies in the research and in this research the explanation will be explained in a complex manner which is explained in the form of a research proposal.

Thirdly, the research which was conducted by Mahmoud from Aligarh Muslim University with the title "The Influence of Mother Tongue on Learning English Language by Arab Learners".⁴ Furthermore, the objectives of the second prior research is to analyze the negative effects of Arabic language interference to learning English. It discusses the definitions and classification of errors committed by Arabic speakers in using English. In addition, both of the study analyze the same topic that is Mother Tongue Interference. The second prior research focus on the influence of Mother Tongue Interference. The differentiation sample that the prior research used sample of arab learners whereas this research study used sample of the tenth grade of MA Khozinatul Ulum Sari Bakti Seputih Banyak. It can be concluded that the results of both studies also have differences.

⁴ Sulaiman Mahmoud Sulaiman Alja'arat dan Dr Sadia Husna Hasan, "*The Influence of Mother Tongue on Learning English Language by Arab Learners*" 7, No. 8 / 2017.

The Novelty of this research compared to previous studies is that in terms of variables, this research describes the two variables in a more complex manner, emphasizing, the mother tongue and English Pronunciation of students, especially high school or MA level student. Secondly, in terms of the methodology used in this research it use a qualitative methode where writer will analyze various data to obtain factual research result.

CHAPTER II

REVIEW OF THE THEORIES

A. Concept of Pronunciation

1. Definition of Pronunciation

The act of pronouncing involves making sounds that convey meaning. Pronunciation techniques should be learned by English learners. Since it is well recognized that language is mostly used for communication, pronunciation plays a crucial part in the community's language education. Additionally, various accents or sounds result in various meanings. Non-native English speakers make errors when learning the language.¹

Humans spend most of their time learning things like reading and writing. Most of the time that humans spend is used to interact with other people orally and through language compared to interaction through writing. Speaking involves various components such as understanding, grammar, accent, and also pronunciation. This indicates that speaking is something important in English. Speaking is an important aspect, especially in covering the learning of a student in the classroom. Speaking is the process of conveying ideas that are carried out by speaking.²

¹Novalina Sembiring and Fiber Yun AlManda Ginting, "An Analysis of Pronunciation Errors Made by The Fourth Semester Students of English Education Study Program at Unika," *Jurnal Suluh Pendidikan FKIP-UHN* 3, Vol.3, No. 1/ 2016, 40.

²Lai Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners English Speaking Skill", *International Journal of Research in English Education*, Vol. 1, No. 3/ December 2016, 35.

Additionally, English pronunciation is one of the hardest skills to learn, and students must invest a lot of effort in perfecting it. One of the fundamental needs for students' proficiency and one of the most crucial aspects of language training is comprehensive pronunciation. While poor pronunciation encourages significant learning challenges, good pronunciation enhances learning.

When sounds are not precisely replicated, the pronunciation is checked by repeating them and making corrections. Students who start to learn pronunciation develop new habits and get over the limitations of their mother tongue. The act of pronouncing involves creating a sound system that does not obstruct the speaker's or listener's ability to communicate. A word can be spoken in variety of ways.³

2. The Importance of Pronunciation

The quality of the students' words or grammar is irrelevant if no one can understand it after a conversation, which is why pronunciation is crucial. Students must next demonstrate their practical command of the sounds, English's rhythms and cadences, and how they blend in the related language. It is possible to understand students' clear pronunciation even if they make errors in other areas, but those who use foreign words continue to do so even

³Jack C. Richards, and LongMan, *Dictionary of Language Teaching and Applied Linguistics*, 4 ed. (Routledge, 2013), 40.

though they use a variety of words to convey themselves, they are inaccessible entire grammar too.⁴

The hardest language to learn and improve your pronunciation skills in is English. This could be as a result of a number of things, such as the inconsistent relationship between spelling and the influence of the learning process on elements including motivation, age, and exposure level.

There are specific circumstances that allow some children to pick up on proper pronunciation without the help of their teachers. These are the learners' success-oriented motivation, integrative motivation, and phonetic skills. Students who understand the value of good pronunciation. The duty of the instructor is to persuade the pupil to carefully study pronunciation, guiding them to say the right sound in English. Students should be informed by their teachers that their first lesson in English pronunciation is used. If children don't practice pronouncing words correctly at They might not learn well at the beginning of their learning process. as a result, words must be taught in terms of how to pronounce them. Alternatively, the overall The learners' ability to succeed may be hampered.⁵

Following that, there are a few reasons why it is crucial to look at pronunciation. It is more crucial that English speakers are able to achieve comprehensibility (the listener can understand the meaning of what is said),

⁴Lynda Yates et al., *Give It a Go: Teaching Pronunciation to Adults* (North Ryde, N.S.W: Adult Migrant English Program (AMEP) Research Centre, Macquarie University, 2019), 11.

⁵Phra Sinphasith Chatapanyo, "A Study of English Pronunciation Skill: A Case Study of Primary School Students Grade 4-6 At Wat Maiyainui School in Bangkok", Presented for Degree of Master of Arts English, (nternational program), on March 17th, 2017, 36.

interpretability (the listener can understand the purpose of what is said), and intelligibility (the speaker produces sound patterns that are recognisable as English). The pupils' pronunciation may also be impacted by other variables as they work hard to acquire the target language. The factors range widely. Accent, stress, intonation, rhythm, motivation and exposure, attitude, teaching, age, personality, and mother language influence are some of the variables that may have an impact on pronunciation.⁶

In conclusion, pronunciation is an important aspect of communication. While, many students think that the most difficult aspect of learning English is pronunciation, and they feel the benefit of clear support from the beginning of their language study.

3. Elements of English Pronunciation

The various features that make up the production of sounds in English are:

a. Suprasegmental Features

Suprasegmental features relate to sounds at the macro level.

Advances in research have developed descriptions of the suprasegmental features of speech extending across whole stretches of language (prosody).

Unlike languages such as Vietnamese or Mandarin which are tonal, English is stress-timed and syllable-timed (for example, WHAT's his address?).

The effective communicative pronunciation competence can be achieved more through improving supra-segmental production in preference to

⁶Syahreni Siregar, "The Influence of Student's Pronunciation in Speaking Ability", Pedagogy, Journal of English Language Teaching IAIN Metro, Vol. 5, No. 1/ Januari-June 2017, 31

segmentals. Linking, intonation and stress are important features for effective pronunciation at the suprasegmental level.

1) Linking

Linking refers to the way the last sound of one word is joined to the first sound of the next word. To produce connected speech, people run words together to link consonant to vowel, consonant to consonant, vowel to vowel and also shorten some sounds and leave others out altogether.

- a) Consonant to vowel an Australian animal
- b) Consonant to consonant next week; seven months
- c) Vowel to vowel. Some sounds such as r, w and j (y) are inserted to link adjacent words ending and beginning with a vowel: where (r) are you?; you (w) ought to; Saturday (y) evening
- d) Sounds that are shortened. When words begin with an unstressed sound they are often pronounced as a short schwa () sound: when do they arrive?; five o'clock
- e) Sounds that are left out. Some sounds are so short that they virtually disappear (become elided): does (h)e like soccer? we might as well (h_a)ve stayed at home.

2) Intonation

Intonation can be thought of as the melody of the language – the way the voice goes up and down according to the context and meanings of the communication. For example, note the differences in:

- a) Can you take the scissors? (rising pitch) – request
- b) Can you take the scissors (falling pitch) – command.

3) Word stress

Word stress relates to the prominence given to certain words in an utterance. These focus words are stressed (made long and loud) to convey:

- a) The overall rhythm of the utterance
- b) The most meaningful part of the utterance.

At the meaning level, some words are given more prominence than others to foreground which meaning is important. For example, compare:

- a) Can **YOU** take the scissors? (not someone else)
- b) Can you take the **SCISSORS!** (not the knife)

b. Segmental Features

Segmental aspects of the sound system include individual vowels and consonants. Because segmental phonology is relatively more easily explained and taught than the supra-segmental features, some studies focus on studying segmental phonology in preference to suprasegmental features. Segmental features relate to sounds at the micro level. They include specific sounds within words (for example, l as in lamp, r as in ramp, a as in hat). The sound systems of consonants, vowels or their combinations are called

phonemes. Phonemes are sounds that, when pronounced incorrectly, can change the meaning of the word. Compare the changes of meaning in: pet pat lamp ramp about abort Consonant sounds can be voiced (a part of the mouth is closed and the air behind it is released suddenly – for example, v as in van, b as in bun) – or unvoiced (air is pushed through a narrow part of the mouth – for example, f as in fan, th as in thin). Vowel sounds are articulated as single sounds. They can be short (for example, ae as in cat) or long (a as in cart). Diphthongs are two vowel sounds put together (for example, ei as in Kate or as in boy). Byrne and Walsh in Nunan (1991:103) argue that suprasegmental feature of stress; rhythm and intonation are much more important for intelligible pronunciation than producing native-like vowels and consonant.⁷

4. American Accent's Pronunciation

Spoken English has wide variation in pronunciation. There are 3 Standard English pronunciations are distinguished and spoken:

- 1) The Received Pronunciation, called Oxford English, is the standard of British English;
- 2) The General American is the English accent which considered as standard in North America and heard mostly in American film, shows, news or series.

It is considered more familiar to hear globally;

⁷Gilakjani, Abbas Pourhosein. 2012. "A Match or Mismatch Between Learning Styles of the Learners and Teaching Styles of the Teachers". *Modern Education and Computer Science*, Vol. 6, No. 8/ Agustus 2016, 51-60.

- 3) The General Australian is English spoken in Australia. British and American English are standard English pronunciation that is widely used. British and American English have significant differences of pronunciation.

The pronunciation sound noticeably different. For example, the most obvious is the way „r“ is pronounced. In American English „r“ is pronounced quite clearly but in British English „r“ which comes after a vowel in the same syllable (e.g. car, hard, market), the „r“ is not pronounced. There are some differences which are difficult and confusing. Phonetic symbol or IPA symbols helps to ensure accuracy because it is a standard in sound description. By using IPA symbols, the differences between British and American English can be summarized as follows:

- 1) Differences in vowel pronunciation The most relevant ones are the change of diphthong [əʊ], change of [ɒ], change of [æ], and change of [ju:].
- 2) Differences in consonant pronunciation It involves the difference pronunciation of letter t.
- 3) Change of stress It is the change of stress in certain suffixes such as –ate, -atory.
- 4) Differences in articulation American English has a clear tendency to pronounce unstressed syllables, while British English does.⁸

⁸Ade Cristianty, et. al , An Aalysis of the Use of British English and American English Toward Wriing Ability in the Students Integrated Accounts of Nahdlatul Ulama University of Purwokerto, Edulingua, Vol. 8, No. 1, July 2021, 66-67

B. Concept of Mother Tongue

1. Definition of Mother Tongue

Mother tongue is the name for the original language or the language that was first taught to humans by their mother. Mother tongue is a language that is controlled by humans from birth which is caused by various interactions with members of the community who have the same language as the environment, community, caregivers and also family. Mother tongue can also be interpreted as the local language.

Mother tongue has an important role in the development and also in one's life. The mother tongue can also be analogous to the language of a certain ethnic group which is used as a language in daily social relations.⁹

Mother tongue can also be a personal and socio-cultural identity for someone. Mother tongue is the language of the country where a person lives and usually uses it in his social life in the family.¹⁰

Research and books that discuss mother tongue are still quite rare. So that the disclosure and understanding of mother tongue is still common. Based on the statement above, it can be understood that what is meant by mother tongue is a language that is acquired by someone from what is taught since he was born. Mother tongue can also be assumed as the language that people often use in their daily lives such as social life and other social life. In this

⁹Rina Devianty, "The Role of Mother Language on Indonesian Enlighhtenment", *Vision: Journal of Language Literature and Education*, Vol.14, No 14/ July- December 2018, 2

¹⁰Siti Hawa, et all., University Students Perception Toward the Use of the Mother Tongue in EFL Classroom, *Siele Journal*, Vol 8, No. 3/ September 2021, 1097

study the mother tongue referred to by the author is the local language, especially Javanese.¹¹

2. Variety of Mother Tongue

Indonesia is a country that has a lot of diversity. This diversity is not only from abundant natural resources, but the diversity that exists in Indonesia also includes language, ethnicity, culture, customs, and others. Dialects and accents greatly affect the diversity of mother tongues in Indonesia. According to data obtained in 2008 there are at least 6,912 languages in the world. In this case, Indonesia ranks second. Indonesia has 714 languages after Papua New Guinea which has 820 languages.

Among the various languages, Javanese is a language that has the most speakers in Indonesia. There are at least around 75.6 million Javanese speakers in Indonesia, 27 million Sundanese speakers, 13.7 million Madurese speakers, 6.5 million Minangkabau speakers, 6.2 million Batak speakers, 3.4 million Balinese speakers, 4 million Aceh speakers, 2 million Makassar speakers, 1.5 million Lampung speakers, and many more. The various variations of the mother tongue make Indonesia rich in various accents and dialects in every pronunciation or in speaking.¹²

Every language in Indonesia has different accents and dialects, of course, with their own characteristics. Because the language is spoken every day and

¹¹Arnold and Kittredge, "*The Mother Tongue Book 1*", (Massachusetts: The Athenaum Press, 1901), 14

¹²Faizatul Faridy and Ernawulah Syaodih, "*Analysis on the Importance of Mother Tongue in Early Childhood*", Atlantis Press, Vol. 58/ 2017, 195

is already attached to their tongues in their pronunciation, sometimes each speaker has their own characteristics which even carry over when they speak in English. This is because they use the accent or language in their daily life which makes it so attached to the style of language or accent they use every day.¹³

3. English As Foreign Language

English is a foreign language in Indonesia. English is often referred to as a second language, a second language is a foreign language that is acquired by someone after he learns his mother tongue. The foreign language is also referred to as the target language.¹⁴

Language learning is actually influenced by learning conditions that affect a person in carrying out language learning. Language learning is not quite easy because a person is born with their own mother tongue and grows up using the mother tongue that is inherent in them. It's the same as learning English in Indonesia. Learning English in Indonesia does not go quite easily due to differences in terms of pronunciation, grammar and language forms which often make students feel a little difficult in learning English compared to their mother tongue. Some people say that a foreign language is their second language that they have to learn and the first language is their mother tongue.¹⁵

¹³Alimin Adi Waloyo, "*The Indonesian EFL Students' Attitudes Toward Their Own English Accent*", *Coetin*, Vol 1/2018, 224

¹⁴Syafrizal, "*Teaching English as a Foreign Language*", (Serang: Untirta Press, 2017),9

¹⁵Ag. Bambang Setiyadi, "*Teaching English As a Foreign Language*", (Yogyakarta: Graha Ilmu, 2020),16

In Indonesia, English is widely studied as the language taught at school. In contrast to the United States and Malaysia, which emphasize their citizens to have fluency in using English in daily communication, in Indonesia learning English is not based on the targets above, but learning English is more considered as a lesson that is included in subjects in schools only. Even though there may still be many people who disagree with this, of course it cannot be denied that the English language in Indonesia is different from the English spoken in other countries such as Malaysia, where in that country English is the first language and Malaysian is the second language, different from that in Indonesia.¹⁶

Whether learning English is learning the main language of the second language or the target language of the three are equally influenced by several factors, namely as follows:

a. Linguistic

The mother tongue greatly influences learning and the process of progress in learning the target language due to several things, namely:

- 1) The contrast between the mother tongue and the target language.
- 2) The mother tongue which is commonly spoken everyday affects the use of the target language, especially in terms of pronunciation.¹⁷

b. Differences

¹⁶*Ibid.*

¹⁷*Ibid.*, 17.

Every language learning has its own language system. The differences that occur are in terms of grammar, phonology, vocabulary forms and others. These differences will certainly cause various problems and obstacles for someone in learning a foreign language. Learning a language with a mother tongue background that does not have tenses will experience more difficulties in learning a target language that has tenses. As in Indonesia, English tends to be more difficult to learn because English does not have tenses that are similar to Indonesian. Phonological differences can also affect a person experiencing problems in learning a language. For example, when someone says the word "see", the sound will be when he says the word "sea". A language will be easier to learn if the target language has a vocabulary that is similar to that of the mother tongue. Meanwhile, English and Indonesian have very, very different vocabularies and have slightly similar vocabularies. This causes English to be sometimes difficult to understand for native language speakers. Indonesia.¹⁸

c. Interference

In the process of learning a target language or a foreign language, a person sometimes experiences interference caused by the mother tongue. These disturbances are often caused by similarities or differences that stand out between the mother tongue and the target language they are using. These obstacles depend on whether they learn the target language

¹⁸Ibid., 18

as a language that must be learned and understood or just listen and read. The similarity between the mother tongue and the target language can become a difficulty when someone uses their mother tongue skills and knowledge to produce utterances that are very different from the target language. The strength of the mother tongue produces several sounds or pronunciations that are very different from the target language so that it is difficult to recognize. This is what makes it a distraction in the language learning process.¹⁹

4. The Types of Interference

There are two kinds of interference as follows:²⁰

1. Phonological Aspect

When a speaker in two languages considers and reproduces the phonology of one language in the context of another language, phonetic interference occurs. At the phonetic level, the problem of interference concerns the way which the speaker treats and reproduces one language visually. This interference occurs in speech in two languages as a result of the fact that the sound system has different elements between one language and another or between a native and foreign language. In some cases, the native and foreign languages have similarities in the sound system and the grammatical system. However, in most cases, there is a difference between

¹⁹*Ibid.*, 19-20.

²⁰Marwah Wahyuni, "First Language Interference in Speaking English at The Sixth Semester Students at English," Submitted to the Adab and HuManity Faculty of Alauddin State Islamic University Makassar in partial Fulfillment of the Requirements for the Degree of Sarjana Humaniora on 11th August 2016, 10-22.

the sound system or the grammatical system in the two languages. A sound system between two languages can have many different elements.

For example, the phoneme /ε/ is different from the phoneme /i:/, so if we use the word set [s ε t] and not seat [si: t], then the meaning of the word will change. The slash is used to indicate the phoneme /t/ (the abstract segment i.e. the representation of the sound), in contrast to the square bracket [t], which is used to indicate the phoneme (the physical segment i.e. the actual sound produced).

2. Grammatical Aspect

Grammar studies play an important role in forming good sentences. Without grammar, spoken and written words are useless and difficult to understand. In other words, grammar helps students understand what people say and write in both native and target language communication. Here are some examples of the four aspects in sentences. These four examples are all in the past tense:

- 1) He takes the photo. (This is the simple aspect. There is no emphasis on whether the action has been completed or is in progress.)
- 2) He had taken a photo of it by the time the owner arrived. (This is the perfect aspect. It emphasizes that the action has been completed.)
- 3) He was taking photos when the owner arrived. (This is the progressive aspect. It emphasizes that the action is ongoing.)

- 4) He had taken photos before the owner arrived. (This is the perfect progressive aspect. It emphasizes that the action was in progress but then finished.)
- 5) These sentences are all in the past tense, but they all have different aspects. Remember that we need aspects to tell us whether the action is in progress or has already been completed.

Aspect applies equally to present tense and future tense. Literary interference occurs when language learners identify grammatical patterns from the original language and apply them to the target language. There are two types of literary interference:

a) Morphological interference

Morphology is the teaching of word formation. In addition, morphology is a system of rules involving the structure of words.

b) Syntactical interference.

The syntax speaks of a word in relation to other words; or other functions like a saying. In addition, the syntax deals with the arrangement of words in larger units, which is called the syntactic unit.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

The type of research used by the writer in this research is a type of qualitative research. There are various important processes and efforts in qualitative research. These processes and efforts are all procedures that the writer will of course go through in carrying out this type of research. These various processes include submission questions to sources, data collection process, data analysis process systematically, and also interpret a meaning.¹

Researchers must have strong provisions in carrying out research qualitative. The provisions in question are provisions in terms of insight and theory so that later they will be able to form instruments such as asking questions, analyze, explain, reconstruct and provide an overview related to the phenomenon or problem he is studying so that it becomes clearer and meaning.

Qualitative research is a research conducted in a way observing a situation or phenomenon in order to obtain information as well as concrete and accountable data. This research is research that requires you to jump in and see firsthand in the field to review the phenomenon to be studied.

The character of the research that the author uses in this study is descriptive. Research using descriptive qualitative method is a study used in

¹John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Edition* (New Delhi: Sage Publications, 2014), 4.

order to provide a related description various existing phenomena, both scientific and engineering in nature focuses on their relationship to each other, quality, and character. This research was carried out by observing the conditions that occurred in field to obtain various data and information that is currently happening at this time.²

In this research, the writer describes the meaning of mother tongue and students English pronunciation that can then be analyze more about the focus of the problem, namely about how Mother Tongue Interference in Student's English Pronunciation at the Tenth Grade of MA Khozinatul Ulum Sari Bakti Seputih Banyak.

B. Data Resources

In obtaining this research data, the author obtained it from two sources, namely primary data sources and also secondary data sources, namely as follows:

1. Primary Sources

Primary data sources are data sources obtained from informants respondent, source or perpetrator of events related to the degan variable which is being researched. This source is used as a means to obtain information and various data. The data obtained from this source is data that general in nature, and in the form of verbal or words. Primary data can also be done revealed through gestures and behavior reflected in the data source. The primary data

²Geoffrey Marczyk et dkk., *Esensi Desain dan Metodologi Penelitian* (AS: John Wiley & Sons, Inc.2021), 16.

source in this research is a class X students MA Khozinatul Ulum, totaling 15 people.

2. Secondary Sources

Secondary source provides interpretation or analysis based on primary sources. They can explain the primary source and often use them to support a particular article or argument or to persuade readers to accept a particular point of view. The second source of this research is an English teacher's of X class and comes from interviews, journals, e-books and research articles.

C. Data Collecting Technique

Data collection techniques are a series of activity step in research which is useful as a tool in data collection. data that obtained can include data related to independent variables as well as dependent variable. In this study the data collection technique was carried out by researchers are as follows:

1. Documentation

Documentation is a data collection technique in research qualitative which functions to obtain data in various forms such as notes, documents, photos and more. This technique can be used as relevant supporting materials.

In this research, the writer uses the useful documentation method can obtain various data relating to pre-survey results of students regarding language pronunciation abilities tenth grade students of MA Khozinatul Ulum Sari Bakti Seputih Banyak.

2. Observation

Observation is a data collection technique that is carried out by making systematic observations of a symptom or empirical phenomena and facts that are related to the problem researched.³

In this research, the types of observations made by the writer is non-participating observation or indirect observation. Observation not participating (non-participative) is also usually called observation indirect. This type of observation is an observation activity where a researcher does not involve himself directly in the activity in the field but only at certain times. In this technique the author is not directly involved in the activity every day in the field, but only on certain days that are needed in research process.

3. Interview

Interview is one of the data collection techniques carried out by communication activities between the interviewer and a trusted source in order to obtain information and various data which is related to research. Interviews can be carried out individually or in a group way.

In collecting data this time the writer presents a type of interview namely structured interviews. Structured interviews are a interview with various questions that have been prepared neatly and compiled by the writer, in order to obtain various in-depth information. This interview was conducted by the author in order to explore in-depth information regarding Mother Tongue

³*Ibid.*, 52.

Interference in Student's English Pronunciation at the Tenth Grade of MA Khozinatul Ulum Sari Bakti Seputih Banyak. Based on this statement, in this research the author will conduct interviews with class X NA Khozinatul Ulum Seputih Banyak students with a total of 15 students.

D. Data Analysis Technique

Data analysis techniques are a series of procedures for searching and compiling data systematically. The data that has been obtained. From the results of interviews, observations and further documentation will be organized into sub-sub, units, or other patterns. This works for makes it easier for readers to study and understand the problem which is being studied and researched.

Data analysis techniques in this study used data analysis methods Miles and Huberman field. In this data analysis, the data that has been obtained and collected by various methods will then be processed either through editing, drafting and others so that later it can be realized through neatly arranged words in the expanded text The steps in conducting data analysis using the method Miles and Huberman are as follows:⁴

1. Data Reduction

Data reduction is a process of selecting, focusing, regards rough data originating from various related records problems in the field. In short, data reduction can also be interpreted as summarizing. The process of reducing

⁴Michael Huberman M. and Miles, *Data Management and Analysis Methods*, (In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 2014), 429.

data includes strictly selecting the data, providing a brief description or summary, then classify the data into broader patterns.

In this case, the writer will summarize the important data that has been collected obtained from the results of interviews, observations, and documentation for later sifting and filtering which data is deemed important and which is deemed less important.

2. Data Display

The next stage is the presentation of data. Presentation of data is brief description and presentation of a data that has been compiled systematically systematic. This presentation is done using interlocking patterns related to one another that will facilitate the reader in understanding the contents of the data.

Based on this explanation, in this study the writer will presenting data in the form of a description which are organized according to sub-discussions.

3. Conclusion Drawing

The final stage of the Miles and Huberman data analysis model is Verification or drawing conclusions. The conclusion is obtained by means Comparing the similarity of statements with the subjects studied.

The conclusion will be followed along with the evidence obtained so far study. Furthermore, data verification aims to obtain conformity and objective and precise final data from a series of process stages data analysis and also the problems discussed in the research through. Based on the

description above, the conclusions in the research will be carried out by the author will probably be able to provide answers to the formulation problem, but it is still temporary. Conclusions from the research maybe it will experience changes and developments, if in stages then not found various valid and accurate evidence, after research takes place in the field.

E. Research Approach

In this research the researcher use six steps in the process of research, as follows:⁵

1. Identifying a Research Problem

Writer begin research studies by identifying the topic to be studied, usually the problem or problem in education that needs to be solved. Identifying the research problem specifies the problem for the study, develops a rationale for studying it, and suggests the importance of the study to the audience selected to read the report.

2. Reviewing the Literature

The skills needed to review the literature evolve with practice over time. Writer can search journal articles and books in academic libraries, access computerized databases, select and assess the quality of research on a subject, and put it into a review. Library resources can be heavy, so it is important to have a strategy for finding and reviewing the literature.

⁵*Ibid.*, 7.

3. Specifying a Purpose for Research

If the research problem covers a larger problem, the writer should focus on it so that he can study it. Deliberately correcting the problem - setting goals. This statement describes the general purpose of the study. So that is the most important statement of this research.

4. Collecting Data

Evidence research helps provide answers to questions and hypothesis. To get these answers, writer are involved in data collection. Collecting data means identifying and selecting a person for study, obtaining permission to study, and collecting information by asking people questions or observing their behavior.

5. Analyzing and Interpreting the Data

During or immediately after data collection, the writer should understand the information provided by individuals in the study. The analysis consists of "keeping the data separate" to identify individual answers and then "putting them together" to summarize them.

6. Reporting and Evaluating Research

After conducting the research, the writer develops a written report and distributes the information to select audiences (such as teachers, administrators, parents, students).

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Researching Setting

a. Brief History of MA Khozinatul`Ulum Sari Bakti

Madrasah Aliyah Khozinatul `Ulum was established in 2010 in the village of Sari Bakti, Seputih Banyak District, Central Lampung Regency. The educational units that initially stood under the auspices of the Khozinatul `Ulum Qur`an Tahfizul Islamic Boarding School Foundation were Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), Raudlatul Athfal (RA), then in 2016 Madrasah Ibtidaiyah (MI) was established. Madrasah Aliyah Khozinatul `Ulum was established in 2010 and began to be used for teaching and learning in 2010. Madrasah Aliyah Khozinatul `Ulum was approved by the Regional Head of the Ministry of Religious Affairs based on the decision letter of Private Madrasah KW.08/SK/09/2011 dated October 20, 2011, then inaugurated its use by Mr. Drs. H. Abdurrahman, M.Ag.

Madrasah Aliyah Khozinatul 'Ulum was initially managed by Mr. Damas, S.Pd.I from July 17, 2010 to July 30, 2012. Then, from August 1, 2012 to July 29, 2014, the leadership was transferred to Mr. Suwarso, S.Pd.I. After that, from 2014 to 2016, it was led by Mr. Nanang Ruh yana, S.Ag. then in 2016 until now it is led by Mr. Mustofa, S.Pd.I.

b. Vision and Mission of MA Khozinatul `Ulum Sari Bakti

1) Ma Khozinatul `Ulum Sari Bakti's vision

Madrasah is a religious and educational institution quality based on Faith and Taqwa.

2) Mission of MA Khozinatul `Ulum Sari Bakti

1. Carry out religious and scientific learning general
2. Improving the quality of learning to produce results intelligent and skilled generation
3. Improving the quality of the educational process for optimize personality formation

2. Description of Research Results

a. Students Pronunciation Ability in Speaking

1) Student's Problem in Learning English

“Do you like learning English? If yes, why? (Apakah kamu suka belajar Bahasa Inggris? Jika benar, mengapa?)” (Appendix First interview)

From the results of the researcher's interviews with 15 class X students out of 20 students, namely: AFR, AM, AK, AFK, ARD, AR, ALA, AAP, BK, DOF, DAT, DS, HK, KK and LIQ. The students named AFR, AM, AK, AFK, ARD, AR, ALA, AAP, BK, DOF and DAT, said that they could not understand how to pronounce word stress patterns in sentences ("What are your DIFFICULTIES in LEARNING ENGLISH?") which is different from the emphasis pattern in the

Indonesian accent, which can make it difficult for them because their accent is still in their mother tongue. The students named DS, HK, KK and LIQ were able to pronounce the sentence according to English phonology because they found that the sentence was still too easy for them to find so that they could pronounce it.

As for grammar, only students named KK and LIQ can write and read well because this language is often encountered in daily activities such as playing games.

2) Student's Difficulties in Pronounce a word

“What are your difficulties in learning English? (Apa kesulitan kamu dalam belajar Bahasa Inggris)” (Appendix Second interview)

From the researcher's interviews with the students, five out of twenty-five students experienced difficulty in pronouncing the word "difficulties" due to difficulty in regulating their tone. Eleven out of fifteen other students encountered difficulty because there are similar words with different pronunciations. Meanwhile, four other students struggled because of fear of making mistakes in pronunciation. When the researcher interviewed teachers about students' difficulties in learning English, the teachers explained that these difficulties were caused by interference from their native language in daily Indonesian usage, differences in sound systems between their native language and English, difficulty in mimicking native speaker accents, lack of understanding and practice regarding stress, intonation, and rhythm in

pronunciation, as well as insufficient motivation and exposure to adequate pronunciation exercises. The infrequency of pronunciation of words also made students hesitant to speak for fear of making mistakes in English pronunciation.

3) The opinions of the tenth-grade students regarding English

Based on your opinion, is English important to learn? (Menurut pendapatmu, apakah Bahasa Inggris penting untuk dipelajari?)
(Appendix Third interview)

Based on the opinions expressed by the students, it can be seen that there is variation in their views regarding the importance of learning English. Here is a summary of each group's perspective:

1. AFR, AM, AK, AFK, ARD: They experience difficulty and consider English not very important.
2. AR, ALA, AAP, BK, DOF: They consider English important, but still feel unsure about their English abilities.
3. BK, DOF, DAT, DS, HK, KK, LIQ: They find utility in gaming with English, but may not be fully convinced of its benefits in English learning.

From these perspectives, it is evident that some students find difficulty and doubt the importance of English, while others acknowledge its importance but still feel uncertain or only see its benefits in specific situations such as gaming. This indicates the need

for diverse approaches in English learning, as well as the importance of motivating students to see the long-term value of these skills.

4) Identifying the Most Challenging English Language Skills: Listening, Speaking, Reading, or Writing

There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn? (Ada empat skill dalam Bahasa Inggris seperti : listening, speaking, reading, and writing. Manakah skill yang paling sulit dipelajari?) (Appendix 4Th interview)

Based on the given data, it is evident that students have different perspectives regarding the difficulty of each English language skill. Here is a summary of their views:

Listening:

- Students DS, HK, KK, and LIQ enjoy listening skills.
- Students AFR, AM, AK, AFK, ARD, AR, ALA, AAP, BK, DOF,

DAT do not enjoy listening skills due to difficulties in distinguishing phonology such as accent differences, which also affects their grammar writing skills.

Speaking:

- Students AR, ALA, AAP, BK, DOF do not enjoy speaking skills because they feel less proficient in this area, which likely affects their speaking proficiency.

Writing :

- Students AFR, AM, AK, AFK, ARD do not enjoy writing skills because of the difficulty in listening and writing due to accent differences, which also creates difficulties in writing.

From this data, it can be concluded that each student has their own preferences and difficulties regarding English language skills. For some students, listening is the main challenge due to difficulties in distinguishing phonology, while others may struggle with speaking or writing due to difficulties in listening or accent differences. This underscores the importance of diverse approaches in English language learning, taking into account individual needs and challenges.

5) Is Mastering Pronunciation a Priority in English Language Acquisition!

Is pronunciation one of the skill that you want to master in English? (Apakah pronunciation merupakan salah satu skill yang ingin kamu kuasai dalam Bahasa Inggris?) (Appendix 5th interview)

Based on the provided data, there are five out of fifteen tenth-grade students who want to master the skill of pronunciation in English. They are ARD, DS, HK, KK, and LIQ. Their reasons may vary, but here are the potential reasons for each student:

A. ARD wants to master pronunciation because he realizes that good pronunciation can enhance others' understanding of what he says. By mastering pronunciation, his communication can become clearer and more effective.

- B.** DS recognizes that good pronunciation can boost his confidence in speaking English. By mastering pronunciation, he may feel more confident when communicating with others in the language.
- C.** HK: Perhaps wants to master pronunciation to improve speaking and understanding conversational English. By improving his pronunciation, he may feel more capable of interacting with native speakers or others who use English.
- D.** KK has realized that good pronunciation can help him achieve academic or career goals in the future. By mastering pronunciation, he may have an advantage in competing in things like presentations, interviews, or business communication in English.
- E.** LIQ wants to master pronunciation to improve communication skills with native English speakers or people from various cultural backgrounds. With good pronunciation, he may feel easier to understand and can better foster cross-cultural relationships.

These reasons indicate the importance of pronunciation in English communication and how this skill can influence various aspects of students' lives and social interactions.

6) Have Student ever did pronunciation practice

Have you ever did pronunciation practice? (Pernahkah kamu praktik pronunciation?) (Appendix 6th interview)

Based on the provided data, it can be concluded that all 15 students have engaged in pronunciation practice. However, some of

them like AR, ALA, AAP, BK, and DOF do not enjoy it because they find pronunciation difficult to articulate, and the fear of making mistakes is their main reason.

This indicates that while it is important to practice pronunciation, some students may face challenges in overcoming the fear of making mistakes. It emphasizes the importance of providing proper support and guidance to students in addressing their fears and gradually improving their pronunciation skills.

In the pronunciation test, there are still many incorrect pronunciations of words due to the influence of the mother tongue, or they are used to reading writing with Indonesian reading rules.

7) Have Teachers Ever Assigned Pronunciation Task?

Have mr/mrs ever given assingment about pronunciation?
(Pernahkah bapak/ibu guru memberi tugas tentang pronuciation?)
(Appendix 7th interview)

Based on the data provided, the researcher found that all 15 students have received pronunciation assignments from their teachers. Additionally, the researcher also found that these assignments will be presented using cooperative learning methods in the classroom.

This indicates that teachers recognize the importance of pronunciation in English language learning and assign tasks to students to improve their skills in this area. The use of cooperative learning methods in presenting assignments also demonstrates the teacher's

efforts to enhance interaction among students in the classroom, thus facilitating collaborative learning and mutual support among students.

8. difficulties pronunciation practice

Are there difficulties when you do pronunciation practice?

(Apakah ada kesulitan ketika kamu melakukan praktik pronunciation?)

(Appendix 8th interview)

Based on the given data, there are several students, such as AR, ALA, AAP, BK, and DO, who experience difficulty in practicing pronunciation. The main reason for their difficulty is a lack of habit in speaking English. They feel that it is challenging to practice pronunciation because they rarely use English in daily conversations.

This indicates that difficulty in practicing pronunciation is often related to the level of habit and experience in using English orally. For students who seldom speak in the language, they are likely to encounter difficulty in improving their pronunciation skills. Therefore, more practice and experience in speaking English are needed to overcome these difficulties.

9) Confused to pronounce words

Do you feel confused to pronounce words in English? (Apakah

kamu merasa bingung untuk melafalkan kata dalam Bahasa Inggris?)

(Appendix 9th interview)

Based on the given data, the researcher found that some students feel confused when pronouncing words in English. The main reason for

their confusion is the difference in pronunciation between English and Indonesian. For example, the letter "i" in English is not pronounced as it is in Indonesian, where the letter "i" is pronounced as "ai".

This indicates that students may experience difficulty in adapting to the phonological differences between English and Indonesian, which can lead to confusion in pronouncing English words. Therefore, more intensive practice and deeper understanding of English phonology are needed to help students overcome this confusion.

10) Mother Tongue

What is your mother tongue? (Apakah bahasa ibumu) Contoh jawaban: Bahasa Indonesia/Jawa/Inggris/Sunda) (Appendix 10th interview)

Based on the data provided, 13 out of 15 students have Javanese as their mother tongue, while the remaining 3 students have Sundanese as their mother tongue. The students with Sundanese as their mother tongue are BK, AK, and AAP. This factor contributes to the difficulty in learning English.

It can be concluded that the majority of students have Javanese as their mother tongue, while a small number of students have Sundanese as their mother tongue. The differences in mother tongues can be a factor affecting students' difficulties in learning English. Students with Javanese as their mother tongue may face additional challenges due to differences in structure, vocabulary, and phonology between Javanese

and English. Similarly, students with Sundanese as their mother tongue may also experience similar difficulties due to the differences between their mother tongue and English.

Both languages have different phonological characteristics from English, so students may struggle to pronounce English words correctly. Additionally, differences in grammar and vocabulary between their mother tongue and English can also hinder the learning process.

Therefore, it is important for teachers to understand the students' mother tongue backgrounds and provide appropriate approaches in teaching English. By acknowledging these differences, teachers can devise more effective learning strategies to help students overcome their difficulties in learning English.

11) Mother Tongue Influence Pronunciation Skill

“Is mother tongue influence your pronunciation skill? (Apakah bahasa ibu mu mempengaruhi kemampuan Bahasa Inggrismu?)
(Appendix 11th interview)

A person's native language can influence their pronunciation ability in English because phonological differences between the native language and English can create difficulties in adjusting pronunciation. For example, differences in letter sounds or vowel patterns can affect students' ability to pronounce English words correctly. Therefore,

students may require additional practice to overcome the influence of their native language and improve their pronunciation skills in English.

12) Quality of Pronunciation is About Phonetic Symbol,

“One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol? (Salah satu yang mempengaruhi baik buruknya pronunciation adalah phonetic symbol, apakah kamu pernah mempelajarinya?) (Appendix 12^h interview)

Understanding phonetic symbols can help improve their pronunciation skills. By learning phonetic symbols, students can gain a deeper understanding of how each sound is spelled in English. This enables them to identify and reproduce sounds more accurately, helping them correct pronunciation errors. Additionally, understanding phonetic symbols also aids in understanding phonetic dictionaries, expanding vocabulary, and improving intonation. Therefore, it is important for students to learn phonetic symbols as part of their efforts to enhance their pronunciation skills in English.

Based on the results of the interview which had 12 questions with 15 informants, it can be found that mother tongue affects students' pronunciation because mother tongue has a strong connection with the accent usually used by students in everyday speaking. This causes some students to have problems or have difficulty in pronouncing English because they are used to the mother tongue which has stuck to their

tongue which they usually use in everyday life which is processed very differently from English pronunciation.

B. Discussion

The study investigates the impact of mother tongue on English pronunciation among tenth-grade students. The data collected from interviews reveals various aspects of students' difficulties and opinions regarding English learning and pronunciation.

1. Student's Problem in Learning English

The majority of students struggle with word stress patterns and grammar, influenced by their mother tongue. Students with Javanese or Sundanese as their mother tongue encounter challenges in adapting to English pronunciation due to phonological differences.

2. Student's Difficulties in Pronouncing Words

Students face difficulties in pronunciation due to tone regulation, similar-sounding words with different pronunciations, and fear of making mistakes. Teachers attribute these difficulties to interference from the native language, differences in sound systems, and lack of practice and understanding in stress, intonation, and rhythm.

3. Opinions of Tenth-Grade Students regarding English

Students exhibit diverse perspectives on the importance of learning English, with some recognizing its significance while others remain unsure or see its benefits in specific contexts like gaming.

4. Identifying the Most Challenging English Language Skills

Students vary in their views on the difficulty of English language skills, with listening, speaking, and writing posing significant challenges for some due to phonological differences, accent, and lack of practice.

5. Is Mastering Pronunciation a Priority in English Language Acquisition?

Some students prioritize mastering pronunciation in English to enhance communication and academic/career prospects, indicating the importance of pronunciation in various aspects of life.

6. Pronunciation Practice

All students engage in pronunciation practice, but some find it challenging due to fear of mistakes and lack of habit in speaking English.

7. Teacher's Role in Pronunciation Tasks

Teachers assign pronunciation tasks using cooperative learning methods, acknowledging the importance of pronunciation in English learning.

8. Mother Tongue Influence on Pronunciation Skill

Students' native language influences their pronunciation skills, highlighting the need for additional practice and understanding of English phonology.

9. Quality of Pronunciation is About Phonetic Symbol

Understanding phonetic symbols enhances pronunciation skills by providing a deeper understanding of English sounds, aiding in error correction and vocabulary expansion.

These findings emphasize the significance of addressing mother tongue interference and providing adequate support and resources to improve English pronunciation among students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research is that students' mother tongue background influences their pronunciation ability in English. Difficulties in understanding word stress patterns and grammar are influenced by students' mother tongue, whether it is Javanese or Sundanese. Moreover, difficulties in pronouncing words, pronunciation guidance, and phonological differences between the mother tongue and English also contribute to students' difficulties. However, some students still recognize the importance of learning English despite facing challenges in this regard. Additionally, the understanding of phonetic symbols and pronunciation practice are also acknowledged as crucial in improving English pronunciation skills. Therefore, there is a need for diverse approaches and adequate support in overcoming students' obstacles in learning English, including understanding students' mother tongue backgrounds and enhancing practice and understanding of English phonology.

B. Suggestion

Based on the analysis conducted, here are some suggestions that can be taken to help improve students' pronunciation skills in speaking English:

1. Emphasis on Pronunciation Training

Teachers need to place greater emphasis on pronunciation training. This can be done through various methods, such as structured pronunciation drills,

simulating real communication situations, and using teaching materials that focus on pronunciation.

2. Utilizing Cooperative Learning Techniques

Involving students in pronunciation tasks using cooperative learning techniques can enhance interaction among students and provide opportunities for mutual support in improving each other's pronunciation.

3. Expanding English Exposure

It is important for students to have broader exposure to English outside the classroom. Teachers can encourage students to read books, watch movies or videos, listen to songs, or even participate in extracurricular activities involving the use of English.

4. Emphasis on Phonological Understanding

Learning about English phonology and its differences from students' mother tongues needs to be enhanced. This can be done through learning phonetic symbols, exercises in listening and distinguishing sounds, and understanding intonation and stress patterns in sentences.

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APPENDICIES

INTERVIEW TEST RESULT

INFORMANT : ABI FATHUR RAHMAN (AFR)

DATE AND TIME : 9 FEBRUARI 2024, 07.00- 10.00

ADDRESS : SEPUTIH BANYAK

NO	QUESTIONS	ANSWERS
5.	Do you like learning English? If yes, why?	Yes I am, because English is my favoured lesson.
6.	What are your difficulties in learning English?	I find it difficult to learn English because there are so many foreign words that are difficult to pronounce.
7.	Based on your opinion, is English important to learn?	I felt that I was having difficulties and considered English to be of little importance.
8.	There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn?	I think the most difficult is listening. Because many word in english is so different with indonesian language.
9.	Is pronunciation one of the skill that you want to masrer in English?	Maybe yes.
10.	Have you ever did pronunciation practice?	No. I am not.

11.	Have mr/mrs ever given assingment about pronunciation?	Yes offcoursse.
12.	Are there difficulties when you do pronunciation practice?	Yes. I is difficult things for me because many word that i can't understand.
13.	Do you feel confused to pronounce words in English?	I feel so confused very much.
14.	What is your mother tongue?	My mother tongue is Sundanese.
15.	Is mother tongue influence your pronunciation skill?	Yes because my tongue is used to speaking my mother tongue or regional language, this really influences me, especially in terms of accent.
16.	One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?	No. I am not.

INFORMANT : AKHMAD MUZAKKI
DATE AND TIME : 9 FEBRUARI 2024, 07.00-10.00
ADDRESS : SEPUTIH BANYAK

No.	QUESTIONS	ANSWERS
F.	Do you like learning English? If yes, why?	Yes I am. Because it my favourite lesson.
G.	What are your difficulties in learning English?	My difficulties in English is about pronunciation.
H.	Based on your opinion, is English important to learn?	I felt that I was having difficulties and considered English to be of little importance.
I.	There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn?	The most difficult is writing.
J.	Is pronunciation one of the skill that you want to masrer in English?	Yes. It s interesting.
K.	Have you ever did pronunciation practice?	No. I never did pronunciation practice before.
L.	Have mr/mrs ever given assingment about pronunciation?	Yes offcourse.

M.	Are there difficulties when you do pronunciation practice?	I find many difficult things. It because of my habit that i usually use mother tongue language when i talk with other everyday.
9.	Do you feel confused to pronounce words in English?	Yes offcourse.
10.	What is your mother tongue?	My mother tongue is Javanese.
11.	Is mother tongue influence your pronunciation skill?	Yes. Because i always use mother tongue in my activities.
12.	One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?	Yes. But i feel difficult to understand.

INFORMANT : AMANDA KHOIRUNNISA

DATE AND TIME : 9 FEBRUARI 2024 , 07.00- 10.00

ADDRESS : SEPUTIH BANYAK

NO	QUESTIONS	ANSWERS
1.	Do you like learning English? If yes, why?	Yes. Because English is fun
2.	What are your difficulties in learning English?	The difficulties is some similar words has different pronounciatian.

3.	Based on your opinion, is English important to learn?	In this era has google translate and many application so for what learn english
4	There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn?	The most difficult is writing.
5	Is pronunciation one of the skill that you want to master in English?	Yes. Maybe.
6	Have you ever did pronunciation practice?	Yes. With my english teacher.
7	Have mr/mrs ever given assignment about pronunciation?	Yes. Offcourse.
8	Are there difficulties when you do pronunciation practice?	I thing the difficult is about the accent. It make me feel so lazy to practice.
9	Do you feel confused to pronounce words in English?	Yes. Very confused.
10	What is your mother tongue?	My mother tongue is Javanese.
11	Is mother tongue influence your pronunciation skill?	Yes. Mother tongue make me difficult to learn english aspecially pronunciation.

12	One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?	Yes. I am.
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INFORMANT : ANA FATWATUL KARIMAH
DATE AND TIME : 9 FEBRUARI 2024, 07.00- 10.00
ADDRESS : SEPUTIH BANYAK

NO	QUESTIONS	ANSWERS
1.	Do you like learning English? If yes, why?	Yes. Because English is fun.
2.	What are your difficulties in learning English?	I am too shy to prancitice my english.
3	Based on your opinion, is English important to learn?	English is not very important because it is so difficult
4	There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn?	Listening. I think i tis the most difficult.
5	Is pronunciation one of the skill that you want to masrer in English?	No. It s to difficult for me.

6	Have you ever did pronunciation practice?	Yes. I am.
7	Have mr/mrs ever given assingment about pronunciation?	Yes. Offcourse.
8	Are there difficulties when you do pronunciation practice?	Yes there are. I think the difficult is about The difference between writing and reading is very far from my everyday language
9	Do you feel confused to pronounce words in English?	Yes. Very confused.
10	What is your mother tongue?	Javanese.
11	Is mother tongue influence your pronunciation skill?	Yes. It is about habit right?
12	One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?	No. i never.

INFORMANT : ANGGUN RIZQYA DEWI
DATE AND TIME : 9 FEBRUARI 2024, 07.00- 10.00
ADDRESS : SEPUTIH BANYAK

NO	QUESTIONS	ANSWERS
1	Do you like learning English? If yes, why?	Yes. Because the teacher is fun
2	What are your difficulties in learning English?	I do not know the pronoun so i am so difficult to speak english.
3	Based on your opinion, is English important to learn?	In my opponion English is impoertan but still important native language
4	There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn?	Listening. I mostly difficult to listen the word in english and do fast translate it in my brain
5	Is pronunciation one of the skill that you want to masrer in English?	Yes. But i fell confused.
6	Have you ever did pronunciation practice?	Yes i am.
7	Have mr/mrs ever given assingment about pronunciation?	Yes. Offcourse.

8	Are there difficulties when you do pronunciation practice?	Yes. It is to difficult for me that usually use the mother tounge and i t accent.
9	Do you feel confused to pronounce words in English?	I feel confused very much.
10	What is your mother tongue?	My mother tongue is Sundanese.
11	Is mother tongue influence your pronunciation skill?	Yes because my mother tongue is have strong accent that very difficult with english.
12	One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?	No. i never.

INFORMANT : AYU RSIMAWATI

DATE AND TIME : 9 FEBRUARI 2024, 07.00- 10.00

ADDRESS : SEPUTIH BANYAK

NO	QUESTIONS	ANSWERS
1	Do you like learning English? If yes, why?	Yes. Because it my favourite lesson.
2	What are your difficulties in learning English?	Sometimes i speak english but difficult to mimicking native speaker accent.
3	Based on your opinion, is English important to learn?	English is important but i can speak well

4	There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn?	I think the most difficult is listening.
5	Is pronunciation one of the skill that you want to master in English?	No. I am not.
6	Have you ever did pronunciation practice?	Yes. I am. From my teacher.
7	Have mr/mrs ever given assignment about pronunciation?	Yes. I have.
8	Are there difficulties when you do pronunciation practice?	Yes there are so many difficult things.
9	Do you feel confused to pronounce words in English?	Yes. Totally confused.
10	What is your mother tongue?	My mother tongue is Javanese.
11	Is mother tongue influence your pronunciation skill?	Yes because it is so difficult with english
12	One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?	Yes. I am.

INFORMANT :AZRA LEVINA ADRISTIE
DATE AND TIME : 9 FEBRUARI 2024, 07.00 -10.00
ADDRESS : SEPUTIH BANYAK

NO	QUESTIONS	ANSWERS
1	Do you like learning English? If yes, why?	Yes. Because the teacher is fun.
2	What are your difficulties in learning English?	My difficulties to produce sound as a native speaker.
3	Based on your opinion, is English important to learn?	I can get many job with english language but my english still bad
4	There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn?	Listening. I can't feel enjoy with it.
5	Is pronunciation one of the skill that you want to masrer in English?	Yes. But i think i must be learn so much.
6	Have you ever did pronunciation practice?	Yes. I am
7	Have mr/mrs ever given assingment about pronunciation?	Yes. In our classroom.

8	Are there difficulties when you do pronunciation practice?	Yes. I feel so many difficult like about grammar, accent and dialeg.
9	Do you feel confused to pronounce words in English?	Yes but i will keep tryin.
10	What is your mother tongue?	I tis Javanese.
11	Is mother tongue influence your pronunciation skill?	Yes it influnce my pronunciation skill.
12	One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?	No. I am not.

INFORMANT : AZZAHRA AULIA PUTRI

DATE AND TIME : 9 FEBRUARI 2024, 07.00- 10.00

ADDRESS : SEPUTIH BANYAK

NO	QUESTIONS	ANSWERS
1	Do you like learning English? If yes, why?	Yes. No reason.
2	What are your difficulties in learning English?	I am rarely practice my english and i afraid make mistakes.
3	Based on your opinion, is English important to learn?	My english still bad but i belive english very important

4	There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn?	I think the most difficult is writing.
5	Is pronunciation one of the skill that you want to masrer in English?	No. I am not.
6	Have you ever did pronunciation practice?	Yes i am
7	Have mr/mrs ever given assingment about pronunciation?	Yes offcourse.
8	Are there difficulties when you do pronunciation practice?	Yes the difficulties is about the word that difficult to say.
9	Do you feel confused to pronounce words in English?	Yes i am
10	What is your mother tongue?	Sundanese
11	Is mother tongue influence your pronunciation skill?	Yes. Because I always speaking with mother tongue language.
12	One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?	No. I am not

INFORMANT : BUNGA KUDIVA

DATE AND TIME : 9 FEBRUARI 2024, 07.00- 10.00

ADDRESS : SEPUTIH BANYAK

NO	QUESTIONS	ANSWERS
1	Do you like learning English? If yes, why?	Yes. It my favourite lesson.
2	What are your difficulties in learning English?	i must checking the dictionary to know the pronunciation some word.
3	Based on your opinion, is English important to learn?	I met some players in the game so i used english for communication
4	There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn?	The most difficult is reading. Many word different from Indonesian language.
5	Is pronunciation one of the skill that you want to masrer in English?	Yes. Maybe.
6	Have you ever did pronunciation practice?	Yes, in my class.
7	Have mr/mrs ever given assingment about pronunciation?	Yes. But i forget when.

8	Are there difficulties when you do pronunciation practice?	Yes because many word that i can t pronounce because it difficult in my tongue.
9	Do you feel confused to pronounce words in English?	Little bit.
10	What is your mother tongue?	Javanese.
11	Is mother tongue influence your pronunciation skill?	Yes maybe.
12	One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?	No. I never.

INFORMANT : DEVI OKTA FITRIANI

DATE AND TIME : 9 FEBRUARI 2024, 07.00- 10.00

ADDRESS : SEPUTIH BANYAK

NO	QUESTIONS	ANSWERS
1	Do you like learning English? If yes, why?	Yes. I love English so much.
2	What are your difficulties in learning English?	some words have different sound and different meaning.
3	Based on your opinion, is English important to learn?	Same me too playing games and used english

4	There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn?	Reading. It is difficult for me.
5	Is pronunciation one of the skill that you want to master in English?	No. It is difficult for me.
6	Have you ever did pronunciation practice?	Yes. I am
7	Have mr/mrs ever given assignment about pronunciation?	Yes ofcourse.
8	Are there difficulties when you do pronunciation practice?	Yes the difficult is about accent and how to pronounce the word
9	Do you feel confused to pronounce words in English?	Yes. So much.
10	What is your mother tongue?	Sundanese
11	Is mother tongue influence your pronunciation skill?	Yes.
12	One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?	No. I never.

INFORMANT : DIAH AYU THALITA

DATE AND TIME : 9 FEBRUARI 2024, 07.00- 10.00

ADDRESS : SEPUTIH BANYAK

NO	QUESTIONS	ANSWERS
1	Do you like learning English? If yes, why?	No. Because it is difficult
2	What are your difficulties in learning English?	it is very difficult speak like a native because i speak english but my pronounciation javanese
3	Based on your opinion, is English important to learn?	I fell many advantages of english so it is very important
4	There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn?	Writing maybe.
5	Is pronunciation one of the skill that you want to masrer in English?	No. I tis difficult to learn.
6	Have you ever did pronounciation practice?	Yes. I am.
7	Have mr/mrs ever given assingment about pronounciation?	Yes. Offcourse.

8	Are there difficulties when you do pronunciation practice?	Yes. Like how to pronounce and how to speak in english fluently,
9	Do you feel confused to pronounce words in English?	Yes offcourse.
10	What is your mother tongue?	My mother tongue is Sundanese.
11	Is mother tongue influence your pronunciation skill?	Yes offcourse.
12	One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?	No. I never.

INFORMANT : DIMAS STYA

DATE AND TIME : 9 FEBRUARI 2024, 07.00- 10.00

ADDRESS : SEPUTIH BANYAK

NO	QUESTIONS	ANSWERS
1	Do you like learning English? If yes, why?	No. It is difficult lesson.
2	What are your difficulties in learning English?	I am fearful to practice my english so my english still bad
3	Based on your opinion, is English important to learn?	I rarely use english but i think english important

4	There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn?	Speaking.
5	Is pronunciation one of the skill that you want to master in English?	No. It so hard to learn.
6	Have you ever did pronunciation practice?	Yes i am
7	Have mr/mrs ever given assignment about pronunciation?	Yes in my class
8	Are there difficulties when you do pronunciation practice?	So many difficult.
9	Do you feel confused to pronounce words in English?	Yes ofcourse.
10	What is your mother tongue?	Javanese
11	Is mother tongue influence your pronunciation skill?	Yes. I am javanese people and my accent is very different with english.
12	One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?	No. I never.

:

INFORMANT : HENGKY KURNIAWAN

DATE AND TIME : 9 FEBRUARI 2024, 07.00- 10.00

ADDRESS : SEPUTIH BANYAK

NO	QUESTIONS	ANSWERS
1	Do you like learning English? If yes, why?	No, I am not. It is so difficult
2	What are your difficulties in learning English?	I am confuse to differentiate some words that same word but different sound
3	Based on your opinion, is English important to learn?	In this era English very important for everyone
4	There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn?	Speaking ofcourse.
5	Is pronunciation one of the skill that you want to masrer in English?	Yes. But i am lazy hehe
6	Have you ever did pronunciation practice?	Yes i am
7	Have mr/mrs ever given assingment about pronunciation?	Yes in my classroom.

8	Are there difficulties when you do pronunciation practice?	Yes so many different things i find when i do pronunciation practice.
9	Do you feel confused to pronounce words in English?	Yes.
10	What is your mother tongue?	Javanese.
11	Is mother tongue influence your pronunciation skill?	Yes. I am
12	One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?	No. I never.

INFORMANT : KHUSNUL KHOTIMAHN

DATE AND TIME : 9 FEBRUARI 2024, 07.00- 10.00

ADDRESS : SEPUTIH BANYAK

NO	QUESTIONS	ANSWERS
1	Do you like learning English? If yes, why?	Yes. It is my favourite lesson.
2	What are your difficulties in learning English?	I am difficult to speak english well like native
3	Based on your opinion, is English important to learn?	many people use english in the games

4	There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn?	Speaking.
5	Is pronunciation one of the skill that you want to master in English?	No. It is difficult.
6	Have you ever did pronunciation practice?	Yes i am
7	Have mr/mrs ever given assignment about pronunciation?	Yes offcourse.
8	Are there difficulties when you do pronunciation practice?	Yes there are.
9	Do you feel confused to pronounce words in English?	Yes i am
10	What is your mother tongue?	Javanese.
11	Is mother tongue influence your pronunciation skill?	Yes it influence my pronunciation skill.
12	One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?	No. I never.

:

INFORMANT : LUTHFI IZZATUL QOLBI

DATE AND TIME : 9 FEBRUARI 2024

ADDRESS : SEPUTIH BANYAK

NO	QUESTIONS	ANSWERS
1	Do you like learning English? If yes, why?	No. It is difficult lesson ever.
2	What are your difficulties in learning English?	I can speak english good enough but sometimes i still wrong pronunciation
3	Based on your opinion, is English important to learn?	I usualy speak English with my friends when playing games
4	There are four skills in English such as: listening, speaking, reading and writing. Which skills are the most difficult to learn?	Writing.
5	Is pronunciation one of the skill that you want to masrer in English?	No. It s difficult.
6	Have you ever did pronunciation practice?	Yes i am
7	Have mr/mrs ever given assingment about pronunciation?	Yes.

8	Are there difficulties when you do pronunciation practice?	So many difficult things.
9	Do you feel confused to pronounce words in English?	Yes. I am.
10	What is your mother tongue?	Javanese.
11	Is mother tongue influence your pronunciation skill?	Yes offcourse,
12	One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?	No. I never.

DATA COLLECTION TOOLS

An Analysis of Mother Tongue Interference in Student's English Pronunciation at the Tenth Grade of MA Khozinatul Ulum Sari Bakti Seputih Banyak".

INTERVIEW

A. IMPLEMENTATION INSTRUCTIONS

- b. Write your name, roll number and class on the paper
- c. Answer the following questions and write the answers on paper (optional use Indonesian or English)

B. IDENTITY

Informant :
 Date and time :
 Address :

C. QUESTIONS

1. Do you like learning English? If yes, why?
 (Apakah kamu suka belajar Bahasa Inggris? Jika benar, mengapa?)
2. What are your difficulties in learning English?
 (Apa kesulitan kamu dalam belajar Bahasa Inggris)
3. Based on your opinion, is English important to learn?
 (Menurut pendapatmu, apakah Bahasa Inggris penting untuk dipelajari?)
4. There are four skills in English such as: listening, speaking, reading and writing.
 Which skills are the most difficult to learn?
 (Ada empat skill dalam Bahasa Inggris seperti : listening, speaking, reading, and writing. Manakah skill yang paling sulit dipelajari?)
5. Is pronunciation one of the skill that you want to masrer in English? (Apakah pronunciation merupakan salah satu skill yang ingin kamu kuasai dalam Bahasa Inggris?)

6. Have you ever did pronunciation practice?
(Pernahkah kamu praktik pronunciation?)
7. Have mr/mrs ever given assingment about pronunciation? (Pernahkah bapak/ibu guru memberi tugas tentang pronuciation?)
8. Are there difficulties when you do pronunciation practice?
(Apakah ada kesulitan ketika kamu melakukan praktik pronunciation?)
9. Do you feel confused to pronounce words in English?
(Apakah kamu merasa bingung untuk melafalkan kata dalam Bahasa Inggris?)
10. What is your mother tongue?
(Apakah bahasa ibumu) Contoh jawaban : Bahasa Indonesia/Jawa/Inggris/Sunda
11. Is mother tongue influence your pronunciation skill?
(Apakah bahasa ibu mu mempengaruhi kemampuan Bahasa Inggrismu?)
12. One of the good or bad the quality of pronunciation is about phonetic symbol, have you ever studied about phonetic symbol?
(Salah satu yang mempengaruhi baik buruknya pronunciation adalah phonetic symbol, apakah kamu pernah mempelajarinya?)

DOCUMENTATION





KELAS X (sepuluh)

NO	NAMA
1	ABI FATUR ROHMAN
2	AKHMAD MUZZAKI
3	AMANDA KHOIRUNNISA
4	ANA FATWATUL KARIMAH
5	ANGGUN RIZQYA DEWI
6	AYU RISMAWATI
7	AZRA LEVINA ADRISTIE
8	AZZAHRA AULIA PUTRI
9	BUNGA KUDIVA
10	DEVI OKTA FITRIANI
11	DIAH AYU THALITA
12	DIMAS STYA
13	HENGKY KURNIAWAN
14	KHUSNUL KHOTIMAH
15	LUTHFI IZZATUL QOLBI
16	MARSHA NAMIRA SOFIANTI
17	MAYA PUSPITA SARI
18	MUHAMMAD ROFIQ ANWAR
19	SALEM
20	SELPIA BRADETA
21	SHARIF HIDAYAT
22	SITI ELIS NUR INDAH SARI
23	
24	
25	



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-714/ln.28/S/U.1/OT.01/06/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : NUR SUSANAH
NPM : 1901050028
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901050028

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 19 Juni 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Inringulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507, Faksimili (0725) 47296
 Website: www.metroiainv.ac.id E-mail: iainmetro@metroiainv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Nur Susanah
 NPM : 1901050028
 Prodi : Tadris Bahasa Inggris
 Judul Skripsi : AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN STUDENT'S ENGLISH PRONOUNCIATION AT THE TENTH GRADE OF MA KHOZINATUL ULUM SARI BAKTI SEPUTIH BANYAK CENTRAL LAMPUNG

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Juni 2024

Ketua Prodi TBI



Dr. Much Deiniatur, M.Pd, Ph.D.
 NIP. 198801082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0834/In.28/D.1/TL.01/02/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **NUR SUSANAH**
NPM : 1901050028
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA KHOZINATUL ULUM SARI BAKTI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF MOTHER TONGUE INTERFERENCE INSTUDENT'S ENGLISH PRONOUNCIATION AT THE TENTH GRADE OF MA KHOZINATUL ULUM SARI BAKTI SEPUTIH BANYAK CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 01 Februari 2024



Kepala MA Khozinatul Ulum

MUSTOFA S.Pd.I

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



YAYASAN KHOZINATUL ULUM SARI BAKTI

MA . KHOZINATUL ULUM

KAMP. SARI BAKTI KEC. SEPUTIH BANYAK KAB.LAM-TENG

STATUS : TERAKREDITASI

NPSN.69726459 NSM.131218020037



Alamat / Jl. Kemakmuran Mawar Sari Bakti No. 2 Seputih Banyak Lam. Teng. Kode Pos 31146 Dji. 085311278129

Nomor : 014/MA.KU-209/SB.2/II/2024 Seputih Banyak, 08 Februari 2024
 Lampiran :-
 Perihal : Surat Balasan Research

Assalamu'alaikum Wr. Wb.

Menindak lanjuti surat permohonan izin Research yang diajukan oleh :

Nama : NUR SUSANAH
 NPM : 1901050028
 Semester : 10 (Sepuluh)
 Fakultas : Tarbiyah Dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : AN ANLYSIS OF MOTHER TONGUE INTERFERENCE INSTUDENT'S
 ENGLISH PRONUNCIATION AT THE TENTH GRADE OF
 MA KHOZINATUL ULUM SARI BAKTI SEPUTIH BANYAK
 CENTRAL LAMPUNG

Dengan ini saya selaku kepala Sekolah MA Khozinatul Ulum Seputih Banyak memberikan izin kepada yang bersangkutan untuk melaksanakan Research di sekolah kami.

Demikian surat ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Wassalamualaikum Wr. Wb.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-0833/In.28/D.1/TL.00/02/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA KHOZINATUL ULUM
SARI BAKTI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0834/In.28/D.1/TL.01/02/2024,
tanggal 01 Februari 2024 atas nama saudara:

Nama : **NUR SUSANAH**
NPM : 1901050028
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MA KHOZINATUL ULUM SARI BAKTI bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA KHOZINATUL ULUM SARI BAKTI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF MOTHER TONGUE INTERFERENCE INSTUDENT'S ENGLISH PRONOUNCIATION AT THE TENTH GRADE OF MA KHOZINATUL ULUM SARI BAKTI SEPUTIH BANYAK CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 01 Februari 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-0715/In.28.1/J/TL.00/01/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Syahreni Siregar (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: NUR SUSANAH
NPM	: 1901050028
Semester	: 10 (Sepuluh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN STUDENT'S ENGLISH PRONOUNCIATION AT THE TENTH GRADE OF MA KHOZINATUL ULUM SARI BAKTI SEPUTIH BANYAK CENTRAL LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 29 Januari 2024

Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.

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by 1 1



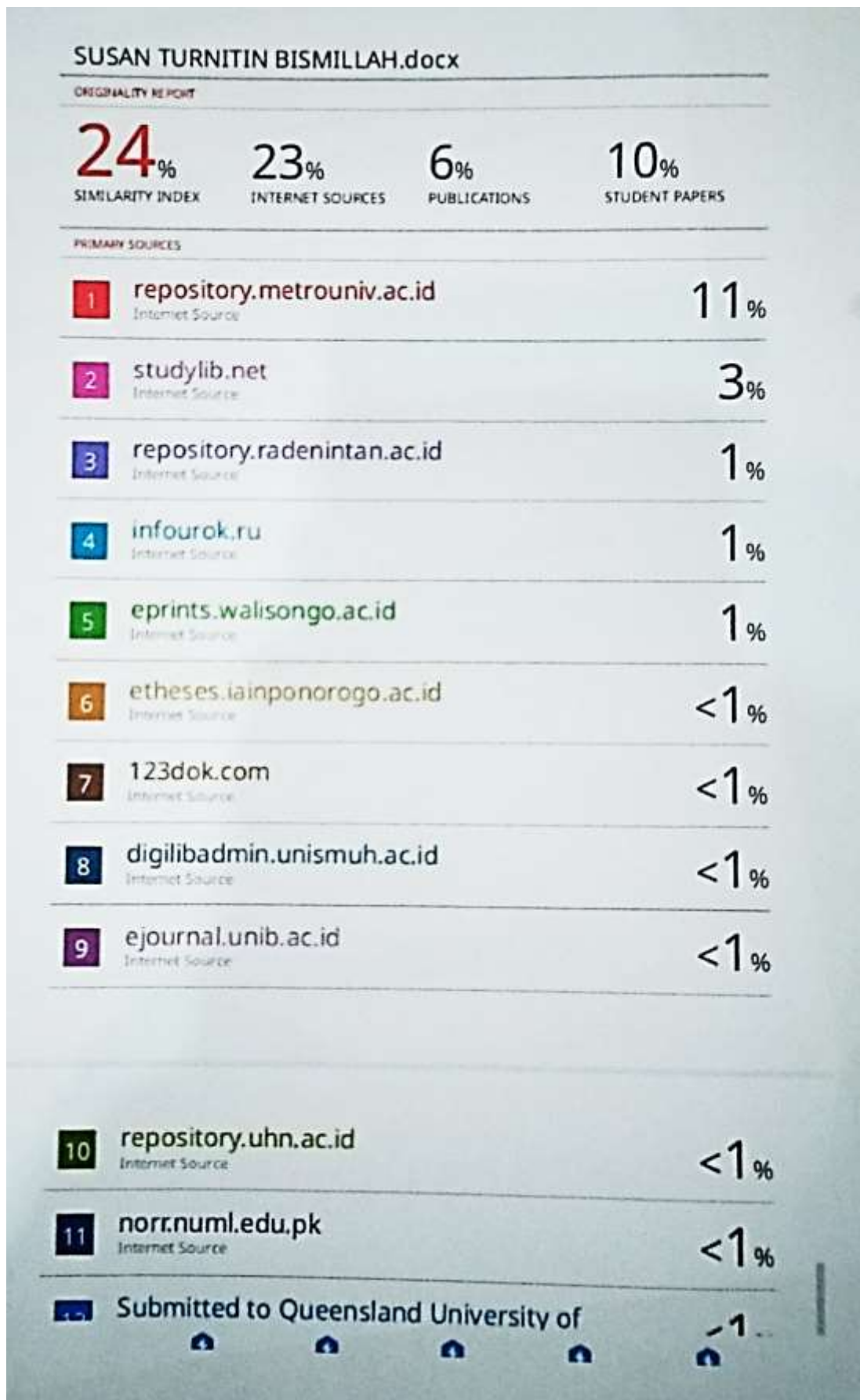
Submission date: 20-Jun-2024 01:16AM (UTC+0200)

Submission ID: 2398525494

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Nur Susantah
 NPM : 1901050028

Jurusan : TBI
 Semester : IX

No	Hari/Tanggal	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	3/10 2023	Konsultasi fitnah judul	
2	10/10 2023	- Review your background of study - Prior Research (the novelty) - Renc chapter II - Referensi - body of your typing	
3	17/10 2023	- Review again the background - Novelty & chapter III	
4	20/10 2023	ACC Research proposal	

Mengetahui
 Ketua Jurusan TBI

Dr. Much Deinitur, M.Pd
 NIP.198803082015031006

Dosen Pembimbing

Syahreni Siregar, M.Hum
 NIP.197608142009122004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KARTU KONSULTASI BIMBINGAN SKRIPSI
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : NUR SUSANAH Jurusan : TBI
NPM : 1901050028 Semester : X

NO	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda tangan mahasiswa
1.	Tuesday 07/05/2024	1	- Revisi chapter IV - The Data Analyst - Make cho table - Make it clear	
2.	19/03/2024	1	- Complete all the content of thesis (abstract, referens, and appendix) - make clear the interview result - make the table clear	
3.	18/04/2024	1	ACC and continue to muraqabah	

Mengetahui

Kepala jurusan TBI



Dr. Much. Dirlatur, M.Pd.,B.
NIP. 198803082015031006

Dosen Pembimbing,

Syahreni Siregar, M.Hum
NIP. 197608142009122004

CURRICULUM VITAE



The writer name is Nur Susanah. She was born in Kuningan, on November 6 2000. He is the only child of Mr. Juju and Mrs. Rohanah. She married in 2022, her husband's name is Irsadul Abidin and she already has one son named Muhammad Attaqi Rafandra. The writer lives with her husband in Ratna Chaton Village, Seputih Raman, Central Lampung. He completed his kindergarten education at Al Hidayah Sari Bakti Kindergarten in 2006. After that he continued his schooling at SDN 3 Sari Bakti and graduated in 2013. Then he completed junior high school at MTs Ma'arif 11 Seputih Banyak in 2016. Researcher then continued his education at high school at MA Ma'arif 03 Seputih Banyak, and graduated in 2019. In the same year, he registered as an undergraduate student in the IAIN Metro English Language Education Study Program. Researchers are people who like organizing and learning new things, so during college the researcher was active in several student organizations. In 2021, the researcher served as Secretary of Kopri in the Indonesian Islamic Student Movement (PMII) organization and was deactivated in early 2023. Apart from that, in the same year the researcher was also selected as the 2021 - 2022 FTIK Ambassador.