**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN STUDENTS' PRONUNCIATION AMONG THE ELEVENTH GRADERS OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2019/2020**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1442 H / 2020 M**

## NOTIFICATION LETTER

Number      :

Appendix    :

Matter       : **In order to hold the sidang munaqosyah of Vini Ayu Sugesti**

To:

The Honorable the Head of Tarbiyah Department

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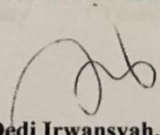
*Assalamu'alaikum, Wr. Wb*

      We have given guidance and enough improvement to research undergraduate thesis which is written by:

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                STUDENTS' PRONUNCIATION AMONG THE ELEVENTH

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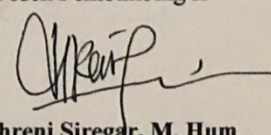
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the sidang munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

 

                                         Metro, 10 November 2020

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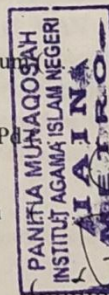The undergraduate thesis entitled AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN STUDENTS' PRONUNCIATION AMONG THE ELEVENTH GRADERS OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2019/2020. Written by: VINI AYU SUGESTI, Student Number 1601070054, English Education Department, has been examined (Munaqosyah Examination) in Tarbiyah and Teachers Training Faculty on Friday, 04 December 2020 at 09.30 - 11.30 a.m.

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# AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN STUDENTS' PRONUNCIATION AMONG THE ELEVENTH GRADERS OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2019/2020

## ABSTRACT

## BY : VINI AYU SUGESTI

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 eleventh graders at MAN 1 Lampung Timur. The method was used in this study was a qualitative method. The remaining 28 students from class XII IPA 1 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 eleventh graders at MAN 1 Lampung Timur is interlingual factor 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*

## STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

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States that this undergraduated thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, 04 December 2020

The Researcher

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

Metro, 04 December 2020

Penulis

**Vini Ayu Sugesti**
NPM 1601070054

# MOTTO

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝

*"...because with difficulty is surely ease..."*

*I've tried to change it, and now I learn that I should accept something that I*

*can not change.*

- *Dr. Dedi Irwansyah, M.Hum -*

**DEDICATION PAGE**

*I highly dedicate this undergradute thesis to :*

*My beloved parents and brother, Mr. Soleman, Mrs. Parjiyah and Wisnu Bagus Yusuf, for their endless love, understanding and supports to finish this undergraduate thesis.*

*All of the lecturers and staff of the Department of English Education at State Institute for Islamic Studies of Metro (IAIN METRO)*
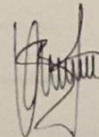
# ACKNOWLEDGEMENT

# TABLE OF CONTENTS

# LIST OF FIGURES

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is one of the most important languages but also as second and foreign language. In the development of English today, most of countries are adopted English as the official language or even just the foreign language. Particularly, in Indonesia, English is considered as the primary foreign language which is given more important than any of the other foreign languages being taught. This implies that English cannot be separated from both the education system of Indonesia and Indonesian students' daily activities. As the role of the tool in the students' daily life, English seems to be the basis on how much the students as the language learners can use and improve their spoken language.

In foreign language learning, EFL students will always encounter some difficulties or problems in mastering it. When they are learning it, they often make mistakes in their pronunciation. Exactly, these problems are caused by the different systems of mother tongue and those of foreign language especially English. Foreign language learners sometimes get difficulty in mastering English. It happens because of the interference of first language into English. So, what they find difficult will depend on the degree and mature of what they have obtained on English. There are many factors which influence the problems in learning English; one of them is because of

interference of first language. In this case, the researcher would like to do a research about mother tongue interference in the students' pronunciation among the eleventh graders at MAN 1 Lampung Timur.

As the researcher found in the location of the study at MAN 1 Lampung Timur among the eleventh graders, there are many specific problems faced by the students in their pronunciation. Firstly, the students are having so much time to think before pronuncing something and sometimes they have no idea how to pronunce it. Secondly, the students have not learned phonetic symbol yet. Thirdly, the students' mother tongue also gives the contribution in their problems.

In line with the pronunciation problems above, pre-survey was conducted on Tuesday, 24 October 2019 at MAN 1 Lampung Timur. The pre-survey result are shown in the following table.

Figure1

Pre-survey Results of Pronunciation Skills of Eleventh Graders

at MAN 1 Lampung Timur
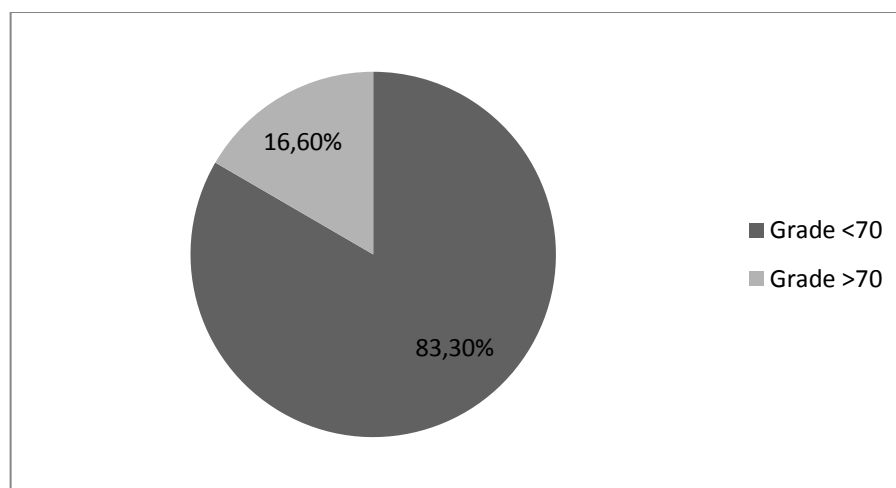
Based on the results of the pre-survey above, it is known that percentage of students whose pronunciation skill achieve the passing grade is 16.6%. Meanwhile, the percentage of students whose pronunciation skill do not reach the passing grade is 83.3%, it means that the percentage of students who do not reach the passing grade is greater than the percentage of students who reach the passing grade. Therefore, it is concluded that the pronunciation skills of the eleventh grade students are not satisfied.

Based on the pre-survey result, the researcher investigates the students' problems in pronunciation in form of insufficient English phonology mastery. The students' problems in pronunciation are also caused by their low motivation in pronunciation, and low interest in pronunciation practice in English.

One component of language that supports one's pronunciation skills is mastery of English phonology. One of the concepts of English phonology material that plays an important role in in determining the quality of student pronunciation is the understanding of phonetic symbol. Furthermore, one of the examples of mother tongue interference is provided in the sentence "sometimes accidents are caused by bad weather." In that sentence, students pronunce this sentence literally like they pronunce in Bahasa Indonesia. Students should pronunce according to the phonetic symbol.

Based on the illustration above, there is an attempt to analize the phenomenon of mother tongue interference in students' pronunciation. In this case, the researcher will analyze mother tongue interference in students'

pronunciation among eleventh graders at MAN 1 Lampung Timur. Therefore, the researcher constructs an undergraduate thesis entitled An Analysis of Mother Tongue Interference in Students' pronunciation among the Eleventh Graders at MAN 1 Lampung Timur in the Academic Year of 2019/2020.

## B. Research Question

From the background of the study above, the researcher makes some research question of the problem at MAN 1 Lampung Timur among the eleventh graders, such as:

1. What are the pronunciation problems faced by the students among the eleventh graders at MAN 1 Lampung Timur related to the mother tongue interference?

2. What are the most dominant types of mother tongue interference found in the students' pronunciation among the eleventh graders at MAN 1 Lampung Timur?

3. What are the solutions to solve these problems of mother tongue interference in the students' pronunciation among the eleventh graders at MAN 1 Lampung Timur?

## C. Objective and Benefit of Study

### 1. Objectives of the Study

There are some objectives of the study as follows:

a. To identify the pronunciation problems faced by student samong the eleventh graders at MAN 1 Lampung Timur related to the mother tongue interference.

b. To describe the dominant type of mother tongue interference found in the students' pronunciation among the eleventh graders at MAN 1 Lampung Timur.

c. To find out solutions to solve the pronunciation problems faced by students among the eleventh graders at MAN 1 Lampung Timur related to the mother tongue interference.

## 2. Benefit of the Study

Generally, the result of this research is expected to be useful anlyze the students' pronunciation performance. Spesifically, it is expected that the results research have the benefits as follows :

a. Firstly, it contributes an additional knowledge for the students and lecturers about pronunciation

b. Secondly, it is as an information about mother tongue inteference in students' pronunciation

c. As a reference for further studies

This study is expected to give more contributions as follows:

a. For the students

Hopefully, this study can be as the motivation for the students who are expected to be more motivated to speak, share their idea, and also improve their own performance in pronunciation. Hopefully, this

study can be as the motivation for student especially students of MAN 1 Lampung Timur. Therefore, this study would like to uncover phenomenon of the influence interference in students' pronunciation.

b. For the teachers

After knowing the results of this research, the teachers should look for  solution to overcome the students' problems in pronunciation.

c. For the other researchers

Hopefully, for the other researchers, this study can be used as the reference in order to build a prior knowledge and give a new idea for conducting the research.

## D.  Prior Research

This study was conducted by considering some prior researches as the guidance to analyze mother tongue interference in the students' pronunciation. In this research, the researcher takes three resarches as prior research. They are :

Firstly, the research which was conducted by Manan in 2017 from Universiti Teknologi MARA. Furthermore, the objectives of the first prior research were to know errors in malay students' writing. The first prior research concentrates on mother tongue interference. Beside that the first prior research uses qualitative research methods. This research and the first prior research have similarity and differentiation. The similarity is the research method. Both of the studies use qualitative research method. In

addition, both of the study analyze the same topic that is mother tongue interference. The first prior research focus on Mother Tongue Interference in the Writing of English while this research focus on Mother Tongue Interference in students' pronunciation[1]. The differentiation sample that the prior research used sample of malay learners while this research used sample of the eleventh graders students' of MAN 1 Lampung Timur. It can be concluded that the results of both studies also have differences.

Secondly, the research which was conducted by Mahmoud in 2017 from Aligarh Muslim University. 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.[2] 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 eleventh graders students' of MAN 1 Lampung Timur. It can be concluded that the results of both studies also have differences.

Thirdly, the research which was conducted by Hu in 2015 from University of San. Furthermore, the objective of the third prior research is to

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[1]Nor Ashikin Ab Manan et al., *"Mother Tongue Interference in the Writing of English as a Second Language (ESL) Malay Learners,"International Journal of Academic Research in Business and Social Sciences* 7, no. 11 (27 Desember 2017): Pages 1294-1301, https://doi.org/10.6007/IJARBSS/v7-i11/3566.

[2]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): 7.

know how Chinese immigrants' mother tongues influence their English learning. This research and the third prior research have similarity and differentiation. Both of the researches use qualitative research method. In addition, both of the researches analyze the same topic that Mother Tongue Interference in pronunciation. The differentiation sample that the prior research used sample of Chinese Immigrant in the United States whereas study used sample of the eleventh graders students' of MAN 1 Lampung Timur. It can be concluded that the results of both studies also have differences.[3]

Based on the prior research above, the researcher aims to conduct the research entitled an analysis of Mother Tongue Interference in students' pronunciation among the eleventh graders at MAN 1 Lampung Timur. This research is different with the previous research. It is shown by the advantages from this research. The previous research focuses on writing and classification of errors of the first language interference to learning English. Whereas, the research that will be conducted by the researcher is the research that explain about the pronunciation problems faced by the student samong the eleventh graders at MAN 1 Lampung Timur related to the mother tongue interference. It also focuses on types of mother tongue interference found in the students' pronunciation and solutions to solve the pronunciation problems faced by the students of MAN 1 Lampung Timur related to the mother tongue

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[3]Chaowei Hu,"Mother Tongue Interference in English Language Pronunciation of the Chinese Immigrant in the United States," A Field Project Presented to The Faculty of the School of Education International and Multicultural Education Department on 12th October 2015, 80.

interference. Therefore, this research is important as the reference in education. It can be used by the students, teachers and the other researchers as the reference of their purposes.

# CHAPTER II

# REVIEW OF THE LITERATURE

## A. The Concept of Pronunciation

### 1. Definition of Pronunciation

Pronunciation is production of sounds used to create meaning. English learners should learn pronunciation skills when learning English. Since it is known that the main purpose of language is communication. Pronunciation play a central role in language education throughout the community. Furthermore, different accents or different sounds cause different meanings. Non-native speakers make mistakes when learning English.[4]

Moreover, English pronunciation is one of the most difficult skills to acquire and students have to spend a lot of time to improve their pronunciation. Comprehensive pronunciation is one of the basic requirements of the students' ability and is one of the most important characteristics of language teaching. Good pronunciation leads to learning, while bad pronunciation promotes great learning difficulties.

The pronunciation is examined by repeating and correcting sounds when they are not reproduced accurately. When students begin to learn pronunciation, they acquire new habits and overcome the difficulties associated with their mother tongue. Pronunciation is the creation of a

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[4]Novalina 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, no.1 (2016) : 40.

sound system that does not interfere with communication from either the speaker or the listener. Pronunciation is a way of saying a word in an accepted way. Richard and Schmidt also defined pronunciation as a method of creating specific sounds.[5]

## 2. The Importance of Pronunciation

Pronunciation is important because it does not matter how good the students' words or grammar are when no one can understand it after a conversation. Next, students needs a practical command of the sounds, rhythms and cadences of English and how they fit together in the connected language. Students' good pronunciation can be understood even if they make mistakes in other areas, while those with unfamiliar utterances remain inaccessible, even if they express themselves through various vocabulary and complete grammar.[6]

English pronunciation is considered the most difficult to master and develop. This may be due to several factors, for example : the irregular correspondence between spelling and the influnce of the learning process on factors such as age, motivation, and level of exposure.[7]

Kenworthy stated that there are certain factors to learning acceptable pronunciation from some students without depending on their teachers.

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[5]Jack C. Richards, *LongMan Dictionary of Language Teaching and Applied Linguistics*, 4 ed. (Routledge, 2013), https://doi.org/10.4324/9781315833835.

[6]Lynda 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, 2009), 11.

[7] Phra 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 (International program), on March 17th, 2017,36.

These are the phonetic skills, the integrative motivation and the motivation for success of the learners. Few students know the value of good pronunciation. It is the teacher's responsibility to persuade the student to carefully learn pronunciation and help them pronounce the correct sound in English. Teachers should tell their students that their very first lesson in English is pronunciation. If students do not practice good pronunciation at the start of their learning process, they may not learn well. Therefore words must be learned in terms of their pronunciation. Otherwise the overall success of the learners can be impaired.[8]

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. The Measurement Rubrics of Pronunciation Score

In order to measure the quality of spoken performance, the researcher have to establish criteria of assessment. The researcher should not lose sight of this when evaluating non-native speakers. The presence of accuracy as a criterion in some of the rubric listed below :[9]

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[8]"Joanne Kenworthy, *Teaching English Pronunciation* (the United States of America: LongMan,1987), 8-9.
[9]Cyril J Weir, "Language Testing and Validation: An Evidence-Based Approach," t.t., 316.

Table 2

Analytic pronunciation criteria (Weir 1993)

| 4 | Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded. |
|---|---|
| 3 | Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension. |
| 2 | Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation. |
| 1 | Words are unintelligible. |

## B. The Concept of  Mother Tongue Interference

### 1.  The Definition of Mother Tongue

Mother tongue is a system of significant signs. When people want to express and understand something, they can automatically access information. From the point of view of sociology, the mother tongue means an identity and can define which community the person belongs to. From

the point of view of education, through the mother tongue, students can learn more efficiently and effectively from unknown linguistic sources.[10]

In addition, the mother tongue enables students to understand concepts, lexical or grammatical or academic terms. This shows that mother tongue is the language most familiar to the person and has been in contact with for a long time. The use of native language and translation serves as a tool to improve language skills. This shows that the mother tongue plays an essential role in learning language.[11]

The first language a person learns in childhood through seeing a mother is called the mother tongue. Mother tongue, also known as first language, is the first language a child comes into contact with in their environment.

Secondly, mother tongue is different from the first language. Mother tongue is the language of the parents, especially the language of the father, while the first language is the language of the environment. Generally, the word (mother tongue) is used as the child's first language. It is the primary language that occurs after a child is born around them. As time passes, this language inadvertently helps a child to read, write and speak better. Mother tongues help a child communicate with others by expressing their feelings, and needs. It is also known as native language. In addition, they reveal the

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[10] AbdulRahMan Al Asmari,"*Teachers' Perceptions about the Use of Mother Tongue in Saudi EFL University Classrooms: A Gender-line Investigation,"* Theory and Practice in Language Studies/Vol. 4, No. 10, pp. 2066-2075, October 2014, 2067.

[11] Ashairi SuliMan, "The Interference of Mother Tongue/Native Language in One's English Language Speech Production", *International Journal of English and Education*", no.3 (2014) : 358.

identity and nationality of the individual, and they differ from their origin. Mother tongue is a language that children or individuals acquire in the early years and which naturally becomes the medium of their thinking and communication.[12]

## 2. The Definition of Mother Tongue Interference

Interference is the interaction between linguistic and grammatical elements. Interference with the mother tongue means inhibition of the child's mother tongue in learning other languages in pronunciation and spelling. Interference in the mother tongue of the students is one of the current problems in teaching foreign languages. Communication between two people of different languages is a main reason for interference in the bilingual system. Interference is the presence of linguistic structures and structural elements of the mother tongue in the second language learning process. It is a departure from linguistic standards in spoken and written language.[13]

According to Lott there are three factors that cause language interference as follows:[14]

1) The interlingual factor. Interlingual transfer is an important source of information for language learners. This concept comes from a

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[12]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): 7.

[13] V.Radhika, "Interference of Mother Tongue in Learning English as Second Language," Thesis. presented for the degree of Doctor of Philosophy on June 2014.

[14]Ahmad Samingan, *"Syntactical Interference Found in EFL Students' English Composition"* 5, no. 2 (2017): 106.

contrasting analysis of schools of behavior learning. It emphasizes negative interference in its native language as the sole source of error.

2) The over extension of analogy. Typically, learners are wrong to use vocabulary (the same word in two languages with different languages or meanings) due to the similarity between the first language and the second language.

3) Transfer of structure. There are two types of transfers: positive transfers and negative transfers. Negative transfer refers to an instance of an error-induced transfer because the old habitual behavior is different from the new behavior being learned. In contrast, a positive transfer is the correct pronunciation because both the first and second languages have the same structure, but a negative transfer from the native language is called interference.

## 3. The types of Interference

According to Weinreich, there are three types of interference as follows :[15]

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

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[15] Marwah 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.

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

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. 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.

3) Lexical Aspect

Lexical interference may occur when one dictionary interferes with another. Interference is the use of the second language as a morpheme or first language word translation, or it can be as a simple word extension of the first language that extends the existing meaning to get a new word, or it can be a combination of the two.

4. **The Factors of Mother Tongue Interfernce in Students' Pronunciation**

Firstly, the factors that influence the interaction with the native language are the environment in which students live. The next reason is school area: teachers can not control students because they do not use their native language at school, but students use it when they talk to their friend. In addition, some students put a strong emphasis on their native language when speaking English. It influenced their pronunciation by their language.

As William Littlewood has stated in his book, Learning Foreign and Second Languages, the interference results from the fact that the student already knows the language to make sense of the new experience. In the case of mother tongue interference, the student uses the experience of their previous mother tongue as a means of organizing a second language phone.[16]

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[16]Jianping Luo, "A Study of Mother Tongue Interference in Pronunciation of College English Learning in China," *Theory and Practice in Language Studies* 4, no. 8 (1 Agustus 2014): 1702–6, https://doi.org/10.4304/tpls.4.8.1702-1706.

**CHAPTER III**

**RESEARCH METHOD**

**A. The Types and Characteristics of Research**

In this research, the researcher will analyze mother tongue interference in pronunciation. The researcher decides to use qualitative research to analyze mother tongue interference in students' pronunciation among the eleventh graders at MAN 1 Lampung Timur. According to Creswell, qualitative research is used to find and understand the importance of individuals or groups to social or human problems. Also, qualitative research means examining and understanding the problem of human beings or society through individuals or groups.[17]

Qualitative research is a study aimed at studying, and explaining the phenomenon. The understanding of the phenomenon can be achieved through description and study through narration. This means the research procedure, as a result of which descriptive data is written or discussed about the participants and the behavior that is observed. This also applies to descriptive research, which suggests gathering current information, identifying a problem, making comparisons or evaluations, and learning from other people's experiences to make a decision.

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[17] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed*(New Delhi: Sage Publications, 2003), 4.

The characteristic of this study is focused on descriptive qualitative research. The researcher will conduct a survey so that it can be used to describe and summarize the phenomena. The purpose of using surveys for descriptive research is to take good action on certain matters. Descriptive qualitative analysis includes a description of the general basic characteristics of the data. Descriptive qualitative research is useful because it can provide important information pertaining to the average member of the group.[18]

In conclusion, the purpose of this research is to investigate mother tongue interference in students' English pronunciation among the eleventh graders at MAN 1 Lampung Timur.

## B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary sources

The primary source is the original material on which the research is based. They are testimony or direct evidence on the subject under consideration. They present the information in their original form, are not interpreted by other researchers, and are not penalized or evaluated. The primary source of this research is the eleventh grades students of MAN 1 Lampung Timur. The total numbers of the students are 28 students.

2. Secondary sources

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[18]Geoffrey Marczyket et al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 1x6.

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 comes from interviews, journals, e-books and research articles.

## C.  Data Collecting Technique

Qualitative research generally follows an inductive process. This means that data collection taken from a process that analyzes data becomes a theory or interpretation. Creswell stated that "in many qualitative studies, research collects many forms of data and the natural environment sends a lot of time to collect information". Data collection is the accumulation of specific evidence that allows the researcher to properly analyze the results of all activities.

The data are needed in research to serve as the raw material used to produce the data. This provides specific direction and a specific response to the research request. Whatever the survey, it gives a clear answer to the survey. Data is very important for scientific research. In addition, data is needed to support various arguments in the search results.[19]

Qualitative research also has a set of tools along with data collection methods, including in-depth surveys, participant monitoring, and document

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[19]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International Publisher, 2006), 212.

analysis.[20] This researche uses the document to collect data. Researchers take documents from students' pronunciation in analytical expotition. While collecting the data, the researcher collects students' pronunciation results when they pronounce an analitical expotition text.

In this research, the researcher uses three techniques to collect the data, there are observation, documentation and interview.

1. Observation

   Observation is the process of collecting direct information by observing people and places at the research site.[21] Observation has both advantages and disadvantages as a form of data collection. Advantage include the opportunity to record information that arises in the situation, study actual behavior, and study individuals with different recording beliefs to verbally clarify their thoughts. Some disadvantages of the observations are that researchers are limited to the sites and circumstances they can access, where those sites may have synergistic effects with different individuals. This can happen if the individual is not accepted for formal research.

2. Documentation

   Qualitative researchers may use written documents or other documents to gain an understanding of the phenomenon under study. In this research, the researcher uses documents technique to collect the data.

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[20]Donald Ary et. al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengange Learning, 2010), p.32

[21]John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.

Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes. Accordingly, the secondary data needed are documented as data resource in the form of documentation. Furthermore, the researcher got the data form the result of students' writing descriptive text.

Qualitative researchers may use written documents or other form to understand the phenomenon under study.[22] In this study, researchers use a document technique to collect data. Document are a valuable source of information in qualitative research. Creswell mentioned that the document represent both public and private documents. Public documents are presented in the form of meeting minutes, official notes and newspapers. Examples of private documents include personal journal and diaries, letters and personal notes. Similarly, the required secondary data is documented as a data resource in the form of documentation.[23]

3. Interview

Interview occurs when the researcher asks one or more participants general, open-ended questions and take note their answers. It means that by interviewing the participants can best voice their experiences

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[22]*Ibid.*, 432

[23]Jhon W. Creswell, *Research Design* (California: Sage Publications , 2000), 180.

unconstrained by any perspectives of the researcher or past research findings. Interview provides useful information when the researcher can not directly observe participants, and the researcher permits participants to describe detailed personal information. Therefore, in this research the researcher will use interview to collect the data from the students.

Interviews are conducted when researchers ask common or open-ended questions to one or more participants and record their answers. This means that interviewers can best express their experience without mentioning the researcher's opinions or the results of previous studies. Interviews provide useful information when researchers cannot directly observe participants, and allow researchers to describe personal information in detail. Thus, the researcher in this study will use interviews to collect data from students.[24]

## D. Data Analysis Technique

An important part of the research is data analysis, as the result becomes a conclusion from all the studies. Data analysis means examining the tabulated material to determine the facts or the meaning of the characters. It involves breaking down existing complex factors into simple parts and combining parts into new mechanisms for interpretation purposes. Qualitative data usually takes the form of words (descriptions, observations, impressions and records). The researcher must organize and classify or encode a large mass of

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[24] John W. Creswell, *EducationalResearch: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4rd Ed,* (New Delhi: Pearson Education,2012),217.

data so that it can be described and interpreted. In qualitative research, data analysis has two aspects; aspects consist of text analysis and include the development of a description and topics.

The researcher would apply Miles and HuberMan model to analyze the data. The components of this analysis model are pictured by this figure :[25]

Figure 2

Analysis Components of Miles and Huberman Model
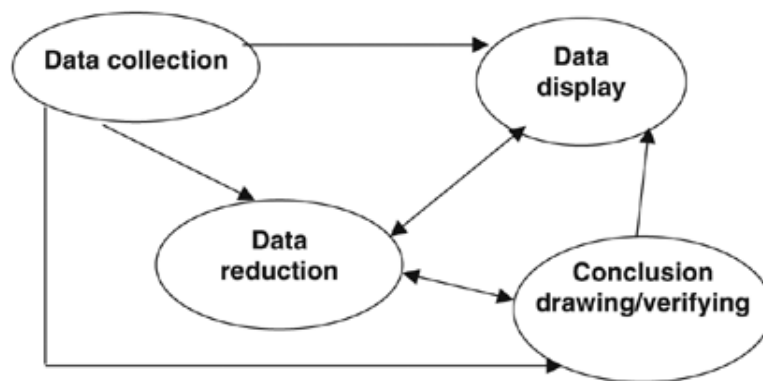


Data analysis by Miles and Hubermanmodel conducts the following steps:[26]

1) Data collection is the step when the researcher gather all data which are used to complete the research.

2) The researcher reduces the data he had gotten by summarizing and choosing specific things.

3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.

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[25]Michael HuberMan M. and Miles, *Data Management and Analysis Methods,* In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

[26] *Ibid.*

4) Lastly, the researcher verifies his research by making conclusion of data findings.

Therefore, it is concluded that data analysis serves some function of research data analysis, including; Make significant raw data, test the null hypothesis, get significant results, explain or generalize conclusions, and calculate parameters.

## E. Research Approach

In this research the researcher use six steps in the process of research, as follows:[27]

1. Identifying a Research Problem

    Researchers 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. Researchers 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

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[27] John W. Creswell, *Educational Research  Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002 ), 7.

heavy, so it is important to have a strategy for finding and reviewing the literature.

3.  Specifying a Purpose for Research

    If the research problem covers a larger problem, the researcher 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, researchers 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 researcher 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 researcher develops a written report and distributes the information to select audiences (such as teachers, administrators, parents, students).

# CHAPTER IV

# RESULT AND DISCUSSION

## A. Description of the Data

### 1. Research Setting

#### a. The History of Man 1 Lampung Timur

History of the establishment of MAN 1 Metro (MAN 1 Metro Lampung Timur) was founded in 1968, at first this Madrasah was named the Metro State Islamic Institute (SPIAIN) Preparatory School. This madrasah stands on the spirit of the Muslim community of Central Lampung to have a high school level school that is characterized by the Islamic religion. In 1970, this Madrasah was transformed into the Preparatory State Islamic Religion Aliyah Madrasah (MAAIN), with its headquarters in MAAIN Tanjung Karang which has now changed to MAN 1 Bandar Lampung. In 1978, this Madrasah was changed to Madrasah Aliyah Negeri (MAN) Metro Lampung Tengah, based on the Decree of the Minister of Religion of the Republic of Indonesia Number: November 30, 1978. In 1982, on SANURI, BA's leadership MAN Metro was able to buy a 1000 m2 plot of land and build a building on it. So that in 1983, MAN Metro moved to a location from MIN Metro to a new location in Banjarrejo Village 38B Batanghari, Lampung Timur Regency.In 1992, on Machrudi's leadership Period, MAN 1 Metro Lampung Tengah has developed a boarding school education pattern called Madrasah Aliyah

Special Class (MAKK). All students who enter the MAKK selection must live in a dormitory (boarding school). MAKK was born on the basis of the premise that the ability of MAN 1 Metro students can study more intensively and compete with other schools and MAN 1 Metro alumni can get more into their favorite universities, both at home and abroad. On this basis, MAN 1 Metro Lampung Timur has developed a boarding school education pattern until now.

In 1999, Central Lampung Regency was divided into the district of Central Lampung, East Lampung and Metro City, so MAN 1 Metro Lampung Tengah was included in the Batanghari District, LampungTimurRegency, so that it became MAN 1 Metro Lampung Timur. In 2005, at the time leadership of Drs. H. Moh. Luthfie 'Aziz Hf, MAKK (Boarding School) MAN 1 Metro received a charter for the establishment of a boarding school under the name Pondok Modern Al-Kahfi Banjarrejo. Giving this boarding school charter with the hope that the boarding school in MAN 1 Metro Lampung Timur will get more support and attention from the community, local government and central government as well as favorite universities in selecting outstanding students and supporting facilities for learning activities.

The name MAN 1 Lampung Timur was officially used since 17 September 2014 based on KMA No. 157 of 2014 which was originally the MAN 1 Metro Lampung Timur. The leadership of MAN 1 Lampung

Timur was continued by Drs. H. Imam Sakroni definitively 6 February 2016, previously led by Drs. H. Muh. Luthfie Aziz who entered retirement.

**b. Vision and Mission of MAN 1 Lampung Timur**

1) Vision

   Akhlakul Karimah, Excellent in Achievement, Professional and Religious

2) Mission

   - Carry out learning and guidance effectively so that each student develops optimally, according to their potential

   - Fostering the spirit of excellence intensively to all school members.

   - Encouraging and help each student to recognize his / her potential, so that they can develop optimally.

   - Fostering and encouraging excellence in the application of science, technology and art.

   - Fostering appreciation and practicing of the teachings of Islam and a good national culture so that competent students are created

   - Creating graduates who are qualified, high achievers, have high morals, and have devotion to Allah SWT

**c. School Identity of MAN 1 Lampung Timur**

Number of School       : 10816299

Name of School          : MAN 1 Lampung Timur

Adress                  : Jl. Lembayung 38 B Kec. Batanghari Lampung Timur

Postal Code       : 34381

**2. The Teachers and Official Employers at MAN 1 Lampung Timur**

The numbers of teacher and official employers in MAN 1 Lampung Timur can be identified as follows :

Table 3

Total the Teachers and Official Employers at MAN 1 Lampung Timur

| Teachers | 68 |
|---|---|
| Official Employers | 18 |
| **Total** | **86** |

**3. The Quantities of Students at MAN 1 Lampung Timur**

The quantities of students at MAN 1 Lampung Timur are 909 students that can be identified as follows :

Table 4

The Quantities of Students

| **Class X** | 120 | 191 | 311 |
|---|---|---|---|
| **Class XI** | 94 | 210 | 304 |
| **Class XII** | 92 | 202 | 294 |
| *Amount* | *306* | *603* | *909* |

## 4. The Building of MAN 1 Lampung Timur

MAN 1 Lampung Timur has  following buildings : 1 head master's room, teacher's room, 1 administration's room, 1 living room, 27 classroom, 1 library, 4 laboratory, 1 canteen and 2 parking area.

**5. Structure Organization at MAN 1 Lampung Timur**

Figure 3 Structure Organization at MAN 1 Lampung Timur in The Academic Year 2019/2020

```
                        ┌─────────────────────┐
                        │     Head Master     │
                        │ Drs. H. Imam Sakroni│
                        └─────────────────────┘
                                   │
              ┌─────────────────────┐
              │   The Head Of       │
              │ Administration Staff│
              │  Edi Julianto, S.Pd │
              └─────────────────────┘
                                   │
   ┌───────────┬─────────────┬─────────────┬─────────────┐
   │           │             │             │             │
┌──────────┐ ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│Principle │ │The Vice      │ │The Vice      │ │The Vice      │
│Of        │ │Principle Of  │ │Principle Of  │ │Principle Of  │
│Curriculum│ │Curriculum    │ │Infrastructure│ │Public        │
│M.Jaeni   │ │Drs. Ali Idris│ │Drs. H. Jumari│ │Relationship  │
│          │ │              │ │              │ │Drs. Didi     │
│          │ │              │ │              │ │Sudirman      │
└──────────┘ └──────────────┘ └──────────────┘ └──────────────┘
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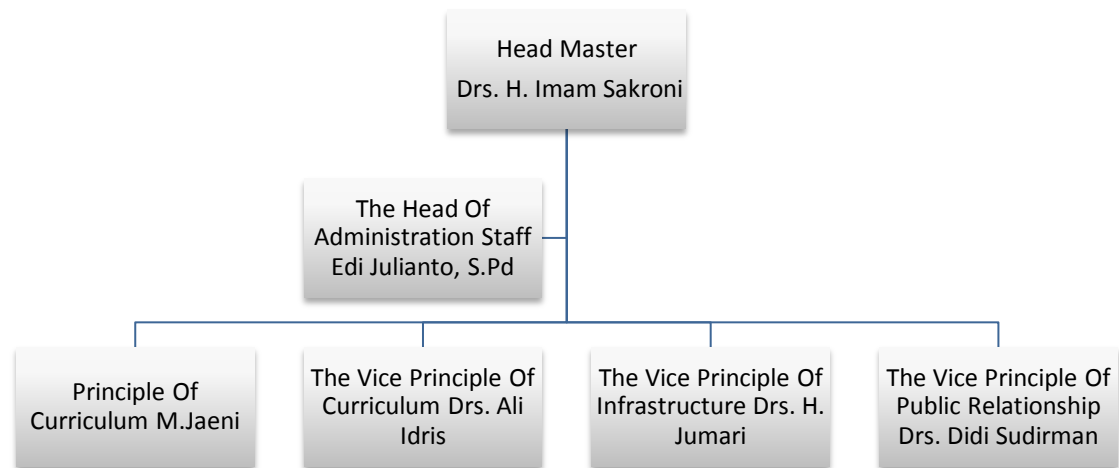
## 6. Location Sketch of MAN 1 Lampung Timur

Figure 4 Location Sketch of MAN 1 Lampung Timur
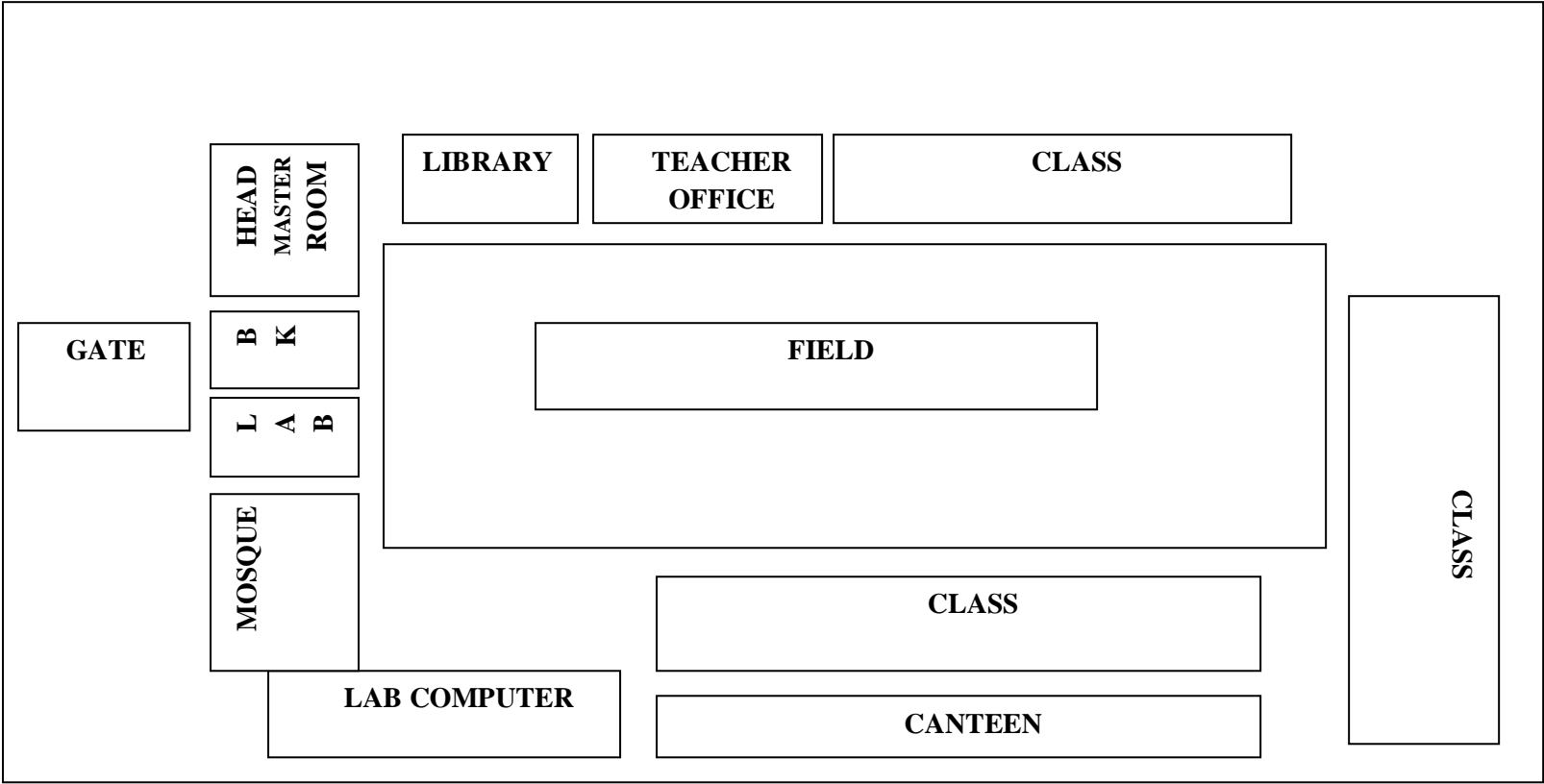
**B. Description of Data Analysis**

The data were gethered through interview and pronunciation observation with the students at MAN 1 lampung timur. The table below is a data display compiled from interview and pronunciation observation that show what are the pronunciation problems faced by the students, the most dominant types of mother tongue interference found in the students' pronunciation and solutions to solve the problems of mother tongue interference in the students' pronunciation among the eleventh graders at MAN 1 Lampung Timur.

**1. The Result of Observation**

Table 5

Student's pronunciations result

| NO | Student's Name | Analytical Pronunciation | Score |
|---|---|---|---|
| 1 | **AC** | The student had difficulties when pronunced : Nouns (diseases, medicine, shape, leisure, value), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental). | 39 |
| 2 | **AS** | The student had difficulties when pronunced : Nouns (risk, diseases, medicine, shape, leisure, benefits, value, problems, series, | 28 |

| | | advantage, health), Verbs (indicates, released, improve, reduced, associated, increased), adjectives (physical, longer, regular), and Adverb (safely, healthy). | |
|---|---|---|---|
| 3 | **AAW** | The student had difficulties when pronunced : Nouns (risk, diseases, medicine, shape, leisure, benefits, value, problems, series, advantage, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental), and Adverbs (healthy). | 28 |
| 4 | **AAR** | The student had difficulties when pronunced : Nouns (risk, diseases, medicine, shape, leisure, benefits, value, series, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive), and Adverbs (safely, helathy). | 27 |
| 5 | **DAMP** | The student had difficulties when pronunced : Nouns (risk, diseases, medicine, shape, leisure, benefits, value, problems, series, | 25 |

| | | advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental),and Adverbs (safely, healthy). | |
|---|---|---|---|
| 6 | **EDAL** | The student had difficulties when pronunced : Nouns (risk, diseases, medicine, shape, leisure, benefits, value, problems, series, advantages), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental), and Adverbs (safely, healthy). | 26 |
| 7 | **FMS** | The student had difficulties when pronunced : Nouns (risk, diseases, medicine, shape, leisure, benefits, value, problems, series, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental), and Adverbs (safely, healthy). | 25 |

| 8 | **HS** | The student had difficulties when pronunced : Nouns (shape, series). | 70 |
|---|---|---|---|
| 9 | **KSW** | The student had difficulties when pronunced : Nouns (diseases, medicine, shape, leisure, benefits, value, series, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental), and Adverbs (safely, healthy). | 27 |
| 10 | **KNC** | The student had difficulties when pronunced : Nouns (risk, diseases, medicine, shape, leisure, benefits, value, problems, series, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental), Adverbs (safely, healthy). | 25 |
| 11 | **KAW** | The student had difficulties when pronunced : Nouns (risk, diseases, medicine, shape, leisure, value, series, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), adjective | 28 |

| | | (physical, important, longer, regular, positive), and Adverbs (safely, healthy). | |
|---|---|---|---|
| 12 | **KD** | The student had difficulties when pronunced : Nouns (risk, diseases, medicine, shape, leisure, benefits, value, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental), and Adverbs (safely, healthy). | 30 |
| 13 | **MHN** | The student had difficulties when pronunced : Nouns (diseases, medicine, shape, leisure, benefits, value, problems, series, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, regular, positive, mental). | 29 |
| 14 | **MRN** | The student had difficulties when pronunced : nouns (risk, diseases, medicine, shape, leisure, benefits, value, problems, series, advantages, health), verbs (indicates, released, improved, reduced, associated, increased), adjective (physical, important, | 25 |

| | | longer, regular, positive, mental), and adverbs (safely, healthy). | |
|---|---|---|---|
| 15 | **MAP** | The student had difficulties when pronunced : Nouns (medicine, value, benefits), Verbs (released, improved, reduced, associated, increased). | 43 |
| 16 | **MF** | The student had difficulties when pronunced : Nouns (risk, diseases, medicine, shape, leisure, benefits, value, problems, series, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental), and Adverbs (safely, healthy). | 25 |
| 17 | **MAM** | The student had difficulties when pronunced : Nouns (diseases, medicine, shape, problems, series, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, regular, positive), and Adverbs (healthy). | 34 |
| 18 | **MDJ** | The student had difficulties when pronunced : Nouns (series) | 74 |

| 19 | **NA** | The student had difficulties when pronunced : Nouns (diseases, medicine, shape, leisure, benefits, value, problems, series, advantages), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, regular, positive), and Adverbs (healthy). | 30 |
|----|--------|----|----|
| 20 | **P** | The student had difficulties when pronunced : Nouns (diseases, medicine, shape, leisure, benefits, value, problems, series, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental), and Adverbs (safely, healthy). | 25 |
| 21 | **RRF** | The student had difficulties when pronunced : Nouns (diseases, medicine, shape, leisure, benefits, value, problems, series, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental), and Adverbs (safely, healthy). | 26 |

| 22 | **RMA** | The student had difficulties when pronunced : Nouns (diseases, medicine, shape, value, series, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental), and Adverbs (healthy). | 30 |
|---|---|---|---|
| 23 | **SPDN** | The student had difficulties when pronunced : Nouns (diseases, medicine, shape, leisure, benefits, value, problems, series, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental), and Adverbs (safely, healthy). | 26 |
| 24 | **SRD** | The student had difficulties when pronunced : Nouns (risk, diseases, medicine, shape, leisure, benefits, value, problems, series, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental), and Adverbs (safely, healthy). | 25 |

| 25 | **SR** | The student had difficulties when pronunced : Nouns (diseases, shape, benefits, value, problems, series), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (important, regular, positive, mental), and Adverbs (healthy). | 33 |
|----|--------|----|----|
| 26 | **SLAF** | The student had difficulties when pronunced : Nouns (risk, diseases, medicine, shape, leisure, benefits, value, problems, series, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, regular, positive, mental), and Adverbs (healthy). | 27 |
| 27 | **TZS** | The student had difficulties when pronunced : Nouns (risk, diseases, medicine, shape, leisure, benefits, value, problems, series, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental), and Adverbs (safely, healthy). | 25 |

| 28 | **UL** | The student had difficulties when pronunced: Nouns (risk, diseases, shape, leisure, benefits, value, problems, series, advantages, health), Verbs (indicates, released, improved, reduced, associated, increased), Adjective (physical, important, longer, regular, positive, mental), Adverbs (safely, healthy). | 26 |
|----|--------|----|----|

Based on the results of the research above, it is known that percentage of students whose pronunciation skill achieve the passing grade is 7.14%. Meanwhile, the percentage of students whose pronunciation skill do not reach the passing grade is 92.86%, it means that the percentage of students who do not reach the passing grade is greater than the percentage of students who reach the passing grade. Therefore, it is concluded that the pronunciation skills of the eleventh grade students are not satisfied.

Table 6

Pronunciation of Nouns

| NO | Words | Score precentage | | | |
|----|-------|------|------|------|------|
| | | **1** | **2** | **3** | **4** |
| 1 | Risk | 53,57% | 35,71% | 10,71% | - |
| 2 | Diseases | 89,28% | 3,57% | 7,14% | - |

| 3 | Medicine | 85,71% | 7,14% | 7,14% | - |
|---|---|---|---|---|---|
| 4 | Shape | 89,28% | 7,14% | 3,57% | - |
| 5 | Leisure | 78,57% | 14,28% | 7,14% | - |
| 6 | Benefits | 75,00% | 17,85 | 7,14% | - |
| 7 | Value | 85,71% | 3,57% | 10,71% | - |
| 8 | Problems | 71,42% | 21,42% | 7,14% | - |
| 9 | Series | 92,85% | 3,57% | 3,57% | - |
| 10 | Advantages | 82,14% | 10,71% | 7,14% | - |
| 11 | Health | 71,42% | 21,42% | 7,14% | - |

The table 6 pronounciation of nouns shows that there were 15-25 (53,57%-89,28%) students got the lowest score in nouns, it means that words are unintelligible. There were 1-10 (3,57%-35,71%) students got two score in words, it means that comprehension suffers due to frequent errors in rhythm and intonation. There were 1-3 (3,57-10,71) students got three score in nouns, it means that rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension and there were no students achieve four score in pronunciation.

Table 7

Pronunciation of Verbs

| NO | Words | Score precentage | | | |
|----|-------|------|------|------|------|
| | | **1** | **2** | **3** | **4** |
| 12 | Indicates | 89,28% | 3,57% | 7,14% | - |
| 13 | Released | 92,85% | 3,57% | 3,57% | - |
| 14 | Improved | 89,28% | 7,14% | 3,57% | - |
| 15 | Reduced | 89,28% | 7,14% | 3,57% | - |
| 16 | Associated | 92,85% | 3,57% | 3,57% | - |
| 17 | Increased | 92,85% | 3,57% | 3,57% | - |

The table 7 pronounciation of verbs shows that there were 25-26 (89,28%-92,85%) students got the lowest score in verbs, it means that words are unintelligible. There were 1-2 (3,57%-7,14%) students got two score in words, it means that comprehension suffers due to frequent errors in rhythm and intonation. There were 1-2 (3,57-7,14%) students got three score in verbs, it means that rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension and there were no students achieve four score in pronunciation.

Table 8

Pronunciation of Adjectives

| NO | Words | Score precentage | | | |
|----|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 18 | Physical | 82,14% | 10,71% | 7,14% | - |
| 19 | Important | 78,57% | 14,28% | 7,14% | - |
| 20 | Longer | 71,42% | 21,42% | 7,14% | - |
| 21 | Regular | 85,71% | 7,14% | 7,14% | - |
| 22 | Positive | 82,14% | 10,71% | 7,14% | - |
| 23 | Mental | 67,85% | 25,00% | 7,14% | - |

The table 8 pronounciation of adjectives shows that there were 20-24 (71,42%-85,71%) students got the lowest score in adjectives, it means that words are unintelligible. There were 2-7 (7,14%-25,00%) students got two score in words, it means that comprehension suffers due to frequent errors in rhythm and intonation. There were 2 (7,14%) students got three score in adjectives, it means that rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension and there were no students achieve four score in pronunciation.

Table 9

Pronunciation of Adverbs

| NO | Words | Score precentage | | | |
|----|-------|------|------|------|------|
| | | **1** | **2** | **3** | **4** |
| 24 | Safely | 64,28% | 25,00% | 10,71% | - |
| 25 | Healthy | 78,57% | 14,28 | 7,14% | - |

The table 9 pronounciation of adverbs shows that there were 18 and 22 (64,28%-85,71%) students got the lowest scorein adverbs, it means that words are unintelligible. There were 4 and 7 (14,28% and 25,00%) students got two score in words, it means that comprehension suffers due to frequent errors in rhythm and intonation. There were 2-3 (7,14% and 10,71) students got three score in adverbs, it means that rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension and there were no students achieve four score in pronunciation.

In conclusion,based on the result, most of the students  the researcher investigates the students' problems in pronunciation in form of insufficient English phonology mastery and the students' problems in pronunciation are also caused by their mother tongue. Furthermore, the analytical pronunciation related to mother tongue interference are provided in nouns (risk, diseases, medicine, shape, leisure, benefits, value, problems, series, advantages, health), verbs (indicates, released, improved, reduced, associated, increased),

adjective (physical, important, longer, regular, positive, mental), and adverbs (safely, healthy). However, most of the students got difficulties when pronunced verb (indicates, released, improved, reduced, associated, and increased). In these case, students pronunce the words literally like they pronunce in Bahasa Indonesia and javanese. Students should pronunce according to the phonetic symbol, because one component of language that supports one's pronunciation skills is mastery of English phonology. One of the concepts of English phonology material that plays an important role in in determining the quality of student pronunciation is the understanding of phonetic symbol.

## 2. The Result of Interview and Student's Pronunciation Result

Table 10

The Result of Observation

| NO | Students name | Pronunciation problems faced by the students | Interference types |
|----|---------------|----------------------------------------------|--------------------|
| 1 | **AC** | The Student's mother tongue is Javanese. The student confused how to pronounce words in English and she never studied the phonetic symbol. | Phonological Aspect |
| 2 | **AS** | The Student's mother tongue is Bahasa Indonesia. The student | Phonological Aspect |

| | | confused how to pronounce something and he never studied the phonetic symbol. | |
|---|---|---|---|
| 3 | **AAW** | The Student's mother tongue is Bahasa Indonesia. The students seldom do the pronunciation practice and she never studied the phonetic symbol. | Phonological Aspect |
| 4 | **AAR** | The Student's mother tongue is Bahasa Indonesia. The student confused how to pronounce words in English and she seldom do the pronunciation practice. | Phonological Aspect |
| 5 | **DAMP** | The Student's mother tongue is Bahasa Indonesia. The student confused how to pronounce words in English and she never studied the phonetic symbol. | Phonological Aspect |
| 6 | **EDAL** | The Student's mother tongue is Bahasa Indonesia. The student confused how to pronounce words in English and she never studied the phonetic symbol. | Phonological Aspect |

| 7 | **FMS** | The Student's mother tongue is Javanese. The student confused how to pronounce words in English and she seldom do the pronunciation practice. | Phonological Aspect |
|---|---------|---|---|
| 8 | **HS** | The Student's mother tongue is Javanese. The student do not have much problem to pronunce words in english and The student feels the environment is not supportive to do the pronunciation practice. | Phonological Aspect |
| 9 | **KSW** | The Student's mother tongue is Bahasa Indonesia. pronunciation is the most difficult skill for him and The student confused how to pronounce words in English | Phonological Aspect |
| 10 | **KNC** | The Student's mother tongue is Bahasa Indonesia. The student confused how to pronounce words in English and she never studied the phonetic symbol. | Phonological Aspect |
| 11 | **KAW** | The Student's mother tongue is Bahasa Indonesia. The student | Phonological Aspect |

| | | confused how to pronounce words in English and she never studied the phonetic symbol. | |
|---|---|---|---|
| 12 | **KD** | The Student's mother tongue is Javanese. The student does not interest to master pronunciation skill she never studied the phonetic symbol. | Phonological Aspect |
| 13 | **MHN** | The Student's mother tongue is Javanese. The student confused how to pronounce words in English, pronunciation is the most difficult skill for him and he never studied the phonetic symbol. | Phonological Aspect |
| 14 | **MRN** | The Student's mother tongue is Javanese. The student confused how to pronounce words in English and she seldom do the pronunciation practice. | Phonological Aspect |
| 15 | **MAP** | The Student's mother tongue is Javanese. The student confused how to pronounce words in English and she never studied the | Phonological Aspect |

| | | phonetic symbol. | |
|---|---|---|---|
| 16 | **MF** | The Student's mother tongue is Javanese. The student confused how to pronounce words in English and she never studied the phonetic symbol. | Phonological Aspect |
| 17 | **MAM** | The Student's mother tongue is Bahasa Indonesia. Pronunciation is the most difficult skill for him and The student confused how to pronounce words in English | Phonological Aspect |
| 18 | **MDJ** | The Student's mother tongue is Bahasa Indonesia. The student do not have much problem to pronunce words in english and the student feels the environment is not supportive to do the pronunciation practice but instead of what its, the student's also found difficulties in phonetic symbol. | Phonological Aspect |
| 19 | **NA** | The Student's mother tongue is Bahasa Indonesia. The student confused how to pronounce words | Phonological Aspect |

| | | in English and he seldom do the pronunciation practice. | |
|---|---|---|---|
| 20 | **P** | The Student's mother tongue is Bahasa Indonesia. The student confused how to pronounce words in English and she never studied the phonetic symbol. | Phonological Aspect |
| 21 | **RRF** | The Student's mother tongue is Javanese. The student confused how to pronounce words in English and she never studied the phonetic symbol. | Phonological Aspect |
| 22 | **RMA** | The Student's mother tongue is Bahasa Indonesia. pronunciation is the most difficult skill for him and The student confused how to pronounce words in English | Phonological Aspect |
| 23 | **SPDN** | The Student's mother tongue is Bahasa Indonesia. pronunciation is the most difficult skill for her and the student confused how to pronounce words in English | Phonological Aspect |

| 24 | **SRD** | The Student's mother tongue is Javanese. Pronunciation is the most difficult skill for him and The student confused how to pronounce words in English and she never studied the phonetic symbol. | Phonological Aspect |
|---|---|---|---|
| 25 | **SR** | The Student's mother tongue is Javanese. The student confused how to pronounce words in English and he never studied the phonetic symbol. | Phonological Aspect |
| 26 | **SLAF** | The Student's mother tongue is Javanese. Pronunciation is the most difficult skill for her and The student confused how to pronounce words in English. | Phonological Aspect |
| 27 | **TZS** | The Student's mother tongue is Bahasa Indonesia. The student confused how to pronounce words in English and she never studied the phonetic symbol. | Phonological Aspect |
| 28 | **UL** | The Student's mother tongue is Javanese. The student confused | Phonological Aspect |

| | | how to pronounce words in English and she never studied the phonetic | |
|---|---|---|---|

Based on the table of the interview results, most of the students spoke in Bahasa Indonesia and Javenese, because Bahasa Indonesia and Javenese are their mother tongue. Moreover, the researcher asked to the students "do they feel confused to pronunce words in english and have they ever studied about phonetic symbol?" and most of the students have the same answers, such as : the student confused how to pronounce words in English and they never studied the phonetic symbol. Moreover, the students thought that they found difficulties when pronounce words in English, because the way to pronounce words in Bahasa Indonesia and Javanese between english are different. Furthermore, the resercher also asked "does mother tongue interference their pronunciation", some of them said yes. They assumed that mother tongue interference their pronunciation.

Based on the results of the research above, it is known that percentage of students whose pronunciation skill achieve the passing grade is 7.14%. Meanwhile, the percentage of students whose pronunciation skill do not reach the passing grade is 92.86%, it means that the percentage of students who do not reach the passing grade is greater than the percentage of students who reach the passing grade. Therefore, it is concluded that the pronunciation skills of the eleventh grade students are not satisfied.

C.  **Description of Data Findings**

There are several factors that possibly contribute to the students pronunciation related the mother tongue interference. Based on the finding, the research of this analysis showed that there are some problems usually found in students pronunciation related to the mother tongue interference. In this case, there are three types of interference according to weinreich theory which is observed by the researcher such as the phonological aspect, grammatical aspect and lexical aspect.

Furthermore, the interview result showed that students   the most dominant types of mother tongue interference found in the students' pronunciation among the eleventh graders at MAN 1 Lampung Timur is phonological aspect.

First of all, phonology will help students a lot in this matter. For example, it would certainly help to anticipate what problems some speaking students might have, and find ways to solve their mother tongue interference in college English learning. Phonology is the study of voice patterns in various human languages, and speech sounds are physically different from each other in many ways, such as place of articulation, manner of articulation, and the voice. They can work in different languages in different ways.

Secondly, not only phonological knowledge, but also a little knowledge of language and dialect differences, is definitely needed for students in learning pronunciation.

Thirdly, students must be instructed to practice pronunciation. Teachers need to teach students that slow speech is much better than wrong-pronounced speech, and that teachers need to be aware of learner's pronunciation needs and problems. This is to reduce the difficulty of pronunciation of teachers with students by providing appropriate material to the students.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Firstly, based on the findings of the research and discussion, the researcher would like to conclude that the pronunciation problems faced by the studentsamong the eleventh graders at MAN 1 Lampung Timur related to the mother tongue interference the students of eleventh grade (class XII 1 IPA) at MAN 1 lampung timur in academic year 2019/2020 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.

Secondly, in this research there are two types of interference, namely : phonological aspect and grammatical aspect. Moreover, the most dominant types of mother tongue interference found in the students' pronunciation among the eleventh graders at MAN 1 Lampung Timur is Phonological Aspect.

Finally, the researcher found four solutions to solve the problems of mother tongue interference in the students' pronunciation found among the eleventh graders at MAN 1 Lampung Timur. The solutions are introducing phonetic symbols to students, speaking English when there is  English class, doing prounciation practice regularly, and listening to podcasts from native speakers.

**B. Suggestion**

Based on the conclusion above, the researcher suggests that the students should learn more about phonetic symbol because it is important to make us clear in pronunciation. Then, the teacher should give explanation clearly in pronunciation, especially about the phonetic symbol.

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# APPENDICIES

# Analytic Pronunciation Criteria

Student's Name :

| NO | Words | Score | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| **NOUN** | | | | | |
| 1 | Risk | | | | |
| 2 | Diseases | | | | |
| 3 | Medicine | | | | |
| 4 | Shape | | | | |
| 5 | Leisure | | | | |
| 6 | Benefits | | | | |
| 7 | Value | | | | |
| 8 | Problems | | | | |
| 9 | Series | | | | |
| 10 | Advantages | | | | |
| 11 | Health | | | | |
| **VERBS** | | | | | |
| 12 | Indicates | | | | |
| 13 | Released | | | | |
| 14 | Improved | | | | |
| 15 | Reduced | | | | |
| 16 | Associated | | | | |
| 17 | Increased | | | | |
| **ADJECTIVE** | | | | | |
| 18 | Physical | | | | |
| 19 | Important | | | | |
| 20 | Longer | | | | |
| 21 | Regular | | | | |
| 22 | Positive | | | | |
| 23 | Mental | | | | |
| **ADVERB** | | | | | |
| 24 | Safely | | | | |
| 25 | Healthy | | | | |
| **Final Score** | | | | | |

# PRONUNCIATION PRACTICE

**INSTRUCTION :** Bacalah text berikut ini dan videokan  saat membacanya.

Contoh video akan dikirim di grup Whatsapp"Penelitian B.inggris".

## The Importance of Physical Fitness

Why is Physical Activity and Fitness Important? There are some advantages when we get fitnes. Some of them are:

Physical activity is essential to prevent and reduce risks of many diseases and improve physical and mental health. It can even help you live longer, research from the American Journal of Preventative Medicine indicates that regular exercise can add up to five years to your life.

Physical activity also keeps you in shape so you can enjoy leisure activities and safely perform work and home chores. It offers great mental and social benefits as well. The Lancet released a series of studies that attribute positive outcomes to physical activity, including "a sense of purpose and value, a better quality of life, improved sleep, and reduced stress, as well as stronger relationships and social connectedness."

On the other hand, lack of physical activity is associated with increased risks of healthy problems.

**INTERVIEW**

**Instruction :**

1. Tulislah Nama, Nomor Absen dan Kelas di kertas

2. Jawablah pertanyaan berikut dan tulislah jawaban di kertas (boleh menggunakan Bahasa Indonesia atau Inggris)

**Interview Questions for Students**

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?
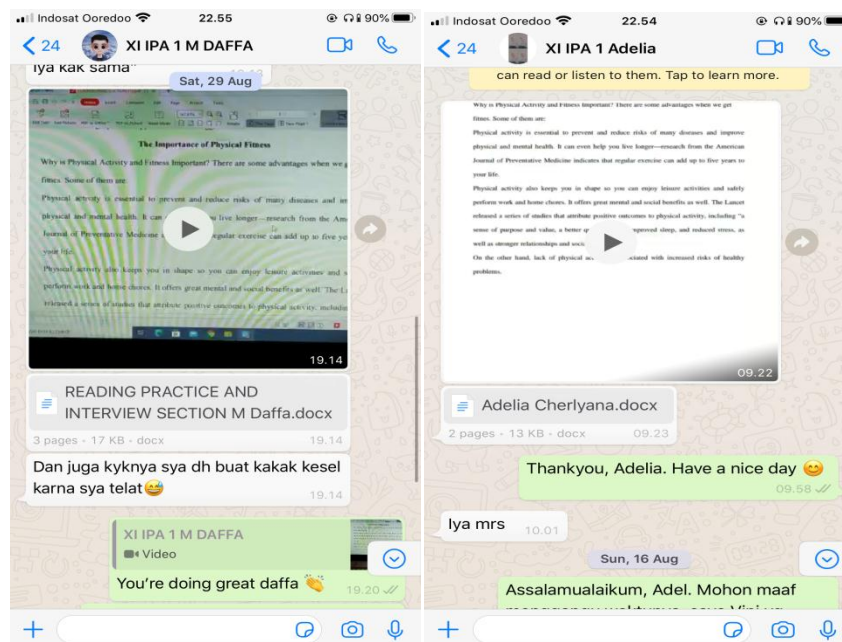
    (Salah satu yang mempengaruhi baik buruknya pronunciation adalah phonetic symbol, apakah kamu pernah mempelajarinya?)
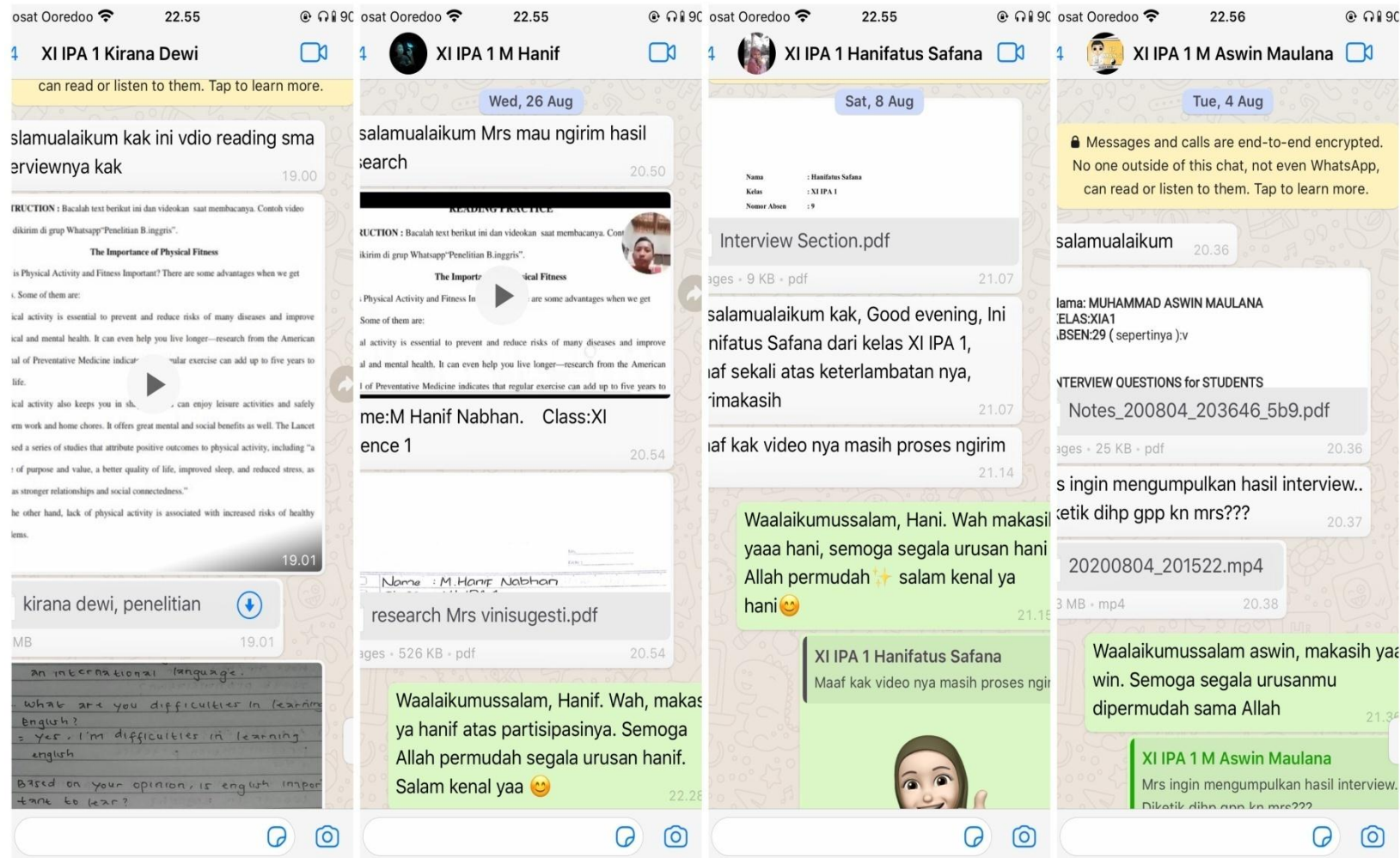
# THE DOCUMENTATION OF RESEARCH

1. ## Introducing



2. ## Interview and Observation through Whatsapp

can read or listen to them. Tap to learn more.

slamualaikum kak ini vdio reading sma
erviewnya kak
19.00

TRUCTION : Bacalah text berikut ini dan videokan saat membacanya. Contoh video
dikirim di grup Whatsapp"Penelitian B.inggris".

**The Importance of Physical Fitness**

is Physical Activity and Fitness Important? There are some advantages when we get

ical activity is essential to prevent and reduce risks of many diseases and improve
ical and mental health. It can even help you live longer—research from the American
al of Preventative Medicine indica... gular exercise can add up to five years to
life.

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of purpose and value, a better quality of life, improved sleep, and reduced stress, as
as stronger relationships and social connectedness."

he other hand, lack of physical activity is associated with increased risks of healthy
ems.
19.01

kirana dewi, penelitian
MB  19.01

an international language.

what are you difficulties in learning
english?
Yes. I'm difficulties in learning
english

Based on your opinion, is english impor-
tant to learn?

---

**Wed, 26 Aug**

salamualaikum Mrs mau ngirim hasil
search
20.50

TRUCTION : Bacalah text berikut ini dan videokan saat membacanya. Con...
dikirim di grup Whatsapp"Penelitian B.inggris".

**The Importa... sical Fitness**

Physical Activity and Fitness In... are some advantages when we get

al activity is essential to prevent and reduce risks of many diseases and improve
al and mental health. It can even help you live longer—research from the American
l of Preventative Medicine indicates that regular exercise can add up to five years to

me:M Hanif Nabhan.     Class:XI
ence 1
20.54

Name : M.Hanif_Nabhan

research Mrs vinisugesti.pdf
ages · 526 KB · pdf  20.54

Waalaikumussalam, Hanif. Wah, makas
ya hanif atas partisipasinya. Semoga
Allah permudah segala urusan hanif.
Salam kenal yaa 😊
22.28

---

**Sat, 8 Aug**

Nama      : Hanifatus Safana
Kelas     : XI IPA 1
Nomor Absen   : 9

Interview Section.pdf
ages · 9 KB · pdf  21.07

salamualaikum kak, Good evening, Ini
nifatus Safana dari kelas XI IPA 1,
aaf sekali atas keterlambatan nya,
rimakasih
21.07

aaf kak video nya masih proses ngirim
21.14

Waalaikumussalam, Hani. Wah makasi
yaaa hani, semoga segala urusan hani
Allah permudah ✨ salam kenal ya
hani😊
21.15

XI IPA 1 Hanifatus Safana
Maaf kak video nya masih proses ngir

---

**Tue, 4 Aug**

🔒 Messages and calls are end-to-end encrypted.
No one outside of this chat, not even WhatsApp,
can read or listen to them. Tap to learn more.

salamualaikum  20.36

lama: MUHAMMAD ASWIN MAULANA
ELAS:XIA1
BSEN:29 ( sepertinya ):v

INTERVIEW QUESTIONS for STUDENTS

Notes_200804_203646_5b9.pdf
ages · 25 KB · pdf  20.36

s ingin mengumpulkan hasil interview..
ketik dihp gpp kn mrs???
20.37

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3 MB · mp4  20.38

Waalaikumussalam aswin, makasih yaa
win. Semoga segala urusanmu
dipermudah sama Allah
21.3...

XI IPA 1 M Aswin Maulana
Mrs ingin mengumpulkan hasil interview.
Diketik dihp gpp kn mrs???

Nomor : B-2031/In.28/D.1/TL.00/07/2020

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
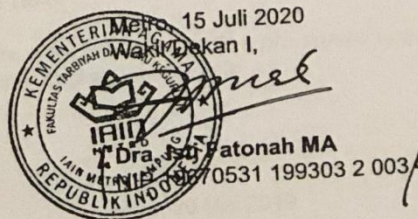Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2033/In.28/D.1/TL.01/07/2020, tanggal 15 Juli 2020 atas nama saudara:

| | | |
|---|---|---|
| Nama | : | **Vini Ayu Sugesti** |
| NPM | : | 1601070054 |
| Semester | : | 8 (Delapan) |
| Jurusan | : | Pendidikan Bahasa Inggris |

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN STUDENTS` PRONUNCIATION AMONG THE ELEVENTH GRADERS AT MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2019/2020".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 15 Juli 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor : B-1507/In.28.1/J/TL.00/05/2019
Lampiran : -
Perihal : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
   Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

| | | |
|---|---|---|
| Nama | : | **Vini Ayu Sugesti** |
| NPM | : | 1601070054 |
| Semester | : | 6 (Enam) |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | Pendidikan Bahasa Inggris |
| Judul | : | AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN STUDENTS' PRONUNCIATION SKILL AMONG THE ELEVENTH GRADERS AT MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2019/2020 |

untuk melakukan *pra-survey* di MAN 1 LAMPUNG TIMUR.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 20 Mei 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

# SURAT TUGAS
Nomor: B-2033/In.28/D.1/TL.01/07/2020

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

| | | |
|---|---|---|
| Nama | : | **Vini Ayu Sugesti** |
| NPM | : | 1601070054 |
| Semester | : | 8 (Delapan) |
| Jurusan | : | Pendidikan Bahasa Inggris |

Untuk :

1. Mengadakan observasi/survey di MAN 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN STUDENTS' PRONUNCIATION AMONG THE ELEVENTH GRADERS AT MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2019/2020".

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 : 15 Juli 2020

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Drs. H. Imam Sakroni
NIP. 19651204 199503 1001

Dra. Isti Fatonah MA
19670531 199303 2 003

25 Oktober 2019

Nomor     : B- 543 /Ma.08.01/PP.07.1/10/2019
Lamp      : -
Hal       : **Tanggapan Pra Survey**

Yth.

Ketua Jurusan Tadris Bahasa Inggris

Institut Agama Islam Negeri Metro

**Assalamu'aiaikum Wr. Wb.**

Berdasarkan Surat dari Institut Agama Islam Negeri Metro Nomor : B-1507/In.28.1/J/TL.00/05/2019

tanggal 20 Mei 2019 tentang Izin Pra Survey, Maka diberikan izin kepada:

Nama            : Vini Ayu Sugesti

NPM             : 1601070054

Program Studi   : Pendidikan Bahasa Inggris

Kepada nama tersebut telah melaksanakan Pra Survey di MAN 1 Lampung Timur dalam

rangka Penulisan Proposal Penelitian dengan judul "An Analysis Of Mother Tongue Interference

In Students Pronunciation Skill Among The Eleventh Graders At MAN 1 Lampung Timur In The

academic Year Of 2019/2020"

Demikian surat ini diberikan untuk dapat dipergunakan semestinya.

**Wassalamu'alaikum Wr. Wb.**

H. Imam Sakroni
NIP. 19951204 19950 3 1001

Metro, 12 Juni 2020

Nomor : B-1269/In.28.1/J/TL.00/6/2020
Lampiran : -
Perihal : **BIMBINGAN SKRIPSI**

Kepada Yth.,
1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum. (Pembimbing II)
Di-
   Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

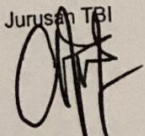| | | |
|---|---|---|
| Nama | : | Vini Ayu Sugesti |
| NPM | : | 1601070054 |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | TBI |
| Judul | : | An Analysis Of Mother Tongue Interference In Students' Pronunciation Among The Eleventh Graders At MAN 1 Lampung Timur In The Academic Year Of 2019/2020 |

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian
Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

*Wassalamu'alaikum Wr. Wb*

Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**
NIP.197506102008011014

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

## SURAT KETERANGAN BEBAS PUSTAKA
### Nomor : P-768/In.28/S/U.1/OT.01/09/2020

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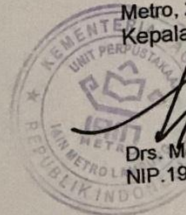
Nama : VINI AYU SUGESTI

NPM : 1601070054

Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070054.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 21 September 2020
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd
NIP.195808311981031001

**SURAT KETERANGAN**

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Vini Ayu Sugesti

NPM. : 1601070054

Fakultas : FTIK

Jurusan : Tadris Bahasa Inggris

Angkatan : 2016

Telah menyerahkan buku berjudul _Studying Bilinguals_

Metro,
Ketua jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

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**CURRICULUM VITAE**

Vini Ayu Sugesti was born on april 29[th,] 1998 in Mojopahit, Punggur. She is the second daughter from Mr. Soleman and Mrs. Parjiyah. She has a brother, his name is Wisnu Bagus Yusuf. she lives in mojopahit, punggur, lampung tengah.

She graduated from kindergarten of Tk Pertiwi Mojopahit and finished on 2004 and she continued her study at Mi An-Nur Guppi mojopahit and finished on 2010. Then, she continued her study at Mts Roudlotu Tholibin Guppi 03 Astomulyo and finished on 2013. After graduated from junior high school, she continued her study at Man 1 Lampung Timur and finished on 2016 and she continued her study as a student of Englsih Education Deparment of State Institue for Islamic Studies Metro.