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THE IMPACTS OF FIRST LANGUAGE ON STUDENTS' ENGLISH PRONUNCIATION

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Abstract
This study aims to investigate how and why the first language impacts English Pronunciation Errors. The research design was a case study in the form of qualitative research using contrastive analysis principles to analyze the data. The participants selected were five students from various regions in Indonesia, that was Sunda, Batak, Jakarta, and Java. Each participant in this research studied English as a foreign language in the fourth semester at the Department of English Education at Universitas Tidar. Recorded pronunciation tests and interviews were used to collect data. Online phonetic transcription was used to find errors and transcribe them into phonetic symbols in this study. The finding of this study was the problems of long vowels, consonant sounds, words, and emphasis at the beginning, end, and middle have their respective differences according to their region. Even though the influence of the mother tongue on English pronunciation is quite strong, several methods and techniques can be applied to reduce problems in pronouncing English words.

Keywords: dialect, first language, pronunciation error

Introduction
Language is an inseparable part of human life because, with language, one can convey intentions and desires to others. According to Chaer and Agustina (2004), language is a system, meaning that it can be formed by several components that have a fixed pattern and can be calibrated. A language is a communication tool owned by humans, namely in the form of a sound symbol system originating from the human speech organ or mouth. Language is also a unifying tool of the nation. The role of language in human life is very large; almost all activities carried out by humans require language. Language can help to get information, increase knowledge, and help in communicating (Delimasari, 2023). According to Santana (2016), there are many types of language, roughly sortable into three classes of ontologies, one psychological, one social, and one abstract.

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Indonesia is known as a country that has various tribes and languages. The diversity of languages in Indonesia is caused by differences in cultural background, history, and geographical location in Indonesia. The influence of language diversity causes the linkage of one language to another. According to Arevi and Ratmanida (2020), Indonesians are used to pronouncing words the same way they are spelled, which creates vowel sounds. The language has different dialects. Gormandy (2022) assumes that there is very often interference in communication caused by these different dialects. The particular word used, characteristic syntactic construction, certain ways of expressing negatives, plurals, tense, and so on (Miller, 2002). Dialects are defined as branches of a language. In this branch, different terms are used for different things. Dialects are formed in a particular region, and each region has different dialects. So that everyone who occupies a certain area will have a different dialect from someone who occupies another area. According to Siregar (2017), dialect refers to distinctive features at the level of pronunciation vocabulary, and sentence structure. Pronunciation is one of the most important considerations when communicating so that communication can be understood and run well (Rahayu et al., 2019; Suryaleksana et al., 2022). According to Sakul (2013), pronunciation skills are of great substance for successful oral communication to take place since it is a prominent feature of communicative competence. Based on the description above, it can be stated that dialect is a variation of the language of a group of speakers in the form of local speech, which is an assessment of the results of comparison with one of the other isolects, which is considered superior.

According to Putra (2017), English-speaking ability embodies the correct pronunciation and intonation and directly affects proper communication in conversation. The definition of a vowel is the pronunciation produced by humans when the breath flows out through the mouth without being obstructed by teeth, tongue, or lips (Cambridge, 2003). Pronunciation is the act or manner of pronouncing words, the utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word is spoken, using phonetic symbols (EnglishClub, 2023). Gilakjani (2016) assumes that pronunciation is a set of habits for producing sounds. According to Devarakonda (2022), when speaking the same language, everyone's pronunciation is just right. This allows people to distinguish one another through their voices, dialects, and accents. The habit of producing sound is acquired by repeating it over and over again by being corrected when it is pronounced wrongly. The ability to achieve correct pronunciation is a challenge for learners of English. One important factor that influences pronunciation acquisition is the learner's first language. This literature review aims to explore the impact of the first language on English students' pronunciation skills. One important factor that influences pronunciation acquisition is the learner's first language.

The first language always affects the second, even a foreign language, English. As a Lingua Franca, English has the function of bridging communication between two parties with different cultural and linguistic backgrounds in the context of international relations (Arochman et al., 2023). This makes English the most widely used language in the world. If someone masters English, they can communicate with people in various countries easily. However, not everyone can speak English well, like a native speaker, especially if that person has a distinctive dialect. Someone's dialect is very attached to their first language. According to Uy

(2023) the term "first language" refers to the language that a person is most familiar with and speaks most often. According to Dictionary.com (2023) typically, the first language is the language that a person hears and learns in the years following birth.

The term first language is largely distinguished from other terms, such as "mother tongue," as this generally refers to the language of a collective group rather than that of an individual. The term “mother tongue” refers to a traditional/conventional family situation where the mother is the person who transmits the language to the child and is the main provider of input in that language for the child in their first years (Arniatika, 2023; Limacher-Riebold, 2021). According to BIS HCMC (2016), the importance of a first language, mother tongue, or home language is the language spoken by parents at home. The first language is also distinguished from the "second language," which pertains to the language that a person speaks less fluently. According to Blanco (2022), some accents are easier to pronounce or understand for some people, but it's all about the person`s personal language experience. So, it is very difficult to get rid of the dialect when speaking in a foreign language, such as English. In English pronunciation, often, people whose dialect is very attached will find it difficult to pronounce English properly (Wahyuningsih et al., 2023). This results in misunderstandings and communication not running smoothly.

As happened in Indonesia, the first language of people in Indonesia varies depending on the regional language. There are those whose first language is Javanese, Sundanese, Batak, and others. Each of these languages has very different dialects, different languages, and different pronunciations. This is quite interesting to study because there are often differences between the several languages. According to Purwaningrum and Pangestu (2021), the difference can be seen in the phonological and lexical elements. To realize a meaning, there are differences in pronunciation and choice of words used by each speaker. Sometimes speakers of language dialects do not fully understand each other's language. According to Junaidi et al. (2016), a dialect is a variation of the language of a group of speakers whose number is relative, which is in a certain place, region, or area. It can be concluded that a dialect is a variation of the language of a group of speakers that can be compared with other dialects. Therefore, this study aims to investigate how and why the first language impacts English Pronunciation Errors.

Method

The design used in this study was a case study approach. This was consistent with the goal of a complete and deep understanding of one or more cases. The instrument used in this study was a test. Research instruments are tools needed or used to collect data (Alhamid & Anufia, 2019; Arochman et al., 2023). In this study, researchers used English pronunciation tests and recordings of each participant's performance to generate data. In the next step, the researchers described the process of obtaining the data for this study. The first step was for the researchers to determine the type of research method to be used. In this study, data collection was done through interviews and tests. After that, the researchers determined the interview and test materials. The researchers used the reading text, which was the test material for the sample, and for the interview instrument, the researchers asked several questions. The reading text chosen by the researchers was the text from the internet, which the researchers thought was sufficient test material for the sample.

In addition, researchers asked questions based on the objectives of this study. After determining the instruments and materials, the researchers began by looking for research subjects. The subjects of this study were fourth-semester students studying English teaching at Universitas Tidar. Sampling techniques were used to select native speakers from students in the dark regions of Java, Sunda, Sumatra, and Jakarta. Subjects were then named JAV1, S1, SM1, and JKT1. Then, after all the instruments, materials, and subjects were ready, the researchers began processing the data. Interviews and tests were carried out in rotation from the first sample to the last. For example, subjects were asked to read a text from the British Council Reading Comprehension.

Recordings of the subject's pronunciation were then analyzed using an error analysis procedure. The pronunciation test was designed to measure students' errors in phonetic and phonological aspects. It consisted of four parts: consonants, vowels, stressed words, and intonation. There were voiced and voiceless consonants. Vowels consist of short vowels, long vowels, and diphthongs (Learning Academy, 2016). Word stress consisted of initial, middle, and final stress for each word. Finally, there was falling intonation and rising intonation. In this study, researchers recorded the results of interviews and tests that have been carried out on the sample. The results of the recording were then analyzed by the researchers. Finally, it later produced data for this study. Due to the different regions of the subjects, researchers mispronounced them in interviews to get more information. Two results were transcribed, coded, and analyzed to answer the research question.

Findings and Discussion

Based on the data analysis result, it is possible to obtain data that students in the Java region have difficulties pronouncing English on vowels, consonants, stressed words, and intonation. Researchers found that subjects made, on average, several mistakes in reading comprehension tests given by researchers. Of the four students, the researchers found that the students had different ways of articulation in producing English sounds. After the observation, the researchers conclude that the most common mistakes Java students make.

English vowel

A vowel is a sound/sound that doesn't block air through the mouth, or in Indonesian, it's closer to a vowel sound, but it's a little bit surgical. Example of vowel sounds: / ɪ / iː / ʊ / uː / e / ɜː / ə / ɔː /. According to George (2022), the vowel in English is divided into two groups: short vowels and long vowels. A short vowel is noticeably shorter than a long vowel. The example of short vowel is /ɪ/, /e/, /æ/, /ʌ/, /ʊ/, /ɒ/, /ə/. Meanwhile, the example of a long vowel is /iː/, /uː/, /ɑː/, /ɔː/, and /ɜː. Meanwhile, all letters that are not included in the vowel are called consonants, which are where the air is blocked somehow before leaving the mouth. Despite only a few letters, these vowels are very important in spelling, pronunciation, and grammar. Whereas consonants are, A consonant is a sound that we make by blocking air through the mouth or nose. We hold it in with our lips, tongue, teeth, upper mouth, and back of the throat. Examples of consonant sounds are /p/, /f/, /θ/, /t/, /s/, /ʃ/, /ʧ/, /k/. The modification of the English Vowel can be seen in Table 1 as follows.

Table 1. Modification of English vowels

No.	English vowel	Modification (Javanese, Sundanese, Bataknese, Betawinese)	Words
1.	/ə/mid-central sound	/ɛ/ mid front lax unround vowel /ə/mid central stressed vowel /ɛ/ mid front lax unround vowel /ɛ/ mid front lax unround vowel	Oxygen
2.	/iː/ high front unrounded vowel	/ɪ/ high front lax unround vowel /iː/ high front unrounded vowel /iː/ high front unrounded vowel /iː/ high front unrounded vowel	Teams
3.	/aʊ/ low central unrounded vowel- high back lax round vowel	/ɔʊ/ low back round vowel- high back lax round vowel /ɔʊ/ low back round vowel- high back lax round vowel /ɔʊ/ low back round vowel- high back lax round vowel /aʊ/ low central unrounded vowel- high back lax round vowel	Mount
4.	/æ/ low front unrounded vowel	/ʌ/mid-central unstressed vowel /ʌ/mid-central unstressed vowel /ɛ / mid front lax unround vowel /æ/ low front unrounded vowel	Mask

From the data analysis in Table 1, it can be concluded that the average research subject makes mistakes in pronunciation. From all the existing vowels, the research subject made mistakes in several vowels, as in vowels /ə/ mid central sound, /iː/ high front unrounded vowel, /aʊ/ low central unrounded vowel- high back lax rounded vowel, /æ/ low front unrounded vowel. From the findings data on vowels, the research subject made a lot of mistakes in pronouncing the vowels /ə/ and /aʊ/.

On the vowel /ə/, especially for the word “oxygen” which is in the text, on average, the subject thinks of a different pronunciation than it should. The subject uses the vowel /ɛ/ in the word “oxygen” even though the vowel /ə/ is supposed to be used. This can cause the listener to misunderstand what the subject is talking about. In the vowel /iː/ used in the word “teams,” one of the subjects made a mistake in pronouncing it. the subject uses the vowel /ɪ/ in pronouncing the word “teams" In that word, you should use the vowel /iː/ because, in this pronunciation, you should use a long vowel instead of a short vowel. Likewise, for other vowel errors. On average, the subjects made mistakes because they replaced what should have short vowels with long vowels and vice versa. When they should have used long vowels, they used short vowels. However, not all subjects make mistakes. There are subjects whose pronunciation is correct.

English consonant

Consonants are one part of linguistics that is easy but more complicated to understand. According to Vocabulary.com, the notion of a consonant is a letter that is not a vowel. So, every letter that isn`t A, E, I, O, U, and sometimes Y is a consonant. A consonant is a speech sound that is not a vowel. It also refers to letters of the alphabet that represent those sounds: Z, B, T, G, and H are all consonants. In

the following Table 2, there was an analysis of consonants that was conducted by researchers.

Table 2. Modification of English consonants

No.	English vowel	Modification (Javanese, Sundanese, Bataknese, Betawinese)	Words
1.	/z/ voiced alveolar fricatives	/s/ voiceless alveolar fricative /z/ voiced alveolar fricatives /z/ voiced alveolar fricatives /z/ voiced alveolar fricatives	Easily
2.	/ð/ voiced fricative	/t/ voiceless, alveolar /t/ voiceless, alveolar /t/ voiceless, alveolar /t/ voiceless, alveolar	With
3.	/`s/ voiceless alveolar fricative	/k/ voiceless velar /c/ voiceless vocal tract /s/ voiceless alveolar fricative /k/ voiceless velar	Ascend

In the consonant section in Table 2, some subjects also made the mistake of substituting another consonant. As an example of the word "easily"; there is a subject replacing it with the consonant /s/, so the pronunciation becomes /ˈisəli/, while the correct pronunciation should be /ˈizəli/; doing so can result in miscommunication when interacting with other people. Likewise, with other consonants. The subject also made a mistake by replacing it with another consonant so that their pronunciation was difficult to understand. Likewise, with the other consonant. In the table of consonants, the researcher found the same error as the previous consonant. It is the consonant /ð/. In this consonant, the subject has to pronounce which tongue is in a wide part of the upper teeth all the way around. The very tip of the tongue comes out between the upper and lower front teeth. The tongue is relaxed. But the subject always pronounces this consonant /ð/replaces it with this consonant /t/. So, changing the pronunciation of the word will result in someone not understanding what someone is saying. All the subjects pronounce the word "with" with the pronunciation /wɪt/ when they should say it with the pronunciation /wɪð/.

Discussion

The results of this study show that most students make mistakes in English pronunciation. Pronunciation is one of the important things for someone learning English, especially if taking English courses. If they make mistakes in pronunciation, they can also be wrong with others. Based on the results of observations related to pronunciation made by several English students who come from different regions, 4 of them often make mistakes in the pronunciation of vowels and consonants. The researcher identified the difficulties faced by students by identifying the test results and through field notes made by the researcher during the research activities. The results can be used as the main points of difficulties faced by students in English pronunciation as follows:

Difficulty in eliminating the influence of the mother tongue which is still strong.

Some students experience the following problems, namely problems when eliminating the influence of the mother tongue. This mother tongue influence causes students to feel difficulty when pronouncing English more naturally. When they pronounce English, the words that are heard tend to be more characterized by the mother tongue, for example, the research subjects who come from Java, Sumatra, Jakarta, and Sunda. According to the interviews, they tend to use their accent when speaking English. According to them, it is a difficult thing to get rid of, but by saying English with their accent, their communication partner still understands what they are saying.

Difficulty in pronouncing consonants and vocal sounds correctly

Often, students mispronounce consonant and vocal sounds in English. This is due to the difference in pronunciation of sounds, especially in some different regions. In the subject of the study, the researcher provided several examples of subjects who came from several different regions to analyze their English pronunciation and whether it would be the same as the accent in the region or not. As the results of the research conducted, all subjects still use accents that are in their respective regions. The consonants and vowels they pronounce are also the same as the accents in their respective regions. For example, female students from Java. In the sample who came from Java, on average she was wrong in the pronunciation of vowels. For example, the vowel /ə/, in the word "oxygen" in the text, should be pronounced using the vowel /ə/, but the subject instead uses the vowel /ɛ/. So that the resulting pronunciation will be wrong. This is due to the habit of pronunciation in Indonesian with the word "gen", but in English, it should be pronounced as "gèn".

The previous study in this research was conducted by Haryani et al. (2020). They confirmed that students have not been able to pronounce the correct words. They pronounce them using their feelings. They also assumed that there were no mispronunciation errors due to the level of college students who have a basic understanding of pronunciation if there are still pronunciation errors. It is also supported by Megariani et al. (2020) that many students did mispronunciations commonly when they did presentation projects. This has a relationship with the research conducted by the researcher, namely, students still use dialects in their home regions in English pronunciation. In addition, there are previous studies related to this research, namely research conducted by Ambalegin and Suryani (2018), who examined how the mother tongue affects the pronunciation of English vowels in adults in Toba Batak.

Conclusion

In conclusion, this study aimed to investigate how and why the first language influences English pronunciation errors. The research design employed a case study approach using qualitative research methods and contrastive analysis principles to analyze the data. The participants were students from different regions in Indonesia, including Sunda, Sumatra, Java, and Jakarta, studying English as a foreign language. Pronunciation tests and interviews were conducted, and online phonetic transcription was used to identify and analyze pronunciation errors. The findings revealed that the first language of the participants had a significant impact on their English pronunciation. The specific errors varied depending on the region and the

participants' first language dialect. In the Javanese area, errors were observed in sounds such as /d/, /b/, /p/, /g/, /t/, and /r/. The Sundanese region showed mistakes in /b/ and /d/, while the Sumatra region exhibited emphasis on the middle and end of sentences. The Jakarta area demonstrated clearer pronunciation, deviating from the local accent. The Lampung area still retained the accent from the region in their pronunciation.

The study highlights the strong influence of the first language on English pronunciation, especially in terms of phonetic and phonological differences. However, it is important to note that individual learner characteristics, such as age, motivation, and aptitude, also play a role in pronunciation acquisition. Based on the findings, it is recommended that language teachers and educators be aware of the potential challenges arising from the influence of the first language on pronunciation. Furthermore, further research is needed to deepen our understanding of the impact of the first language on pronunciation, including specific language pairs and additional factors such as sociolinguistic and pragmatic aspects. Overall, while the influence of the first language on English pronunciation errors is significant, employing appropriate methods and techniques can help mitigate these challenges and improve learners' pronunciation skills in English.

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