English Pronunciation Errors Made by Torajan Speakers of English (TSE)

[1]**Linerda Tulaktondok, S.Pd, M.Pd**
ltulaktondok@yahoo.co.id

Correspondence: [1] English Education Department, Teacher Training and Eduction Faculty, Christian University of Indonesia Toraja

ABSTRACT

This research was aimed to find out (i) the pronunciation errors and (ii) the causal factors of pronunciation errors made by the students of UKI Toraja as Torajan speakers of English. The researcher employed a descriptive qualitative method. The subjects were ten students and taken by using random purposive sampling. Data were taken from the recording of students' pronunciation when telling a chosen topic and interview, then analyzing by error analysis. The result showed that, (i) Errors in consonants were sounds [f, v, ð, , z, , , t ,] omission medial [j], omission of final [t,d,k]. Then errors in vowels were sound [i:,ɪ,e,æ, , , , :, ,eɪ]. (ii) the causal factors of making pronunciation errors were language transfer, overgeneralization, ignorance of rule restrictions, incomplete in applying rules, and false concept hypothesized; modality; age; and universal hierarchy of difficulty. Then, additional data from interview showed that the students made pronunciation errors caused by the lack of opportunity to use English in their daily lives, the neglect of the pronunciation's importance, and the lack of practice in imitating the kind of English sounds.

Key words: segmental features of pronunciation, error analysis

A. INTRODUCTION

In order to communicate appropriately and fluently, we need pronunciation. As Corder (1980: 1) states that pronunciation is the way, in which a word is pronounced. It is one important aspect in language beside grammar and vocabulary. Good pronunciation leads good communication.

Regardless its importance, pronunciation is not an easy aspect in learning English. As Gilakjani (2012) said that having limited pronunciation skills can negatively affect the students' social interactions and credibility and abilities estimations of a speaker, impede the improvement of students' self-confidence. Another cause of students' low interest and motivation to learn English is its pronunciation (Weda: 2012). Therefore, students who speak English as second language even as foreign language encounter many problems in pronunciation.

Many researchers conducted the research about pronunciation problems and interlanguage phonology in Indonesia. Some researchers from South Sulawesi conducted a research in segmental phoneme. For instance, Sultan (2002) investigated the problems of low front vowel /æ/ produced by Makassarese students. Meanwhile, Bodi (2012) found out the phonological interference made by Mandarese students in pronouncing English, and Ali (2008) found out the phonological interference made by Sidrapnese students. In this research, the researcher tried to find error made by Torajan students in pronouncing English consonants and vowels.

As Indonesian language, Toraja language has also different system of sounds in English. Sande, et al (1997) state that Toraja language has five vowels (/i/, /u/, /e/, /o/, and /a/), and seventeen consonants (/b/, /p/, /t/, /d/, /k/, /g/, /j/, /c/, /s/, /l/, /r/, /w/,/y/, /m/, /n/, / /, /q/). Meanwhile, Kelly (2000: 7) stated that there are five vowel and twenty-one consonant letters in writing English, and, there are typically twenty different vowel sounds and twenty-four consonant sounds in speaking English. Phonetic alphabets in English are forty-four consonants and vowels. Consonants are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, / /, /ð/, /s/, /z/, / /, / /, /h/, /t /, /d /, /n/, /m/, / /, /l/, /w/, /j/, /r/. Vowels are twelve pure vowels (/i:/, /I/, / /,/ /, /e/, / /, / /, /æ/, / /, / /, /u/,

/u:/) and eight diphthongs (/ɪə/, /ʊə/, /eə/, /eɪ/, /ɔɪ/, /ɑɪ/, /əʊ/, /a /). It shows that many English phonemes are absent in Toraja language. Consequently, Torajan learners as other Indonesian learners also tend to make error in pronouncing English sounds.

English learners particularly English teacher candidates in Christian University Indonesia Toraja should have good pronunciation. They should become a role model in pronouncing English. Therefore, pronunciation subject will help students to know and produce English sounds properly and clearly. In contrary, based on prior observation, many students still have difficulty to pronounce English properly. For instance, student pronounces [pen] in word "pan" that should pronounced as [pæn], student pronounced word "examination" as [eks mɪneɪʃn] that should be [ɪgˌzæm.ɪˈneɪ.ʃ n], word "police" should pronounced as [p li s] but some students pronounce as [polais]. It is important to the students to aware their error and correct it before they fossilize the wrong sounds.

Furthermore, Ellis in Atmowardoyo (2010: 56) mentions three good reasons for doing EA:1) learner errors are easily to be noticed, 2) it is important for teachers to know the learners' errors, and 3) it will be helpful for the learners in terms of doing self correction in pronunciation. In addition, error analysis can give the teacher valuable feedback in teaching, what particular strategies are most likely to lead a learner to the making of errors.

To transcribe the phonetic transcription of students' pronunciation, this research uses (RP) Received Pronunciation (BBC Pronunciation). The researcher uses it because some reasons. First, it is because RP is detail accent of English and used as basis for textbook and pronunciation dictionaries (Roach 2000). Similar as Hewings (2007: 10) states that the English pronunciation used in BBC by newsreader and announcers on TV and radio since the accent which is taken as model for it is a widely broadcast and respected variety, and for most people is easily understood.

In relation to the issue on the background above the researcher formulated the research questions as follows:

1. What are the pronunciation errors made by the students of UKI Toraja as Torajan speakers of English in producing English consonants and vowels through telling a topic?

2. What are the causal factors the students of UKI Toraja as Torajan speakers of English make pronunciation error?

B. LITERATURE REVIEW

1. Concept of Pronunciation

Pronunciation has some definitions. Cambridge dictionary defines pronunciation as how words are pronounced. Then, Ann baker (2002:3) stated that pronunciation is the spoken sounds of vowel, consonant, and combination. Meanwhile, Kelly (2000) stated that pronunciation is the competence of someone in producing sound used to make meaning. From those definitions, the researcher concluded that pronunciation is the way to sound the word to make meaning.

1) English Phonemes
   a) English Consonants

Consonants are pronounced by stopping the air from flowing easily through the mouth, especially by closing the lips or touching the teeth with the tongue.

Table 2.1 The Articulation of Consonant Sounds, (Kelly, 2000:7).

| | | Place of articulation | | | | | | | |
| | | Front ➔ Back | | | | | | | |
		bilabial	labio-dental	dental	alveolar	palato-alveolar	palatal	velar	glottal
Manner of articulation	plosive	p b			t d			k g	
	affricate					tʃ dʒ			
	fricative		f v	θ ð	s z	ʃ ʒ			h
	nasal	m			n			ŋ	
	lateral				l				
	approxi-mant	(w)					r	j	w

b) English Vowels

Vowels are speech sound produced b humans when the breath flows out through the mouth without being blocked by the teeth, tongue or lips.
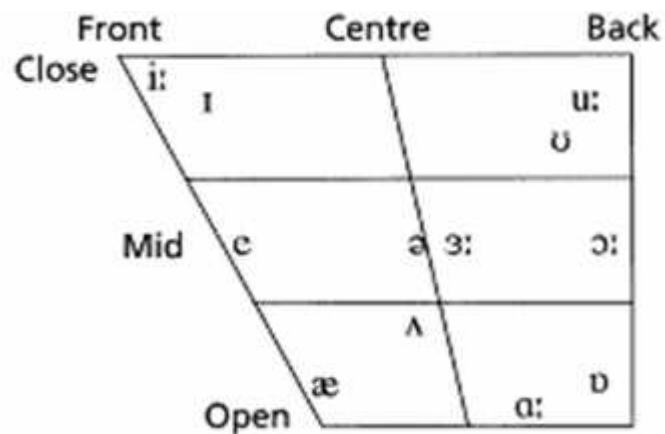

Figure 2. 1: Articulation of vowel. (*Kelly, 2000: 5*)

2)   Torajan Phonemes

(1) Consonant phonemes

Table 2.2 *Torajan Consonant Phonemes (Sande at al, 1997: 46)*

Place of articulation / Manner of articulation	Consonants				
	Bilabial	Alveolar	Palatal	Velar	Glottal
Nasal	M	n			
Stop	p b	t d		k g	q (')
Affricative			c j		
Fricative		s			
Lateral		l			
Trill		r			
Approximant	W		y		

(2)   Vowel phonemes

Toraja language has five vowel phonemes. They are /a/, /e/, /i/, /u/, /o/. Each of the phonemes can be found in initial, medial, and final position, as Indonesia language, the way to pronounce the letter is the same way to write them. There is no diphthong in Toraja language just two vowels sounds like diphthong for instance /*tau* [people]/, /*sae*/ [come]. All vowels can be pronounced as combination without exception.

2. Concept of Error

1) Definition of Errors

In Ellis (1997: 139) define errors as deviations in usage due to gaps in learners' knowledge of the target language. Some said error is a mistake, but actually, error and mistake are different.

Brown (1993: 205) distinguishes mistakes from errors. Mistake is a performance failure of a system that has been known well that is either a random guess or slip. Everyone has ever made mistakes in both native and second language. Corder in Larsen (1992) claimed that: "A mistake is a random performance slip caused by fatigue, excitement, and therefore can be readily self-corrected. An error is a noticeable deviation, reflecting the competence of the learner. It is a systematic deviation made by the learner who has not yet mastered the rules of the target language."

2) Types of Errors

The literature involving types of errors has shown that there is not special classification for phonological errors (errors involving pronunciation), therefore the researcher attempt to classify the types of error which might involve pronunciation errors. Those are presented as follows:

According to Jack Richards, the types of error are:

(1) Interlingual Error

Richard in his article in 1971 (Richard 1994: 173) stated that Interlingual error is error caused by the interference of the learner's mother tongue. It derived from negative transfer from first language into target language. In this research, interlingual errors are errors attributed to the influence of the Torajan language as participants' first language on the English as the foreign language. This error is due to language transfer.

(2) Intralingual Error

According to (Richard 1971 in 1994: 174) "Intralingual errors are errors which reflect the general characteristics of rule learning, such as faulty of generalization,

incomplete application of rules, and failure to learn conditions under which rule apply. Those elaborations are:

a. Overgeneralization is error by the creation of one deviant structure in place of two regular structures, for instance, whenever students see the letter (f) produce it as /f/ in word "of" that should be /v/. In addition, students have learned that the plural in English in generally formed by adding "s" or "es" (with a few exceptions) and as this (s) should produce whether [s, z, iz] but all produced as a voiceless sound /s/.

b. Ignorance of rule restrictions is error due to the application of rules to contexts where students do not apply. Some rule restriction may be result from the rote learning rules. Students are basing their production of the words on the phonological rules but on spelling.

c. Incomplete application of rules is error due to the occurrence of structures whose deviance represents the degree of development of the rules required to produce acceptable utterances. Students have been taught the rule, but think it is not important and do not apply it. For instance, pronunciations of mid centre vowel or schwa sound / /. Students are often unaware unstressed vowel in English and tend to pronounce a word by its strong form.

d. False concepts hypothesized refer to errors that is derived from faulty comprehension of distinctions in the target language. These are sometimes due to poor gradation of teaching items. Students are unable to perceive the sounds distinctions, consequently, they could not produce them. For instance, students are unable to hear the difference in sound between words like /lɪv/ and /li:v/ and do not produce two different phonemes. The other is students are unable to perceive the difference between /e/ and / æ/ therefore they are unable to produce them and think this difference is not important.

3) Source and factors of doing errors

Moreover, Richards (1974: 5-17) stated some factors influence second language learning system. They are:

(1) Language Transfer

Language transfer is factor interference of the mother tongue. Richards (1974: 5) states that interference analysis is such a form of sentence deviant due to the mother tongue. Contrastive analysis works the other way, in which errors were predicted by comparing the linguistic systems of the mother tongue and the target language.

(2) Intralingual Interference

The second factor, termed intralingual interference by Richards (1970) refers to the items produced by the learner that reflect the generalization based on partial view of the target language instead of the structure of the mother tongue. Richards (1971a) revealed that a systematic intralingual errors involved *overgeneralization, ignorance of rule restrictions, incomplete application of rules and semantic errors.*

(3) Modality

The language of learners may be vary due to the modality of the influence of target language and modality of production. In this case, production and perception may involve acquisition of two partially overlapping systems.

(4) Age

Adult have already acquired their native language system and are sometimes blocked by their own system when learning a second or foreign language.

(5) Universal Hierarchy of Difficulty

This factor deals with the inherent difficulty of phonology, syntactic or semantic items and structures. As quoted by Richard (1994:13) from Delattre, Liberman and Cooper, 1962 that English pairs /v/-/ð/ and /f/-/ / are very hard to distinguish by both native and non-native speakers.

By error analysis, lecture or teacher can determine appropriate feedback to reinforce the students' pronunciation to enhance the in quality of pronouncing English words. Error analysis will frame the prevention of error occurrence in the next process and by error analysis; the new syllabus can be designed to develop the material in teaching pronunciation. Briefly, error analysis should be committed to prevent the students' error.

C. METHOD

This research is a descriptive qualitative research in order to describe systematically the existing phenomena under the research. The subjects were ten students of Christian University of Indonesia Toraja by random purposive sampling. The data were collected by speech test, recording, and interview. The researcher used Cambridge Advanced Learners' Dictionary as the reference to check the phonetic transcription of the words. In analyzing the data, the steps were; (1) made the transcript form of the recording and interview result, (2) indentified the incorrect pronunciation only on the words that students pronounce error, (3) analyzed the result of identification, (4) described the result of identification analysis and explained the cause of errors, then (5) the researcher draw the conclusions.

D. DISCUSSION

The data were taken from the students' pronunciation when telling a topic. They chose one of available topics then talk about it about two minutes. Then, the researcher employed error analysis theory to analyze the errors according to the sources of errors. They are interlingual errors and intralingual errors consonants and vowels.

1)   Interlingual Error

Based on data recording of free speech test to the students of English education study program of UKI-Toraja, the researcher found that interlingual error in consonants and vowels as follow:

(1) Interlingual errors in consonants

Table 4.1 Examples of the participants' interlingual errors in English Consonant

No.	Manner/ place of articulation	Process	English phonetic transcription	Torajan phonetic transcription	Incorrect pronunciation from student	Correct pronunciation	Spelling
1	Fricative alveolar voiced to fricative alveolar voiceless	/z/ /s/	/z/	/s/	ɪs w s rɪsen dɪ si s prɪ senter mu sɪk njus	ɪz w z/w z rɪzn dɪ zi z prɪ zent mju zɪk nju z	is was reason disease presenter music news
2	Fricative palato alveolar voiceless to fricative alveolar voiceless	/ / /s/	/ /	/s/	nesɪɒn presuer profɪsɪɒn l espesɪʌli	næ n pre pr fe n l ɪspe li	nation pressure professional especially
3	Fricative palato alveolar voiced to fricative alveolar voiceless	/ / /s/	/ /	/s/	ɪnd nesɪa	ɪndəni	Indonesia
4	Fricative labio-dental voiceless to plosive bilabial voiceless	/f/ /p/	/f/	/p/	**p** l wel**p**er	**f** l wel**f**e	full welfare
5	Stop/ Plosive alveolar voiced	Ommision of final /d/	/d/	/d/ but no in final position	spen maɪn seken kaɪn tʃaɪl	spen**d** maɪn**d** sek n**d** kaɪn**d** tʃaɪl**d**	spend mind second kind child
6	Stop/ Plosive alveolar voiceless	Ommision of final /t/	/t/	/t/ but no in final position	k s la:s ɪnteres ɪmp t n t len	k s**t** la:s**t** ɪntr s**t** ɪm p tn**t** tæl n**t**	cost last interest important talent

(2) Interlingual errors in vowels

Table 4.2 Example of the participants' interlingual errors in English vowels

No.	Vowels	Process	English phonetic transcription	Torajan phonetic transcription	Incorrect pronunciation from students	Correct pronunciation	Spelling
1	Long close front vowel to short close front vowel	/i:/ /ɪ/	/i:/	/ɪ/	rɪtʃ nɪd rɪlɪs	ri:t ni:d rɪli:s	reach need release
2	Open front vowel to mid front vowel	/æ/ /e/	/æ/	/e/	pek demeɪd fektor eksɪden ed ls	pæk dæmɪd fæk.t æksɪd nt æd lt	pack damage factor accident adult
3	Open front vowel to open back vowel	/æ/ /a/	/æ/	/a/	**a** s.pek **a**lk h l tab**a**k b **a**raks s**a** aɪ	**æ**s.pekt **æ**lk h l t **bæk**. b .**ræ**ks **æ** haɪ	aspect alcohol tobacco borax Shanghai
4	Mid centre vowel) to mid front vowel	/ / /e/	/ /	/e/	**e** tek **e**baut **e**dʌktɪf sek**e**n	tæk baut dɪktɪv sek nd	attack about addictive second
5	Mid centre vowel (schwa) to open back vowel	/ / / /	/ /	/ /	pɪnj n	pɪnjən	opinion
6	Mid back vowel to open back vowel	/ / / /	/ /	/ /	l	l	all
7	Closing diphthong to open back vowel	/ / / /	/ /	/ /	m mens pr ses h p	m m nts pr .ses h p	moments process hope
8	Long close back vowel to short close back vowel	/u:/ / /	/u:/	/ /	sk l	sku:l	school
9	Mid centre vowel to mid front vowel	/ / /e/	/ /	/e/	fes	f st	first

2) Intralingual Error Based on the data recording of free speech test to the students of English education study program of UKI-Toraja, it was found intralingual in consonants and vowels as follow: Intralingual errors in consonant

Table 4.3 Examples of the participants' intralingual errors in English consonant

No.	Manner/place of articulation	Process	English phonetic transcription	phonetic transcription performance	Incorrect pronunciation from student	Correct pronunciation	Spelling
1	Fricative dental voiced to plosive alveolar voiced	/ð/ /d/	/ð/	/d/	det deɪ der tugeder	ðæt ðeɪ ð t geð.	that they other together
2	Fricative dental voiced to fricative dental voiceless	/ð/ / /	/ð/	/ /	l	l **ð**	al**th**ough
3	Fricative dental voiced to plosive alveolar voiceless	/ð/ /t/	/ð/	/t/	wɪt	wɪð	with
4	Fricative dental voiceless to plosive alveolar voiceless	/ / /t/	/ /	/t/	so t ta s n te det	sa a znd æ k de	south thousand thank death
5	Fricative labio-dental voiced to fricative labio-dental voiceless	/v/ /f/	/v/	/f/	f lɪ**f**	v lɪ**v**	of live
6	Stop/ plosive alveolar voiceless to	/d/ /t/	/d/	/t/	bɪ saɪt	bɪ saɪd	beside
7	plosive alveolar voiced and vice versa	/t/ /d/	/t/	/d/	lɪdl	lɪtl	little
8	Affricate palato-alveolar voiceless to plosive alveolar voiceless	/t / /t/	/t /	/t/	k lter senturi nfortunetli	k lt sen*t* ri nf **t** n tli	culture century unfortunately
9	Affricate palato-alveolar voiceless to fricative palato-alveolar voiceless	/t / / /	/t /	/ /	kweɪʃən	kwes.t n	question
10	Plosive velar voiceless	Ommision of final /k/	/k/	/k/	ɪ	ɪ **k**	think
11	Plosive velar voiced to plosive velar voiceless	/gz/ /ks/	/gz/	/ks/	e**ks** m.pl	ɪ**gz** m.pl	example
12	Approximant palatal voiced	Ommision of medial /j/	/j/	-	music nual k n s m reg lar	mju:zik ænju l k n s**ju** m reg.**j** .l	music annual consume regular
13	Fricative dental voiceless	Ommision final / /	/ /	-	dep m n	dep m n	depth month

(1) Intralingual errors in vowel

Table 4.4 Example of the participants' intralingual errors in English vowels

No.	Process	English phonetic transcription	phonetic transcription performance	Incorrect pronunciation from student	Correct pronunciation	Spelling
1	/iː/ /ɪ/	/iː/	/ɪ/	rɪtʃ lɪver nɪs	riːt liː.v niːs	reach lever niece
2	/iː/ /e/	/iː/	/e/	medɪ	miːdɪ	media
3	/æ/ /e/	/æ/	/e/	pek demeɪd eksɪden	pæk dæmɪd æksɪd nt	pack damage accident
4	/æ/ /a/	/æ/	/a/	aspek	æspekt	aspect
5	/æ/ /eɪ/	/æ/	/eɪ/	paɪneɪpel	paɪnæpl	pineapple
6	/ / /e/	/ /	/e/	**e** tek **e**baut	tæk baut	attack about
7	/ / / /	/ /	/ /	pɪn.j n	pɪn.jən	opinion
8	/ / / /	/ /	/ /	fʌmɪliar sɪgʌrete	f mɪliə sɪg ret	familiar cigarette
9	/ / / /	/ /	/ /	m mens pr ses	m m nts pr .ses	moments process
10	/e/ /eɪ/	/e/	/eɪ/	seɪd	sed	said
11	/ɪ/ /e/	/ɪ/	/e/	**de**pre n **e**spe iali **e**fek wo**me**n	dɪpre n ɪspeʃəlɪ ɪfekt wɪmɪn	depression especially effect women
12	/ɪ/ /eɪ/	/ɪ/	/eɪ/	deme**ɪ**d	dæmɪd	damage
13	/eɪ/ /e/	/eɪ/	/e/	**de**nd er bɪk**em**	de**ɪ**nd bɪke**ɪ**m	danger became
14	/eɪ/ /aɪ/, / /	/eɪ/	/aɪ/, / /	dela**ɪ** enterta**ɪ**men k nsentr n	dɪ leɪ ent te**ɪ**nm nt k nts ntre**ɪ** n	delay entertainment concentration
15	/eɪ/ / /	/eɪ/	/ /	w stɪ	we**ɪ**stɪ	wasting

1. The pronunciation errors made by the students of UKI Toraja as Torajan speakers of English in producing English consonants and vowels through telling a topic.

There were many previous researchers had conducted researches about pronounciation problems, difficulties, and errors from different regions and countries. For instances, Hassan and Muhammad (2014) in his study revealed that Sudanese Students of English whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and / /, /b/ and /p/, / / and /t /. Ahmad and Muhiburrahman (2013) conducted his study for Saudi EFL Learners and according to the teachers' response a majority of the students face problems in the sounds—such as /p/, /d/, /v/, /t /, / / and / /. Naama (2011) found that the most serious errors made by Yemeni university students accured in three (3) and four (4) final consonant clusters.

Moreover, from South Sulawesi some researchers research about phonological interference from some clans in the province. There were for instances, Bodi (2012) conducted his study for Mandarese and The result were Mandarese students still make error when pronouncing the consonant English sounds that are absent in Mandarese language sounds. They were substitutions like /v/ by /p/, sound // / by /t/, sound /ð/ by /d/, /t/, sound /z/ become /s/, sound / / by /s/, the consonants sounds that absent in Mandarese are consonant [f], [v], [ ], [ð], [z], [ ], and [ ]. Ali (2008) found the Sidrapnese students make pronunciation errors when pronouncing the English sounds those are absent in Bunginese language into words, i.e. [f], [v], [ ], [ð], [ ], [ ], and the English sounds which are different from Buginese sounds, i.e. [p^h], [t^h], [k^h]. The Sidrapnese students tend to substitute those English sounds with Buginese language except for sound [f]. In addition, Sultan (2002) found the Makassarese students made error in pronouncing the low front vowel (æ) in words is higher than in sentences and paragraph. The students always pronounced the low front lax vowel as the mid front lax vowel.

In this research, the researcher investigated the errors made by students of UKI Toraja as Torajan Speakers of English in pronouncing English consonants and vowels. The

finding errors were divided into two errors based on Richards' theory. They were interlingual errors and intralingual errors. Then they were describe according to source of errors namely language transfer or the absence of English sounds in Torajan sound system, overgeneralization, ignorance of rules restrinction, incomplete application rule and false concepts hypothesized. The combination of the pronunciation errors in pronouncing consonants and vowels of English and the source of errors interlingual and intralingual errors were as follows:

a. Errors in plosives were due to some factors; language transfer and ignorance of rule restrinctions. They were alveolar plosives [t, d], ommision of final /d/ in cluster [nd] and [ld], ommision of final /k/ in [k], and ommision of final /t/ in cluster [st] and [nt].

b. Errors in affricate was due to ignorance of rule restrinctions; palato- alveolars affricate voiceless [t].

c. Errors in fricatives are due to language transfer, overgeneralization, incomplete application rules, and false concept hypothesized; labio-dental fricatives [f, v], dental fricatives [ð,], alveolar fricative voiced [z], palato alveolar fricatives [,].

d. Errors in approximant was due to ignorance of rule restrinctions; ommision of medial palatal approximant /j/.

e. An error of consonant clustes [gz] was due to overgeneralization.

f. Errors in front vowels were due to languge transfer, overgeneralization, ignorance of rule restranctions, and false concept hypothesized; close front vowels [i:, ɪ], mid front vowel [e], and open front vowel [æ].

g. Errors in centre vowels were due to language transfer, overgeneralization, ignorance of rule restranctions, and false concept hypothesized; the schwa sound (mid centre vowel) / /, and mid centre vowel / /.

h. Errors in back vowels were due to language transfer; long mid back vowel / /, and long close back vowel / :/.

i. Errors in closing diphthongs were due to language transfer, overgeneralization, ignorance of rule restranctions, incomplete application rule and false concept hypothesized; closing diphthong / / and /eɪ/.

To sum up the pronunciation errors by Torajan speakers were more due to intralingual interference than language transfer did. They used to ingnore the rules that might lead them to miscommunication. This was not only by Torajan speakers of English but also by other speakers from another place by different fist language. Therefore, it is needed to improve the students' awareness to pronounce the English words properly.

2. The causal factors the students made pronunciation errors

Many researchers conducted the research related to pronunciation problems and found out the causal factors of pronunciation errors. In previous study as Hassan and Muhammad (2014) found that factors such as Interference, the differences in the sound system in the two languages, inconsistency of English sounds and spelling. Alimemaj (2014) found three basic causes; (a) the differences between the mother tongue and the target language, (b) mother tongue interference and (c) the faulty and in adequate teaching of EFL pronunciation. Ahmad and Muhiburrahman (2013) found the factor caused the errors are the lack of proper attention towards teaching pronunciation and the lack of motivation among the EFL learners. Na'ama (2011) found that students' pronunciation errors were caused by different factors namely; first the effect of the mother tongue, second the lack of practicing of listening aids, and the last is the lack of awareness of the good pronunciation.

In addition to the factor discussed above, the main problem of learning correct English pronunciation is the lackness of opportunity to practice it. Then, Haymes (2000) suggests that the success in learning and teaching English depends on students' ability. Meanwhile, Biyaem (1997) states that there are some factors in pronunciation errors namely interference from the mother tongue, lack of opportunity to use English in their daily life, unchallenging English lesson, being passive learners, being too shy to speak English with classmates and lack of responsibility for their own learning.

Based on the causal factors influencing the second language learning system as proposed by Richards (1974: 5-17) showed that there are seven factors. And the finding in this research were factors language transfer; intralingual interference include

overgeneralization, ignorance of rule retrictions, incomplete application rule and false concepts hypothesized; modality; age; and universal hierarchy of difficulty.

Furthermore, based on the interview, the researcher gathered information from the students in order to know casual factors affecting the students' pronunciation error. They were as follows;

1)   All of the students stated that they like English. They almost said that they like English because of English as international language. Some stated because being able to speak English is a prestigious. Some said that learning English was necessary. They had good reasons but when the researcher asked them how often they practice their English most of them said that they seldom to practice their English. There was lack of opportunity to use English in their daily life.

2)   Most of the students just practiced their pronunciation when they had pronunciation class. Most of them did not have particular time for pronunciation may be because they thought it was the difficult and confused subject for them, so they ignored about pronunciation even though they know it is an important one.

3)   According to students' answers about difficult sounds they pronounced, they were dental fricatives, schwa sounds, six sibilant sounds, and difficult to differentiate between long and short vowels. Those sounds do not exist in Torajan language system. Therefore, there was still interference; the differences in the sound system in the two languages.

Based on the interview, most students did not have much interest in gaining real input pronunciation from listening English songs, watching English movies, English news or searching English video from you tube. Most of them did not or rare to practice imitating the kind of English sound

E.   CONCLUSION

Based on the research finding and the discussion in the previous chapter, researcher finally extends the conclusions as follows;

1. The pronunciation errors made by the students of UKI Toraja as Torajan speakers of English in producing English consonants and vowels through telling a topic

The pronunciation errors were made by students of UKI Toraja as Torajan speakers of English may represent the typical errors made by another EFL learner. It can be concluded that the pronunciation errors made by students of UKI Toraja as Torajan speakers of English are two types namely interlingual errors due to language transfer and intralingual errors due to overgeneralization, ignorance of rule restrictions, incomplete application rules, and false concepts hypothesized.

In pronouncing English consonants, Torajan students made errors most in fricatives; labio-dental fricatives [f, v], dental fricatives [ð,], alveolar fricative voiced [z], palato alveolar fricatives [,]. Then, errors in alveolar plosives [t, d], errors in palato-alveolars affricate voiceless [t]. In addition, they made errors in consonant clusters [gz]. Finally, they also made omission errors. They made omission of medial palatal approximant /j/; omission of final /d/ in cluster [nd] and [ld]; omission of final /k/ in [k]; and omission of final /t/ in cluster [st] and [nt].

Moreover, in pronouncing English vowels Torajan students made errors in front vowels; close front vowels [i:, ɪ], mid front vowel [e], and open front vowel [æ]. Then, they also made errors in centre vowels; the schwa sound (mid centre vowel) / /, and mid centre vowel / /. The other errors were long mid back vowel / /, long close back vowel / :/, and closing diphthong / / and /eɪ/.

2. The causal factors Torajan speakers of English make pronunciation error.

The causal factors in making errors can be from source of errors such as language transfer, overgeneralization, ignorance of rule restrictions, incomplete application rules, and false concepts hypothesized; modality; age; and universal hierarchy of difficulty.

Besides that from data interview can be concluded that students of UKI Toraja as Torajan speakers of English made pronunciation errors caused by some factors. They were the lack of opportunity to use English in their daily lives, the neglect of the

pronunciation's importance, and the lack of practice in imitating the kind of English sounds.

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