

ACCENT INTERFERENCE TOWARDS ENGLISH VOWEL PRONUNCIATION OF NAPUNESE EFL STUDENTS

Agri Satriani Kiko¹, Yuliana Dg. Macora²

¹Univesitas Sintuwu Maroso, Poso, Indonesia

²Univesitas Sintuwu Maroso, Poso, Indonesia

Corresponding Author

ydgmacora@gmail.com

Abstract: This study aims to find out the accent interference of Napunese students in pronouncing English vowels. The research was located in SMA Negeri 1 Lore Utara with 5 students of native Napunese speaker as the informants. The writers used recording of the pronunciation practice test and taking checklist as the instruments of data collection. In analyzing the data, the writers used Kelly's theory (2000) about pure vowel sound, and supported by U-Dictionaries to crosscheck the correct pronunciation. From the findings obtained that the Napunese accent interference occur in all vowel sounds pronunciations produce by the Napunese students, for instance: in close vowel sound /i:/ is interfered by /e/, /ə/, /I/, /ea/ and diphthong /ei:/; vowel sound /I/ is interfered by /ə/, /e/, diphthong /eI/ and /aI/; vowel sound /ʊ/ is interfered by /u/ and /I/; vowel sound /u:/ is interfered by /Λ/ and /o/; for mid vowel sound /e/ is interfered by /I/ and diphthong /eI/; vowel sound /ə/ is interfered by /e/ and /Λ/; vowel sound /ɜ:/ is interfered by /I/, and /o/; vowel sound /ɔ/ is interfered by /Λ/ and /o/; while for open vowel sound /æ/ is interfered by /e/, /Λ/, /ə/, /ɔ/ and diphthong /eI/; vowel sound /Λ/ is interfered by /o/ and /u/; vowel sound /ɑ:/ is interfered by /o/ and diphthong /aI/, and vowel sound /ɒ/ is interfered by /Λ/ and /o/. The Napunese students of SMA Negeri 1 Lore Utara usually pronounced the English words similar to the written form, and sometimes they pronounced incompletely.

Keywords: *Accent, Interference, Vowel Pronunciation, Napunese*

1. INTRODUCTION

As member of social group, we are human being are simultaneously relate among daily interaction to each other. In this activity, people use language as a tool of communication in order to support the interaction gone well. Along with the global development of human activities are increasingly numerous and require them to be able to have diverse language skills. Humans are required to be able to use language not only one language, but also to be able to master foreign languages. This is to further support human activities in all lines of life, including educational, economic, social and cultural.

In social communication, each individual uses one common language. However, if there is communication between individuals from different language/community backgrounds, it requires that the individual be able to use a language that can be understood by both parties. This process is called as bilingualism, by which an individual can use two languages in speaking. As Romaine (1989) states that Bilingualism is the ability of an individual in using one or more languages in the same situation, sometimes one languages spoken will affect to the target language. Here, the phenomenon of language interference can be found in individuals who have the ability to speak more than one language (bilingual) in society.

Related to the matter, interference is one of the most commonly described and hotly debated phenomena of bilingualism. The term interference itself derives from a learning theory approach that explains about the process of habit formation constitutes in language learning (Sinha et al, 2009:119). Another definition of interference is an interaction or a change in linguistic structures and structural elements (Lekova, 2010:320). It appears to be a deviation from linguistic norms in the spoken and written language. Interference happens when learners carry out the language norms of previous language into target language. It can be meant that language interference can be understood as a process when one language has an impact on another language and when individual is experiencing language transfer.

According to Weinreich (1953) in Chaer and Agustina (2004: 122), this interference consists of three types. They are phonological, grammatical and lexical interferences. In fact, this study only focuses on the phonological aspect. Phonological interference happens when bilingual speaker perceives and reproduce a phoneme of one language in terms of another language.

In phonological level, the problem of interference concerns the manner in which a speaker perceives and reproduces the sounds of one language in terms of another. This interference occurs in the speech of bilingual as a result of the fact that there are different elements in sound system between one language and another, or between native and foreign language. In some cases, the native and foreign languages have the similarity in sound system and in grammatical system. However, in most cases, both languages have difference

either in sound system or in grammatical system. Different elements in sound system between both languages may be of several kinds.

Moreover, Wenrich (1953:18-19) stated that phonological interference into four types, those are under-differentiation of phonological that interference occur when the speakers do not find the similar phoneme of first language in target language. First, it is the existence of a given sound in the latter, which is not found in the former. Second, both languages have the same phonetic features but they are different in their distribution, namely: when and where they may occur in an utterance. Third, both have similar sounds that have different variants or allophones. Interference arises when a bilingual speaker identifies a phoneme of one language with that in another. For instance, an Indonesian speaking English may pronounce bag as [bæk] instead of [bæg].

In addition, English phoneme is divided into two parts; they are segmental phoneme and suprasegmental phoneme. Segmental phoneme is phoneme consisting of sounds segments such as consonant and vowel sounds of a language. While suprasegmental phoneme (supra-segmental features) consists of stress, length, tone, and intonation. Therefore, at this study discusses more about the part of the segmental phonemes, especially the vowel sounds. Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. (Ladefoged, 2005:237 in Kelly, 2000:29).

Furthermore, according to Kelly (2000), the twelve vowels in English Language can be divided into several categories. The first category is pure vowels that are divided into three parts, they are close vowel, middle vowels, and open vowels.

Close vowels /i:/ is the front of the tongue is slightly behind and below the close front position (the 'close' position is where the tongue is closest to the roof of the mouth), lips are spread. The tongue is tense, and the sides of the tongue touch the upper molars. For examples are *bead, key, cheese, scene, police, people, quay*. The vowels /I/ is the part of the tongue slightly nearer the centre is raised to just above the half-close position (not as high in /i:/. The lips are spread loosely, and the tongue is more relaxed. The sides of the tongue may just touch the upper molars. As examples in words *hit, biggest, busy*. /ʊ/ the part of the tongue just behind the centre is raised, just above the half-close position. The lips are rounded, but loosely. The tongue is relatively relaxed. For examples are *book, good, woman* and /u:/ the back of the tongue is raised just below the close position. Lips are rounded. The tongue is tense. For example: *food, rude, true*

Mid vowels /e/ has characteristics that the front of the tongue is between the half-open and positions. Lips are loosely spread. The tongue is tenser than for /I/, and the sides of the tongue may touch the upper molars. As examples *egg, left, said*. /ə/ is the centre of the tongue is between the half-open position. Lips are relaxed, and neutrally spread, in words *about, paper, banana*, /ɜ:/ is the centre of the tongue is between the half-close and half-open position. Lips are relaxed and neutrally spread. For examples in words *shirt, her, word* and /ɔ:/ is the back of the tongue is raised to between the half-open and half-close positions. Lips are loosely rounded. The examples are *fork, call, snore*.

Open vowels /æ/ is the front of the tongue is raised to just below the half-open position. Lips are neutrally open. As words *hat, attack, plait* the centre of the tongue is raised to just above the fully open position. Lips are neutrally open. As examples *uncle, run, does*. For /ɑ:/ the tongue between the centre and the back, is in fully open position. Lips are neutrally open. Examples are *far, part, half* and /ɒ/ is the back of the tongue is in the fully open position. Lips are lightly rounded, as examples in words *dog, often, want, and because*.

Then, the second category of vowels is diphthong. **Diphthong** is combination of vowel sounds. There are eight diphthongs that are used in English Language. All the English vowels can be seen on the table below.

Table 1. English Vowels

Monophthongs		Diphthongs	
i:	bead	eɪ	cake
ɪ	hit	ɔɪ	toy
ʊ	book	aɪ	high
u:	food	ɪə	beer
E	left	ʊə	fewer
ə	about	eə	where
ɜ:	shirt	əʊ	go
ɔ	call	aʊ	house
Æ	hat		
ʌ	run		

(Source: Kelly, 2000)

The present study focused on the Napunese Accent interference as the first language (L1) of the speaker toward English vowel pronunciation (TL) of students at SMA Negeri 1 Lore Utara. Napunese is one of the largest tribes inhabiting the Napu Valley in Lore Utara district. It is about 140 km about 3 to 4 hours drive. The Napunese local language is one of local languages, besides Pamonanese and Badanese, which are the native languages at Poso Regency, Central Sulawesi Province.

The spelling in Napunese words follow Bahasa's spelling way, such as /ng/ for veral nasal, and /c/, /j/ for voiceless and voiced affricates, except that /w/ represents a voiced bilabial fricative (not a semi-vowel). Note also that in Napunese is a front vowel as in Bahasa's *enak* = 'delicious', and is never articulated as schwa as in Bahasa's *enam* = 'six'. Napunese does not have a glottal stop phoneme. For more details, below is an explanation of the Napunese local language structure based on theory of Garantjang about *Struktur Bahasa Napu* (1989).

Based on the data of Napu language showed that phonemic of Napu language system consists of twenty-one phonemes. For instance: five vowels [I, e, a, o, u], and sixteen consonant consists of 3 voiceless stops [p, t, k]; 3 voiced stops [b, d, g]; 1 voiced fricative [v]; 2 voiceless fricatives [s, h]; 3 nasals [m, n, ŋ]; 1 lateral [l], 1 trill [r]; and 2 semi-vowels [w, y]. The examples are on the following:

[atu] = 'atap'

[iko] = 'saya'

[uli] = 'bilang'

[era] = 'ipar'

[iti] = 'itu'

[ope] = 'habis'

According to Garantjang et al (1989), Napunese accent can be characterized by the pitch and specific time used accent tribe pronunciation. In other words, Napunese accent is a tone-temporal (Halim (1974:46) in Garantjang et al (1989)). It means that some words more by pitch and length of time that the pressure syllables are spoken (in this accent focus on the placement). The Napunese accent falls on the pre-late syllable (the second syllable from the end). There some examples:

[balonka] = 'labu'

[hambela] = 'sekali'

[umba] = 'mana'

[hungku] = 'dekat'

[bonde] = 'kebun'

This accent, which is regularly composed of penultimate syllables, can always be predictable, hence that the Napunese accents are not phonemic (Lapoliwa (1982) in Garantjang et al (1989)).

Based on the writers' experience, the students in Napu area were still influenced by Napunese local language, even when they speak English during learning in the classroom. The writers found there are some students who pronounce the word as well as the written form. For example, they pronounced the word fruit became /fruit/ in /fru:t/, Saturday pronounced /sAturdeI/.

Most Napunese are included in bilingual, since they speak two languages of Bahasa and Napunese. Even though they learn English at school, it cannot be defined as multilingualism because they have not mastered English yet.

2. METHOD

The methodology used in this study was descriptive qualitative, as Creswell (2012:16) stated that qualitative research is a means for exploring a problem and developing a detailed understanding of a central phenomenon, which the writer intends to describe about the interference of Napunese accent in students' English pronunciation.

The research was located at SMA Negeri 1 Lore Utara on Jl. Trans Kaduwaa No.16 Wuasa, Kecamatan Lore Utara. The participants were the students of SMA Negeri 1 Lore Utara in 2019/2020 Academic Year. From the total 239 students of eleventh grade students at that school, the writer took purposive sampling in order to select the most native Napunese students. The English teacher there was recommended the eleventh grade students of social science A (XI IPS A) because the class contains most of native Napunese speakers. Then the writer gave a bio data form to the 30 students at that class, and obtain 6 students were qualify to the criteria in this research. However, only 5 students were willing to take part in the research.

In collecting data, the writers used recording and taking checklist as the instruments. In recording stage, the writers asked the participants to do the pronunciation practices. The writers asked the English teacher to help in giving the students some English short text to read aloud. Then the writers recorded the students' voice by recorder. In the pronunciation practice, the students read the text in shifts. This practice was done in three times with different text to complete the data.

After the data were extracted and transcript, they were further classified and compared with the correct pronunciation patterns. The data were analyzed by each phonemes based on theory of Fromkin (2014) about phonetic transcription, also used U-Dictionary application to check the correct pronunciation.

3. Results and Discussion

The writers gave three English texts to read by the Napunese students as the pronunciation practice test. Those are short texts taken from the textbook of Sudarwati and Grace (2015) that suggested by the English teacher. The first text were entitle “How to Use Chopsticks”, the second text was a procedure text, and the third one was entitled “A Tsunami Hit”. By reducing some similar words, and the word with one syllable, here below is the list of vowel sound that interfered by Napunese accent remain from the three texts.

Table 2. The Vowel Sound from the Texts

No.	Vowel Sounds	In Words	Total
1.	/i:/	key, eat, see, cheese, means, people	6
2.	/I/	remains, still, into, before, villages, escape, biggest, instantly	8
3.	/ʊ/	look, moves	2
4.	/u:/	use, using, few, smooth, human	5
5.	/e/	step, egg	2
6.	/ə/	the, until	2
7.	/ɜ:/	perfect, first, worst	3
8.	/ɔ:/	fork, warning, or, water	4
9.	/æ/	practice, that, grasp, crack, an, after, add, and, as	9
10.	/ʌ/	upper, hundreds, rushes	3
11.	/ɑ:/	complicated, bottom	2
12.	/ɒ/	comes, of	2

Here below is the data of Napunese interference into English in vowel sound that were found from the pronunciation practice. The comparisons refer to the received pronunciation of the students (SP) and International Phonetics Alphabet (IPA) transcription (CP), then used and Kelly’s theory (2000: 29) of close vowels, mid vowels, and open vowels.

3.1. Close Vowels

Firstly, there were found some words in close vowel sound /i:/, such as the words key, eat, see, cheese, means, and people.

Table 3. Data of Close Vowels /i:/

Vowel Sound	Samples	SP	CP	Information
/i:/	Key	/kei:/	/ki:/	/i:/ is interfe-red by /ei:/
	Eat	/eat/, /et/, /ət/	/i:t/	/i:/ is interfe-red by /ea/, /e/, and /ə/
	See	/sI/	/si:/	/i:/ is interfe-red by /I/
	Cheese	/ki:z/, /tʃi:zes/	/ tʃi:z/	/i:/ is interfered by addition-al of /e/ (and /tʃ/ is interfered by /k/)
	Means	/menz/	/mi:nz/	/i:/ is interfe-red by /e/
	People	/ˈpi:pel/	/ˈpi:pl/	/i:/ is interfered by addition-al of /e/

Vowels sound /i:/ is an unrounded and tense vowel. Some dictionaries often write vowel sound /i/ as /i:/. It basically pronounced as long /i/. Moreover, some students still confused when producing the English vowel sound /i:/. Based on the data analyzing, the writers described the common interferences in pronouncing English vowel sound /i:/ as follows:

3.1.1 /i:/ is interfered by /ei:/

The Napunese students were totally pronounced vowel sounds as well as in written form of word. For example, in word *key* they pronounced vowel sound *e* in this word as /ei/ or diphthong. While the correct pronunciation the vowel /e/ in this word is pronounce as the length /i:/. It means they changed the vowel /i:/ became /ei:/. So it makes an interference pronunciation.

3.1.2. /i:/ is interfered by /ea/

Beside the word *key*, there was also found word *eat* pronounced as written. the student 1 pronounced the vowel sounds *ea* as well as /ea/. The correct vowel sound in this word based on U-Dictionary is /i:/. So the vowel /i:/ is interfered by /ea/.

3.1.3. /i:/ is interfered by /e/

The Napunese students as participants changed the vowel sound /i:/ as /e/ in some words, such as in words *eat*, *cheese*, *means*, and *people*. In word *cheese* the vowel /i:/ is interfered by three vowel sounds. One of them is vowel sound /e/. In pronouncing word *eat* some of them pronounced as /et/. For word *cheese* that make interference in the last word. The student 3 put vowel sound /e/ between consonants *z* and *s*. While the correct pronunciation it is not pronounced. In word *means* the student 1 pronounced the vowel *e* and *a* in this word as /e/. The last in word *people*, the student 4 make a mistake in pronouncing consonant /p/ and /l/. They put vowel /e/ between both consonants. While according to U-Dictionary, there is not vowel sound in both consonants.

3.1.4. /i:/ is interfered by /ə/

One of Napunese students make an interference pronunciation in word *eat*. It indicated that the student did not know how to pronounce this word. So she pronounced this word as /ət/. It means she changed the vowel sound /i:/ became /ə/.

3.1.5. /i:/ is interfered by /I/

From the definition of vowel sound /i:/ means that as long *i*. In words *see* it was found that all the students pronounced this vowel sound as incorrect. They pronounced as short /I/. So it can make interference.

Secondly, in vowel sound /I/ the researcher found several words, such as *remains*, *still*, *into*, *before*, *villages*, *escape*, *biggest*, *instantly*. The data can be seen on the table 4 below.

Table 4. Data of Close Vowels /I/

Vowel Sound	Samples	SP	CP	Information
/I/	remains	/rəmeInz/, /reImenz/, /remeInz/	/rI'meInz/	/I/ is interfered by /ə/ and /eI/
	still	/staIl/	/stIl/	/I/ is interfered by /aI/
	into	/Into/	/ʼIntu/	/u/ is interfered by /o/
	before	/befor/	/bI'fɔ:r/	/I/ is interfered by /e/,
	villages	/ʼvIlleIdʒ/, /ʼvIlleg/	/ʼvIlIdʒz/	/I/ is interfered by /eI/ and /e/
	escape	/eskeIp/	/I'skeIp/	/I/ is interfered by /e/
	Biggest	/bIgest/, /beIgʒ/, /bIɣov/	/bIgIst/	/I/ is interfered by /e/
	Instantly	InstaIlIn/, /Instenli/	/Instəntli/	/ə/ is interfered by /aI/ and /e/

Close vowels sound /I/ is an unrounded and lax vowel. Since it is a lax vowel, the English vowel sound /I/ is pronounced as short *i*. There are several vowel sound interferences that occur in words as follows:

3.1.6. /I/ is interfered by /aI/

It found the student 3's pronunciation transcription in vowel sound /I/ is interfered by diphthong /aI/. She often pronounced some words using /aI/ or diphthong. For examples in words *still* and *instantly*. She confused when pronouncing those words. Those words are pronounced as /staIl/ and /InstaIlIn/. It means that the researcher not only found a mistake in the first vowel in this word, but in second vowel also. While according to the correct pronunciation in symbol *a* in word *instantly* is vowel /ə/. It means that the students changed the vowel sound /ə/ as /aI/.

3.1.7. /I/ is interfered by /ə/

In data findings above, it was found one word mentioned as the vowel sound /I/ is interfered by /ə/ is *remains*. One of students pronounced this word using vowel sound /ə/. While for the correct pronunciation of this word is /I/. He changed vowel sound /I/ as /ə/.

3.1.8. /I/ is interfered by /eI/

Beside vowel sound /ə/, Napunese student pronounced *remains* as /reImeInz/. It means that the student changed vowel sound /I/ as /eI/. Also, in word *villages* the students pronounced using vowel sound /eI/. While the correct pronunciation is /ʼvIlIdʒz/. It means that the word *villages* use vowel sound /I/ not /eI/.

3.1.9. /I/ is interfered by /e/

Some words that found as interfered by /e/ are *Before*, *escape*, *biggest*, and *effect*. There were students who pronounced *before* as /befor/, *escape* as /eskeIp/, *effect* as /efekt/, and for word *biggest* especially in second syllable was pronounced as /bIgest/. While according to U-Dictionary, both vowels in word *biggest* is use vowel /I/. It can be concluded that the mean of students were pronouncing written form.

Thirdly, for vowel sound /o/ found some words become the general summary of students' pronunciation practice, as follows:

Table 5. Data of Close Vowels /o/

Vowel Sound	Samples	SP	CP	Information
/o/	Look	/luk/	/lok/	/o/ is interfered by /u/
	Moves	/muvəs, /mIv/	/muvz/	/o/ is interfered by /u/ and /I/

Vowel sound /o/ defined as produced by lowering a tongue a bit from the /u/ position. The lips are rounded and the muscles are lax when making this sound. Since it is a lax vowel, this sound is pronounced as short *u*. For examples in words *look* and *moves*, the students pronounced the vowel *o* in this word as /u/. Hence it can be concluded that the vowel sound /o/ is interfered by vowel sound /u/.

However, in pronouncing word *moves* found an interference pronunciation the vowel sound /o/ by /I/. It became /mIv/. The pronunciation is so far with the correct pronunciation of *moves*. Also they put vowel sound /ə/ in this last word. It can be indicated that the students still confused to produce this sound. This case is common that occur in Napunese students. It causes this vowel does not recognized in their language system.

Fourthly, in Close Vowels Sound /u:/, the writers found the words: use, using, few, smooth, and human, as analyzed in the table 6 below.

Table 6. Data of Close Vowels /u:/

Vowel Sound	Samples	SP	CP	Information
/u:/	Use	/U:z/, /u:/	/ju:z/	/ju:/ is inter-fered by /u:/
	Using	/ʌsIŋ/	/ju:zIŋ/	/ju:/ is inter-fered by /ʌ/
	Few	/fou:/	/fju:/	/u:/ is inter-fered by /o/
	Smooth	/smou:θ/	/smu:θ/,	/u:/ is interfered by additional of /o/
	Human	/hu:mən/, /hu:mʌn/	/ʰhju:mən/	/ə/ is inter-fered by /ʌ/

The vowel sound /u:/ is sound that can be described as long *u*. It may the students make an interference because do not know how to distinguish the vowel sound *u* in short or length.

3.1.10./u:/ is interfered by /ʌ/

The students' pronunciation were incorrect. As in word *using*, one student pronounced as /ʌsIŋ/. While according to U-Dictionary, *using* is /ju:zIŋ/. The student changed the vowel /u:/ or /ju:/ in this word as /ʌ/.

3.1.11./ju:/ is interfered by /u:/

There were two words that categorized in this part; *use* and *human*. Although the students' pronunciation transcription in pronouncing vowel sound /u:/ shows as correct, but according to U-Dictionary the correct pronunciation of the words is /ju:z/ and /ʰhju:mən/. The students tend to pronounce vowel sound /u:/ without add consonant /j/, it may make an interference. Beside those problems, in pronouncing word *human* the students produced the vowel *a* in this word as /ʌ/.

3.1.12./u:/ is interfered by /o/

The interference happened in words *few* and *smooth*. They put vowel sound /o/ between the consonants. Such as in word *few*, one student changed vowel *e* in this word as /o/. Another example in word *smooth*, one student put vowel sound /o/ in this word, It become /smou:θ/. So it can be conclude that an interference pronunciation.

3.2 Mid Vowels

The interference of these sounds described in the following.

Table 7. Data of Close Vowels /e/

Vowel Sound	Samples	SP	CP	Information
/e/	Step	/stIps/	/step/	/e/ is interf-ered by /I/
	Egg	/eIg/	/eg/	/e/ is inter-fered by /eI/

Vowel sound /e/ known as unrounded vowel, thus some dictionaries might write is as /eI/ or diphthong. However, based on theory from Kelly (2000), the vowel sound /e/ is considered as vowel. It is sometimes making the students are confused to produce this vowel. For example as follows:

3.2.1. /e/ is interfered by /eI/

In word *egg*, the student pronounced as /eIg/. While the correct pronunciation based on U-Dictionary is /eg/. Thus it can make interference in pronouncing vowel sound /e/ by /eI/.

3.2.2. /e/ is interfered by /I/

The interference happened in word *step*. As the student produced the vowel sound *e* as /eI/ in word *egg*, also in word *step* she produced as /stIp/. While the correct pronunciation of the word uses vowel sound /I/. So it can be concluded that this student really do not know how to produce this vowel sound /e/ in English system.

Table 8. Data of Close Vowels /ə/

Vowel Sound	Samples	SP	CP	Information
/ə/	The	/de/	/ðə/	/ə/ is interfered by /e/
	Until	/ʌntIl/	/əntIl/	/ə/ is interfered by /ʌ/

The English vowel sound /ə/ is a mid-central vowel. From text one until text two, there was found two words that categorized in mid vowel sound /ə/: *the* and *until*. The students most pronounced those words incorrectly.

3.2.3. /ə/ is interfered by /e/

For this case, it often happened in Napunese students' pronunciation because they do not recognize this vowel sound in their mother tongue system. In word *the*, it was found a student pronounced as /de/. While according to U-Dictionary is /ðə/. Beside an interference pronunciation in consonant /ð/, she pronounced the vowel sound /ə/ as /e/. It means that she changed the vowel sound /ə/ as /e/ and /ð/ as /d/.

3.2.4. /ə/ is interfered by /ʌ/

In fact, this condition is usually happened when pronouncing English text. The students tend pronounced the word *until* as /ʌntIl/. While according to U-Dictionary, *until* is /əntIl/. They replaced the vowel /ə/ as /ʌ/.

Table 9. Data of Close Vowels /ɜ:/

Vowel Sound	Samples	SP	CP	Information
/ɜ:/	Perfect	/pɜ:rˈfekt/	/pɜ:rflkt/	/I/ is interfered by /e/
	First	/fɜrst/	/fɜrst/	/ɜ:/ is interfered by /I/
	Worst	/wɜrst/	/wɜrst/	/ɜ:/ is interfered by /o/

The English vowel sound /ɜ:/ is a mid-front vowels. However, the students still make interference in pronouncing this vowel sound. It can be seen in the explanations below:

3.2.5. /ɜ:/ is interfered by /I/

Interference of this sound was usually happened too. It was found that the student produce the word *first* as /fɜrst/. While the correct pronunciation is /fɜrst/. It means that they changed the vowel sound /ɜ:/ as /I/.

3.2.6. /ɜ:/ is interfered by /o/

According to U-Dictionary, *worst* is using the vowel /ɜ:/, it become /wɜrst/. One student produced this sound as /o/ or it may mentioned as written form. They replaced the vowel sound /ɜ:/ as /o/.

3.2.7. /ɪ/ is interfered by /e/

In this case happened in word that categorized as mid vowel sound /ɜ:/. Especially in word *perfect*. The students is correct in pronouncing vowel sound /ɜ:/, moreover they were incorrect in pronouncing the vowel *e* in this word. It became /p3:rfekt/. While according to U-Dictionary *perfect* is /p3:rflkt/. It means that they changed the vowel sound /ɪ/ as /e/.

Table 10. Data of Close Vowels /ɜ:/

Vowel Sound	Samples	SP	CP	Information
/ɜ:/	Fork	/wɜ:rk/	/fɜ:rk/	/f/ is interfered by /w/
	Warning	/wʌrnɪŋ/	/ˈwɜ:rnɪŋ/	/ɜ:/ is interfered by /ʌ/
	Or	/ɔr/	/ɜ:r/	/ɜ:/ is interfered by /o/
	Water	/wɔtər/, /wʌtər/	/wɜ:tər/	/ɜ:/ is interfered by /o/ and /ʌ/

The English vowel sound /ɜ:/ is called mid back rounded lax vowel. Some theories defined as the sound made by lowering the tongue below the /o/ sound. It sometimes makes the students interfere in pronouncing some words, as examples as below:

3.2.8. /ɜ:/ is interfered by /ʌ/

The Napunese students tend pronouncing the words as this written. Such as in words *warning* and *water*. They tend produce the vowel *a* in this word as /ʌ/. While the correct pronunciation is vowel sound /ɜ:/. The students pronounced *warning* as /wʌrnɪŋ/ and *water* as /wʌtər/. It can make an interference pronunciation.

3.2.9. /ɜ:/ is interfered by /o/

In this case found all students pronounced vowel sound /ɜ:/ as /o/ such as in words *fork* and *or*. According to the correct pronunciation it is pronounced as /ɜ:r/. Based on Kelly (2000), the vowel sound /ɜ/ has the characteristics as the back of the tongue is raised to between the half-open and half-close position. It means that between the vowel sound /ɜ/ and /o/ is different produced.

For the conditions above, it was often found the problem from the Napunese students. They most pronounced as well as in written form and produced the similar sound of each the mid vowel sounds above. Hence it can be indicated that the students still influence by their Napunese language system.

3.3. Open Vowels

This description of open vowel is in the following.

Table 11. Data of Close Vowels /æ/

Vowel Sound	Samples	SP	CP	Information
/æ/	practice	/prastis/, /prektis/, /prelks/, /pretlks	/ˈpræktɪs/	/æ/ is interfered by /a/, /e/, and /eɪ/
	that	/det/	/ðæt/	/æ/ is inter-fered by /e/
	grasp	/greɪps/, /greps/	/græsp/	/æ/ is inter-fered by /eɪ/ and /e/
	crack	/kreɪ/, /krʌk/, /kreɪk/	/kræk/	/æ/ is inter-fered by /e/, /ʌ/, and /eɪ/
	an	/en/, /ə/	/æn/	/æ/ is interfered by /e/, and /ə/
	after	/ʌftər/	/ˈæftər/	/æ/ is inter-fered by /ʌ/
	add	/ed/, /eɪd/	/æd/	/æ/ is interfered by /e/ and /eɪ/
	and as	/en/ /ʌz/, /ɜ:z/, /ez/, /eɪz/	/æn/ /æz/	/æ/ is inter-fered by /e/ /ɜ:/, /e/, and /eɪ/

This vowel sound is low front vowel. It sometimes mention as the lowering from the vowel sound /ɜ:/. Mostly found the Napunese students' interference pronunciation in this vowel, as follows:

3.3.1. /æ/ is interfered by /e/

The /e/ sound is dominant vowel sound which interfered in producing the vowel sound /æ/. For examples, in words *practice*, *that*, *grasp*, *crack*, *an*, *add*, *and*, *have*, and *as*. The students tend to produce the vowel sound /æ/ as /e/. While the correct pronunciation of those words are /'præktɪs/, /ðæt/, /græsp/, /kræk/, /æn/, /æd/, /æn/, /hæv/, /æz/. It means that those words are using the vowel sound /æ/.

3.3.2. /æ/ is interfered by /ʌ/

In this case, the students pronounced the words *crack*, *after*, *practice* and *as* use the vowel sound /ʌ/. In word *crack* the student pronounced as this vowel sound written. It seems like in word *after*, they produced this vowel *a* as /a/ or /ʌ/. Also in words *practice* and *as*, they pronounced as /prastɪs/ and /as/. It can be seen that the Napunese students changed the vowel sound /æ/ as /ʌ/.

3.3.3. /æ/ is interfered by /eɪ/

In words *practice*, *grasp*, *crack*, *add*, and *as*, the researcher found the students mistake. Beside they pronounced vowel sound /æ/ as /eɪ/, they also pronounced those words was not complete. As word *practice* was pronounced as /preɪks/. They produced the vowel sound *a* in those words as /eɪ/. It may the interference pronunciation.

3.3.4. /æ/ is interfered by /ə/

There was found one mistake in pronouncing the word *an*. One student pronounced as /ən/. It may the student was nervous and still confused in producing the vowel *a* in this word.

3.3.5. /æ/ is interfered by /ɔ:/

In word *as*, one student pronounced as /ɔ:z/. It means that the student replaced the vowel *a* in this word as /ɔ:/. She may confuse in producing this vowel sound.

Table 12. Data of Close Vowels /ʌ/

Vowel Sound	Samples	SP	CP	Information
/ʌ/	Upper	/optər/, /jupər/	/'ʌpər/	/ʌ/ is interfered by /o/ and /u/
	Hun-dreds	/hʌndrɪdz/, /hʌndərnz/, /hɔ:ndərnz/	/'hʌndrədz /	/ə/ is interfered by /ɪ/ and /e/, /ʌ/ is interfered by /ɔ:/
	Rushes	/ruser/, /rusɪs/	/'rʌʃɪz/	/ʌ/ is interfere-red by /u/

The open vowel sound /ʌ/ is the center of the tongue is raised to just above the fully open position. This sound may consider as /a/. Some problem appears when producing this vowel sound, as below:

3.3.6. /ʌ/ is interfered by /o/

In data findings above shows that the students produced the vowel sound /ʌ/ as /o/. Such as in word *upper*. The researcher found the students was difficult in pronouncing word *upper*, so that it can make an interference pronunciation. They pronounced as /optər/. While the correct pronunciation of this word is /'ʌpər/. There was not consonant *t* in this word, but the student put *t* in this word. It means that they replaced the vowel sound /ʌ/ as /o/ and /ə/ as /e/ in this word.

3.3.7. /ʌ/ is interfered by /ɔ:/

Another example, the students pronounced word *hundreds* as /hɔ:ndərnz/. It also incorrect pronunciation because based on U-Dictionary is /'hʌndrədz/. Beside they put the vowel sound /o/ in this word they also produced the vowel *e* as /e/ in the second syllable.

3.3.8. /ʌ/ is interfered by /u/

The researcher found the students produced the vowel *u* in two words as /ju/. For examples in words *upper* and *rushes*. They pronounced the first vowel of both words are /jupər/, /ruser/ and /rusɪs/. While according to the correct pronunciation is using the vowel sound /ʌ/ in the first syllable and /ə/ in second syllable of word *upper* also the vowel sound /ɪ/ in second syllable of word *rushes*.

Table 13. Data of Close Vowels /ɑ:/

Vowel Sound	Samples	SP	CP	Information
/ɑ:/	Complicated	/kompli:t/, /kompleItIt/	/ˈkɑ:m- pLikeI- tId/	/ɑ:/ is interfered by /o/
	Bottom	/baItəm/, /ˈbotəm/	/ˈbɑ:təm/	/ɑ:/ is interfered by /aI/ and /o/

The open vowel sound /ɑ:/ is produced by the tongue between the center and the back, is in fully open position. It is called low back vowel. It was found the data of students' pronunciation that all of them pronounced as incorrectly.

- 1) /ɑ:/ is interfered by /o/

Almost students pronounced the vowel *o* in those words as /o/ instead of /ɑ:/. For examples in words *complicated* and *bottom*. The researcher found in word *complicated* they pronounced as /kompli:t/ and /kompleItIt/. While according to U-Dictionary, this word is /ˈkɑ:mpLikeItId/. It means the students were incorrect in pronouncing this word, and in producing the correct vowel sound. For word *bottom*, they changed the symbol *o* as /o/. While according to U-Dictionary the symbol *o* as /ɑ:/.

- 2) /ɑ:/ is interfered by /aI/

In word *bottom*, the student 4 also produced the vowel *o* in the second syllable as /aI/. She changed the vowel sound /o/ in this word as /aI/. It may make different pronunciation cause interference.

Table 14. Data of Close Vowels /ɒ/

Vowel Sound	Samples	SP	CP	Information
/ɒ/	Comes	/kʌms/, /koms/	/kɒmIz/	/ɒ/ is interfered by /ʌ/ and /o/
	Of	/of/	/ɒv/	/ɒ/ is interfered by /o/

The open vowel sound /ɒ/ is defined as the back of the tongue is in the fully open position. Lips are lightly rounded. This sound was rarely known by the students. So it may interference as the explanation below:

- 1) /ɒ/ is interfered by /ʌ/

The word *comes* was pronounced as /kams/. According to U-Dictionary it is /kɒmIz/. There are two vowel sounds in this word. However, the students pronounced as one vowel sound in this word. It means that they replaced the vowel sound /ɒ/ as /a/.

- 2) /ɒ/ is interfered by /o/

It was found the similar mistakes in students' pronunciation. They pronounced both words as those written form. The words *comes* was pronounce as /koms/, and word *of* was pronounce as /of/. While according to U-Dictionary, those words are using vowel sound /ɒ/ not /o/.

From the some cases in open vowel sound above, there was found the similar condition which the students mostly pronounced as written form of each word. As data findings above, the open vowel sound are the vowel which not known by the students, so it may make the incorrectly pronunciation by the Napunese students. Also there was found the condition which the students were not complete in pronouncing some words.

The Napunese students change the vowel sounds as follows; In close vowel sound /i:/ is interfered by /e/, /ə/, /I/, /ea/ and diphthong /ei:/. Vowel sound /I/ is interfered by /ə/, /e/, diphthong /eI/ and /aI/. Vowel sound /ʊ/ is interfered by /u/ and /I/. Vowel sound /u:/ is interfered by /ʌ/ and /o/. For mid vowel sound /e/ is interfered by /I/ and diphthong /eI/. Vowel sound /ə/ is interfered by /e/ and /ʌ/. Vowel sound /ɜ:/ is interfered by /I/, and /o/. Vowel sound /ə/ is interfered by /ʌ/ and /o/. For open vowel sound /æ/ is interfered by /e/, /ʌ/, /ə/, /ɔ/ and diphthong /eI/. Vowel sound /ʌ/ is interfered by /o/ and /u/. Vowel sound /ɑ:/ is interfered by /o/ and diphthong /aI/, and vowel sound /ɒ/ is interfered by /ʌ/ and /o/.

The result of data analyzing above shows that the Napunese students not only make interference using other pure vowel sounds, however there are some diphthong sounds appears in their pronunciation. Not all words well-spoken by the Napunese students in the three English texts because they were influenced of their accent.

This findings is in line with the theory of Wenreich (1953:18-19) that stated that phonological interference occur when the speakers do not find the similar phoneme of first language in target language. From the writers

interpretation, the students may made interference in their pronunciation of some English words because they transfered their language system to produce the target language (in English language).

Conclusion

Based on the findings of the study, the following conclusions are drawn. The interference of Napunese (L1) occurs in the pronunciation of all vowels sound produced by the Napunese students of SMA Negeri 1 Lore Utara occurred in all twelve vowel sounds, for intances: in close vowel sound /i:/, /ɪ/, /ʊ/, and /u:/; in mid vowel sound /e/, /ə/, /ɜ:/, and /ɔ/; then in open vowel sound /æ/, /ʌ/, /ɑ:/, and /ɒ/. The Napunese students were mostly pronounced as written form of each word, and sometime were incomplete in pronouncing the words. Such interference can cause phonological errors in spoken English of the students. In countries where the TL or SL is a foreign language, as in Indonesia, the L1 of the user will negatively influence the pronunciation of their TL.

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