

CHAPTER I

INTRODUCTION

1.1. Background of study

As a language learner, pronunciation is the most important essence in learning. Clearness in pronunciation leads people to understand the messages delivered. Therefore, having a good English pronunciation is not an easy task for native. Especially in Indonesia, English is learned as a second language and taught in schools and universities. It is because English is recognized as one of the most important languages globally, as high-quality education programs often require English fluency (Kusuma, 2018). In the university even though in the department that focuses on studying English not the entire student in this department speaks English fluently. Error and mistakes are possible to happen when the student is speaking English when they study.

As a student learning English it can be learned in various forms of study. One of the studies is through drama performance. In drama performance one of the important aspects is pronunciation. Having good pronunciation in a play will help the audience to understand the message of the drama. Having a good pronunciation in learning English determines the learner's aptitude in achieving communication skill and efficiency.

Understanding the process of learner language aptitude is interesting, especially understanding the influence of the native language and the second language on language aptitude. In learning English as a second language

pronunciation errors are bound to happen. Errors in pronunciation can occur for many reasons. One of the primary reasons is the influence of the first language. Pronunciation errors commonly happen due to differences between the first language (L1) and second language (L2) phonetic environments.

The phonetic differences between the languages, such as consonants or vowels in L1 compared to L2, make attaining L2 proficiency challenging. Consequently, learners often make errors or misspeak when pronouncing English words. In this research try to limit the analysis only focus on vowels. To analyze the vowels in the pronunciation of English made by Indonesian students, the researcher took the data from drama performance and focused on their pronunciation. The performance that will be analyzed is taken from the video recorded of the performance.

At Andalas University, the department that studies English as a second language is the English Department. One of the classes in this department that applied pronunciation in the class is the drama class. The drama class is where students study and perform drama and at the end of the semester, they perform the drama in groups for their final exam, which is judged by the lecturer. The evaluation focuses on their acting, costumes, and especially their pronunciation. Studying how the Indonesian language (L1) affects English (L2) pronunciation in these performances can reveal important insights. Understanding these issues can help develop better teaching methods to improve English learning in Indonesia.

Although defining the phenomenon of language is complex (Fasold & Connor-Linton, 2006), it remains an important tool in human communication, extending to various aspects, including the acquisition of a first language (L1) and a second language (L2). A second language is learned in addition to the first language, and second language acquisition (SLA) refers to the formal study of the process of acquiring an L2 (Fasold, 2006). Several factors determine success in acquiring second language phonemes. In SLA, these factors include the relationship between L1 and L2 segmental inventories, the age of learning L2, the length of residence in an L2-speaking environment, the degree of ongoing L1 use, and learner motivation (Lingeris, 2009). This study aims to analyze the influence of the Indonesian language as the first language (L1) on learning English as the second language (L2) in terms of pronunciation.

Phonetically, Indonesia language have seven vowels sounds namely /i/, /ɪ/, /u/, /o/, /a/, /e/, and /ə/ while English has twelve vowel sounds; /i:/, /ɪ/, /ε/, /æ/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, and /ə/. It could be understood that there are six (6) English vowels that are not found in Indonesian vowels. They are /æ/, /ʌ/, /ε/, /ɔ:/, /ɑ/, /ɒ/. It is said that if Indonesian students pronounce English words that contain those six (6) vowels that are not found in Indonesia language problems such as pronunciation error might be found (Nurul & Maria, 2018). Vowel sounds in English are often more varied and complex than those in Indonesia. This complexity can be a significant source of difficulty for learners, warranting focused study. This makes it interesting to explore the difficulties Indonesian learners face when trying to

master English pronunciation. Especially how they explore their aptitude in drama performance.

The analysis focuses on comparing how Indonesian and English sounds are pronounced using the International Phonetic Alphabet (IPA) chart. The data will be analyzed using Markedness Differential Hypothesis (MDH) by Eckman and supported by other supporting theories. This study aims to understand pronunciation difficulties that might arise when Indonesian speakers learn English. The study examines students' pronunciation in drama performances video, particularly focusing on six vowel sounds. They are /æ/, /ʌ/, /ɛ/, /ɔ/, /ɑ/, and /ɒ/. The reason for choosing these six English vowels is because those vowels are difficult to be pronounced by the participants. Another reason is due to vowel sounds occurring more frequently in speech than consonants. It makes them a central aspect of pronunciation.

The incorporation of drama into the context of vowel production brings a distinctive perspective to this research. This study aims to examine the challenges faced by Indonesian native learners in producing English vowels. It utilizes the relation of drama class performances with a specific focus on vowel production. The primary goal is to find whether error or miss pronunciation still occur in the student drama performance or not even though they have attend several classes that help to improve their knowledge about The finding will be analyzed through student vowel production based on the difficult words that are taken from student drama performances that have been played in the Drama Class.

Indonesian has a simpler vowel system compared to English, making it tough for learners to accurately produce English vowel sounds. By analyzing vowel pronunciation in drama performances, this research aims to understand the influence of Indonesian (L1) on English (L2) pronunciation. The findings can inform the development of better teaching strategies to improve English learning in Indonesia.

1.2. Theoretical Framework

The proposed theoretical framework aims to investigate the efficacy of using drama scripts as a pedagogical tool to enhance the perception and production of English vowels among Indonesian learners. This framework draws upon insights from the fields of linguistics, second language acquisition, phonology, and drama education to establish a comprehensive approach to addressing the challenges posed by the differing vowel systems of Indonesian and English.

1.2.1. Interlanguage Phonology

Interlanguage, a term coined by Selinker (1972), refers to a linguistic system formed by non-native speakers as they strive to gain proficiency in a new language. This interlanguage is shaped by both the learner's native language and the target language they are learning. Selinker's concept of interlanguage serves as a pivotal link between a learner's mother tongue and the language they are acquiring. It's not merely an imitation of the new language or a temporary phase. Instead, it represents a unique form of communication that learners develop as they navigate the rules and structures of the new language. This evolving linguistic system is influenced by the learner's native language as well as the new language they are learning. It

continually evolves as learners gain more exposure to the target language and refine their language skills.

Interlanguage phonology is a concept within the field of second language acquisition (SLA) that describes the evolving and transitional phonological system that language learners develop as they progress from their first language (L1) to their target language (L2) pronunciation. It represents an intermediate stage in phonological development, bridging the influence of the learner's L1 phonological system and their ultimate goal of achieving native-like or near-native pronunciation in the L2.

In the context of learning interlanguage phonology, the focus underlined the phonological structure of the language being learned (L2) as it relates to the learner's native language (L1). The concept of phonological rules draws its inspiration from Chomsky and Halle's (1968) generative phonology theory. The generative phonology theory uses ideas from generative grammar to study how people who are native speakers of a language are able to accurately speak and understand the language. Its main goal is to provide a clear and more detailed understanding of this process, especially when it comes to different languages (Obied, 2015, p.4)

It deals with the sound system of a language, and it is often analyzed at the level of phonemes, which are the smallest units of sound in a language and include both consonants and vowels. The rule is designed to offer a clear method for representing the fundamental concept behind different phonological processes such

as assimilation, dissimilation, deletion, insertion, and metathesis, as discussed by Obied (2015, p.5). Hyman, (as cited in Obied's, 2015, p.5) discusses various phonological processes:

1. Assimilation

Assimilation Involves change in a sound to make it more like a neighboring sound. It can categorize based on distinctiveness;

- Phonetic Assimilation: this is when sounds change freely or contextually to become more like their neighboring sounds.
- Phonemic assimilation: Often referred to as neutralization or syncretism, this type of assimilation occurs when sounds become indistinguishable in certain contexts.
- Morphological or Morphophonemic Assimilation: These affect entire morphemes, influencing the choice of morpheme variants (allomorphs) according to morphophonemic rules.

2. Dissimilation:

Dissimilation is the process where one sound changes one of its features to become less similar to a neighboring sound. It's usually done to make two sounds more distinct from each other.

3. Deletion;

Also known as elision, deletion involves removing a sound from the phonetic form of a word in specific contexts to facilitate pronunciation. Deletion can be divided into three parts:

- Aphaeresis: This is deletion at the beginning of a word.
- Syncope: This is deletion in the middle of a word.
- Apocope: This refers to deletion at the end of a word.

4. Insertion

Insertion happens when an extra sound is added between two others. There are three types of insertion:

- Prosthesis: This involves inserting a segment at the beginning of a word.
- Epenthesis: This is the insertion of a sound at the end of a word.
- Paragoge: This is the addition of a sound at the end of a word.

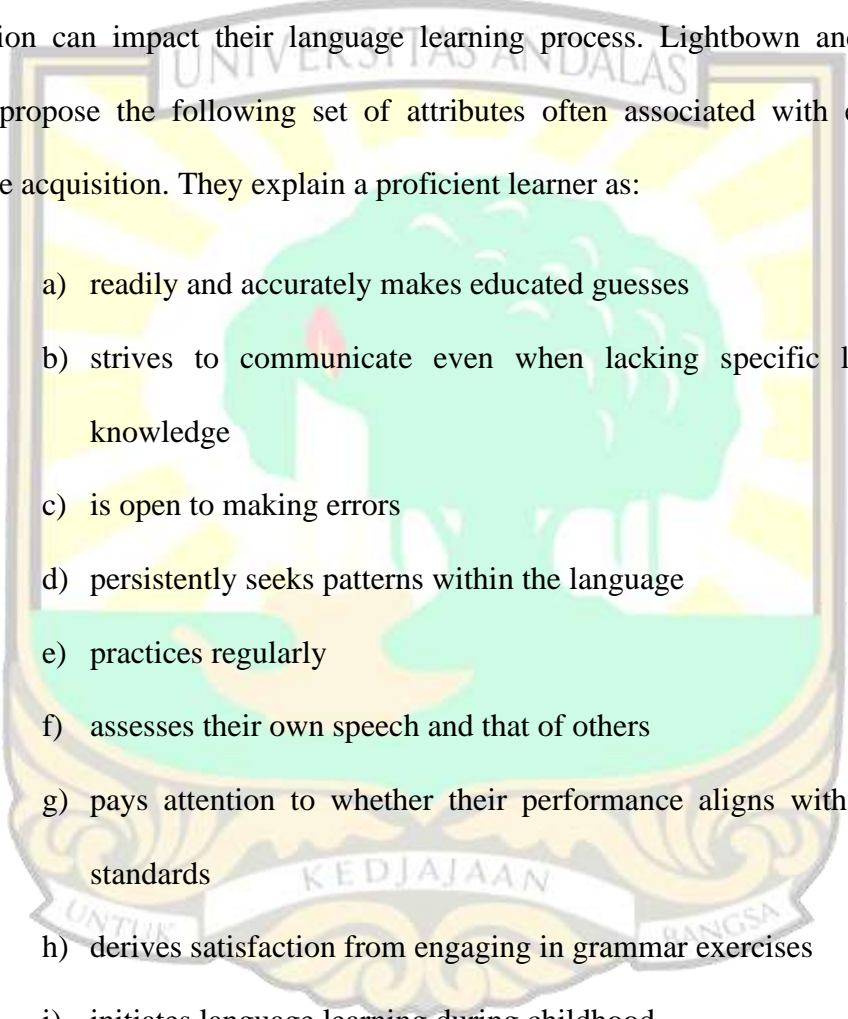
These phonological processes help explain how sounds in languages can change and adapt in different linguistic contexts.

3.1.1. Second Language Acquisition

Second Language Acquisition (SLA) is a relatively recent field that has grown significantly in the last few decades. It explores how individuals learn languages that are not their native tongue Gass & Selinker, (2008). Ellis (2003), this field involves the acquisition of linguistic, communicative, and cultural competence in the target language.

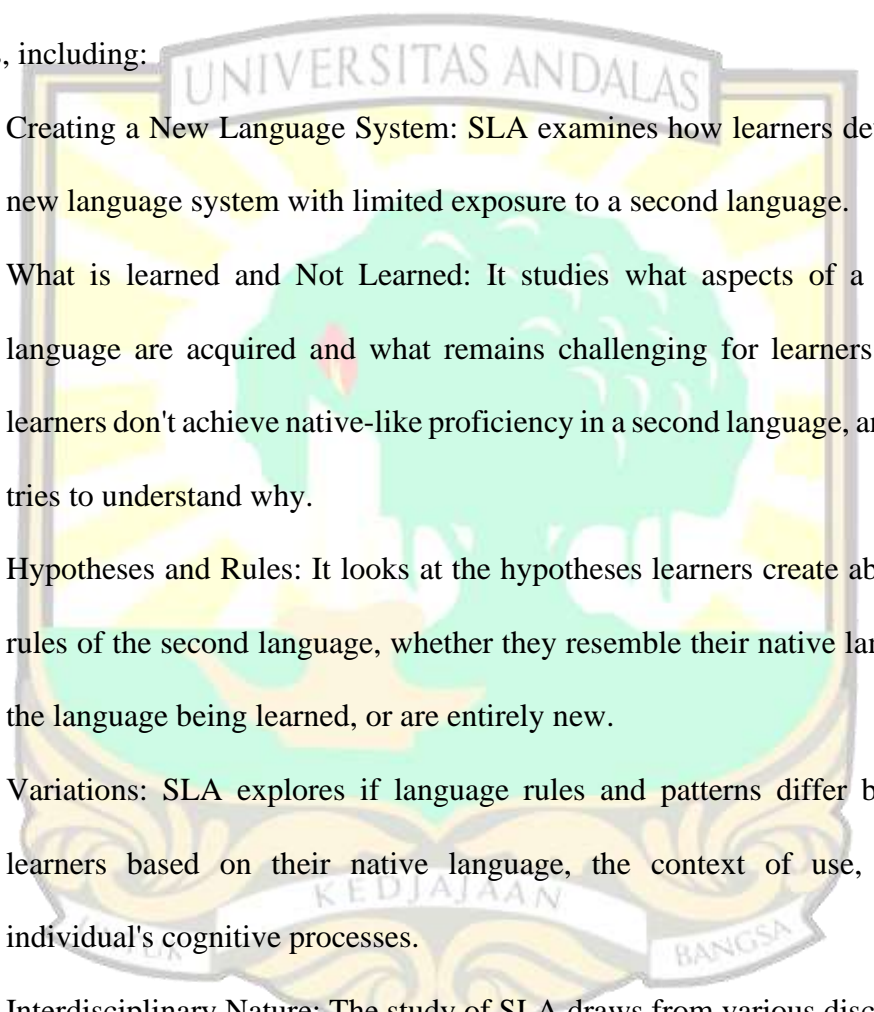
This process typically occurs during childhood as children are exposed to language through interactions with their caregivers and their environment. Language acquisition is a subconscious, intuitive process that allows individuals to understand and produce language without formal instruction. SLA is a

multidimensional and complex phenomenon that has been extensively studied in the field of linguistics and education. SLA can occur at any age, and it often involves formal instruction, such as language classes. Unlike first language acquisition, which happens in a natural and immersive environment in his work Robert Gardner (1960) gives an understanding of how learner attitude and motivation can impact their language learning process. Lightbown and Spada (2003) propose the following set of attributes often associated with effective language acquisition. They explain a proficient learner as:

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- a) readily and accurately makes educated guesses
 - b) strives to communicate even when lacking specific language knowledge
 - c) is open to making errors
 - d) persistently seeks patterns within the language
 - e) practices regularly
 - f) assesses their own speech and that of others
 - g) pays attention to whether their performance aligns with learned standards
 - h) derives satisfaction from engaging in grammar exercises
 - i) initiates language learning during childhood
 - j) possesses an above-average IQ
 - k) exhibits strong academic skills
 - l) maintains a positive self-image and high levels of confidence

Second language acquisition research is concerned with how learners learn a second language and the factors that might affect or influence the learning process so instructors can help and understand the learner where there are commonly students, in their learning process.

Gass & Selinker, (2008), had delves second language acquisition into various aspects, including:

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- a. **Creating a New Language System:** SLA examines how learners develop a new language system with limited exposure to a second language.
 - b. **What is learned and Not Learned:** It studies what aspects of a second language are acquired and what remains challenging for learners. Many learners don't achieve native-like proficiency in a second language, and SLA tries to understand why.
 - c. **Hypotheses and Rules:** It looks at the hypotheses learners create about the rules of the second language, whether they resemble their native language, the language being learned, or are entirely new.
 - d. **Variations:** SLA explores if language rules and patterns differ between learners based on their native language, the context of use, or the individual's cognitive processes.
 - e. **Interdisciplinary Nature:** The study of SLA draws from various disciplines, including linguistics, psychology, sociology, education, and more. It's an interdisciplinary field.
 - f. **Separation from Pedagogy:** SLA is distinct from language pedagogy (teaching languages) but can inform teaching practices.

g. Contribution to Understanding Human Mind: SLA research seeks to determine linguistic constraints on forming second language grammars, contributing to our understanding of language and the human mind.

h. Part of Humanities and Social Sciences: SLA falls within the humanities because it investigates human constructs and concerns related to language.

It's also part of the social sciences because it deals with interpersonal relations and language use. Additionally, some SLA research delves into the biological aspects of language learning, connecting it to cognitive neuroscience.

In essence, SLA is the study of how people acquire languages beyond their native tongue, and it plays a crucial role in understanding the human capacity for language and its societal and cognitive implications.

1.2.2.1 Interference of the first language

"Native Language Influence" is a concept that plays a crucial role in understanding second language acquisition. It refers to the idea that a person's native language (L1) has a significant impact on how they learn and use a second language (L2) Gass & Selinker, (2008). One of the fundamental principles of native language influence is that learners tend to transfer the linguistic habits and patterns from their first language to the second language. These habits include aspects of pronunciation, grammar, vocabulary, and even cultural norms related to language use. The concept of native language influence is used to see the structural differences between the languages. The Native Language (NL) and target Language

(TL) may have differences in terms of phonetics, syntax, morphology, and semantics. When learners encounter these differences, they often rely on what they know from their native language, which can lead to errors in the second language. Interference occurs when features of the native language interfere with the correct usage of the second language. For example, if a learner's native language doesn't have certain sounds that exist in the second language, they may struggle to pronounce those sounds accurately. The error in this native language influence will be involved in:

- a. False Friends: Some words in the native language and the target language may look or sound similar but have different meanings. Learners may be tempted to use these "false friends" incorrectly based on their native languages associations.
- b. Grammatical Structures: Native language influence can also manifest in the way learners structure sentences. For example, if a language places the subject before the verb while other places the verb before the subject, learners might construct sentences in the second language that mirror the structure of their native language.
- c. Pragmatics and Cultural Norms: Native language influence extends beyond grammar and vocabulary. It can also affect how learners' express politeness, make requests, or engage in conversations based on the communication norms of their native culture.

- d. Overgeneralization: Learners may generalize rules from their native language to the second language, even when those rules don't apply. This can result in grammatical errors or awkward sentence structures.
- e. Fossilization: In some cases, learners may continue to make certain errors influenced by their native language even after years of studying the second language. This phenomenon is known as "fossilization."

It's important to note that native language influence is a natural part of the language learning process. Learners often draw on their existing linguistic knowledge and habits as they acquire a new language. Understanding this influence is essential for educators and learners alike because it helps identify common challenges and areas where additional support or instruction may be needed to overcome native language interference and improve language proficiency in the second language.

3.1.2. Language Transfer

Language transfer is the process of learning a second language by using one's native language as a foundation. This involves drawing comparisons between the native and target languages, allowing learners to apply the structures and rules of their native language to the second language. During this process, language learners often engage in overgeneralization, which means they extend a rule to situations where it doesn't actually apply.

Language transfer, also known as interference theory, or linguistic interference, is a key concept in the field of Second Language Acquisition (SLA).

It posits that elements of a person's first language (L1) can influence the acquisition and use of a second language (L2). This influence can be both positive (facilitating language learning) and negative (leading to errors or challenges) (Wang & Xiang, 2016, p.2209). Here are some important aspects and related studies about interference theory in SLA:

1. Positive Transfer

Positive transfer, also known as facilitative transfer, occurs when knowledge or skills from the learner's first language (L1) contribute to the accurate and appropriate use of the second language (L2). In other words, it is when the similarities between L1 and L2 help the learner in mastering the target language. For example, if a learner's L1 and L2 share a similar grammatical structure, it can facilitate learning.

2. Negative Transfer

Negative transfer, often referred to as interference, happens when differences between L1 and L2 lead to errors or difficulties in language learning. For instance, if L1 has a different word order than L2, learners may use the L1 word order inappropriately in L2. For example, if L1 and L2 have different word orders; a learner may produce sentences in L2 with incorrect word order based on the L1 structure.

3. Contrastive Analysis Hypothesis

The Contrastive Analysis Hypothesis (CAH) is a theory related to interference. It suggests that predicting errors and challenges in SLA can be achieved by comparing the linguistic elements of L1 and L2. CAH underscores

the importance of understanding how a learner's native language influences their second language acquisition. It recognizes that while similarities between languages can facilitate learning, differences often pose challenges, and learners may need to adapt their habits and strategies to succeed in acquiring the target language.

4. Error analysis

Error analysis is a linguistic approach that focuses on examining the mistakes made by language learners. It is distinct from contrastive analysis, where errors are compared to the learner's native language, as error analysis compares errors to the target language (TL).

5. Fossilization:

Fossilization occurs when incorrect language forms become entrenched and resistant to change, often due to persistent interference from the first language.

3.1.3. Error Analysis

Error analysis is a linguistic approach that focuses on examining the mistakes made by language learners. It is distinct from contrastive analysis, where errors are compared to the learner's native language, as error analysis compares errors to the target language (TL). This approach gained importance in second language studies during the 1950s and 1960s, primarily due to an article by Corder in 1967, which emphasized the significance of learners' errors.

Error analysis views errors not merely as imperfections to be eliminated but as valuable indicators of a learner's understanding of the TL. Errors serve as red

flags, offering insights into a learner's attempt to grasp the underlying rules and regularities of the language they are exposed to, thus indicating the presence of a rule-governed system called an "interlanguage."

It's important to distinguish between "errors" and "mistakes." Mistakes are isolated instances of error that a speaker can recognize and correct, while errors are systematic and repetitive and are often not recognized by the learner as errors because they are part of their interlanguage system. The process of error analysis typically involves:

1. Collecting data, often from written or oral learner productions.
2. Identifying errors, such as incorrect verb forms or agreement errors.
3. Classifying errors into categories (e.g., agreement errors, verb form errors).
4. Quantifying errors to understand their frequency and distribution.
5. Analyzing the source or origin of errors.
6. Implementing pedagogical interventions based on the type and frequency of errors.

Error analysis provides a more comprehensive framework than contrastive analysis, as it considers two main types of errors: interlingual (due to cross-linguistic influences) and intralingual (independent of the native language). It suggests that similar intralingual errors can occur across learners from diverse first languages.

In summary, error analysis is a linguistic method that examines errors made by language learners in comparison to the target language (TL). It views errors as

valuable indicators of a learner's interlanguage system and provides insights into the process of second language acquisition.

3.1.4. Contrastive Analysis Hypothesis (CAH)

Contrastive Analysis Hypothesis as a theory in second language acquisition was first used in the mid-1950s (Rickaby, 2023, p.2). At that time, it was an effective way for designing material in terms of second or foreign language teaching and learning. The prominent figure who proposed Contrastive Analysis Hypothesis (CAH) is Robert Lado. He explained more related to CAH in his famous book called *Linguistics across Cultures* (1957). Rickaby (2023, p. 2) stated that the Contrastive Analysis Hypothesis (CAH) is a theory that attempts to investigate the similarities and differences between the language learner's native language (existing knowledge) and the target language (new knowledge) for the purpose of predict and explain learning difficulties that may occur during the learning process.

Bohloulzadeh and Dost (2017, p.32) said that the term “contrastive hypothesis” indicates the theory itself. Meanwhile, the term “contrastive analysis” focuses on the method of implementation of the hypothesis. On the other hand, “contrastive analysis hypothesis” term emphasizes both the theory and method simultaneously.

The primary goal of this analysis is to identify potential errors that learners might make when transferring linguistic elements from their L1 to L2. This includes examining the sound system, morphology (word formation), syntax (sentence structure), and even cultural aspects of the languages. CAH suggests that the major

source of difficulty in learning a foreign language is the tendency for learners to transfer the habits and patterns of their native language (L1) to the new language (L2). These habits can include pronunciation, grammar, and vocabulary. CAH acknowledges that some linguistic elements between L1 and L2 may be similar, while others are different. Elements that are similar are typically easier for learners because they can be directly transferred, while elements that are different pose challenges and may need to be adapted or learned anew. CAH operates on the assumption that the native language is a driving force behind second language learning. It influences how learners approach and process the new language. CAH can be understood in two main views:

a. The strong (predictive) view

The strong view suggests that you can predict language learning outcomes based on a comparison between first language (L1) and second language (L2).

b. The weak (explanatory) view

On the other hand, the weak view starts with analyzing learners' errors and aims to explain those errors by referring to differences between first language (L1) and second language (L2).

CAH's recognition of the influence of the native language had a significant impact on second language acquisition research. Researchers began to focus on the errors made by learners, which often went beyond what could be attributed solely to native language influence (Lado in Bohloul Zadeh and Dost, 2017, p.32).

In summary, the Contrastive Analysis Hypothesis (CAH) is a framework that emphasizes the role of a learner's native language in shaping their acquisition of a second language. It involves comparing the linguistic systems of L1 and L2 to predict areas of learning difficulty, with the ultimate goal of improving language teaching and understanding the complexities of second language acquisition.

3.1.5. Markedness Theory

Markedness is part of human language competence and it is determined by three conflicting mechanisms in human brain: pressure to preserve marked sounds (preservation), pressure to turn marked sound into unmarked sounds (reduction), and a mechanism allowing the distinction between marked and unmarked sounds to be collapsed (conflation) (De Lacy, 2006, p.3). He also argues that markedness occurs when preservation is irrelevant only.

Markedness relates with language typology. Based on Ellis' argumentation (1994, pp. 319-320), language typology is the study of different types of language carried out with the aim to identify those properties that are universal. The aim of identifying the typology universal is to claim which features are marked and which features are unmarked. Ellis (1994, p.320) claims that those features that are universal or present in most languages are commonly unmarked. On the other hand, those that are specific or particular language or found in only a few languages are marked.

Then, Lado, Stockwell, and Bowen (as cited in Eckman, 2008, p.5) stated that typology markedness must be incorporated into class Contrastive Analysis

Hypothesis (CAH) as a measure of the relative difficulty in Second Language Acquisition (SLA). Meanwhile, CAH still has a weakness. CAH is only attempting to explain L2 learning on the basis of differences between native language (NL) and target language (TL). For revising the CAH weakness, Markedness Differential Hypothesis (MDH) comes to advance CAH. MDH declares that NL and TL differences are important to be described, but it is still not enough. Language learner needs to incorporate typological markedness into the explanation.

Eckman (as cited in Liang, 2016, p.98) asserts that a phenomenon in some languages is more marked than a phenomenon B if the presence of A in a language implies the presence of B, but the presence of B does not imply the presence of A.

Those areas of difficulty that a second language learner will have can be predicted on the basis of a comparison of the native language (NL) and the target language (TL) such that:

(a) Those areas of the target language which differ from the native language and are more marked than the native language will be difficult.

(b) The degree of difficulty associated with those aspects of TL that are different and more marked than in the NL corresponds to the relative degree of markedness associated with those aspects.

(c) Those areas of the target language which are different from the native language, but are not more marked than those of the native language will not be difficult.

After that, how marked and unmarked the language feature can be analyzed by the markedness hierarchy. It is based on which area they are articulated. De Lacy (2006, p.27) acknowledges that markedness hierarchy does not refer to the segment but to the feature and value. Markedness hierarchy occurs both in consonant and vowel sounds. In this study, researcher focuses on the markedness hierarchy of vowels. There are three interfering phenomenon in vowel markedness. They are least marked-status, epenthesis, and neutralization. De Lacy (2006, P.286) has categorized vowel sonority markedness as follow:

High central vowels (i, ɨ) > mid-central vowel (ə) > high peripheral vowels (i, y, u,) > mid-high peripheral vowels (e, o) > mid-low peripheral vowels (ɛ, ɔ) > low vowel (æ, a, ʌ)

The symbol “>” in the PoA hierarchy means “more marked”. In the markedness area, there is a term namely markedness reduction. Markedness reduction is the desire to preserve marked elements that can conflict with the pressure to eliminate marked elements. Trubetzkoy claims that markedness relation can happen from markedness reduction throughout neutralization. Neutralization only ever produces unmarked output. (cited in De Lacy, 2006).

3.2. Review of Related Study

Having established the significance of English pronunciation and the challenges posed by native language interference in the context of Second Language Acquisition (SLA) and English language learning at Andalas University, this review of related studies delves deeper into the existing body of research. By

examining prior studies in the field of SLA and phonological development, especially focusing on vowel pronunciation and the influence of learners' native languages, this study aims to gain valuable insights into the patterns of interference and strategies employed to address these challenges. This review seeks to build upon the foundational knowledge presented in the introduction, providing a comprehensive understanding of the current state of research in this area and paving the way for the investigation of Indonesian learners' English pronunciation within the dynamic setting of an English drama class.

The first review is the study titled "Native Language Influence on the Production of English Sounds by Indonesian Students" written by Rissati (2019). The study involves 30 Indonesian high school students, aged 15 to 22, for whom English is a required subject. The research focuses on their struggles with specific English consonants, including /ʃ/, /ʒ/, /θ/, and /ð/, as well as vowels like /i:/, /ɜ:/, /ɑ:/, /ɔ:/, and /u:/. The findings highlight that these learners frequently mispronounce these sounds due to the absence of similar phonetic features in their native language, resulting in negative transfer. While the study sheds light on these challenges and their implications, it suggests the need for a more extensive literature review and some language refinement for a more comprehensive understanding.

The paper contains some grammatical issues and awkward phrasing, which may affect its readability and clarity. Improving the language and style of presentation would enhance the paper's overall quality. The research lacks a control group of non-Indonesian students or a comparative analysis with students from other L1 backgrounds. A comparative study could have provided a clearer

understanding of whether the pronunciation challenges observed are specific to Indonesian speakers or common among EFL learners in general. Nonetheless, the research contributes significantly to our knowledge of English pronunciation difficulties in EFL contexts and offers insights for educators and syllabus designers.

The next study conducted by Nurul Ulfayanti and Maria Olga Jelimun (2018) titled “Contrastive analysis of English and Indonesia vowel phoneme and its lesson plan in language teaching”. This study provides valuable insights into the distinctions between vowel phonemes in English and Indonesian, shedding light on the pronunciation challenges encountered by Indonesian speakers during their English language learning journey. The research employs a contrastive analysis approach, effectively examining both the commonalities and disparities in vowel phonemes, thus yielding a comprehensive understanding of the issues faced by Indonesian learners. The primary objective of the study is clearly delineated: to investigate the differences in vowel phonemes between English and Indonesian and to scrutinize the difficulties confronted by Indonesian English learners. The use of contrastive analysis as the chosen methodology aligns well with this goal, facilitating a systematic comparison between the two languages. The authors have diligently sourced data from a wide array of references, encompassing books, articles, journals, and prior research. This multi-faceted data collection approach bolsters the reliability of the findings and fortifies the study's overall validity. The research adeptly presents the results of the contrastive analysis in an organized and lucid manner. The ensuing discussion offers insightful elucidations of the parallels and distinctions in vowel phonemes between English and Indonesian, thereby

enhancing our comprehension of the challenges encountered by Indonesian learners.

Ulfayanti and Jelimun's study provides valuable insights into the hurdles Indonesian learners face when pronouncing English vowel sounds. By delineating differences and similarities and proposing practical teaching methodologies, the research makes a valuable contribution to the field of language pedagogy. However, further improvements in data collection and presentation could elevate the overall quality of the study.

The next thesis, authored by Rinjani Kusuma Putri in 2020, bears the title "Difference between Interlanguage and Standard American English Pronunciation of English Department Students of the Class of 2015 at Andalas University." In this research, Markedness theory played a central role. Typological markedness, a concept within this theory, was used to observe how variations in pronunciation manifest. The focus was on English consonants. The study's participants were English Department students who began their studies in 2015 at Andalas University. To ensure a representative sample, the researcher employed stratified random sampling, categorizing students based on their Grade Point Average (GPA) as per the university's 2016 guidelines. Out of a total population of 62 students, 30 were selected as the research sample.

The data collection method differed from previous research, as a picture description task was used. Participants were asked to describe a picture using keywords as guidance, and their responses were recorded. The data analysis

revealed two main strategies employed by participants when dealing with the challenges of English consonant pronunciation: substitution and deletion. These strategies were adopted because certain English consonant sounds did not exist in the participants' native language, and also due to differences in the distribution of sounds between English and Indonesian.

One limitation of the thesis was in the presentation of data analysis. While the author did mention the percentage of errors made by students, she did not provide the methodology or formula used to calculate these percentages, which could be confusing for readers.

On the positive side, the thesis had several strengths. The research methodology was well-explained, particularly the clear and effective way in which the sample was obtained based on students' GPA. Furthermore, the author conducted a thorough data analysis, effectively addressing the research questions and providing insightful explanations.

In summary, Rinjani Kusuma Putri's (2020) thesis explored the differences in pronunciation between English Department students at Andalas University and Standard American English. The study utilized Markedness theory, employed a unique data collection method, and revealed valuable insights into pronunciation strategies used by participants, despite some presentation shortcomings.

The last study is from Chaumkaur Gill, (2013) entitled “Enhancing the English-Language Oral of International Student through Drama”. This study aimed to investigate the impact of drama-based teaching methods on the oral English skills

of ten international students at Bond University over a twelve-week period. The research was conducted in two phases, with the first three weeks using communicative non-drama-based (CNDB) methods, followed by three weeks of communicative drama-based (CDB) methods, another three weeks of CNDB methods, and a final three weeks of CDB methods. The study hypothesized that all participants would show improvement with the introduction of CDB methods and that their mean scores would be higher by the end of the study.

The findings revealed that the first part of the hypothesis, which expected immediate improvement with CDB methods, was not supported for most participants. Some students struggled with drama-based activities initially. However, the second part of the hypothesis, which predicted overall improvement by the end of the study, was supported. All participants demonstrated higher mean scores in their oral English skills after the twelve-week program. The study employed observer ratings and self-assessment by participants to measure the impact of the teaching methods. Observers noted variations in performance, but overall, they perceived an increase in oral English skills. Participants' self-assessments also indicated improvement, with some variations among individuals.

This study highlights the potential benefits of incorporating drama-based teaching methods in second language acquisition (SLA) contexts. It underscores the importance of providing international students with opportunities to practice oral communication skills, as speaking is often the most challenging aspect of language learning. Drama-based activities can create a supportive environment for learners to build confidence, improve fluency, and overcome inhibitions associated with

speaking in a foreign language. While the study offers valuable insights, it also acknowledges the need for more extensive research in SLA to determine the broader applicability of drama-based pedagogy and its long-term effects on language development.

3.3. Research Question

1. What types of student interference of the first language in pronouncing English vowels at English department student Andalas University taking in drama class?
2. What are the causes of the interference of the student's first language in pronouncing English vowels?

3.4. Objective of the Study

1. To observe the type of interference of the student the first language in pronouncing the English vowel at English department Andalas University taking in drama class
2. To analyze the causes of the interference of the student first language in pronouncing the English vowels

3.5. Scope of the research

English speech sounds consist of segmental and supra segmental elements. Segmental phonemes include consonants, vowels, and semi-vowels. Supra segmental consists of stress, intonation, tone, length and rhythm. The study will primarily investigate the pronunciation error of monophthong vowels. The monophthong Vowels used in this study are /æ/: as in the word "cat", /ɛ/ as in the

word "bird", /ɑ/ as in the word "father," /ɔ/ as in the word "thought", and /ɒ/ as in the word "cot" and /ʌ/ as in the word "just". These vowels have been selected because they often cause pronunciation difficulties for students and represent common errors.

For example, in Will's first line, vowels like /æ/ in "accident", /ʌ/ in "funny", /ɒ/ in "honest", and /ɜ:/ in "sir" are particularly problematic. Indonesian speakers might substitute these sounds with the closest equivalents from their native vowel system, leading to mispronunciations such as /a/ for /æ/ or /e/ for /ɜ:/. This substitution can result in a noticeable accent and potential misunderstandings. The CAH suggests that these difficulties arise because learners are attempting to map unfamiliar English sounds onto their existing phonetic inventory, emphasizing the need for focused phonetic training to help Indonesian speakers accurately produce these challenging English vowels.

