ANALYZING ERROR OF ENGLISH PRONUNCIATION AS FOREIGN LANGUAGE IN FIRST SEMESTER AT ELEVENTH GRADE IN SMA MUHAMMADIYAH 1 MAKASSAR

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ABSTRACT

This research is written to find out the problems related to the analysing error of speaking. This research employed a descriptive qualitative design and its conducted to find out the error of speaking English as a foreign language student. The data of this research is collected from student's conversation by using the recording to record student's conversation and also using the interview. The subject in this study was the students of SMA Muhammadiyah 1 Makassar at Grade 11. The analysis data is done by recording and interview, find errors in students' speaking as seen from the vowel. The research findings shown that there were pronunciation errors on several words in the conversation text that are assessed and viewed from the vowel or the way students say the words where the pronunciation of students can be said to be an error if it is different from the correct pronunciation of the Cambridge dictionary, found there are ten errors in vowels where the number of vowels according to Jones (1960: 66-97) there are twelve and based on the RP (Received Pronunciation). from some of these mistakes, we associate with the results of interviews of each student which shows that the first language influences when they speak a foreign language or English.

Keyword: Pronunciation, vowel, Speaking, Student.

ABSTRAK

Penelitian ini ditulis untuk mengetahui masalah-masalah yang berkaitan dengan menganalisis kesalahan dalam berbicara. Penelitian ini menggunakan desain kualitatif deskriptif dan dilakukan untuk mengetahui kesalahan berbahasa Inggris oleh siswa dalam berbahasa asing. Data penelitian ini dikumpulkan dari percakapan siswa dengan menggunakan rekaman video untuk merekam percakapan siswa dan juga menggunakan wawancara. Subjek dalam penelitian ini adalah siswa SMA Muhammadiyah 1 Makassar di Kelas 11. Analisis data dilakukan dengan rekaman video dan wawancara, menemukan kesalahan dalam berbicara siswa seperti yang terlihat dari vokal.. Temuan penelitian menunjukkan bahwa ada kesalahan pengucapan pada beberapa kata dalam teks percakapan yang dinilai dan dilihat dari vowel atau cara siswa mengucapkan kata-kata di mana pengucapan siswa dapat dikatakan sebagai kesalahan jika berbeda dari yang ada pada kamus Cambridge. Ditemukan ada sepuluh kesalahan dalam vokal di mana jumlah vokal menurut Jones (1960: 66-97) ada dua belas dan juga

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berdasarkan dari RP (Received Pengucapan). Dari beberapa kesalahan ini, kami mengasosiasikan dengan hasil wawancara dari setiap siswa yang menunjukkan bahwa bahasa pertama mempengaruhi ketika mereka berbicara bahasa asing atau bahasa Inggris.

Kata kunci: *Pronunciation, vowel, Speaking, Siswa.*

Introduction

Throughout our education system, English is a compulsory subject throughout secondary schools. This is because English is an important international language that most people in the world use as a medium of communication. Each person in the world often uses language to communicate, to give information, to give knowledge and to convey his or her ideas and thoughts. Because of the value of English, our government is implementing policies on the use of English in our education system. The curriculum requirement for junior high schools notes that the purpose of teaching English at school is to allow students to achieve a practical level of literacy (Depdiknas, 2006:277). At this particular level, students are expected to be able to communicate in both written and oral ways in order to overcome their difficulties. That goal is clearly reflected in the English definition of competencies and core competencies. In students speaking performance, students cannot avoid producing errors, especially in English speaking. The errors can be varied such as related to students' fluency, accuracy and etc. According to Harmer, the errors are the conditions in which students cannot correct themselves because they do not know the rule, so they need explanation (Harmer, 1986: 99). Due to the fact that English speaking is primarily important for interacting to others, nowadays English speaking is needed by the students in every level not only in elementary school, junior high school, and senior high school but also in university level, especially for university students who have English major. For those who are English Study Program students, it is essential to have good speaking performance not only in beginning level but also intermediate and advanced level to achieve the main purpose of learning English that is learning for communication because of English as an important subject at university. Therefore, in order to succeed the process of speaking students must consider and pay attention to the errors they produced.

Material And Method

A. Material

This research aims to find out about several problems that researchers often find that are related to the first language. where habit and accent in the first language often affect students in using English as a foreign language in everyday conversation.

Speaking

Speaking is one of the skills that have to be mastered by students in learning English. Many experts define speaking in different ways. Widdowson (1985: 57) state that speaking is a means of oral communication that gives information involves two elements, namely speaker who gives the messages and the listener who the receptive the message in another word. The communication must involve the productive skill of listening. Jones in (Sarip 2010) stated that speaking is a form of communication. We can say that speaker must consider the person they are talking to as the listener. The activity that the person does it should be based on particular goals. So, it is important that everything we want to say is conveyed in an effective way because speaking is not only producing sound but also a process of achieving goals that involve transferring message across..

Pronunciation

Brown (2000: 5) state that language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly one another." In addition, learning English as second language is a long and complex undertaking. Person need total commitment, total involvement, a total physical, intellectual, and emotional response to successfully send and receive messages in a second language. Drawing on the developing fields of learning which could either be the focus of the lesson or from a component of any lesson is pronunciation. Burns and Claire (1994: 5) emphasize pronunciation refers to the phonology of the language – or the meaningful perception and production of the sounds of that language and how they impact on the listener. Pronunciation (also known as phonology), refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), which is

the various features that make up production of sound in English are the segmental level, aspects of speech beyond the level of the individual sound such as intonation, phrasing, stress, timing, rhythm (as well as suprasegmental features), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language (Gilakjani, 2012: 118).

Definition of Vowel

According to Kristina (2006: 4), the vowel sound is all voiced and maybe single (like /e/, as in let) or a combination, involving a movement from one vowel sound to another (like /eɪ/, as in late); such combination are called diphthongs. There is also triphthongs which describe the combination of three vowel sounds (like /aʊə/ in our or power). Single vowel sound may be short (like /ɪ/, as in hit) or long (like /i:/, as in heat).

English Vowel

According to Kristina (2006: 14) taken from Baker (1988), there are nineteen vowel sounds in English language, here are the phonetic symbols of vowel sounds and their every example :

1. Vowel (iː), example   : Sheep[ʃiːp]
2. Vowel (ɪ), example   : Ship   [ʃɪp]
3. Vowel (e), example   : Pen   [pen]
4. Vowel (æ), example   : Man   [mæn]
5. Vowel (ʌ), example   : cup   [kʌp]
6. Vowel (ɑː), example   : heart [hɑːt]
7. Vowel (ɒ), example   : clock [klɒk]
8. Vowel (ɔː), example   : ball   [bɔːl]
9. Vowel (ʊ), example   : book [bʊk]
10. Vowel (uː), example   : boot   [buːt]
11. Vowel (ɜː), example   : girl   [gɜːl]
12. Vowel (ə), example   : camera [kæməra]
13. Vowel (eɪ), example   : tail   [teɪl]
14. Vowel (aɪ), example   : fine   [faɪn]
15. Vowel (ɔɪ), example   : boy   [bɔɪ]

16. Vowel (aʊ), example   : house [haʊs]

17. Vowel (əʊ), example   : phone[fəʊn]

18. Vowel (Iə), example   : beer [bIə]

19. Vowel (eə), example   : chair [tʃeə]

But, in standard British English, there are twelve vowels often referred to as RP (Received Pronunciation) which are called pure vowels.

B. Method

Research Design

This research employed a descriptive qualitative design and its conducted to find out the error of speaking English as foreign language students.

Research Subject

The subject in this study was the students of SMA Muhammadiyah 1 Makassar at Grade 11, aged average 16-18 years old. And the researcher chose 10 people from all of the students in the classroom and divided them into 5 pairs containing 2 people. The researcher chose this school based on the valid information from the previous researcher and also because of the various dialects or accents that students brought from their home areas.

Research Instrument

The research instruments used for data collection were observations, interviews and documentation. The first was observations, Sanafiah Faisal (1990) in Sugiono (2009: 310) classifies observations into participating observations, overt observations, and unstructured observations. And the researcher used unstructured observations as the research instruments. The second was an interview, according to Gary Dessler, "An interview is a procedure designed to obtain information from a person's oral response to oral inquiries. Generally, an interview means a private meeting between people when questions are asked and answered. The person who answers the questions of an interview is called in the interviewer. The person who asks the questions of our interview is called an interviewer, and in this research, the researcher use Unstructured interviews. The third is the researcher uses recording instrument in conducting the data, in this case, the researcher will record students' English speaking in conversation form. Next, after the researcher finished the recording, the researcher identified the students' accent problems from students' speaking recording.

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The technique of Data Collection

Data is the object of the research target and its context. The data in these studies are all the problems that affect students in speaking English are directly related to the accent and culture around their place which affects when they talk every day. Collecting the data will be carried out within three weeks. The first thing the researcher observed to the students and asked a number of questions about phenomena related to their accents and cultures such as where they came from and how long they lived in that area, so researchers can find out why accents in the first language of students still take part and influence when students speak English.

The technique of Data Analysis

According to Miler and Huberman in barsowi and Suwandi (2008: 209), states that "Activities in data analysis include three concurrent activities (1) data reduction, (2) data presentation, and (3) conclusion drawing.

Discussion

1. **Analysing Error in extract 1**

   a. Error in sample 1

      Based on the results of research from data 1 it could be concluded that no errors were found in the transcript of student conversations. no errors were found in students because of the results of interviews between researchers and students concerned, it is known that although the student concerned is dominant using Buginese language in daily life but the use of English or foreign students concerned can be said quite often because of interactions using English with older siblings the woman and also the factors from the environment concerned are not very influential in the use of English.

      The result emphasized the findings of the study by (Utami, 2016) in his study "Errors and Mistake Analysis of Linguistic Components in the Writing Composition", in her research showing that errors can occur frequently in speaking because they did not realize and do not know what is correct. It is necessary to analyse students' errors because the only way to analyse it through students'

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performance. So, when my research is linked to the previous researcher, Utami (2016), it can be concluded that this research and the research from Utami (2016) are contradictory, previous researchers found that to find out the results of the analysis error must use a long time and not depend on in a conversation test given by the researcher and also we must look at student performance. no pronunciation errors found in sample 1 supported by the results of a study by Sayuri (2016) which said that students' pronunciation errors in English could have been influenced by the student's self-confidence and if it was associated with sample 1 interview results it could be said that sample 1 often used English in daily life making it possible for students to speak fluently in English without any pronunciation obstacles.

b. Error in sample 2

According to the results of research from data 1 it can be found some pronunciation errors by sample 2, while the pronunciation mistakes include the words have, now, great, often, café, busy, otherwise. if the results were confirmed by the interview results of the researchers with sample 2, it was found that sample 2 had long lived in their area and also the dominant language used in daily life is the Buginese language and also from the interview results found that sample 2 was still affected by the use of the first language in use of English every day so that they feel disturbed and the number of incorrect pronunciations when trying to speak in English.

If we relate to the previous study, according to Sayuri (2016) also tried to find some errors faced by fourth semester English Department students at Mulawarman University, the result shows that they are lack of vocabulary, pronunciation, grammar usage, and also mental of the students which caused a lack of self-confidence. it can be interpreted that the pronunciation of the error found in sample 2 is still due to the lack of words and vocabulary known by sample 2 so that the pronunciation of some words by the sample is

still found. it can be interpreted that the pronunciation of the error found in sample 2 is still due to the lack of words and vocabulary known by sample 2 so that the pronunciation of some words by the sample is still found. supported by the theory of (Utami, 2016) in his study "Errors and Mistake Analysis of Linguistic Components in the Writing Composition", in her research showing that, errors can occur often in speaking because they did not realize and do not know what is correct. it can be interpreted that pronunciation errors are influenced by the first language because sample 2 does not know the correct pronunciation of the word.

2. Analysing Error in extract 2

a. Error in sample 3

Based on the result of research from data 2 it can be found several pronunciation errors in sample 3 namely the words name, was, work, great, and pleasure. As for the pronunciation error of sample 3 if it is related to the results of the interview that is because sample 3 is not used in the use of English which is only used in learning and the daily language of sample 3 which is Indonesian language where, sample 3 says that sometimes when he speaks English still influences the first language, Indonesian.

based on research results from Sayuri (2016) also tried to find some errors faced by fourth semester English Department students at Mulawarman University, the result shows that they are lack of vocabulary, pronunciation, grammar usage, and the mentality of students which caused a lack of self-confidence, which is related to the results found that there were found some pronunciation errors from sample 3 due to lack of understanding of vocabulary and how to pronounce the word in English and seen from sample 3 which he had lived in his native area from birth and the language that is often used is Indonesian so he rarely speaks in English which causes a lack of confidence when going to use English.

b. Error in sample 4

Based on the results of the study found from sample 4 found some errors in the pronunciation of the word that is work, hear. if this result related to the results of interview sample 4 where he said that the influence of the first language that is Indonesian for sample 4 in speaking English still affects sample 4 where Indonesian is the dominant language for sample 4 in daily activities. and sample 4 assumes that environmental and social influences do not influence it in increasing the use of English so there is a lack of knowledge about vocabulary and the pronunciation of words in English.

According to Nation's (2001) "The role of the first language in foreign language learning" mentioned the first language has a small but important role to play to communicate meaning and content. The influence of the first language on the second language indicated low acquisition, and it can be reduced by natural intake and language use or it can be eliminated, it can be said that the error found in sample 4 is due to the lack of understanding of sample 4 in English which when viewed from the results of interview sample 4 where the language most often used in daily life is Indonesian, so English is far behind. and according to (Utami, 2016) said that the wrong pronunciation of the words found in sample 3 is due to ignorance of the vocabulary which is mistakenly embedded in several words.

3. Analysing Error in Extract 3

a. Error in sample 5

Based on the results of research from sample 5, found some pronunciation errors of words mentioned by sample 5 among other great, movie and error. some of these pronunciation errors if related to the interview results of researchers and sample 5 can be said that these pronunciation errors are caused by the use of the dominant language of sample 5 where he often uses Indonesian and Ambonese while English is only used when learning English itself. even so, sample 5 still agrees with the statement that social and environment

can influence or might improve and train them in speaking English even though sample 5 says that he rarely speaks in the environment using English due to lack of vocabulary.

according to Sayuri (2016) also tried to find some errors faced by fourth semester English Department students at Mulawarman University, the result shows that they are lack of vocabulary, pronunciation, grammar usage, and mental of the students which caused a lack of self-confidence. from the results of research from Sayuri (2016) if related to the findings have in common that errors in pronunciation in English are influenced by a lack of self-confidence and from a lack of unknown vocabulary in English.

b. Error in sample 6

Based on the findings from sample 6, it was found that pronunciation errors are on the word great. if we associate the findings of pronunciation errors in sample 6 with the interview results, it is found that sample 6 is not very fluent in English, which is caused by frequent speaking in Indonesian, Buginese, and enrekang. and he does not agree that social and environmental skills can improve in speaking English because it can be influenced by so many languages.

if we associate the above findings with previous researchers namely research from Nation's (2001) mentioned the first language has a small but important role to play to communicate meaning and content. The influence of the first language on the second language indicated low acquisition, so it can be said that too rarely using foreign languages can be interpreted as a lack of understanding and according to Utami (2016) in her research shown that, errors can occur often in speaking because they did not realize and don't know what is correct, so it can be concluded that the pronunciation error can be attributed to our knowledge of vocabulary in English so that it causes pronunciation errors.

4. Analysing Error in Extract 4

a. Error in sample 7

Based on the findings of this study, several errors of the pronunciation of words found in sample 7 are found in the words long, try, meal. and if we associate these findings with the interview results obtained from sample 7, it is known that sample 7 rarely uses English because the language that is often used to interact is only Indonesian and Makassar where English is only used when there is learning in the classroom.

if we associate the above findings we find that the errors found in sample 7 occur because there is no knowledge of the correct pronunciation of the word and the lack of vocabulary known by sample 7 which this theory is supported by research from utami (2016) in her research shows that, errors can occur often in speaking because they don't realize and don't know what is correct.

b. Error in sample 8

Based on the results of research from data 4 it can be concluded that no errors were found in the transcript of student conversations. no errors were found in students because of the results of interviews between researchers and students concerned, it is known that although the student concerned is dominant using Makassarnese language in daily life but the use of English or foreign students concerned can be said quite often because of interactions using English with friends in the neighbourhood.

If these findings are related to research from Sayuri (2016) which says that the discovery of errors in pronunciation is influenced by self-confidence, so if the discovery of pronunciation errors by sample 8 turns out to be influenced by self-confidence which if we look at the results of interviews where He often uses English in everyday life.

5. Analysing Error in Extract 5

a. Error in sample 9

Based on the results of the study found several errors in sample 9 including the words name, meet, was, work, great, pleasure. based on the results of the interview if we associate with the findings of some pronunciation errors in sample 9 it was concluded that some pronunciation errors were caused by the use of everyday language namely Indonesian and Makassar where English was only used when learning occurred and sample 9 had lived in their area since birth so the use of the first language is more frequent than English.

Based on the findings above, if related to research from Sayuri (2016), it is said that errors that are usually found occur due to lack of vocabulary, pronunciation, grammar usage, and also the mentality of the students which caused a lack of self-confidence. where this explanation is supported by interview data from sample 9 if we see that he was still distracted and ashamed when the first language he used often joined when he spoke English.

b. Error in sample 10

Based on research results obtained from sample 10, found some errors in pronunciation of the word that is the word work, really, hear. As for the findings from sample 10, if we associate with the results of interviews that have been answered by sample 10, it can be concluded that some of the pronunciation errors of words in sample 10 are because he rarely uses English where he only uses English in learning English and the language most often used by sample 10 are Indonesian and Makassar. where the two uses of this language have been used since he was a child and also according to him when he was going to speak English, sometimes the first language interfered when he was going to speak so that there was a wrong pronunciation in English.

if associated with research from Nation's (2001) "The role of the first language in foreign language learning" mentioned the first language has a small but important role to play to communicate

meaning and content. The influence of the first language on the second language indicated low acquisition. which if we associate with the findings above that the pronunciation error in sample 10 is influenced by the first language which causes a lack of understanding of English so that errors occur.

6. Analysing Error in Extract 6

a. Error in sample 11

Based on research results obtained by some errors in sample 11, including the words great, came, movie, and error. some pronunciation errors in sample 11 if we associate with the interview results obtained from sample 11, said that the language most often used by sample 11 is the language of Bugis and Makassar where sometimes when talking to peers he also uses English. although often using English, but sometimes the first language influences him so that he feels insecure when speaking English.

if the results above we associate with research from Noer Sasmita Lestari Utami, A. (2017) which says Based on the errors of fluency, it can be concluded that the students produced hesitations, short and long pauses, fillers and repetitions to keep going when speaking, think the next word or sentence, need more time, and they get nervous. which some of the errors found in sample 11 occur due to lack of confidence and nervousness when speaking English which is still influenced by the first language which is also supported by research from Sayuri (2016) which says that errors in speaking are caused by a lack of understanding of vocabulary so a lack of confidence when speaking.

b. Error in sample 12

Based on the results of a study of sample 12, it was found an error in speaking that is precisely the pronunciation of the word great. this error when we associate with the results of interviews with sample 12 can be said that this error is caused by the language used since he can already speak is the Makassar language.

And if the results above we associate with research from Gopur (2008) which says that the pronunciation error in sample 12 is due to not knowing the correct transcription and lack of practice pronouncing words which are supported also from the interview where he argues that the influence of the first language still influences when will speak English.

7. Analysing Error in Extract 7

a. Error in sample 13

Based on the results of research on sample 13 found some pronunciation errors that are since, was, great, decided, try. where these findings are related to the results of interviews with sample 13, which is because they rarely use English, the language most often used by them both in social is Indonesian and Bugis languages. and also from the findings in the interview, it was answered that the first language also bothered him when he spoke English.

And if the results above are related to research from Gopur (2008) which says that this error is caused by students not knowing the correct transcription and lack of practise pronouncing words in which these findings are answered by interviews which say that sample 13 rarely uses English in the environment and only when teaching and learning.

b. Error in sample 14

As per the consequences of research from data 7, it tends to be discovered some articulation blunders by sample 14, while the elocution botches incorporate the words regularly, all. if the outcomes were affirmed by the meeting consequences of the specialists with sample 14, it was discovered that sample 14 had seemingly perpetual in their general vicinity and the prevailing language utilized in day by day life is the Buginese language and from the meeting, results found that sample 14 was as yet influenced by the utilization of the principal language being used of English

consistently so they feel upset and the number of erroneous elocutions when attempting to talk in English.

On the off chance that we identify with past investigation, as per Sayuri (2016) additionally attempted to discover a few blunders looked by fourth semester English Office understudies at Mulawarman College, the outcome shows that they are absence of jargon, elocution, language structure used, and mental of the understudies which caused an absence of self-assurance. it very well may be deciphered that the way to express the mistake found in sample 14 is still because of the absence of words and jargon known by sample 14 with the goal that the way to express a few words by the example is as yet found. it very well may be deciphered that the way to express the blunder found in sample 14 is still because of the absence of words and jargon known by sample 14 with the goal that the way to express a few words by the example is as yet found. bolstered by the hypothesis of (Utami, 2016) in her exploration indicating that, mistakes can happen frequently in talking since they didn't understand and don't have the foggiest idea what is right. it very well may be deciphered that elocution blunders are impacted by the principal language since sample 14 doesn't have a clue about the right way to express the word.

8. Analysing Error in Extract 8

a. Error in sample 15

Based on the results of the study, conducted in sample 15, found some pronunciation errors in sample 15, namely the words name, what, was, work, pleasure. some pronunciation errors pronounced by sample 15 if we associate with the interview results answered that these errors were caused by awkwardness were the results of the interview found that he often used English with his sister and the language often used by sample 15 was Bugis language and sometimes use English when they are invited to speak understand and understand English.

the discovery of some of the errors above if related to research from Sayuri (2016) which says that errors in speaking are caused by lack of vocabulary, pronunciation, grammar usage, and mental of the students which caused a lack of self-confidence which, the findings of Sayuri (2016) It was answered that the effect of self-confidence made sample 15 met some errors when saying a word to the text that had been shared.

b. Error in sample 16

from the results of research on sample 16, found some pronunciation errors in the words please, work, English, talking. some errors from sample 16 if related to the interview results that have been asked that the error above is due to the language that is often used is Indonesian and also enrekang which sample 16 states that when he speaks English, Indonesian still influences the pronunciation of English itself so there were many mistakes in pronunciation so sample 16 felt nervous and embarrassed when speaking in English in public.

if the results above we associate with research from Noer Sasmita Lestari Utami, A. (2017) which has the same conclusion that errors in pronunciation are caused by students produced hesitations, short and long pauses, fillers and repetitions to keep going when speaking, think the next word or sentence, need more time, and they get nervous. where the error in speaking from sample 16 is that he has to think of the next word how to pronounce it while the word to be spoken is unknown so that he is nervous and there is a wrong pronunciation by sample 16.

9. Analysing Error in Extract 9

a. Error in sample 17

Based on the findings of this study, several word pronunciation errors found in sample 17 are found in the words came, movie, error. And if we associate these findings with the interview results obtained from sample 17, it is known that sample

17 rarely uses English because the language that is often used to interact is only Indonesian and Makassar, where English is used only when learning in the classroom.

If we compare the above results, we find that the errors observed in sample 17 occur because there is no knowledge of the correct pronunciation of the word and the lack of vocabulary identified in sample 17 that this hypothesis is confirmed by Utami research (2016) in her research shows that errors can often occur while speaking because they do not understand and do not know what is right.

b. Error in sample 18

Based on the results of data 9 research, it can be concluded that no errors have been identified in the transcript of student conversations. Some errors were identified in students because of the results of interviews between researchers and students concerned, it is understood that although the student concerned is dominant in the use of Makassarnese language in daily life, the use of English or foreign students concerned can often be said because of experiences with friends in the neighbourhood.

If these findings are related to Sayuri's research (2016) which states that the discovery of pronunciation errors is influenced by self-confidence, so if the discovery of pronunciation errors in sample 18 turns out to be influenced by self-confidence, which, if we look at the results of interviews, often uses English in everyday life.

10. Analysing Error in Extract 10

a. Error in sample 19

based on the results of research conducted on sample 19, found some pronunciation errors, namely the word time, lovely. some errors in pronunciation in speaking if we associate with the results of the interview because of the rare use of English which is mentioned by sample 19 he often uses Indonesian where English is only used in daily learning and is also reinforced by answers from

sample 19 which says that the first language affects him when he will speak English so mistakes in pronunciation are inevitable.

if our findings are attributed to research by Sayuri (2016) which says in his research that errors that occur in soccer especially pronunciation occur because of lack of vocabulary, pronunciation, grammar usage, and also the mentality of students which caused a lack of self-confidence which supports the results described above.

b. Error in sample 20

From the results of the study of sample 20, found some errors in pronunciation of words in sample 20 include the words great, often, busy, otherwise. the errors found in sample 20 if we associate with the results of the interview that was asked to him answered that the error above due to the influence of the first language still plays an important role in influencing him when speaking English. and also the environmental and social influences where the language used is Indonesian and Makassar. if the results above we associate with research from Nation's (2001) which says that the influence of the first language on the second language indicates a low acquisition which can be lost by natural intake and language use or it can be eliminated. and also supported by Gopur (2008) error on students' pronunciation at segmental phonemes at final consonant due to the students did not know the correct transcription and lack of practice pronouncing words. which means that these two researchers support the results found by researchers against sample 20.

Result

The lack of use of English in the daily lives of students where English loses the dominance of the first language of each student which is the first language used in everyday speaking so that the language English or a foreign language is only used when the teaching and learning process occurs. and also, the lack of self-confidence of students when going to use English so that there are many wrong pronunciations when going to use English to speak.

Conclusion

Based on the researcher finding it could be concluded there were some errors found in students speaking English as foreign language influenced by Indonesian, the problems found in students are only specific to the vowel which is compared with the correct pronunciation by Cambridge dictionary, some of these words are the words of the short conversation text that were wrongly mentioned by students.

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