The Analysis of Phonological Process on the Students' Pronunciation

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ABSTRACT

This descriptive qualitative study focuses on the description of the English vowels and consonants sound spoken by the English students of Batak Toba tribe backgrounds. This implies that some students of the regional background possess the typical sound and idiosyncratic native language. This study will provide the descriptions of the vowels and consonants pronunciation of English as Foreign Language speakers with the Batak Toba native language through the phonetic method to the students of the Nommensen HKBP University for English Department. In this study the researcher has the objectives to reveal the reasons why does English vowels and consonants exist in pronouncing English of the English students of Batak tribe and also to find out what way that the students will use to solve the English vowels and consonants problem in pronouncing English. There were 234 words incorrect on English pronunciation as affricative consonants occur in 30.24%, fricatives consonants occur as the dominant error within 50.68%. as the dominant problem. The vowel /e/and long vowel occurred in 19. 5%. The students were sometimes difficult to pronounce long vowels. There might be a reluctance of practicing the real pronunciation of EFL. Pedagogically, the students need to get studying pronunciation professionally to upgrade the stage of English into an advanced level especially in teaching English articulation. It was recommended to teachers or lecturers to take an in-depth look at the EFL learners' problems in pronouncing English more than and the English lecturers practice English twister repeatedly by using English laboratory within a tendency for consonants and vowels practices.

Keywords: English Consonants and vowels; Phonological Analysis; Batak Toba EFL Speakers Tribes

Introduction

Culture is the uniqueness of human identity inherited by parents or ancestors that bring to an interest on sign recognition on individual's character and origin. Humans' habits and communities describe the way of language and activity of *life style* Furthermore, language is mainly based on cultural identity has a certain different characteristic in typical utterance, stress and grammatical. This implies that the language of the regional backgrounds gives effect to reference assumptions without any particular use of their language learning in Gianico (2008: 94).

A nonnative learner of foreign language will automatically encounter several difficulties such as vocabulary mastery, grammatical use, listening and pronunciation. The processes of learning of speaking were found since the foreign language learners learn the FL

through applying their mother language style. The significant differences in foreign language comprehension are based on the contexts and the learners' potential as in Cohen (2012: 138).

Learning EFL is prominently dealt with the system of sound which is linguistically categorized in phonetics which is dealt with how the accents of language are produced and phonology which is dealt with the production of how the language sounds are combined and patterned into a meaningful unit of sound (Mahon, 2001: 1)

Phonetically, the difference of sounds might be produced by different people of EFL learners. Naturally, the more the one hears the language through environment the more he or she produces the language.

The phonology of every language in the world has its characteristics, especially in the use of vowels or consonants. One of the most important elements in achieving speech intelligibility is pronunciation. The type of English that we speak does not matter very much as far as we speak in an intelligible way. (Wei, 2002: 1). Therefore, pronunciation takes a great role in a communication. The diversity of phonological characteristics, especially in the level of vowels and consonants of each ethnic group in the world is a problem that causes students difficulty in learning English Pronunciation. This difficulty results in many mistakes in learning the second language. From the assumptions above, special research in the field of phonology is needed for the English Foreign Language learner.

Indonesia is made up of a polyglot population speaking some 200 languages. To facilitate intercommunication and exert a unifying influence, a common language, Indonesian, was adopted as the official national language. One of the languages spoken in Indonesia is Batak, spoken by a people designated by the same name, Batak Toba, who inhabit the area around and south of the Toba Lake in central North Sumatera.

The Batak language has five major dialects, viz. Karo, Simalungan, Dairi, Toba, Mandailing. One of these Batak Toba has the greatest number of speakers and when people speak of Batak they usually refer to Batak Toba. This research is an attempt at describing the phonetic structure of Toba-Batak English Learners in pronouncing English.

Batak Toba language is the eldest language of all mother tongues languages in North Sumatera. It has either the varieties and unique in pronouncing vowels as /z/ and /ə/, / ʌ/ or the consonants which have the soft pronunciations that are different from English. The phonemes are found by comparing two different utterances in which the differences are signaled by only one significant feature (Nababan, 1981: 1). The sound produced by Batak Toba speaker is only recognized by certain listener or the community itself.

The Batak Toba people who learn English is A non-native speaker of English are encountered with several difficulties such as speaking and listening. This is because the native language of the speakers is different from English. The differences include the structure, grammar competence, the functions, the systems, the pronunciation, the culture.

People from many counties use language to communicate with others. A language spoken by non-native speakers of English is mainly taught in a school as one of the subjects and is not used commonly outside the class is called English as a Foreign Language (EFL) according to Holisinska (2006: 7). The languages used by those people are varied from one country to another country and even from one region to another region in the same country. The variations of these languages are varied in their components; they are vocabulary, structure, and pronunciation, etc. These components will always be found by language learners when they learn a foreign language, likewise when non-English speakers learn English.

Pronunciation is one of the language components which are considered very important. Some cases of language misunderstanding in communication using English language are caused by mispronunciation made by the non-native English speaker. It is mainly caused by different sound systems found between the English language and the non-English language. Hinofotis and Baily (as cited in Ambalegin & Arianto, 2018) said that neither vocabulary nor grammar makes EFL learners faulty but the pronunciation is in communication process. The EFL students must concern to the pronunciation as a base of priorities. It is very important to realize that every language has its own sound system which can give big influence by the mother tongues. For example, is the sound between /cer/ and / tʃ3]. In this point, clear and correct pronunciation affects the process of delivering messages.

According to Ramelan, (2003: 3) there are two features in English pronunciation. Those features are segmental and suprasegmental. English segmental features, which refer to the second units arranged in sequential order, consist of consonants and vowels. They are voice consonants : [b, d, g, v, ð , z, r, , m, d , n, l, w, y, η], voiceless consonants : [p, t, k, f, s, , t , h, θ]

In concern to the problem, the researcher will search the phonological Process of English consonants and vowels on the students of EFL Batak Tobanese Learners at the English Department in Universitas HKBP Nommensen Medan since this university is conducted as the one eldest and largest university in North Sumatera established in 1954. In addition, the students of this university are dominantly Batak Tobanese.

Oceano Compact English Dictionary (2002) stated that English has fourteen vowel sounds. In general, they are divided into six short and eight long vowels. They are short vowels as /ae/ stands for the sound as in hat; /e/ stands for the sound as in bed, /i/ stands for the sound as in sit, happy; /o/ stands for the sound as in pot, cough; /u/ stands for the sound as in mud, tough; /Ə/ stands for the sound as in alike, porter. Long vowels encompass [a:]→/ah/ stands for the sound as in father; [ou]→/aw/ stands for the sound as in horn, awful; [i:]→/ee/ stands for the sound as in sheep, team; [ai]→/ie/ stands for the sound as in bite, fight; /oh/ stands for the sound as in bone, loan; /oo/ stands for the sound as in book, put; /ooh/ stands for the sound as in boot, lute; /uh/ stands for the sound as in bird, absurd

The Batak Toba English Learners might find many difficulties in learning English, such as less as vocabulary knowledge, the difficulty of listening English words and how to pronounce English words as naturally as native speaker.

According to Ramelan (2003: 6), the pronunciation problems of Indonesian students are the different language features and allophone between English and mother tongue. The problems come because there are always similar and different elements between the target language and their own language. The problems here can be understood since their mother tongue has been deeply implanted in them as part of their habits. The elements, which cause the problems are grammatical and sound systems.

According to Sibarani and Sembiring (2016: 94) stated in their journal Batak Toba language is one of local language in North Sumatera Province and it is used by its native speakers as a communication tool in daily life and in traditional ceremonies.

Some words compete to use but somehow the reason was easier to pronounce. The phenomenon undergoes a process mostly by changing a consonant and vowel phonemes (Julianti, 2013: 6). The phonological process of Batak Toba is frequently occurring in metathesis which specifically causes speech error and is a common feature of phonology. Metathesis of Batak Toba sound can be classified into two kinds. They are vowel metathesis and consonant metathesis. The vowel and consonant metathesis is the process of assimilated vowel by changing a different articulation or reduplicate the previous sound into the following sound which influences the next sound articulation, for example,

the word "ugus" in English is "offended" with the initial position is changed with the sound "ogos". The word "beasa" in English is "why" with the medial position is changed with "boasa". Furthermore, the consonant metathesis also occurs in Batak Toba sound, for example, the word "rambas" in English "to cut down" is pronounced with "rabbas". This pronunciation is called the consonant reduction process. There are still many factor causes the sound of Batak Toba.

The pronunciation of Batak Toba language comes from one early language (proto language) which some of the vocabulary can be constructed (Surat Batak, 2009: 14). There are some phonemes in Batak Toba language to make different pronunciation with English Sound such as /a/ - /a/, /i/-/i/, /u/ - /u/, /e/ - /3/ and etc. Examples:

[e]:
  [deba] →'part of; partly
  [sega]→ 'defect'
  [medan]→ medan as the name of city
[3]:
  [h3la] → son in law
  [h3he] →wake up

In addition, there is no long vowel in Batak Toba speech sounds.

The Batak Toba speech sounds of the English consonant does not have sounds such as [θ], [ð], [ʒ], [z] [dʒ], [ʃ]and [tʃ]. However, the researcher finds an interesting phenomenon while teaching pronunciation subjects in a class. The class consists of students who come from backgrounds of Batak ethnicities. He even called personally the students to be taught individually but he still found it difficult.

Although some researchers believe that all English teachers guarantee to make sure learners have capacity to learn and acquire English as foreign language, there are still many students encounter the pronunciation of English (e.g., Erdogan, 2005: 263) also suggested two ways as, "The first one is to check the consistency of learner's writing, if he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he frequently applies it incorrectly, it is an error. The second way is to ask the learner to try to correct his own deviant utterance. When he is unable too, the deviations are errors, while he is successful, they are mistake."

Realizing the phenomenon discussed previously, the writer is interested in the mother tongue affecting English vowels produced by Batak Toba adults. The analysis applied the theory of

Finegan (2015), The result showed that the respondents could not pronounce the vowel /æ/ as in word mat, almost all of them could not pronounce vowel /3:/ as in the word of bird, the vowel /i:/ as in eat, and vowel /ɔ:/ as in saw. Then, all of the respondents could pronounce the vowel /ɪ/ as in it, /e/ as in get, and vowel /ɔ/ as in dog. Additionally, almost of them could pronounce the vowel /ʌ/ as in word cut and vowel /ʊ/ as in put. Almost all of the respondents could pronounce the word of two /u:/ and half of them could pronounce the word of ago /ə/. This phenomenon happened because there is a language contact between Bahasa Indonesia and Batak Toba language. Even though there is no long vowel sounds in Batak Toba language as on Toba's Surat Batak, the vowel sounds are /ʌ/, /ɪ/, /e/, /ʊ/, and /ɒ/, but In Bahasa Indonesia, there are vowel sounds of /ə/ for mereka, bersih and /u:/ for bu.

Therefore, this study will provide a description on the consonants and vowels production of English as Foreign Language (EFL) speakers with Batak toba native language in a descriptive qualitative phonetic method to the students of English Education Department of HKBP Nommenesen University Medan.

Method

For this study, the research design will be descriptive qualitative method. Generally, research design means a structure to plan and execute a particular research. Further, Miles et al (2014:9) stated that qualitative research is conducted through intense and/or prolonged contact with participants in a naturalistic setting to investigate the everyday and/or exceptional life of individuals, groups, societies, and organizations. The researcher arranges an experiment for this study that is a production experiment. The first experiment was conducted by giving the participants to read a set of English minimal pairs. The participants of this research must follow the criteria:

a. The participants are the students of English Department.
b. The participants are the students who have motivation to speak English
c. The participants are the Batak Toba tribes
d. The participants are the students' graduation of senior high school who got the score 8.0 out of 10.0

The population chosen in this research was 32 students from the first semester of English Department of UHN in the academic years 2019/2020.

To get the data, there are many ways as observation, interview, documentation, and a test technique. For collecting the data for this research, the researcher runs observation. Observation is the direct watch at a research object to look at activities are done in detail (Ridwan, 2007: 76).

The researcher gathers the information about the teaching and learning process by conducting classroom learning process and presenting the scene of action. The writer puts the activities which have been done. Listening to the recording of the students' pronunciation, transcribing the recording, and classifying the errors in the data. The technique which is used in collecting data is also conducted in the form of audio files of students recording. The participants record their voice through the *audiovisual* by computer system which is applied in English laboratory, and then the researcher as the subject lecturer analyse the error consonant and vowels found in the recording.

In this research, the researcher conducts the research variable about the phonological process of consonants and vowels pronounced in the first semester of English department in Nommensen HKBP University of Medan. Based on the background of the problem that has been described above, the researcher just identifies (a) the kinds of consonants and vowels features that are mispronounced, (b) the causes of consonants and vowels errors, (c) the difficulties happened during learning pronunciation process, (d) the common characteristics of pronunciation error, (e) the influence of Batak Toba Language in pronunciation error.

The data analysis was conducted by pronunciation test which is supported by Saleh (2001: 39-40) that there are four ways in analyzing the data.

1. Coding
   Coding is changing the information into symbols either in letter or in number. In this way, the researcher records all the students' pronunciation regarding English consonants and vowels sound and after that, the researcher transcribes all the students' pronunciation belongs to English consonants and vowels sound phonetically based on the phonetics symbols, and then underlining the consonants and vowels error. After that, the researcher transcribed the words and underlined all the pronunciation error

of the consonants and vowels produced by the EFL speakers then are identified and classified according to the category of the English consonants and vowels systems. The results of identification were used to describe the features of the consonants and vowels pronounced by the participants.

2. Data organizing

Having the data been coded, the researcher organized properly all the sounds' error. After that, the researcher identifies and classifying the students' mistakes in pronouncing the consonants and vowels in English words, and then put the correct and the error sound based on the group.

3. Counting

The researcher counted the error English consonants and vowels pronounced by the students. After that, the researcher employed the percentage of each kind of consonant and vowel errors.

Finding and Discussion
Finding

The subjects in this research are the recordings of students. The researcher analyzes one class from each school so that means there are two classes. There are 32 students analyzed in English pronunciation. In this research, the researcher took about 32 samples of recordings from the first semester of English Department. The research is done by analyzing the errors that were done by the Batak Toba students.

Based on the analysis the researcher found that the students are free to choose which words they desired because the point is to analyze the errors in pronouncing the consonant and vowels

A non-native speaker of English, while learning English, it is very likely that they will encounter several difficulties. This is because the native language of the speakers is different from English. The differences include the structure, the functions, the systems, the pronunciation, the culture, etc. Phonology is not deal with the production but it is about how the sounds of a language are

Table 4.1
The sound of /θ/ followed to vowels

word	The correct sound	Students' sounds
Thank	[θæŋk]	[tæŋk]
Three	[θri:]	[tri:]
Thin	[θin]	[tin]
Athletes	[æθli:t]	[3tli:t]
Ethnicity	[eθnɪsɪti]	[etnɪsɪti]
Authored	[ɔ:θərd]	[ɔ:.dər]
Bath	[bæθ]	[bæd]
Breath	[breθ]	[bri:t]
Tooth	[tu: θ]	[tu: d]
Thing	[Ɵɪŋ]	[tɪŋ]

The table above shows the participant's mistake in producing voiceless dental fricative consonants [θ] whether in initial, medial, and final position. Most mistakes made by the participant is changing the sound of voiceless dental fricative consonant [θ] into voiceless alveolar stop consonant [t] in initial position and medial while all sounds of [θ] in final position are pronounced in voiced alveolar stop consonant [d]. The respondents made an error in pronouncing "authored" to be "[ɔ:.dər]" whereas the correct sound is [ɔ:θərd]. This consonant error occurs in medial consonant sound. The word "Thing" was pronounced by students into "[tɪŋ]" whereas the correct sound is [Ɵɪŋ]. This consonant error occurs in initial consonant sound. The students were difficult to pronounce the real sound of /Ɵ/ since they imitate directly the speech sound of the native language of Batak Toba. Either in Batak Toba language or Bahasa Indonesia the sound of /Ɵ/ is not found, thus the students' speech organ has spontaneously produced the sound based on the native language or mother tongue. This consonant error sound was found in 3.74% from all the total consonant errors.

Table4.2
The sound of [ð] followed to vowels

word	The correct sound	Students' sounds
there	[[ðeə]	[deə]
then	[ðen:]	[[den]
father	[fɑ:.ðə]	[fɑdə]
brother	[brʌðə]	[brʌdə]
bath	[beɪð]	[beɪt]
breathe	[bri:ð]	[bri:t]

The table above shows the participant's mistake in producing voiceless dental fricative consonants [ð] whether in initial, medial, and final position. Most mistakes made by the participant is changing the sound of voiceless dental fricative consonant [ð] into voiceless alveolar stop consonant [t] in initial position and medial while all sounds of [ð] in final position are pronounced in voiced alveolar stop consonant [d]. The respondents made an

error in pronouncing "there" to be "[deə]" whereas the correct sound is [ðeə]. This consonant error occurs in medial consonant sound. The word "father" was pronounced by students into "[fadə]" whereas the correct sound is [fɑːðə]. This consonant error occurs in final consonant sound. The students were difficult to stimulate the real sound of /ð/ and pronounced it directly into /d/. Furthermore, the students were also difficult to distinguish the sound of long vowels and short vowels since they imitate directly the speech sound of the native language of Batak Toba. Either in Batak Toba language or Bahasa Indonesia the sound of /ð/ and /a:/ are not found, thus the students' speech organ was spontaneously produced the sound based on the native language or mother tongue. This consonant error sound was found in 3.74% from all the total consonant errors

Table 4.3
The sound of [dʒ] followed to vowels

word	The correct sound	Students' sounds
jump	[dʒʌmp]	[jʌmp]
judge	[dʒʌdʒ:]	[dʒʌs]
injury	[ɪndʒə]	[mj3ri]
adjust	[ədʒʌst]	[ədʒʌst]
raj	[rɑː dʒ]	[rɑː s]

The error of consonants occurred to voiced alveolar consonant [dʒ]. The research participant pronounced this sound appropriately whether in initial, medial, or final. He only made mistakes in pronouncing these two words "jump". This consonant error occurs in final consonant sound. The word "jump" was pronounced by students into "[jʌmp]" whereas the correct sound is [dʒʌmp]. The students were difficult to pronounce the real sound of /dʒ/ and pronounced it directly into /j/. Furthermore, the students were also easier to pronoun the sound of short vowels since they imitate directly the speech sounds of the native language of Batak Toba. Either in Batak Toba language or Bahasa Indonesia the sound of /dʒ/ and /ʌ/ are found, thus the students' speech organ was spontaneously produced the sound based on the native language or mother tongue. This consonant error sound was found in 12.24% from all the total consonant errors

Table 4.4
The sound of /ʃ/ followed to vowels

word	The correct sound	Students' sounds
shadow	[ʃædəʊ]	[sedəʊ]
shade	[ʃeɪd]	[seɪd]
adoption	[ədɒpʃən]	[ədɒpsən]
action	[ækʃən]	[3ksən]
british	[britiʃ]	[britis]
establish	[ɪstæblɪʃ]	[ɪstæblɪs]

The sound is voiceless palatal fricative [ʃ]. The participants pronounced all [ʃ] sounds into voiceless alveolar fricative consonant [s] in all positions, for example, the respondents made an error in pronouncing "shadow" to be "[sedəʊ]" whereas the correct sound is [ʃædəʊ]. This consonant error occurs in initial consonant sound. The word "establish" was pronounced by students into "[ɪstæblɪs]" whereas the correct sound is [ɪstæblɪʃ]. This consonant error occurs in final consonant sound. The students were difficult to stimulate the real sound of /ʃ/ since they imitate directly the speech sound of the native language of Batak Toba. Either in Batak Toba language or Bahasa Indonesia the sound of /ʃ/ is not found, thus the students' speech organ was spontaneously produced the sound based on the native language or mother tongue. This consonant error sound was found in 12.24% from all the total consonant errors

Table 4.5
The sound of /tʃ/ followed to vowels

word	The correct sound	Students' sounds
charm	[tʃa:m]	[carm]
chip	[tʃip]	[cip]
creature	[kriætʃə]	[kri3c3]
achieve	[ætʃi:v]	[3cif]
rich	[ritʃ]	[ric]
beach	[bi:tʃ]	[bi:c]

The last sound is voiceless palatal fricative [tʃ]. He pronounced all [tʃ] sounds into voiceless alveolar fricative consonant [c]. The students were somewhat reluctant to pronounce [tʃ] and long vowels. In this table, the students were sometimes able to pronounce long vowels. The students dominantly pronounced /3/. Nevertheless, the students were difficult to pronounce [æ]. The error of consonants occurred to voiced alveolar consonant [tʃ]. The participant pronounced this sound appropriately whether in initial, medial, or final. He only made mistakes in pronouncing these two words "jump". This consonant error occurs in final consonant sound. The word "charm" was pronounced by students into "[carm]" whereas the correct sound is [tʃa:m]. The students were difficult to stimulate the real sound of / tʃ/ and pronounced it directly into /c/. Furthermore, the students were also easier to pronoun the sound of

short vowels since they imitate directly the speech sound of the native language of Batak Toba or Bahasa Indonesia. The students' speech organ was spontaneously produced the sound based on the native language or mother tongue. This consonant error sound was found in 18% from all the total consonant errors

Discussion

After the researcher analyzed 32 students' recordings, the researcher found the types of consonant error sounds that the students did and also found the most dominant problem type. All of this is shown in the table below:

Table 4.6
The Percentage of Fricatives Consonants Sound

Fricative	Students' Problem	Percentage
[ʃ]	36	12.24
[tʃ]	15	5.10
[z]	11	3.74
[ʒ]	4	1.36
[f]	1	5.78
[v]	2	0.68
[h]	52	17.30
[θ]	11	3.74
total	132	49.94

Table 4.7
The Percentage of Affricative Consonants Sound

Fricative	Students' Problem	Percentage
[tʃ]	53	18
[dʒ]	36	12.24
[ð]	12	3.74
total	101	33.98

Table 4.8
The Percentage of Vowels Sounds

Fricative	Students' Problem	Percentage
/ae/, /e/, /i/, /o/	25	11.90
/u/, /Ə/, /a/	36	4.10
/a:/, /ou/, /i:/	12	9.05
total	73	25.05

This research was conducted for the students of English Department coming originally from Batak Toba tribes. There are 32 students as the participant of this research. They are the first semester taking the subject of phonology. Having been analyzed, it was found that there are 294 incorrect words in pronouncing English consonants sounds as affricatives occurred in 33.98%, fricatives occurred in 49.94%. Based on the analysis, the students were difficult to compare the pronunciation of affricatives /θ/with t and /ð/ with /d/. Furthermore, the students were difficult to compare the pronunciation of affricatives /ʃ/with /s/ and /tʃ/ with /c/in addition, the vowels sounds also occurred in 18% while pronouncing /e/ and long /a:/. Based on the analysis, the students were difficult to compare the pronunciation of vowel/æ/, /3/, /Ə/ /with /e/. The students were sometimes not difficult to pronounce long vowels

The causes of error in English sounds are the distinctions sound between English and Batak Toba language. They never learn enough practices in phonology. It might be less familiar with the true English pronunciation since they were studying in senior high school. Moreover, the technology utility during studying might be affecting English pronunciation.

Although some students trust their capacity to learn English as a foreign language by the subject of phonology, they were still encountered when they practiced speaking spontaneously. In addition, English teachers admitted being difficult to apply English pronunciation as conducted by phonological process.

There are significant strategies for English pronunciation instructions that can help nonnative English learners as learning English features by *audiovisual,* intonation, enhancing the technology setting for accuracy of rhythm and stress. Applying English zone through classroom interaction will develop the nonnative learners' competence.

The leaners' motivation can be seen from Haymes, J. (2000: 3) states that more focus on the communicative meaning creating potential of utterances could lead to a mushrooming of learner's output capacity. It means the learner at all levels has a store of fixed or semi-fixed expressions that they have assimilated and are confident in producing. If the learners' motivation is high, then they will be willing to improve their abilities by themselves. On the other hand, if they do not see the value or pay attention to their pronunciation, they may not be motivated to do well

Conclusion

Based on the research analysis, the students still used Batak Toba language as a mother tongue. From the result of the analysis, it can be seen that the EFL Batak Tobanese students made 306 words were incorrect. The English mispronunciation was found in EFL Batak Toba learners' English pronunciation. The consonant sounds / /tʃ/, /ʃ/, /ð/, /θ, /h/, /v/, /f/, /z/, /dʒ/. The English mispronunciation was also found in English vowels as, /ae/, /e/, /i/, /o/, /u/, /Ə/, /a/, /a:/,

/ou/, /i:/. These mispronunciation phenomena were caused by some factors based on their background. The factors of factors influencing The English vowels and consonants mispronunciation of the EFL were the problem of hesitations natural voiced affected by mother tongue interference (native language), sound systems of Indonesian and English differences (phonetic ability), educational background, and environmental background (the original culture).

Gazing upon the problem, the researcher tends to bring up this research result analysis into positive effect of knowing English as the skills to encourage the young generation's future especially the English preparation for the global platform in era 5.0. The most important elements of English spoken must be taught professionally to upgrade the stage of English into an advanced level especially in teaching English articulation. It was recommended to teachers or lecturers to take an in-depth look at the EFL learners' problems in pronouncing English. In addition, the researcher also recommends institutions, universities, schools or English courses to apply the computer systems in conducting listening comprehension since it is will be more effective for English learners who came from different original backgrounds. This recommendation is supported by the previous research of the researcher that is the "Effect of English Laboratory in English Speaking Ability". The researcher concerns the previous research has relevant way to assess solutions for the EFL mispronunciation.

The researcher expects for the next research concerned with this research is "the impact of auditory, visual and auditory-visual information in English Production of non-native sounds". This next research is expected to bring up the solution for Indonesian teachers and learner's reluctance of practicing the real pronunciation to EFL. Pedagogically, the students need to get studying much more than and the English Lecturers practice English twister repeatedly by using English Listening and tendency for consonants and vowels practices

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