

# An analysis of Malay language interference on students' English pronunciation at Riau Malay students in Yogyakarta

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## ABSTRACT

This article aims to find out English mispronunciation done by Malay students due to the interference of their mother tongue and to find out the difference in sound systems between English and Malay language. The differences in the sound system between English and Malay can affect the pronunciation of the student's English vocabulary or it can be called mispronunciations. Then mispronunciation can lead to misunderstanding when students communicate with one another. In order to meet scientific requirements, the researcher uses a qualitative approach to present the data in a description. The subjects of this study are Riau Malay students who are in Meranti dormitory in Yogyakarta and the English mispronunciation is the object of this study. From the Riau student population in Meranti dormitory in Yogyakarta, researchers take five respondents to use as a sample of research data. Data were collected by asking students to say some words that have been prepared by the researchers and then record them. To analyze the data, researchers use the error analysis method with several stages consisting of error identification, error description, error explanation, and finally error evaluation. This research find that there was mispronunciation in Malay students, namely in the pronunciation of vocal sounds (/æ/, /i:/, /ε/), consonants (/d/, /g/, /z/, /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/, dʒ/) and also diphthongs (/eɪ/, /əʊ/, /aʊ/, /eə/). while the differences in the sound system found between English and Malay in this study were found in the number of vocal sounds (6 Malay vowel sounds while 12 voices for English), consonant sounds (23 voices for Malay 24 for English), on diphthong sounds (6 for Malay semivowel sounds and 8 for English diphthong sounds).

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## 1. Introduction

The country of Indonesia is one of the countries that has thousands of islands spread throughout the region in Indonesia. Each region has its own culture and language that are used to communicate in everyday activities (Syafutri & Saputra, 2021), (Aini et al., 2015). One of the regional languages that are often used by some Indonesian students is Malay, especially for students who come from areas located on the island of Sumatra, one of which is Riau province. Riau Province is the center of the development of Malay culture and language which then developed in several neighboring

countries such as Malaysia, Singapore, Brunei Darussalam, and several other countries (Ambalegin & Arianto, 2020).

The habit of using the first language or mother tongue to communicate will affect the process of adding new languages, especially foreign languages (English) (Mahendra & Marantika, 2020). There are four main abilities that must be mastered when learning English, namely Speaking, listening, reading, and writing, and one of the most important is the ability to speak (Srinivas Rao, 2019), (Oradee, 2013), (Siddek & Ismail, 2021). This is in accordance with the main function of language, namely to communicate. Communication most people do it directly or make a few speeches sounds to express their ideas (Simarmata & Pardede, 2018). For that, the ability to pronounce English words is needed properly so that there is no miscommunication between speakers and listeners (Keshavarz & Abubakar, 2017)

Pronunciation is a specific method used to produce sound (Gilakjani, 2016), (Harmer, 2010). Not only to produce the sound but, pronunciation is also defined as a sound produced to convey meaning in both words and sentences (Huwari & Mehawesh, 2015). In accordance with the definition above, pronunciation has an important role in the process of mastering English (Simarmata & Pardede, 2018). This means that the mastery of English sounds becomes one of the important points in the process of mastering the English language itself. But as we all know that English is a foreign language for Indonesian students especially students from Riau and is not used to communicate in everyday life. So, many Indonesian students will have difficulty when saying English, including students who use Malay as their first language. This happens because each language has its own way of pronunciation (Ambalegin & Arianto, 2020). Malay is one of the mother tongues in the Riau province that has unique pronunciation (segmental) and beautiful stress and intonation (suprasegmental). Like Indonesian, the sound of Malay sounds is spoken according to his writing. Inversely proportional to English, in saying certain words there is a difference between writing and speech sounds.

Malay language have some phonemes, namely six pieces of short vowels /i/, /u/, /o/, /ʌ/, /e/, and /ə/ and 23 consonants namely 14 voiced consonants (/b/, /d/, /g/, /z/, /m/, /n/, /ŋ/, /p/, /j/, /ʒ/, /l/, /R/, /w/, and /j/) and nine voiceless consonants (/p/, /t/, /ç/, /k/, /f/, /s/, /ʃ/, /ʔ/, and /h/). In Malay, if there are double vowels in a word called semi vowels instead of diphthong sound. While the English language have 45 number of phonemes, namely nine diphthongs, 12 vowels (long and short vowels) and 24 consonants.

Malay and English languages have significant differences in the way of expression. This difference will make many Malay students experience language interference when they produce English sounds. Interference occurs due to the difference in the language system between the mother tongue and the target language (Wardani & Suwartono, 2019). As when saying the word 'very' which should be pronounced as /'veri/ many of them pronounce as /'feri/. They change the /v/ sound to the /f/ sound. This replacement occurred because Malay students did not have a stock of these voices in their first vote. Another example occurs when Malay students want to say the word 'rush' which should be read as /rʌʃ/ but changed to /rʌs/. This sound is taken from the stock of sounds they have, namely from the word 'keras'.

In the above case, many Indonesian students fail to pronounce English because of differences and also interference from the first language. (Mahendra & Marantika, 2020) Interference occurs when students produce English sounds but there is a mixture of sounds taken from the student's first voice. Dulay, et al in (Syafutri & Saputra, 2021) argue that language interference is a condition when a person produces English sounds but there is a mixture of the student's first language. Interference occurs spontaneously in accordance with the habits of using language in the daily life of students. This interference can also be categorized as phonological interference.

Phonological interference is one of the observable disorders because it is done naturally by language learners (Mahendra & Marantika, 2020). Phonological interference can also be interpreted as interference with English sounds produced by language learners derived from the sound of the student's first language. (Andi-Pallawa & Fiptar Abdi Alam, 2013), Crystal (2003) stated there are 3 types of phonological interference, namely sound addition, sound omission, and sound replacement (Mahendra & Marantika, 2020).

Gillette and Pennington (1994) mentioned that the ability of student pronunciation is influenced by 3 main factors, namely age, personality, and mother tongue (Fauziah, 2017). Age has a great role in the development of students' pronunciation abilities. The earlier students learn to speak English, students will be more fluent when saying it later. No less important, personality also has a role in the process of adding language to students. Personality is related to motivation, attitudes, and characteristics when learning a particular language. The last factor is the mother tongue. Mother tongue is a child's first language and is the language they use in everyday life (Mahmoud Sulaiman Alja & Husna Hasan, 2017). (Noviyenty & Putri, 2021) Stated that Mother tongue is the factor that contributes the most in the process of adding language and this factor is also the most often experienced by language learners because they have been accustomed to using Malay since they were children. So, when they try to produce English sounds will be mixed with Malay because basically English is a foreign language and new to them.

The problem of interference in pronunciation is a well-known research topic. thus, similar studies are often conducted by previous researchers such as (Subandowo, 2017) and (Sinha et al., 2009) researching language interference on speaking ability. (Maiza, 2020) researching about students pronunciation errors. (Nurhayati N, Sudarsono S, 2017) analyzing Malay interference on voiceless stops. (Keshavarz & Abubakar, 2017) analyzing English pronunciation problems. (Saadah & Ardi, 2020) and (Donal, 2016) and (Simarmata & Pardede, 2018) analyze error pronunciation of English diphthong and vowels.

At Ahmad Dahlan University there are several similar studies that have been done by researchers before such as the research by (Desi, 2015) about phonological deviation in student pronunciation. Then the other research is about language interference (ervina, 2008) and (budianto, 2009). Meanwhile, this study only focused on Malay language interference to the English pronunciation of Riau Malay students who are living in Meranti dormitory in Yogyakarta.

Based on the background of the problems that have been described, this research is very interesting to do to find the inference of Malay sounds in the English speech sounds of Malay students in Meranti dormitory in Yogyakarta. The difference between this research and the pre-existing research is in the subject being studied. In this research, the subjects are Riau Malay students who were in Meranti dormitory in Yogyakarta and the object of the research is English sound mispronunciation. To solve this problem, researchers arrange questions in a structural manner as follows:

1. What are the English mispronunciations done by Malay students due to the interference of their mother tongue?
2. What are the differences in sound systems between English and Malay?

It is hoped that the findings in this study will be worth reading to add insights related to existing research theories, also expected to be meaningful for researchers afterward looking for differences to determine the research gap. As practically this research is expected to increase knowledge of language interference and help teachers to choose learning methods in pronunciation classes.

## 2. Method

This research uses qualitative methods with a case study design and using contrastive analysis to compare and find out the differences in sound systems between English and Malay. According to (yin, 2013) case studies are an empirical inquiry used to investigate phenomena that occur in real life. The subjects of this study are Riau Malay students who are in Meranti dormitory in Yogyakarta and the English mispronunciation will be the object of this study. From the Riau student population in Yogyakarta, researchers take five respondents as a sample of research data. To determine the subject of the study, researchers use purposive sampling methods. This purposive sample method was used to determine 5 respondents who were suitable to be subjects in this study. After the researchers find the subject of study, the researchers collect sample data by asking students to say some words that have been prepared by the researchers and record them. Furthermore, the data is analyzed according to the student's voices have been recorded. The procedure of data collecting includes preparation, recording, transcribing, and rechecking.

- a. Preparation includes choosing words that represent phonemes in English. The words consist of 43 words that include 12 words of the vowel phoneme, 24 words of the consonant phoneme and 7 words of the diphthong phoneme.. Then, researchers selected Malay students who lived in Meranti dormitories and used Riau Malay as the first language by asking directly to potential respondents.
- b. Recording, at this stage the researcher gives words that have been prepared to be read and then recorded to be used as raw data that will be analyzed by doing phonetic transcription.
- c. Transcribing includes making phonetic transcription for each student. The researcher listened to the voice recordings in a repetitive manner to write phonetic transcriptions of the student's voice.
- d. The last stage is to listen and re-match between voice recording and phonetic transcription that has been written. This stage is carried out to ensure the correctness of the phonetic transcription that has been written. So, it will minimize the occurrence of errors in the transcription process.

### 3. Findings and Discussion

This finding will explain the answer to problems number 1 and number 2, namely "What are the English sounds which are interfered with a student's mother tongue" and "What are the differences in sound systems between English and Malay". Researchers made transcripts of students' pronunciation and divided the results of the study according to phoneme groups, namely vocal groups, consonants, and diphthongs.

#### 3.1. The English sounds which are interfired with the student's mother tongue

English sounds that interfere by the student's mother's voice are obtained from data taken through voice recordings and the researcher writes the student's voice in the form phonetic transcription then displayed in the form of the following table:

Table 1. Students' Pronunciation of Vowels Sounds

NO	Symbols	Word	Phonetic Writing	Students 1	Students 2	Students 3	Students 4	Students 5
1.	/i:/	Reach	/ri:t/	√	√	√	√	/raɪf/
2.	/ɔ/	Hot	/hɔt/	√	√	√	√	√
3.	/ə/	Alive	/ə'laɪv/	/ə'li:v/	/e'leɪf/	√	√	√
4.	/ɪ/	Rich	/rɪtʃ/	√	√	√	√	/raɪf/
5.	/ʊ/	Look	/lʊk/	√	√	√	V	√
6.	/ɛ/	Bread	/bred/	/brɛt/	/brɛt/	/brɛt/	√	√
7.	/ʌ/	Fun	/fʌn/	√	√	√	√	√
8.	/æ/	Fan	/fæn/	/fɛn/	/fʌn/	/fɛn/	/fɛn/	/fɪn/
9.	/u:/	Boot	/bu:t/	√	√	√	√	√
10.	/ɜ:/	Turn	/tɜ:n/	/ɔ/	/çɛn/	√	√	/tɑ:n/
11.	/ɔ:/	Talk	/tɔ:k/	√	/tɑ:k/	√	√	√
12.	/ɑ:/	Half	/hɑ:f/	√	√	√	√	√

On the table one presents the mispronunciation data on vowel sounds in English. In the vocal sounds, the researcher presented 12 words with the number of 5 students as respondents. From the table it can be seen that students experience some sound disorders in certain words such as in the word 'fan' all respondents answered incorrectly. This mispronunciation occurred because in Malay there is no vowel sound /æ/. So, when Malay students try to pronounce the vocal voice they will replace it with vocal sounds in their language such as vocal sounds /ɛ/, /ʌ/, and /ɪ/.

In the word 'Reach' only one student answered wrong and the other 4 answered correctly. In this word, students replace the vocal sound that should be /i:/ become /aɪ/. Based on the data we can see that this vocal sound can be define as a vocal sound that is easily mastered by Malay students because it has similarities with vocal sounds in Malay and Indonesian, namely vocal /i/. But it still has a difference that is in the length and short of the sound. The same student also made the same mispronunciation of the word 'Rich' by changing the vowel sound /ɪ/ to /aɪ/.

In the word 'Bread' as many as 3 students were wrong in saying this word. But the error made is not in the pronunciation of the vocal sound /ɛ/ but in the pronunciation of consonant sounds /d/ which are at the end of the word. This error occurs due to differences in sound distribution between Malay and English. In Malay and Indonesian the distribution of consonant sounds / d / is only available at the beginning and middle of the word only. While at the end of the word this sound will be changed to a consonant sound /t/.

In addition to these errors, there are several vowel sounds that can be correctly spoken by all respondents such as the voice /ɔ/, /ʊ/, /ʌ/, /u:/, /ɑ:/. These vocal sounds have similarities and similarities to the vocal sounds contained in their mother tongue, namely Malay. So that in saying the voice, Malay students will not have difficulty because they already have the stock of the voice.

Table 2. Students Pronunciations of Consonants English Sounds

NO	Symbols	Word	Phonetic Writing	Students 1	Students 2	Students 3	Students 4	Students 5
1	/b/	Bed	/bed/	√	/bet/	/bet/	√	/bet/
2	/t/	Time	/taɪm/	√	√	√	√	√
3	/d/	Wood	/wʊd/	√	√	/wʊt/	/wʊt/	√
4	/k/	Pick	/pɪk/	√	/pɪç/	√	√	/pɪç/
5	/g/	Pig	/pɪg/	/pɪk/	/pɪk/	√	/pɪk/	/pɪk/
6	/f/	Ferry	/'fɛri/	√	√	√	√	√
7	/v/	Very	/'veri/	√	/'fɛri/	/'fɛri/	/'fɛri/	/'fɛri/
8.	/θ/	Teeth	/ti:θ/	/ti:t/	/tɛt/	/tit/	/ti:t/	/ðɜ:d/
9	/p/	Pin	/pɪn/	√	√	√	√	√
10.	/ð/	Breathe	/'bri:ð/	/breɪt/	/brɛd/	/brɛd/	/brɜ:d/	/brɜ:d/
11.	/s/	See	/'si:/	√	√	√	√	√
12.	/z/	Zoo	/'zu:/	√	√	√	√	√
13.	/ʃ/	Shoe	/'ʃu:/	√	√	√	/su:/	/su:/
14.	/ʒ/	Rouge	/'ru:ʒ/	/'rəʊj/	/'ru:p/	/'ru:ç/	/'rəʊg/	/'ru:g/
15.	/h/	Head	/'hed/	√	/'hɜ:d/	/'het/	√	√
16.	/tʃ/	Chose	/'tʃəʊz/	/'çʊs/	/'kəʊs/	/'tʃəʊs/	/'çʊs/	/'kəʊs/
17.	/dʒ/	Stage	/'steɪdʒ/	√	/'stɛk/	√	/'steɪg/	/'steɪg/
18.	/m/	Mood	/'mu:d/	√	/'mɔt/	√	√	√
19.	/n/	Name	/'neɪm/	/'nem/	/'nem/	√	/'nem/	√
20.	/ŋ/	Sing	/'sɪŋ/	√	√	√	√	√
21.	/w/	Wall	/'wɔ:l/	√	√	√	√	√
22.	/j/	Yellow	/'jeləʊ/	√	√	√	√	√
23.	/r/	Red	/'rɛd/	√	√	√	√	√
24.	/l/	Lap	/'læp/	√	√	√	√	/'lap/

The second table presents the mispronunciation of consonant sound groups in English vocabulary. The researchers tested 24 words with 5 respondents. In the table above it can be seen that many words are wrongly spoken by Malay students such as in words ending in the sound of /b/, /d/, and /g/ Malay students are wrong in saying and will replace the sound with the sound /p/, /t/, and /k/. In the table, there were 3 respondents who were wrong in saying consonant sounds / d / on the word 'bed', 2 respondents on the word 'wood', 1 respondent on the word 'head', and 1 respondent on the word 'mood'. All of respondents who mispronounced the word, all respondents changed the consonant sound /d/ to the consonant sound /t/. The same thing with the sound of /d / consonant sound / g / which is at the end of the word also tends to be mispronounced. There were 4 respondents who were wrong in saying the word 'pig' by changing the /g/ sound to the /k/ sound. This case is in accordance with the statement expressed by Ramelan in his book entitled English Phonetics. Ramelan said that there is a difference in the distribution of these 3 votes in both languages (Ramelan, 1985).

Errors are also caused by the difference in phonemes between the two languages. In the word 'very' as many as 4 students made a mistake in saying it. They change the /v/ sound to the /f/ sound. In the word 'Teeth and Breathe' all Malay students make mistakes in saying the voice. They take the sound /θ/ and the sound of /ð/ to the sound of /d/, or /t/. In the word 'Shoe' as many as 2 students made a mistake in saying the consonant sound. They change the sound /ʃ/ to the sound /s/. In the

word 'Rouge' all students make mistakes in pronouncing the /ʒ/ sound. They replace the sound /ʒ/ with the sound of /j/, /p/, /ç/, and /g/. In the word 'Chose' 3 students made a mistake in pronouncing the sound /tʃ/ they replaced the sound with the sound /k/ and /c/ and all students mispronounced the sound /z/ at the end of the word and replaced it with the sound /s/. In the word 'Stage' 3 students made a mistake in pronouncing the sound /dʒ/ they replaced the sound with the sound /k/, and /g/.

Table 3. Students Pronunciations of Diphthong Sounds

NO	Symbols	Word	Phonetic Writing	Students 1	Students 2	Students 3	Students 4	Students 5
1	/eɪ/	Great	/gret/	/gret/	√	/gret/	/gret/	/gri:t/
2.	/ɔɪ/	Toy	/tɔɪ/	√	√	√	√	√
3.	/aɪ/	Might	/maɪ/	√	/maɪg/	/maɪg/	/maɪg/	√
4.	/əʊ/	Road	/rəʊd/	/rʊd/	/rʊd/	/rʊd/	√	√
5.	/aʊ/	Round	/raʊnd/	√	/raʊn/	√	/rɔʊn/	/rɔʊn/
6.	/ɪə/	Beer	/bɪə/	√	√	√	√	√
7.	/eə/	There	/ðeə/	√	/zɛə/	√	/teə/	√

In the third table presenting the diphthong sound data, on the voice diphthong researcher presents 7 words that must be read by the respondent. From the table, it can be seen that Malay students experience interference in several sounds, as in the sound /eɪ/ as many as 4 students experienced an error in saying it and replacing the sound with the sound /i:/ and /e/. In saying the sound /əʊ/ as many as 3 students experienced mispronunciation and replaced the sound with the sound /ʊ/. Other disturbing sounds are the sound /aʊ/ and the sound of /eə/ they fail to pronounce it and replace it with the sound /ɔʊ/, /ɛə/, and /i:/. This happens because in Malay only has semivowel voice <ia>, <iu>, <ai>, <ui>, <au>.

### 3.2. Malay vs English sound system

#### 1) Vowel sounds

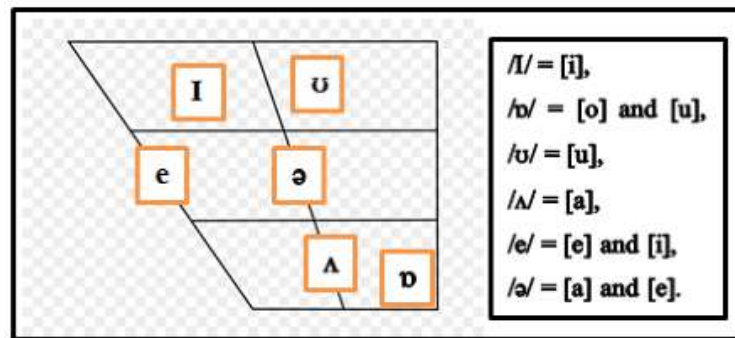


Fig. 1. Malay vowels chart

From the chart above it can be seen that the Malay language has 6 vowels consisting of /ɪ/, /ʊ/, /e/, /ə/, /ʌ/, and /ɒ/ and all these vowels are short vocal types. On vowels /ʊ/, /e/, and /ə/ can represent two letters to pronounce. Letter (a) is pronounced as /ə/ at the end of vowel-close syllable sound as in the word "dara" pronounced as /dʌRə/.

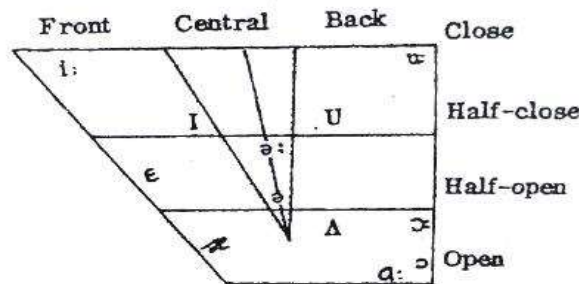


Fig. 2. English vowel chart

Compared to vocal sounds in Malay, English has more vocal sounds as seen in the diagram. On the diagram can be seen that English has a number of vowels of 12 types namely /i:/, /ɔ:/, /ə/, /ɪ/, /ʊ/, /ε/, /ʌ/, /æ/, /u:/, /ɜ:/, /ɔ:/, /ɑ:/. English vowel is divided into 2 forms, namely short vowel and long vowel.

2) Consonant sounds

	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Uvular	Glottal
Plosive	p b			t d		k g		ʔ
Nasal		m			n	ŋ		
Trill							r	
Fricative		f		s z	ç j		χ	h
Approximant		w			y			
Lateral Approximant				l				

Fig. 3. Malay consonant chart

In the diagram above it can be seen that Malay has 23 types of consonants consisting of 14 consonant voices and 9 consonant voiceless with 6 types of manners of articulation and for fricative sounds not spoken in Malay. The consonants are (/b/, /d/, /g/, /z/, /m/, /n/, /ŋ/, /p/, /j/, /ç/, /l/, /R/, /w/, /j/, /p/, /t/, /ç/, /k/, /f/, /s/, /ʃ/, /ʒ/, and /h/).

MANNER OF ARTICULATION	POINT OF ARTICULATION															
	Bilabial		Labio-Dental		Dental		Alveolar		Palato-alveolar		Palatal		Velar		Glottal	
	VI	Vd	VI	Vd	VI	Vd	VI	Vd	VI	Vd	VI	Vd	VI	Vd	VI	Vd
Plosive	p	b					t	d						k	g	ʔ
Fricative			f	v	θ	ð	s	z	ʃ	ʒ						h
Affricate									tʃ	dʒ						
Nasal		m						n						ŋ		
Lateral								l						(ɫ)		
Bulged								/r/								
Flapped								/r/								
Semi-vowel		w											y		(w)	

Note: 1. Symbols between ( ) are secondary articulation.  
 2. Symbols between / / are dialectal sounds.

Fig. 4. English consonant chart

While English has 24 types of consonants with 7 types of manner of articulation as seen in the diagram above and has 8 points of articulation. The consonants are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /w/, /j/, /r/, /l/.

3) Diphthong sounds

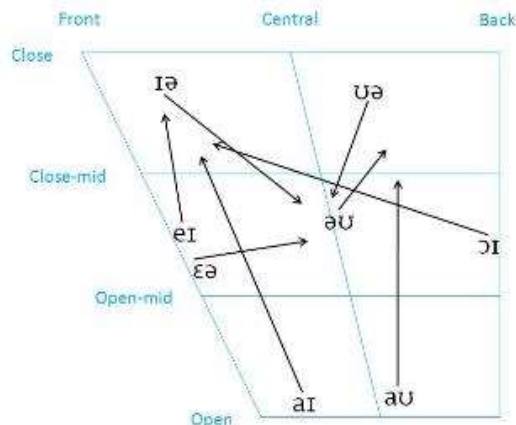


Fig. 5. English diphthong chart

In English there is a vowel sound with special features and produced in one syllable called diphthong. Diphthong sound in English consists of the sound /eɪ, aɪ, aʊ, əʊ, ɪə, oɪ, ʊə, eə/. The diphthong is divided into 2 types, namely closing diphthong and centering diphthong. While in Malay there is no term diphthong. The term that is used in Malay is semivowel. Semivowel is a term used when there are double vowels in a single word. Double vowels in Malay spoken as semivowel are <ia>, <iu>, <ai>, <au>, <ui>, <ua>.

## Discussion

Interference is a negative transfer from the mother tongue into the English voice that causes errors. The main cause of negative transfer is the difference between the two languages, especially the difference in the sound system. Differences in the sound system will affect student pronunciation and will cause mispronunciation. This study uses a case study design to find out and uncover cases that occur in real life and uses contrastive analysis to solve and find differences in sound systems between Malay and English.

Researchers found data in the form of pronunciation errors and differences in the sound system between English and Malay. Mispronunciation errors occur due to the difference between the two languages between Malay and English. (MUSTIKAWATI, 2013), (Zhang & Yin, 2009), and (Wardani & Suwartono, 2019) urge that language interference is caused by differences in the first language system. Due to these differences, these students experience language interference or rather mother tongue interference. Dulay, et al in (Syafutri & Saputra, 2021) in their research stated that language interference occurs when students produce English sounds but there is a mixture of sounds from the student's first language. This condition can also be referred to as phonological interference. (Mahendra & Marantika, 2020) also mentions that phonological interference occurs naturally according to the language that students use in daily life.

From the results of the research that has been carried out, researchers found that Malay students living in Meranti dormitories in Yogyakarta experienced language interference due to differences in the sound system of English and Malay language. So, most of these Malay students use their Malay sound stock to produce English sounds. Second language learners will find it difficult because there are some voices that are not in their mother tongue and they will tend to replace those voices with the mother tongue sounds they have mastered. They are accustomed to Malay language where every word is read according to the writing. This is different from English which between writing and reading is different. These differences make it difficult for them to produce English sounds. So, they mix the sounds of Malay sounds when producing English sound sounds. This will have an effect on their English pronunciation and cause mispronunciation. It can be concluded that students who live in Meranti dormitories in Yogyakarta experience language interference conditions when they learn English, especially in pronunciation skills due to differences in the sound system between English and Malay. There are some English sounds that are not present in Malay such as the diphthong /eə, oɪ, ɪə, əʊ, and eɪ/ and some other vowels and consonants sounds.

## 4. Conclusion

From the results of the study, it is stated that mother tongue interference will inevitably occur in the process of adding and mastering English language for Riau Malay students who are living in Meranti dormitories in Yogyakarta. Mother tongue interference also has a great effect, especially in the addition of second language sounds. It can be concluded that phonological interference occurs in vocal, consonant sounds and also in diphthong sounds. In vowel sounds there is 1 type of sound that failed to be spoken by all participants, namely vowel sounds / æ / and there are 2 types of vowels sound that failed to be spoken by some participants who were also wrong when pronouncing vowels (/i:/, and /ε/). In consonant sounds there are several sounds that are wrongly spoken by the participants of this study, namely in the sounds (/d/, /g/, /z/, /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/, and /dʒ/). While in the sound of diphthong most of the test takers failed in uttering the sounds (/eɪ/, /əʊ/, /aʊ/, and /eə/). Phonological interference occurs due to differences in the sound system between Malay and English. the first difference is in the vowel sound, in Malay, there are only 6 vocal sounds with a short vowel type while in English there are 12 types of vowel sounds with long vocal types and short vowels, the second difference is in the consonant sound, in Malay, there are 23 types of consonant sounds while in English there are 24 types of consonant sounds, and the third difference is in the diphthong sound,



in Malay, there is no diphthong sound but a semivowel sound and there are only 6 forms of semivowel sounds while in English there are 8 diphthong sounds.

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