

Pronunciation Error Analysis of English Schwa Sound Produced by the Students of UNSIQ

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Abstract

This article presents the study result of error analysis on English sounds pronunciation produced by Indonesian students studying at Faculty of Language and Literature of Universitas Sains Al-Qur'an (UNSIQ). Students had many problems related to adapt English sound system as they learnt English in the class. The Focus of this study is to analyze the pronunciation errors of English vowel sound namely 'schwa' which is symbolized as /ə/ in phonetic writing based on IPA (International Phonetic Association). This study applies qualitative research methodology. In collecting the data, the researcher attempted to arrange and compile schwa sound utterances in a text and give the text to be read by students. Through the step of listening and recording the students' pronunciation, the researcher eventually got the data source to be analyzed. The methods of analyzing the collected data, among others are, listening to the student's pronunciation, making notes of pronunciation errors made by students, and analyzing the problems of mispronunciation of English schwa produced by students. The result of the study shows that English schwa sounds produced by the students are affected by the student's habit of speaking in their colloquial language of their mother tongue. Even though in Indonesian language they have such a schwa sound, however, it does not mean that they alert with correct pronunciation as they were examined to read the given utterances in correlation with pronouncing test of English schwa sound.

Keywords: *English schwa, phonology, pronunciation errors*

Introduction

Learning foreign language involves learning some new components of language; one of them is unfamiliar sound system identification. English language as the foreign language for Indonesian students is not the second language. It can be called target language. Most of them have tribe's language as their mother tongue. Most of the students analyzed at Faculty of Language and Literature of UNSIQ are from Javanese tribe. Their colloquial language is Javanese and Indonesian. As they learn English, their pronunciation is influenced by their vernacular.

In the process of learning foreign language, learners face many kinds of problems. Learning new sound system is one of the difficulties except learning

new vocabulary items, and unfamiliar word orders of foreign language structures. The unfamiliar sound system trouble is on concerning with pronunciation. Since foreign language students produce speech sounds based on his habit of speaking of his language, it will be complicated for him to imitate the foreign language sounds in such a way of native speaker's habit of moving his speech organs. To achieve foreign language acquisition can be accomplished through untiring drills and repeated practice. Through constant drill and practice, an Indonesian student, will succeed to produce English sounds correctly as similar as a native speaker speaks his utterances. The practice process includes 'habit interference' means Indonesian students who learn English should make efforts to change their old established habit into new habit of speaking in English. The goal of repeated practice is that the Indonesian students' English sounds should sound English. (Ramelan, 1999: 4-5)

Indonesian students learning English language meet some difficulties in pronouncing some English sounds both vowel and consonant sounds. In this study, error of pronouncing schwa sound produced by Indonesian students learning English at Faculty of Language and Literature of UNSIQ is the main discussion. Schwa sound /ə/ is one of English vowel sounds. It belongs to unstressed central vowel sound. There are two problems are analyzed in this study. First, how the types of pronunciation adaptation which makes the error in pronouncing schwa sound? Second, how the sequence errors in pronouncing schwa sounds of English utterances produced by Indonesian students?

Literary Review

The Notion of Phonology

In practicing foreign language (English) involves exercising organ speech's movement from mother tongue into foreign sounds by imitating the sounds as similar as possible, so that it will sound foreign speech. Learning foreign sound systems means learning phonology. Therefore, learning pronunciation problem is under the notion of phonology.

Ramelan (1999: 1) stated that phonology is part of linguistics. Furthermore, he defined that phonology is different study from grammar.

Phonology is the study of speech sound or phones, while grammar is the study of arrangement of utterances and its meaningful units of sounds. When studying speech sounds as sounds without regard to their functions as signaling units of language, it is called 'phonetics'. When studying speech sounds with the intention of searching for the significant units of sounds, is called 'phonemics'. Phonetics is divided into two kinds, 'Articulatory Phonetics' and 'Acoustic Phonetics'. Articulatory phonetics learns speech sounds from the point of view of ways of production. On the opposite term, Acoustic Phonetics learns speech sounds from the point of view of its physical attributes, among others are the degree of loudness, pitches, and other sound characteristics.

Anderson (2001) stated that phonology is the study of the sound structure in a language. Each of language has different structure of sound system and sometimes the different language have the same components in their sound structures. Phonology deployed within certain individual's language. Meanwhile, phonetics generates the insight to the sounds structure which the individual decides to explore. Phonetics leads to the research of contrastive sounds in individual's language with a given language that is observed.

Daniel (2011: 1-2) Phonetics is a scientific description of what speech sounds exist in a language. It represents how they are produced and perceived and what acoustic properties they have. Thus, it can be put in the class of natural sciences. Phonetics essentially seeks to trace the processes physiologically involved in sound production. It describes the ways the sounds are produced and the points at which they are articulated. Phonology is concerned with the regularities that govern the phonetic realizations of sounds in words of a language. It looks at and tries to establish a system of sound distinctions relevant to a particular language.

Phonology is that branch of linguistics which studies the sound system of languages. The sound system involves the actual pronunciation of words known as a segment or a phoneme. Another system is called prosody includes non-segmental phonology or supra-segmental phonology. (<https://courses.nus.edu.sg/course/elltankw/history/phon/a.htm>).

Pronunciation Problems of Foreign Language Acquisition Process

Ramelan (1999: 5-6) stated that someone who learns foreign language encountered difficulty in adapting the different components found in his mother tongue and the target language. The difficulties in imitating target language's sound system are divided into two terms namely positive transfer and negative transfer. Positive transfer happens when elements of target language have similarity found in the learners' native language. Therefore, the learners will not meet any problem to imitate the target language's sound system. For instance, Indonesian learner learning English sound /m/ in 'mother' will not strive hard since he/she produces the equivalent sound in their native language. On the other hand, the notion of negative transfer occurs as the learner found different element to do with phonological system. In overcoming the problem of imitating target language sounds, it is necessary to conduct a contrastive analysis of the two languages sound systems.

In addition Ramelan (1999: 8) explained that the nature of pronunciation problem is encountered when learner of target language has to do with his ability in listening and identifying acoustic quality of the foreign sounds which is it belongs to prerequisite for the ability in producing each sound correctly. When the learner never heard the quality of given foreign sound, he/she may not be able to imitate it as similar as possible as produced by the native speaker. To solve the problem, learner needs phonetics knowledge and practices in pronouncing sounds by doing mouth-gymnastics.

Hammond (1999: 4) stated that in characterizing English sounds can be classified in three intersecting concerns. First, the sounds can be heard and distinguished by human auditory system. Second, the sounds can be produced by human articulatory apparatus. Third, the sounds must satisfy cognitive limits may apply. For example, too many sounds would make the speaker beyond her or his limit, while too few sounds would be inadequate utterance in making proper range of length limit.

Schwa Sound /ə / in English Language

The word 'schwa' comes from the Hebrew's word of *shewa*. Phonologically it means 'no vowel' and 'emptiness' in literal meaning. Schwa is unstressed sound

in an utterance. In English schwa is one of pure vowel which is represented an upside-down e in unstressed syllable, for instance the second syllable of the word ‘sofa’. (<https://www.vocabulary.com/dictionary/schwa>)

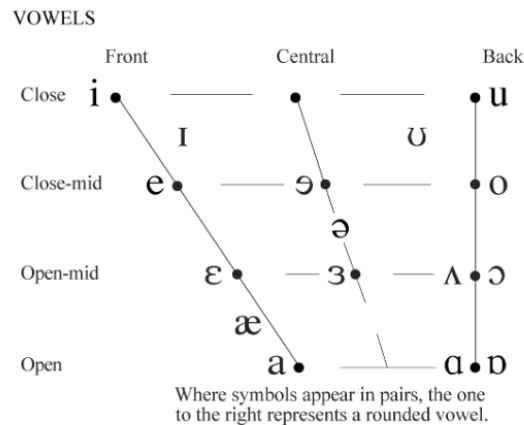


Figure 1. English Pure Vowels Mouth Diagram
(taken from International Phonetic Association Diagram,
<http://www.internationalphoneticassociation.org/content/ipa/chart>)

The phonetic transcription of schwa sound is /ə/. Sound of schwa is located in the mouth in which it occurs in unstressed syllable in the mid-central of mouth. It is also called neutral vowel sound. As some examples of schwa sounds happens in the alphabet ‘a’ in the word ‘sofa’, the alphabet ‘e’ in the word ‘system’, the alphabet ‘I’ in the word ‘easily’, in the alphabet ‘o’ in the word ‘gallop’, and the alphabet ‘u’ in the word ‘circus’. (<https://www.dictionary.com/browse/schwa>)

Ramelan (1999: 78) explained the articulatory definition of schwa sound /ə/ in two varieties namely normal schwa and lowered schwa. First, normal schwa is an unrounded half-open to half-close central vowel (same as /ə:/, so normal /ə/ and Second, lowered schwa /ə/ is an unrounded half-open central vowel. The articulatory description of lowered schwa /ə/ are in pronouncing /ə/ the central part of tongue is raised. It is raised to the half-open position, or even lower. The lip position is spread or neutral. The opening between the jaws is medium. Lowered schwa may sometimes be even lower and sound almost like /ʌ/.

The following figure is the schwa sound’s position in mouth:

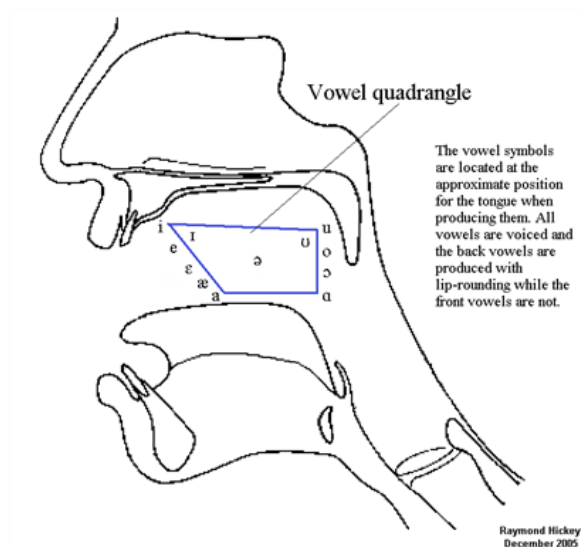


Figure 2. Schwa Sound Mouth Position

(taken from <https://www2.aston.ac.uk/lss/research/lss-research/ccisc/discourse-and-culture/west-midlands-english-speech-and-society/sounds-of-english/sound-production>)

Research Method

This research applies qualitative research. As result of procedures of data collection and data analysis did not involve number computation. Creswell (1998: 15) stated that qualitative research is the process of exploring social phenomena by implementing distinct methodological traditions. The research offers the complexity of result of analysis through words holistic pictures, informants' reports in naturalistic inquiry. Gall, Borg, and Gall (1996) defined qualitative research as the individual perceptions towards social phenomena in reality in the structure of grounded interpretations. The result of the research is to doing by learning cases intensively in natural settings to gain analytical data induction.

This research applied three steps of language research methods proposed by Sudaryanto (2015: 6), namely data collection, data analysis and presentation of data analysis result. Each of research method was conducted by applying some procedures.

The object of the research was error analysis of schwa sound of English utterances produced by Indonesian learners who learn in Faculty of Language and Literature in UNSIQ. The procedures of collecting data are giving some English utterances in a text to the learners to be read, identifying the error utterances

contained of schwa sound. The identified data encompassed of given English utterances was the first data source. In analyzing the identified data, the researcher compared the learners' vernacular influences in using Indonesian Language. The learners were asked to pronounce the given utterances which belong to the first data source. The error pronunciations of learners were meant to collect second data source. The second data source is called introspection data (Botha, 1981:67).

The first data source were arranged to examine the learners' English schwa pronunciation in a correct way. The researcher listened and recorded the learner's pronunciations. This step is applying listening method. Sudaryanto proposed listening method is the attempt to collect data in language research (p. 203). Furthermore, the second collected data source which involved the error pronunciation of learners was identified by implementing intuitive method (Labov, 1972: 9). The researcher attempted to elaborate the learner's pronunciation error in related to the researcher's acquisition as Indonesian native speaker. The role of the researcher was a research respondent.

The procedures of data analysis were done by applying some methods. First, by implementing linguistics rule which is called in formal method (Sudaryanto, p. 241) meaning the first data source consist of English utterances were exposed along with pronunciation error elaboration and verbal method as the second step of analyzing the data (Sudaryanto, p. 241) meaning the second data source were discussed by means of descriptive explanations. The two methods were conducted to gain the result of data analysis.

Findings and Discussion

This study discusses pronunciation error of English Schwa sound based on the test result conducted to students of English Literature Program at Faculty of Language and Literature in UNSIQ. The student's vernacular interference caused error of pronouncing schwa sound is presented in some points of identification based on the pronunciation test given. The error analysis is presented in the form of Indonesian phonetic sounds based on KBBI. In addition, this study explains the sequence errors produced by students and how they supposed to pronounce it based on the phonetic sounds refer to *Oxford Dictionary*. Furthermore, the

comparison of both Indonesian and English sounds are shown as the evidence of the pronunciation error analysis.

Types of Pronunciation Adaptation

This study shows the data of pronunciation of schwa sound made by students of Faculty of Language and Literature of UNSIQ Wonosobo related to how they are influenced by Indonesian language as their vernacular. There were 15 (fifteen) utterances provided to examine their pronunciation. Each of utterance contains of schwa sound. Here is the result of common errors of schwa sound pronunciation made by the students:

No	Utterances	Student's Pronunciation	Indonesian Phonetic Sound	English Phonetic Sound	Types of Pronunciation Adaptation	
					Negative Transfer	Positive Transfer
1	Director	/dairektor/	/direktur/	/di'rektə(r)/	V	
2	Actor	/aektor/	/aktor/	/'æktə (r)/	V	
3	Natural	/ natural /	/natural/	/'nætʃrəl /	V	
4	National	/neʃnal/	/nasional/	/'næʃənəl/	V	
5	Global	/global/	/global/	/'gləʊbəl/	V	
6	Vitamin	/ fitamin /	/fitamin/	/'vitəmin/	V	
7	Duplicate	/duplikat/	/duplikate/	/'duplə ,keit/ (v)	V	
8	Parrot	/ perot /	/parot/	/'perət/	V	
9	Sofa	/ sofa /	/sofa/	/'səʊfə/	V	
10	Album	/ album /	/album/	/'ælbəm/	V	
11	President	/presiden/	/presiden/	/'prezɪdənt/	V	
12	Family	/femili/	/famili/	/'fæməli/	V	
13	Support	/ support /	/support/	/sə'pɔ:t/	V	
14	Analysis	/ analisis /	/analysis/	/ə'næləsis/	V	
15	Syringe	/ sirin /	/siringe/	/sə'rɪndʒ/	V	

Table 1. Schwa Pronunciation Common Error Made by Students of Faculty of Language and Literature of UNSIQ Wonosobo

Based on the table above, it can be identified that most of students made mistakes in pronouncing schwa sound in all of the utterances given to be task of pronouncing schwa in English words. The types of error can be classified related to the types of pronunciation adaptation which affect to the students' problems of giving the correct pronunciation. The data shows that most of students' pronunciations were generally influenced by their habit of speaking in Indonesian

and Javanese language as their mother tongue. The notion of positive transfer refers to the adaptation of English schwa sounds made by the Indonesian students in which the sounds are similar to Indonesian language sounds. It can be seen that most of utterances are absent of positive transfer. It means that most of students faced the difficulty in adapting the schwa sounds which belong to negative transfer, whereas their vernacular are absent of the schwa sounds such English utterances given to be read. In this case, most of students only follow their instincts of pronunciation based on their daily colloquial Indonesian pronunciation. The students get complicated in imitating English native speaker's schwa sounds in many utterances as they found that many English utterances that contains of schwa are pronounced in different manner of production and different sounds in the way of they read it the same as the alphabetical presentation.

The utterances in table 1, the word 'director' was pronounced as /dairek**tor**/, it shows that most of students tried to guess that all English sound which contains alphabet 'i' usually is pronounced as 'ai',. Furthermore, the students did not care about the schwa sound should be produced as sound /ə/, and the correct pronunciation is /dɪ'rektə(r)/ instead of saying /dairektor/. The same error was repeated by students in pronouncing the word 'actor' as /dɪ'rektə(r)/. This error made by students because they usually say the word contains of sound /tor / as /tor/. In this way they imitate their habit of pronouncing /tor / and bring it into English pronunciation which should be schwa sound as /dɪ'rektə(r)/. The word 'parrot' was also pronounced as /**perot**/. Schwa sound in the word 'parrot' should be pronounced as /'perət/. It means this error is caused by their awareness of English pronunciation. They think that they possess no such a sound, meaning the errors belong to the type of negative transfer as the sounds are considered absent in Indonesian language, consequently they transfer instinctual habit related to their habit of speaking.

The pronunciation errors occur in some utterances contains of alphabet 'a' such as 'natural', 'national', and 'global'. Most of the students produced sound /a:/ instead of schwa sound. The word 'natural' was pronounced as /**natural**/, the word 'national' was pronounced as /nef**nal**/, the word 'global' was pronounced as /**global**/, and the word 'vitamin' as /**fitamin**/. In this case, the students replaced

schwa sounds to be sound /a:/ as they say the words in the manner of Indonesian language. It seems they found difficulty in pronouncing the word ‘natural’ as /'nætʃrəl/, the word ‘national’ as /'næʃənəl/, the word ‘global’ as /'gləʊbəl/ and the word ‘vitamin’ as /'vɪtəmin/.

The students could not identify schwa sounds in the utterances which contain alphabet ‘i’ in Indonesian language the same as sound /ini/. Most of students guessed the sounds as the same as alphabetical spelling, for instances, the word ‘duplicate (v)’ is pronounced as /duplikat/, the word ‘family’ is pronounced as /femili/, and the word ‘president’ as /presiden/. The students also were not able to identify schwa sounds in the utterances contain of alphabet ‘y’ such as ‘syringe’ and ‘analysis’. Most of them usually pronounced those words as /sirɪŋ/ and /analisɪs/. It shows that the errors are caused by the students’ habit of spelling ‘y’ as ‘i’ in Indonesia language that actually the words should be pronounced as /sə'ɹɪndʒ/ and /ə'næləsɪs/.

The students also made mistakes as they were asked to pronounce the word ‘support’ and ‘album’. The sounds tend to be /support/ and /album/. Those words should be pronounced as /sə'pɔ:t/ and /'ælbəm/. The two utterances contain of schwa sounds in which the students did not realized as they tried to glide the sounds as the manner of Indonesian daily spelling. The alphabet ‘sup’ is read as /sup/ and ‘bum’ is spelled as /bum/. The way of pronouncing alphabet ‘u’ in Indonesian language meets distinction from English sounds. In this case, the sound /sə'pɔ:t/ and /'ælbəm/ become strange sounds for the students who never practiced it in their habit of speaking.

In the section of Types of Pronunciation Adaptation in the table 1 mentions that all of the utterances being examined to test their capability in identifying and pronouncing schwa sounds belong to negative transfer. It means that the students do not find the same sounds in their own language. That becomes the reasons that they lean on their instinctual guessing of the utterances’ sounds correlated to the sounds in Indonesian language as their references to deal with the English sounds.

The Sequence Errors in Pronouncing Schwa Sounds of English Utterances Produced by Indonesian Students

This study presents some data of sequence errors of schwa sound pronunciation made by students at Faculty of Language and Literature in UNSIQ Wonosobo. The Sequence Errors are classified based on the common errors made by the students. The following tables are the data records which show the error analysis of schwa sound pronunciation made by the students:

Replacing Schwa Sound by Pronouncing Sound /a:/

No	Utterances	Student's Pronunciation	English Pronunciation	Types of Schwa Sound		Schwa Sound Error Identification
				Normal	Lower	
1	Natural	/natural/	/'nætʃrəl/	V		/nei/ = /na/; /rəl/ = /ral/
2	National	/neʃnal/	/'næʃənəl/	V		/nəl/ = /nal/
3	Global	/global/	/'gləʊbəl/	V		/bəl/ = /bal/
4	Vitamin	/fitamin/	/'vitəmin/	V		/tə/ = /ta/; /mm/ = /min/
5	Sofa	/sofa/	/'səʊfə/		V	/fə/ = /fa/

Table 2. The Students' Sound / ə / Pronunciation Errors in Utterances Containing Alphabet 'a'

The students' errors in pronouncing schwa sound can be identified as they focus on the utterances contain of alphabet 'a' for instances which happen in the word 'natural', 'national', 'global', 'vitamin' and 'sofa'. The students were affected by their habit of speaking in Indonesian language in which they usually say it as can be seen in the table 2. Most of students ignored the schwa sounds as if they had never confirmed to the correct pronunciation which should be. The students only follow their own instinct and habit which reflect their own habit of speaking in Indonesian daily conversation.

The table 2 shows that the students could not identify schwa sounds in all types of schwa sounds, both in normal and lower types. Normal schwa sounds occur in the utterances 'natural', 'national', 'global', and 'vitamin' were pronounced as /a:/. Those words orderly are pronounced as /natural/, /neʃnal/, /global/, and /fitamin/. The utterances should be pronounced as /'nætʃrəl/, /'næʃənəl/, /'gləʊbəl/, and /'vitəmin/. Lower schwa sound occurs in the word

‘sofa’. Most of students usually pronounced it as /sofa/, the same of their language pronunciation. It should be pronounced as /səʊfə/.

Replacing Schwa Sound by Pronouncing Sound /o/

No	Utterances	Student's Pronunciation	English Pronunciation	Types of Schwa Sound		Schwa Sound Error Identification
				Normal	Lower	
1	Director	/dairek tor /	/di'rektə(r)/	V		/tə(r)/ = /tor/
2	Actor	/ækt or /	/ 'æktə(r)/	V		/tə (r)/ = /tor/
3	Parrot	/p er ot/	/ 'pɛrət/	V		/peɪ/ = /pe/; /rət/ = /rot/

Table 3. The Students' Sound /ə/ Pronunciation Errors in Utterances Containing Alphabet 'o'

Most of students made mistakes in pronouncing schwa when they encountered the words contain of alphabet 'o'. They guess that the spellings are the same as it is in the alphabetical spellings such as in the words 'director', 'actor', and 'parrot'. They pronounced those words as /dairek**tor**/, /ækt**or**/ and /p**er**ot/. They replace the schwa sounds as follows:

1. /tə(r)/ = /tor/
2. /rət/ = /rot/

The types of schwa sounds in table 2 are all normal schwa sounds. Those schwa sounds do not locate in final position as they meet consonant sounds before schwa sounds. The word 'director' should be pronounced as /di'rektə(r)/. Meanwhile, the word 'actor' should be pronounced as / 'æktə(r)/ and the word 'parrot' should be / 'pɛrət/.

Replacing Schwa Sound by Pronouncing Sound /i/ and /y/

No	Utterances	Student's Pronunciation	English Pronunciation	Types of Schwa Sound		Schwa Sound Error Identification
				Normal	Lower	
1	Duplicate	/duplik a t/	/ 'duplə keɪt/ (v)	V		/plə/ = /pli/
2	President	/presid e n/	/ 'prezɪdnt/	V		/sə/ = /si/
3	Family	/femil i /	/ 'prezɪdnt/	V		/mə/ = /mi/
4	Analysis	/anal i sis/	/ə' næləsɪs/	V		/lə/ = /li/
5	Syringe	/sir i ŋ/	/sə' rɪndʒ/	V		/sə/ = /si/

Table 4. The Students' Sound /ə/ Pronunciation Errors in Utterances Containing Alphabet 'i' and 'y'

From the table 4, it shows that the students faced problems in pronouncing schwa sounds in normal type. They tend to bring the pronunciation of Indonesian language into English pronunciation. The utterances given to examine whether they can identify the schwa sounds or not consist of the words which contain of alphabet ‘i’, among others in the words ‘duplicate’, ‘president’, ‘family’. Most students pronounced the words into /**duplikat**/, /**presiden**/, and /**femili**/. The detail errors can be seen as the following identification:

1. /**plə**/ = /pli/
2. /**sə**/ = /si/
3. /**mə**/ = /mi/

The next identification of student’s error pronunciation is in the way they mispronounced of schwa sounds occur in the words contain of alphabet ‘y’. Most of them produced the sound /i/, rather than saying schwa sounds such as in the word ‘syringe’ and ‘analysis’. The error can be seen as they pronounced the words as /**siriŋ**/ and /**analisis**/. The correct pronunciation should be /səˈrɪndʒ/ and /əˈnæləsis/. In the two utterances, the students got complicated in identifying not only schwa, but also the vowel sound such as /i/ and the consonant / dʒ / instead of saying /ŋ/. In the word ‘analysis’, the students could not identify the schwa as well as they were not able to identify the vowel sound of /æ/. It means the problems of English vowels pronunciation are necessary to be revealed more than schwa sound error analysis.

Replacing Schwa Sound by Pronouncing Sound /u/

No	Utterances	Student’s Pronunciation	English Pronunciation	Types of Schwa Sound		Schwa Sound Error Identification
				Normal	Lower	
1	Album	/ album /	/ˈælbəm/	V		/ æ / = /al/; /b ə m/ = /bum/
2	Support	/ support /	/səˈpɔ:t/	V		/ sə / = /su/

Table 5. The Students’ Sound /ə/ Pronunciation Errors in Utterances Containing Alphabet ‘u’

The table 5 shows that the student’s schwa sound pronunciation error also happen when they were examined to read some utterances which contain of alphabet ‘u’ that should be read as schwa. The errors found in the students’ pronunciation of

the words ‘album’ and ‘support’. Most of them mispronounced those words as /**album**/ and /**support**/. The words should be pronounced as /'ælbəm/ and /sə'pɔ:t/. The schwa error identification can be clearly seen as follows:

1. /**bəm**/ = /bum/
2. /**sə**/ = /su/

The schwa sounds find in the utterances /'ælbəm/ and /sə'pɔ:t/ include in normal type as the schwa sounds fall before consonants of /m/ in the /'ælbəm/ and /p/ in the /sə'pɔ:t/. The habit of speaking of the students in their own language is the strong factor that makes the error of pronunciation. They usually produce sound /u/ as /u/. They do not usually say words in schwa sounds to replace sound /u/ in many utterances in English.

Conclusion

The students at Faculty of Language and Literature in UNSIQ Wonosobo need to be drilled to improve their English pronunciation especially about English schwa sound both normal and lower types. The students also have to practice more about how to imitate English pure vowels in order to omit their habit of speaking which influenced by their vernacular and colloquial Indonesian language. The students should learn more about the pronunciation adaptation of negative transfer type, since the utterances belong to the type are necessary to be practiced to change the students' of habit of speaking. The habit of speaking affects the students' English pronunciation. The correctness of English pronunciation should also be confirmed to the phonetic transcriptions based on IPA. It means that the students should learn phonetic symbols and how to read the symbols to check whether their pronunciations are correct or not.

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