



**THE INFLUENCE OF MOTHER TONGUE
TO STUDENTS' PRONUNCIATION
AT ENGLISH EDUCATIONAL STUDY PROGRAM (TBD)
STAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to State College for Islamic Studies STAIN Padangsidimpuan
as a Partial Fulfillment of Requirement for Degree of Islamic
Educational Scholar (S.Pd.I) in English Program*

WRITTEN BY:

RINI ERMINA R

Reg. No: 07 340 0025

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)**

PADANGSIDIMPUAN

2012



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Written by:

RINI ERMINA R
Reg. No: 07 340 0025

Advisor I

H. Nurfin Sihotang, M.A., Ph.D
NIP. 19570719 199303 1 001

Advisor II

Eka Sustris Harida, M.Pd
NIP.19750917 200312 2 002

**ENGLISH EDUCATIONAL STUDY PROGRAM
TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
2012**



**DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PADANGSIDIMPUAN**

Alamat : Jl. Imam Bonjol Km. 4,5 Sihitang Padangsidimpuan. Telp. (0634) 22080

Things : Skripsi a.n. Rini Ermina R
Appendix : 5 (Lima) exemplar

Padangsidimpuan, May 2012
To:
Chairman of STAIN Padangsidimpuan
In-
Padangsidimpuan

Assalamu 'alaikum Wr. Wb

After reading, researching, and providing suggestions for improvement as necessary to the thesis of Rini Ermina R entitled “ The Influence of Mother Tongue to Students’ Pronunciation at English Section TBI STAIN Padangsidimpuan”, we argue that this thesis has been accepted to complete the tasks and requirement in order to achieve an Islamic Educational Scholar (S.Pd.I) in English Program of STAIN Padangsidimpuan.

As soon, we hope Rini Ermina R can be called to account her thesis in Munaqasyah. That’s all, thanks for your attention.

Wassalamu 'alaikum Wr. Wb

PEMBIMBING I

H. Nurfin Sihotang, M.A., Ph.D
NIP. 19570719 199303 1 001

PEMBIMBING II

Eka Sustri Harida, M.Pd
NIP.19750917 200312 2 002

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : **RINI ERMINA R**
Registration Number : 07 340 0025
Department/ Study Program : TARBIYAH/ TBI-1
The Tittle of Thesis : **The Influence of Mother Tongue to Students'
Pronunciation at English Section TBI STAIN
Padangsidimpuan**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of STAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of STAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, 15 May 2012



Declaration maker,

RINI ERMINA R
Reg. No 07 340 0025

**DEWAN PENGUJI
UJIAN MUNAQASYAH SARJANA**


NAMA : RINI ERMINA R
NIM : 07 340 0025
**JUDUL : THE INFLUENCE OF MOTHER TONGUE TO STUDENTS'
PRONUNCIATION AT ENGLISH EDUCATIONAL STUDY PROGRAM
(TBI) STAIN PADANGSIDIMPUAN**

Ketua,



DR. Ichwansyah Tampubolon, M.Ag
NIP. 19720003 200003 1 004

Sekretaris,



Eka Sustris Harida, M.Pd
NIP. 19750917 200312 2 002

Anggota



1. DR. Ichwansyah Tampubolon, M.Ag
NIP. 19720003 200003 1 004



2. Eka Sustris Harida, M.Pd
NIP. 19750917 200312 2 002



3. H. Nurfin Sihotang, M.A., Ph.D
NIP. 19570719 199303 1 001



4. Drs. Samsuddin Pulungan, M.Ag
NIP. 19640203 199303 1 001

Pelaksana Sidang Munaqosyah

Di : Padangsidempuan

Tanggal : 31 Mei 2012

Pukul : 09.00 s/d 12.00 WIB

Hasil/Nilai : B/73,75

IPK : 3.69

Predikat : Cukup Baik/Amat Baik/Cum Laude*

*Coret yang tidak perlu



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN)
PADANGSIDIMPUAN**

Email: stainpasid@yahoo.co.id

Alamat : Jl. Imam Bonjol Km. 4,5 Sihitang Padangsidimpuan. Telp. (0634) 22080

PENGESAHAN

**Skripsi Berjudul : THE INFLUENCE OF MOTHER TONGUE TO STUDENTS'
PRONUNCIATION AT ENGLISH EDUCATIONAL STUDY
PROGRAM (TBI) STAIN PADANGSIDIMPUAN**

Ditulis Oleh : RINI ERMINA R

NIM : 07 340 0025

Telah dapat diterima sebagai salah satu syarat untuk
Memperoleh gelar Sarjana Pendidikan Islam (S. Pd. I)



Padangsidimpuan, 31 Mei 2012
Ketua

DR. H. IBRAHIM SIREGAR, MCL
NIP. 19680704 200003 1 003

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, the researcher would like to convey her grateful to Allah SWT. The most creator and merciful who has given her the health, time and chance for finishing this thesis: **“The Influence Of Mother Tongue To Students’ Pronunciation At English Educational Study Program (TBI) Stain Padangsidimpuan”**. This thesis is written in order to fulfill one of the requirements for being Sarjana Pendidikan in the English section at the Tarbiyah Faculty of State College for Islamic Studies (STAIN) Padangsidimpuan. Hence, this thesis paper has been under taken.

In writing this thesis, the writer is assisted by some people and institutions. Therefore, in this opportunity the researcher would like to express her gratitude to the following people:

1. Special thanks are due to H. Nurfin Sihotang, M.A.Ph.D, as her advisor I who has helped the writer to complete this research.
2. Special thanks are due to Mrs. Sustri Harida, M.Pd, as her advisor II who has helped the researcher to complete this research.
3. Special thnks are due to Rayendriani Fahmei Lubis, M.Ag, as the chief of English Selection
4. Thanks are due to Hj. Zulhimma, S.Ag, M.Pd, as the chief of Tarbiyah Department and her staff
5. Special thanks are due to Mr. Hamka, S.Pd, M.Hum, who have helped the researcher an always borrowed her many books as her references.

6. Thanks are due to all lecture who have taught, guided and also encouraged her during studying in STAIN Padangsidimpuan.
7. My beloved parent H. Hasan Basri Ritonga, B.A and Hj. Masrawarni Dalimunthe, S.P who given me support in moral and material during and after finishing academic year ini STAIN Padangsidimpuan.
8. My beloved brother Henry Rahmat Ritonga anda Anggita Rahmat Ritonga who given motivated me and support me finish my thesis and for all families who care me and support me in finishing this thesis
9. All my friends, Rica Umrina, Winda Sari, Rezki Juli, Jannah Haryati, Nursaima Mahyuniati, Muramidah Lubis, Fitri Fuadi Rambe, Syahrul Efendi Lubis, Sahata Simanjuttak and all friends I cannot mention them here who haved supported and motivated me to finish this thesis.

This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidimpuan, May 2012



RINI ERMINA R
Reg. No. 07 340 0025

ABSTRACT

NAMA : **RINI ERMINA R**
NIM : 07.340 0025
JURUSAN/PRODI : **TARBIYAH/ BAHASA INGGRIS - 1**
JUDUL SKRIPSI : **THE INFLUENCE OF MOTHER TONGUE TO STUDENTS' PRONUNCIATION AT ENGLISH EDUCATIONAL PROGRAM (TBI) STAIN PADANGSIDIMPUAN.**

Based on fact of the influence of mother tongue to students' pronunciation at English Educational Program (TBI) STAIN Padangsidimpuan the researcher focused on vowel and consonant which is produced by Angkola Students or the students who used Batak Angkola as their daily language.

In this research, the researcher wanted to find out about the influence of mother tongue to students pronunciation. The respondents of research was the students of English Educational Program TBI who used Batak Angkola language as their daily language, they were 12 students and almost 80% students used Batak Angkola as their daily language. As the instrument for collecting data the researcher used the test. The researcher made transcribing data for analyzing data.

In this occasion, all respondents pronounced the test depend on their daily pronunciation. And they dominantly used the English feature of pronunciation that have a big similarity with the feature of pronunciation of Batak Angkola. And the last mother tongue had a significant influence, but actually mother tongue also not a big problem in Angkolas' students in their pronunciation. And the students have to drill their pronunciation, so that they can pronounce the word as well as the standard of receive pronunciation.

CURRICULUM VITAE

A. Identity

Name : RINI ERMINA R
NIM : 07 3400025
Place and Birthday : Padangsidempuan, 27 August 1988
Sex : Female
Religion : Moslem
Address : Jl. Sudirman Gg. Jatongga Padangsidempuan

B. Parent

1. Father's Name : H. Hasan Basri Ritonga B.A
2. Mother's Name : Hj. Maswarni Dalimunthe S.P

C. Background Education

1. Graduated from Elementary School in SD Negeri 142440/24 Kayuombun Padangsidempuan from 1995-2001
2. Graduated from Islamic Junior High School in MTsS Darul Mursyid Simanosor Julu, SD.Hole Tapanuli Selatan from 2001-2004
3. Graduated from Islamic Senior High School in MAN 2 Padangsidempuan from 2004-2007.
4. Be University Student in STAIN Padangsidempuan.

APPENDIX I

RESEARCH INSTRUMENT

PRONUNCIATION TEST

Test direction:

1. Read the text carefully
2. Read the text with a good pronunciation

Many people in the world use their own language in a big pleasure. But they use a foreign language to communicate with foreigners. When they talk to each other, they often do language interference. We wish they could avoid the language interference. Explain how the language interference occurs and they must think about it.

APPENDIX II

STANDARD OF PRONUNCIATION TEST

/meni/ /pi:pl/ /In/ /δɔ/ /wɜ:lɪ/ /yu:z/ /ðeɪt/ /ðUn/ /læŋgwɪdʒ/ /In/ /ɔ/ bɪg/ /pleɪʒr/.
/bʌt/ /ðeɪ/ /yu:z/ /ɔ/ /fDrɪn/ /læŋgwɪdʒ/ /tɔ/ /kə'mju:nɪkeɪt/ /wɪð/ /fDrɪnðrs/. /wen/
/ðeɪ/ /tO:k/ /tɔ/ /i:tʃ/ /ʌδɔt/, /ðeɪ/ /Dfɔn, Dftɔn/ /du:/ /læŋgwɪdʒ/ /Intəfɪðrɔns/. /wi:/
/wɪʃ/ /ðeɪ/ /kUd, kɔd/ /ðvoid/ /dɔ/ /læŋgwɪdʒ/ /Intəfɪðrɔns/. /ɪkspleɪn/ /həU/ /dɔ/
/læŋgwɪdʒ/ /Intəfɪðrɔns/ /ðkɜ:r/ /ænd, ənd, ən/ /ðeɪ/ /mʌst, məst, məs/ /θɪŋk/ /ðbaUt/
/ɪt/.

APPENDIX II

NUMBERING OF WORD

Word	Number Of Word
/meni/	1
/pi:pl/	2
/In/	3
/δɔ/	4
/wɜ:ld/	5
/yu:z/	6
/ðeðr/	7
/ðUn/	8
/læŋwidʒ/	9
/ð/	10
/bIg/	11
/pleʒðr/	12
/bʌt/	13
/ðeI/	14
/fDrIn/	15
/tð/	16
/kð'myu:nIkelt/	17
/wið/	18

Word	Number Of Word
/fDrInðrs/	19
/wen/	20
/to:k/	21
/i:t/	22
/ʌððr/	23
/Dftðn/	24
/Intðfiðrðns/	25
/wi:/	26
/wI/	27
/kUd/	28
/ðvoid/	29
/IkspleIn/	30
/ðkɜ:r/	31
/ðnd/	32
/mʌst/	33
/θIŋk/	34
/ðbaUt/	35
/It/	36

APPENDIX III

NUMBERING OF WORDS

Word	Number Of Word
/fDrInðrs/	19
/wen/	20
/to:k/	21
/i:t/	22
/ʌððr/	23
/Dftðn/	24
/Intðfiðrðns/	25
/wi:/	26
/wI/	27
/kUd/	28
/ðvoid/	29
/IkspleIn/	30
/ðk3:r/	31
/ðnd/	32
/mʌst/	33
/θInk/	34
/ðbaUt/	35
/It/	36

Word	Number Of Word
/fDrInðrs/	19
/wen/	20
/to:k/	21
/i:t/	22
/ʌððr/	23
/Dftðn/	24
/Intðfiðrðns/	25
/wi:/	26
/wI/	27
/kUd/	28
/ðvoid/	29
/IkspleIn/	30
/ðk3:r/	31
/ðnd/	32
/mʌst/	33
/θInk/	34
/ðbaUt/	35
/It/	36

APPENDIX IV

ANALYSIS OF PRONUNCIATION TEST

For word number 1-4

No	Name	Word			
		many	people	in	the
		/meni/	/pi:pl/	/In/	/ðð/
1	UD	/meni/	/pi:pl/	/In/	/ðð/
2	UKB	/meni/	/pi:pl/	/In/	/ðð/
3	TR	/meni/	/pi:pl/	/In/	/ðð/
4	SZ	/meni/	/pi:pl/	/In/	/ðð/
5	RM	/meni/	/pi:pl/	/In/	/ðð/
6	MD	/meni/	/pi:pl/	/In/	/ðð/
7	PM	/meni/	/pi:pl/	/In/	/ðð/
8	SD	/meni/	/pi:pl/	/In/	/ðð/
9	BL	/meni/	/pi:pl/	/In/	/ðð/
10	IM	/meni/	/pi:pl/	/In/	/ðð/
11	AP	/meni/	/pi:pl/	/In/	/ðð/
12	SA	/meni/	/pi:pl/	/In/	/ðð/

For word number 5-12

No	Name	Word							
		world	use	their	own	language	a	big	pleasure
		/wɜ:lɪd/	/ju:z/	/ðeɪr/	/ðʊn/	/læŋgwɪdʒ/	/ə/	/bɪg/	/pleʒər/
1	UD	/wɑ:ld/	/ju:s/	/ðeɪr/	/owen/	/læŋgwɪs/	/ə/	/bɪg/	/plesər/
2	UKB	/wo:ld/	/ju:s/	/ðeɪr/	/awen/	/læŋgwɪs/	/ə/	/bɪg/	/plesər/
3	TR	/wo:ld/	/ju:s/	/ðeɪr/	/oun/	/læŋgwɪdʒ/	/ə/	/bɪg/	/pleʒər/
4	SZ	/wo:ld/	/ju:s/	/ðeɪr/	/oun/	/læŋgwɪdʒ/	/ə/	/bɪg/	/pleʒər/
5	RM	/wo:ld/	/ju:s/	/ðeɪr/	/ðʊn/	/læŋgwɪs/	/ə/	/bɪg/	/plesər/
6	MD	/wod/	/ju:s/	/ðeɪr/	/awen/	/læŋgwɪdʒ/	/ə/	/bɪg/	/pleʒər/
7	PM	/wod/	/ju:s/	/ðeɪr/	/awen/	/læŋgwɪd/	/ə/	/bɪg/	/pleʒər/
8	SD	/wod/	/ju:s/	/ðeɪr/	/ðʊn/	/læŋgwɪd/	/ə/	/bɪg/	/plesər/
9	BL	/wold/	/ju:s/	/ðeɪr/	/awen/	/læŋgwɪdʒ/	/ə/	/bɪg/	/plesər/
10	IM	/wold/	/ju:s/	/ðeɪr/	/ðʊn/	/læŋgwɪs/	/a/	/bɪg/	/plesər/
11	AP	/wo:rd/	/ju:s/	/ðeɪr/	/awen/	/læŋwiʒ/	/ə/	/bɪg/	/plesər/
12	SA	/wo:d/	/ju:s/	/ðeɪr/	/awen/	/læŋwiʒ/	/ə/	/bɪg/	/pleʒər/

For word number 13-20

No	Name	Word							
		but	They	foreign	to	communicate	with	foreigners	when
		/bʌt/	/deɪ/	/frɪn/	/tə/	/kə'mju:nɪkeɪt/	/wɪð/	/frɪnənz/	/wen/
1	UD	/bʌt/	/deɪ/	/foreɪn/	/tə/	/kɒmmuniket/	/wɪð/	/foreɪnənz/	/wen/
2	UKB	/bʌt/	/deɪ/	/foreɪg/	/tə/	/kɒmmuniket/	/wɪð/	/foreɪg/	/wen/
3	TR	/bʌt/	/deɪ/	/foreɪn/	/tə/	/kɒmmuniket/	/wɪð/	/foreɪnənz/	/wen/
4	SZ	/bʌt/	/deɪ/	/foreɪg/	/tə/	/kɒmmuniket/	/wɪð/	/foreɪnənz/	/wen/
5	RM	/bʌt/	/deɪ/	/foreɪnz/	/tə/	/kɒmju:nɪket/	/wɪð/	/foreɪnzənz/	/wen/
6	MD	/bʌt/	/deɪ/	/foreɪn/	/tə/	/kɒmuniket/	/wɪð/	/foreɪnz/	/wen/
7	PM	/bʌt/	/deɪ/	/foreɪn/	/tə/	/kɒmuniket/	/wɪð/	/foreɪnənz/	/wen/
8	SD	/bʌt/	/deɪ/	/foreɪn/	/tə/	/kɒmuniket/	/wɪð/	/foreɪnənz/	/wen/
9	BL	/bʌt/	/deɪ/	/foreɪg/	/tə/	/kɒmuniket/	/wɪð/	/foreɪnənz/	/wen/
10	IM	/bʌt/	/deɪ/	/foreɪn/	/tə/	/kɒmju:nɪket/	/wɪð/	/foreɪg/	/wen/
11	AP	/bʌt/	/deɪ/	/foreɪg/	/tə/	/kɒmju:nɪket/	/wɪð/	/foreɪnənz/	/wen/
12	SA	/bʌt/	/deɪ/	/foreɪg/	/tə/	/kɒmmuniket/	/wɪð/	/foreɪnənz/	/wen/

For word number 21-25

No	Name	Word				
		talk	each	other	often	interference
		/to:k/	/i:tʃ/	/ʌðə/	/ftən/	/ɪntə'fɪərəns/
1	UD	/to:k/	/i:tʃ/	/ʌdðə/	/ftən/	/ɪntə'frens/
2	UKB	/to:k/	/i:tʃ/	/ʌdðə/	/ftən/	/ɪntə'ferənz/
3	TR	/to:k/	/i:tʃ/	/ʌdðə/	/ftən/	/ɪntə'ferənz/
4	SZ	/to:k/	/i:tʃ/	/ʌdðə/	/ftən/	/ɪntə'ferənz/
5	RM	/to:k/	/i:tʃ/	/ʌdðə/	/ftən/	/ɪntə'pərənz/
6	MD	/to:k/	/i:tʃ/	/ʌdðə/	/ftən/	/ɪntə'ferənz/
7	PM	/to:k/	/i:tʃ/	/ʌdðə/	/ftən/	/ɪntə'frens/
8	SD	/to:k/	/ɪ/	/ʌdðə/	/ftən/	/ɪntə'frens/
9	BL	/to:k/	/i:tʃ/	/ʌdðə/	/ftən/	/ɪntə'ferənz/
10	IM	/to:k/	/i:tʃ/	/ʌdðə/	/ftən/	/ɪntə'ferənz/
11	AP	/to:k/	/i:tʃ/	/ʌdðə/	/ftən/	/ɪntə'ferənz/
12	SA	/to:k/	/i:tʃ/	/ʌdðə/	/ftən/	/ɪntə'ferənz/

For word number 26-30

No	Name	Word				
		we	wish	could	avoid	explain
		/wi:/	/wIʃ/	/kUd/	/əvoid/	/IkspleIn/
1	UD	/wi:/	/wis/	/kold/	/afoid/	/ekspleIn/
2	UKB	/wi:/	/wis/	/kuld/	/afoid/	/ekspleIn/
3	TR	/wi:/	/wis/	/kUd/	/afoid/	/IkspleIn/
4	SZ	/wi:/	/wis/	/kUd/	/afoid/	/ekspleIn/
5	RM	/wi:/	/wis/	/kuld/	/apoid/	/ekspleIn/
6	MD	/wi:/	/wis/	/kUd/	/apoid/	/ekspleIn/
7	PM	/wi:/	/wis/	/kUd/	/afoid/	/IkspleIn/
8	SD	/wi:/	/wis/	/kUd/	/afoid/	/ekspleIn/
9	BL	/wi:/	/wis/	/kuld/	/əvoid/	/ekspleIn/
10	IM	/wi:/	/wis/	/kold/	/afoid/	/ekspleIn/
11	AP	/wi:/	/wis/	/kUd/	/afoid/	/ekspleIn/
12	SA	/wi:/	/wis/	/kUd/	/əvoid/	/ekspleIn/

For word number 31-36

No	Nama	Word					
		occur	and	must	think	about	it
		/ək3:r/	/ənd/	/mʌst/	/θIŋk/	/əbaUt/	/It/
1	UD	1	/ənd/	/mʌst/	/tIŋk/	/əbaUt/	/It/
2	UKB	1	/ənd/	/mʌst/	/tIŋk/	/əbaUt/	/It/
3	TR	1	/ənd/	/mʌst/	/tIŋk/	/əbaUt/	/It/
4	SZ	1	/ənd/	/mʌst/	/tIŋk/	/əbaUt/	/It/
5	RM	1	/ənd/	/mʌst/	/tIŋk/	/əbaUt/	/It/
6	MD	1	/ənd/	/mʌst/	/tIŋk/	/əbaUt/	/It/
7	PM	1	/ənd/	/mʌst/	/tIŋk/	/əbaUt/	/It/
8	SD	1	/ənd/	/mʌst/	/tIŋk/	/əbaUt/	/It/
9	BL	1	/ənd/	/mʌst/	/tIŋk/	/əbaUt/	/It/
10	IM	1	/ənd/	/mʌst/	/tIŋk/	/əbaUt/	/It/
11	AP	1	/ənd/	/mʌst/	/tIŋk/	/əbaUt/	/It/
12	SA	1	/ənd/	/mʌst/	/tIŋk/	/əbaUt/	/It/

CHAPTER I

INTRODUCTION

A. Background of Problems

Language is a unique human inheritance that plays the very important role in humans' life, such as in thinking, communicating ideas, and negotiating with others. It constitutes a set of principles into which its usage its native speakers are subject. Based on Southeast Asian Minister of Education Organization, Indonesia has more than 740 local languages or mother tongue for example: Batakese, Javanese, Sundanese, Madurese and others.¹

Mother tongue is the language a person has learned from birth or that a person speak best. In some countries, mother tongue refers to language of one's ethnic group. Islam has explained all about all differences in the world includes the language differences. Allah SWT has explained in the holy Quran at Surah Ar-Rum verse 22:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ
وَأَخْتَلَفُ الْأَلْسِنَتِمْ وَالْوَلَوْنِمْ إِنَّ
فِي ذَٰلِكَ لَآيَاتٍ لِّلْعَلَمِينَ *

Meaning: And of His signs is the creation of the heavens and the earth, and the differences of your language and color. Lo! here in indeed are portents for men of knowledge.²

¹ Kimmo and Catherin Young Konosen , *Mother Tongue As Bridge Language Of Instruction: Policies And Experiences In Southeast Asia*(Thailand: SEAMEO,2009) ,p.28.

² *Ibid*.

Mother tongue is the first language which is controlled by a child since he was born, and usually it is influenced by the closest people to the child's. But in fact the teaching of human speech is one almighty god. As written in the Holy Quran at Surah Ar-Rahman verse 1-4:

الرَّحْمَنُ ۝ عَلَّمَ الْقُرْآنَ ۝ خَلَقَ الْإِنْسَانَ ۝ عَلَّمَهُ الْبَيَانَ ۝

Meaning:

The Beneficent. Hath made known the Qur'an. He hath created man. He hath taught him utterance³

In the other hand, Padangsidempuan (a small town in Indonesia or the town where the research held) as a multi-ethnics town has five major ethnics live together there, they are: Bataknese, Minangkabaunese, Javanese, Chinese and Indian. Every ethnics still have the kinds of their mother tongue, for example: in Bataknese also find many kinds of mother tongue, they are: Batak Angkola, Batak Padang Bolak, Batak Mandailing and Batak Toba, and 85 % they speak with their mother tongue every day.

The language shows the similarities in their principles. The similarities refer to the set of rules that every language possesses, while the differences deals with the deviation of every language in its rules in its chronological development that is influenced by the different regions, times, cultures, religions, politics and others.

Such have explained before that Indonesia has more than 740 local languages or mother tongue, many of them with sounds that are wildly

³*Ibid.*,p.792.

different from any that you will hear in sentences. People trill their lips and click their tongue when talking that does also will happen when we learn to speak in English.

Many people who are learning English language often do not pay any attention to their pronunciation. Even worse, some of them underestimate it. In fact, in my opinion pronunciation is extremely important. Many cases of misunderstanding in communication were caused by the mispronouncing of words or the improper intonation. Look a few examples: if someone pronounces the words fog and fox, sick and six, sea and she with relatively no differences, it same cases can lead to a misunderstanding. Another example, when one pronounces the word " present" with the first syllable, where she uses in the sentence," I would like to present" is certainly incorrect and irritating. In addition, good pronunciation can also give the plus value to those who master it. Moreover, good pronunciation skill can give more self-confidence for every one who speaks in front of many peoples. So, it has become more and more obvious that pronunciation cannot be underestimated.

Sounds of English are different from Indonesian; it can be seen that written is same with reading in Indonesian while in English written isn't same with reading, therefore, the ability to master English sounds is vital. When the influence of student's mother tongue is still strong, they will find English pronunciation difficult.

Exactly, mother tongue can cause the difficulties in English pronunciation. Because, the students have three habits in their daily live. First, when they are at home or when they interact with their family, they always use their mother tongue to communicate with their family. Second, when they socializing in publik area they use Indonesian language. Third, when they are at college area, especially at English educational study program of STAIN Padangsidempuan or TBI area, they ought to communicate in English. But, in fact they still communicate with their mother tongue. From the condition explained before, it can find that their habit to use their mother tongue to communicate with other has influenced their pronunciation to communicate in English.

Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect. Pronunciation is one of the most important aspects has to master when learning English. The pronunciation system of English words is unique. That is the reason why many people say that the pronunciation of English language is difficult. The way to pronounce English words depends on how the words are heard in our ears. Therefore, it is important to listens the right pronunciation of English language.

Confusion in communication can occur because some features of pronunciation are not frequently fulfilled by a speaker, for instance using the wrong sound, leaving sounds out, adding sounds, putting stress on the

wrong syllable in a word, and using the wrong intonation pattern. Further to say, if the features are not fulfilled, they can cause the failure in grasping the messages or misinterpreting the meaning of the messages to being insulted because the speaker appears to be expressing an attitude that was intended.

B. Focus of Research

Based on the background above, there are many problems in pronunciation was found, they are: less attention in English pronunciation, and feeling difficult to pronounce in English. But she focused on some features of pronunciation that may influence by mother tongue (Batak Angkola), they are: vowel and consonant which is produced by Angkola Students or the students who use batak Angkola as their daily language.

C. Formulation of Problems

Based on limitation of problems mentioned above, the problem of research can be formulated as:

1. How was English Pronunciation especially vowel and consonant used by Angkolas' students at TBI STAIN Padangsidimpuan?
2. What feature of pronunciation especially vowel and consonant was dominantly used by Angkolas' students at TBI STAIN Padangsidimpuan?

D. Purposes of Research

The purposes of the research are to know:

1. How English Pronunciation especially vowel and consonant is used by Angkolas' students at TBI STAIN Padangsidempuan.
2. The feature of pronunciation especially vowel and consonant dominantly used by Angkolas' students at TBI STAIN Padangsidempuan.

E. Significances of Research

There are many significances of this researches, they are:

1. The result of the research is expected to be useful for the lecturer as information.
2. The result of the research is expected to increase students' pronunciation in English.
3. The result of the research is also expected to develop all information and knowledge for those who are interested in doing research related to thus research.

F. Definition of Key Terms

The defenition are as below:

1. Influence

Influence is effect that somebody or something on the way somebody thinks or behaves or on the way something develops. So the influence means here is the effect of mother tongue to students' pronunciation.

2. Mother Tongue

Mother Tongue is the language a person has learned from birth or that a person speak best. In some countries, mother tongue refers to language of one's ethnic group.

3. Student

Student is a person who is studying at a university or college. Students' means here are the students of English educational study program who used Batak Angkola in their daily conversation.

4. Pronunciation

Pronunciation is the way in which a language or a particular word or sound is pronounced.

5. English educational study program

English is English language or literature as a subject of study. While educational is relating to the provision of education. And study is the devotion of time and attention to gaining knowledge of an academic subject. So, English educational study program means here is a department of English language at STAIN Padangsidempuan.

Based on explanation above, the meaning of the research title "The Influence of Mother Tongue to Students' Pronunciation at English educational study program TBI STAIN Padangsidempuan" is the effect of mother tongue or mother language to Angkolas' students' pronunciation of English educational study program of STAIN Padangsidempuan.

G. Outline of the Thesis

To facilitate of discussion in his research, the writer made a systematic discussion of the following:

1. Chapter one was discussed about introduction, they are: *First*, background of the problem; this research was hold because the influences of mother tongue to students' pronunciation at English educational study program TBI STAIN Padangsidimpuan. *Second*, Focus on the Problem; this research focused on the students' pronunciation at English educational study program TBI STAIN Padangsidimpuan. *Third*, Formulation of the problems. *Fourth*, The purposes of the research. *Fifth*, Significance of research and definition of key terms.
2. Chapter two is the theoretical description, which explains about definition of mother tongue, Batak Angkola language, segmental sounds of Batak Angkola, defenition of pronunciation, segmental sounds of English, review of related finding and conceptual framework.
3. Chapter three discuss about the methodology of the research consist of; *First*, research design. This research would be conducted with descriptive analysis with qualitative research. *Second*, Location and schedule of research was held in STAIN Padangsidimpuan. *Third*, Source of data was taken by using snowball sampling. *Fourth*, The instrument of collecting data was pronunciation test. *Fifth*, The technique of the data trustworthiness, the researcher used peer debriefing. *Sixth*, Technique Analysis Data, This data was analyzed with qualitative process.

4. Chapter four included four parts. *First*, General findings consist of standing History, situation of equipments and facilities, situation of lecturers and officials of TBI STAIN Padangsidimpuan. *Second*, Specific findings consist of the description of the influence of mother tongue to students' pronunciation at English educational study program TBI STAIN Padangsidimpuan. *Third*, discussion and the *fourth*, Threats of the Research which talking about the threats that writer found in the process of research.
5. Chapter five consist of conclusions and suggestions from the writer.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. THEORETICAL DESCRIPTION

1. Description of Mother Tongue

According to Oxford Advanced Learner's Dictionary, "mother tongue is the language that you first learn to speak when you are child."¹ Mother tongue or local language is a language spoken in a fairly restricted geographical area, and usually not learned as a second language by people outside the immediate language community². Dörthe states local language refers to the language spoken in the homes and market places of a community, as distinguished from a regional, national or international language.³

Mother tongue is the language that have been mastered by someone since he was a child. And it can indicate his social class in a society. Depend on Victoria, "mother tongue is one's native language, or a language in its relation to another derived from it."⁴

Sometimes the term native language or mother tongue is used to indicate a language that a person is as proficient in as a native individual of that language's

¹A.S Hornby. *Oxford Advanced Learner's Dictionary*, (London: Oxford Universty, 2003), p.864.

²Kimmo Kosonen and Chaterine Young. *Mother Tongue as bridge language of Instuction: Policies and Experiences in Southest Asia*, (Thailand: SEAMEO, 2009), p.12.

³ Dörthe Bühman and Barbara Trudell. *Mother Tongue Matters: Local Language as a key to Effective Learning*, (Paris: UNESCO, 2008), p.6.

⁴ Victoria Neufelat, David B. Guralmik. *Webstern New World Collage Dictionary*,(USA: MacMillan, 1995) , p.886.

"base country", or as proficient as the average person who speaks no other language but that language. Mother tongue or mother language is also used for the language that a person learnt as a child at home (usually from their parents).

So, it can be concluded that mother tongue as the language that used by a person as their daily language since they were child to indicate their sociolinguistic identity. Mother tongue or mother language also refers to a child's first language, the language learned in the home from older family members.⁵

a. Organ of Speech in Batak Angkola

There are many kinds of mother tongue in Indonesia for example: Bataknese, Javanese, Malay, Bugis, Dayak, Sundanese, and others. Each mother tongue still has their kind of language for example Bataknese it has 4 kinds of mother tongue they are: Batak Angkola, Batak Mandailing, Batak Karo, and Batak Toba.

In this research, Batak Angkola becomes an object of research. Depend on Sutan Tinggi Barani, "Batak Angkola adalah salah satu bahasa di daerah Tapanuli Selatan yang dipergunakan dalam kehidupan sehari-hari."⁶ Its mean Batak Angkola is one of the languages in South Tapanuli that used in daily life. Language style in Batak Angkola influenced by the close territory, for example: Padangbolak. As another language, Batak Angkola also have organ of speech. And below is organ of speech in Batak Angkola.

⁵Dörthe Bühman and Barbara Trudell, *Op.Cit.* p.7.

⁶Ch. Sutan Tinggi Barani Perkasa Alam. *Bahasa Angkola*, (Medan: Penerbit Mitra, 2011), p.1.

b. Segmental Sounds in Batak Angkola

1) Vowel in Batak Angkola

According to Daniel Jones, “vowel is when a resonance chamber is formed which is modifies the quality of tone produced by the voice, and gives rise to a distinct quality or tamber”.⁷ While as adopted from Lumonggom Hasibuan a vowel or”vocoid is a sound which has air escaping from the mouth over the center of the tongue without friction in the mouth.”⁸ Vowel can be classified based on the high and low position of the tongue, position of the lip and based on front and back of the tongue.⁹

- a. Based on the high and low position of the tongue.
 - 1) High vowel, formed if lower jaw close to upper jaw and tip of the tongue is in the highest rising, like: /i/, and /u/
 - 2) Mid vowel, formed if lower jaw far from upper jaw, like: /e/ and /o/
 - 3) Low vowel, formed if lower jaw back up as far as possible, like: /a
- b. Based on position of lip.
 - 1) Full vowel, pronounced with full lip, like: /u/, /o/, and / /
 - 2) Unfull vowel, pronounced with widen lip, like: /i/, /e/, and /∂/

⁷Daniel Jones. *The Pronunciation of English* (Cambridge: Cambridge Univesity, 1990) p.12.

⁸Lumonggom Hasibuan. *Analisis Kontrasif Bunyi Konsonan dan Vokal Bahasa Batak Angkola dan Bahasa Inggris* (Medan: Program Pasca Sarjana USU: 2002) p.19.

⁹*Ibid.*,p.34.

c. Based on front and back of the tongue.

1) Front vowel, formed by the movement of the front tongue, like: /i/, and

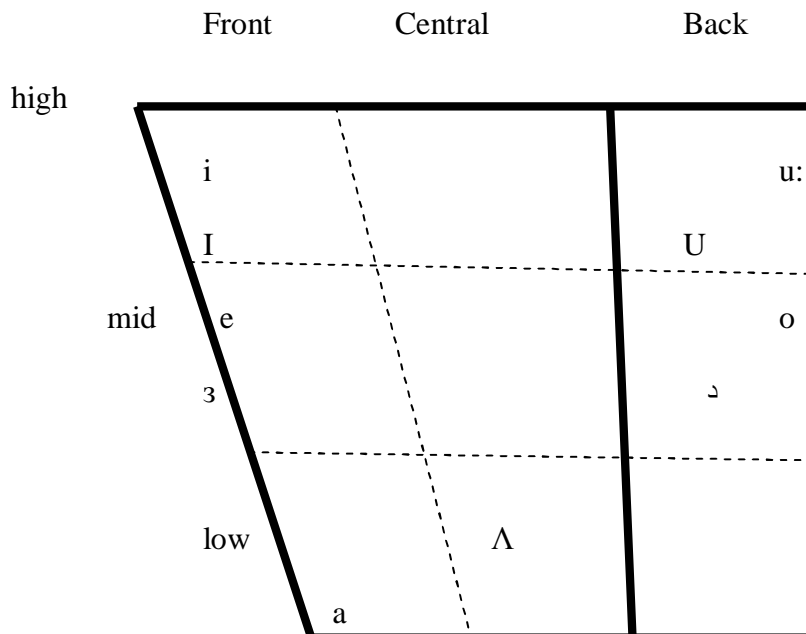
/e/.

2) Central vowel, formed by the movement of the central tongue. Like:

/ɔ̃/ and /ʌ/.

Back vowel, formed by the movement of the back tongue, like: /u/ and /o/.

Chart 1: Chart of vowel of Batak Angkola¹⁰



2) Consonant in Batak Angkola

As state by Pike in Lumonggom, consonant or “non vocoid sounds include any sounds in which the air stream escapes from the nose but not the mouth; sounds in which air escapes from the mouth but over the side of the tongue; sounds in which air escapes from the mouth but with friction localized at

¹⁰*Ibid.*,p.21.

some point in the mouth; and sounds during which the air stream has no escapes.”¹¹

While Daniel Jones state, “consonant is if the tongue is held very close to the roof of the mouth and a voiced air-stream of ordinary force is emitted, a fractional noise is heard in addition to the voice.”¹²

Consonant can be classified depend on the place of articulation and manner articulation, the table below will explain about consonant in Batak Angkola.¹³

Table 1: Consonant of Batak Angkola

		Place Of Articulation					
		Bilabial	Alveolar	Alveopalatal	Velar	Glottal	
Manner of Articulation	Stop	TB B	p b	t d		k g	
	Nasals	TB B	M	n		ŋ	
	Fricative	TB B		S			H
	Affricative	TB B			tʃ dʒ		
	Getar	TB B		r			
	Latereal	TB B		l			
	Semivowels		W		Y		

¹¹*Ibid.*,p.14.

¹²Daniel Jones: *The Pronunciation of English, Op.Cit.* p.12.

¹³*Ibid.*,p.18.

Between English consonant and Batak Angkola consonant have differentiation, so the table above will make a clear differentiation between consonant of English and Batak Angkola.

2. Description of Pronunciation

a. Defenition of Pronunciation

Actually no two persons of the same nationality pronounce their own language exactly alike. The differences may arise from a variety of causes, such as locality, social surrounding or early influences, and there are often individual peculiarities for which it is difficult or impossible to account. So that the pronunciation in English has concentrate or model often recommended for foreign learners identified by name Received Pronunciation.¹⁴

It is thought by many that there ought to exist a standard, and one can see from several points of view that a standard speech would have its uses. Ability to pseak in standard way might be considered advantageous by some of those whose mother tongue is distinctly local from of speech, if their vocations require them to work in districts remote from their home locality. They would not be hampered by speaking in a mannner differing considerably from the speech of those around them. A standart pronunciation would also be useful to the foreign learner of English.¹⁵

¹⁴Peter Roach. *English Phonetics and Phonology*, (Cambridge: Cambridge University Press, 2002). p.3.

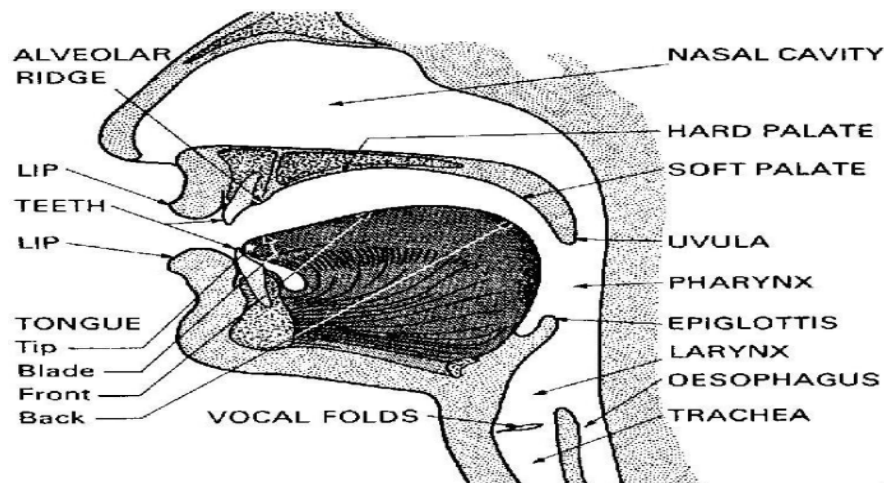
¹⁵Daniel Jones. *The Pronunciation of English*, (Cambridge: Cambridge University, 1990). p.3

There are many aspects in pronunciation that have to know, to find a good pronunciation in English, such organs of speech, and segmental sounds.

b. Organ of Speech

English speech sounds are all produced by air which comes from the lungs into the throat and then passes through the mouth and / or the nose¹⁶. To get an understanding of the nature speech and the means by which it is produced, it is necessary in the first place to have a rough idea of the structure and the functions of the various parts of the organ of speech.¹⁷ The organs of speech can be classified into the moveable speech organ and immovable speech organ.¹⁸ The moveable speech organs include: lips, tongue, soft palate, vocal cords, lower teeth and jaw, while the immovable speech includes: upper teeth, upper teeth ridge, and hard palate. Below is the chart of organs of speech¹⁹.

Chart 2: Organ of Speech



¹⁶Anas Syafe'i. *English Pronunciation: Theory and Practice*, Op.Cit. p.4

¹⁷Daniel Jones. *The Pronunciation of English*, Op.Cit. p.5.

¹⁸Anas Syafe'i. *English Pronunciation: Theory and Practice*, Op.Cit. p.5.

¹⁹www.organsofspeechchart.com

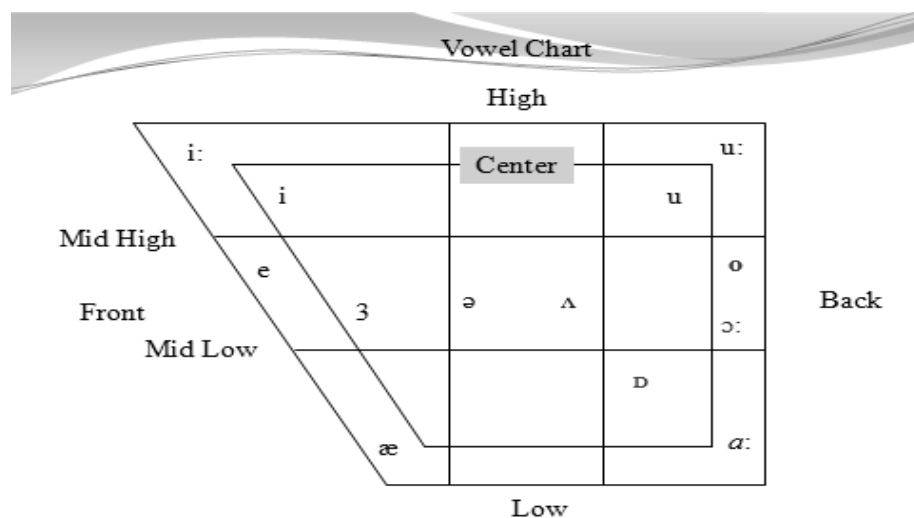
c. Segmental Sounds in English

1) Vowel in English

Vowels are sounds which are made without any kind of closure to the escape of air through the mouth.²⁰ Based on Hornby, “vowel is a speech sound in which the mouth is open and the tongue is not touching the top of the mouth.”²¹ Generally, vowels have a function as a sign of syllable because vowel is voiced.²²

The chart of English vowels below arranges to vowels according to their point of articulation in the mouth.²³

Chart 3: English Vowel



²⁰ Anas Syafe'i. *English Pronunciation: Theory and Practice*, Op.Cit. p.11.

²¹ A.S Hornby. *Op.Cit* . p.1509.

²² Muhammad. *Belajar Fonetik dan Fonologi Bahasa Inggris dengan Gampang*, (Yogyakarta: Liebe Book, 2004), p.43.

²³ www.vowelschart.com

a) Front, central and back vowel

The terms front, central, and back refer to the part of the tongue raised and the area in the mouth toward which is raised.²⁴ Front vowels are made by lifting the front of the tongue toward the area nearest the upper teeth ridge. Central vowels are produced by raising the middle part of the tongue toward the area nearest the soft palate. Back vowels are made by bunching the back of the tongue toward the soft palate.

b) High, mid and low vowel

The term high, mid, and low refer to the difference in tongue height.²⁵ High vowels are made with the greatest bunching of the tongue, low vowels are made with least amount of bunching or arching. Mid vowels are made with a degree of tongue bunching somewhere between the high and low position.

c) Rounded and unrounded vowel

The third method of describing vowels is something to do with the shape of the lips.²⁶ If you say /i:/ in **seat** and /u:/ in **suit** before a mirror, you will see that the lips are rounded for /u:/ and unrounded for /i:/. So, /i:/ is an unrounded vowel and /u:/ is a rounded vowel. The front vowels are unrounded and the back vowels are rounded.

²⁴Anas Syafe'i. *English Pronunciation: Theory and Practice, Op.Cit.* p.12.

²⁵*Ibid.*

²⁶*Ibid.*

d) Diphtongs

Diphthong is a combination of two vowel sounds or vowel letter.²⁷ Daniel Jones states diphthongs as sounds are made by gliding from one vowel position to another.²⁸ While Syafei said that diphthong is sound composed of two vowels pronounced in close succession within the limits of a syllable.²⁹ The vowel /ai/ in **fine** is a diphthong, it starts from the /a/ position and glides upward smoothly and continuously to the position of /i/ within one syllable.

The diphthong of English may be divided into three groups according to the vowel towards which the articulation of the diphthong moves.³⁰ One group of diphthong is formed by the articulation moving towards a lowered and centralized front unrounded vowel /i/. Another group is when its moves toward a lowered and centralized back rounded vowel /u/, and another group is when it moves towards the unstressed mid central unrounded vowel /ə/.

2) Consonant in English

Consonant are the speech sounds which are produced with some kind of closure in the mouth, restricting the escape of air.³¹ The English consonants which are twenty four in number are classified according to the place of articulation and the manner of articulation.

²⁷A.S Hornby. *Op.Cit.* p.370.

²⁸Daniel Jones. *The Pronunciation of English. Op.Cit.* p.22.

²⁹Anas syafe'i, *English Pronunciation: Theory and Practice. Op.Cit.* .p.13.

³⁰*Ibid.*

³¹*Ibid.* p.16.

The chart of the English consonant below will help us to understand about English consonant.³²

Table 2: Consonant of English

		Place of Articulation							
		Bilabial	Labiodental	Dental	Alveolar	Alveopalatal	Velar	glottal	
Manner of Articulation	Stops	Voiceless Voiced	p b			t d		k g	
	Affricates	Voiceless Voiced				tʃ dʒ			
	Fricatives								
	Slit	Voiceless Voiced		f v	θ ð				h
	Groove	Voiceless Voiced				s z	ʃ ʒ		
	Lateral	Voiced				l			
	Nasals	Voiced	m			n		ŋ	
	Semivowels	Voiced	w			r	y		

a) Stops

Stops are sounds which are produced by stopping the air somewhere in the mouth or vocal passage and releasing it suddenly.³³ When you say /p/ and /b/ your lips are closed together for a moment, stopping the air flow. /p/ and /b/ are bilabial stops, /p/ is a voiceless bilabial stop and /b/ is voiced bilabial stop.

³²*Ibid.* p.17.

³³*Ibid.*p.18.

b) Affricates

Affricates are sounds which are made up of two parts, a stop and a fricative.³⁴ They are made by briefly stopping the airstreams completely and then releasing the articulators slightly so that the friction is produced. English has only two affricates: /tʃ/ and /dʒ/.

c) Fricative

Fricatives are sounds which are made by forming a nearly complete stoppage of airstreams.³⁵ The opening through which the air escapes is also so small that friction is produced. The fricative consonant are: /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/.

d) Nasals

Nasals are sounds which are produced with the air going out through the nose or nasal cavity.³⁶ Nasal consonants are normally voiced. English has a bilabial, an alveolar, and a velar nasal, represented by the symbol /m/, /n/, /ŋ/.

e) Lateral

Lateral are sounds which are produced by having the air go out of the mouth from both sides of tongue.³⁷ Lateral are normally voiced. The only lateral accruing in English is the alveolar lateral /l/.

³⁴*Ibid.*

³⁵*Ibid.*

³⁶*Ibid.*p.19

f) Semi vowels

Semivowels are sounds which are considered half consonants and half vowels.³⁸ They are like consonants in their structural behavior, and they are like vowels in their quality.

3. Comparison between Sounds in Batak Angkola and English

a. Vowel Sounds

All of vowel in batak Angkola can find in English vowel, but not all of English vowel can find in the vowel of batak Angkola, for example: students can find /ð/, /æ/, and /D/ in English vowel but students can't find it in the vowel of Batak Angkola.

Another differentiation, students can find the vowel in English and Batak Angkola, but actually it have different position. One of them placed in central mid low vowel in English vowel, and one other placed in central low vowel, the vowel is /ʌ/.

Table 3: vowel sounds of Batak Angkola and English

Sounds Of BatakAngkola	Sounds Of English
/i/, /i:/	/i:/, /i/
/u/, /u:/	/u:/, /u/
/e/, /ɜ/	/e/, /ɜ/

³⁷*Ibid.*

³⁸*Ibid.*

<i>/o/</i> ,	<i>/o/</i> ,
	<i>/ð/</i> , <i>ʌ</i>
<i>/a/</i>	<i>/æ/</i>
<i>ʌ</i>	
	<i>/D/</i>

b. Consonant Sounds

Not only in vowel sounds, but consonant sounds between Batak Angkola and English also have many differentiations, they are: we can find labiodental and dental sounds (*/f/*, */v/* and */θ/*, */ð/*) in the consonant of Batak Angkola.

Both English and Batak Angkola have alveolar fricatives voiced sounds, but students can find consonant */z/*, in alveolar fricatives voiced sounds of Batak Angkola. And then students can find another differentiation in alveopalatal fricatives voiceless and voiced sounds, */ʃ/*, */ʒ/* we only find them in English consonant.

Another differentiate caused by different place of consonant, */r/* in English consonant placed in alveolar semivowel voiced, while in Batak Angkola consonant, */r/* placed in alveolar affricatives voiced.

Table 4: Consonant sounds of Batak Angkola and English

Sounds Of BatakAngkola		Sounds Of English	
Bilabial		Bilabial	
1. Stop	/p/, /b/	1. Stop	/p/, /b/
2. Nasal	/m/	2. Semivowel	/w/
3. Semivowel	/w/		
Alveolar		Labiodental	
1. Stop	/t/, /d/	1. Fricative	/f/, /v/
2. Nasal	/n/		
3. Fricative	/s/		
4. Affricative	/r/		
5. Lateral	/l/		
Alveopalatal		Dental	
1. Affricative	/t /, /d3/	1. Fricative	/θ/, /ð/
2. Semivowel	/y/		
Velar		Alveolar	
1. Stop	/k/, /g/	1. Stop	/t/, /d/
2. Nasals	/ŋ /	2. Fricative	/s/, /z/
		3. Lateral	/l/
		4. Nasals	/n/
		5. Semivowel	/r/
Glottal		Alveopalatal	
1. Fricative	/h/	1. Affricative	/ tʃ/, /dʒ/
		2. Fricative	/ ʃ/, /ʒ/
		3. Semivowel	/y/
		Velar	
		1. Stop	/k/, /g/
		2. Nasals	/ŋ /
		Glottal	
		1. Fricative	/h/

B. REVIEW of RELATED FINDING

In this research, the researcher was related to some researchers. The first was Siti Aisyah from IAIN Syekh Nurjati Cirebon has done the same research in 2003 with the title: “The Influence of Mother Tongue (Sundanese) toward the

Students' Competence in English Pronunciation: A Case Study at the First Year Students of MTs Al-Ihsan Babakan Majenti Majalengka.” And the conclusion of her research was mother tongue (Sundanese) has influenced students' competence in English Pronunciation at the first year students of MTs Al-Ihsan Babakan Majenti Majalengka.³⁹

And the second was Lumonggom Hasibuan, from University of North Sumatera Utara also has done the research with title: “Analisis Kontrastif Bunyi Konsonan dan Vokal Bahasa Batak Angkola dan Bahasa Inggris”. She has concluded her research showed a big contrast between vowel and consonant in Batak Angkola and English.⁴⁰

And the last was Muhammad Mukhtar from Teacher Training Institute PGRI Bojonegoro done related research entitled “The Influence of Pronunciation Toward Speaking Ability of The Eleventh Grade Students of MA Musthofawiyah Nguruan – Soko – Tuban”. He has concluded his research that there is a positive influence between the pronunciations toward the speaking ability.⁴¹

³⁹ Aisyah, Siti. *The Influence of Mother Tongue (Sundanese) toward the Students' Competence in English Pronunciation: A Case Study at the First Year Students of MTs Al-Ihsan Babakan Majenti Majalengka*, (Cirebon:Perpustakaan IAIN Syekh Nurjati,2003), p.59.

⁴⁰ Hasibuan, Lumonggom. *Analisis Kontrastif Bunyi Konsonan dan Vokal Bahasa Batak Angkola dan Bahasa Inggris*, (Medan: Perpustakaan USU, 2002), p.77.

⁴¹ Mukhtar, Muhammad. *The Influence of Pronunciation Toward Speaking Ability of The Eleventh Grade Students of MA Musthofawiyah Nguruan – Soko – Tuban*,(Bojonegoro: Perpustakaan PGRI Bojonegoro,2005), p.56.

So from all of researchers, the researcher wanted to look for other information deeply with same material in translation. It was done at STAIN Padangsidempuan.

C. CONCEPTUAL FRAMEWORK

Mother tongue as the language a person has learned from birth or within the critical period, or that a person speaks the best and so is often the basis for sociolinguistic identity, usually used to communicate with other.

Sometimes mother tongue makes a person difficult to learn another language. Especially, in mastering the pronunciation of another language. Pronunciation is the act or manner of pronouncing syllables, words, and phrases with regards the production of sounds and placing of stress, intonation and etc. Because mother tongue pronunciation and English pronunciation is different, so it may effect Angkola's students pronunciation.

CHAPTER III

RESEARCH METHODOLOGY

A. Schedule of Research

1. Place

The research had been conducted at State College for Islamic Studies (STAIN) Padangsidempuan on Jl. Imam Bonjol Km.4,5 Sihitang Padangsidempuan Selatan, Kotamadya Padangsidempuan, North Sumatera, Indonesia.

2. Schedule

The research had been done from January to April 2012 and the data had been taken since the research letter came up from the Academic Office of STAIN Padangsidempuan.

B. Research Design

This research had been conducted with qualitative research. Depend on Sugiyono, qualitative research is a research base of postpositivisme philosophy, the research is used for researching condition of object naturally, and where the researcher would become a key instrument.¹

Moleong said that qualitative research is research procedures that produce descriptive data as a written or spoken language from the research objects. Combinations and process of qualitative research are going on

¹Sugiyono. *Metode Penelitian Kuantitatif dan Kualitatif dan R & D* (Bandung: Alfabeta, 2009), p. 9.

simultaneity; research is done with collecting, analyzing and interpreting data and fact and then concluded with inductive method.²

Depend on the depth of analysis, this research was descriptive that used with procedures to draw and show the condition of research object.³ Actually in this research was to show and draw the influence of mother tongue to students' pronunciation ability of TBI Students of STAIN Padangsidimpuan.

C. Source of Data

The source of this research only consist of primary data. Primary source of data in this research was the student of TBI at STAIN Padangsidimpuan who used Batak Angkola as their mother tongue, they were 12 students, and the students consist of 7 girls and 5 boys. Almost 80% students used Batak Angkola as their daily language.

This research would be done with using snowball sampling. Riduwan said that snowball sampling is sampling techniques that original members of the sample are small then they invites their friends to be sampled and so that the number of samples increase, it seems like a rolling snowball that growing far

²Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 1999). p. 5.

³Nana Sudjana, *Tuntunan Penulisan Karya Ilmiah* (Bandung: Sinar Baru Algesindo, 2003),p.52.

greater.⁴ First, the researcher must choose a person as a key source and then the researcher found another respondents from the key instrument.

D. Instrumentation

The data had been collected by qualitative data. To collect the qualitative data the researcher must involve with the object of research.⁵ Because, the writer is the really instrument in a qualitative research.⁶

Then, to collect and get an accurate data, the writer made a pronunciation test. Pronunciation test is done for getting data about the influence of mother tongue to students' pronunciation ability. And all process has been recorded by using tape recorder or handy came.

The test has been done by individual meeting. The test consist of all the sounds in English, and this test serves to determine the feature of English pronunciation are often spoken by Angkola's students.

Example of test:

Each → i:tʃ

With → wið

⁴Riduwan. *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2004) p.64.

⁵Sugiyono, *Op.Cit.* p.63.

⁶*Ibid*, p.60.

Table 5: Indicator of Pronunciation

No	Indicator Of Test	Symbol
1	Vowel	/i:/, /i/, /e/, /ɜ:/, /æ/, /ɔ:/, /ʌ/, /u:/, /u/, /o/, /ɔ:/, / /, /a:/
2	Consonants	p, b, t, d, k, g, tʃ, dʒ, f, v, θ, ð, s, z, ʃ, ʒ, h, l, m, n, ŋ, w, r, y

E. Technique of Data Analysis

Technique of data analysis was one of important process in doing thesis. In a qualitative research, data got form many source with many techniques of data collection, so that there was no clear pattern in technique of data Analysis.⁷ As stated by Nasution in Sugiyono:

Melakukan analisis adalah pekerjaan yang sulit, memerlukan kerja keras. Analisis memerlukan daya kreatif serta kemampuan intelektual tinggi. Tidak ada cara tertentu yang dapat diikuti untuk mengadakan analisis, sehingga setiap peneliti harus mencari sendiri metode yang dirasa cocok dengan sifat penelitiannya. Bahan yang sama bisa diklasifikasikan lain oleh peneliti yang berbeda.⁸

It means, analysing data is a difficult work, it's need hard work. Analysing data need creativity and high intellectual. There is no specific way to analyze data, so every researcher must look for the appropriate method with their research, because the same material can be classified with different way by diffrent reseacher.

⁷*Ibid.*,p.87

⁸*Ibid.*,p.88



Based on explanation above the researcher decided to make the process of data analysis was by making transcribing data. In transcribing process, recording data converted into written data. And examine the errors based on the standard of receive pronunciation.

F. Check of truthworthiness

To check the trustworthiness the writer made peer debriefing to expose provisional result to get the final result. Peer debriefing seems like a discussion group that have been discuss about provisional result. To check the trustworthiness data also can be seen from data transcription.

After making peer debriefing, the researcher got the result that there were many mistakes that made by the respondents when doing the test. And they almost made the same mistake in vowel and consonant of English that they couldn't find in vowel and consonant of Batak Angkola.

CHAPTER IV

RESULT OF RESEARCH

A. General Findings

This research was conducted at Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan on Jl. Imam Bonjol Km. 4,5 Sihitang Padangsidimpuan Selatan Kotamadya Padangsidimpuan North Sumatera Indonesia.

1. Stand History

Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan begins from Tarbiyah Faculty of Universitas Nahdatul Ulama Sumatera Utara (UNUSU) Padangsidimpuan. In 1968, Tarbiyah Faculty of UNUSU was made a state and became a Tarbiyah Faculty of Institut Agama Islam Negeri (IAIN) Imam Bonjol Padang, west Sumatera.

After 5 years passed, together with the establishing of IAIN Sumatera Utara Medan in 1973, so Tarbiyah Faculty becomes Tarbiyah Faculty of IAIN Sumatera Utara in Padangsidimpuan. Approximately 24 years running, exactly in 1997 this faculty changed again into STAIN Padangsidimpuan.¹ While English Educational Program or TBI established in 2007 with Mrs. Eka Sustris Harida is the first leader of TBI. And now the leader of TBI is Mrs. Rayendriani Famei Lubis.

¹Panduan Akademik STAIN Padangsidimpuan

2. Situation of Equipments and Facilities

As a state college, STAIN Padangsidimpuan has complete equipments and facilities, they are:

Table 6: Infrastructures of STAIN Padangsidimpuan. ²

No	Kinds of infrastructure	Total/Wide
1	Landmass	7.0 Ha
2	Classes	55
4	Administration Office	4
3	Department Office	3
5	Section Office	5
6	Library	1
7	Computer Laboratory	1
8	Language Laboratory	5
9	Law Laboratory	1
10	Micro Teaching Laboratory	1
11	Students Centre	1
12	Dormitory	1
13	Mosque	1
14	Sport Field	2
15	Hall / Auditorium	2

²Data was taken From Administration Data of STAIN Padangsidimpuan.

3. English Educational Study Program (TBI) STAIN Padangsidimpuan

a. Lecturers of English Educational Program of STAIN

Padangsidimpuan.

Lecturer is one of factor who establish students success in learning process. The data of lecturer English Educational Study Program (TBI) STAIN Padangsidimpuan as follows:

Table 7: Lecturer of English Educational Program

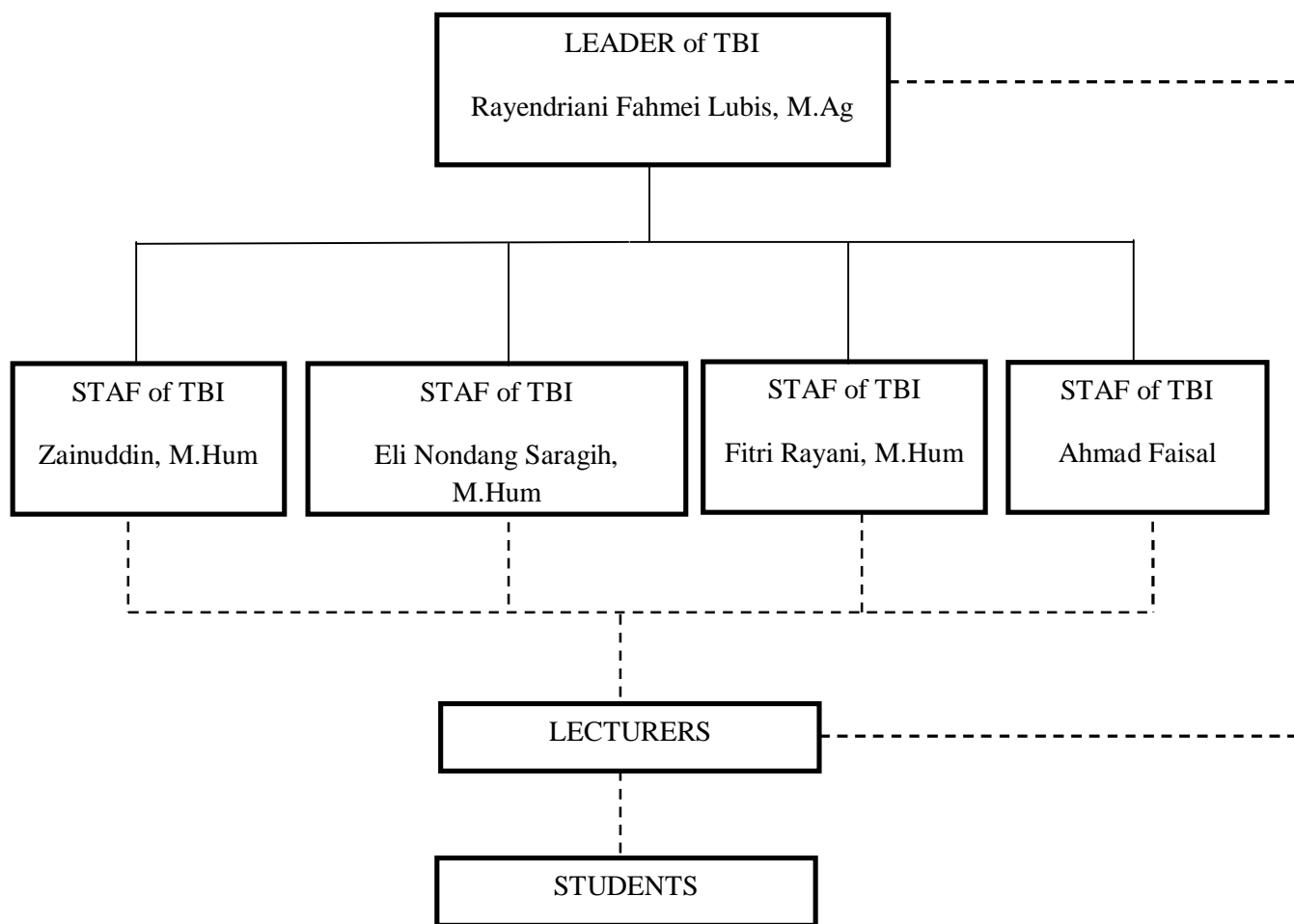
NO	Names of Lecture	Graduation Year	Entered Year
1.	Drs. Fitriadi Lubis, M.Pd.	S-2 UNP 1997	1992
2.	Rayendriani Fahmei Lubis, M.Ag.	S-2 IAIN 2002	2000
3.	Eka Sustri Harida, M.Pd.	S-2 UNP 2007	2003
4.	Eli Nondang Saragih, S.S.	S-1 USU 1995	2003
5.	Yusni Sinaga, M.Hum.	S-2 UNIMED 2006	2005
6.	Zainuddin, M.Hum	S-2 USU 2005	2007
7.	Sojuangon Rambe, M.Pd.	S-2 UNP 2009	2006
8.	Fitri Rayani Siregar, M.Hum	S-2 UNIMED 2009	2009
9.	Hamka, M.Hum.	S-2 UNIMED 2009	2009
10.	Aprianti, M.Hum.	S-2 UNIMED 2010	2010
11.	Nursaima, M.Hum.	S-2 UNIMED 2010	2011

Source: *Database of TBI lecturers 2012*

Table above description of lecturer data STAIN Padangsidimpuan Tandris Bahasa Inggris at 2011/2012. So all lecturer in this year are 11 persons consist of 4 persons of men and 7 women.

b. Structure of Organization

Figure : Structure of Organization



B. Specific Findings

1. The Description of The Influence of Mother Tongue to Students' Pronunciation especially vowel and consonant at English Educational Program TBI STAIN Padangsidempuan.

Based on the result of the test which given to respondents, it can be seen that the mistakes of the respondents between 12 up to 15. It means that the greatest number of mistakes are 15 mistakes and the lowest number of mistakes are 12 mistakes. The description of the students' mistakes can be seen in these following explanation.

For the word number 1 up to number 4 all the respondents pronounced the word with the right pronunciation or the respondents pronounced the word appropriate with the standard of pronunciation.

In the word number 1 “many”(/meni/) all respondents made right pronunciation. All respondents also made right pronunciation in the word number 2 “people” (/pi:pl/), the word number 3 “In” /In/ and the word number 4 “the” (/ðð/).

While word number 5 up to number 12, it can found the variations of the mistakes of the respondents. In the word number 5 “world” (/wɜ:lɔ/)all the respondents pronounced the word with the wrong pronunciation. Respondent number 2, 4, 5, 9, and 10 pronounced it with /wo:ld/, and respondents number 3, 6, 7, 8 and 12 pronounced it with /wo:d/. Then

respondent number 1 pronounced it with /wa:ld/ and respondent number 11 pronounced it with /wo:rd/.

And in the word number 6 “use” (/yu:z/) all respondents pronounced it with /yu:s/. The respondents made the right pronunciation in the word number 7 “their” (/ðeðr/). In the word number 8 “own” (/ðUn/), 3 respondents (respondents number 5, 8, and 10) made the right pronunciation and 9 respondents made the wrong pronunciation. Respondents number 1, 2, 6, 9, 11, and 12 pronounced it with /awen/. While respondents number 3 and 4 pronounced it with /oun/.

Then, in the word number 9 “language” /læŋwidʒ/, two respondents made right pronunciation they were respondent number 6 and 9, while ten others made wrong pronunciation they were respondents number 1, 2, 5, 8 and 10 they pronounced it /læŋwis/, respondents number 4, 7, and 11 pronounced it with /læŋwidʒ/, while respondent number 6 pronounced it with /læŋwid/.

In the word number 10 “a” (/ə/) only respondent number 10 pronounced it with wrong pronunciation, he pronounced it with /a/. And all respondents made right pronunciation in the word number 11. While in the word number 12, respondents number 1, 8, 9, and 10 pronounced it with /pleser/, then respondents number 2, 5 and 11 pronounced it with /plesðr/.

For word number 13 up to word number 20 the respondents also have variations in their mistake to pronounce the word. In the word number 13

“but” (/bʌt/) all respondents made the right pronunciation appropriate with the standard of pronunciation. And all of them made wrong pronunciation in the word number 14 “they” (/ðeɪ), all of the respondents pronounced it with /deɪ/. While, in the word number 15 “foreign” / frɪn/, the respondents made variation in the wrong pronunciation. Respondents number 1, 3, 5, 6, 7, 8 and 10 pronounced it with /forein/, while the respondents number 2, 4, 9, 11 and 12 pronounced it with /foreig/.

All of respondents made the right pronunciation in the word number 16 “to” /tə/. Then, in the word number 17 “communicate” /kəˈmyuːnɪkeɪt/, respondents number 1, 2, 3, 4, and 6 pronounced it with /komunikeit/, and respondents number 5 and 10 pronounced it with /komyuniket/, then respondents number 7, 8, 9, 11, and 12 /kommunikeit/.

While in the word number 19 “foreigners” (/frɪnərs/) all respondents made wrong pronunciation to pronounce it. Respondents number 1, 5, 10, 11 and 12 pronounced it with /foreigner/. Then respondents number 2 and 9 pronounced it with /foreig/. And all the respondents made the right pronunciation in the word number 20 “when” /wen/.

In the word number 21 “talk” (/to:k/), all the respondents made the right pronunciation, while in the word number 22 “each” (/i:tʃ/), 11 respondents made the right pronunciation and 1 of the respondents made the wrong pronunciation he was respondents number 8, he pronounced it with /i:s/.

Then, in the word number 23 “other” /ʌððr/, all respondents pronounced it with /ʌdðr/. While in the word number 24 “often” /ftðn/, all of respondents made the right pronunciation. But all of respondents made the wrong pronunciation in the word number 25 “Interference” (/Intðfiðrðns/). Respondents number 1, 7 and 8 pronounced it with /Interfrens/. Then, respondents number 2, 3, 4, 6, 9, 10, 11 and 12 pronounced it with /Interferens/. While respondents number 5 pronounced it with /Interperens/.

For the word number 26 “we” (/wi:/), all respondents made the right pronunciation. And all the respondents made the wrong pronunciation in the word number 27 “wish” (/wIʃ/). All of respondents pronounced it with /wIs/. Then in the word number 28 “Could” (/kUd/), respondents number 1 and 10 pronounced it with /kold/, then respondents number 2, 5, and 9 pronounced it /kuld/. And the respondents number 3, 4, 6, 7, 8, 11 and 12 pronounced it with the right pronunciation.

While in the word number 29 “avoid” (/ðvoid/), ten respondents made the wrong pronunciation, respondents number 1, 2, 3, 4, 7, 8, 10 and 11 pronounced it with /afoid/. And the respondents number 5 and 6 pronounced it with /apoid/. While respondents number 9 and 12 pronounced it with right pronunciation.

Then, in the word number 30 “Explain” (/IkspleIn/), respondents number 3 and 7 pronounced it with the right pronunciation. While the

respondents number 1, 2, 4, 5, 6, 8, 9, 10, 11 and 12 pronounced it with the wrong pronunciation, they pronounced it /ekspleIn/.

While for the word number 31 “Occur” (/ɔkɜ:rs/), all respondents made the wrong pronunciation. Respondents number 1 pronounced it with /aku:r/, then respondents number 2, 3, 4 and 6 pronounced it with /ɔko:rs/. And respondents number 5 pronounced it with /ako:rs/, respondents number 7, 8 and 11 pronounced it with /ɔkyu:rs/, then respondents number 9 pronounced it with /oku:rs/. While respondents number 10 pronounced it with /okyu:rs/ and respondents number 12 pronounced it with /ɔku:r/.

And all respondents made the right pronunciation in the word number 32 “and” (/ænd/) and word number 33 “must” (/mʌst/). Then all of them made the wrong pronunciation again in pronouncing the word number 34 “think” (/θɪŋk/), all of them pronounced it with /tɪŋk/. And the last, all of them made the right pronunciation in pronouncing the word number 35 “about” (/əbaʊt/) and word number 36 “it” (/ɪt/).

Based on theoretical description, both English and Batak Angkola have their own vowel and consonant. But, both English and Batak Angkola have the similarity and differentiation. Between consonant of Batak Angkola and English have the compatibility sounds phonetically they are: /b/, /d/, /g/, /s/, /h/, /tʃ/, /dʒ/, /l/, /m/, /n/, /ŋ/, /w/, and /y/, so Angkola students have no difficulties in pronouncing the consonant.

Table 8: The Similar Consonant both English and Batak Angkola

English	Batak Angkola
/b/	/b/
/d/	/d/
/g/	/g/
/s/	/s/
/h/	/h/
/t/	/t/
/dʒ/	/dʒ/
/l/	/l/
/m/	/m/
/n/	/n/
/ŋ/	/ŋ/
/w/	/w/
/y/	/y/

Beside that, consonant of Batak Angkola and English also have a big differentiation. Big differentiation means that students can't find the consonant in the respondents' native language but it have a little similarities with other element in the respondents' native language they are:

/f/, /v/, /θ/, /ð/, /ʃ/, /ʒ/ and /z/.

2. The Influence of Mother Tongue to Students' Ability in Vowel and Consonant.

Based on the data analysis, a native speaker of Batak Angkola in this research often pronounced the consonant of labiodental /v/ with /f/ and /p/.

And sometimes labiodental sounds /f/ pronounced with /p/

/v/ —————> /f/ and /p/

/f/ —————> /p/

For example:

avoid /əvoid/ —————> /afoid/ /apoid/

Interference /Intəfiərens/ —————> /interperens/

While in dental consonant sounds /θ/, and /ð/, /θ/ often pronounce with /t/, for example:

think /θɪŋk/ —————> /tɪŋk/

And /ð/ often pronounce with /d/, example:

They /ðeɪ/ —————> /deɪ/

Other /ʌðər/ —————> /ʌdər/

While alveopalatal /ʃ/ become /s/, and /ʒ/ and /z/ become /dʒ/. Thus big differentiate become a big cause in the respondents difficulties in pronouncing English consonants.

Beside consonant, vowel sounds of English and Batak Angkola also have big differentiation. There are 5 phonemes in English vowel and Batak Angkola vowel that have a function for distinguishing meaning, they are:

Table 9: Function of Vowel

Batak Angkola		English	
/i/	/i/ /ɪ/	/i/	/i:/ /ɪ/
/e/	/e/ /ɜ/	/e/	/e/ /ɜ/
/a/	/a/ /ʌ/	/a/	/a/ /æ/ /ʌ/
/u/	/u/ /ʊ/	/u/	/u:/ /ʊ/
/o/	/o/	/o/	/o:/

In English vowel students could find front high vowel and unfull vowel /i:/ and /ɪ/, and back vowel and full vowel /u:/ and /ʊ/. But almost all of students of Batak Angkola do not pay attention with that, and they pronounce that without pay attention to long and short pronouncement whereas long and short pronouncement is to distinguish the meaning in pronunciation.

Then vowel /ɜ/, /æ/, /ɔ/ can't find in Batak Angkola, so that Angkola students find the difficulties to distinguish /e/ with /ɜ/, /æ/, and /ɔ/, and in English it caused wrong pronouncement. It is also happen to English vowel

/o/ and / /. And then for pronouncing /a/ and /ʌ/ there is no difficulties that can influence the meaning.³

And the last mother tongue had a significant influence, but actually mother tongue also not a big problem in Angkolas' students in their pronunciation⁴. And the students have to drill their pronunciation, so that they can pronounce the word as well as the standard of receive pronunciation.

Based on data analysis, all respondents pronounced the test depend on their daily pronunciation. And they dominantly used the English feature of pronunciation that have a big similarity with the feature of pronunciation of Batak Angkola.

C. Discussion

In this research, the researcher searched the influence of mother tongue (Batak Angkola) and pronunciation ability. The researcher wanted to know the influence of mother tongue to students' pronunciation at TBI STAIN Padangsidimpuan. Mother tongue as their daily language has made the students indicate their language community. While good pronunciation in English pronunciation would make students were better in speaking English.

After doing this research and getting pronunciation test with 12 informants, researcher found that Angkola students at TBI STAIN

³Based on the result of data analysis.

⁴Based on the result of data analysis.

Padangsidimpuan influenced by their mother tongue (Batak Angkola) in pronouncing word in English, especially in vowel and consonant.

The researcher's finding was related to some previous researchers' concluding. The first was Siti Aisyah from IAIN Syekh Nurjati Cirebon stated that the first year students' competence in English pronunciation of MTs Al-Ihsan Babakan Majenti Majalengka was influenced by their mother tongue (Sundanese).⁵

Then, Lumonggom Hasibuan from University of North Sumatera stated that there were a big contrast between English and Batak Angkola sounds. And it cause a big difficulties for the Angkola students to pronounce word in English pronunciation. It concluded that mother tongue had significant influence to students' pronunciation.⁶

And the last Muhammad Mukhtar from Teacher Training Institute PGRI Bojonegoro stated that there was a positive influence between the pronunciations toward the speaking ability.⁷

For supporting that, it was proved in this research; mother tongue (Batak Angkola) had the significant influence to Angkola students' pronunciation of TBI STAIN Padangsidimpuan.

⁵Aisyah, Siti. *The Influence of Mother Tongue (Sundanese) toward the Students' Competence in English Pronunciation: A Case Study at the First Year Students of MTs Al-Ihsan Babakan Majenti Majalengka*, (Cirebon:Perpustakaan IAIN Syekh Nurjati,2003), p.59.

⁶Hasibuan, Lumonggom. *Analisis Kontrastif Bunyi Konsonan dan Vokal Bahasa Batak Angkola dan Bahasa Inggris*, (Medan: Perpustakaan USU, 2002), p.77.

⁷Mukhtar, Muhammad. *The Influence of Pronunciation Toward Speaking Ability of The Eleventh Grade Students of MA Musthofawiyah Nguruan – Soko – Tuban*,(Bojonegoro: Perpustakaan PGRI Bojonegoro,2005), p.56.

D. The Threats of Research

In this research, the writer believed that there were many threats of the writer. It started from the title until the techniques of analyzing data, so the writer knew that it was so far from excellence thesis.

On doing the test, there were the weaknesses of time, because the students had activities, different schedule between one respondent with another respondents. So, the writer must be patient to wait them. When they read the test; they less concentrate to the test and also there were many weakness of the researcher that have not been known.

In this research, there were so many problems, but the researcher attempted to do the best, so some weaknesses and decreases the meaning of this research were finished by consultation with the advisors and the last because of the helping from all my friends.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

After getting research and giving test for 12 students, researcher concludes that the influence of mother tongue to students' pronunciation at English educational study program (TBI) STAIN Padangsidempuan can conclude as follow:

1. The students of Batak Angkola use English pronunciation as well as they use Batak Angkola pronunciation. Its means, they pronounce English as they pronounce Batak Angkola. It cause all of vowel and consonant in Batak Angkola can find in English vowel and consonant. But not all vowel and consonant of English can find in vowel and consonant of Batak Angkola. While another factor that make the students pronounce English like have explained before are:
 - a. The students lack of the knowledge about vowel and consonant of English. For example, in pronouncing word "use" all of them pronounce the word in wrong pronunciation /yu:s/, while the right one is /yu:z/.
 - b. The students think that all pronunciation of vowel and consonant in every language is same, so that they pronounce all depend on their comprehension in their mother tongue.

2. The feature that dominantly used by Angkola students are the feature of vowel and consonant that the students can find in English and Batak Angkola.

Vowel that dominantly used by Angkola students were /i:/, /i/, /e/, /ɜ:/, /ə/, /ʌ/, /u:/, /u/, /o/, /a:/. And consonant that dominantly used by Angkola students were /p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /f/, /s/, /h/, /l/, /m/, /n/, /ŋ/, /w/, /r/, /y/.

B. SUGGESTIONS

Based on the conclusions above, the writer gave some suggestions as follow:

1. The researcher on this occasion hopes that other researchers will conduct a research related to the topic of this study, further, especially to find out other influence of mother tongue.
2. To the Leader of STAIN Padangsidimpuan to support the lecturers to teach well and provide facilities involves with learning process such as renovate language laboratory and make it more complete
3. To the Leader of Tarbiyah, and the Leader of English study program to support the lecturers, and students in learning process.
4. To the Leader of English study program to make English Area for students' of TBI to increase their ability in speaking, and to decrease the influence of mother tongue on their pronunciation.

5. To the English lecturer can give a big influence, or become a role model in speaking.
6. To the English students can increase their pronunciation by drilling their pronunciation ability by listening English song, or the cassette with native speaker.

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