

THE INFLUENCE OF MOTHER TONGUE (TORAJAN LANGUAGE) TOWARD PRONUNCIATION OF ENGLISH BY THE ELEVENTH GRADE STUDENTS OF SMAN 1 RANTEPAO

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ABSTRACT

The objectives of this research is to find out the influence of mother tongue (Torajan Language) toward pronunciation of English by the eleventh grade students of SMAN 1 Rantepao. In analyzing the data of this research, the researcher employed qualitative method. The subjects of this research were the students of the eleventh grade students of SMAN 1 Rantepao. The data of this research were collected by making voice recording, observation and interview. The obtained data were analyzed in three major phases, namely reduction, data display and conclusion. The result of the research revealed some facts of the influence of mother tongue (Torajan language) toward pronunciation of English by the eleventh grade students of SMAN 1 Rantepao. First, the influence of mother tongue (Torajan language) of the sound /e/ that pronounced by the CIBI students. Such as, the pronunciation of letter "a" become /e/, the pronunciation of letter "i" become /e/, the pronunciation of letter "d" become /de/, the pronunciation of letter "ia" become /e/, the pronunciation of letter "io" become /e/, the pronunciation of letter "au" become /e/, the pronunciation of letter "ou" become /e/ and the pronunciation of letter "e" become /e/. Second, the types of the influence of mother tongue (Torajan language) that students pronounced by the eleventh grade students of SMAN 1 Rantepao (CIBI class) is the sound /r/ follow the language style of Torajan people. Therefore, based on the research, the researcher conclude that there is influence of mother tongue (Torajan language) toward pronunciation of English by the eleventh grade students of SMAN 1 Rantepao in pronouncing the sound /e/ and /r/.

Key words: influence of mother tongue (Torajan Language), pronunciation

I. INTRODUCTION

Almost all of the nation in the world learn English as a second and foreign language. Second language means a language that is not someone's native but they have learned it to get by in their daily life. The typical vocabulary of a second-language speaker will be about the daily language such as going to the doctor, transportation, market and etc. Meanwhile, foreign language is a language which someone learns because they are interested in it for whatever reason. The typical vocabulary of a foreign language speaker will be about science, philosophy, politics, literature and etc.

Second and foreign language is studied by many countries in the world because English is important and necessary for someone's work better prospects. Learning a new language can be a part of people preparation for college or graduate school and it will make someone smar-

ter and better in mental health. Also, according to Wong (2013) there are more and more people learning and speaking English these days. In fact, English is, according to some measures, the most widely spoken language in the world. Approximately 1.5 billion people around the world speak English, whether as their native tongue or as a foreign language, and this number is still growing.

In the second or more language learning, a person is influenced by his/her first language or mother tongue. Mother tongue is the language that a person has grown up speaking from early childhood. As said by Espin (2014), the first language of a child is part of their personal, social and cultural identity. Children begin their education in a language they understand, their mother tongue, and develop a strong foundation in their mother tongue.

The affect of mother tongue towards lear-

ning English as a foreign language is a nuisance. According to Thyab, Mother-tongue interference refers to the influence of the native language of the learner on her/his acquisition of the target language. A notable characteristic of interference is the transfer of such habits or features of a language access, intonation, lexis grammar and phonetics of the mother-tongue to the second language. Interference may affect matured intelligibility in communication. This is the interference of second language into mother tongue. The basic differences are in structures since each language has its own system of consonants, vowels, and stress, intonation and sentence patterns.

In order to communicate in English fluently and clearly speaking is one of the important skills that should be mastered by students. Speaking involves interaction with one or more participants (Harmer, 2001: 271). This means that effective speaking also involves a good deal of listening. Speaking takes place everywhere and has become part of our daily activities. Speaking is an essential tool for communicating.

To communicate in English, learners in Toraja still prefer to communicate one another in Indonesian or even in Torajan than English. When they practice their English, sometimes they do mistakes caused by their mother tongue. It makes an influence on their pronunciation. That influence could be by the accent of their mother tongue. As we know that Torajan language has a different accent from English, so it makes the impact for the students' speaking.

In certain speaking community, usually they have their own speaking identity or social dialect. According to Richards (2002), social dialect is a variety of a language, spoken in one part of a country (regional dialect), or by people belonging to a particular social class (social dialect or sociolect), which is different in some words, grammar, and/or pronunciation from other forms of the second language. therefore, the effect of social dialect toward English include mispronunciation and misunderstanding.

Sometimes, when the students talk or do the conversation in English, sometimes they do the mistakes because of the influence of their mother tongue. Influence means that something that influences a person or situation that have an effect on that person's behaviour or that situ-

ation. According to Collins English Dictionary (2016), influence is the power of a person or thing to have such an effect. Therefore, mother tongue can influence the students in speaking English.

Based on the phenomenon above, the researcher is interested to conduct a research under the title "The Influence of Mother Tongue (Torajan Language) Toward English Pronunciation by the Eleventh Grade Students of SMAN 1 Rantepao.

II. METHOD

In this study, the researcher employed the qualitative research. Dowson (2002) defined qualitative research as:

"Qualitative research explores attitudes, behaviour and experiences through such methods as interviews or focus groups. It attempts to get an in-depth opinion from participants. As it is attitudes, behaviour and experiences which are important, fewer people take part in the research, but contact with these people tends to last a lot longer".

Then, Sugiyono (2007) defined qualitative research as part of post positivism which characterized by natural setting, interpretive and constructive, that put social reality as something holistic, complex, dynamic, meaningful and a reciprocal relationship. In a brief definition, Mackey and Gass (2005) stated that qualitative research does not relate to any statistical procedure but rather uses descriptive data.

The participant of this research is the eleventh grade students of SMAN 1 Rantepao academic year 2017/2018 which consist of 255 students and divided into 9 classes and has 32 students in one class. In this research the writer used purposive sampling technique to choosing 10 students as the sample of this research. Purposive sampling is the process of selecting a sample that is believed to be representative of a given population. In other words, the researcher selects the sample using his experience and knowledge of the group to be sampled (Gay et al, 2006).

The participants are the eleventh grade students of SMAN 1 Rantepao. The researcher would conduct her research to the CIBI class

where has 32 students and the researcher would use the recording-test to get the data by gave interview. The researcher choose 10 students whose mother tongue is Torajan language as a sample of this research.

In this research, the researcher employed direct observation during the teaching and learning process of Senior High School 1 Rantepao in the classroom. The researcher observed and notice the influence of Mother Tongue (Torajan Language) toward Pronunciation of English by the Students of the eleventh grade students SMAN I Rantepao by audio recordings (which allow the researcher to a further analyze on Influence of mother tongue (torajan language) toward Pronunciation of English by the eleventh Grade students of SMAN I Rantepao. After choosing an appropriate time, the researcher interviewed the students of SMAN I Rantepao with the prepared question (semi-structural interviewed).

The data of this research was analyzed based on adopted from Miles and Huberman in Sugiyono (2006).

1. Data Collection. In this step refers to the process of recording test. After do the observation to the eleventh grade students of SMAN 1 Rantepao, the research would interview the participants. In this research, the researcher conducted the semi-structured interview, in which the researcher use a written list of questions as a guide, while still having the freedom to digress and probe for more information.
2. Data Reduction. In this step refers to the process transcribing, classifying and analyzing data. In this stage, the researcher would done the transcribing the data that would collected from the participants by recording while they are speaking. Next, the researcher would classifying the data. The research consider the data that related with the research instrument questions and then the researcher would analyzing that data.
3. Data Presentation. In this stage, the research would explaine the data and describe the data. In describing data, the research would combine the data based on the theory.
4. Conclusion. In this step, the researcher

would conclude all of the data.

III. RESULT AND DISCUSSION

In doing the research, the researcher did recording, observation and interview to collect the data. The data that has been found, was analyzed using the technique written by Miles and Huberman. This technique following four steps, those are data collection, data reduction, data presentation and conclusion. To be more specific to answer the data, the researcher classifies the data based on the data reduction and the limitation of the problem.

A. The error of pronunciation /e/

After doing interview to the participants (students), the researcher found that there are some sounds pronounced by the students were still influenced by their mother tongue. The sounds can be seen in the following explanation.

Transcription of student 1

- R : "What is your mother tongue?"
 S1 : "Ee, I'm sorry? Ee.. my mother tongue is Toraja language."

From the Table 1, the researcher conclude that almost all of the students by the eleventh grade students of SMAN 1 Rantepao from the CIBI class, are still influenced by their mother tongue (Torajan language). The students still pronounced the letters "a" become /e/ sound. As be seen from the conversation by the interviewer with the students 1above, the word that more influenced them are the words of "language", "and", "important", and "can". Almost all of them still pronounced the word of "language" become /'læŋwɪdʒ/, "important" become /ɪm'pɔ:tnt/, "and" become /end/ and "can" become /ken/. It means that the sound of /e/, have an influence to the students on how the mother tongue (Torajan language) influences them in pronouncing the English words that caused by their mother tongue (Torajan language)

Table 1.

Words	Phonetics	Students Pronounced	Source
Language	/ˈlæŋɡwɪdʒ/	/lɛŋɡwɪdʒ/	S1,S2,S4,S5,S6
Important	/ɪmˈpɔːtnt/	/ɪmˈpɔːtɛnt/	S1,S2,S3,S5,S8,S9
And	/ænd/	/ɛnd/	S1,S2,S3,S6,S7,S8
Wechatt	/wɛtʃæt/	/wɛtʃɛt/	S1,S6
Brave	/breɪv/	/brɛɪv/	S1
About	/əˈbaʊt/	/eˈbaʊt/	S1
That	/ðæt/	/ðɛt/	S1,S9
Can	/kæn/	/kɛn/	S1,S2,S3,S4,S5,S6,S7
Day	/deɪ/	/dɛɪ/	S2,S5,S7
Have	/hæv/	/hɛv/	S2
Understand	/ˌʌndəˈstænd/	/ˌʌndəˈstɛnd/	S2,S4,S9
Say	/seɪ/	/sɛɪ/	S2,S6
Bad	/bæd/	/bɛd/	S2,S6
Mate	/meɪt/	/mɛɪt/	S3
Same	/seɪm/	/sɛɪm/	S3
Indonesian	/ˌɪndəˈniːziən/	/ˌɪndəˈniːziɛn/	S3,S7
At	/ət/	/ɛt/	S4,S6
Always	/ˈɔːlweɪz/	/ˈɔːlweɪz/	S4
Many	/ˈmeni/	/ˈmɛni/	S5
Impact	/ˈɪmpækt/	/ˈɪmpɛkt/	S5,S6
Ability	/əˈbɪləti/	/eˈbɪləti/	S5
Company	/ˈkʌmpəni/	/ˈkʌmpɛni/	S6
Chat	/tʃæt/	/tʃɛt/	S6
Play	/pleɪ/	/plɛɪ/	S7
Application	/ˌæplɪˈkeɪʃn/	/ˌæplɪˈkɛɪʃn/	S7
Affect	/əˈfɛkt/	/eˈfɛkt/	S6,S7
Rare	/rɛə(r)/	/rɛ(r)/	S10

Table 2.

Words	Phonetics	Students Pronounced	Source
Child	/tʃaɪld/	/tʃɛld/	S1

A.1 The pronunciation of letter i become /e/ sound

Transcription of Student 1

- R : "How often do you speak Torajan?"
- S1 : "From I, when I child"

From the Table 2, it can be conclude that only one students pronounced the letter "i" become /e/ sound. The student pronounced the word of "child" become /tʃɛld/. It means that the Torajan sound /e/ still influenced him in pronouncing the English word, especially in pronounce the sound of /e/. These sound is because of his mother tongue (Torajan language) influence him in pronouncing English.

A.2 The pronunciation of letter d become /de/ sound

Transcription of Student 4

- R : "What difficulties do you experience in pronouncing English?"
- S4 : "Mm. Sometimes I didn't understand"

From the Table 3, the researcher found that only two students pronounced the the letter "d" become /de/ sound. The students pronounced the word of "didn't" become /ˈdɪdɛnt/. The sound /e/ still influenced them because of their mother tongue (Torajan language) still have an influence in pronouncing English words.

A.3 The pronunciation of letter ia become /e/ sound

Transcription of student 5

Table 3.

Words	Phonetics	Students Pronounced	Source
Didn't	/ˈdɪdn̩t/	/ˈdɪdent/	S4

Table 4.

Words	Phonetics	Students Pronounced	Source
Pronunciation	/prə,nʌnsi'eɪʃn/	/prə,nʌnse'ɪʃn/	S1,S2,S5

- R : "How often do you mispronouncing"
 S2 : "ee.. I can, I think I often mispronunciation in English"

Next, from the Table 4, the researcher found that there are three students pronounced the letter "i" and "a" become /e/ sound. They are pronounced the word of "Pronunciation" become /prə,nʌ'nseɪʃn/. It showed that, the sound of /e/ have an influence for them in pronouncing English words that caused of their mother tongue (Torajan language).

A.4 The pronunciation of letter io become /e/ sound

- R : "What difficulties do you experience in pronouncing English"
 S7 : "I think, sometimes the pronunciation of the English is very difficult because, mm there is some word that really same, but different pronunciation"

From the Table 5, showed that almost of the students from CIBI class pronounced the letter "i" and "o" become /e/ sound. They are pronounced the word of "Pronunciation" become //prə,nʌsi'eɪʃn/. Therefore, the researcher conclude that /e/ sound influenced them in pronouncing English because of their mother tongue (Torajan language).

A.5 The pronunciation of letter io become /e/ sound

The transcription of Student 4

- R : "Do you like English? why?"
 S4 : "eem.. I don' t like English because so hard hard"

Next, from the Table 6, the researcher found that there are three students pronounced the letter "a" and "u" become /e/ sound. They are pronounced the word of "because" become /bɪkeɪz/. therefore, it showed that the Torajan language influenced them in pronouncing English.

A.6 The pronunciation of letter ou become /e/ sound

The transcription of student 10

- R : "How confident do you feel about your English pronunciation"
 S10 : "Maybe nervous"

From the Table 7 above, can be seen that only one students pronounced the letter "o" and "u" become /e/ sound. The students pronounced the word of "nervous" become /'nɜ:ves/. It means that the sound /e/ influenced him in pronouncing English because his mother tongue (Torajan language).

A.7 The pronunciation of letter e become /e/ sound

The transcription of student 9

- R : "In what situation do you speak english?"
 S7 : "e..sometimes, when I singing or talking with teacher, only that"

The last, from the Table 8 can be conclude that there are many students mispronouncing in English by the sound /e/. They were "the", "when", "other" and "very". They are pronounced the word of "the" become /ðe/, "when" become /wen/, "other" become /'ʌðe(r)/ and "very" become /'veri/. Therefore, it showed

Table 5.

Words	Phonetics	Students Pronounced	Source
Pronunciation	/prə,nʌnsi'eɪʃn/	/prə,nʌnsi'eɪʃn/	S1,S2,S3,S6,S7,S8

Table 6.

The sound of letter au become /e/	Phonetics	Students Pronounced	Source
Because	/bɪ'kɒz, bɪkəz/	/bɪ'kez, bɪkez/	S2,S4,S6

Table 7.

Words	Phonetics	Students Pronounced	Source
Nervous	/'nɜ:vəs/	/'nɜ:ves/	S10

that their mother tongue (Torajan language) influenced them in pronouncing English words.

- R : "What difficulties do you experience in pronouncing English"
- S7 : "I think, sometimes the pronunciation of the English is very difficult because, mm there is some word that really same, but different pronunciation"

From the Table 9, showed that almost of the students by the CIBI class pronounced the letter /r/ in English. The more words that still influenced them are "Torajan", "important", "pronunciation", "very" and "really". They are pronounced the word of "Toraja" become /təradʒən/, "important" become /ɪm'pɔ:tnt/, "pronunciation" become /prə,nʌ'nseɪʃn/, "very" become /'verɪ/ and "really" become /'ri:əli/. Therefore, it showed that their mother tongue (Torajan language) influences them in pronouncing English.

IV. DISCUSSION

In this section, the researcher focuses in discussing the obtained data related to the theories and the previous findings. There are two parts discussed in this section. Those are how is the influence of mother tongue (Torajan language) toward pronunciation of English by the eleventh grade students of SMAN 1 Rantepao especially for the CIBI class in error pronounced or students' mispronouncing in pronouncing the sound of /e/ and /r/ toward pronunciation of English.

A. The influence of mother tongue (Torajan language) by the eleventh grade students of SMAN 1 Rantepao in error pronouncing of the sound /e/.

According by Merriam (1828) mispronouncing is the act or state of saying or making the sounds of incorrectly. According (Kenworthy;1987) says "Many of English foreign learners have difficulties in pronunciation because of some factors, there are factors that influenced by mother tongue, phonetic ability, personality and motivation in learn English" .

Based on the previous finding, it was shown that the researcher found the influences of mother tongue (Torajan language) toward pronunciation of English by the eleventh grade students of SMAN Rantepao. The researcher found eight types of mispronouncing that influences students' pronounce in pronouncing the sound of /e/ by the eleventh grade students of SMAN 1 Rantepao in CIBI class. Those are the pronunciation of letter a become /e/, the pronunciation of letter i become /e/, the pronunciation of letter d become /de/, the pronunciation of letter ia become /e/, the pronunciation of letter io become /e/, the pronunciation of letter ou become /e/ and the pronunciation of letter e become /e/. These factor happened because of the influence of students' mother tongue (Torajan language) affect them in pronouncing English. The Torajan sound (/e/) made the students pronounced the sound /e/ become /e/ frontal or extreme. Therefore, it make the students did mispronouncing in pronouncing English.

Table 8.

The sound of letter e become /e/ (extreme)	Phonetics	Students Pronounced	Source
Mother	/ˈmʌðə(r)/	/ˈmʌðe(r)/	S2
When	/wen/	/wen/	S1,S2,S3,S4,S8,S9
Other	/ˈʌðə(r)/	/ˈʌðe(r)/	S1,S5,S6
Year	/jɪə(r)/	/jɪe(r)/	S1
Friend	/frend/	/frend/	S1,S6
Sentences	/ˈsentəns/	/ˈsentəns/	S1
The	/ðə, ði:/	/ðe/	S1,S2,S3,S5,S6,S7,S8
Tell	/tel/	/tel/	S1
Enjoy	/ɪnˈdʒɔɪ/	/enˈdʒɔɪ/	S1
When	/wen/	/wen/	S7
Very	/ˈveri/	/ˈveri/	S2,S4,S5,S8
Increase	/ɪnˈkri:s, ˈɪŋkri:s/	/ɪnˈkres, ˈɪŋkres/	S2
Questions	/ˈkwɛstʃən/	/ˈkwɛstʃən/	S1
Understand	/ˌʌndəˈstænd/	/ˌʌndeˈstænd/	S2,S9
Influence	/ˈɪnfluəns/	/ˈɪnfluens/	S2,S3,S8
Seldom	/ˈseldəm/	/ˈseldəm/	S3
Well	/wel/	/wel/	S4,S5
Future	/ˈfju:tʃə(r)/	/ˈfju:tʃer/	S3
People	/ˈpi:pl/	/ˈpi:pel/	S5
International	/ˌɪntəˈnæʃnəl/	/ˌɪnteˈnæʃnəl/	S1
Every	/ˈevri/	/ˈevri/	S6
Cadel	/tʃæde/	/tʃæde/	S6
Yes	/jes/	/jes/	S1,S2,S3
Often	/ˈɒfn, ˈɒftən/	/ˈɒften/	S2,S7
Them	/ðəm/	/ðem/	S7
English	/ˈɪŋɡlɪʃ/	/ˈɛŋɡlɪʃ/	S3,S7
Open	/ˈəʊpən, ˈəʊpən/	/ˈəʊpen, ˈəʊpen/	S7
Teacher	/ti:tʃə(r)/	/ti:tʃe(r)/	S9
Forget	/fəˈɡet/	/fəˈɡet/	S5
Little	/lɪtl/	/lɪtel/	S1
Confident	/ˈkɒnfɪdənt/	/ˈkɒnfɪdent/	S6,S8
Affect	/əˈfekt/	/eˈfekt/	S6

Table 9.

Words	Phonetics	Students Pronounced	Source
Torajan	/tɔradʒan/	/tɔradʒan/	S1,S2,S3,S4,S5,S8,S10
Mother	/'mʌðə(r)/	/'mʌðər/	S1,S2
From	/frəm/	/frəm/	S1,S7,S8
Important	/ɪm'pɔ:tnt/	/ɪm'pɔ:rtnt/	S1,S2,S3,S5,S8,S10
For	/fə(r), fɔ:(r)/	/fər, fɔ:r/	S1,S5
Other	/'ʌðə(r)/	/'ʌðər/	S5,S6
Year	/jɪə(r)/	/jɪər/	S1
Friend	/frɛnd/	/frɛnd/	S1
Short	/ʃɔ:t/	/ʃɔ:rt/	S1
Pronunciation	/prə,nʌnsi'eɪʃn/	/prə,nʌnsi'eɪʃn/	S1,S2,S3,S5,S6,S7,S8
Grammar	/'græmə(r)/	/'græməər/	S1
Brave	/breɪv/	/breɪv/	S1
Sorry	/'sɔ:ri:, 'sɔ:ri/	/'sɔ:ri:, 'sɔ:ri/	S1
Very	/'verl/	/'verl/	S2,S4,S5,S7,S8
Vocabulary	/və'kæbjələri/	/və'kæbjələri/	S2,S8
Hard	/hɜ:d/	/hɜ:rd/	S2,S4
Increase	/ɪn'kri:s, 'ɪŋkri:s/	/ɪn'kri:s, 'ɪŋkri:s/	S2
World	/wɜ:ld/	/wɜ:rld/	S5,S8
Practice	/'præktɪs/	/'præktɪs/	S6
Different	/'dɪfrənt/	/'dɪfrənt/	S7
Improve	/ɪm'pru:v/	/ɪm'pru:v/	S8
Really	/'ri:əli/	/'ri:əli/	S7,S8,S9,S10
Word	/wɜ:d/	/wɜ:rd/	S3,S7,S8
Wrong	/rɒŋ, rɔ:ŋ/	/rɒŋ, rɔ:ŋ/	S7
Everyday	/'evrɪdeɪ/	/'evrɪdeɪ/	S10
Rarely	/reə(r)li/	/reə(r)li/	S10
Learn	/lɜ:n/	/lɜ:rn/	S8
Forget	/fə'get/	/fə'rget/	S5
Understand	/,ʌndə'stænd/	/,ʌndə'rstænd/	S2,S9
Increase	/ɪn'kri:s, 'ɪŋkri:s/	/ɪn'kri:s/	S2
Future	/'fju:tʃə(r)/	/'fju:tʃər/	S5
Try	/traɪ/	/traɪ/	S8

B. The influence of mother tongue (Torajan language) toward pronunciation of English by the eleventh grade students of SMAN 1 Rantepao in error pronouncing of the sound /r/.

Based on the previous finding, it was shown that the researcher found only one type of mispronouncing that influenced students' the mother tongue in pronouncing the sound of /r/ by the eleventh grade students of SMAN 1 Rantepao in CIBI class. That sound is the pronunciation of letter r become /r/. These factors happened because of the students' mother tongue (Torajan language) affect them in pronouncing English word. The Torajan sound /r/ make the students pronounced /r/ repeatedly, when they are pronounced the English words. Based on the research finding before, Tulaktondok (2016) conducted a research entitled "English Pronunciation Errors Made by Torajan Speakers

of English (TSE)". The result revealed that, (i) the pronunciation errors made by students of UKI Toraja as Torajan speakers of English are two types namely interlingual errors due to language transfer and intralingual errors due to overgeneralization, ignorance of rule restrictions, incomplete application rules, and false concepts hypothesized. (ii) The causal factors of making pronunciation errors were classified based on the source of errors such as language transfer, overgeneralization, ignorance of rule restrictions, incomplete application rules, and false concepts hypothesized; modality; age; and universal hierarchy of difficulty. While, Ate-twe.J.A (2013) conducted his research entitled "Analysis of the Influence of Mother Tongue on Students' Performance in English in KCSE in Public Day Secondary Schools in Gatundu District, Kiambu County, Kenya". He applied descriptive quantitative and qualitative method in his research in order to get the information

about the influence of Students' Performance in English in KCSE in public day secondary schools in gatundu district, kiambu county, Kenya. The result was found out that use of mother tongue had a negative influence in performance of English in public day secondary schools of Gatundu. Then, Trawesnita.J. (2016) conducted her research entitled "the Analysis of Mispronouncing Consonant Sounds by the Fifth Semester Students of English Department of FKIP UKI Toraja". She applied qualitative descriptive method in her research in order to get the information about students' mispronouncing consonant sounds by the fifth semester students of English department of FKIP UKI Toraja. The aim of her research is to find out what are types of mispronouncing consonants which do by the fifth semester students of English department of FKIP UKI Toraja. In her research instrument, she used record pronouncing that consist of recording-test. The result was found out the most of mispronounced sound by the fifth semester students of English department of FKIP UKI Toraja is alveolar fricative voiced sound /z/ in final position, were this sound had 97.5. While in this research, the researcher used the qualitative descriptive method in her research in order to get the information about the influence of mother tongue (Torajan language). The researcher found the influences of mother tongue (Torajan language) toward pronunciation of English by the eleventh grade students of SMAN 1 Rantepao. The researcher found that there are two types sounds that influences the CIBI students in pronounced English. Those are the sound of /e/ and /r/. These sound are the sounds of the most of Torajan people when pronounced sound /e/ and /r/. This research has similarities finding. The similarity of this research and the previous researches is talk about pronunciation related to mother tongue. Tulaktondok found the error pronounced by the students of UKI Toraja happened because the influence of mother tongue. Also, Atetwe.J.A found out that the use of mother tongue had a negative influence in performance of English in public day secondary schools of Gatundu. Then, Trawesnita.J. found that the fifth semester students of English department of FKIP UKI Toraja 97,5

V. CONCLUSION

Based on the research findings and discussion in the previous chapter, finally the researcher extends the conclusion. The first one is about how is the influence of mother tongue (Torajan language) toward pronunciation of English by the eleventh grade students of SMAN 1 Rantepao especially for the CIBI class in error pronouncing the sound of /e/. That sound included the eight sounds errors made by the students. The most errors sound pronounced by the students is the sound /e/. These sound is the sound of the most of Torajan people when pronouncing the sound of /e/. They are pronounced /e/ extreme when speak in Torajan. Therefore, it proved that the Torajan sound /e/ influences the CIBI students when pronounced English word. The second, how is the influence of mother tongue (Torajan language) toward pronunciation of English by the eleventh grade students of SMAN 1 Rantepao especially for the CIBI class in error pronouncing the sound of /r/. There are many students errors when pronouncing the sound of /r/ in English words. These sound is the sound of the most of Torajan people when pronouncing the sound /r/. Therefore, the researcher proved that the Torajan sound /r/ influences the students of the CIBI class in pronouncing the sound of /e/ in English words.

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