

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Indonesia is known as “Bhineka Tunggal Ika” consists of various ethnics, customs, and language. Naming of their language usually based on naming of their ethnic and custom, like Toba Batak’s ethnic has Toba language as tool of their communication. Although has various of language, Indonesia has *Bahasa Indonesia* as coalescence language. As a social creature, human cannot live independently. They usually interact with their internal ethnics as well as their external communities, when interacting with their internal communities, they usually use their traditional language as a communication tool, while communicating with other communities, they usually tend to use *Bahasa Indonesia* as national language. However the usages of foreign language in Indonesia are not difficult to find, such as English which is generally used for some direction or notice in public place, International seminars, official meeting, printed books, entertainment and many else.

So Indonesian is known as bilinguals or multilinguals since they are able to use more than one languages, such as traditional languages and national language (*Bahasa Indonesia*), and as additional foreign/International languages (English). Bilingualism is a highly complex linguistic, psychological, social phenomenon, and multidimensional, context-dependent, and nonstatic. Bilingualism is about exposure two languages which have an effect over and beyond what would be expected in the course of typical monolingual development. The theory convinces stronger that Indonesian is bilingualism.

Chaer (2007: 65) detailly explained that there is branch of linguistic named external factors that are known to affect a language. Some aspects which support it are language contact, language society, variations and social status of language, language and culture, and using of

language. The main reference of this research is language contact. The prominent thing that can happen with language contact is the presence of bilingualism and multilingualism. The cases which occur in both aspects are interference, integration, code-switching, and code mixing. They have the same symptoms, namely presence with other language elements of the language used, but concept of their problems are different. This research will hand up case of interference.

Interference is thing which occurs in those phases in a bilingual interaction when the speaker is in bilingual mode, and as typical problem which is gotten from stock pattern in a language into target language. The components of linguistics which get interference consequenced by bilingualism are phonology, morphology, syntax, and lexical. Can be seen that a natural case if Indonesian (Tobanese) do problem when learn English especially pronouncing English words as theoretical of phonology term. Talking about phonology it cannot be separated from language skill.

Language skills refer to listening, speaking, reading and writing. However, there is another important skill in learning another/foreign language that is very important, and cannot be neglected namely pronunciation. Pronunciation refers to speaking skill. For some parts to pronounce words are not difficult, especially if the language is the first language for the speaker. The other hand, to pronounce words/Phrases or sentences into foreign language correctly is not easy, like case of Tobanese in pronouncing English words/phrases. English as International language all at once as foreign language for Indonesian is compulsory learned by society Tobanese. Majority Tobanese in North Sumatera exactly by students of English department FKIP NHU Medan are incapable to pronounce English words when they wanted to express their estimations or ideas in English. Researcher regards it as difficulties and problems for them. The

term gotten during the writer tried to give attention when they spoke English during teaching-learning run in the classroom.

The first assumption that the writer got from the phenomenon is about phonetic system, English recognizes that written and spoken of a word are different, whereas in Toba Batak spoken and written tend to be the same, Sound [e] in the word “be” must be pronounced and changed to be sounds of [i:], in the word “young” must be pronounced [jʌŋ]. While in Toba Language “bibir” pronounced as [bibir] nothing changing of spoken with written. The differentiation brings interference for Tobanese students’ when pronouncing English pronunciation. They mixed the rules of the first language that has been mastered with the rules of the second language/target language that they learned unconsciously. The statement is supported by some data which were gotten during did preliminary test before this research will be done.

In addition, one of the problems that students face when learning English is pronounce English words. The argument gotten based on researcher’s observation at field of NHU Medan as campus of the writer. About 2 weeks the writer had been done research for students FKIP NHU Medan at the fifth semester group B 2015 in academic 2017/2018 by the subject Research Methodology in the classroom. The witer asked the student to create some sentences from words that had been prepared before, there were some pronunciation that were wrong. The strengthen of statement, is supported by some error words which were gotten such as bellow:

Word	Native Pronunciation	Students’ Pronunciation
Parade	[pə'reɪd]	[parade]
Data	[ˈdeɪtə]	[dætʌ]
Student	[ˈstju:dənt]	[stu:den]

“Parade” /pə'reɪd/ is unconsciously pronounce /parade/ by Tobanese students'. There is a changing of sound /ə/ become /a/, and /eɪ/ become /a' and over of sound /e/. The other words are “Data” /'deɪtə/ and “student” /'stju:dənt/ were unconsciously pronounce /dæt/ and /stu:den/, can be seen there are some sounds in consonants and vowels which get different pronouncing by Tobanese from the truth pronunciation. The writer assumes the error as interference by the first language which had been mastered by the speaker, and was influenced by differentiation of consonant and vowels sound in English Toba language.

The phenomenon shows students of Tobanese are still often do mistakes in pronouncing consonant and vowel sound in English. But, not at all words are pronounced incorrect, some words sometimes are correct, based on how often students use and practice the words, or how often they listen native speaker to pronounce that and check vocabulary. The opinion supported by test that the writer gave such as pronouncing “hail” /həɪl/ unconsciously pronounce as /həɪl/. The students conveyed that the word is familiar and often to pronounce. The phenomenon makes the writer curiously to boost this research and want to know deep about characteristic of consonant and vowel sounds in English and Toba language, then what consonants and vowel sound which often get interference while pronouncing English pronunciation. Especially for students' Tobanese who are included as bilingualism, like English department FKIP NHU Medan which now is made the future expansion of this research. Regarding to the phenomenon and observation the writer would like to propose a study entitled “Pronunciation Interference of Tobanese in English by the Sixth Semester of Students English Department FKIP NHU Medan”.

## **1.2. The Problems of the Study**

Based on the background of the study above, the research problems are formulated as bellow:

1. What are the differences consonant and vowel sounds in English and Toba Language?
2. What consonant and vowel sounds are gotten interference by Tobanese pronunciation?

### **1.3 The Objectives of the Study**

In relation to the research problems formulated above, the objectives of the research are as follow:

1. To describe the differences consonant and vowels sounds in English and Toba Language.
2. To find out consonant and vowel sounds which get interference of Tobanese pronunciation.

### **1.4 The Scope of the Study**

Based on treated at the title, background, problems, and objectives of the study, there are two variables discussion namely interference and pronunciation in English and Toba Batak. Pronunciation cannot be separated by Phonology. Phonology is the first subsystem of linguistics which science of speech and sound pattern, while pronunciation is the way of speaker to utter sound of some words. Pronunciation discusses about sound, stresses, intonation but this research, the writer just focuses of in sounds consonant and vowel.

In discussion of Phonology, there are two branches Phonetics and Phonemics. Besides discusses about speech organs, and transcription of sounds, object study of Phonetics is Phon. There are two branches of Phonetics namely Segmental Features (consonant and vowel sounds), and Suprasegmental (intonation and stress). While Phonemics is almost same with phonetics but phonemics attending of meaning word, and its object is phoneme. Phonemic attends two branches, namely Segmental phoneme (consonant and vowel phonemes) and Suprasegmental phoneme (Intonation and stress phonemes). From the both branches, this research is closed with

Phonetics branch, where problem topic is about Segmental and Suprasegmental feature. More spesific, the writer focuses on Segmental Feature that talks about how the way and pattern of consonant and vowel sounds are produced. There are 24 consonant sound and 12 vowels sounds in English (without diphthong and triphthong), all of them will be observed of Tobanese pronunciation in pronouncing English.

Objects of this research are students of Tobanese at the sixth semester of English department FKIP NHU Medan in the academic year 2019/2020. The research will be done for students who get Toba Batak as mother tongue (L1), and choose English department as bilingualism students. The process of research will be done during a week, outside of schedule English teaching.

## **1.5 The Significances of the Study**

### **1.5.1 Theoretically**

This research may give valuable contribution for development of phonology, especially the differences pronunciation rule in English and Toba Batak. In addition it will be a new perspective and new concept to know deeper the rank theory of linguistics about relevancy of phonology with pronunciation. And gives valuable contribution for development of sociolinguistics and its effect.

### **1.5.2 Practically**

This research is expected to be valuable for English teachers and Lecturers. This research may improve their viewing about weakness of each students when learn English especially teaching speaking. So that, Lecturers and teachers have initiative to treat students of different accent (Batak Toba as mother tongue) to succeed the queer accent becomes exemplary English pronunciation. Beside that, this research will allevite to find out the error and interference

Tobanese pronouncing into English pronunciation. And for readers and learners, it will be valuable one to know and recognize about ability and quality their pronunciation in English and initiated to correct it.

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

#### **2.1 Theoretical Framework**

In conducting a study, theories are important and needed to explain some concepts or terms applied in the study concerned. Some terms are used in the study are needed to explain theoretically. In the following parts, the theoretical elaboration used in the terms is presented. Some references will be explained in order to keep its coherence to avoid misunderstanding and misperception.

##### **2.1.1 Teaching English as a Foreign Language**

In terms of globalization it is necessary to learn foreign languages. English as an international language is important to be learned by foreign. Some reason the foreign would learn English because English important to international communication, travel, study aboard and other reasons. Harmer (2007: 11) explains many people learn English because they think it would be useful in some way for international communication and travel. The purposes students have for learning would have an effect on what it is they want and need to learn and as a result would influence what they are taught. Students living in a target-language community would need to use English to achieve their immediate practical and social needs.

Teaching English as a foreign language refers to teaching the English language to students with different first languages. It can occur either within the state school system or more privately, at a language school or with a tutor. Teaching English as a foreign language can also take place in an English-speaking country for people who have immigrated there (either temporarily for school or work, or permanently).

According to Fauziati (2009: 3) goals for learning a foreign language have been different in different periods and in different places. In particular eras, foreign languages were mainly taught for the purpose of understanding text (reading comprehension). In others, it was taught mainly to people who needed to use it for oral communication.

Dr. Indira explains about three the important things for teacher to teach English as foreign language. (1) Speak as much English as you can to the children in class, because the more they hear English being spoken, the more they would learn and pick up. (2) Focus on getting children to speak, because concentrate initially on common phrases and help the children to recognize. And the last, (3) use a lot of gestures and signs to help children understand your meaning when begin to speak English.

### **2.1.2 Phonology**

When people want to communicate to others, people should use a language to deliver a message, where the important thing in communication is the sound of language's pronunciation. It means people who want to deliver a message to opponent talk must have a good pronounce then the opponent talk will understand what the meaning. Phonology is one of the branch in linguistic which is focusing on how to pronounce a language. Also, phonology discuss about a history of language, how a language can appear and disappear.



Cohn (2007: 10) states that phonology is the cognitive organization of sounds as they constitute the building blocks of meaning units in language. Hamann and Schmitz (2005: 3) explain phonology is concerned with how sounds function in relation to each other in language. It means the phonology also organize the relation of sounds function between a language to other language.

Hyman (1975: 2) said that phonology has been defined as the study of sound systems, that is, the study of how speech sounds structure and function in language. Some speech sounds can be used in a language to distinguish words of different meanings, whereas other sounds cannot. It means phonology is a study as a regulation on the speech sounds structure and function of language that some speech sounds are used to differentiate a meaning of word in language.

From the definition above, we can conclude that phonology is a study of cognitive organization of sound systems, how sounds structure, how function of meaning units in language and how to pronounce a word in a language.

### **2.1.3 Bilingualism**

There are some languages in this world, for instance; Indonesia Language, Javanese, Japanese, France, Spanish, English and many more. Language becomes very important in human's life, as its function as an instrument to communicate with others in daily life. Nowadays, in this era an individual uses more than one language in their life. For example as a Spain, they use Spanish to communicate in his daily activity because Spanish as his mother tongue. Then he studies aboard to England that makes he should use English as his second language. The condition where people use two languages in an utterance can be called as bilingualism.

Weinreich (1968: 1) said that the practice of alternately using two languages will be called bilingualism and the persons involved, bilingual. According to Haugen (cited in Romaine, 1995: 11) observed that bilingualism begins when the speaker of one language can produce complete meaningful utterance in the other language.

There are some factors why someone can be called a bilingual. Those factors are nationalism, mobilization, culture, education or religion. Nationalism movement appears a necessity of a national language to unite a whole nation or a necessity to have a legal language of a country like Indonesia. Mobilization means a condition when immigrants have to interact or communicate with the native; it will make them to learn the native language first. Culture and education mean a bilingualism situation if those languages and cultures spread to other places, so they have to learn about it, if they want to understand the language. Religion is usually written in a language, Arabic in Islam or Latin in Christian. So we have to learn the language if we want to understand the content of it.

Besides that, Nababan (cited in Asadiyah, 2016: 22) stated there are two kinds of bilingualism namely individual bilingualism and societal bilingualism. Societal bilingualism is when all of the community members know two languages and use those languages in daily activities and social interactions while individual bilingualism is when there are two languages but each person only knows one language.

In bilingual condition, usually speakers have an ability to use two languages in their communication, the first language is as their mother tongue and the other language is as their second language.

#### **2.1.4 Language Interference**

Before knowing the description of language interference, the researcher will explain language transfer. Yule (2006:167) describes transfer means using sounds, expressions or structures from the L1 when performing in the L2. Odlin (1989: 27) defines transfer is the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired.

Yule (2006: 167) explains that there two kinds of transfers include positive transfer and negative transfer. Positive transfer is if the L1 (first language) and L2 (second language) have similar features, then the learner may be able get the benefit knowledge of L1 to L2. Meanwhile, negative transfer is transferring an L1 (first language) feature that is really different from the L2 (second language), it may make the L2 expression difficult to understand. Sometimes negative transfer is called interference.

Interference occurs when the first language affects the learning of the second language. Sukhumavadee Khamhiran (cited in Eiapailin, 2004) says interference happens when a bilingual person cannot speak both languages equally well and/or there is a degree of cultural interference involved.

The deviation from the norm of either language which occurs in the speech of bilingual as a result of their familiarity with more than one language, i.e. as a result of language contact, will be referred to as interference phenomena. The determination of the nature and occurrence of interference is clearly due to the structure of the languages in contact which affects the resistance and encouragement of transfer (Beardsmore , 1982:63)

Archvadze (2005) stated that language interference can be understood as a process when one language has an impact on another language and when individual is experiencing language transfer. According to Deepa (2009: 12) language interference is the alternative use by bilinguals

of two or more languages in the same conversation. Language interference is a linguistic practice constrained by grammatical principles and shaped by environmental, social and personal influences including age, length of time in a country, educational background and social networks.

The writer can conclude that language interference is used by bilingual who have an impact between two languages or more that constrained by grammatical principles and shaped by environment, social and personal. There are three kinds of language transfer include grammatical, lexical and phonological. In this study will be focused on the analysis of phonological interference which refers to pronunciation interference made by students' Tobanese speaker in pronouncing English.

#### **2.1.5 Phonology Interference**

There are three kinds of interference in language include grammatical, phonological and lexical. Lekova (2010:325) says that phonetic interference affects the improper pronunciation of phonetic sounds in the second language caused by the existence of different phonetic structures from the point of view of the mother tongue or the first foreign language. It means because of the differences of mother tongue, the speaker makes a mispronunciation some words in delivering the second language. The example, the word of “evening” in English pronounced /'i:vniŋ/, but Tobanese pronounced /'i:vniŋ/ become /'i:pniŋ/ This phenomenon of phonological interference sometimes makes a negative impact on the occurrence of phonological error than in producing inappropriate mispronunciation in English word.

Furthermore, Weinreich mentioned that there are four kinds of phonological interference on his book titled *Language in Contact* include under-differentiation of phonemes, over-

differentiation of phonemes, reinterpretation of distinctions and actual phone substitution. Weinreich (1979: 18-19) explained the description of those each type as follow:

### **1. Under-differentiation of Phonemes**

Under-differentiation of phonemes occurs when two sounds of the secondary system whose counterparts are not distinguished in the primary system are confused. It means that there are two sounds in the second language which is counterparts, but in the first language there is a no difference so it makes confused the speaker. For example, between the romansh speaker and Schwyzertutsch speaker's in his research. The Romansh speaker's confusion of /y/ and /i/, or the Schwyzertutsch speaker's confusion of /i/ and /I/.

### **2. Over-differentiation of Phonemes**

Over-differentiation of phonemes involves the imposition of phonemic distinctions from the primary system on the sounds of the secondary system, where they are not required. It means that there are several sounds in the first language which are transferred to produce into the second language. For instance, in the contact of Romansh and Schwyzertutsch, in the interpretation of /'lada/ "wide" pronounced as /'la'da/ by Schwyzertutsch.

### **3. Reinterpretation of Distinctions**

Reinterpretation of distinctions occurs when bilingual distinguishes phonemes of the secondary system by features which in that system are merely concomitant or redundant, but which are relevant in his primary system. It means that sometimes the speaker in the first language mispronounce several geminate words of second language because they have different to interpretation the pronunciation those sounds due to their system are different also. The example: the Romans word /'messa/ "mass", can be interpreted almost as Schwyzertutsch /'mesa/, where -ss-does not occur.

#### **4. Actual Phone Substitution**

Actual phone substitution applies to phonemes that are identically defined in two languages but whose normal pronunciation differs. It means that the phonological interference can occur when phonemes between first language and second language are identically but the pronunciations of those sounds are different. The example: Romans / $\epsilon$ / and Schwyzertutsch / $\text{æ}$ / are both as front vowels of maximum openness; however Schwyzertutsch phoneme is pronounced more open.

From the explanation above, the occurrences of phonology interference because of differentiate in phonetic structure between second language and first language. The kinds of phonology interference are under-differentiation of phonemes, over-differentiation of phonemes, reinterpretation of distinctions and actual phone substitution.

##### **2.1.6 Phonological System in English and Toba Language**

This study is related with the phenomena of language interference in spoken, so the phonological system between English and Toba language will be described here. It will be useful to analyze the common mistake made by students' Tobanese seen by feature of both phonological systems. But before going for description of differences sound, there are some theory which important to discuss before.

##### **2.1.7 Phonetics**

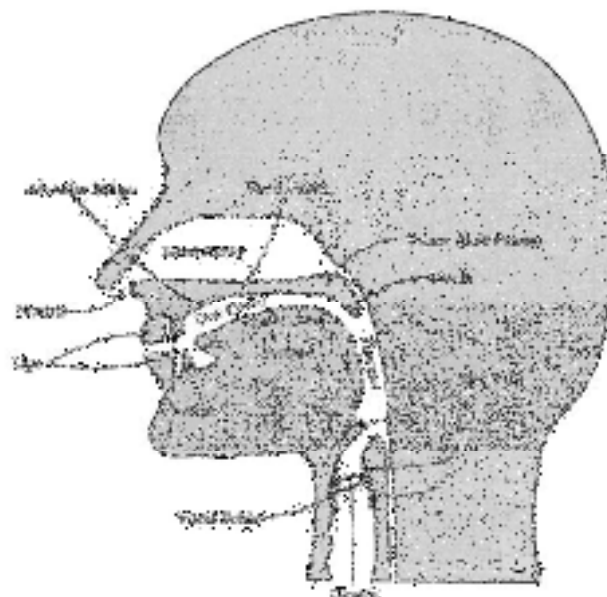
Phonetics is the study of speech sounds as sounds without regard to their function as signalling units of language phonetics and how the language sounds are formed, in the form of vibration frequency, intensity, and timbre, and how the sounds of language can be received by the ear (Ramelan, 1994). As addition Robins (1964:64) stated that speech can therefore be studied in phonetics from three points of view, they are (1) Articulatory Phonetics, the study of

the way speech sounds are made or “articulated” by the vocal organs, (2) Acoustic Phonetics is the study of the physical properties of speech sounds as radio waves, (3) Auditory Phonetics is the study of the way listeners perceive the sound and how they respond to them mediated by ear, auditory nerve, and the brain.

From the point of view the study of language and as part of general linguistics (which is considered to be) and definition of phonetics which discussed above, there are good reason for prime attention being paid to articulatory phonetics. The matter is attended because it has principal part of the body responsible for the production and differentiation of speech sound.

### **1. Anatomy of Vocal Organs**

To produce speech, air must flow from the lungs through the vocal tract, which includes the vocal folds (popularly called the vocal cords), though they are more like thick elastic bands than strings, the nose or nasal cavity, and the mouth or oral cavity. The vocal folds vibrate for some sounds but not for others. Air flows through the nose for certain sounds but not others. But the main creator of speech sounds is the mouth. To know deeper about anatomy and organs speech of articulation can be seen the figure above.



## **Figure. 2.1. Anatomy of Speech Organs**

### **2. Consonants**

According to Delahunty and Garvey (2010:91) consonants are classified according to the following characteristics: 1) whether or not the vocal folds are vibrating (*voicing*); 2) whether the sound is made with a fully stopped or merely constricted airstream (*its manner of articulation*); 3) where in the mouth the stoppage or constriction is made (*its place of articulation*); 4) whether or not air is flowing through the nasal cavity (*nasality*); and 5) whether or not the lips are pursed (*liprounding*).

### **3. Vowels**

Vowels usually are classified based on tongue position, and mouth form. Tongue position can be vertical and horizontal. Vertical consists of close, half close, half-open, and open. While horizontal side consists of front, central and back. There is lip rounding in vowel sounds, it consists of rounded (lips were produced /u/), and unrounded (spread or neutral as produced /i/. In addition for some vowel sounds have combination of two or more vocalic sounds, named as *diphthong* and *triphthong* (Chaer, 2007: 119).

#### **2.1.8 Phonemics**

Delahunty and Garvey (2010:108) said that phonemics is the symbols' sound of how the speech sounds of a language are used in that language to distinguish meaningful units (such as words) from each other, and how sounds are patterned in a language, and the object to distinctive the sounds handled by phoneme. Phoneme is the small unit of how sounds interact in various languages and distinguish meaning.

Based on definition above, can be concluded that phonetics studies about characteristics and how the sounds are produced without attended meaning the words, here phonemics are



contrary with it consequently, the study of phonology requires to take meaning into consideration.

Actually if it was learned deeper the both have correlation with pronunciation. Its mean theory and branches of phonology closed with theory and branches of pronunciation too. But in this study which closer with research of the writer is phonetics branch. Where Pronunciation refers to the production of sounds that people use that seen by small unit. Beside it phonetics also discusses about segmental and suprasegmental feature, pronunciation in this term is also.

### **2.1.9 Pronunciation**

There are many experts that have views about pronunciation in language. Skandera and Burleigh (2005:5) said that pronunciation deals with the speaker's knowledge of the sound system of a language. It is therefore exclusively concerned with competence. Pronunciation is the act or manner of pronouncing words, utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.

Further Pronunciation defenition taken from Stockwell (2001) stated pronunciation as the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect." A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

Kelly (2000:1) views the pronunciation through the constituent parts. He argues that pronunciation has two main features namely segmental phonemes and suprasegmental feature. Phonemes consists consonants sounds and vowels sounds, consonants divided into two parts;

voiced and unvoiced while vowels divided into two parts; single (short and long) and diphthong. The other hand, suprasegmental feature divided into two parts; intonation and stress (word stress and sentences stress).

As mentioned in the viewing above, pronunciation can be realized with the intake of various features, among them are segmental feature and suprasegmental features.

### **2.1.10 Segmental Features**

Meyer (2009:195) stated segmental features can be either phonemes or allophones. Phonemes are distinctive speech sound (consonants and vowels), the both create meaningful differences in words. Phonemes have different pronunciation in specific contexts. For instance /p/ is aspirated initially in a syllable but unaspirated medially or finally. Thus the phoneme /p/ has two allophones that are aspirated [p<sup>h</sup>] and [p<sup>-</sup>], that is connection of the both in segmental speech.

Sudrajat (2016) explained detally that Pronunciation refers to the production of sounds that people use to make meaning. It is related to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way people speak a language.

So, category of pronunciation consists of two branches, although the experts categorize them in different calling, but their topics/discussions are same. In this research segmental that will be presented about segmental feature that leave from phonetics branch, not segmental phoneme. Explanation of the both will be presented by differentiation of English pronunciation and Toba Batak pronunciation.

### **2.1.10.1. English Segmental Feature**

There is a considerable body of evidence supporting the conclusion that the basic components of segmental representation are smaller than the phoneme. For example, phonological processes and distributional restrictions typically refer to recurrent classes of sounds rather than to individual phonemes. These same sound classes recur as dimensions of contrast in language's consonant and vowel systems (Lacy, 2007:124). Explanation about the dimensions can be gotten as below.

### **2.1.10.2 Consonants Articulation**

Skandera & Burleigh (2005:20) said that Consonant is regarded as a typical speech sound that is articulated either with complete or partial closure of the airstream in the mouth cavity by means of certain speech organ. The features of consonants can be determined by three main aspects they are: place of articulation, manner of articulation and vibration of the vocal cords. According to Kelly (2000:47) consonants can be described in terms:

#### **1. The place of Articulation**

- (1) *labio dental*. Sound which is articulated by the tip tongue against the upper teeth.
- (2) *dental*. Sounds articulated by the tip tongue against the upper teeth.
- (3) *alveolar*. Namely sounds articulated by the tip or blade of the tongue against the teeth-ridge.
- (4) *palatals*. Namely sounds articulated by the back of the tongue against the hard palate.
- (5) *velars*. Namely sounds articulated by the back of the tongue against the soft palate.
- (6) *glottal*. Namely sounds articulated in the glottis.

#### **2. Manner of articulation**

- (1) *plosive*. A complete closure is made somewhere in the vocal tract, and the soft palate is then released 'explosively'.

- (2) *affricative*. A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives.
- (3) *fricative*. When two vocal organs come close enough together for the movement of air between them to be heard.
- (4) *nasal*. A closure is made by the lips, or by the tongue against the plate, the soft plate is lowered, and air escapes through the nose.
- (5) *lateral*. A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue.
- (6) *approximant (semi vowel)*. Vocal organs come near to each other, but not so close as to cause audible friction.

		PLACE OF ARTICULATION									
			Bilabial	Labia dental	Dental	Alveolar	Post alveolar	Palate alveolar	Palatal	Velar	Glottal
Manner of Articulation	Plosive	vl	<b>p</b>			<b>t</b>				<b>k</b>	
		vd	<b>b</b>			<b>d</b>				<b>g</b>	
	Affricate	vl						<b>tʃ</b>			
		vd						<b>dʒ</b>			
	Nasal	vl									
		vd	<b>m</b>			<b>n</b>				<b>ŋ</b>	
	Lateral	vl									
		vd				<b>l</b>					
	Fricative	vl		<b>f</b>	<b>θ</b>	<b>s</b>		<b>ʃ</b>			<b>h</b>
		vd		<b>v</b>	<b>ð</b>	<b>z</b>	<b>r</b>	<b>ʒ</b>			
Semivowel	vl										
	vd	<b>w</b>						<b>j</b>			

**Figure2.2.**  
**English**  
**Consonant**  
**Sounds**

### 2.1.10.3 Vowel Articulation

Vowels

are some of the

continuous voiced sound produced without obstruction in the mouth unaccompanied by any frictional noise, and classification and dimension of the vowels will be presented as bellow (Jones, 1958:15)

(1) *front vowels*, in the production of which the ‘front’ of the tongue is raised in the direction of the hard palate. They are /i/, /ε/, /a/, /æ/, /i:/.

(2) *back vowels*, in the production of which the ‘back’ of the tongue is raised in the direction of the soft palate. They are /ɒ/, /ʊ/, /ɑ:/, /ɔ:/, /o:/, /u:/ .

(3) *central vowels*, when the position of the tongue is in the middle or in the intermediate of front and back. They are /ə/, /ɜ/, /ʌ/

(4) *high vowels* have the tongue raised most toward the roof of the mouth, if the raising was significantly greater, then friction would be produced, making a fricative consonant, not a vowel. For examples: /i/ , ʊ/, /u:/, /i:/.

(5) *low vowels* are those where the tongue is not raised at all, but rather lowered from its resting position: when you produce a low vowel, you will be able to feel mouth opening and jaw dropping, even if it is not very easy to figure out quite what the tongue is doing. For examples: /a/, /ɒ/, /ɑ:/.

(6) *mid vowels* is a further class intermediate between high and low. These can if necessary be further subclassified as high mid (like the *face* and *goat* vowels) or low mid (like the *dress*, *thought*, *strut* vowels) depending on whether they are nearer the high end of the scale, or nearer the low end.

(7) *Rounded vowels* in the high back, there is tongue raising in the region of the soft palate; but in addition, the lips are rounded. Vowels in any of the previous categories may be either rounded, where the lips are protruded forwards, or unrounded, where the lips may be either in a neutral position, or sometimes slightly spread.

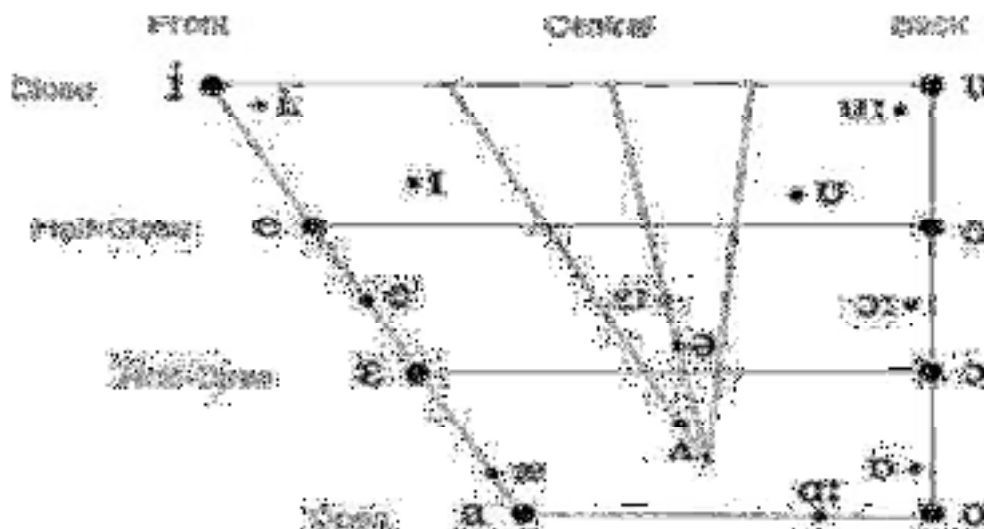
(8) *long vowels* (/i:/, /u:/, /ɔ:/, /ɑ:/, /ε:/)

(9) *short vowels* (/ɪ/, /ʊ/, /ʌ/, /ə/, /ʌ/, /e/, /æ/)

(10) *diphthongs* (i)price /aɪ/, mouth /aʊ/, choice /ɔɪ/. The long high-mid front and back vowels in *face* and *goat* are also characteristically diphthongal:

(11) *diphthongs* (ii)face /ei/, goat /ov/. And the third set of diphthongs, which are known as the centring diphthongs as they all have the mid central vowel schwa as thesecond element. These centring diphthongs developed historically before /r/

(12) *centring diphthongs*, for examplenear /Iə/, square /εə/, force /ɔə/, cure /ʊə/. To know deeper and simple about concept of English vowels articulation can be seen figure above.



The Figure 2.3. Chart of English Vowel Sounds

#### 2.1.10.4 Toba Batak Segmental

To get the utterances, there are some features which coordinated to result producing of some sound. Utterancing of consonant and vowels are different, and the features which support them are different also (Nababan, 1981:1). To know deeper about the both will be discussed as bellow.

#### 2.1.10.5 Consonants Articulation

In Batak Toba, consonant is called as Ina ni Surat. And consonants are made based on the script litery of Batak Toba. So far, consonant of Batak scripts are divided into *oa*, *ha/ka*, *ba*, *pa*,

na, wa, ga, ja, da, ra, ma, ta, sa, ya, nga, la, ya, nya, ca, nda, mba, i, u. The picture below provide the consonants articulation in Toba Batak, it is cited from *A Grammar of Toba Batak* (Nababan, 1981:12)

		PLACE OF ARTICULATION										
			Bilabial	Alveodental	Dental	Alveolar	Post alveolar	Palatal	Alveo Palatal	Palatal	Velar	Glottal
<b>MANNER OF ARTICULATION</b>	<b>Stop</b>	vl	p	t							k	
		vd	b			d					g	
	<b>Fricative</b>	vl				s						h
		vd										
	<b>Affricative</b>	vl							c			
		vd							j			
	<b>Nasal</b>	vl										
		vd	m			n					ŋ	
	<b>Lingual</b>	ltr		f	θ	l						
		tr		v	ð	r			y			
<b>Semivowel</b>	vl											
	vd	w										

Figure 2. 4. Chart of Toba Language Consonant Sounds

### 2.1.10.6 Vowels Articulation

If the tongue is held very close to the roof of the mouth and a voiced airstream of ordinary force emitted, a frictional noise is heard in addition to the voice, and it is named as vowels (Jones, 1958:12). Not just English, Toba Batak also has some vowels which used in habitual conversation of Tobanese, among them are gotten as below:

<b>Front</b>	<b>Central</b>	<b>Back</b>	
i		u	<b>High</b>
e		o	<b>Mid</b>
	a		<b>Low</b>

**Figure 2.5. Chart of Toba Language Vowel Sounds**

Position	Vowels Sounds	Example
High-front	/i/	tihās /tīhas/
High-back	/u/	udan /udan/
Mid-front	/e/	metmet /metmet/
Mid –back	/ó/	losok /losok/
Low	/a/	daamang /daamang/

2.1.11.  
Description  
of  
Consonant  
and Vowel

## Sounds in English and Toba

### 1. English Consonant Sounds

Consonant	Words/Phrases	Transcription	Meaning
/b/	Beget	/bɪ'get/	Give birth
/d/	Do	/du:/	Carry out
/f/	For luck	/fɔ: lak/	Purposed as opportunity
/g/	Gait	/geɪt/	A way for walking
/h/	Hail	/heɪl/	Describing something being very good
/j/	Use	/ju:z/	To do something
/k/	Back	/Bæk/	Opposite side to chest in human body
/l/	Hole	/həʊl/	A hollow space
/m/	Mandate	/'mændɪt/	The authority to do something
/n/	On	/ɒn/	Forming part of surface
/p/	Pool	/pu:l/	Small area of still water
/r/	Parade	/pə'reɪd/	Celebration of a special event
/s/	Salaam	/sə'la:m/	Greeting in formal way
/t/	To	/tu:/	In direction of something
/v/	Heavy	/'hevi/	Weighing a lot
/w/	Worry	/'wʌri/	Keep thinking about unpleasant thing
/z/	Music	/'mju:zɪk/	Sound that arranged in a way
/ŋ/	Ring	/rɪŋ/	To telephone someone
/ʒ/	Leisure	/'leʒə/	Spending time with enjoy thing
/ʃ/	Chain	/ʃeɪn/	Fulling or fastening things
/dʒ/	Junk	/dʒʌŋk/	Things of little value
/ʃ/	Shock	/ʃɒk/	A strong feeling of surprise
/ð/	They	/ðeɪ/	Subject of personal pronoun
/θ/	Thin	/θɪn/	Small object than normal

### 2. English Vowel Sounds

Vowels	Words	Phonetic Transcription
/ɑ:/	Heart	/hɑ:t/
/ɒ/	Odd	/ɒd/
/ɔ:/	Ball	/bɔ:l/
/i:/	See	/Si:/
/ɪ/	List	/lɪst/



/e/	Cheque	/ʃek/
/ɛ:/	Bird	/bɛ:d/
/ə/	Letter	/ˈletə(r)/
/æ/	Bad	/Bæd/
/ʌ/	Cup	/kʌp/
/ʊ/	Put	/pʊt/
/u:/	Two	/Tu:/

### 3. Toba Language Consonant Sounds

Consonant Sounds	Words	Transcription	Meaning
/b/	<b>Bak</b>	/bak/	A small area on water place
/c/	Pansa	/pacca/	Stage in field to throw out birds
/d/	<b>Ido</b>	/ido/	Statement to convey agree
/g/	<b>Gait</b>	/ga:it/	Action on funny way
/h/	<b>Hail</b>	/ha:il/	Activity to get fish (fishing)
/j/	<b>Jukhit</b>	/jukhit/	To get things in round up using tools
/k/	Maribak	/maribak/	Broke or hurt of paper, or cloth
/l/	Holit	/holit/	Character that hard to give something
/m/	<b>Mandate</b>	/maddate/	Flat of feeling
/n/	<b>Onan</b>	/o:nan/	Place of seller and buyer
/p/	<b>Pol</b>	/po:l/	Things on loaded place
/r/	<b>Rara</b>	/rara/	The brave colour
/s/	<b>Salam</b>	/salam/	Statement to said you aren't right
/t/	<b>Tudia</b>	/tudia/	Asking of where will be gone
/w/	Mawas	/ma:was/	Kingdom with same with monkey
/y/	Sayur	/sayur/	Complete of healthy
/ŋ/	<b>Rumang</b>	/rumaŋ/	Place on a large contain

### 4. Vowel Toba Language Sounds

Vowels	Words	Transcription	Meaning
/a/	Anggi	/anggi/	Young brother/sister
/i/	Sipata	/sipata/	Sometimes
/e/	Pelean	/pelean/	Dedication
/o/	Boan	/boan/	Bring
/u/	Hundulan	/huddulan/	Official position

## 2.2 Previous Research

To strengthen this study, the writer puts some previous researches as the references conducting and supporting this study. First, researcher Saragi (2018) with the title *The Phonology Interference of Bahasa Batak in English Preaching Delivered by the Priest Of HKBP*

*Yogyakarta Churchon* journal of Advanced English studies, vol 1, No-1 February 2018 page 23-28 showed that Batak Toba speaker tended to experience the interference in uttering the long vowels, such as /i:/, /ɑ:/, /ɜ:/, /ɔ:/, /u:/ and short vowels such as /ʌ/, /ə/, /æ/, /ɒ/, /ʊ/, diphthongs such as /ve/, /əv/, /ei/, /ai/ and triphthong also. Beside vowel, interference also occurred in uttering consonants such as /f/, /v/, /av/, /b/, /d/, /g/, aspirated sounds and the consonants clusters. However interference can occur because of some factors, they are linguistic factors which refer to the internal system of the language and nonlinguistic factors which deal with the personal reason regarding to the speaker. The interference are fossilized occur for some times and after it is teased or corrected by teacher, lecturer, it will be correct.

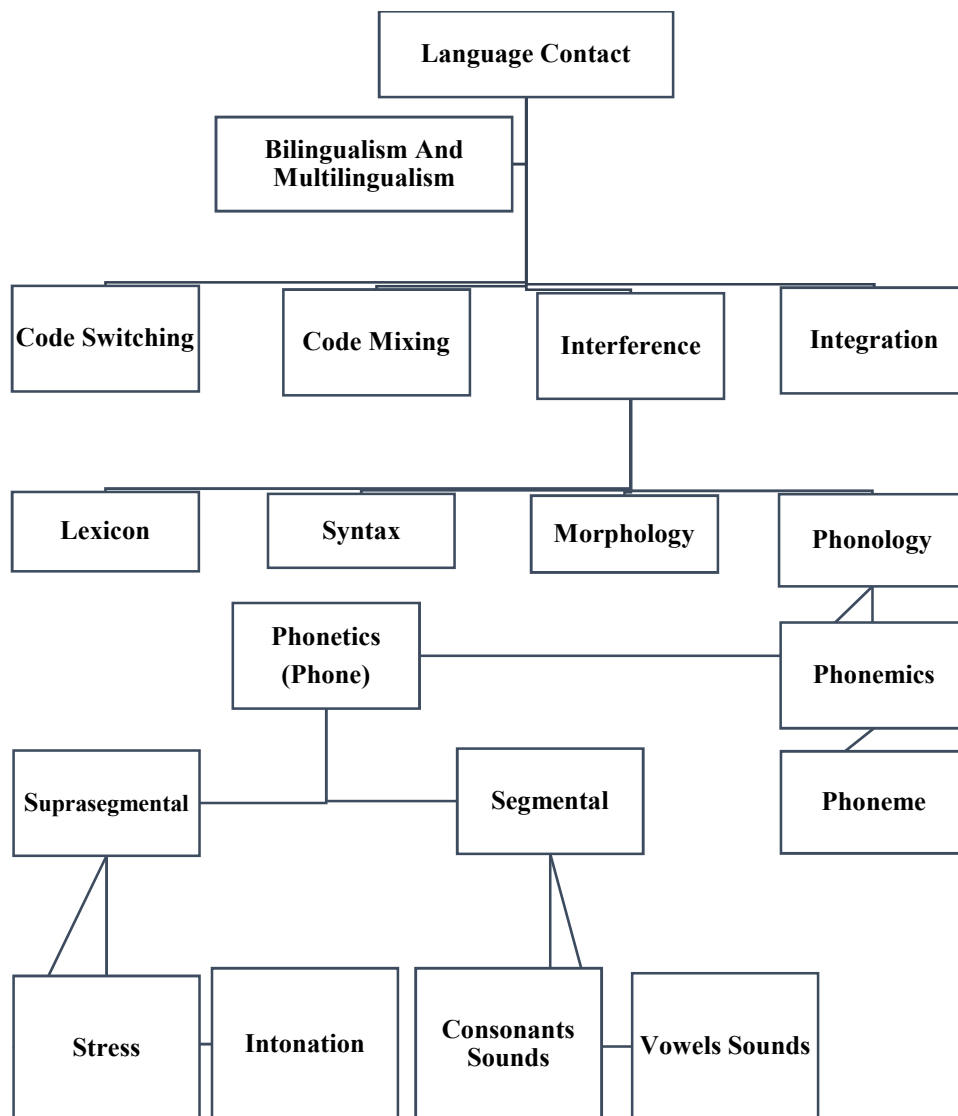
The result of the study hoped be able to give some inputs to English teacher and lecturer on the common problems made by students in pronouncing English sounds and lead them to improve their teaching method in order to help their students to pronounce new sounds in the target language. By the research can be gotten that Tobanese are not foolish totally to pronounce English words, it just about get more practice and try to check truth pronunciation before or after.

The next one is the researcher Manalu (2012) with the title *The Batak Toba Students' Typical Problems In English Pronunciation*, of Preceeding Seminar International and Workshop "English language acquisition paradigm an integrated Character-Based learning", found that the research is conducted to find out the students' problems in pronouncing English words which is focused on English vowels, diphthongs, and consonants. The research occupied qualitative analysis. The subjects were the grade 11 students of STM HKBP Pematangsiantar. Those students came from Batak Toba cultural background. The data was analyzed by first transcribing the students' voice into phonetic transcription, and then comparing them to the Standard English Pronunciation, after that identifying the students' problems. The researcher found out that the

interference of students' mother tongue, namely: Batak Toba language, made the students difficult to pronounce some English phonemes, such as (1) vowels /ə/, and /ɜ:/; (2) diphthongs /eɪ/, /əʊ/, /eə/, /ɪə/, and /ʊə/; (3) consonants /ð/, /θ/, /ʃ/, /tʃ/, /ʒ/, /f/, /v/, and /z/; and (4) suffix –s /z/ or /s/, and suffix–ed /d/ or /t/ or /ɪd/. In conclusion, the cause of the interference of mother tongue in the students' pronunciation is the absence of such phonemes in 'Aksara Batak' (Batak's Script).

The similarity this research with the both researches are valuing of features, the writer will value segmental features. But the both researches do not make categories the result in what changing form in phonology and they refer to ignore that still any English words are permanent or often pronounced in correct way. And then, they just write down pronunciation problems which gotten in vowels and consonants without give reason why it can be like that. But this study the writer will present categorized of problem into phonological changing based on what phonemes that get interference, then to find out why some words pronounced in correct way, and what factor of the problems so it can be gotten.

### **2.3 Conceptual Framework**



**Figure 2.6. The Conceptual Framework of Pronunciation Interference of Tobanese in English by The Sixth Semester of Students English Department FKIP NHU Medan**

Good pronunciation of English is very affected by its elements. Someone who makes problem in pronouncing English is known still intelligible and understood as isn't native speaker. When someone makes problem in pronunciation, it can give different meaning for listener. Tobanese also have the same problems of commonly, they were afraid of making mistakes in pronouncing English words then they omit or delete some phonemes instead.

When they want to speak English, all the features have contribution on equal systems to produce some varieties of sounds that known as pronunciation. But sometimes the speakers are not native of the language, and do interference like Tobanese in pronouncing English pronunciation. The troubles can define for varieties category, but about pronunciation this research, it is connected with interference. About classifications and branches theories of this research can be seen on figure 2.6.

### **CHAPTER III**

## **RESEARCH METHODOLOGY**

### **3.1 Research Design**

This research is qualitative design which produces descriptive analysis. A qualitative research is concerned primarily with process, meaning, and understanding, rather than outcomes or procedures (Creswell 1994: 145). Descriptive analysis is designed to obtain information concerning the current status of phenomenon. They are directed toward determining the nature of a situation as it exists at the time of the study. The aim of descriptive study is to describe what exist with respect to variables or conditions in a situation.

This research is a descriptive qualitative design because it concerns with the natural context of students' pronunciation, and to know the types of pronunciation interference by the students Tobanese while pronouncing English words, as well as to find out problems in utterancing consonant-vowel sounds of them in English regarding to use Standard English vowel and consonant sounds.

### **3.2 Subject and Object of the Study**

Subject in a study are required to get the needed information. Lodico et.al (2006:266) releved "Depending on the types of questions asked, the researcher wanted to select the subject so that they could provide the key information essential for the study". It means that in qualitative research, the writer selected the subjects based on the subjects' knowledge and characteristic which was capable to solve aim of this research.

Subject of this study was students of the sixth semester of Nommensen HKBP University which consist of 3 groups each group consist of 35 students. But the writer chose ten (10) students from group B as objects of this research. They were choosen randomly and did it outside of classroom teaching learning. The writer met them one by one without

known each other and did it in different time. All the students came from Toba Batak and had Toba language as their mother tongue. The place of observation was in NHU Medan.

### 3.3 The Instrument of Collecting Data

There are many ways to collect the data, they are documentation, recording, observation, test, interview, and questionnaire. This study, the writer collected the data by using some instruments such as speaking practice-test, observation and recording.

### 3.4 Data and Data Source

The aim of this point is to get data. The data is important tool in the research which are in the form of phenomenon in the field and number. From the data the writer knew the result of the research. Collecting the data must be relevant with the problem of research. Take looking from the problem of this research primary data was sound, exactly consonant and vowel sounds in English. The data were gotten by students of Tobanese who came from Toba Batak and had Toba language as their mother tongue. Data source of this research was pronunciation of students' Tobanese in pronouncing English words.

The writer gave test as speaking practice of the students and the result of speaking practice-test could be used as the strongest data source to solve problems of this study. To create the data test, the writer found out 50 words from dictionary and it is categorized as the familiar pronounced and tried to ignore difficult words even almost had similarity pronouncing in Toba Language. The data test which were examined as bellow:

English Words		Toba Words	
1. Muse	[mju:z]	Muse	[Muse]
2. Parade	[pə'reɪd]	Parade	[Parade]
3. Use	[ju:z]	Use	[Use]
4. Gale	[geɪl]	Gale	[Gale]
5. Hail	[heɪl]	Hail	[Hail]

6. Title	['taɪtl]	Titel	[Titel]
7. Ship	[ʃɪp]	Sip	[Sip]
8. Arisen	[ə'ɹɪzn]	Arisan	[Arisan]
9. Ago	[ə'gəʊ]	Ago	[Ago]
10. Among	[ə'mʌŋ]	Among	[Among]
11. Tape	[teɪp]	Tape	[Tape]
12. Mate	[meɪt]	Mate	[Mate]
13. Outdo	[aʊt'du:]	Autdo	[Autdo]
14. Fancy	['fænsɪ]	Panci	[Panci]
15. Seat	[si:t]	Seat	[Seat]
16. Back	[Bæk]	Bak	[Bak]
17. Fashion	['fæʃən]	Pashian	[Passian]
18. Jade	[dʒeɪd]	Jadi	[Jadi]
19. A la	[ə'lɑ:]	Ala	[Ala]
20. A-list	[əlɪst]	Alis	[Alis]
21. Bake	[beɪk]	Bangke	[Bakke]
22. Baleen	[bə'li:n]	Balen	[Ballen]
23. Betake	[br'teɪk]	Beta	[Beta]
24. Saga	['sɑ:gə]	Sada	[Sada]
25. Segue	[Segue]	Sega	[Sega]
26. Kale	[keɪl]	Kale	[Kale]
27. Khan	[kɑ:n]	Kan	[Kan]
28. Keyring	['ki:rɪŋ]	Haring	[Karing]
29. Lambaste	[læm'beɪst]	Lambas	[Labbas]
30. Lao	[ləʊ]	Lao	[Lao]
31. Late	[leɪt]	Late[	[Late]
32. Make	[meɪk]	Mangke	[Makke]
33. Malacca	[mə'lækə]	Malas	[Malas]
34. Mucus	['mjʊ:kəs]	Mulus	[Mulus]
35. Napkin	['næpkɪn]	Nakhin	[Nakkin]
36. Narrate	[nə'reɪt]	Narata	[Narata]
37. Nation	['neɪʃən]	Nasian	[Nasian]
38. Nippy	['nɪpi]	Nipi	[Nipi]



39. Toddy	['tɒdi]	Tondi	[Toddi]
40. Neon	['ni:ən]	Nion	[Nion]
41. Malady	['mælədi]	Maradi	[Maradi]
42. Menacing	['menəsiŋ]	Mangkancing	[makkassing]
43. Package	['pækɪdʒ]	Panghe	[Pakke]
44. Pious	['paɪəs]	Pilos	[Pilos]
45. Rage	[reɪdʒ]	Rage	[Rage]
46. Rap	[ræp]	Rap	[Rap]
47. Robust	[rəʊ'brʌst]	Robus	[Robus]
48. Round	[raʊnd]	Raun	[Raun]
49. Taboo	[tə'bu:]	Tabo	[Tabo]
50. Teal	[ti:l]	Teal	[Teal]

**Table 3.1 Data test**

### **3.5 The Techniques of Collecting Data**

Based on introduction term of problem this research, there are two problems and objectives of the study. It means to create the techniques of collecting data also conducted two kinds of technique.

#### **3.5.1 Technique of Collecting Data on Research Problem One**

In research problem one used observation and speaking practice test. To find out the differences consonant and vowel sounds in English and Toba Language, the writer used instrument of observation. Which observed was theory by some Linguists about Phonological in English and Toba Language. From observation of the theories were gotten consonant and vowel sounds in English and Toba Language. Then, the writer created words/phrases which suitable with consonant and vowel sounds in English and Toba Language.

WordS (data test) that had been created before were examined for students, here the writer applied instrument of Speaking practice-test. The data test in English were listened directly from native speaker by using application of Kephem, while data test in Toba Language

were examined for one of the objects this research, Her pronunciation was recorded and be the strongest data to describe differentiation of consonant and vowel sounds in English and Toba Language.

### **3.5.2 Technique of Collecting data on Research Problem Two**

To collect the data on research problem two, the writer used instrument recording and speaking practice-test. In speaking practice-test the writer gave data test in (Table 3.1) for ten students that had been chosen randomly before. In different time the objects of this research were met one by one, give the data test and asked them to pronounce it. During the students pronounce the test, the writer recorded their voice by using phone recorder hiddenly. The result of recording became the strongest data to find out what consonant and vowel sounds were often gotten interference by Tobanese pronunciation.

### **3.6 Techniques of Analyzing Data**

To analyze the data, the researcher used descriptive qualitative. According to Miles and Huberman (1994:10), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification. Based on those statements, the writer divided the activity in analyzing data into three activities, they are data reduction, data display, and conclusion drawing.

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. The second is Data display means the process to simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. For the last process is conclusion and verification. The steps in analyzing the data of this research can be seen as below:

#### **3.6.1. Procedure of Analyzing Data on Research Problem One**

1. The result of recording Toba language words by Tobanese pronunciation were listened carefully, then transcribed into phonetic transcription of Toba Batak supported by dictionary of Toba Batak. List all the transcription into table.
2. While words in English, directly application of “English Pronunciation” by Kephem transcribed each word in English that typed before into phonetic transcription as well as produced sound in English too.
3. All the result phonetic transcription in English or Toba pronunciation were drawn into a table and distinguish words in English and Toba language into different column.
4. Identified and described the transcription one by one as well as sign out where was the consonant and vowel sound that could be distinguished the both language. After that, found out conclusion enclosely description of differences and supported by some theories.

### **3.6.2 Procedure of Analyzing Data on Research Problem Two**

1. The result of recording were listened carefully, found out and identified the appropriate and inappropriate data, until the data has been sufficient.
2. Transcribed the appropriate data into phonetic transcription supported by Oxford dictionary and digital application “English Pronunciation” by Kephem to compare differences pronunciation of Tobanese and native speaker.
3. Find out where the consonant and vowel sounds which gotten interference as while created some estimations about how the interference could be gotten

### **3.7. Validity**

In qualitative research, data can be categorized good data if the data are valid. To get validity of data, Creswell (2009: 191) classified the validity of data into eight strategies. Those are: Triangulate data, Member checking, Clarify, Discrepant information, Spend prolonged, Peer

debriefing, External auditor technique. In this research, the researcher uses triangulation technique. Denzin (2008) stated that there are four techniques in triangulation namely: Source triangulation, Investigator triangulation, Methodological triangulation, Theoretical triangulation.

### **1. Source Triangulation**

Source triangulation describes about how the researcher gets the accuracy of data. In this research the writer uses some instruments which is explained in instruments and techniques of collecting data before. About how the way of the researcher to create source data test had been explained in Data and Data source term.

### **2. Investigator Triangulation**

Investigator triangulation studies about technique that uses more than one researcher in collecting and analyzing data. Observation about this research is not new research for researcher. Some researcher had done it before, but not at all have the same result on final observation because aim of each research not at all same. There be known that they have some differentiate to create and to do their research. But about instrument that used, it cannot separated from speaking practice test, and recording. As well as this research, the writer used the three instruments backgrounded by needed and observation did before.

### **3. Methodological Triangulation**

Methodological triangulation refers to researcher uses more than one method in the research. Application of this technique closed when the researcher analyzing the data. On research problem one to analyze data, the researcher used descriptive analysis qualitative. There would be describing differences consonant and vowel sounds in English and Toba language. While on research problem two used gathering method and still descriptive analysis, there be

identified and found out some consonant and vowels sounds which often got interference of Tobanese pronunciation.

#### **4. Theoretical Triangulation**

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the writer was demanded to have expert judgment to compare the finding of research with the certain theory.

All the technique triangulation that described before were applied on this research, but on analyzing the data the writer used investigator triangulation which supported by data triangulation which were gotten by students' Tobanese exactly one from group A and one from group C English department FKIP NHU Medan at the sixth semester. The purpose of data triangulation was to confirm the truth of the result observation/research.