# Aspect of Interlanguage in Indonesian College Students' Pronunciation:

## (A Comparative Study between Male and Female Contestants of English Speech Contest Organized by English Student Association of UNNES)

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**Abstract -** This paper aims to explore the source of interlanguage (IL) errors on male and female college students' pronunciation based on the aspects of IL. The IL aspects include social, discourse, and psycholinguistics. The participants in this research were ten college students (five male and five female students) from many Indonesian universities who were taken part in an English speech contest organized by English Student Association of UNNES 2019. Descriptive qualitative method is used to analyze the data by using a video recorder and questionnaire as the instrument to collect the data. The result of this research shows that IL errors in pronunciation still occurred on male and female college students. Most of the errors were IL errors on the vowel, consonant, and diphthong substitutions and the plural sound. The second result shows that social, discourse, and psycholinguistics aspects play an important role in producing IL error on pronunciation on both male and female college students. Third, both male and female students have no significant differences in producing IL errors on pronunciation.

*Keywords*: IL errors on pronunciation, pronunciation proficiency, male and female student.

## I. INTRODUCTION

In oral communication skill, pronunciation plays a key role in English speaking proficiency since level of pronunciation determines students' proficiency level whereas incorrect pronunciation may lead to miscommunication, communication breakdown, and missunderstanding will appear (Fangzhi, 1998). English and Indonesian pronunciation are truly different in their phonological rules, system of alphabets, word spelling, and sound distributions.

These differences become the major obstacle which leads English learners produce unintelligible pronunciation. (Yuzawa, 2007, as cited in Sibaja, 2019) mentioned that intelligible English pronunciation is a basic skill required for L2 learners. Because good pronunciation shows a great learning, while bad pronunciation shows a great difficulty in language learning (Gilakjani, 2012). Thus, learning pronunciation instruction is very essential for successful oral communication as stated by Hismanoglu (2006) that by learning pronunciation instruction learners not only learn the segmental and supra-segmental features but also have intelligible pronunciation that may lead them to have higher level of speaking skill. Learners, especially college students, should have high level of speaking skill as mentioned by Fabianto & Hartono (2015) that English is an International language in which learners should have an appropriate English skill in speaking whereas pronunciation has an important role in it.

In English education program, college students mostly gained proper pronunciation instruction. but this may be ignored by English learners in English language teaching (Gilakjani, 2016) so that college students who learn English pronunciation as the second language may deal with errors. Ellis (1997, as cited in Tiarina, 2017) defined error as a reflection of learners' knowledge which occured because leaners had less knowledge about the TL. As a result, the development of Indonesian students in using

English is unique (Sakhiyya, 2018). This means that English learners will create unique and new languages between L1 and L2, which is called as Interlanguage (Selinker, 1972).

IL was proposed by Larry Selinker in 1972. He referred IL as a linguistics system that is used by L2 learners which is influenced by the L1 or mother tongue. It is a language between the first language (L1) and second language (L2) which is produced by students as their own system of language. Troike (2006) defined IL as a 'transfer' or transition from L1 to L2 as a process of IL development.

IL is a kind of error. Brown (1980) said that errors are noticeable grammar from the old grammar of a native speaker in which they reflect as the IL competence of learners. Here, gender has a role in error production (Llach, Fontecha, & Espinosa, 2006).

Yates (2002, as cited in Gilakjani, 2016) defined pronunciation as the production of sound which is used for making meaning. While according to Cook (1996), pronunciation is "the habit of producing a sound is gained by repeating it repeatedly and by being corrected when it is pronounced wrongly".

In learning oral communication, college students may make some IL errors on their pronunciation because of L2 learning. Brown (1980) described errors as noticeable grammar from the old grammar of a native speaker in which they reflect as the Interlanguage (IL) competence of learners. Here, study learners' errors are part of the systematic study of the learners language which is important to an understanding of the process of SLA (Corder, 1981).

Some studies have been conducted on IL errors based on gender. One of them was conducted by Alahmadi & Lahlali (2019) who conducted a study about the role of learners' gender differences in IL errors of intermediate-level Saudi language learners. This study focused on learners' error in speaking skill and examined the IL errors produced by male and female students to expose the role of gender. The findings revealed that IL errors in speaking were less observed on males than females.

Another researcher, Jahandar et al. (2012) conducted a study based on gender to pronunciation accuracy of advanced EFL learners. The goal of this study is to analyze the impact of gender on pronunciation accuracy of advanced learners. The result showed gender did not affect pronunciation accuracy of learners and the pronunciation accuracy of vowels for male and female students were almost the same and there was no significant difference.

Another previous study was conducted by Simpson (2003). He examined the articulatory correlates of acoustic differences in male and female diphthong duration. In his research, Simpson found that Tongue body movement was found to be slightly longer for male speakers. While significant differences found in temporal onset of tongue tip movement relative to tongue body movement in which the tongue tip release of the female lateral begins earlier.

Gowhary et al. (2016) carried out a study to observe the effects of gender, experience and academic degree on the vowel reduction in derivative and function words. This study exposed the vowel reduction as they considered it as an important aspect in pronunciation to build a good communication and make the speech easily intelligible and native-like. The findings showed that males were better in pronouncing reduced vowels than females.

The previous studies conducted by some researchers focused on students' errors in pronunciation based on gender. While this study aimed not only to reveal students' IL errors in pronunciation but also the source of errors based on IL aspects and the similarities and differences between the source of errors on males and females' students.

## II. RESEARCH AND COLLECTING IDEA

This study employed a descriptive qualitative method. Comparative analysis was also applied in this study since the researcher aimed to compare two variables (male and female). The focus on this study was to explore the IL errors in pronunciation based on the aspect of IL produced by five males and five females college students who came from different universities who was registered as contestants in ESA (English Student Association) English Speech Contest that was held in UNNES in the 20th of October 2019.

To collect the data, the researcher used video recorder and questionnaire as the instrument. Some procedure for data analyzing were recording the speech from ten participants, classifying the speeches into two categories (male and female), transcribing the recorded speech, finding out the IL errors, classifying the IL errors based on the source of errors and testing the results.

## III. FINDINGS AND DISCUSSION

**The IL errors on male and female students' pronunciation**

Based on the transcribed data, the researcher discovered IL errors on pronunciation occurred on male and female students' speeches. Here, the researcher listed the IL errors on pronunciation based on gender.

Table 01 showed IL errors on pronunciation occurred on male contestants. The errors were varied. Some of them made errors on the consonant substitution in the words: judges, always, because, previous, intelligence, is, example, ideas, stands, ladies, reasons, does, use, wise, was, easy, realize, means, job, people, proud, piece, passenger, people, popular, preparation, pioneer, ever, university, provide, predictive, save, believe, live, even, have, every, vacation, Java, live, development, innovator, university, invite, usually, empathy, with, think, thank, though, fortunately, change, to.

Some of the males also made errors on the vowel and diphthong substitution in the words: is, fortunately, with, notice, it, feeling, habit, till, only, this, intellectual, university, income, people, popular, preparation, pioneer previous, focus, technology, continue, community, history, possible, judges, changes, community, data, honourable, country, multiple, work, senior, junior, audience, because, source, use, community, so, focus, moment, notification, transportation.

Male contestants got difficulty in pronouncing plural sounds. They made errors in plural words: friends, ladies, students, judges, opinions, days, reasons, guys, advantages, ideas, means, parts. English foreign sounds such as /æ/, /ʒ/, /θ/, /tʃ/ also seemed dilemmatic to be pronounced. So that they made errors in the words: as, gadget, transportation, usually, empathy, with, think, thank, through, fortunately. Based on this result, the researcher saw that male contestants produced IL errors on pronunciation in the same way, with different variations.

**Table 01. IL errors on Male Students' pronunciation**

| No | Words | Contestant's Pronunciation | Correct Pronunciation |
|---|---|---|---|
| 1 | university | /juː.nɪˈfɜː.siti/ | /juː.nɪˈvɜː.sə.ti/ |
| 2 | provide | /prəˈfaɪd/ | /prəˈvaɪd/ |
| 3 | feeling | /ˈfiliŋ/ | /ˈfiː.lɪŋ/ |
| 4 | example | /ekˈsam.pəl/ | /ɪɡˈzɑːm.pəl/ |
| 5 | it | /it/ | /ɪt/ |
| 6 | only | /ˈon.li/ | /ˈəʊn.li/ |
| 7 | intellectual | /ˌin.təlˈek.tual/ | /ˌɪn.təlˈek.tʃu.əl/ |
| 8 | income | /ˈin.kʌm/ | /ˈɪŋ.kʰʌm/ |
| 10 | invite | iɪnˈvit/ | /ɪnˈvaɪt/ |
| 11 | previous | /ˈprevius/ | /ˈpriː.vi.əs/ |

| 12 | focus | /ˈfokus/ | /ˈfəʊ.kəs/ |
|----|-------|----------|------------|
| 13 | community | /komuniti/ | /kəˈmjuː.nə.ti/ |
| 14 | job | /dʒɒp/ | /dʒɒb/ |
| 15 | predictive | /prɪˈdɪk.tɪf/ | /pʰrɪˈdɪk.tɪv/ |
| 16 | people | /ˈpipəl/ | /ˈpiː.pəl/ |
| 17 | popular | /ˈpɒp.julɜr/ | /ˈpʰɒp.jə.lər/ |
| 18 | preparation | /ˌprepɜrˈeʃən/ | /ˌprepʰ.ərˈeɪ.ʃən/ |

| 19 | proud | /proʊd/ | /praʊd/ |
|----|-------|----------|------------|
| 20 | piece | /piːs/ | /pʰiːs/ |
| 21 | data | /ˈdata/ | /ˈdeɪ.tə/ |
| 22 | means | /mins/ | /miːnz/ |
| 23 | multiple | /ˈmul.tɪ.pəl/ | /ˈmʌl.tɪ.pəl/ |
| 24 | industrial | /ɪnˈdus.trial/ | /ɪnˈdʌs.tri.əl/ |
| 25 | save | /seɪf/ | /seɪv/ |
| 26 | audience | /audi.əns/ | /ˈɔː.di.əns/ |
| 27 | because | /bɪˈkaus/ | /bɪˈkəz/ |
| 28 | source | /suːs/ | /sɔːs/ |
| 29 | use | /juːs/ | /juːz/ |
| 30 | so | /so/ | /səʊ/ |
| 31 | believe | /bəliːf/ | /bɪˈliːv/ |
| 32 | even | /ˈiː.fən/, | /ˈiː.vən/, |
| 33 | have | /hæf/ | /hæv/ |
| 34 | every | /ˈef.ri/ | /ˈev.ri/ |
| 35 | ideas | /ide/ | /aɪˈdɪə/ |
| 36 | live | /lɪf/ | /lɪv/ |
| 37 | friends | /frendzs/ | /frendz/ |
| 38 | ladies | /ˈleɪ.dis/ | /ˈleɪ.diz/ |
| 39 | students | /ˈstu.dənts/ | /ˈstjuː.dənts/ |
| 40 | ever | /ˈef.ər/ | /ˈev.ər/ |
| 41 | teachers | /ˈtiː.tʃərs/ | /ˈtiː.tʃərz/ |
| 42 | Judges | /dʒʌdʒɛs/ | /dʒʌdʒəz/ |
| 43 | opinions | /əˈpɪn.jəns/ | /əˈpɪn.jənz/ |
| 44 | days | /deɪs/ | /deɪz/ |
| 45 | notification | /ˌnotɪ.fɪˈkeʃən/ | /ˌnəʊ.tɪ.fɪˈkeɪ.ʃən/ |
| 46 | reasons | /ˈriː.səns/ | /ˈriː.zəns/ |
| 47 | guys | /ɡaɪs/ | /ɡaɪz/ |
| 48 | expressions | /ɛkˈspreʃ.əns/ | /ɪkˈspreʃ.əns/ |
| 49 | parts | /pɑrts/ | /pɑːts/ |
| 50 | advantages | /ədˈvɑːn.tɪdʒɪs/ | /ədvɑːn.tɪdʒəz/ |
| 51 | as | /ɛz/ | /æz/ |
| 52 | pioneer | /ˌpioˈner/ | /ˌpaɪəˈnɪər/ |
| 53 | passion, | /ˈpɛʃ.ən/ | /ˈpæʃ.ən/ |
| 54 | passenger | /ˈpesen.dʒər/ | /ˈpæs.ən.dʒər/ |
| 55 | popular | /ˈpɒp.julɛr/ | /ˈpɒp.jə.lər/ |
| 56 | gadget | /ˈɡɛdʒ.ɪt/ | /ˈɡædʒ.ɪt/ |
| 57 | transportation | /ˌtrɛn.spɔːˈtɛʃən/ | /ˌtræn.spɔːˈteɪ.ʃən/, |
| 58 | experience | /ɪkˈspc.ri.əns/ | /ɪkspɪə.ri.əns/ |
| 59 | junior, | /ˈdʒuː.ni.ɔr/ | /ˈdʒuː.ni.ər/ |
| 60 | senior | /ˈseni.ɔr/ | /ˈsiː.ni.ər |
| 61 | hour | /hɔər/ | /aʊər/ |
| 62 | usually | /ˈjuː.su.ə.li/ | /ˈjuː.ʒu.ə.li/ |
| 63 | empathy | /ˈem.pə.ti/ | /ˈem.pə.θi/ |

| 64 | with | /wɪt/ | /wɪθ/ |
|----|------|-------|-------|
| 65 | Java | /ˈdʒɑvɑ/ | /ˈdʒɑ:.və/ |
| 66 | vacation | /vɛˈkɛ.ʃən/ | /veɪˈkeɪ.ʃən/ |
| 67 | think | /tɪŋk/ | /θɪŋk/ |

| 68 | thank | /tæŋk/ | /θæŋk/ |
|----|-------|--------|--------|
| 69 | through | /tru:/ | /θru:/ |
| 70 | fortunately | /ˈfɔ:tun.ət.li/ | /ˈfɔ:.tʃən.ət.li/ |
| 71 | change | /tʃeŋ/ | /tʃeɪndʒ/ |
| 72 | wise | /waɪs/ | /waɪz/ |
| 73 | to | /tu:/ | /tʰu:/ |

**Table 02. IL errors on Female Students' pronunciation**

| No | Words | Contestant's Pronunciation | Correct Pronunciation |
|----|-------|---------------------------|----------------------|
| 1 | university | /ju:.nɪˈfɜ:.siti/ | /ju:.nɪˈvɜ:.sə.ti/ |
| 2 | provide | /prəˈfaɪd/ | /prəˈvaɪd/ |
| 3 | suddenly | /ˈsʌd.ən.li/ | /ˈsʌd.ən.lɪ/ |
| 4 | predictive | /prɪˈdɪk.tɪf/ | /pʰrɪˈdɪk.tɪv/ |
| 5 | it | /it/ | /ɪt/ |
| 6 | only | /ˈon.li/ | /ˈəʊn.li/ |
| 7 | notice | /ˈnotɪs/ | /ˈnəʊ.tɪs/ |
| 8 | video | /ˈfɪd.i.o/ | /ˈvɪd.i.əʊ/ |
| 9 | imagine | /ɪˈmedʒ.in/ | /ɪˈmædʒ.ɪn/ |
| 10 | notification | /ˌnotɪ.fɪˈkeʃən/ | /ˌnəʊ.tɪ.fɪˈkeɪ.ʃən/ |
| 11 | lazy | /ˈlezi/ | /ˈleɪ.zi/ |
| 12 | empathy | /ˈem.pə.ti/ | /ˈem.pə.θi/ |
| 13 | still | /sti/ | /stɪl/ |
| 14 | ship | /ʃip/ | /ʃɪp/ |
| 15 | this | /dɪs/ | /ðɪs/ |
| 16 | internet | /ˈin.tə.net/ | /ˈɪn.tə.net/ |
| 17 | facing | /ˈfesiŋ/ | /ˈfeɪ.sɪŋ/ |
| 18 | things | /tɪŋ/ | /θɪŋ/ |
| 19 | English | /ˈeŋ.gliʃ/ | /ˈɪŋ.glɪʃ/ |
| 20 | commonly | /ˈkomon.li/ | /ˈkɒm.ən.li/ |
| 21 | development | /dɪˈvelop.mənt/ | /dɪˈvel.əp.mənt/ |
| 22 | previous | /ˈpri:.vi.əs/ | /ˈpri:.vi.əs/ |
| 23 | curious | /ˈkurius/ | /ˈkjʊə.ri.əs/ |
| 24 | technology | /tekˈnɒlodʒi/ | /tekˈnɒl.ə.dʒi/ |
| 25 | competence | /ˈkɒm.pens/ | /ˈkɒm.pɪ.təns/ |
| 26 | obstacle | /ˈɒbstekəl/ | /ˈɒb.stə.kəl/ |
| 27 | dramatically | /dramati.kəl.i/ | /drəˈmæt.ɪ.kəl.i/ |
| 28 | social | /ˈsəʊ.ʃəl/ | /ˈsəʊ.ʃəl/ |
| 29 | media | /ˈmedia/ | /ˈmi:.di.ə/ |
| 30 | other | /ˈʌd.ər/ | /ˈʌð.ər/ |
| 31 | even | /ˈi:.fən/, | /ˈi:.vən/, |
| 32 | have | /hæf/ | /hæv/ |
| 33 | another | /ənʌdər/ | /əˈnʌð.ər/ |
| 34 | country | /ˈkɒn.tri/ | /ˈkʌn.tri/ |
| 35 | problem | /ˈprʌb.ləm/ | /ˈprɒb.ləm/ |
| 36 | nothing | /ˈnɒθ.ɪŋ/ | /ˈnʌθ.ɪŋ/ |
| 37 | heart | /hət/ | /hɑ:t/ |

| 38 | industrial | /ɪnˈdʌs.tri.ʌl/ | /ɪnˈdʌs.tri.əl/ |

| 39 | multiple | /ˈmul.tɪ.pəl/ | /ˈmʌl.tɪ.pəl/ |
|----|----------|---------------|---------------|
| 40 | work | /wok/ | /wɜːk/ |
| 41 | YouTube | /ˈjutuːp/ | /ˈjuː.tʃuːb/ |
| 42 | account | /əˈkont/ | /əˈkaʊnt/ |
| 43 | about | /əˈbot/ | /əˈbaʊt/ |
| 44 | social | /ˈsoʃəl/ | /ˈsəʊ.ʃəl/ |
| 45 | so | /so/ | /səʊ/ |
| 46 | face | /fes/ | /feɪs/ |
| 47 | later | /ˈletər/ | /ˈleɪ.tər/ |
| 48 | Judges | /dʒʌdʒɛs/ | /dʒʌdʒəz/ |
| 49 | because | /bɪˈkaus/ | /bɪˈkəz/ |
| 50 | always | /ˈɔːl.weɪz/ | /ˈɔːl.weɪz/ |
| 51 | previous | /ˈprevi.əs/ | /ˈpriː.vi.əs/ |
| 52 | intelligence | /ɪnˈtelidʒəns/ | /ɪnˈtel.ɪ.dʒəns/ |
| 53 | example | | |
| 54 | friends | /frendzs/ | /frendz/ |
| 55 | as | /ɛz/ | /æz/ |
| 56 | teachers | /ˈtiː.tʃərs/ | /ˈtiː.tʃərz/ |
| 57 | trainers | /ˈtreɪ.nərs/ | /ˈtreɪ.nərz/ |
| 58 | hands | /hænds/ | /hændz/ |
| 59 | ladies | /ˈleɪ.dis/ | /ˈleɪ.diz/ |
| 60 | organization | /ɪkzam.pəl/ | /ɪgˈzɑːm.pəl/ |
| 61 | utilize | /yutəl.aɪs/ | /ˈjuː.təl.aɪz/ |
| 62 | learners | /ˈlə.nər/ | /ˈlɜ.nər/ |
| 63 | use | /jus/ | /juːz/ |
| 64 | person | /ˈpɜ.sən/ | /ˈpʰɜ.sən/ |
| 65 | past | /pɑːst/ | /pʰɑːst/ |
| 66 | pay | /paɪ/ | /pʰeɪ/ |
| 67 | can | /ken/ | /kʰæn/ |
| 68 | teamwork | /ˈtiːm.wɜːk/ | /ˈtʰiːm.wɜːk/ |
| 69 | motivation | /ˌmotɪˈveʃən/ | /ˌməʊ.tɪˈveɪ.ʃən/ |
| 70 | interactive | /ˌɪn.tərek.tɪv/ | /ˌɪn.təˈræk.tɪv/ |
| 71 | revolution | /ˌrevoluː.ʃən/ | /ˌrev.əˈluː.ʃən/ |
| 72 | survive | /suvev/ | /səˈvaɪv/ |
| 73 | every | /ˈef.ri/ | /ˈev.ri/ |
| 74 | evaluate | /evʌl.ju.eɪt/ | /ɪˈvæl.ju.eɪt/ |
| 75 | as | /ɛz/ | /æz/ |
| 76 | passion | /ˈpɛʃ.ən/ | /ˈpæʃ.ən/ |
| 77 | that | /dæt/ | /ðæt/ |
| 78 | change | /tʃeŋ/ | /tʃeɪndʒ/ |

While table 02 showed the IL errors in pronunciation occurred by female students. From that table, the researcher found that female contestants made IL errors in pronunciation on the consonant substitution in the words: university, provide, predictive, video, empathy, this, this, things, curious, even, another, judges, always, because, previous, intelligence, is, example, has, was, because, friends, nowadays, as, personalize, teachers, trainers, hands, organization, utilize, ladies, learners, using, YouTube, that, later, tell, person, past, pay, teamwork, can, provide, conversation, video, motivation, interactive, revolution, survive, everyone, giving, deliver, revolution, everything, even, have, level, evaluate.

Female contestants also made IL errors in pronunciation on the vowel and diphthong substitution in the words: suddenly, predictive, notice, video, watching, imagine, it, notification, lazy, empathy, in, being, increase, if, still, ship, this, internet, facing, things, English, commonly, only, development, previous, curious, technology, competence, obstacle, dramatically, social, media,

other, another, country, problem, nothing, heart, multiple, industrial, media, increase, said, audience, because, account, about, so, social, go, notification, face, later, change, that, as, can, pay, evaluate, motivator, teamwork, use, example.

The researcher also found females made errors in pronunciation on the plural sounds such as friends, teachers, trainers, ladies, learners, hands, judges.

From this result, the researcher saw that one word may have over one error on the pronunciation. It could have errors on the consonant, vowel, and diphthong. This case was because English has a unique background of alphabet compares to Indonesian, so that Indonesian students got difficulty in it (Ellis, 1999).

The researcher also saw male and female contestants made IL errors on the plural sound.  Here, they pronounced /z/ sound as /s/ sound. These errors occurred because English and Indonesia have different rules in pronouncing plural sounds, in which English will put allomorph /z/ after voiced non-sibilant segments, /s/ after voiceless non-sibilant segments, and /əz/ after sibilant segments. While Indonesian doesn't need to put any allomorph in its plural sound. Alwi et al. (2000, as cited in Humaini, A., 2016) mentioned some plural markers in Indonesian such as noun repetition, adjective repetition, and the use of number and quantifier.

**Aspects of IL which influences students' pronunciation**

Ellis (1997) proposed some aspects of IL. The first was a social aspect. Ellis divided social aspect into two categories; environment and Habit. Dealing with case, based on the questionnaire that had been administered in table 03, the researcher found that students' environment didn't really support them to increase the pronunciation of male and female contestants' proficiency because most people around them speaking not native-like English, using local accent and less confidence.

**Table 03.  Students' Social Aspect (Environment)**

| No. | Question | Male | | Female | |
|-----|----------|------|------|--------|------|
|     |          | >50% | <50% | >50% | <50% |
| 1 | How do people around you speak English? | Not Native-like and fluent | Not Native-like and not fluent | Not Native-like and fluent | Not Native-like and not fluent |
| 2 | What accent do people around you usually use to speak English? | Local accent (Javanesse accent) | American accent | Local accent (Javanesse accent) | American accent |
| 3 | How are people performances around you in speaking English? | Less confident | - | Less confident | - |

**Table 05. Females' Social Aspect (Habit)**

| No. | Question | Female | | | | |
|-----|----------|--------|--------|-----------|-------|--------|
|     |          | Rare | Seldom | Sometimes | Often | Always |
| 1 | Do you use British accent in speaking English? | 0 | 0 | 3 | 0 | 0 |
| 2 | Do you use American accent in speaking English? | 0 | 0 | 5 | 0 | 0 |
| 3 | Do you practice the pronunciation techniques implemented by the lecturer out of class? | 0 | 0 | 5 | 0 | 0 |
| 4 | Do you practice to pronounce new words regularly? | 1 | 0 | 5 | 0 | 0 |
| 5 | Do you watch video to enhance your English pronunciation? | 0 | 1 | 4 | 0 | 0 |

| 6 | Do you listen to English song to improve Your English pronunciation? | 0 | 0 | 5 | 0 | 0 |
|---|---|---|---|---|---|---|
| 7 | Do you practice English transcription out of class? | 0 | 3 | 2 | 0 | 0 |
| 8 | Do you speak English with classmates? | 0 | 0 | 2 | 3 | 0 |
| 9 | Do you speak English out of class? | 0 | 5 | 0 | 0 | 0 |
| 10 | Do you ever make VLOG (Video-Blogging) using English? | 5 | 0 | 0 | 0 | 0 |

While from table 04 and table 05, male and female students' social aspect (habit), the researcher noticed that male and female contestants didn't always do any habit that can improve their speaking proficiency. They didn't always use British nor American accent in speaking English, practice the pronunciation technique out of class, practice to pronounce new words regularly, watch video to enhance your English pronunciation, listen to English song to improve Your English pronunciation, practice English transcription out of class, speak English with native speakers, speak English out of class, and make VLOG (Video-Blogging) using English.

The second aspects of IL was discourse aspect. Ellis (1997) viewed L2 acquisition from the role of input and interaction from behaviorist, mentalist, and interactionist. Dealing with this aspect, the researcher administered ten questions to male and female contestants as follows:

**Table 06. Students' Social Aspect (Habit)**

| GENDER | When do you start to learn English in formal school? | When do you start to learn English from your environment? | Do you get into some activities that require you to always communicate in English? | How often do you listen to people around you who communicate in English? | What song do like to sing? Western/ Indonesian song? |
|---|---|---|---|---|---|
| | Q1 | Q2 | Q3 | Q4 | Q5 |
| >50% male | Elementary | Child | Sometimes | Rare | Both |
| >50% female | Elementary | Child | Sometimes | Rare | Both |

**Table 07. Students' Social Aspect (Habit)**

| GENDER | What experiences do you have related to public speaking? | Do you use English to have any discussion with your classmates? | Do you speak English to any friends you met at collage? | How often do you speak English with native speaker? | Does your environment support you to speak English? |
|---|---|---|---|---|---|
| | Q6 | Q7 | Q8 | Q9 | Q10 |
| >50% male | Delivering speech | Sometimes | No | Rare | Yes |
| >50% female | Delivering speech | Sometimes | No | Rare | Yes |

From the finding above, the researcher found that that most male and female students learn English formally since they were in elementary school and informally since they were child and teen. It means that learners' black box were trained in English since they were children. But people around them were rare to communicate in English so they didn't have good input on the L2 acquisition. Mentalist saw this as insufficient input on students' black box (Ellis, 1997). From the behaviorist view, the researcher saw that male and female students had one suitable environment in building their pronunciation skill by joining any public speaking class. But this activity didn't really work for their pronunciation progress because out of class, they didn't always use English for discussion and they never practice with any native speakers. As a result, the researcher saw that their habit didn't support them for their pronunciation progress.

While the third aspect was psycholinguistics aspect. Ellis (1997) stated psycholinguistics Aspect of IL as "the study of mental structures and processes involved in the acquisition and use of language".

**Table 08. Students' Psychological Aspect**

| No. | Question | Male | | Female | |
|---|---|---|---|---|---|
| | | >50% | <50% | >50% | <50% |
| 1 | What do you think about English and Indonesia grammar? | English is more complicated | Same | English is more complicated | Same |
| 2 | Do you still use your local dialect when you speak English? | Sometimes | - | Sometimes | Never |
| 4 | What are you doing to explain a specific thing in English, but you have no enough knowledge in English to explain? | Use another sentence as a replace | Open Dictionary | Use another sentence as a replace | Open Dictionary |
| 5 | Does it really help when your First Language (L1) has the same term in your second language (L2)? (e.g. televise vs television) | Of course | Not really | Of course | - |
| 6 | Do you know the nature of English and Indonesian language? | Yes | Not really | Yes | Not really |
| 7 | Do you notice when you made errors on the pronunciation? | Sometimes | - | Sometimes | Always |
| 8 | Do you know your own obstacle in learning English? | Yes | Not really | Yes | Not really |

Here, the researcher focused on L1 transfer. Dealing with this case, the researcher administered a questioner. The result of the questioner in table 07 showed that L1 transfer played an important aspect in constructing IL errors. First, male and female contestants thought that English pronunciation was more complicated than Indonesian pronunciation. So they still used their own local accent instead of using American and British accent. As it was mentioned by Selinker (1972, pp.216-217) borrowing pattern from learner's mother tongue is one of psycholinguistic processes which commonly found.

**Similarities and differences on the aspects of Interlanguage on male and female Students' Pronunciation**

On social aspect of IL, the researcher found that male and female contestants lived in the same environment and habit which could not help them much to increase their pronunciation proficiency. While on discourse aspect of IL, the researcher noticed insufficient input of language towards male and female contestants so they could not improve their pronunciation proficiency. On psycholinguistics aspect of IL, both male and female contestants had the same obstacle in learning English, especially on the pronunciation.

IV. CONCLUSION

Several conclusions can be made based on the discussion above. First, IL errors on pronunciation still being a problem for male and female college students. This problem covered IL error on the consonant, vowel, and diphthong substitution and plural sound. Second, social, discourse, and psycholinguistics aspects of IL became the main determiner in forming IL error on pronunciation on male and female college students. Third, male and female college students had many similarities in producing IL errors on pronunciation and had no significant differences.

This study was limited to explore three aspects of IL which led students to produce IL errors on pronunciation. Those were social aspect, discourse aspect, and psycholinguistics aspect. Therefore, the future researcher was expected to analyze factors of IL errors on pronunciation from another angle and aspect to find further problems related to students' pronunciation proficiency.

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