

**“FIRST LANGUAGE’S (MINANGKABAU) INTERFERENCES ON
ENGLISH TEACHERS’ PRONOUNCIATION IN
SOLOK CITY”**

THESIS

*Submitted in Partial Fulfillment of the Requirements for Undergraduate program
in English Department the Strata One (S1) Degree*



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APPROVAL PAGE

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ENGLISH PRONOUNCIATION
IN SOLOK CITY**

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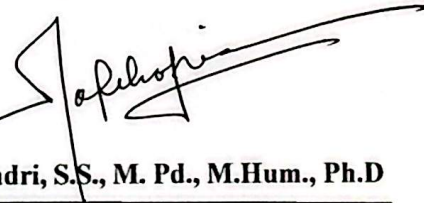
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Padang, 15 September 2026



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THESIS ACCEPTANCE

The thesis entitled "*First Language (Minangkabau)'s Interferences on English Teachers' Pronunciation in Solok City*" written by Cheysa Amanda Herlian. Student Identification Number: 2214050116 has been examined by Board of Examination in the Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Imam Bonjol Padang. It has accepted as one of the requirements for Program Of Strata One (S1) in English Tadris Department.

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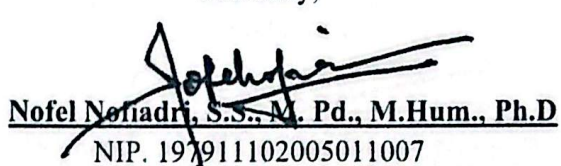
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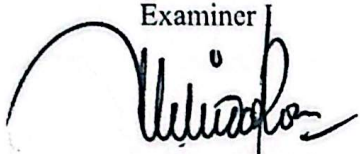
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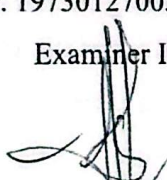
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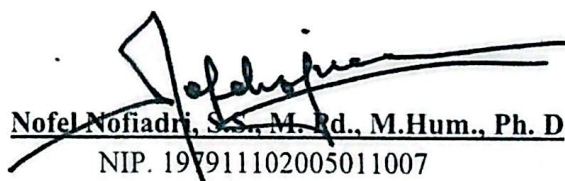
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PENGESAHAN TIM PENGUJI

Skripsi yang berjudul “Interferensi Bahasa Pertama (Minangkabau) terhadap Pelafalan Bahasa Inggris Guru di Kota Solok”, yang ditulis oleh **Cheysa Amanda Herlian**, Nomor Induk Mahasiswa **2214050116**, telah diuji oleh Dewan Penguji di Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri (UIN) Imam Bonjol Padang, dan telah diterima sebagai salah satu persyaratan untuk memperoleh gelar Strata Satu (S1) pada Program Studi Tadris Bahasa Inggris.

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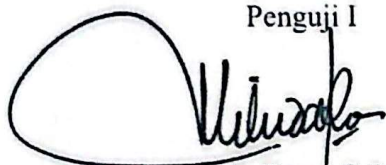
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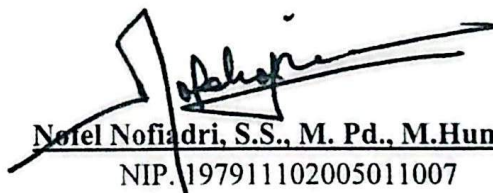
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ABSTRACT

Cheysa Amanda Herlian 2026, First Language (Minangkabau)’s Interferences on English Teacher’s Pronunciation in Solok City. Thesis, English Tadris Department, Tarbiyah Faculty and Teacher Training, Universitas Islam Negeri Imam Bonjol Padang, 2026.

This study investigates the phonological interference of Minangkabau as a first language (L1) in the English pronunciation of English teachers in Solok City, particularly in the production of vowels and diphthongs. The study aims to (1) identify the types of Minangkabau phonological interference found in teachers’ English pronunciation, (2) examine how the interference occurs in the production of English sounds, and (3) propose an appropriate teaching strategy for students from a Minangkabau linguistic background. This research employed a qualitative case study design, with participants selected purposively based on their Minangkabau-speaking background and experience in teaching English. The data were obtained from audio recordings of teachers’ spontaneous speech during classroom instruction, transcribed verbatim, and analyzed by comparing the teachers’ pronunciation with standard English pronunciation. The findings indicate that Minangkabau interference occurred in front, back, and central vowels, as well as in several English diphthongs, as shown by substitutions such as /ɪ/→/e/, /ʊ/→/u/, and /ə/→/e/, /a/, or /o/, and reductions of diphthongs such as /əʊ/→/o/, /aɪ/→/i/, and /aʊ/→/o/. These pronunciation patterns were mainly associated with differences between the Minangkabau and English phonological systems, particularly in vowel quality, articulatory position, vowel length, and diphthong movement, which led teachers to substitute or simplify unfamiliar English sounds with sounds that were more familiar in their first language. Based on the findings, a contrastive sound comparison strategy is proposed to support pronunciation teaching through sound identification, explicit comparison of target and substitute sounds, guided pronunciation practice, corrective feedback, and meaningful speaking activities. Overall, this study highlights the importance of teachers’ awareness of L1-related pronunciation patterns and provides a practical contribution to improving English pronunciation instruction for learners with a Minangkabau linguistic background in EFL classrooms.

Keywords: *Phonological interference, Minangkabau, English pronunciation, Vowels and Diphthongs, EFL teachers.*

ABSTRAK

Cheysa Amanda Herlian 2026, First Language (Minangkabau)'s Interferences on English Teacher's Pronunciation in Solok City. Thesis, English Tadris Department, Tarbiyah Faculty and Teacher Training, Universitas Islam Negeri Imam Bonjol Padang, 2026.

Penelitian ini mengkaji interferensi fonologis bahasa Minangkabau sebagai bahasa pertama (L1) terhadap pelafalan bahasa Inggris guru bahasa Inggris di Kota Solok, khususnya dalam produksi bunyi vokal dan diftong. Penelitian ini bertujuan untuk (1) mengidentifikasi jenis-jenis interferensi fonologis bahasa Minangkabau yang ditemukan dalam pelafalan bahasa Inggris guru, (2) menganalisis bagaimana interferensi tersebut terjadi dalam produksi bunyi bahasa Inggris, dan (3) mengusulkan strategi pengajaran yang sesuai bagi siswa yang memiliki latar belakang linguistik bahasa Minangkabau. Penelitian ini menggunakan desain studi kasus kualitatif, dengan partisipan yang dipilih secara purposive berdasarkan latar belakang penggunaan bahasa Minangkabau dan pengalaman mereka dalam mengajar bahasa Inggris. Data diperoleh melalui rekaman audio tuturan spontan guru selama proses pembelajaran di kelas, yang kemudian ditranskripsikan secara verbatim dan dianalisis dengan membandingkan pelafalan guru dengan pelafalan bahasa Inggris standar. Hasil penelitian menunjukkan bahwa interferensi bahasa Minangkabau terjadi pada vokal depan, vokal belakang, dan vokal tengah, serta pada beberapa diftong bahasa Inggris, yang ditunjukkan melalui substitusi seperti /ɪ/→/e/, /ʊ/→/u/, dan /ə/→/e/, /a/, atau /o/, serta penyederhanaan diftong seperti /əʊ/→/o/, /aɪ/→/i/, dan /aʊ/→/o/. Pola pelafalan tersebut terutama disebabkan oleh perbedaan antara sistem fonologis bahasa Minangkabau dan bahasa Inggris, khususnya dalam kualitas vokal, posisi artikulasi, panjang vokal, dan pergerakan diftong, sehingga guru cenderung mengganti atau menyederhanakan bunyi bahasa Inggris yang kurang familiar dengan bunyi yang lebih familiar dalam bahasa pertama mereka. Berdasarkan temuan tersebut, strategi perbandingan bunyi secara kontrastif diusulkan untuk mendukung pengajaran pelafalan melalui kegiatan identifikasi bunyi, perbandingan secara eksplisit antara bunyi target dan bunyi pengganti, latihan pelafalan terbimbing, pemberian umpan balik korektif, serta kegiatan berbicara yang bermakna. Secara keseluruhan, penelitian ini menekankan pentingnya kesadaran guru terhadap pola pelafalan yang dipengaruhi oleh L1 serta memberikan kontribusi praktis dalam meningkatkan pengajaran pelafalan bahasa Inggris bagi siswa dengan latar belakang linguistik Minangkabau dalam konteks pembelajaran EFL.

Kata Kunci : *Interferensi Fonologis, Minangkabau, Pengucapan Bahasa Inggris, Vokal and Diftong, Guru EFL*

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Padang, 15 September 2026

The Writer

A handwritten signature in black ink, appearing to read 'Cheysa' followed by a stylized surname.

Cheysa Amanda Herlian

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