



We know from many researches that L2 speech perception and production that the sources of L2 pronunciation errors are often found in L1 characteristics. The term L1 has the same meaning with a person's mother tongue, first language and native language. While, a person's second language is called the L2 and it is not a person's mother tongue. It has some kinds of status and it is used to communicative need (Crystal, 1995). A view of error made by second language learner, L2 learners has changed over time.

For example, the phonological features of rhoticity among the three countries which belong to each president become problematic in English pronunciation. Malaysian English is also generally assumed to be non-rhotic such the vowel in *word* and *girl* as /ɜ:/ with no following /r/, which similarly suggests that the variety is non-rhotic. However, some researchers disagree. For example, Hickey (2004) stated that "Malaysian English is also rhotic" and /r/ occurs in words such as *art*, *door*, and *worker*. Others claim that rhoticity in Malaysian English is a new phenomenon, just as in Singapore. Ramasamy (2005) similarly suggests that the pronunciation of non-prevocalic /r/ is a new phenomenon in the speech of young Malaysians. Although that study only considered the English of Malaysian Tamils, it seems to confirm that Malaysian English is now not exclusively non-rhotic.

Meanwhile, in Brunei English, the occurrence of rhoticity, so /r/ in nonprevocalic positions such as in *far* and *whatever* is pronounced. In fact, the close ethnic, historical, economic and cultural ties between Singapore, Malaysia and Brunei have led to phonological systems that are closely related. For

Philippine, rhotic /r/ is pronounced in nearly all positions of a word (Phuong, 2012). In this study, the researcher examines the pronunciation error of three ASEAN presidents that use ESL (English Second Language). Those presidents come from three different countries in which each of the presidents has distinctive ways of speaking because of the different mother tongues. When speaking a foreign language, some speakers may consciously retain certain phonological features of their mother tongue as markers of ethnic or group identity (Elina, 2013). Every non-native speaker or learners can pronounce the error in English word that causes misunderstanding in communication.

There are some researchers who analyze pronunciation to the foreign language in the various focuses around the world: pronunciation teaching corresponds to recent recommendations in the pronunciation teaching literature (communicative approach and suprasegmental orientation), and at the role of phonetic training in English pronunciation teaching in Finland (Tergujeff, 2013), pronunciation errors at the segmental level of consonants, vowels, epenthesis and word stress in the speech of Brazilian learners of English which affect their intelligibility to native speakers (Cesar, 2003), the problems in English pronunciation experienced by learners whose first language is Sudanese Spoken Arabic (Muhammad, 2014), the difficulties of Iranian EFL learners in phonology and pronunciation (Hoshemian, 2012), consonantal phoneme pronunciation errors in the English of EFL learners from three different first language groups in the province of Aceh, northern Sumatra, Indonesia (Mathew, 1997), pronunciation error of Turkish English language teachers: the nasal devoicing of /ŋ/ as /ŋk/

(Demirezen, 2009), the differences in the sound systems of two languages (English and Hindi) and how these differences cause problem in acquisition of second language sound system (Pal, 2013), the pronunciation of consonants /ð/ & /θ/ by adult Vietnamese learners of English (Sao, 2016). Most of the researchers did the research that focus on kinds of pronunciation, phonology, its factors and some with the effects of non-native speakers' ability to native speakers or in communication.

There are also other researchers who analyze pronunciation error to the second language in various subjects: Learners of Dutch (Neri, Catia, & Helmer, 2006), native Arabic learners (Mohamed, 2013), Nigerian ESL Students (Mark & Queen, 2015), Swedish and Somali (Borjesson, 2013), Japanese English as a Second Language (ESL) learners (Nogita, 2010), Algerian students (Hanafi, 2014), South Korean university students of English (John, 2009), Finnish and Japanese Adult Learners of English (Paakki, 2013). Those researchers did research that holistically focus on kinds of pronunciation and its factors. Moreover, there has not been any researcher who studied pronunciation in the speech of ESL speaker. Therefore, this present study fills this gap by investigating pronunciation error in speech and continuing the discussion of pronunciation holistically. The speeches of each president take the international or inter-ASEAN forum. It also takes the same the topic of each speech which is related to politics in their country, such as cooperation or visiting among countries. Thus, this further study does not only take different angle to address the same problem, but also continue the previous research.

To enrich the previous studies, the researcher takes two other existing researches that can be directed to this study to fulfill or follow those researches. The first study is Azlina (2016) analyzes President Joko Widodo's speech by focusing consonant and vowels. It describes pronunciation errors in English focused on consonants and vowels. For fulfilling and continuing that research, this study takes the same focuses but different in subject. This focuses on English pronunciation error of consonants and vowels and it uses the three presidents' speech of ASEAN which use ESL in different country. Those are the Honorable Dato 'Sri Mohd najib as Malaysia's president, the Sultan of Hassanal Bolkiah Mu'izzaddin Waddaulah as Brunei's president, and Benigno S. Aquino III is from Philippine. This research hopefully can know second language acquisition through their English speech in video that was held in different conference of inter-ASEAN or international. Furthermore, it can give sufficient subject to prove of ESL speakers among different presidents in different country as pronunciation study.

The other researcher is Reinisch and L. Lori (2014). It focuses on how the listener expects the same speaker or different speakers on video that they watch and show articulating unambiguous versus ambiguous sounds. Listeners use lexical knowledge to return phoneme categories. When hearing an ambiguous sound between /s/ and /t/ in lexical unambiguous contexts. While in this study, the researcher herself analyzes ambiguous phonetic sound that is found from the effect of pronunciation error on consonant and vowels. It mostly emerges from the three ASEAN Presidents' speech as ESL speakers.





