



The Interference Made by Students to Pronounce English Phonemes in Wajo Buginese Context Of South Sulawesi Indonesia

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Abstract

Pronouncing English words are one of students' difficulties faced by the EFL students in Indonesia, especially for Wajo Buginese students. They faced problems in recognize the English phonemes in words correctly. Thus, this study was aimed at finding out the factors of Buginese students' interference in pronouncing English phonemes at the Eleventh Grade of SMA Negeri 1 Majauleng. The research applied a descriptive research method. The subjects of this research were Wajo Buginese students at eleventh grade of senior high school at Wajo regency in South Sulawesi. They were chosen by using purposive sampling technique, and there were 20 students involved in this study. The instrument of the research was pronunciation test and reading test form and. The students' pronunciation in reading test was recorded to be analyzed based on research focused. The results of this research showed that most of the students were difficult to pronounce the front vowels correctly, it indicated that the interference of made by Wajo Buginese students in pronouncing English phoneme occur in substitution of phoneme and the phoneme that has prominent interference was /ae/. Therefore, students' dialect of Wajo Buginese interfered English pronunciation in reading.

Keywords: *Interference, pronunciation, vowels, Wajo Buginese*

Introduction

There are four skills in English that need to master by the students. Those are writing, listening, reading and speaking which all of them have to be taught by the teachers at school. Language is a tool for all people to communicate with others and express their ideas, opinions, emotions, attitudes, feeling and so on. In this case, speaking is very important skill because people learn a language in order to use it for communication with their environment. In speaking, good pronunciation is also a crucial thing. According to Allen (1960:35), pronunciation is one of elements of the language that has big contribution for better English speaking. The ability of speaking embodies the correctness of pronunciation and directly affects the appropriate communication in conversation.

However, learning pronunciation is not a simple process of memorizing a number of items that can be mapped on to mother tongue. The students, in this case, need to understand the great range of pronunciation elements which include the sound and sounds combination of the target language they learn. In English foreign learners are required to know the English sounds which cover the production of sound, the classification of sounds and the place and manner of articulation which are very important to be understood by the students since they are the fundamental part of the English sounds.

In region of South Sulawesi, students may develop bilingualism since most students can speak the Buginese and English language. There are also students who are multilingual as they could speak Buginese, Indonesia and English language. In this condition, it can be influence to students when they was speaking in one language. So that intentionally or unintentionally, students with difficult in using specific language for two or more languages interchangeably in their daily life. but this kind of thing is hard to avoid for students because the first language to be their mother tongue or first language controlled by students in general have been studied even by nature inheritance. It is differences between the way a second language is spoken by an adult learner and the way the language is spoken by native speakers are systematic, just as the differences between children's speech and adult speech are systematic.

Indonesian language has many dialects. If one broadly classifies the dialects of Indonesia, one comes up with the regional classification show and there are indeed also further sub-divisions. As a second language, English is also spoken by Buginese people for practical activities of various kinds. Buginese have their language as their mother language. Concerning that the native language is indeed a very important factor in second language learning. Berlin (2014).

Linguistics is a system that brings together the world of sound is phonetic and the world of meaning is semantics. Therefore, the sounds of language is meaningful

sounds. In order to be meaningful, articulated sounds must be based on three subsystems of languages, namely lexicon that serves as an input, and the phonological and grammatical which makes concrete. The combination of both systems, sound and meaning, in the three subsystems enabling communication in a language community so that the language can be a tool for exchanging information and identifies of themselves.

In comparison between the first language and the second language. According to Ervin in Pahmi (2011: 2) “second language approach – Contrastive Analysis—point out that adults learning a second language already know how to converse, and they know how to classify, whereas a baby has to learn what to talk about, the categories that words represent, to participate in conversational turns and how to use language to symbolize and change the world. The second-language user can be said to be learning new forms for old conversational uses and ideas. Linguistics has also been defined by many linguists.

In order for the communication process runs smoothly, there must be similarities within the language system speakers and listeners. The system of a language can be obtained by analyzing the sounds that exist in a language. For example, by analysis of the vowel sounds (analysis vocalist) and consonant sounds analysis (analysis consonants). Analyses were performed with contrasts and describe of the sound contained in a language. Not all sound is articulated by a speaker can be described. Therefore, to analyze the system of a language used are phonemes. Example /l/ and /r/ in the words of songs and free embody different meanings. Instead, /o/ and /u/ in the egg and the egg did not differentiate meaning because although the sound produced is different, the meaning remains the same. Furthermore, the phonemes that have been identified to be classified and described in terms of its presence in the existing vocabulary in a language.

According to Samsuri (1994: 78) that the language analysis is needed to determine how the language is spoken, written, composed, and function. To be able to analyze it should be noted codification and the recording so the language can be learned and stored as a cultural richness and wealth of knowledge. Based on the above, the researcher wants to apply it in Buginese. This language is a language spoken in South Sulawesi by more than three million speakers spread across the district Bone, Wajo, Soppeng, Sidrap, Pinrang, Pare-pare, Luwu, etc. But, unfortunately, this language has not been widely explored in research, particularly in the field of phonology / phonetics. In the list of research on Buginese, studies found only at the level of morphology and syntax. Expected simple review of the Buginese sound system can motivate many other researchers to examine more in Buginese.

Francis and Hooper in Ba'dulu (2014: 21) state that a phoneme is the small meaningful contrastive unit in the phonology of a language. There for, it's very essential how Buginese pronounce English phoneme and what kinds of interference that may

occur on Buginese students in pronouncing English phoneme. In addition, in order to know whether the absence of some English phoneme vowels /i/, /I/, /e/, /ə/, /ɛ/, /æ/, /a/, /ʌ/, /u/, /o/. Therefore, the research objective of this study was aimed at finding out the factors of Buginese students' interference in pronouncing English phonemes at the Eleventh Grade of SMA Negeri 1 Majauleng

Method

This research used descriptive method. It described the Buginese students in pronouncing the English phonemes. The population of this research were the eleventh grade of SMA Negeri 1 MajaulengKabWajo in the academic year 2016/2017. There were of 6 classes, 4 classes from natural science class and 2 classes from social science class. Natural science class consisted of 120 students and social science class consisted of 80 students. So the total population was 200 students. It was of four classes, IPA (IPA 1 IPA 2, IPA 3 and IPA 4) and 2 IPS (IPS 1 and IPS 2). The sample used in this research was purposive sampling technique. Because the number of population was too large, the researcher took 25% as respondent of 200 students, so the total of the respondent was 20, the subject of the research was be class XI IPA2 because they have low ability about pronunciation English phoneme. The researcher believes that the selected respondent be able to give information or data in relation to the research problem based on the research design.

Instrument for collecting data

In this research, the researcher used one instrument, namely pronunciation test and it is about reading test. In reading test, the researcher gave pronunciation test by using reading text to know their pronunciation ability. The type of pronunciation test be used in this research is descriptive reading text.

The procedure of data collection

The researcher used some following procedures data collection. These are presented as bellow:

1. The researcher gave test to students to found out their pronunciation English phoneme. Test aims to get information about students' the interference Buginese students' in pronunciation English phoneme.
2. The researcher asked the students to read the descriptive text by giving attention on the intonation and pronunciation based on the text. The researcher recorded the students' pronunciation.
3. The researcher analyzed the interference of the Buginese students toward their pronunciation based on the result record.

Data Analysis

According to Aryet.al., (2010:465) data analysis is a process whereby researchers

systematically search and arrange the data in order to increase their understanding of the data and to enable them to present what they learned to others. Data analysis comes after the data has been collected to make sense of the study and reach certain findings. The section presented the different techniques used for data analysis by the researcher in this study. In this study, after collecting the data from the students, the researcher analyzed it carefully. The researcher used descriptive method. The step to analyze the data as follow:

1. Pronunciation Test. After the researchers gave the pronunciation test for the students, they analyzed the most mispronounce in pronouncing the vowels through the recorder. In scoring the result of students' test, the researcher evaluated based on aspect of pronunciation below:

Table 2: The Assessment of Pronunciation

Classification	Score	Criteria
Excellent	6	The students pronounces the words based on the phonetic symbols excellent in which 15 words are given and there are no any mistakes that he/she does in it.
Very Good	5	In this point the student just pronounces the words only a little bit mistake, for instance, the student just cites the does not accurate and only 12 words that he/she pronounces correctly.
Good	4	In this rate, the student just answer the words only 10 words that he/she pronounces correctly but the mistakes in it happens such as, it does not accord to the pronunciation well (two or more mispronunciation)
Average	3	The students just pronounces the words only 8 words and he/she pronunciation is not slightly good but a little bit gets the point of pronunciation it self
Poor	2	The student just pronounces the words only 5 words and it is not based on phonetic symbols but going one till two getting the point of the words.
Very Poor	1	The student just pronounces the words only 0-3 words and pronunciation is totally out of the phonetic symbols are given.

Findings and Discussions

Findings

The findings of descriptive research deal with the answer of the factors research which aims to know kinds of interference which occurs on Buginese students in pronouncing English vowels. Based on the data analysis, the researcher prediction is not entirely same with the findings. The result of data analysis showed that there was not interference on phoneme /i/. Therefore the researcher thinks it was unnecessary to enclose them in this chapter. The interference which obtained from data analysis was substitution of phonemes on vowels /ae/, /u/, /o/. Based on the data analysis, the findings on research can be described as follows:

1. Substitution of Phoneme

The substitution of phoneme on vowels /ae/, /a/, /i/, /u/, /e/ that found the factors of interference which occurs in Buginese students in pronouncing English vowels. The substitution of phoneme on vowels, the researcher gave sixteen words containing central vowels and front vowels for the students. They were asking to pronounce those vowels one by one and researcher record it.

Based on the data collection from the recording pronunciation test, more than half the students difficult to pronounce phoneme on vowels /ae/ sound correctly. The result of pronunciation test can be seen as follows:

Example:

a. Phoneme /ae/

- | | | |
|--------------|-------------|--------------|
| 1. Mother | /mʌðə(r) | /moder/ → |
| 2. Hair | /heə(r) | → /hair/ → |
| 3. Command | /kə'ma:ands | → /koment/ → |
| 4. Varieties | /Veəraətis/ | /faritis/ → |

b. phoneme /u/

- | | | |
|------------|------------|-------------|
| 1. Include | /in'klu:d/ | /ingklud/ → |
| 2. Blue | /blu:/ | /blu/ → |

c. Phoneme /e/

- | | | |
|------------|-----------|-------------|
| 1. Pet | /pe:t/ | /pit/ → |
| 2. Friends | /frend's/ | /priends/ → |

b. Phoneme /i/

- | | | |
|----------|--------|---------|
| 1. His | /hiz/ | /his/ → |
| 2. Peach | /Pick/ | /pic/ → |
| 3. He | /hi/ | /hi/ → |

e. Phoneme /o/

- | | | |
|---------|--------|----------|
| 1. Body | /badi/ | /bodi/ → |
|---------|--------|----------|

- 2. Chocolate /tʃɒklət/ /eɒklət/ →
- 3. Voice /vɔɪz/ /fɔɪs/ →
- f. Phoneme /a/
- 1. Cat /kæt/ /cæt/ →
- 2. Rats /ræts /ret/ →

2. The Percentage of Prominent Interference

The most prominent interference can be showed from highest percentage of incorrect pronunciation done by Buginese students. The highest the percentage of incorrect pronunciation, the highest interference that may occur. Furthermore to know what vowels that has prominent interference it is necessary to describe it through the table of percentage below:

Table 3.2 Percentage of Substitution

No	Sound	Percentage of correct Pronunciation (%)	Percentage of Incorrect Pronunciation (%)
1	/a/	95%	5%
2	/i/	95%	5%
3	/ae/	35%	65%
4	/e/	40%	60%
5	/o/	65%	35%
6	/u/	70%	30%
Mean		66.6%	33.3%

The table above shows that the percentage of correct pronunciation in central vowels(ɜ:,ə, ʌ) and front vowels(i:, I,e,æ) were generally lower than percentage of incorrect pronunciation can show that there is interference of Buginese sounds, in this case the substitution of sounds.

From those 6 vowels, we can see that /ae/ has the highest of percentage of incorrect pronunciation. It means from other vowels, /ae/, /u/, /o/ was the most difficult phoneme of Buginese students to pronounce and they then substitute it with the similar sounds of their mother tongue. The percentage showed that the percentage shows that the percentage of incorrect pronunciation on phoneme /ae/ 65% and it is relative high. It's mean that the percentage of substitution has prominent interference is phoneme /ae/.

Discussion

In this section, the researcher discussed, the chronology of collecting the data and result of findings about the factors of interference that occurs in Buginese students

in pronouncing English phoneme. Before taking the descriptive research, the researcher collected all data from students. All data collected through descriptive reading test.

Based on the data analysis, it found that the factors of interference which occur in Buginese students in pronouncing English phoneme is substitution of phoneme and the phoneme that has prominent interference was /ae/.

1. The Substitution of Phoneme

a. Phoneme /ae/

Based on prediction, vowel /ae/ was substitution with vowel /a/, but the result of data analysis shows that of the vowels /ae/, was substituted with the vowels /a/. Phoneme /a/, actually does not exist in English but Buginese students still can pronounce the phoneme well, they even use the phoneme when the pronounce phoneme /ae/.

b. Phoneme /u/

In English, most adult know that the short vowel sounds /u/, sound in the words *his*. However in Buginese sound system, Buginese does not recognize this sounds. As a result, Buginese students found it difficult to pronounce the vowels of u in English.

c. Phoneme /e/

English recognizes voiced central vowels, nearly half-close, Unrounded to pronounce this vowels /e/ vowels is pronounced in which the highest part of tongue lies where the front and back meet.

d. Phoneme /i/

In English voiced front vowel as close, the /i/ vowels is pronunciation by raising the front of the tongue high towards the hard palate and the distance between upper and lower jaw was small, the lips are spread and the tongue was tense. Buginese students found it easy to pronounce front vowels as close /i/ in English.

e. Phoneme /o/

English also recognizes voiced back vowels /ʌ/ half-open not rounded, to pronounce that vowels, the fore part of the tongue was raised, somewhat higher than for /o/. The lips are spread and remain passive. The /ʌ/ occurs initial and medially. It occurs in the words like: *Mother, come, does, blood, etc.*

f. Phoneme /a/

English the last recognizes back vowels, open. The tongue was held low down in the mouth and the back was slightly raised. The lips were neutral. It occurs in initial, medial, and final position. This can be found in the words like: *cat, rats.*

To know precisely the phoneme that has prominent interference, the Researcher explains it as follows:

- a. In vowels /ae/, The students very difficult to pronounce the vowels. For example: *Hair, Rats, cat, Varieties*. The percentage of incorrect pronunciation

is even much higher compared with percentage of correct pronunciation: it is 5% and 95%.

- b. In vowels /u/, The students difficult to pronounce the vowels in back vowels of close rounded. For instance in words: *blue, include*. The percentage of incorrect pronunciation is even much higher compared with percentage of correct pronunciation: it is 70% and 30%.
- c. For vowels /e/ the students also difficult to pronounce that, for example: *pet, friends, the, then*. The table shows the percentage of incorrect pronunciation is also relatively higher than correct pronunciation which is only 40% while incorrectpronunciation 60%.
- d. In vowels /a/, for example in the words: *cat, rats*, The percentage of incorrect pronunciation and the percentage of correct pronunciation 5% and 95%.
- e. The was vowels /o/, for example in the words; *body, chocolate, voice*. The percentage of incorrect pronunciation also defeats the percentage of correct pronunciation: its 35% and 65%.
- f. The last vowels /i/, for example in the word: *His, peach, he*. The rate percentage is 95% for incorrect pronunciation and 5% for correct pronunciation.

The mean of overall was 66.6% for correct pronunciation and 33.3% for incorrect which can show that there was interference of sounds in the term substitution of phoneme. Through the explanation above, the phoneme that has prominent interference was phoneme /ae/ with the percentage of interference was 95%.

The term phonology can be used in the wide sense of the word. When used in this way, phonology covers phonetic and phonemics. This is accord with what Francis in Ba'dulu (2014:30) says that phonology is a cover term embracing phonetics and phonemics. This also in according to Harnish in Ilyas (1984:99) say that phonology is the subfield of linguistics that studies the structure and systematic patterning of sounds in human language. Part of phonology involves an investigation of how speech sounds are produced (articulated) in the vocal tract (an area known as articulatory phonetics), as well as the study of the physical properties of the speech sounds-wove³ generated by the vocal tract (an area known as acoustic phonetics). Whereas the term phonetics usually refers to the study of the articulatory and acoustic properties of sounds, the term phonology is often used to refer to the abstract rules and principles that govern the distribution of sounds in a language. In the narrow sense of the word, phonology refers to phonemics, that is, the branch of linguistics which studies the ways in which speech sounds form systems and patterns in human language according to Fromkin and Rodman in Ilyas (2014:71).

Conclusion

Based on the result of the research about the interference of made by Bugis students of the eleventh grade of SMA Negeri 1 MajaulengKabWajo in pronouncing English phoneme, the researcher can conclude that the factors of interference that the students used mother tongue when they daily life and also there are different dialect, occurs in substitution of phoneme and the phoneme that has prominent interference is /ae/, most of the students that easy to pronounce were /i/, /a/, and the students of difficult to pronounce were /ae/, /u/, /o/. From the data of this study, it is suggested and recommended to the further researcher to explore appropriate teaching method and media to overcome students' interference problems in pronouncing English words, so they can speak effectively.

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The Interference Made by Students to Pronounce English Phonemes in Wajo Buginese Context of South Sulawesi Indonesia

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