



The Influence of Serawai Melayunese Dialect Towards Students' English Pronunciation

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Abstract

During the process of L2 acquisition, most of the students usually face some difficulties in pronunciation. One influential factor that triggers this problem is L1 transfer. Therefore, the objectives of this study were to explain the influence of Serawai Melayunese dialect towards students' pronunciation of English vowels, consonants, diphthongs, clusters, and words stress syllables and to explain the role of teacher in the development of student's pronunciation. This research employed qualitative descriptive research. The subjects of this study were 38 students of SMAN 1 South Bengkulu. The data were collected by using questionnaires, student's recording, observation checklist, and an interview. The results of this study showed that Serawai Melayunese dialect did not strongly give positive transfer on students' pronunciation of English vowels [ʊ],[ɒ],[ʌ],[ə],[e], consonants [p], [b], [t], [d], [f], [ʃ], [k], [h], [s], [m], [n], [l], [r], and diphthong [ɔɪ]. Moreover, Serawai Melayunese dialect did not strongly give negative transfer on the substitutions of long vowel sounds [i:], [ɒ], [u:], [ɜ:] and [æ] into short vowel sounds [ɒ],[ɒ],[ʌ],[ə],[e], consonant sounds [p^h], [t^h], [k^h], [ð], [dʒ], [ʒ], [tʃ], [θ], and [v] into sounds [p], [k], [d], [j], [z], [t], [f]. It occurred not only because of these sounds did not exist in the Serawai Melayunese dialect sound system, but it was also influenced by spelling interference from L1 and lack of pronunciation training. Furthermore, diphthong [aʊ] and two syllable word stress on final position were strongly influenced by Serawai Melayunese dialect. Since this diphthong existed in Serawai Melayunese dialect and stress placement in two syllable words were frequently produced on final position, it influenced positively the student's English pronunciation. In contrary, Serawai Melayunese dialect did not give negative transfer on students' pronunciation of diphthongs [eɪ], [aɪ] [ʊe], [eə], and [ʊə]. The students pronounced these diphthongs improperly were caused by spelling interference from L1 and lack of pronunciation training. In addition, Serawai Melayunese dialect did not give positive and negative transfer of English consonant clusters [str] and [st] since they were able to recognize those words or teacher gave pronunciation training. Last, teacher's awareness about the importance of teaching pronunciation was still inadequate. Pronunciation instruction was least granted attention by the teacher. As results, teacher was reluctant to monitor and to correct students' pronunciation.

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INTRODUCTION

Mastering English means being able to acquire four major skills in English. They are listening, reading, writing, and speaking. Among those skills, oral production skill such as speaking is considered to be one of an important skill to achieve by learners. It is because people are impossible to acquire language without producing and practicing the language.

To promote speaking skill, Fraser (2000, p. 25) mentions that there are other supported sub-skills that should be considered by the learner. They are vocabulary, grammar, pragmatics, and pronunciation. He also emphasizes that pronunciation is seen as the most prominent sub-skill in speaking. This view is also supported by Morley (as cited in Gilakjani, 2012, p. 3) adds, "intelligible pronunciation is an essential component of communicative competence". It means that the attention to the pronunciation is really vital matter in order to be able to communicate and socialize each other.

During the process of acquisition, all of the students whose English is not their native language will face some problems in pronunciation. Due to the fact that Indonesia is considered as a country which has a variety of different accent and sound systems. Certainly, the learners who come from different background and have different dialects affect the way of their English production. Since the students' mother tongue has been used as daily language. For sure, the way students learn L2, it will be affected by their mother tongue (Murcia, Brington & Godwin, 2010, p. 16). In line with this statement, those problems were also found by the repsearcher in one school area in South Bengkulu region. This area has a unique language and culture. Most of the students use Serawai Melayunese language as a daily language. It can be seen from the observation, it was found that this dialect reflects the sounds in English. For example, students mispronounced frequently certain words in English for examples "avoid" and "carrot". They tended to substitute

sounds /v/ and /r/ into sounds [p] and [ɣ]. So, it sounded like [əpəɪd] and [keɣət]. Interestingly, some students who are originally from South Bengkulu usually pronounced sound [r] which is more alveolar. The majority of the students were also difficult to pronounce words which had /æ/ sound such as "absence",. They usually replaced phoneme /æ/ into /e/, so it sounded like ['ebsənt]. Moreover, the case of the words 'back' and 'bag'. They tended to pronounce it as [bek] and [beg]. The sound /æ/ changed into [e]. Then, the sound [g] at the end of the word 'bag' was pronounced as [k]. They simply replaced it with the nearest sound that they feel so easy to produce. Even though those words sound similar. In English, they are pronounced differently. Certainly, it also influences the meaning of the message is being transferred. Therefore, if the students do not pay attention a lot about how to pronounce the words properly, misinterpretation will occur in communication. Gilakjani (2011, p. 1) also supports that mispronouncing can lead misunderstanding, even it can also break down the communication between the speaker.

Another problem faced by the student was English word stress placement. In Serawai Melayunese dialect sound system, stress is usually placed on the final syllable (Hadi, 2007, p. 65). Moreover, stress in Serawai Melayunese dialect is not highly considerable. Even though stress is put on the first syllable, it does not change the meaning. Unlike English, stress placement has such complex rules. Certainly, it becomes the matter of difficulty for the students who learn English as their L2. For an example, the case of the word 'present'. They usually pronounced a word 'present' as [pre'sənt]. Although, they put stress correctly, but it was pronounced as it was written.

In fact, this word actually has two different meanings. In English, the word 'present' can have double function as a noun as well as a verb which are also influenced by the placement of stress. If it has a function as a verb, stress syllable is always put on the second syllable. Then it is pronounced as ' [pri'zent]

which means to “*give or to provide or make something known*” (Cambridge Advanced Learner’s Dictionary, [CALD], 2008). Conversely, if it has a function as a noun, the stress should be put on the first syllable. It should be pronounced as [ˈprez.ənt] which means ‘*something that you are given*’ (CALD, 2008). It can be seen that how the meaning completely changes whenever stress is placed.

Thus, misplacement of stress can also be a serious problem if the students do not pay attention a lot about stress syllable in English. Since it also influences the intelligible of their pronunciation in understanding the message of the speaker. In line with this view, Sukrisno (2015, p. 31) states that recklessly put stress in words will effect confusion, even misunderstanding in communication.

The occurrence of those phenomena above is claimed by some scholar as results of L1 transfer. Avery and Ehrich (as cited in Collin & Mees, 2013) further explain that language transfer can happen in three ways. First, as the problems are presented above, the difficulties arise because of the mother tongue has been implanted deeply as part of habit. Of course, it is difficult for them to change the habit of moving speech to produce certain sounds in English that has never been trained before. Second, certain features in L1 sound system do not exist in L2 sound system. Third, different sound system between L1 and L2 also contributes the difficulties of students’ English pronunciation. Similarly, Selinker (1972, p. 211) believes that some linguistic forms of L1 are transferred to the L2 which mainly results number of errors because of L1 and L2 have slightly different linguistic features. In addition, Ellis (1999, p. 301) also states that language transfer as the impact which is caused by the differences or similarities linguistic feature of L1 toward the acquisition of L2. The influence of L1 which results an error in producing L2, it is called as negative transfer. Meanwhile, when L1 influences L2 acquisition as facilitator, positive transfer occurs. Based on the phenomenon above, it can be identified that factor may cause

this problem is the interference or negative transfer from L1.

There are several relevant studies which have been conducted by the researchers on this topic In Indonesian context, Fauzi (2014), Haryani (2016), and Syaputri (2016) conducted an error analysis study at university and secondary level. The aim of the research was to identify pronunciation errors made by the students and to identify causes of the errors. The results of the study showed that most of the students got difficulties in pronouncing consonants [ŋ], [f],[v],[d],[dʒ],[ʃ],[z],[ð],[ə],[l]. They claimed that the cause of the error was due to the L1 interference, intralingual or developmental factors.

Furthermore, other studies related to an error analysis in suprasegmental aspect particularly stress placement at the university level were conducted by (Weda, 2012; Bian, 2013; Arinintya, 2015; Vafei & Sadeghpour, 2015; Wulandari, 2016). Similarly, in Indonesian context, some studies at university level conducted by Weda (2012) and Arinintya (2015). The studies were aimed to find out the types of stress shifting were produced by freshmen students and identify possible causes. The results of the study indicated that students made some errors in the 2 syllable words, 3 syllable words, 4 syllable words, or more than 4 syllable words. They also claimed that this problem was not only caused by the lack of knowledge about giving stress and practice from the instructors, but also the influence of an absence of L1 stress shift towards L2.

Moreover, Wulandari (2016) conducted a study about developmental patterns of English words stress acquisition from freshman to sophomores and juniors. The result of the study showed that there was no significant development from freshmen to sophomores and junior. It can be concluded that the acquisition of word stress is relatively very low after three years studied English.

Different from the others, Goldstein (2011) and Rahmatika (2017) studied about the influence of L1 towards students’ pronunciation. They intended to find out the positive and

negative language transfer of L1. From these studies, it can be implied that the differences and similarities of language features really affect the students' pronunciation. If one language system has similarities to L2, it will be beneficial for the students' pronunciation. Conversely, when one language system different each other, it will affect the students' pronunciation. Therefore, erroneous frequently occurred in the process of acquisition.

Those studies above mostly discussed about an error analysis whereby researchers desired to find out the interference or negative effect of L1 towards English pronunciation. There are few studies which have conducted a positive and negative transfer of L1. Moreover, the researcher chooses this topic because it is still limited being researched in Indonesia. Besides, the majority of studies were only focused on segmental aspect of pronunciation.

Furthermore, the researcher chooses Melayunese dialect, since there have been no study ever conducted to any Serawai Melayunese dialect influences on students' English pronunciation. By knowing this fact, there are a lot of chances to do similar research about this topic. Therefore, in this current research, the researcher intends to conduct the study about the influence of Serawai Melayunese dialect towards student's English pronunciation on segmental and suprasegmental aspect both positively and negatively. Later on, the results of this study can be used as an input for the learners and teachers to improve their English pronunciation. Since teachers play an important role as input model in the process of acquisition, so there is also need to analyze the teacher's roles in the development of students' pronunciation.

Therefore, the objectives of this study were to explain the influence of Serawai Melayunese dialect in pronouncing English vowels, consonants, diphthongs, consonant clusters, to explain the influence of Serawai Melayunese dialect in producing English word stress, and to explain the role of teacher in the development of students' pronunciation.

METHOD

This research employed qualitative research design which was aimed to explore and to explain the influence of Serawai Melayunese dialect towards students' English pronunciation. The subjects of this study were tenth grade students in SMAN 1 Manna. It consisted of 38 students who were originally from South Bengkulu. The participants were taken from two different classes. They were class X MIPA 1 and X MIPA 3. The reason why I chose these two classes were because they were taught by the teacher who originally came from South Bengkulu.

There were multiple techniques used to obtain the data in this study. Those were questionnaire, recordings, interview, and observation. First, a questionnaire was employed to obtain the data about the student's background. Second, recording was used to collect the data about students' English pronunciation. The sources of the data were taken from student's voice recording when they were asked to read an English text, a list of sentences, and a list of isolated words. Third, the interview was applied to gather the information about the role of the teacher in developing students' pronunciation. Fourth, observation was also used to gain more information about the teachers' performance as the input model to develop students' pronunciation.

Then, the data were analyzed through some steps: (1) data highlight, (2) data classification, (3) data reduction, (4) data analysis and interpretation, and (5) data presentation.

RESULTS AND DISCUSSION

The followings are the findings and discussion of this research after recording the students' pronunciation. This part is divided into six parts based on research questions of the study.

Vowels Influenced by Serawai Melayunese Dialect

After analyzing students' pronunciation of English vowels, it was found that there were some vowels influenced by Serawai Melayunese dialect. Those sounds were classified as the vowels that were not strongly influenced by Serawai Melayunese dialect. It meant that although, the students could pronounce the sounds properly, it was not only caused by positive transfer of Serawai Melayunese dialect. Moreover, if the students could not pronounce sounds properly, it did not mean that it was caused by negative transfer of Serawai Melayunese dialect only. Other factors could contribute students' pronunciation.

It has been found that there were five vowels pronounced correctly by the students. They were sounds [ʊ],[ɒ],[ʌ],[ə], and [e]. Even though the students could pronounce those sounds properly. It did not mean it was influenced positively by Serawai Melayunese dialect only. The easiness of this pronouncing was identified because of similar features both Serawai Melayunese dialect and English. Moreover, those sounds also exist in Bahasa Indonesia. Therefore, this positive transfer is not strongly influenced by Serawai Melayunese dialect.

However, there were other sounds difficult to be pronounced by the students. They were long vowel sounds [i:],[a:],[u:],[ɜ:], and [ɔ:]. They tended to substitute it with short vowel sounds [ʊ],[ɒ],[ʌ],[ə], and [e]. In addition, I also found student could not pronounce sound [æ] as in word 'attack'. The majority of the students replaced it with sound [e] in Serawai Melayunese dialect. Most of the students frequently substituted it with the nearest sound that exists in Serawai Melayunese dialect sound system. It is inline with Ramelan (2003, p. 66). He states that Indonesian students may face difficulties in pronouncing [æ] sound, due to the inexistence of this vowel in their native language. So they tended to replace it with the nearest front vowel [e] as in word 'enak' ('delicious'). Although, the students could not pronounce those sounds improperly. It did

not mean it was influenced negatively since those vowels did not exist in Serawai Melayunese dialect only.

This phenomenon occurs because of other factors that might influence their English pronunciation, such as students are lack of knowledge about correct pronunciation, lack of pronunciation practice, students' inability to recognize the words, and spelling interference. So, it can be said that Serawai Melayunese dialect does not give negative transfer strongly to the student' pronunciation.

English Consonants Influenced by Serawai Melayunese Dialect

Dealing with consonant sounds, I have found that there were English consonants influenced by Serawai Melayunese dialect. Then, I decided it to classify them as the consonants that were not strongly influenced by Serawai Melayunese dialect.

The students could pronounce English speech sounds properly, such as [p], [b], [t], [d], [f], [ʃ], [k], [h], [s], [m], [n], [l], and [r]. It was because these consonant sounds also existed in Serawai Melayunese dialect and Bahasa Indonesia. That is why they feel so easy to pronounce those sounds. So, it can be implied that the easiness of pronouncing is not directly influenced positively by Serawai Melayunese dialect.

Moreover, the negative transfer also occurred in some consonant sounds. It was due to the inexistence of those consonants in Serawai Melayunese dialect. Those sounds were [p^h], [k^h], [t^h], [tʃ], [dʒ], and [ʒ]. Sounds [p^h], [k^h], and [t^h] were not aspirated by the student. Most of the students tended to produce it with plosive sounds [p],[k], and [t].

Furthermore, from the analysis I found that the students had difficulties to pronounce these sounds [tʃ], [dʒ], and [ʒ]. It was because those sounds did not exist in Serawai Melayunese dialect and Bahasa Indonesia. They tended to replace it with the nearest sounds such as [c],[j], and [z] that existed in Bahasa Indonesia and Serawai Melayunese dialect. In Serawai Melayunese dialect, these sounds are

pronounced lighter. For example in word 'cidau' and 'jemau'. Serawai people pronounce them as [cidau] ('tired') and [jəmau] ('people'). This phenomenon is inline with Ramelan (2003, p. 148) statement. He states that in Indonesian students tend to substitute the sound [tʃ] with sound [c] as in word 'cantik' ('beautiful') and 'jejak' ('stail') which is more alveolar and not rounding.

Although, the students could not pronounce those sounds improperly. It did not mean it was influenced negatively due to the inexistence of those consonants in Serawai Melayunese dialect only. Other factors such as students' lack of knowledge about correct pronunciation, lack of pronunciation practice, students' inability to recognize the words, and spelling interference can influence their English pronunciation. It means that Serawai Melayunese dialect strongly does not give negative transfer to their English pronunciation.

In addition, students could not pronounce properly sound [v] in initial, medial, and also final. In initial position, almost students pronounced sound [v] into [f] and [p]. In fact, Serawai Melayunese dialect does not have sound [f] in sound system. However, sound [f] exist in Bahasa Indonesia

Similarly, in medial and final position, mostly the students replaced it with sound [p] and [f] as in the words 'positive' and 'avoid'. Since If I looked at the phonological features of Serawai Melayunese dialect. I found that sound [v] also did not exist in Serawai Melayunese dialect. Mostly, Serawainese people tend to use sound [p]. For example, in a word 'variasi' ('variety') They replace it with sound [p]. So it becomes [pariasi]. Similarly, another study which was conducted by Mu'in (2017, p. 73). The students tended to pronounce final [v] and [f] as [p] in *Banjarnese dialect*. It was because the absence of [v] and [f] in Banjar sound system.

Diphthongs Influenced by Serawai Melayunese Dialect

Based on the analysis, I have found that the diphthongs that were influenced by Serawai Melayunese dialect. Then, those diphthongs

were classified into three categories. The first category was the diphtong that was strongly influenced by Serawai Melayunese dialect. I found that all the students pronounced correctly diphtongs and [au] as in the word 'now'. According to Ramelan (2003, p. 81) "diphtong is pronounced in one syllable or produced with one single impulse breath. However, if the sequence of two vowel sounds is produced with two impulse breath, it is said to be dissyllabic". After I checked the students' recording deeply, I heard that they could pronounce properly diphtong [aʊ] as one syllable. One factor that influenced the easiness of their pronunciation was Serawai Melayunese dialect. Since Serawai Melayunese dialect is characterized by diphtong [aʊ] at the end of the words. For example, in the words 'pusing', 'dimana', 'coba' and 'mengapa' are pronounced as [bənau] ('dizzy'), [dimanaʊ] ('where'), [cobaʊ] ('try'), and [ŋapaʊ] ('why'). Therefore, Serawai Melayunese dialect strongly influences students' pronunciation.

The second category was the diphtong which was not strongly influenced by Serawai Melayunese dialect. However, all of the students could pronounce the diphtong [oɪ] properly in word 'boy'. Since this diphtong also existed in Serawai Melayunese dialect as in word [asoɪ] ('plastic bag') and [amboɪ] ('oh my God') in Bahasa Indonesia. So, they could easily pronounce this diphtong. It means that Serawai Melayunese dialect do not strongly influence the student's pronunciation.

The last category was the diphtongs that were not influenced by Serawai Melayunese dialect. All of the students could not pronounce these diphtongs [ʊə], [eə], [ei], [əʊ] and [ai] properly in words 'casual' and faith'. The correct pronunciation should be ['kæʒjʊə] and ['feɪə]. In fact, I found most of them pronounced it with [kəsʊəl] and [faɪt]. They pronounced the words how it was spelled. I believe that it happened because of spelling interference and lack of knowledge about correct pronunciation. In addition, it was also supported by the fact that these diphtong [ʊə],

[eə], [ei], [əʊ] do not exist in the Serawai Melayunese dialect sound system.

Moreover, most of the students could not pronounce the diphtong [aɪ] as in word 'primary' properly. They tended to substitute it with [i] sound. In fact, diphtong [ai] exists in Serawai Melayunese dialect and Bahasa Indonesia as in word [banjai] ('stale') and [sungai] ('river'). This mispronounced was not caused by Serawai Melayunese dialect. It was due to the spelling interference from L1. The majority of the students pronounced it how it was spelled. In line with this statement, Ramelan (2003, p. 5) argues that due to habit interference from L1, when the students are trying to produce new sounds, they likely substitute them with the nearest sound from his own stock of sounds. For example, Indonesian students usually pronounced English word like 'bow' tends to say 'bəʊ'. Besides, it is also caused by lack of pronunciation training. So, It can be said that Serawai Melayunese dialect does not give any influence on their pronunciation.

Consonant Clusters Influenced by Serawai Melayunese Dialect

I have found that all of the students could pronounce two and three consonant clusters [str] and [st]. The students could pronounce it properly. Although they could pronounce it properly, it did not mean that Serawai Melayunese dialect gave positive transfer. Since two consonant cluster [st] in Serawai Melayunese dialect sound system was sometimes inserted by sound [ə] as in word 'bligat' ('dizzy'). Serawai people tend to pronounce it as [bəligat] not [bligat]. Even though students could pronounce those consonant clusters, it did not mean that Serawai Melayunese dialect strongly influenced the students' pronunciation. There were other factors influenced their pronunciation, such as the students were able to recognize the words or teacher gave pronunciation training to the students. So, it can be concluded that Serawai Melayunese dialect does not give any positive

and negative transfer on students' pronunciation.

English Words Stress Syllables Influenced by Serawai Melayunese Dialect

After analyzing all of English word stress syllable, I decided it to classify them into three categories. The first category was English words stress syllables that were strongly influenced by Serawai Melayunese dialect. Based on the findings, I have found that all of the students put stress correctly on two syllable words in final position such as in words 'attack' and avoid. It is because stress placement, particularly two syllable word in Serawai Melayunese dialect is usually produced on the final syllable. For example, as in words [ijag] ('green') and [alap] ('good'). Therefore, Serawai Melayunese dialect strongly influences the students' pronunciation of two syllable English word stress on final position positively.

The second category was English word stress syllables that were not strongly influenced by Serawai Melayunese dialect. Most of the students produced English word stress improperly from three to sixth syllable. They tended to put stress on initial and medial syllable. On the other hand, there were some students could pronounce three syllable words on initial and medial position properly as in words 'primary' and 'important'.

Although the students placed stress correctly, it did not mean that Serawai Melayunese dialect gave positive transfer towards students' pronunciation. Conversely, if the students put stress incorrectly, It did not mean that Serawai Melayunese dialect gave negative transfer towards students' pronunciation. This phenomenon is identified as a result of the inexistence of a specific stress placement rule in multisyllabic words. So, the students tended to pronounce it recklessly. They put stress wherever they feel so easy to pronounce it. Other factors that I believe really affect their English word stress production is because of lack of pronunciation training given by the teacher. It was proven from the interview

that the teacher said she never trained their students' about English word stress placement.

Similar results were also found in a study which was conducted by Vafei and Sadeghour (2015) in Iranian context. The findings showed that participants tended to be more successful in pronouncing words on the first syllable. It was not only caused by L1, but another factor such as lack of pronunciation training about English word stress contributes the arbitrariness of their stress placement. The students also admitted that their English teacher never taught them about English word stress placement.

Teacher's Role in The Development of Students' Pronunciation

I used observation and interview to collect the data as instruments in order to find out the role of the teacher in developing students' pronunciation in the classroom.

Based on the interview and observation result, it was found that teacher trained the students' pronunciation in teaching process. It was proven from the observation that the teacher trained their students' pronunciation when they read a dialogue or read a text in the class. Moreover, from the interview, the teacher also stated that most of the students faced difficulties in pronouncing some sounds in English such as sound [ə], [ð], [æ], and [v]. Those sounds were sometimes substituted by the sounds [t], [d], [ʌ], and [p].

She further explained that these difficulties occurred because of some factors. First, it was because the teacher in Junior High School did not pay attention a lot of their students' English pronunciation. So, the erroneous frequently occurred until the students were in Senior High School level. In fact, in this level, the students need a lot of pronunciation practice. Second, since the allocation time in 2013 curriculum was really limited. Therefore, the teacher did not have sufficient time to train their students' pronunciation. The teacher only focused on the material. Harmer (as cited in Gilakjani, 2017) mentions that lack of time has become the major reason that pronunciation is sometimes neglected by the teacher. Since, the

amount of time is only used by the teacher focuses on the materials in curriculum.

Third, the cultural background of the students such as their mother tongue language that they used to communicate with others also influenced their pronunciation. For example, the students from *Melayunese* speaking community such as *Banjarese* also could not pronounce sounds [f] and [v]. They tended to substitute sounds [f] and [v] with [p] (Muin, 2017, p. 73). It meant that the students' first language could influence their English pronunciation. It was supported by Gilakjani (2011, p. 78), she states that the sound system of native language (NL) can influence the target language (TL) because of the absence of certain features in the native language sound system. Moreover, different phonological features between native language (NL) and target language (TL) will also cause the problem in producing target language.

From the observation and interview results, I also observed the role of the teacher in correcting and monitoring students' pronunciation. I saw the teacher rarely gave some corrections to the students' speech. The teacher stated that she only monitored and corrected students' pronunciation when the students found new vocabulary, read a text in English textbook and practiced dialogue in front of the class. In addition, she was not very often in using media for teaching English pronunciation. Surprisingly, in an interview, the teacher stated that she never trained the students about English words stress and she admitted that she did not always give any corrections to their students. It was because it would make the students feel uncomfortable since their pronunciation were always corrected by the teacher. As a result, they would lose their confidence in speaking English. Hedge (as cited in Tejeda and Santos, 2014) argues that pronunciation is difficult work to do in English language teaching, since it may cause the fear of losing face and embarrassment due to mistakes has been evaluated by others.

Moreover, the fact that Communicative Language Teaching (CLT) underlies in English

curriculum today. This paradigm tends to be more focus message-oriented in transactions. As a result, pronunciation errors are being tolerated by the teacher since they think fluency is more important than accuracy. Therefore pronunciation is sometimes neglected by the teacher.

From the explanation above, it can be concluded that teacher's awareness about the importance of teaching pronunciation was still inadequate. Pronunciation instruction was least granted attention by the teacher. As result, teacher was reluctant to monitor and to correct students' pronunciation.

CONCLUSION

The conclusions of this study were Serawai Melayunese dialect did not strongly give positive transfer on students' pronunciation of English vowels [ɒ],[ɒ],[ʌ],[ə],[e], consonants [p], [b], [t], [d], [f], [ʃ], [k], [h], [s], [m], [n], [l], [r], and diphtong [ɔɪ]. Moreover, Serawai Melayunese dialect did not strongly give negative transfer on the substitutions of long vowel sounds [i:], [ɒ], [u:], [ɜ:] and [ae] into short vowel sounds [ɒ],[ɒ],[ʌ],[ə],[e], consonant sounds [p^h], [t^h], [k^h], [ð], [dʒ], [ʒ], [tʃ], [θ], and [v] into sound [p], [k], [d], [j], [z], [t], [f]. It occurred not only because of these sounds did not exist in the Serawai Melayunese dialect sound system, but it was also influenced by spelling interference from L1 and lack of pronunciation training.

Furthermore, diphtong [aʊ] and two syllable words stress on final position were strongly influenced by Serawai Melayunese dialect. Since this diphtong exists in Serawai Melayunese dialect and stress in two syllable words were frequently produced in final position, it influenced positively the students' English pronunciation. In contrary, Serawai Melayunese dialect did not give negative transfer on students' pronunciation of diphtongs [eɪ], [aɪ] [ʊe], [eə], and [ʊə]. The students pronounced these diphtongs improperly were caused by spelling interference from L1 and lack of pronunciation training. In

addition, Serawai Melayunese dialect did not give positive and negative transfer of English consonants cluster [str] and [st] since they were able to recognize those words or teacher gave pronunciation training. teacher's awareness about the importance of teaching pronunciation was still inadequate. Pronunciation instruction was least granted attention by the teacher. As result, teacher was reluctant to monitor and to correct students' speech.

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