

The Influence of Mid-East Sundanese Dialect (L1) in The Pronunciation of English Among English Department Students at Universitas Majalengka

Mochamad Adnan Falahuddin , MursidSaleh, Sri Wuli Fitriati

Universitas Negeri Semarang, Indonesia

Article Info

Article History:

Received 18 October 2018

Accepted 01 February 2019

Published 20 June 2019

Keywords:

Sociolinguistic, Second-language acquisition, Pronunciation, World Englishes.

Abstract

In a local society, it is still rare to find students who are able to speak English because Indonesian loves to use local language or Bahasa Indonesia. It causes different dialects that makes harder to speak English naturally. This research is to describe and explain the articulatory phonetics that is influenced by Mid-East Sundanese dialect. This research was a qualitative case study. The subjects of this study were 18 English department students of Universitas Majalengka academic year 2017/2018. The data were collected by using questionnaires, students' recording, observation checklist, and an interview. Based on the research data, it can be concluded that the negative transfer of L1 through vowel sounds was sound [æ]. The students tended to replace the sound [æ] with [ʌ], and [e] as well as sounds [əʊ] and [eə] that replaced with sounds [ʌ], and [ɜ:]. While, the consonant sounds which negatively affected by L1 were [θ], [ð], [ʃ]. The students tended to replace the sound with [c], [d], [t], or [s]. Otherwise, L1 positively affected the cluster sounds [pr], [kw], [bl], and [str]. All of the students could pronounce them properly. Based on the findings, the mispronounced words mostly are caused by the lack of pronunciation practice. It helped them to improve and to evaluate their pronunciation ability. Since the students were able to recognize those words, then teacher facilitate them to practicing pronunciation.

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[□] Correspondence Address:
Kampus Pascasarjana Unnes, Jl. Kelud Utara III Semarang 5023,
Indonesia
E-mail: falahuddin28a@gmail.com

INTRODUCTION

As an international language, English is used by people in the world for many aspects. They learn English because they need it, because English covers all variety of modern community which has a great role in proceeding some kind of electronics and also English is a default language in general procedures in digital resources, for example, at least no product which has no English in their system.

In the modern era, people thought that English has to be daily needs in many things. It can be seen in every places and product also technology, mostly uses English on their product whether as direction, command and even sign such as computer's command, and so on.

This condition makes the effect of English wider. It creates a variety of English because (non-native) country adopts English as a second or foreign language by adjusting the linguistic and dialectical features of each community. And also some countries have a regulation that English is one of the main subjects to be learnt as the educational curriculum, included Indonesia.

Indonesia puts English as the main subject to be learnt to the education policy. One of the evidence is the use of the standard national examination to pass from senior high school and to be one of the requirements in entrancing the tertiary education should be acquired English Competencies. The application of this regulation makes English as one of the major subjects at each grade from elementary school to senior high school even to tertiary education. But in local society, it is still rare to find students who are able to speak English because Indonesian loves to use local language or Bahasa. This paradigm causes most of the students in Indonesia to think that English is one of the hardest subjects at school, so they ignore to practice.

This paradigm influences the process of learning English. It makes students neglectfully to speak English because they think that English is a subject at school only. And they enjoy use

local language; mostly they use the local language to interact with others. Besides that, in the process of learning language, English compete not only with Bahasa but also with the varieties of local languages in Indonesia.

Based on BPS data (2010, p.5), Indonesia has thirty-one major ethnic groups and many more minor or sub-ethnic groups totally 1.300 groups. Each ethnic groups have own local language which is used in their daily activities. Then, Bahasa Indonesia is the second language (L2) as the unifying language in Indonesia as stated in 'Sumpah Pemuda' that is happened at 28th October 1908. It is as a bridge for every ethnic group in Indonesia to communicate with each other in order to keep the good interaction from one ethnic to other ethnics in Indonesia.

Every ethnic group in Indonesia use a local language in their daily activity. There are 2,500 local languages in Nusantara, BPS (2010, p.6), 79.5% Indonesian speaks the local language in their daily activity, the date is taken from BPS reports (2010, p.15). It means that local language is as the first language in Indonesia which is used by speaker surrounding in a certain area. Javanese has Java, and Sundanese has Sundanese as their local language. BPS (2010, p.8) records that there are 36.7 million people. It means that there are 36.7 million people speak Sundanese as their first language.

Both local language and Bahasa Indonesia has been taught since elementary school, so formal school facilitates students to learn Bahasa Indonesia and local language to communicate them to the largest community in Indonesia. And also, Indonesia adopts English as one of the language subjects in school.

English is learned as a foreign language, and it is one of the major subjects of the Indonesian educational system. Because the government know that English is a bridge to connect Indonesian to the largest community in the world. So, the government give more attention to English subject starting from elementary to senior high school, it is proved by English subject is one of National Examination

subject which is a key subject to claim that student pronounced pass or not.

But in the tertiary education, English also as one of the department whether English education and English art. English department mostly uses English in teaching learning activity even in writing the final project, English department students must write paper or thesis in English as well as their class presentation and class discussion, they must use English in asking and giving a question.

In the way to practice English, students need to express all the words meaningfully. So, it leads them to interpret the language, and sometimes, in interpreting the language, students make same diversion dialect due to the difference between source language to target language. It is caused by the different system of each language itself.

The dialect itself affects the students' ability in producing the sound of English pronunciation. This obstacle is faced by students in Indonesia because the students come from various backgrounds, so the class is a homogeny class which is consisted of different ethnic groups, social status, and so on. But, in this case, the dialect is one of the ethnic identities. These factors give a positive and negative transfer in producing English pronunciation. Even more, for students that come from Sundanese. They find some obstacle in producing the English pronunciation that is caused by their local language (Sundanese).

The origins of Sundanese is called '*Cacarakan*', it has its own structures and systems. Definitely, it will influence English, as Hassan's study (2014) that he claims the availability of mother tongue sounds affect to the target language sounds. When they speak English, there are some systems/features that miss or error in their grammar, and pronunciation also speech style when they are trying to performing spoken English.

Based on the phenomenon above shows that the widespread of English grow some varieties of English all around the world as Kachru proposed at 1997 about three concentric circles, they are the inner circle, outer circle, and

expanding circle whereas Indonesia stands at expanding the circle. Or in other words, it means that most of the western countries adopt English as the first language whereas the origins of English come from. Some countries also adopt English as a second language, and other countries adopt English as a foreign language.

Thus, it is inspired me to investigate the influence of local language in Indonesia especially in Majalengka native speaker toward English dialect among English department student in tertiary education, in this case at Universitas Majalengka. Local language of this study is Majalengka Sundanese dialect that is called as Mid-East Sundanese dialect, Simons (2018).

METHOD

I assume that there is the positive and negative transfer of L1 toward English pronunciation sounds. It is because the L1 of the speakers can influence L2. The different perspective is important to be investigated in order to know what are the positive and negative transfers of L1 toward L2.

This study is descriptive qualitative research. There is no statistical process during collecting or analyzing the data. I used a simple explanation from the finding tables in order to help the interpretation of the phenomena. According Cohen et al. (2007, p. 205), he states that "...descriptive research is concerned with how what is or what exists is related to some preceding event that has influenced or affected a present condition or event."

The participants of the study of are Sundanese students who study at a private university in Majalengka, they are 18 English department students. Then the object of the study is the influence of Mid-East Sundanese dialect toward English pronunciation sounds.

In collecting the data, I used observation based on Marguerite (2010, p.115) stated that "complete observer, you record observations passively in as uninvolved and detached a manner as possible." As well as the questionnaire and standardized interview based

on Patton (1980, p. 206) outlined four types: informal conversational interviews; interview guide approaches; standardized open-ended interviews; closed quantitative interviews. The type of data is in the form of the students' performance recording when they produce some target words. The words are taken from the English tough stuff (the chaos) poem which is written by Gerard Nolst Trenité. Besides, the other supporting data are taken from observation, questionnaires and interview.

Then data were analyzed using some steps as follows:

1. Data highlight

I chose some words in which each word have a certain sound of English pronunciation sounds to be analyzed. Those words contain sounds 12 vowels, seven diphthongs, 24 consonants, and four clusters.

2. Data classification

I classified the data based on its category. They were 48 tables which representatives of each sound for each table.

3. Data reduction

I reduced the data which was not fulfilling the characteristic. They were the non-Sundanese data. Because in a class I took there were Mid-East Sudanese students and Dermayuan students. It can be seen from the questionnaire that I gave before. So, I took 18 data which were Mid-East Sundanese students to be analyzed.

4. Data analysis and interpretation

I did the analysis and data interpretation in order to find the positive and negative transfer of L1 toward English pronunciation sounds. Besides, in supporting the data, I also analyzed the lecture's roles and his perspective on students' pronunciation development through interview and observation data.

5. Data presentation

I presented the result through the analytical description in explaining the result based on the analysis I result.

In order to detract the subjectivity of this study it needed to use triangulation data, as Bekhet (2012, p.2) "With triangulation, researchers can use two research methods to

decrease the weaknesses of an individual method and strengthen the outcome of the study". The triangulation of this study was methodological triangulation.

RESULT AND DISCUSSIONS

The vowels that were influenced by Mid-East Sundanese Dialect

There were some vowels that were not influenced by Mid-East Sundanese dialect directly. It meant that although the students could pronounce some vowels correctly, it did not mean that it was caused by the negative transfer of Mid-East Sundanese dialect as well as if the students pronounced the sounds correctly.

The vowels that were pronounced by the students easily were [ʌ], [ɪ], [ʊ], [e], [u:], [ə], [ɒ]. They could pronounce them properly. Moreover, some students pronounce sounds [ɜ:], [ɔ:], [u:], [i:] and [a:] improperly. They tended to pronounce them shortly with [ʌ], [e], [ʊ], and [ɪ]. Then, all students could not pronounce [æ] correctly; almost all of them replaced it with [e].

Based on the data finding, it could be seen that there was a vowel which strongly affected by Mid-East Sundanese dialect. It was negatively influenced by Mid-East Sundanese dialect. The sound was [æ]. Most of the students could not pronounce that sound correctly. They tended to replace the sound with [ʌ], and [e].

Students did more mistakes than made errors. Most of them were trapped with how was the words written, so they pronounced the sounds based on their knowledge. It meant, they were really needed to learn more about the pronunciation because the mistakes were caused by the lack of knowledge specifically pronunciation skills. But overall they did well, they could pronounce some words properly and a few of them were confused with the different words with the same sound. Beside it, when the data was being collected, they felt nervous and lack of confidence and I saw it when they were being recorded, they spoke fast like no coma and full stop. As Zhang's study (2009), they agreed that speaking was not only students' skill factor

but also students' psychological factor, and many other factors.

The consonants that were influenced by Mid-East Sundanese Dialect

There were some vowels that were not influenced by Mid-East Sundanese dialect directly. It meant that although the students could pronounce some vowels correctly, it did not mean that it was caused by the negative transfer of Mid-East Sundanese dialect as well as if the students pronounced the sounds correctly.

The consonants that were pronounced by the students easily were [b], [c], [d], [g], [h], [j], [k], [l], [m], [n], [ɟ], [t], [r], [w], [ŋ], [ʃ], and [p]. They could pronounce them properly. Moreover, some students pronounce sounds [θ], [ð] and [ʃ] improperly, as well as Anggi's finding (2013) and Risdianto's study (2017), they agreed that the sounds [θ], and [ð] were difficult to be pronounced. They tended to pronounce them shortly with [c], [d], [t], or [s]. Then, most of the students could not pronounce [ʃ] correctly; most all of them replaced it with [c].

Based on the data finding, it could be seen that there were some consonants which strongly affected by Mid-East Sundanese dialect. They were negatively influenced by Mid-East Sundanese Dialect. The sounds were [θ], [ð], [ʃ]. Most of the students could not pronounce that sound correctly. They tended to replace the sound with [c], [d], [t], or [s].

Students did few mistakes than less of errors. Most of them were trapped with how was the words should be pronounced, so they pronounced the sounds based on their knowledge. It meant, they were lack of confidence, they know how to pronounce but they afraid if they could not pronounce well. And a few of students did mistakes due to the lack of knowledge specifically pronunciation skills. But overall they did well, in English consonant sounds. Mostly, they could pronounce the sounds properly and a few of them were confused with the different some words such as tough /tʌf/, they were trapped to pronounced sound [g] not [f].

Although, the origins of Sundanese had no sounds [f], and [v] but they aware those ordinary errors thus they could pronounce them properly because all of the students learned the sounds of [f] and [v] by practicing those sounds. It was contradict with Khotimah's study and Risdianto's study (2017), they found the common errors of Sundanese students in producing the sounds [f], and [v]. Besides, Fauzi's finding (2017) and Dedeh's study (2008), there are foreign consonants in Sundanese that can be found in a number of borrowing words in Sundanese language such as *fasilitas*, *viking*, and *finansial*. There were no major errors in English consonants sounds except for the mistakes that were caused by the lack of pronunciation practices. This case was in lane with Rahmatika's study (2016).

The diphthong that was influenced by Mid-East Sundanese Dialect

There were some vowels that were not influenced by Mid-East Sundanese dialect directly. It meant that although the students could pronounce some diphthong correctly, it did not mean that it was caused by the negative transfer of Mid-East Sundanese dialect as well as if the students pronounced the sounds correctly.

The diphthong that was pronounced by the students easily were [aɪ], [eə], and [ɔɪ]. They could pronounce them properly. Moreover, some students pronounce sounds [ɪə], [aʊ], and [ʊə] improperly. They tended to pronounce them shortly with [ə], [e], [ʊ], and [ɪ]. Then, some students could not pronounce [əʊ], and [eɪ] correctly, they replaced it with [ɔ:] and [e].

There was a diphthong which strongly affected by Mid-East Sundanese dialect. It was negatively influenced by Mid-East Sundanese dialect. The sounds were [əʊ] and [eə]. Most of the students could not pronounce that sound correctly. They tended to replace the sound with [ʌ], and [ɜ:].

Students did more mistakes than made errors. Most of them were trapped with how was the words written. Diphthong sounds were challenging enough for students because it was the combination of two vowels. So they trapped

and they pronounced the sounds improperly. But, that was a good effort for them to learn and more. It could be seen that most of the students did mistake the same mistakes as the other did, there were similar mistakes, it was that they only produced one of a vowel in diphthongs and they ignore another one.

The cluster that was not directly influenced by Mid-East Sundanese Dialect

There were some clusters that were not influenced by Mid-East Sundanese dialect directly. It meant that although the students could pronounce some cluster sounds correct, it did not mean that it was caused by the negative transfer of Mid-East Sundanese dialect as well as if the students pronounced the sounds correctly.

The clusters that were pronounced by the students easily were [kw], [bl], [pr] and [str]. They could pronounce them properly.

Based on the data finding, it could be seen that there was a cluster which strongly affected by Mid-East Sundanese dialect. It was positively influenced by Mid-East Sundanese dialect. The sounds were [pr], [kw], [bl], and [str]. All of the students could pronounce them properly.

The cluster sounds were not difficult enough for the students. They were confident to pronounce the cluster sounds. They thought that the clusters were like the consonant sounds. They could pronounce each sound properly. They were not afraid and they already knew how to pronounce two or more consonants in one syllable. Technically, and mentally, they could control their condition and it helped them pronounce the cluster sounds properly.

CONCLUSION

Based on the findings in the previous chapter, it can be concluded as follows:

It can be drawn that the role of L1 has no significant effect. It can be seen from the result of the data findings. The errors or mistakes that had been done by the students were caused by the lack of the students' knowledge about how the sounds should be pronounced.

Mostly the students were trapped with the words how it's written. They pronounced the sounds based on their knowledge. It meant, they were really needed to learn more about the pronunciation because the mistakes were caused by the lack of knowledge specifically pronunciation skills. But overall they did well, they could pronounce some words properly and a few of them were confused with the different words with the same sound.

The vowel sound that was negatively influenced by Mid-East Sundanese dialect was [æ]. Most of the students could not pronounce that sound correctly. They tended to replace the sound with [ʌ], and [e].

The consonant sounds which strongly affected by Mid-East Sundanese dialect. They were negatively influenced by Mid-East Sundanese dialect. The sounds were [θ], [ð], [ʃ]. Most of the students could not pronounce that sound correctly. They tended to replace the sound with [c], [d], [t], or [s].

The diphthong sounds that were negatively influenced by Mid-East Sundanese dialect were [əʊ] and [eə]. Most of the students could not pronounce that sound correctly. They tended to replace the sound with [ʌ], and [ɜ:].

The cluster sounds that were positively influenced by Mid-East Sundanese Dialect were [pr], [kw], [bl], and [str]. All of the students could pronounce them properly.

Naturally they communicate using Sundanese. Along with the development of era, it goes on a change of them. So they expand language ability to acquire other languages.

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