

## The Influence of Ciacianese Buton Dialect (CBD) Towards Students' English Pronunciation

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### Abstract

This study was intended to reveal the information on the influence of the Ciacianese Buton Dialect (CBD) towards the students' pronunciation of English vowels, diphthongs, consonants, and consonant clusters. The study also explained the effort of the teacher in improving the students' pronunciation. The subjects of this study were eleventh-grade students at SMAN 2 Pasarwajo, Buton regency. This study employed a descriptive qualitative study toward 30 students of grade XI at SMAN 2 Pasarwajo. This study uses several methods in obtaining the data. They are questionnaires, students' recordings, interviews, and observation. The results of the study describe that the Ciacianese dialect influences the students' pronunciation of English sounds positively and negatively. Ciacianese dialect gives positive transfer to sounds /e/, /ʊ/, /ə/, /ɔ:/, and /ɪ/ of vowels; sounds /oʊ/, /əɪ/, aʊ/, /ɪə/, /eə/, /aɪ/, and /eɪ/ of diphthongs; sounds /b/, /d/, /f/, /g/, /h/, /k/, /l/, /m/, /n/, /p/, /ŋ/, /r/, /dʒ/, /s/, /t/, /w/, /j/ and /z/ of consonants; and sounds /nd/, /mp/, /tr/ and /str/ of consonant clusters. Furthermore, Ciacianese dialect gives negative transfer to sounds /i:/, /ɑ:/, /u:/ æ/, /ʌ/ /ə/ and /æ/ of English vowels; sound /ʊə/ of diphthong; and sounds /ʒ/, /v/, /ð/, /θ/, /ʃ/, and /ʒ/ of English consonants. Lastly, since most of the mispronunciation is caused by the lack of pronunciation practice, the teacher should consider providing more spaces for the students to practice the pronunciation.

## INTRODUCTION

As an international language, English plays an important role in many aspects such as education, economics, social life, and many more aspects; since it is used as a tool for communication in this millennial era. Therefore, to have good communication, it really depends on the speaking skill having the speaker. Kusdianang and Bharati (2016) state that speaking is a very important skill to be had by people and particularly for the students to share information and idea. Furthermore, Fraser (2000) mentions that at least there are numbers of sub-skills included in order to speak English well involving vocabulary, grammar, pragmatics, pronunciation, etc. He emphasized that the most important of these skills is pronunciation, which with good pronunciation, a speaker is intelligible despite other errors; while with poor pronunciation, a speaker can be very difficult to be understood, despite accuracy in other areas.

However, as students of a country which consists of various cultures and possesses hundreds of native languages, the students face many difficulties in acquiring L2. One of the problems is the pronunciation which might be affected by their native language. To prove this assumption, a study focusing on this case has been done by the researcher to the students in SMAN 2 Pasarwajo of Buton regency, Southeast Sulawesi which most of the students used Ciacianese dialect as their L1. According to Abdullah et al (1991), the Ciacianese dialect is one of Buton languages that existed in Buton island which the native speakers are spread around Pasarwajo, Wabula, Sampolawa, Batauga, Binongko, Lasalimu, and some other areas. It is used as the tool for daily communication by the native speakers of those areas. The use of the L1 in some cases presumed giving influence to the students in pronouncing the other languages, not but least English as the foreign language learned by the students in the school.

According to Savile-Troike (2006), in the development of Inter-language for L2 learners,

cross-linguistics influence, or transfer of prior knowledge from L1 to L2 is one of the processes involved. Two major types of transfer which occur are; positive transfer when an L1 structure or rule is used in an L2 utterance and that is used is appropriate or “correct” in the L2 and negative transfer (or interference) when an L1 structure or rule is used in an L2 utterance and that use is inappropriate and considered an “error”. Also, based on English Oxford Living Dictionary, language transfer is the phenomenon whereby the acquisition of a new language is influenced by the grammar, pronunciation, orthography, or other aspects of an individual’s first language (or another previously learned language), which may either inhibit or facilitate learning.

The study about pronunciation and related other studies focused on this topic has been done by several researchers. The studies related to segmental aspects have been conducted by (Dewi, 2017; Mulya, 2018; Falahudin, 2019; Harun, 2019; Ati, 2019; SAS, 2019). These studies were about the influence of L1 or dialect toward students’ pronunciation of English sounds. Dewi’s study was about the influence of Brebes Javanese Dialect on the students’ pronunciation of English speech sounds. She found that BJD gives negative transfer on the vowel sound [ɪ], and diphthong [eɪ], [aɪ], [ɔɪ], and [ɪə]. However, it gives positive transfer on the consonant sounds final [b], final [d], and final [g]. It does not give any transfer to the English initial cluster /st/, /spr/, and /str/. Besides, the teachers give pronunciation practice in their teaching process. Mulya (2018) discussed the influence of Seraway Melayunese Dialect on Students’ pronunciation. Falahudin (2019) investigated the influence of Mid-East Sundanese dialect in the pronunciation of English sounds among English department students at Universitas Majalengka. Harun (2019) is concerned about the Buginese Dialect. Ati (2019) concerned with Kemak Sanirin Dialect; and Arif SAS (2019) about Semendenese Dialect.

Furthermore, other studies related to error analysis in supra-segmental have been

conducted by several other researchers. Weda (2012) and Arinintya (2015) discussed the types of stress shifting produced by the freshman students and identified the possible causes; Bian (2013) conducted related research on the influence of Chinese stress on English pronunciation teaching and learning, and Wulandari (2016) discussed the developmental patterns of English words stress acquisition.

Besides those topics, the studies on mispronunciation factors have been also done by some other researchers. Moedjito and Harumi (2008) on their study discussed the perception of the mispronunciation of English speech sounds. The study revealed that Indonesian EFL teachers tendency to overestimate the seriousness of their learners' pronunciations; Fauzi (2014), Haryani (2016), and Syaputri (2016) conducted an error analysis to identify pronunciation errors made by the students and to identify causes of the errors; Canizares and Gathercole (2019) discussed the perception on the mispronunciation of English speech sounds; Willock (2016) investigated the errors produced by Italian learners and tried to figure out the factors such as the age of learning English and length of residence contributed to their pronunciation; Rajadurai (2006) talked about the pronunciation issues in non-native context; Thompson and Matt (2005) discussed the importance of teaching pronunciation to adult learners, and Ohata (2004) conducted related study entitle phonological differences between Japanese and English. In this study, Ohata tried to find out several potentially problematic areas of pronunciation for Japanese ESL/EFL Learners.

Those all studies above are the illustration of the studies on English pronunciation which comes from many dialects or vernacular languages. However, there is no discussion about the Ciacianese Buton dialect and the influence on English pronunciation. Therefore, I decided to conduct the study entitled the influence of Ciacianese Buton dialect towards students' English pronunciation. This study was concerned with the influence of Ciacianese Buton dialect towards the students' English

pronunciation positively and negatively and the effort of the teacher in improving the students' English pronunciation.

## **METHODOLOGY**

This research employed a qualitative research design. This design suited the aims of this study in which explored and explained the influence of the Ciacianese Buton dialect towards students' English pronunciation. The subject of this study was the eleventh-grade students of SMAN 2 Pasarwajo, which the Ciacianese Buton dialect was the native language.

This study used multiples techniques to obtain the data. They were questionnaires, recording, interviews, and observation. The questionnaire was used to obtain the personal data and background of the participant. Then the students were asked to pronounce several English words that had been listed. It provided the list of words containing English vowels, diphthongs, consonants, and consonant clusters. The students were recorded during pronouncing the words list. Thus, there was an interview section which used to obtain the information from the teacher in developing the students' pronunciation. Lastly, the observation was used as the supporting data by observing the teaching-learning process.

Furthermore, the data were analyzed in some ways: (1) data highlight, (2) data classification, (3) data reduction, (4) data analysis and interpretation, and (5) data presentation.

## **FINDINGS AND DISCUSSIONS**

The followings are the findings and discussions of this study after recording the students' pronunciation.

### **English Vowels influenced by Ciacianese Dialect**

Based on the data analysis, Ciacianese Buton dialect gave several various influences to the pronunciation of English vowels. The

analysis of the entire vowel sounds led to three results. First, Ciacianese Buton dialect gave major positive transfer towards English vowel sounds. They were sounds /e/, /ʊ/, /ɔ/, /ɔ:/, and /ɪ/. Second, Ciacianese Buton dialect gave minor negative transfer towards the sounds of long vowels such as /i:/, /ɑ:/, /u:/, and the sounds /æ/ and /ʌ/. The results of the findings showed that the entire words that represent long vowels were substituted into short vowels /ɪ/, /ʌ/, /ʊ/, and /ɔ:/, meanwhile, sound /æ/ and /ʌ/ were tended to be pronounced into /ʌ/, /e/ and /ʊ/ by the students. The phenomenon was due to the students were confused to pronounce the sounds, so that they tended to pronounce it like the sound in their L1 and Bahasa Indonesia. The third, Ciacianese dialect gave major negative transfer towards vowels /ɜ:/ and /ə/. These sounds were not recognized in Ciacianese sound system. This phenomenon became a problem for the students in pronouncing the sounds.

#### **English Diphthongs influenced by Ciacianese Dialect**

Based on the data analysis, the results of the findings led to several conclusions. First, Ciacianese Buton dialect gave major positive transfer to diphthongs such as /oʊ/ and /ɔɪ/ in the middle position. The result portrayed that the students have no difficulties to produce those sounds.

Second, Ciacianese Buton dialect gave minor positive transfer to the L2 acquisition. The sounds were /aʊ/, /ɪə/, /ɛə/, /aɪ/, and /eɪ/. The sounds /aʊ/, and /aɪ/ were the sounds recognized in Ciacianese Buton sound system as /aɪ/, and /au/. Furthermore, the sounds /ɪə/, /ɛə/, and /eɪ/ were the sounds which not recognized in Ciacianese sound system. However, the data portrayed that the students who pronounced the sounds properly were larger than the students who mispronounced it.

Last, Ciacianese Buton dialect gave minor negative transfer towards diphthong /ʊə/. The result revealed that the students unfamiliar with /ʊə/ sound and tended to substitute it into /ue/

which easiest sound for them. Also, the students' lack of knowledge of L1 and gap differences between L1 and L2 brought them to choose the structure of L1 in pronouncing the sound. According to Dulay et.al (1982), this kind of transfer happened when the structure in the L1 differed from those in the L2, errors that reflected the structure of the L1 would be produced.

#### **English Consonants influenced by Ciacianese Dialect**

Based on the data analysis, the results of the findings led to several conclusions. First, Ciacianese dialect gave major positive transfer towards consonants such as /b/, /d/, /f/, /g/, /h/, /k/, /l/, /m/, /n/, /p/, /ŋ/, /r/, /dʒ/, /s/, /t/, /w/, /j/ and /z/. As these sounds existed in the speech sounds of Ciacianese sound system excepted /dʒ/, therefore, the students were facilitated and did not feel any difficulty in pronouncing the sounds. Another factor that supported the facilitation was Bahasa Indonesia that the students have learned in school.

Second, Ciacianese Buton dialect gave major negative transfer to the consonants sounds such as /ʒ/, /v/, /ð/, /θ/, /ʃ/, and /ʒ/, and /ʒ/. Ciacianese dialect gave several major negative transfers as factors affecting the transfer language, for instance, Bahasa Indonesia and spelling interference. For example, the sound /ʃ/ tended to pronounce as sound /c/ that existed in both languages. It was in line with Ramelan's argument in Mulya (2018) that Indonesian students tend to substitute sound /ʃ/ with sound /c/ such as in the word [cantik] (beautiful) which is more alveolar and not round. In the middle position, the word 'eventually' was usually mispronounced into /t/. It indicated that the students tended to utter the word exactly as how it was written. On the other hand, /ð/, /θ/, and /ʃ/ were sounds in English that did not exist in speech sound of both Ciacianese language and Bahasa Indonesia. Therefore, students tended to pronounce those sounds into the nearest sound in their first language; for instance, /ð/ becomes /d/, /θ/ becomes /t/, and /ʃ/ becomes /s/.

Dulay et.al (1982) confirmed that transfer refers to a process described as the automatic, uncontrolled, and subconscious use of past learned behaviors in the attempt to produce new responses. Moreover, negative transfer refers to those instances of transfer that result in an error because old, habitual behavior is different from the new behavior that is being learned.

#### **English Consonant Clusters influenced by Ciacianese Dialect**

Based on the data analysis, Ciacianese dialect gave major positive transfer towards clusters sounds /nd/, /mp/, /tr/ and /str/. The data portrayed that the students found no difficulties in pronouncing the words 'island', 'lamp', 'transfer', and 'struggle'. The finding revealed that the students could pronounce those sounds properly.

#### **Teacher's Role in Improving the students' pronunciaiton.**

This part presented the teacher's contribution to giving pronunciation practice to develop their student's pronunciation. In collecting the data, the researcher used to interview and observation checklist as the instruments to find out the effort of the English teacher in improving the students' pronunciation in the classroom.

Based on the interview and observation checklist's results, it found that the teacher always trained the students' pronunciation during the teaching-learning process in the classroom. Based on the result in the interview section, it found that teacher always trained the students in pronunciation while teaching or when the students did some mispronunciation. The teachers added that the lesson was started by theme self-introduction where the teacher deliberately chose the theme to drill the students' pronunciation. Furthermore, during the observation, it found that the students were not confident to read or speak English. Therefore, covering this problem, the teacher supported the students by guiding them to pronounce the correct pronunciation.

#### **CONCLUSION**

The results of this study led to several conclusions. First, Ciacianese dialect gave major positive transfer to vowels /e/, /o/, /ɔ/, /ɔ:/, /ɪ/, major positive transfer to diphthongs /ou/, and /ɔɪ/, minor positive transfer to diphthongs /aʊ/, /ɪə/, /eə/, /aɪ/, and /eɪ, major positive transfer to consonants /b/, /d/, /f/, /g/, /h/, /k/, /l/, /m/, /n/, /p/, /ŋ/, /r/, /dʒ/, /s/, /t/, /w/, /j/ and /z/, and consonant clusters /nd/, /mp/, /tr/, and /str/. On the other hand, Ciacianese dialect gave negative transfer to vowels / i:/, /ɑ:/, /u:/, /æ/, /ʌ/, /ə/, /æ/, diphthongs /ʊə/, and consonants /ʒ/, /v/, /ð/, /θ/, /ʃ/, /ʒ/. Furthermore, even though the teacher has given her best effort in improving students' pronunciation, the fact that it is still insufficient. Therefore, the teachers should find a good method or technique to improve the students' pronunciation and to decrease the effect of native language transfer. Besides, there should be added for time allocation for English subject to solve the limited allocation time to teach pronunciation, and find the proper techniques and methods to support the teaching pronunciation in the classroom. The last, the weakness of this study is the transcript is conducted manually through listening to the audio of students' pronunciation. Therefore, I suggest to fellow researchers who want to conduct the same topic to find a proper application that can transcribe the students' pronunciation. Furthermore, since this study only covers the segmental features, the fellow researchers are hoping to explore more about supra-segmental features.

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