Mispronunciations of English Found Among the Pattinjo Students of English at the 3 Universities in Makassar: A Study on Phonological Interference

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ABSTRACT: This research discussed mispronunciations among the Pattinjo native students of English at the 3 Universities in Makassar. English pronunciation interference is mostly influenced or caused by the native language called Bahasa Pattinjo which is the local language spoken by people who live in Pinrang learnt before Indonesian. This first language remains interfere the process of learning. In other words, vernacular native language of Pattinjo also influence the students to pronounce English well. The interference is usually called interlinguistic interference (Sukaya, 2005). Interlinguistic interference might be considered as failures in the process of adaptation and substitution of perceptual references as the result. Taking into consideration the fact that interference is quite a “flexible” phenomenon which may appear in all the language levels, it can be one (maybe even the major) of the reasons for accents, errors and omissions, utterance deformation and misunderstanding, and consequently, for the communication breakdown (Mathew, 1997; Irina, et al 2016). It occurs due to differences of the two languages that create the problems such as mispronunciation. As the result of influence, the Pattinjo learners of English tend to encounter problem in pronouncing some English sounds (Tonggi, 1993) because the English sounds does not occur in Pattinjo interfere that make the learners mispronounce them.

In addition to vernacular, Pattinjo is an ethnic who inhabits Tadokkong sub-district, Lembang sub-district in Pinrang group district of South Sulawesi province. The existence of the Pattinjo has been recognized as Buginese language or only considered one of the Bugis. While the local government often categorizes the Pattinjo as Bugis-Pattinjo. According to Sunubi (2017), Bugis language, special in Pinrang regency it is found two kinds of dialect namely Buginese language and Pattinjo dialect is most used by the people who live in north and west area of Pinrang regency. The Pattinjo dialect is used by the people from sub district which consist of Bunging, Lembang, Kassa, Bilajeng and Benteng village. This statement is supported by some opinions.

The research focused on mispronunciations pronounced by Pattinjonnative students of English at the 3 Universities in Makassar. There are many students from Pinrang district who speak Pattinjo dialect.
II. PATTINJO LANGUAGE

Pattinjo Language is one of dialects of Buginese and Enrekang. According to Sunubi (2017), Pattinjo is different with other because this dialect is combination of Enrekang Language and BuginessPinrang dialect (Yatim&Machmoed, 2007). It is called assimilation. Pattinjo is an ethnic who inhabits Tadokkong sub-district, Lembang sub-district in Pinrang group district of South Sulawesi province. The existence of the Pattinjo has been recognized as Buginese language or only considered one of the Bugis. While the local government often categorizes the Pattinjo as BugisPattinjo.Again, Sunubi (2017) stated thatBuginess language, special in Pinrang regency it is found two kinds of dialect namely Buginese language and Pattinjo dialect is most used by the people who live in north and west area of Pinrang regency. The Pattinjo dialect is used by the people from sub district which consist of Bunging, Lembang, Kassa, Bilajeng and Benteng village. This statement is supported by some opinions.

The following is where the place of community of Pattinjo language spoken by the people.

FIGURE 1. MAP OF SOUTH SULAWESI

Pattinjo language is an Austronesian language that belongs to the South Sulawesi language family. This language is closely related to the mountainous languages of Sulawesi such as PituUlunaSalu (PUS), Pattae', Kalumpang, Mamasa, Rongkong, Toraja-Sa'dan, Toala' and Masenrempulu. Pattinjo language is generally spoken in the Pinrang district in the Lembang sub-district, also on the border of West Sulawesi, especially in the PolewaliMandar area and parts of Enrekang Regency(Pappus, et al., 2006).

FIGURE 2. MAP OF PINRANG
III. METHOD

The source of data was the Pattinjo dialect and English sounds that uttered by 10 undergraduate students who come from Pinrang and continue their study at English Department in five Universities in Makassar. They are from Alauddin State Islamic University of Makassar, 1 from Hasanuddin University, 1 from State University of Makassar, 1 from Muslim University of Indonesia, and Muhammadiyah University. The writer used qualitative descriptive to produce data such as written and spoken from the speakers. It means to compare the two languages about phonology (Besner, 1987). and describe the sound that was intervened by Pattinjonese native speakers. It will be essential to make some materials or data related to this study especially phonological interference (Esse, 2008; Yusuf, F. (2016)). Furthermore, the appropriate method that will be applied in this research is a comparative analysis. The method applied in this research will be descriptive qualitative. The descriptive qualitative will be used to investigate the position of English sounds that is substituted by Pattinjo sounds.

To collect data the researcher did the observation, interview, recording, and note taking techniques. The researcher observed the students who were talking about something or when the students are speaking English and reading the text that consists of sounds explored the data were analyzed by transcription (Junaidi, et al., 2020). While observing the researcher also interviewed or asked question to the students. Meanwhile during the interviewing the researcher was also recording. When the recording was not enough the researcher also did note taking.

IV. OBJECTIVES OF STUDY

The objective of this research will be: 1) to map out the significance difference between phonetic feature between Pattinjo and English, and 2) to analyse the process of mispronunciation of the students pronounced English by native Pattinjo language.

V. RESULT AND DISCUSSION

In this point, the researcher presents the data collected from the Pinrang students who come from Pinrang and continued their study at English Department of 3 Universities in Makassar. They are reading some sounds in English words and sentence similar to Indonesian language sounds, but not in Pattinjo dialect sounds. These categorizations are based on Odin (1989:27), when he says “interferences is negative transference of linguistic patterns”.

The table below presents the test result from 10 students of English at the 3 Universities in Makassar. In this test the researcher puts some consonants words which contain sounds in English words in Oxford Dictionary (2021) and sentence which there are in English sounds, but not in Pattinjo dialect sounds. Such as /ʃ/, /θ/, /z/, and /v/, and the researcher compared the final transcribe between English Phonetic Transcribe with student’s pronunciation (Sriprabha, 2015).

In this part the researcher explained the data of the mispronunciations among the Pattinjonese students English at the 3 Universities in Makassar. There were 10 students or respondents tested and interviewed in this research. In table below, S means student, So, S1 means student 1, and S2 means student 2, etc., and D means Datum. So, D1 means Datum 1, D2 means Datum 2, etc.

<table>
<thead>
<tr>
<th>TABLE 1. NEGATIVE TRANSFERENCE OF LINGUISTIC PATTERNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
</tr>
<tr>
<td>Bringing themselves and their families pleasure and joy</td>
</tr>
<tr>
<td>My brother goes to Philistine</td>
</tr>
<tr>
<td>The restaurant always opened everyday</td>
</tr>
<tr>
<td>Think of the consequences</td>
</tr>
</tbody>
</table>

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| D5: Thanks | S1, S2, S3, S4, S5, S6, S7, S8, S9, S10 | /θɪŋk/ was pronounced “tiŋ, and thɪŋ”. Ten students made incorrect pronunciation which the word “thanks /θɑŋks/” was pronounced “teŋs, and theŋs”. |
| D6: Village | S1, S2, S3, S4, S5, S6, S7, S8, S9, S10 | Ten students made incorrect pronunciation which the word “village /ˈvɪlɪdʒ/” was pronounced “filledʒ and filidʒ”.

| D7: Sheep | S1, S2, S3, S4, S6, S9, S10 | Seven students made incorrect pronunciation which the word “sheep /ʃi:p/” was pronounced “sip and ʃip”.

| D8: Diligent | S1, S2, S3, S4, S5, S6, S9, S10 | Ten students made correct pronunciation the word “diligent /dɪˈlɪdʒənt/”.

| D9: Beige | S2, S3, S4, S5, S6, S7, S8, S9, S10 | Nine students made incorrect pronunciation which the word “beige /ˈbeɪdʒ/” was pronounced “beidʒ, beidʒi, beig and beidʒ”.

| D10: Both | S1, S2, S3, S4, S5, S6, S7, S8, S9, S10 | Ten students made incorrect pronunciation which the word “both /bəʊθ/” was pronounced “bot, bot, bout”.

| D11: Coffee | S1, S2, S3, S4, S5, S8, S9, S10 | Eight students made incorrect pronunciation which the word “coffee /ˈkɒfi/” was pronounced “ka:fi, kafi, kaﬃ, kafı, and ka:fi”.

| D12: Crash | S1, S2, S3, S5, S6, S7, S8, S9, S10 | Ten students made incorrect pronunciation which the word “crash /krəʃ/” was pronounced “kraʃ, kreʃ, kras, kreʃ; kresa and kres”.

| D13: Genealogy | S1, S2, S3, S4, S5, S6, S7, S8, S9, S10 | Ten students made incorrect pronunciation which the word “genealogy /ˈdʒiːnəlɒdʒi; dʒen-/” was pronounced “geneologi, dʒeneoloʒi, and geneolodʒi”.

| D14: Healthy | S2, S3, S4, S5, S6, S7, S8, S9, S10 | Nine students made incorrect pronunciation which the word “healthy /ˈhelθi/” was pronounced ”helti, helt, and healti”.

| D15: Image | S1, S2, S3, S4, S5, S6, S7, S8, S9, S10 | Ten students made incorrect pronunciation which the word “image /ˈɪmɑːdʒ/” was pronounced “imedʒ, imedʒ and imedʒ”.

| D16: Imaging | S1, S2, S5, S6, S7, S8, S9, S10 | Eight students made incorrect pronunciation which the word “imaging /ˈɪmædʒɪŋ/” was pronounced “imedʒɪŋ, and imagiŋ”.

| D17: Larva | S1, S2, S3, S4, S5, S6, S7, S8, S9, S10 | Ten students made incorrect pronunciation which the word “larva /ˈlaːvə/” was pronounced “larva”.

| D18: Move | S1, S2, S3, S4, S5, S6, S7, S8, S9, S10 | Ten students made incorrect pronunciation which the word “move /muːv/” was pronounced “muːf, mufi, and muf”.

| D19: Mother | S1, S2, S3, S4, S5, S6, S7, S8, S9 | Nine students made incorrect pronunciation which the word “mother...
### TABLE 2. NEGATIVE TRANSFERENCE OF LINGUISTIC PATTERNS
(IN POSITION INITIAL, MIDLE, AND FINAL)

<table>
<thead>
<tr>
<th>Position</th>
<th>Word</th>
<th>International Phonetic Alphabet</th>
<th>Student Pronunciation</th>
<th>Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>Village</td>
<td>vɪlɪdʒ</td>
<td>filledʒ</td>
<td>v-f</td>
</tr>
<tr>
<td></td>
<td>Vision</td>
<td>vɪʒn</td>
<td>fɪʃən</td>
<td>v-f</td>
</tr>
<tr>
<td>Midle</td>
<td>Larva</td>
<td>lɑːvə</td>
<td>Larfa</td>
<td>v-f</td>
</tr>
<tr>
<td>Final</td>
<td>Move</td>
<td>mu:v</td>
<td>mu:f</td>
<td>v-f</td>
</tr>
</tbody>
</table>

Mother D20=Mother
S1, S2, S3, S4, S5, S6, S7, S8, S9.
Nine students made incorrect pronunciation which the word “mother /ˈmʌðər/” was pronounced “mʌθə, maːθə, and made”.

Nation D21= Nation
S2, S3, S4, S5, S6, S7, S8, S9, S10.
Nine students made incorrect pronunciation which the word “nation /ˈneʃən/” was pronounced “neʃən, neʃən, neʃən, neʃən”.

Nasal D22= Nasal
S1, S2, S3, S4, S5, S6, S7, S8, S9, S10.
Ten students made incorrect pronunciation which the word “nasal /ˈneɪzəl/” was pronounced “nasal and nezal”.

Phenomenal D23=Phenomenal
S1, S2, S3, S4, S5, S6, S7, S8, S9, S10.
Ten students made incorrect pronunciation which the word “phenomenal /fɪˈnəmənəl/” was pronounced /fenomenal/.

Phrasal D24=Phrasal
S1, S2, S3, S4, S5, S6, S7, S8, S9, S10.
Ten students made incorrect pronunciation which the word “phrasal /ˈfreɪzl/” was pronounced “phras, frasal, frasa, and frəzəl”.

Rough D25=Rough
S1, S2, S3, S4, S5, S6, S7, S8, S9, S10.
Ten students made incorrect pronunciation which the word “rough /rɔʊf/” was pronounced “raf, rap, rauf, roudʒ, roug, rug and rəʊ”.

Smooth D26= Smooth
S1, S2, S3, S4, S5, S6, S7, S8, S9, S10.
Ten students made incorrect pronunciation which the word “smooth /smuːθ/” was pronounced “smuθ, smuːt, smut, and smuː”.

Think D27= Think
S2, S3, S4, S5, S6, S7, S8, S9, S10.
Nine students made incorrect pronunciation which the word “think /θɪŋk/” was pronounced “tiŋ, θɪŋ and tiŋk”.

This D28=This
S1, S2, S3, S4, S5, S7, S8, S9, S10.
Nine students made incorrect pronunciation which the word “this /ðɪs/” was pronounced “dis”.

She D29=She
D7, D9, D10
Three students made incorrect pronunciation which the word ”she /ʃiː/” was pronounced “si”.

Vision D30= Vision
S1, S2, S3, S4, S5, S6, S7, S8, S9, S10.
Ten students made incorrect pronunciation which the “vision /ˈvɪʒən/” was pronounced “vɪʃən, veʃən, vɪʃən”.

/ˈmɛdʒ/” was pronounced “mɪdʒ, mədʒ, and made”.

/ˈneʃən/” was pronounced “neʃən, neʃən, neʃən, neʃən”.

/ˈnasəl/” was pronounced “nasal and nezal”.

/ˈfɪnəmənəl/” was pronounced /fenomenal/.

/ˈfreɪzl/” was pronounced “phras, frasal, frasa, and frəzəl”.

/ˈraf/” was pronounced “raf, rap, rauf, roudʒ, roug, rug and rəʊ”.

/ˈsmuːθ/” was pronounced “smuθ, smuːt, smut, and smuː”.

/θɪŋk/” was pronounced “tiŋ, θɪŋ and tiŋk”.

/ðɪs/” was pronounced “dis”.

/ʃiː/” was pronounced “si”.

/ˈvɪʒən/” was pronounced “vɪʃən, veʃən, vɪʃən”.

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There were some words have sound [v] that the error produced by the Pattinjo native students. Those are: village, vision, larva, and move. The word village and vision should be pronounced as [vilidʒ] and [viʒn] but the students replaced it as [fɪlɪdʒ] and [fɪˈɛn]. There was also word larva, the word pronounced as [ˈlarvə] by the students. Besides, it must be pronounced as [ˈlaːvə]. Not only these 3 words, but also the word move must be pronounced as [mu:v] but the Pattinjones students replaced as [muːt]. The students frequently uttering the sound into [f] in the [v] of word.

The second highest mispronunciation made by the students was sound [ʒ]. This sound is nothing in Indonesian sound.

**TABLE 3. NEGATIVE TRANSFERENCE OF LINGUISTIC PATTERNS (IN POSITION MIDDLE AND FINAL).**

<table>
<thead>
<tr>
<th>Position</th>
<th>Word</th>
<th>International Phonetic Alphabet</th>
<th>Student Pronunciation</th>
<th>Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midle</td>
<td>Pleasure</td>
<td>pleʒə</td>
<td>pleɪər</td>
<td>ʒ-ʃ</td>
</tr>
<tr>
<td>Final</td>
<td>Beige</td>
<td>beɪdʒ</td>
<td>beɪdʒ</td>
<td>ʒ-ʃ</td>
</tr>
</tbody>
</table>

There were some words have sound [ʒ] that the error produced by the Pattinjones students. Those are pleasure and beige. The word pleasure and beige should be pronounced as [pleʒə] and [beɪdʒ] but the students replaced it as [pleɪər] and [beɪdʒ]. The students frequently uttering the sound into [ʃ] in the s of word and [dʒ] in the g of word.

**TABLE 4. NEGATIVE TRANSFERENCE OF LINGUISTIC PATTERNS (IN POSITION INITIAL, MIDDLE, AND FINAL).**

<table>
<thead>
<tr>
<th>Position</th>
<th>Word</th>
<th>International Phonetic Alphabet</th>
<th>Student Pronunciation</th>
<th>Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>The</td>
<td>də</td>
<td>De</td>
<td>d-d</td>
</tr>
<tr>
<td></td>
<td>This</td>
<td>dɪs</td>
<td>Dis</td>
<td>d-d</td>
</tr>
<tr>
<td>Midle</td>
<td>Mother</td>
<td>mʌ də</td>
<td>Made</td>
<td>d-d</td>
</tr>
<tr>
<td>Final</td>
<td>Smooth</td>
<td>smuː də</td>
<td>smuːt</td>
<td>d-t</td>
</tr>
</tbody>
</table>

The third highest mispronunciation was [ð]. This sound is not found in Indonesian system also. Therefore the students got difficulties when uttering the sound (Paakki, 2013; Tammasse, et al., 2019). For the word the some students pronounced it as [de] in the initial of word and the word mother some students pronounced it as [made] in the middle of word. And the word smooth some students pronounced it as [smuːt] in the final of word. So the researcher concluded that the highest mispronounce was [v]. The students replaced the sound [v] into [ʃ].

V. CONCLUSION

After analyzing the data on the findings and discussions of “Mispronunciations among the Pattinjo Native Students of English at the 3 Universities in Makassar”, the researcher can conclude that the specific phonetic future of Pattinjo and English were [p,b,t,d,k,g,s,h,tʃ,dʒ,m,n,ŋ,l,w,r,j,i,a,u,e,o] in Pattinjo dialect and [p,b,t,d,k,g, ʔ,ʃ,v,ð,ʃ,ʒ,ʒᵽ,ʒᵻ,ʒᵽ,ʒ,ʃ,dʒ,m,n,ŋ,l,r,w,j,i,i,ɛ,e,e,a,u,o,o,ɔ,ɑ,ɔ,ɔ] in English there were some difficulties faced by the students uttering English words and sentence which nothing in Pattinjones sounds and the most mispronunciations that students do is the sound [ʃ], [ʒ], and [ð]. The students tended to replace some sounds, therefore the pronunciation of words are incorrect. And the cause that made the students mispronounce is there is Language Interference or Mother Tongue and their Error Performance.

VI. ACKNOWLEDGMENT

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REFERENCES


