

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 a mispronunciation among the Pattinjo native students of English at the 3 Universities in Makassar which aimed to identify the mispronunciations in pronunciation of sounds in English word and sentence similar to Indonesian language sounds, but not in Pattinjonese sounds [ʒ], [ʃ], [ð], [θ], [z], [f], and [v], and the cause of mispronunciations produced by the Pattinjo native students of English at the Universities in Makassar. Then, it was analyzed using descriptive qualitative method. The researcher used note taking as an instrument to find out more valid data. This research was conducted in order to enhance and to enrich the knowledge of the readers about the most dominant pronunciation mispronunciations produced by the students and the cause of those mispronunciations. The findings showed that the pronunciation of the seventh of sounds in English word and sentence similar to Indonesian language sounds, but not in Pattinjonese sounds /v/ as the most mispronunciation produced by the students and the causes were their language interference and 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,f,v,θ,ð,s,z,ʃ,ʒ,h,tʃ,dʒ,m,n,ŋ,l,r,w,j,i,i,e,ε,æ,a,u,ʊ,o,ɔ,ɑ,ʌ,ə,ɜ] in English. The researcher concluded that the mispronunciations among the Pattinjo native students of English at the 3 Universities in Makassar could be minimized by studying more about language interference.

Keywords -Mispronunciation, Pattinjo Dialect, Indonesian Language Sounds, Pattinjonese Sounds

I. INTRODUCTION

Mispronunciations of English often occur among not native speaker of English in particular who came from Pinrang regency called Pattinjo. English mispronunciation 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 influenced word 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), Buginese 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 Buning, Lembang, Kassa, Bilajeng and Benteng village. This statement is supported by some opinions.

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

mispronounce English vowel and consonant charts of both sound and vice versa. Also explain mispronounce occur.

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 that Buginess language, special in Pinrang regency it is found two kinds of dialect namely Buginess 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(Pappas, 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 /z/, /ʃ/, /ð/, /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 1. NEGATIVE TRANSFERENCE OF LINGUISTIC PATTERNS

Test	Datum	Student's Mispronunciations	Explanation
Bringing themselves and their families pleasure and joy	D1=Pleasure	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10	Ten students made incorrect pronunciation which the word "pleasure /pleʒə/" was pronounced "pleʃer, pleser, pleʃər, plifər, and plezer".
My brother goes to Philistine	D2=Philistine	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10	Ten students made incorrect pronunciation which the word "philistine /'fɪlɪstɪn/" was pronounced "pɪlɪstɪn, pələstəɪn, philɪstɪn, pɪlɪstɪn, pɪlɪstɪn, and pələstɪn"
The restaurant always opened everyday	D3= The	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10	Ten students made incorrect pronunciation which the word "the /ðə/" was pronounced "de".
Think of the consequences	D4=Think	S1, S2, S3, S4, S5, S7, S8, S9, S10	Nine students made incorrect pronunciation which the word "think

			/θɪŋk/" was pronounced "tɪŋ, and thiŋ".
They accepted their certificates with words of thanks	D5=Thanks	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10	Ten students made incorrect pronunciation which the word "thanks /θæŋks/" was pronounced "teŋs, and theŋs".
Pinrang is my village	D6=Village	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10	Ten students made incorrect pronunciation which the word "village /vɪlɪdʒ/" was pronounced "fɪlɪdʒ and fɪldʒ"
She was especially successful with the sheep	D7=Sheep	S1, S2, S3, S4, S6, S9, S10	Seven students made incorrect pronunciation which the word "sheep /ʃi:p/" was pronounced "sɪp and ʃɪp"
You are diligent	D8=Diligent	S1, S2, S3, S4, S5, S6, S9, S10	Ten students made correct pronunciation the word "diligent /dɪlɪdʒənt/".
Beige	D9=Beige	S2, S3, S4, S5, S6, S7, S8, S9, S10	Nine students made incorrect pronunciation which the word "beige /berʒ; beɪdʒ/" was pronounced "ber', beɪdʒi, beɪg and beɪdʒ".
Both	D10=Both	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10	Ten students made incorrect pronunciation which the word "both /bəʊθ/" was pronounced "bɒt, bɔ:t, bout".
Coffee	D11=Coffee	S1, S2, S3, S4, S5, S8, S9, S10	Eight students made incorrect pronunciation which the word "coffee /kɒfi/" was pronounced "ka:fi, kafɪ, kaffɪ, kəfi, and ka:fr".
Crash	D12= Crash	S1, S2, S3, S5, S6, S7, S8, S9, S10	Ten students made incorrect pronunciation which the word "crash /kræʃ/" was pronounced "kraʃ, kreʃ, kras, kre:ʃ, kra:s and kres".
Genealogy	D13=Genealogy	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10	Ten students made incorrect pronunciation which the word "genealogy /dʒi:nɪ'ælədʒi; dʒen-/ was pronounced "geneologi, dʒeneolodʒi, and geneolodʒi".
Healthy	D14=Healthy	S2, S3, S4, S5, S6, S7, S8, S9, S10	Nine students made incorrect pronunciation which the word "healthy /helθɪ/" was pronounced "helti, helt, and healti".
Image	D15=Image	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10	Ten students made incorrect pronunciation which the word "image /ɪmɪdʒ/" was pronounced "ɪmedʒ, imedʒ, and ɪmeidʒ"
Imaging	D16= Imaging	S1, S2, S5, S6, S7, S8, S9, S10	Eight students made incorrect pronunciation which the word "imaging /ɪmɪdʒɪŋ/" was pronounced "ɪmadʒɪŋ, and ɪmagɪŋ.
Larfa	D17=Larva	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10	Ten students made incorrect pronunciation which the word "larva /a:və/" was pronounced "larfa".
Move	D18= Move	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10	Ten students made incorrect pronunciation which the word "move /mu:v/" was pronounced "mu:f, mufɪ, and muf".
Mother	D19=Mother	S1, S2, S3, S4, S5, S6, S7, S8, S9.	Nine students made incorrect pronunciation which the word "mother

			/ˈmeɪd/” was pronounced “m□ ɔ, madə, mə:də, and made”.
Mother	D20=Mother	S1, S2, S3, S4, S5, S6, S7, S8, S9.	Nine students made incorrect pronunciation which the word “mother /ˈm□ ðə/” was pronounced “m□ ɔ, madə, mə:də, and made”.
Nation	D21= Nation	S2, S3, S4, S5, S6, S7, S8, S9, S10.	Nine students made incorrect pronunciation which the word “nation /ˈneɪʃən/” was pronounced “neʃional, neʃien, neʃien, neʃiən”.
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 /fɪnəˈmɪnəl/” 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 /freɪzəl/” 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 /r□ f/” 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 /smu:ð/” was pronounced “smuθ, smu:t, smut, and smu:”
Think	D27= Think	S2, S3, S4, S5, S6, S7, S8, S9, S10.	Nine students made incorrect pronunciation which the word “think /θɪŋk/” was pronounced “tɪŋ, θɪŋ and tɪŋk”
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 /ʃi:” 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 “vɪʃen, veʃen, vɪʃən”.

**TABLE 2. NEGATIVE TRANSFERENCE OF LINGUISTIC PATTERNS
(IN POSITION INITIAL, MIDDLE, AND FINAL)**

Position	Word	International Phonetic Alphabet	Student Pronunciation	Deviation
Initial	Village	vɪlɪdʒ	filledʒ	v-f
	Vision	vɪʒn	fɪʃen	v-f
Midle	Larva	la:və	Larfa	v-f
Final	Move	mu:v	mu:f	v-f

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 [vɪldʒ] and [vɪʒn] but the students replaced it as [fɪldʒ] and [fɪʒn]. There was also word **larva**, the word pronounced as [larfa] by the students. Besides, it must be pronounced as [la:və]. Not only these 3 words, but also the word **move** must be pronounced as [mu:v] but the Pattinjoness students replaced as [mu:f]. 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).**

Position	Word	International Phonetic Alphabet	Student Pronunciation	Deviation
Midle	Pleasure	pleʒə	pleʃer	ʒ-ʃ
Final	Beige	beɪʒ	beɪdʒ	ʒ-dʒ

There were some words have sound [ʒ] that the error produced by the Pattinjoness students. Those are **pleasure** and **beige**. The word **pleasure** and **beige** should be pronounced as [pleʒə] and [beɪʒ] but the students replaced it as [pleʃer] 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, MIDLE, AND FINAL)**

Position	Word	International Phonetic Alphabet	Student Pronunciation	Deviation
Initial	The	ðə	De	ð-d
	This	ðɪs	Dis	ð-d
Midle	Mother	m ðə	Made	ð-d
Final	Smooth	smu:ð	smu:t	ð-t

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; Tammase, 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 [smu:t] in the final of word. So the researcher concluded that the highest mispronounce was [v]. The students replaced the sound [v] into [f].

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,f,v,θ,ð,s,z,ʃ,ʒ,h,tʃ,dʒ,m,n,ŋ,l,r,w,j,i,i,e,ɛ,æ,a,u,o,ɔ,ɑ,ʌ,ə,ɜ] in English there were some difficulties faced by the students uttering English words and sentence which nothing in Pattinjonese sounds and the most mispronunciations that students do is the sound [v], [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.

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