

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is one of the foreign languages that very important to learn because it is one of the international languages. It has its own structure as the other languages. Moreover, it is a very essential position in communication among people. The use of English is generally considered as an essential need. It is because English has a very important role in the development of education, communication, commerce, diplomacy, social, and scientific research. Furthermore, it is now widely spoken by so many people in the world.

In Indonesia a lot of people are interested in learning English as a foreign language, because they know that English is the International language used in many countries all over the world. It has relation to the Holy Koran Ar-Ruum verse 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاجْتِذَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لآيَاتٍ  
لِّلْعَالَمِينَ

Thus, stated on the verse above, Allah explains that language is very important for human being. By learning a language, people are able to know and to understand each other in their lives.

So, language is a medium to express an idea, thought, opinion, wish and feeling. It is the code that we all use to express ourselves and communicate to others. It is communication by word of mouth. It is the mental faculty of power

and vocal communication. It is a system for communicating idea and feelings using sounds, gestures sign or mark.

English as a subject matter in university especially in English Department covers the four basic language skills: reading, speaking, writing and listening. Listening and reading are called receptive skills in which people the need ability to receive some information, while writing and speaking are called productive skills because people involve language production skill to produce written or spoken language.

Pronunciation is one of the elements supports the achievement of the four basic language skills that students have to master in order communicates appropriately and fluently. According to Ortega (2008), that it is important to pay attention to pronunciation since it results in whether or not someone's message can be passed or not by the other people. If someone cannot hear English well, he or she is cut off from the language. Then if someone cannot be understood easily, he or she is cut off from conversation with native speakers. So, pronunciation gives a significant effect to the meaning of what someone says.

Indonesia is a country which consists of thousands of islands. One of those islands is Borneo or Kalimantan. Kalimantan is generally divided into four provinces, west, centre, south, and east province. Within those four provinces, occur many languages which are used by its citizen. Therefore, Indonesia is called multilingual country. As multilingual community, people have known Indonesian language, ethnic languages and foreign languages (Fauzi, 2008).

Generally, English as a foreign language learner is getting an experience in language acquisition process it is because when we learn English, automatically we should learn how to pronounce the words. If someone speaks inappropriate

pronunciation, the listeners cannot understand what the speakers talking about because the listener cannot get the point of speech or it may disturb others' understanding.

In ideal condition, students of English Department at UIN Antasari Banjarmasin seem to have good pronunciation because they are taught by using English as their language. In addition, the effort toward the developing of students' pronunciation was conducted through Pronunciation Practice course. In this course, a variety of International Phonetic Alphabets from the simplest sound until the most complicated sound are introduced and practiced by the lecturer. These aspects include the phonetic symbols of vowels, diphthongs, and consonants. Because the students have got this course of pronunciation in the previous semester, it can be summarized that they master and are able to pronounce the words correctly and have the competence in pronunciation. The writer found out that every student is obliged to practice speaking English in the class to communicate with each other.

But in fact, based on the observation and informal talks both with lectures and students done by the writer, there are many students have difficulty in pronouncing English vowels. It was because their mother tongue dialect influences their acquisition while learning English. The difficulties that found by the writer are Banjarese dialect, Javanese dialect, Dayak dialect, Buginese dialect, and English have different segmental parts. First example is in the use of vowel /i/. Banjarese speakers ( Rahmah, 2011) usually are not aware of the difference, which is why they tend to shorten the long /i:/ in /spi:k/ and lengthen the short /i/ in /slɪp/. Such mispronunciation can be misunderstood as "spik" instead of

“speak” and as “sleep” instead of “slip”. However, this might hamper or the students when they are learning English as a foreign language. Second example is the use of consonant Javanese dialect. Some word at that language generally said more heavily, such as June /dʒu:n/ and bad /bæd/. They say that word with heavy Java accent. They are difficult to master and change their pronunciation is like British or American accent because their dialect is very strong. For Bugisnese, Madeamin et.al (2015) in Hidayat,2017: p.34) said that Bugisnese accent is considerably melodious and considered quite polite. The morpheme [mboʼ] is relatively similar with the sound of [mpaʼ] such as in Bugisnese *Bampaʼ*. It is found that this case happened where the Bugisnese speakers using bahasa mixed dialect affixation of Bugisnese /-jeʼ/mboʼ/-mi/ such in *Idassijeʼ*, *sekalimbo*, and *begitumi*.

Therefore, learning to speak a foreign language fluently is not easy. In most education system, students spend many years in studying English grammatical structure rules, but they do not get many opportunities to practice speaking English. Since they begin to study English, they have faced some difficulties of errors. One of them is that they speak English with their own accent and limited grammatical structures and vocabulary ability, and it can be a frustrating experience. Although they may be able to read and write very well, they often find that they cannot understand what people say in English to them. Every language has different phonological sounds each other. So, does English, it has some difference with other language.

Considering this situation, the writer is interested in conducting this study to find out more about the influence of mother tongue dialect to pronunciation of

students. The writer wishes to conduct a research entitle: THE INFLUENCE OF MOTHER TONGUE IN PRONOUNCING ENGLISH SOUNDS

### **B. Statement of Problems**

Based on the background of study above, the writer formulates the problems that become the research question of the study. These are presented as follows:

1. What are Banjarese sounds which give influence in pronouncing English sounds?
2. What are Javanese sounds which give influence in pronouncing English sounds?
3. What are Buginese sounds which give influence in pronouncing English sounds?

### **C. Objectives of Study**

Based on the statement problem above, the research is oriented to describe:

1. Banjarese sounds which give influence in pronouncing English sounds.
2. Javanese sounds which give influence in pronouncing English sounds
3. Buginese sounds which give influence in pronouncing English sounds.

### **D. Limitation of Study**

To get deep understanding, this research is limited on: (1) The length of short andlong vowel sounds used the students in pronouncing English vowel sounds, and (2) consonants which are rare to use in mother tongue dialect. The writer emphasizes the vowels and consonants shift, and the reason of the shift vowels and consonants sounds usedby the students. The writer collects the data from all of English Departmentstudent's at UIN Antasari Banjarmasin.

### **E. Significances of Study**

There are some significances of this research that the writer hopes. They are:

1. Theoretical Benefit

The result of this study hopefully will give some useful information about the influence of mother tongue dialect on students' pronunciation of English sounds. This study will also present the description of the difficulties of students with mother tongue dialect in pronouncing English sounds towards all students of English Department in UIN Antasari Banjarmasin.

2. Practical Benefit

- a. For students

Increasing students' knowledge about the difference between the system of English and mother tongue, especially about short and long vowels and also consonants which are rare to use in mother tongue.

- b. For lecturers

Knowing common mistakes of mother tongue dialect with different vowels and consonants so that they can teach their students about the difference between mother tongue dialect and English system. Hence, the students can avoid the mistakes which they often make.

- c. For readers

Increasing the writer's knowledge and experience, then also benefit for those who may need the result of this research sometimes later.

- d. For UIN Antasari Banjarmasin and further researchers

Sharing additional information or references for the library and the field research experience to the next researcher especially to whom wants to continue and develop the similar research.

## **F. Definition of Key Terms**

To avoid some misinterpretation toward the title of this research, the writer feels necessary to explain some written terms in the title as follow:

### **1. Mother Tongue Dialect**

Mother tongue is an amazing process. Consider a child is as founding progress from crying, gurgling, cooing, babbling, uttering single word and two words utterances to speak complete and well-formed sentences in a matter of three to four years (Goh, 2004: p.13). Mother tongue dialect in this study is a language which a person acquires in early years and which normally becomes their instrument of thought.

### **2. Pronunciation**

Pronunciation is defined as the way of how a language is spoken (Hornby, 2005: p.245). Pronunciation in this study is the ability of students to pronounce and differentiate vowels based on the vowels shifts.

### **3. Segmental Features**

Segmental features are focus on vowels, diphthongs, and consonants Ramelan (Ramelan, 2003: p.22). Segmental features which will be focused in this research are vowels and diphthongs, and consonants which are rare and difficult to pronounce by the students.

### **4. Banjarese**

Banjarese language is a language that is spoken by Banjarese people in South Kalimantan, Indonesia, as mother tongue or first language.

Banjarese people are Malay people inhabiting parts of the large island of Kalimantan in Indonesia. The other Banjarese communities are established over the centuries on Sumatra and other nearby islands. Therefore, Banjarese is a language considered to have originated in Sumatra with significant admixtures of local Dayak and Javanese words (Minahan, 2012) on ViviAulia (2018: p.3-4).

#### 5. Javanese

Javanese language is used by a number of speakers in the province of Yogyakarta, Central Java, and East Java in everyday life. Javanese language is also used in various other regions, especially for people who have Javanese tribes

#### 6. Buginese

Buginese is a Malayo-Polynesian language spoken by about 4 million people mainly in Sulawesi in Indonesia. There are also Bugis speakers in other parts of Indonesia, such as Java, Samarinda and Sumatra, and in parts of Malaysia and the Philipines.

