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The Influence of Pontianak Melayu Dialect Towards the Students' Pronunciation of English Speech Sounds

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Article Info	Abstract
	This qualitative research attempted to review the influence of the Pontianak Melayu dialect on students' English pronunciation of English speech sounds. The objectives of the study were to explain the influence of Pontianak Melayu dialect on students' English pronunciation of vowels, consonants, diphthongs, and consonant clusters and to explain the way teachers play their roles to improve students' pronunciation. This study used a qualitative case study design. The subjects of this study were 17 students from seventh-grade of Junior High School who are originally from the Pontianak. The data were collected by using questionnaires, students' recordings, observation checklists, and interviews. The results of this study show that the Pontianak Melayu dialect contributed insignificant positive transfer on English vowel sounds [ɔ:], [ʊ], and [ɒ]. It gave significant negative transfer on English consonant sounds [f, v, k, s]. It also gave insignificant negative transfer on English diphthong sound [aɪ]. It gave significant negative transfer on English consonant cluster sounds [fr] and [kl], and significant negative transfer on three consonant clusters. Meanwhile, the teacher did play her role in improving students' pronunciation. Based on the findings, it can be concluded that the Pontianak Melayu dialect did not strongly give positive and negative transfer to the students' English pronunciation. The easiness might be caused by the similarities between the Pontianak Melayu language and English. The difficulties might be caused by the lack of students' knowledge about correct pronunciation, lack of pronunciation practice, students' inability to recognize the words, and spelling interference. In teaching pronunciation processes, the teachers and the students should be supported each other to reach the best achievement. The teachers taught by supporting media such as English songs, western movies or English short stories, etc. Meanwhile, the students practice more and more.

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INTRODUCTION

English takes part as a means of communication not only in the countries that use English as the first language but also in other countries that use it as the second or foreign language such as in Indonesia. Indonesia is a country that has a wide range of cultural diversity, linguistic diversity, and dialect diversity. Based on that fact, the Department of Education and Culture put English as a foreign language to learn by students and teachers in schools and universities. The students whose English is not their first or native language (L1) will face some problems during the processes of second or foreign language acquisition (L2), especially in the pronunciation of the English words. The teachers face problems too, one of them is from the students' cultural background that indirectly affects the way of their L2 productions. Furthermore, the students' mother tongues have been used as a daily language and they have heard it since they were toddlers, thus, the mother tongue is being clung to as a part of their habits and life. Therefore, to produce and learn a new language again, they will face some difficulties (Murcia, Brington, and Godwin, 2010) to accept something different for them.

Arif, Numrotul and Rudy (2019, p. 2) claimed "Pontianak Melayu does not have the sounds / f /, / v /, / z /, / x /, and / q /." Hockett cited in Blasi, et al. (2019) supported that labiodental sounds ("f" and "v" sounds) are hard to produce. Blasi, et al. (2019) claimed that labiodental sounds (such as "f" and "v") were innovated after the Neolithic, and it depends on bite configuration. Based on that research, it affects the students while they learn the second/foreign language pronunciation such as English. Furthermore, every word of Pontianak Melayu that has a suffix vowel "a"/eɪ/, changes to "e" /ɪ/. For example, the word (I) saya pronounce /saye/ or (style) gaya pronounce /gaye/. In English, even though those words sound similar, they are pronounced differently because it influences the meaning of the message being transferred. Mispronunciation can be a serious problem when the students are not paying attention when the teacher explains how to pronounce English words. Because Gimson cited in Jia, Wang and Li (2011) states that every language must speak the words clearly, at least understanding the phonetics, knowing the concept of grammar, and capable of using the vocabulary that matches with the topics. Also, Gilakjani (2011) adds that communication can break down and there can be an awkward moment if the speaker mispronounces English words because it can lead to misunderstanding between them. Thence, Gilakjani (2012) in the next research added that the learner's pronunciation should be intelligible because it is an essential part of communicative competence goals. Those obstacles may be influenced by some factors. First, the L1 transfer or the influence of L1 sound systems toward students' pronunciation of English speech sounds because Pontianak Melayu is a medium for interaction and communication in daily activities. Second, the difficulty faced is the differences between how to write, pronounce, and interpret it. Foremost English has grammar, while Pontianak Melayu does not have grammar.

Previous studies that focused on vowel sounds have been conducted by Silfiyah (2014), Ali (2015), and Frijuniarsih (2018). Moreover, Anggraini (2016) and Novarita (2017) conducted a study that only focused on the obstacles for Indonesian speakers of English diphthong sounds. Umantari (2016) conducted a study on the pronunciation problems of English consonant sounds encountered by the students of senior high school. Meanwhile, Simarmata and Pardede (2018) conducted a study focusing on the problem made by students in pronouncing English vowels and consonants and to find out the factors why these problems happened. Futhermore, Montrul (2010), Islamiyah (2012), and Mulansari (2014) conducted studies on the errors of English influenced by language transfer. Then, Syaputri (2014) conducted the pronunciation errors made by the students of senior high school. Meanwhile, Cahya (2017) investigated the errors pronunciation between the students of junior

high school and senior high school. Besides, Zhang and Wang (2016) applied research about how sociolinguistics impacted English teaching in foreign learners. Next, previous studies on how the teachers used several media or techniques to teach students' English pronunciation have been conducted by Suryatiningsih (2015); CAO (2016); Renotmurti (2017); and Hidayatullah, (2018). Similary, Risdianto (2017); Aulia (2018); Hambur (2018); Mulya (2018); Harun (2019); Ati (2020), and Niro (2020) studied the influence of L1 on students' pronunciation.

From the previous studies above, the researcher intends to explore the positive and negative transfer of Pontianak Melayu dialect on the seventh-grade students' English pronunciation. The main purposes of this were, first, to explain the influence of Pontianak Melayu dialect on students' pronunciation of English vowels. Second, this study attempted to explain the influence of the Pontianak Melayu dialect on students' pronunciation of English consonants. Third, this study intended to explain the influence of the Pontianak Melayu dialect on students' pronunciation of English diphthongs. Fourth, to explain the influence of Pontianak Melayu dialect toward students' pronunciation of consonant clusters, and last, this study attempts to explain the role of the teacher in the development of the students' pronunciation. This study focused only on segmental features of English pronunciation in junior high school at Pontianak.

This study is hopefully supporting the teaching and learning process. It can also be beneficial for the students and teachers in increasing their knowledge theoretically, it can be beneficial for the students to practise their pronunciation and pedagogically, it can give more contribution for the teachers to teach English pronunciation as students' need.

METHODS

This is a qualitative case study design which means that the data were not presented statistically. Creswell (2014) defined a case study as a research design that explores a bounded system like an activity, event, process, or individuals cases. The researcher also used a qualitative approach which explores and understands the things that occur naturally, attempt to make sense, or interpret the phenomena in terms of the meaning people bring to them. In this study, the research questions and procedures were involved in this process of the research and the data analyzed inductively which means from particular to general theme. Seventeen students of SMP at Pontianak were the subjects of this research. The subjects were taken from seventh grade students. All seventeen students' activities were recorded. Seventh grade students are choosen in order to know the difficulties in learning English speech sounds faced by the students. While the object the study was the English pronunciation by seventeen students. Because the scope of this study was limited on segmental feature, this study was focusing on the influence of vowels, consonants, diphthong, and consonant clusters toward students' pronunciation of English and teacher's roles in improving students' pronunciation.

Then, the data were analyzed through some steps: (1) data highlight, (2) data classification, (3) data reduction, (4) data analysis and interpretation, and (5) data presentation.

RESULTS AND DISCUSSIONS

The followings are the findings and discussion of this research after recording the students' pronunciation. This part is divided into five parts based on research questions of the study. It covers English vowel, consonants, diphthongs, and consonant clusters and teachers' role in improving students' pronunciation.

English vowels influenced by Pontianak Melayu dialect.

After analyzing students' pronunciation of English vowels, it was found that Pontianak Melayu dialect vowels contributed insignificant

positive transfer on students' pronunciation of English vowels. Those sounds were classified as the vowels that were not strongly influenced by Pontianak Melayu dialect. Even though, the students could pronounce the vowel sounds properly, it was not only caused by positive transfer of Pontianak Melayu dialect itself. Moreover, if the students could not pronounce vowel sounds properly, it did not mean that it was caused by negative transfer of Pontianak Melayu dialect only. Other factors could contribute students' pronunciation.

It has been found that the most difficult for the students' pronunciation were vowel sound [ʌ] and vowel sound [ɔː]. They tended to pronounce Vowel sound [ʌ] as [u, ə and o] and vowel sound [ɔː] as [a & ə]. It also found that the easiest for the students to pronunce were vowel sounds [ʊ] and [ɒ]. Even though these vowels did not exist in the Pontianak Melayu dialect also Bahasa Indonesia, they had a close sound to [u] and [a]. Therefore, this positive transfer is not strongly influenced by Pontianak Melayu dialect. From the findings, it could be seen almost all the vowel sounds impacted are short vowels. As stated by Roach (2009) that English has a large number of vowel sounds; the first one to be examined is short vowels.

This phenomenon occurs because of other factors that might influence their English pronunciation, such as English word is familiar, the similarities of the vowels both Pontianak Melayu language and English, the lack of students' knowledge about correct pronunciation, lack of pronunciation practice, students' inability to recognize the words, and spelling interference. So, it can be said that Pontianak Melayu dialect does not give negative transfer strongly to the students' pronunciation.

English consonants influenced by Pontianak Melayu dialect.

English consonants became one of the researcher's focuses because some English consonant sounds are not available in the Pontianak Melayu language, they were sounds [f, v, z, x, and q]. Consonant sounds [b, d, g, h, l, m, n, etc] were easy for them to pronounce

because those consonants are also available in the Pontianak Melayu language these consonant sounds give positive transfers directly. The difficult consonant sounds are consonant sounds [f,v,k,s]. Some students tended to pronounce [f–p, p-f, v-p, k-c, s-k or c]. As stated by Roach (2009) that the word vowel and consonant are very familiar ones, but when we study the sounds of speech scientifically we find that it is not easy to define exactly what they mean. Even, the students could not pronounce those sounds improperly. It did not mean it was influenced negatively due to the inexistence of those consonants in Pontianak Melayu dialect only. Other factors such as students' lack of knowledge about correct pronunciation, lack of pronunciation practice, students' inability to recognize the words, and spelling interference can influence their English pronunciation. It could be concluded that the Pontianak Melayu dialect give insignificant negative transfer to their English pronunciation.

English diphthongs influenced by Pontianak Melayu dialect.

Dealing with diphthong sounds, it was found that there were English diphthongs influenced by Pontianak Melayu dialect. Diphthong sound [aɪ] both initial and medial even final sound is the most difficult for the students' pronunciation, there were 15 students failed in pronouncing the diphthong sound [aɪ] they tended to pronounce [eɪ]. The easiness are diphthong sounds [aʊ] and [ɔɪ] were easy enough for the students to pronounce. The easiness caused the word 'however' and 'enjoy' are familiar for the students both in social media, TV also songs and diphthong sounds [aʊ] and [ɔɪ] closed sound with sound [au] and [oi] in Pontianak Melayu dialect. It could be concluded that the Pontianak Melayu dialect contributed both negative and positive transfer. The insignificant negative transfer for the diphthong sound [aɪ]. Besides that, the word 'Eiffel' is familiar but it pronounces incorrectly so they just follow the pronounced commonly as Bahasa Indonesia, the lack of knowledge and lack of pronunciation practice also the main factors. As

stated by Ramelan (1999), the speech organs in producing a diphthong when the learners starting vowel sound and the position of the vowel sound in the direction of which the glide is made, usually the position on the latter are never reached.

Other factors such as students' lack of knowledge about correct pronunciation, lack of pronunciation practice, students' inability to recognize the words, and spelling interference can influence their English pronunciation. It could be concluded that the Pontianak Melayu dialect gave insignificant both negative and positive transfer to their English pronunciation.

English consonant clusters influenced by Pontianak Melayu dialect.

Some English consonant clusters were not too difficult for the students to pronounce while some other English consonant clusters became a serious challenge for them. Generally, the most difficult was the three-consonant cluster. This is due the fact that the Pontianak Melayu language has no word consisting of three-consonant cluster whether in the initial, medial, and even final. This became a big challenge for them in pronouncing the English consonant cluster sounds. Smith (2015) defined that the consonant cluster as two or more consonants that walking together with no vowels or diphthongs between them. Yates and Zielinski (2009) emphasized the consonant cluster can appear in the initial, medial, and final positions.

For three-consonant clusters [str] there was no one failed. While for the three-consonant cluster [rld] in the 'world' word, 7 students failed. They tended to pronounce [wɜːrd]. While for two-consonant cluster sounds [fr], [kl], and [br]. Sound [kl], there were 4 students from 17 students who failed. The easiness was because the consonant sound [br] also available in the Pontianak Melayu language. So, this made the students familiar with that sound. Meanwhile, some of the students still influenced [fr] they tended to pronounce [pr] by the mother tongue, so far, it still gives positive transfer for the students' pronunciation. More concerned in cluster sound

[kl] on the word 'climb' they tended to pronounce [cl]. The factors influenced such as students' lack of knowledge about correct pronunciation, lack of pronunciation practice, students' inability to recognize the words, and spelling interference can influence their English pronunciation. It could be concluded that the Pontianak Melayu dialect gave insignificant both negative and positive transfer to their English pronunciation.

Teacher's roles in improving students' English pronunciation

Based on the interview result, it was found that teacher trained the students' pronunciation in teaching process. It indicated by the teacher's statement that she did correct her students' pronunciation both repeating after her and listening the electronic dictionary to make sure the correct pronunciation, she was modeling in front of the class to show and explain the correct pronunciation for her students. It was also supported by Kenworthy (1988) stated that one of the teacher's roles is to help the students to make a sound. However, pronunciation still becomes a serious problem for the students because to overcome the students' mistake or error pronunciation need many strategics or methods also the time to cover all the students' mistake or error pronunciation. The teacher's awareness is a strategy or method, it is also supported by the effort of the students to more practice and creative during the second language acquisition processes as quoted from the teacher's statement in the interview. As research by Mulatsih (2015); Suryatiningsih (2015); CAO (2016); Renotmurti (2017); Izzah (2017); Silfiani (2017) and Hidayatullah, (2018) stated that the use of techniques/strategies/ methods in teaching English' pronunciation such as drilling technique, western movie media, short story, English songs can improve students' pronunciation achievement. Besides that, Kenworthy (1988) also added that sometimes the students can not imitate the new words correctly the teacher needs several hints or strategies to help the students make the sound

correctly. As stated by Simarmata and Pardede (2018) in their finding, when the students were "enough" in pronouncing English sounds especially vowels and consonants. So, the teacher should be given a lot of drills and practices relating to the pronunciation so that the students can acquire the habit of using the correct pronunciation of English words containing English sounds correctly regardless of language skills they are dealing with. It can be concluded that the teacher and the students should be supported each other. As stated by Broughton (2003), the learners of English and the teacher who taught the English subject must give effect each other, so the students can use it in daily life and the English grow and grow of the students itself.

CONCLUSIONS

Below are the conclusions of this study based on the findings.

Based on the analysis, it could be concluded that Pontianak Melayu vowels [a, I, u, e, ə, and o] gave insignificant positive transfer on English vowel sounds [i: I, u, e, ə, o, ʊ, ɒ, ɔ:, etc]. It is indicated by the most difficult students' pronunciation of vowel sound [ɔ:] and vowel sound [ʌ]. From 17 students, 6 students pronounced vowel sound [ɔ:] wrongly and from the 17 students, 7 students failed in pronouncing the vowel sound [ʌ]. Meanwhile, the other vowel sounds good enough for the students' pronunciation. Even though vowel sound such as [ʊ] or [ɒ] did not exist in Pontianak Melayu but they had a close sound to [u] or [a] that is why the students were easy enough to pronounce those vowel sounds.

The Pontianak Melayu consonant sounds gave significant negative transfer on English consonant sounds like [f, v, k, s]. It indicated by the most mistake or error students' pronunciation of that consonant sounds. From 17 students, there were 8 students pronounced wrongly in consonant sound [f] and [v] they tended to pronounce [p] both in initial and medial. Meanwhile, the other consonant sound [k] 4 students pronounce [climb] wrongly, they

tended to pronounce [clim] and consonant sound [s] there were 6 students pronounce [city] wrongly, they tended to pronounce [kiti] or [citi]. Besides that, the lack of students' knowledge to pronounce that words also the main factor.

The Pontianak Melayu diphthong sounds gave insignificant negative transfer on English diphthong sound [aɪ]. Although, the diphthong sound [aɪ] also exist in the Pontianak Melayu language. It caused by the lack of the students' knowledge and read the text in hurry, so make them unconcerned how to pronounce that vocabulary. It indicated by the most mistake or error students' pronunciation of that diphthong sounds. From 17 students, there were 15 students pronounced wrongly in diphthong sound [aɪ] in the initial, medial even final sound they tended to pronounce [eɪ]. Diphthong sound [aʊ] was the easiness for the students to pronounce. The easiness is caused by sound [o] and sound [w] in 'however' could be pronounced as diphthong sound [aʊ] and the closed sound of the diphthong [au] in Pontianak Melayu dialect. It also means that, Pontianak Melayu dialect gave positive transfer for the students' pronunciation.

The Pontianak Melayu consonant cluster sounds gave insignificant negative transfer on English consonant cluster sounds like [fr]. It indicated by the most mistake or error students' pronunciation of that consonant cluster sound. From 17 students, there were 3 students pronounced wrongly in consonant cluster sound [fr] they tended to pronounce [pr]. And from 17 students, there were 4 students pronounced wrongly in consonant cluster sound [kl] they tended to pronounce [cl]. Meanwhile, the other consonant cluster sound [world] 7 students pronounced [wɜːld] wrongly, they tended to pronounce [wɜːrd]. Besides that, the lack of students' knowledge to pronounce those words also the main factor, the Pontianak Melayu did not exist in three- consonant clusters, so it was a little hard for the students of Pontianak Melayu language to pronounce the word.

Students' English pronunciation was becoming one of the teacher concerns in

teaching English. The teacher and the media (electronic dictionary) corrected the students' pronunciation and repeat after the teacher and the media. The problem that still found by the students itself in pronouncing English words was caused by the in-existence of certain speech sounds of English in Pontianak Melayu dialect and less of supporting the effort by the students. Besides that, the teacher and the students should be supported each other to reach the best achievement in learning English sounds.

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