THE INFLUENCE OF DENGKA DIALECT TOWARD STUDENTS PRONUNCIATION OF ENGLISH VOWEL AND CONSONANTS

Suryati M. Mandala
English Language Studies Nusa Lontar University, Rote
e-mail : **sury4t1MM@gmail.com**

ABSTRAK

Pada umumnya dalam aspek fonologi dialek Dengka dan sistem fonologi bahasa Inggris sangat berbeda. Sangat banyak perbedaan dalam fonologi antara dialect Dengka dan bahasa Inggris menyebabkan kesulitan dalam pengucapan kata-katauntuk siswa dari Dengka. Tujuan pembelajaran ini yaitu untuk menemukan bagaimana siswa kelas II SMPN 2 Rote Barat Laut mengucapkan vokal dan kosonan dalam bahasa Inggris.Dari 20 bunyi vokal dala bahasa inggris ada 19 bunyi yang termasuk kategori sulit diucapkanantara lain:/ɪ/,/æ/, /ə/, /ʊ/, /ɒ/, /ʌ/, /ɜ:/, /ɑ:/, /ɔ:/, /ɪ:/, /u:/, /eɪ/, /ɑɪ/, /ɔɪ/, /əʊ/, /ɑʊ/, /ɪə/, /eə/, /ʊə/. Siswa juga tidak dapat membedakan antara bunyi panjang dan pendek dalam vokal. Sedangkan dari 24 konsonan dalam bahasa Inggris ada 10 konsonan yang termasuk kategori sulit diucapkan di antaranya: /'k/, /θ/ , /ð/ , /z/,/ʃ/ ,/ʒ/ , /ŋ/ , /tʃ/, /ʤ/, /j/.Vokal dan konsonan dalam bahasa Inggris sulit diucapkan oleh siswa karena mereka menggunakan dialek Dengka dalam bahasa Rote pada keseharian mereka.

Kata kunci: Dialek Dengka, Konsonan, Pengucapan, Vokal.

ABSTRACT

Generally in phonological aspects, Dengka dialect and English phonological system are very different. The vast difference in phonology between Dengka dialect and English gives difficulty in pronunciation of words for Dengka student. This study aims to find out how the second grade students of SMPN 2 Rote Barat Laut pronounce English vowels and consonants.Theresult shows that from 20 English fowels, there were 19 English fowels that categorised difficult to be pronounced. They were vowels: /ɪ/,/æ/, /ə/, /ʊ/, /ɒ/, /ʌ/, /ɜ:/, /ɑ:/, /ɔ:/, /ɪ:/, /u:/, /eɪ/, /ɑɪ/, /ɔɪ/, /əʊ/, /ɑʊ/, /ɪə/, /eə/, /ʊə/. Student could not also distinguish between the long and short vowel. While from 24 of English consonants there were 10 English consonantsthatcategorised difficult to be pronounced. They were consonants/'k/, /θ/ , /ð/ , /z/,/ʃ/ ,/ʒ/ , /ŋ/ , /tʃ/, /ʤ/, /j/.Vowel and consonant in english are difficult to pronounced because the student use Dengka dialect of Rote language in their daily life.

Keywords: Consonant, Dengka dialect, Pronunciation, Vowel

Jurnal Ilmiah Unstar Rote

INTRODUCTION

As an international language, English has been widely used and learned by people around the world. Speaking, writing, listening and reading are four skills that emphasized in English class. Student'smother tongue or vernacular language influences their pronunciation. It results to varieties of English pronunciation. Lexically, the word "Pronunciation" is the way in which a language or a particular word or sound is pronounced (Hornby, 2000).

The researcher found that students got difficult when they asked to pronounce English wordof second grade of SMPN 2 Rote Barat Laut in academic year 2017/2018,because the students use their vernacular language in this case Dengka dialect of Rote Language in their daily life. One of Indonesian student's difficulties in english is pronouncing English sound correctly. Indonesian language as mother tongue influences significantly to the way of Indonesian student in prouncing English sounds (Andriando, 2016).Student have some difficulties in the pronunciation of some words because mother tongue interferences, sound system differences between English and foreingn language, Inconsistency of english vowels and the words in the written text (Hasan, 2014).Up to now the goal of pronouncation teaching has been to enable student to acquire an accent that is ask close as possible to that of a native speaker (Jenkins, 2002).

Based on the description above, the researcher want to know Howdo the second grade students of SMPN2 Rote Barat Laut pronounce English vowels and consonants?The transcription of the contrasting vowels in English is more difficult than the consonant because dialects of english differ more in their use of vowels than the consonant (Ladefoged, 1982).

Aim of the research is to find out the influence of Dengka dialect toward students pronounciation of English vowels and consonants.Dialect is defferent of language's variation according the user to the user of certain region, social group, and temporal (Ur, 1996)

The research benefitfor Nusa Lontar University, the teacher, student and researcher is be the input for a better way of teaching it to student in the future.

METHODOLOGY

Research Method

This research applies the descriptive qualitative method.

Research subject

Population and sample

The writer chose the student of second grade of SMP N 2 Rote Barat Laut in the academic year 2017/2018 that consistof 31 students.

Sample is small proportion of population selected for observation and analysis (Ngongo, 1998). The writer chose all population class as a sample which consists of 39 students. The sample determinating technique that if the population are equal or less than 100, then the sample are 100 % of population (Subagio, 2004).

Research Procedure

The researcher collected the data from the second grade students of SMPN 2 Rote Barat Laut.There were some procedures used by the writer in order to carry out this research are:First, the writer prepared English vowel and consonant. There were 20 words that concern on English vowel and 24 words that concern on English consonant (Mulansari, 2014).Second, each students was asked to pronounce each word loudly and then recorded.Third, the data were transcribed. The writer clasifed the result of pronouciation data.The data were analyzed, The last, the conclusions were made based on the research problem formulated.

Technique of data analyzing

In analyzing the data, some techniques were used. Firstly, the data were collected. The next step the data were classified based on the student pronouncing. After the classification process, the next, the writer analyzed the data used descriptive analysis technique (Notoadmojo, 2005).in order to know how student pronounced the English words and sentences.

FINDINGANDDISCUSSION

students were asked to pronounce English vowel and consonant. 20 English words that comprised vowel and 24 words that comprised consonant based on International Phonetic Chart (Sunarto, 2010). Following tables show how students pronounce English vowels and consonants

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Table 1Student's Pronunciation of vowel

No	English Words	How to pronounce	Students' pronunciations
1	English	/'ɪŋglɪʃ/	/Inglis/, /englis/, /Anglis/, /ænglis/, /ənglis/
2	Bed/bed/	/Bet/, /Bit/, /Be:t/, /Bi:t/	
3	Cat/kæt/	/Kat/, /Ket/, /Ke:t/, /Kæt/, /Cat/	
4	Woman/Wʊmən/	/Woman/, /Women/, /Wuman/, /Wumen/, /Womən/	
5	Look/Lʊk/	/Lok/, /Lo:k/, /Luk/, /Lu:k/	
6	Because/Bɪ'kɒz-'kəz/	/Bekaus/, /bikaus/, /b'kaus/, /bikas/, /bikos/	
7	Cut/Kʌt/	/Ket/, /Kat/, /Cut/, /Ke:t/, /Kæt/	
8	Girl/Gɜːl/	/Gil/, /Gi:l/, /Gir/, /Girl/, /Gril/, /Geirl/, /Gerl/	
9	Heart/Hɑːt/	/Ha:t/, /He:rt/, /Hat/, /Hart/, /Hert/, /Heart/, /Hært/	
10	Door/Dɔ(r)/	/Dor/, /Do:r/, /Dur/, /Dour/	
11	Sea/Siː/	/Si/, /Sie/, /Se/, /Si:/	
12	Too/Tuː/	/Tu/, /To/, /Tu:/	
13	Take/teɪ(k) /	/Tak/, /Tek/, /Teik/, /Taik/, /Taek/, /Teki/	
14	Five/fɑɪv /	/Fiv/, /Fiev/, /Faiv/, /Fa:iv/	
15	Noise/nɔɪz/	/Nos/, /Nus/, /Nais/, /Nois/, /Nous/, /Noise/	
16	Road/rəʊd/	/Rod/, /Rud/, /Roud/, /Raud/, /Road/	
17	Round/rɑʊnd/	/Ron/, /Run/, /Roun/, /Raun/, /Ræn/	
18	Here/hɪə(r)/	/Hir/, /Her/, /Hier/, /Hi:r/, /He:r/	
19	Care/keə(r)/	/Ker/, /Kar/, /Ke:r/	
20	Pure/pjʊə(r)/	/Pur/, /Piur/, /Pour/, /Puer/, /Puar/, /Pu:r/, /Pi	

As seen on the table above that students pronounced English vowel in various ways.From 20 vowels of English, students got difficult in pronouncing 19 vowels:/'ɪ/,/æ/, /ə/, /ʊ/, /ɒ/, /ʌ/, /ɜ:/, /ɑ:/, /ɔ:/, /ɪ:/, /u:/, /eɪ/, /ɑɪ/, /ɔɪ/, /əʊ/, /ɑʊ/, /ɪə/, /eə/, /ʊə/.Some vowels like vowels/'ɪ/ 'ɪŋglɪʃ,/æ/kæt, /ə/Wʊmən, /ʊ/Lʊk, /ɒ/Bɪ'kɒz, /ʌ/Kʌt, /ɜ:/Gɜ:l, /ɑ:/Hɑ:t, /ɔ:/Dɔ(r), /ɪ:/Si:, /u:/Tu:, /eɪteɪ(k), /ɑɪ/fɑɪv, /ɔɪ/nɔɪz, /əʊ/rəʊd, /ɑʊ/rɑʊnd, /ɪə/hɪə(r), /eə/keə(r), /ʊə/pjʊə(r).are not exist in Dengka Dialect.

Table 2 Student's Pronouncing of Consonant

No	English Words	How to pronounce	Students' pronunciations
1	Play	/pleɪ/	/Plai/, /Plei/, /Pley/
2	Bad	/bæd/	/Bit/, /Bed/, /Bad/, /Bid/, /Bæd/, /Be:d/
3	Ten	/ten/	/Tan/, /Ten/, /Te:n/, /Den/
4	Day	/deɪ/	/Di/, /Dai/, /Dei/, /De:i/
5	Character	/'kærəktə(r)/	/Cracter/, /Kertir/, /Kart/, /Karakter/, /Kerakter/, /Crakter/, /Kerter/, /Krakter/, /Kraktər/, /Karækter/, /Karter/, /Carakter/, /Keracter/
6	Finger	/'fɪŋge(r)/	/Fige/, /Figer/, /Finger/, /Fingger/, /Fainger/, /Faig/, /Fijer/, /Finjer/ Cracter/
7	Food	/fu:d/	/Fod/, /Fud/, /Fo:d/, /Fu:d/, /Foud/
8	Stephen	/Steven/	/Stiven/, /Stephen/, /Stiphen/, /stepen/, /Stipen/, /stipven/
9	Thin	/θɪn/	/Tin/, /Thin/, /Thi:n/, /di:n/, /din/, /Thain/, /Then/
10	They	/ðeɪ/	/Dei/, /dai/, /di/, /de:i/
11	Small	/smɔ:l/	/Smal/, /Smol/, /Smail/, /Smael/, /Sma:l/, /Smɔl/
12	Zoo	/zu:/	/Su/, /Su:/, /So:/, /Sou/, /Ju/, /Zu/, /Zu:/
13	Shell	/ʃel/	/Sel/, /Sil/, /Shel/, /Si:l/, /ʃel/
14	Genre	/'ʒɑ:nrə/	/Gen/, /Gri/, /Genre/, /Genri/, /Jenre/, /Jendre/, /Jener/
15	Hot	/hɑt/	/Hot/, /Hut/, /Hout/, /Ho:t/
16	Moon	/mu:n/	/Mon/, /Min/, /Mun/, /Moun/, /Mu:n/, /Mo:n/
17	Can	/kən;kæn/	/Can/, /Ken/, /Kan/, /Ke:n/, /Kæn/
18	String	/strɪŋ/	/String/, /Stri:ng/, /Stering/, /Straing/, /Streng/, /Sting/
19	Chair	/tʃeə(r)/	/Cair/, /Ceir/, /Cheir/, /Ker/
20	Just	/dʒʌst/	/Just/, /Jus/, /Jast/, /Jest/,
21	Look	/lʊk/	/Lok/, /Luk/, /Lu:k/
22	Real	/'ri:əl;rɪəl/	/Real/, /Ril/, /Ral/, /Riel/, /Rel/, /Ri:l/
23	Yes	/jes/	/Yes/, /Jes/
24	Window	/wɪndəʊ/	/Window/, /Windew/, /Wivow/, /Windu/, /Winduw/, /Windo

As seen on the table above that students pronounced English consonants in various ways. From 24 consonants of English, students got difficult in pronouncing 10 consonants: /'k/, /θ/ , /ð/ , /z/, /ʃ/, /ʒ/, /ŋ/ , /tʃ/, /dʒ/, /j/. Some consonant like consonant /'k/ character, /θ/ thin, /ð/ they, /z/, /ʃ/ shell, /ʒ/ genre, /ŋ/ string, /tʃ/ chair, /dʒ/ just, /j/ yes are

not exist in Dengka dialect.The difficultiesin pronouncing those vowels and consonants were based on the reason thatVowel and consonants in English is difficult to pronounced. The researcher found that student cannot distinguish between the long sound and short sound.Sometimes the short sounds are pronounced like the long sound, and long sounds were pronounced like the short sound, **because usually the student pronouncedDengka dialect. In Dengka dialect a word pronounced like how it's process of writing. It is caused how students pronouncing in english.**

CONCLUSION AND SUGGESTION

The studentscannot distinguish between the long sound and short sound. Sometimes the short sounds are pronounced like the long sound, and long sounds were pronounced like the short sound, because usually the studentspronouncedDengka dialect. The writer wont to find out how the second grade students of SMPN 2 Rote Barat Laut pronounce English vowels and consonants. The result source that from 20 English fowels, there were 19 English fowels that categorised difficult to be pronounce therewere vowels: /ɪ/,/æ/, /ə/, /ʊ/, /ɒ/, /ʌ/, /ɜ:/, /ɑ:/, /ɔ:/, /ɪ:/, /u:/, /eɪ/, /ɑɪ/, /ɔɪ/, /əʊ/, /aʊ/, /ɪə/, /eə/, /ʊə/. The researcher found that student cannot distinguish between the long and short vowel.

Sometimes the short sounds were pronounced like the long sound, and long sounds were pronounced like the short sound. While from 24 of English consonants there were 10 English consonantsthat categorised difficult to be pronounce there were consonants: /'k/, /θ/ , /ð/ , /z/,/ʃ/ ,/ʒ/ , /ŋ/ , /tʃ/, /dʒ/, /j/. Vowel and consonant in english is difficult to pronounced because the student use Dengka dialect of Rote language in their daily life.There are five vowels in Dengka dialect are : /a/, /i/, /u/, /e/, /o/. There are 21 consonants in Dengka dialect are :/b/, /c/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/,/p/,/q/, /r/, /s/, /t/, /v/, /w/, x/, /y/, /z/.In Dengka dialect a word pronounced like how it's process of writing. It is caused how students pronouncing in English.

Latter onit is suggested teacher must more give exercises to the students about Pronunciation of vowel and consonant, pay attention to the weaknesses of students in comprehending the English lesson, and for the next researcher who interested to conduct a writing related to this topic, hopefully the researcher will choose the other school as the research location to be compared.

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