Jurnal Scientia
Volume 13, Number 04, 2024, DOI 10.58471/ scientia.v13i04
ESSN 2723-7486 (Online)
https://infor.seaninstitute.org/index.php/pendidikan

Mandarese Phonological Inter-Language Of English Teachers

Nurliah[1], Yuriatson Jubhari[2], Nurul Amaliah[3], Luana Sasabone[4]
Institut Agama Islam (IAI) DDI Polewali Mandar, Indonesia[1,3], Politeknik Sandi Karsa Makassar, Indonesia[2], Universitas Kristen Indonesia (UKI) Paulus Makassar, Indonesia[4]

Article Info
Keywords:
Interferences,
Mandarese language,
Phonology

ABSTRACT
The Mandarese sounds interfered the English sounds. This research aimed to describe the kinds of the Mandarese sounds that substituted the English sounds in a word and to find out where position in a word of the Mandarese sounds substituted the English sounds.The method used in this research was the descriptive qualitative and quantitative method. Qualitative applied to describe where the position of Mandarese sounds substitute the English sounds in a word. The quantitative method was applied to count how many times the Mandarese sounds substituted the English sounds. This research carried out in Polman regency. The primary data were gathered from 30 English teachers through (1) observation, when they were teaching in their classes. It aimed to compare the producing of sounds when they read and not. (2) By asking the teachers to read the reading text. The result shows that the Mandarese sounds interfered the English sound in a word. It was proven by the percentage of appearances of the Mandarese sounds, 47%, and the English sound, 32 %. And substitution happened in initial, middle, and final positions for the English sounds such as [æ], [ə],[e], [], [v], [f], [], [z], [ð] by [ɛ], [i:], [p], [s], [d], [t].

Corresponding Author:
Nurliah
Institut Agama Islam (IAI) DDI Polewali Mandar, Indonesia
nurliahmandharese@gmail.com

INTRODUCTION

As a foreign language, English presents great difficulties, especially its pronunciation. The pronunciation of English poses different kinds of problems, as the English learner who gets English as a foreign language commonly finds some difficulties in producing some phonemes. Furthermore, the first language can interfere with second language learning because prior knowledge usually influences the learner (Ibrahim et al., 2024). This case is agreed by Brown (1994) when he says, “the interfering effect of the native language on the target (the second) language.” It means that a person will use whatever previous experience. She or he has had the rules of her or his language that influence the second language learning process. “The saliency of interference has been so strong that some have viewed second language learning as exclusively involving overcoming the effects of the native language”.

The influences of mother tongue have been explored by the researchers. Largely they found that the mother tongue influences the second language. Consequently they consider the mother tongue as a cause of errors. This statement supported by Broughton et al (1978), for example reported as follow:

Recent experimental evidence suggests that even in adult learners, where the mother tongue system is deeply entrenched and transfer errors are at their peak, only a minority of

Jurnal Scientia
Volume 13, Number 04, 2024, DOI 10.58471/ scientia.v13i04
ESSN 2723-7486 (Online)
https://infor.seaninstitute.org/index.php/pendidikan

errors are attributable to mother tongue interference. In the case of children, errors attributable solely to interference represent a tiny percentage of all errors committed.

The inter-language conducted by Warsi (2001), from Hindustan. Her title is "Effect of transfer on inter-language phonology". She found errors in pronunciation, i.e., a few consonant clusters said incorrectly by Hindi speakers because those consonants are not available in their language, for instance, the sl-fl-bl-fr-tr consonant cluster. Nguyen (2007), with his title is "Inter-language phonology and the pronunciation of English final consonant cluster by native speakers of Viatnamese". He concluded the final cluster types had significant influence in producing output. From voiced obstruent, two member clusters were the most difficult for the speakers namely 2MFCs (Production of two member final consonant) containing nasal + voiced stop for instance /nk/.

Meanwhile, English Pronunciation can be defined as how sounds are articulated in English words, phrases, and sentences (Mesfer et al., 2024; Sukmawati et al., 2024). It encompasses not only individual sounds (phonemes) but also stress, intonation, rhythm, and connected speech patterns. For non-native speakers, pronunciation often reflects the influence of their first language (L1) phonology, leading to an inter-language accent.

The other researchers are Antoniou et al. (2011), with the title "Inter-language interference in VOT production by L2 dominant bilinguals; Asymmetries in phonetic code-switching." They concluded that when the bilingualism of Greek mode switched code into English, they produced English VOTs that were influenced by the Greek context and adrift in shorter VOT values of Greek, namely voiced stop: longer lead, voiceless stop: shorter lag.

Likewise, Jaya (1989), chose the title "Some pronunciation problems of first-year students of the Faculty of Letters." The result was some English consonants that do not occur in Bugisnese, such as /f/, /v/, /急 /, and/ð/, were not perfectly pronounced by the students, so in that case, they lessened their intelligences.

Based on the facts above, the researcher was interested in exploring the influence of the first language on the second language and also, in this case, Mandarese as the mother tongue and English as a foreign language. It was focused on sounds [æ], [ə], [e], [I], [ð], [v], [f], [ʃ], [z] as English sounds and sounds [ɛ], [i:], [p], [s], [d], [dh], [t] as Mandarese sounds that substituted English sounds in initial, middle, and final positions. This research used the inter-language theory also and generative phonology

Previously, an inter-language is the result of contact by two languages as Ellis (1992), states that in second language learning always involves two languages that are the first language and the second language (target language). It creates a monolingual that can be a bilingual. Eventhough sometimes one language can interfere another language that causes inter-language inevitably. Thus, it creates incompetent bilingual. Then, the generative phonology theory is to know the distinctive features of phonemes of each language. First, each language has the common similarities for instances all languages have the segmental phonemes and supra-segmental phonemes. Segmental phonemes include vowels and consonants, while supra-segmental phonemes include variation in stressing, pitch, and variation in length. Second, the dissimilarities occur because of each language differs in number and distribution of phonemes. As Chomsky et al in Schane (1992), says the distinctive feature is the feature signifying the segmental and supra-segmental phonemes which

Jurnal Scientia
Volume 13, Number 04, 2024, DOI 10.58471/ scientia.v13i04
ESSN 2723-7486 (Online)
https://infor.seaninstitute.org/index.php/pendidikan

distinctive feature is smallest unity. Such are the segmental phonemes existing in Mandarese have few differences from English phonemes. This research aimed to describe the kinds of Mandarese sounds that influenced or substituted the English sounds in a word and to find out where the position of Mandarese sounds substitute the English sounds in a word.

METHOD

Research Design

This research used quantitative and descriptive qualitative or mixed methods. The quantitative design was used to find the percentage of samples that substitute English sounds with Mandareses sounds. Meanwhile, descriptive qualitative is used to investigate the position of English sounds that are substituted by Mandar sounds.

Source of Data

The source of the data was the English sounds that uttered by thirty teachers that live in Polewali district. Those teachers are the Mandar people and use Mandar language as first language. They are the teachers who teach in Elementary, junior and senior high school, and each education level consists of ten teachers.

Procedures of Collecting Data

To collect data the researcher used two instruments, they were observation and reading text. Firstly, the researcher watched closely when the samples are talking about something or when the teachers are delivering course in the class. It is conducted to compare teachers' habit in producing the sounds naturally with when teachers producing sounds in reading. Secondly, the researcher recorded the samples' uttering when reading the text that consists of sounds explored. And, then the data analyzed by narrow transcription.

Techniques of Analyzing Data

For getting the valid result, the researcher conducted three steps as technique to analyze data. First, the data collected were transcribed firstly. Second, the data were accounted to know how many times the teachers in replacing [i:], [ɛ], [p], [s], [t], [d], [dh] then it was divided with total of sounds with similar sounds, and finally it was multiplied to 100%, like this pattern.

$$\text{The frequency of sounds} = \frac{\text{how many the sound produced}}{\text{total number of sounds } [I,e,ə,æ,f,v,ʃ,z,ð]} \times 100\%$$

Third, the results of the counting were organized in a table to know easily where the position of the phoneme in the word that is pronounced by speaker wrongly.

RESEARCH FINDING AND DISCUSSION

The data of this research were collected from observation and the reading text. Those data were transcribed by narrow transcription. Thus, the researcher found the various changing of sounds [æ], [ə], [e], [I], [ð], [v], [f], [ʃ], [z]. For sound [æ] changed into sound [ɛ]. For sound [ə] changed into sounds [ɛ], [e], [ʌ].For sound [e] changed into sounds [ɛ], [I], [ʌ]. For sound [I] changed into sound [i:]. For sound [ð] changed into sounds [d], [dh], [t]. For sounds [f] and [v] changed into [p]. For sounds [ʃ] and [z] changed into sounds [s].The important note is that the changing of sound [ə] into sounds [e],[ʌ] was not accounted, likewise sounds [I], [ʌ] for sound [e] because it focuses on the influence of Mandarese sounds only.

Jurnal Scientia
Volume 13, Number 04, 2024, DOI 10.58471/ scientia.v13i04
ESSN 2723-7486 (Online)
https://infor.seaninstitute.org/index.php/pendidikan

Phonological Process

Based on the data changing above, the changing of these sounds was identified in different phonology process types. The types of process in this changing are assimilation, neutralization, deletion, coalescence, and metathesis. The assimilation happened between the sounds [ə] and [z] in zebras word, sounds [g] and [z] in zigzags word. Actually, for adding the form "s" for plural and verb 1, for the words that are ended by voiced sound, the form "s" is pronounced by sound [z]. But the samples generalized for using sound [s] for voiced and voiceless sounds. Thus the sound [z] changed into sound [s].

[z] > [s] Zebras ['zebrəz] [zebrʌs] zigzags ['zIgzægz] [sIgsɛgs]

Dissimilation happened for sound [I] into sound [i:] happened because the sound [I] changed into [i:] as caused of stressing, specially the changing for event, figurative, lizard, establishment words.

[I] > [i:] event [I'vent] ['i:vent], ['i:pent]
establishment [I'stæb.lIʃ.mənt] [ɛstʌb'li:smen]
figurative ['fIg.ᵊrətIv] ['fi:gʊrʌtif]

The sound [ɛ] substituted the sounds [I], [æ], [ə] and [e]. The sound [ɛ] substituted sound [ə] because of stressing as a vegetable word specially.

[I] > [ɛ] equivalent [I'kwIv.ᵊl.ᵊnt] ['ɛkwIvʌ.lent]
[ə] > [ɛ] vegetable ['vedʒ.təbl] [vedʒe'tɛbl]
[e] > [ɛ] elephant ['elI.fənt] ['ɛlefen]
[æ] > [ɛ] sacks [sæks] [sɛks]

For the sounds [ʃ] and [z], these sounds changed into sound [s], and they were changed by sound [s] in all position, as in shadow, she, smash, washing, example, puzzle, zigzags etc.

[ʃ] > [s] she [ʃi:] [si:]
Washing [wɒʃ.Iŋ] [wɒsIŋ]
Smash [smæʃ] [smɛs]
Zigzag ['zIgzægz] ['sIgsɛgs], ['zIgsɛgs]
Example [Ig'zɑ:mpl] ['ɛksɑ:mpl]

For the sound [ð], this sound changed into sound [d], [dh], [t] as in "those, that, and the " words.

[ð] > [d] the [ði:] [de]
those [ðəʊz] [doʊs], [dhoʊs], [toʊs]

Syncope had been done by samples also. For the sounds [ə] and [I] in the middle position, it was happened for fearful and favorite words. The omission of the sound [ə] for fearful word and sound [I] for favorite word were not influenced by the sounds that preceded or followed them.

Fearful ['fIə.fᵊl] [fIrful] Favorite [feI.vᵊr.It] [fevorIt]

Apocope is missing the final segment of the word, it was happened too, such the ashamed word. All of samples omitted the sound of this word namely the sound [d].

Ashamed [ə'ʃeImd] [ɛ'seIm]

Jurnal Scientia
Volume 13, Number 04, 2024, DOI 10.58471/ scientia.v13i04
ESSN 2723-7486 (Online)
https://infor.seaninstitute.org/index.php/pendidikan

This process happened also. The samples made coalescence for diphthong [eI] become [ʌ] for favorite word and [Iə] become [e] fearful word.

[eI] Favorite ['feI.vᵊr.It] ['fʌvɔr.It] [Iə] Fearful ['fIə.fᵊl] [ferful]

Data shows that the interference happened in the mother tongue namely Mandarese to English. It was proved by the percentage of frequency of these sounds namely **C** category got percentage 32%, **D** category got percentage 47%, and **E** category got percentage 21%. It means that the **D** category got the big percentage. The total number, It is all number of sounds [I, e, ə, æ, f, v, ʃ, ð]. Furthermore, for this category was used by **A** code for total number**.** The number of interfered sounds, it is the sounds that changed into another sounds. Furthermore, for this category was used by **B** code for total number**.** The number of uninterfered sounds, it is the remaining sounds that did not change into the others sounds. Furthermore, for this category was used by **C** code for total number. The number of interfering sounds, it is the Mandarese sounds that are [i:, ɛ, d, dh, p, s, t]. Furthermore, for this category was used by **D** code for total numbers**.** The number of the others interfering sounds, it is [e, I, ʌ, o]. Furthermore, for this category was used by **E** code for total number**.** And the interference of the Mandarese sounds to English sounds happened in the initial, middle and final positions.

Different from the other research in which largely them concerned in the form of interference. For example, Manrique (2012), emphasized his research on A2 oral production of a Columbian Public University. And he found the result of his finding was failures of syntactical and morphological in participants speech. This result gotten by three steps in analyzing, they are characteristics of students', oral production, and activities that encouraged oral production among students.

Baloch (2013), conducted research about the interference of first language to the second language namely Arabic to English language. He explored the English spelling mistakes they are /b/, /p/, /e/. And he found the result of his studies was the participants replace phoneme /b/ with /p/, it caused by /p/ not available in their language. He found also omission and addition /e/, it caused by the rules of /e/ in English spelling in final position of a word.

The interference research conducted also by Arifin (2011), he explored the local and Indonesian language. It emphasized on interference of Javanese phonology who was mentioning some places of the words that initiated by /b/, /d/, /g/, /j/ as in a word Bandung pronounced mBandung. For morphological interference for instances terpukul pronounced kepukul, tertabrak pronounced ketabrak.

CONCLUSION

By qualitative descriptive was found result that the Mandar sounds interferred the English sound in initial, middle and final positions. Between the mandar sounds that are analyzed in this research, the sound that gave the most interference namely sound [ɛ], because it substituted few sounds. They are sounds [I], [æ], [ə], and [e] and substituted them in all pisitions. Similarly sound [s], it very often substituted the sounds [ʃ] and [z] in all position also. Afterwards, the sound [d] that always substituted the sounds [ð] in initial and middle positions. Although, the sound [i:] in interfering the sound [I] was not as strong as sound [ɛ] in interfering the other sounds, but the sound [i:] was stronger than sound [p] in interfering

Jurnal Scientia
Volume 13, Number 04, 2024, DOI 10.58471/ scientia.v13i04
ESSN 2723-7486 (Online)
https://infor.seaninstitute.org/index.php/pendidikan

sounds [f] and [v]. It meant that, between these Mandar sounds, the sound [p] was smallest in giving interference after sound [i:]. By quantitative descriptive, it was gotten result that the mandarese sounds interfered the English sound strongly. It was proved by the frequency of these sounds in table 2 that was gathered in total number category, namely **C** category got percentage 32%, **D** category got percentage 47%, and **E** category got percentage 21%. It means that the **D** category got the big percentage. Having analyzed this data, the researcher had found the most influence of the changing the English sounds into another sounds specially that had been done the Mandar speakers namely the influence of the habit in producing sounds. Thus the researcher gives suggestion for reader and the people that involved in learning and teaching the English process directly, it specially for the English teachers. Here, the English teachers are wished in learning to accustom for producing the proper sounds, so their pupils imitate them and finally the proper sounds are lasting in their brains.

REFERENCES

Antoniou et al. (2011). Inter-language Interference in VOT Production by L2 Dominant Bilinguals; Assymmetries in Phonetic Code Switching. School of Psychology. University of West tern Sydney. Australia. (An journal online). homepage:www.elsevier.com/locate/phonetics. Accessed on 27th March 2014.

Arifin Win Listyaningrum. (2011). Interference: It's Role in the Target Language Mastery to Indonesian Leaners. Unpublishes thesis. Yogyakarta: Universitas Negri Yogyakarta.vol 4, no.1, page: 99-15. Accessed on 27th March 2014.

Baloch Sameera Sultan. (2013). L1 (Arabic) interference in Learning L2 (English) :an Analysis of English Spelling Used by Arabic speakers at Undergraduate Level. A Case study. Saudi Arabia: University of Dammam. European Scientific Journal. Vol. 9, No. 16, page: 226-232. Accessed on 1st April 2014.

Broughton et al. (1978). Teaching English as A Foreign Language. Routledge and Kegan Paul: London.

Brown Douglas H. (1994). Principle of Language Learning and Teaching. SanFransiscoStateUniversity.

Ellis Rod. (1992). Second Language Acquisition and Language Pedagogy. Bristol; The Longdum Press Ltd.

Ety Duwila, Sulmi Magfirah, & Ermansyah Malik. (2022). Swearing System in Melayu Ternate Language: Sociolinguistic Studies. *IJOLEH : International Journal of Education and Humanities*, *1*(2), 152–165. https://doi.org/10.56314/ijoleh.v1i2.82

Faradila Mesfer, Muhammad Yahrif, & Suharti Siradjuddin. (2024). An Error Analysis Of Undergraduate Students' English Pronunciation. *EDULEC : Education, Language, and Culture Journal*, *4*(1), 79–93. https://doi.org/10.56314/edulec.v4i1.220

Ibrahim, Sukmawati, Sujarwo, Andi Meinar R, Suciati M. (2024). Pendampingan Meningkatkan Kemampuan Bahasa Inggris Melalui English Community: Konsep Praktis. *ABDI SAMULANG: Jurnal Pengabdian Kepada Masyarakat*, *3*(2), 128-138.

Jaya Lukmanul Hakim A. (1989). Some Pronunciations Problems of First Year Students of the Faculty of Letters. Unpublished thesis. Makassar: PPS UNHAS.

Jurnal Scientia
Volume 13, Number 04, 2024, DOI 10.58471/ scientia.v13i04
ESSN 2723-7486 (Online)
https://infor.seaninstitute.org/index.php/pendidikan

Manrique Claudia Marcella Rubio. (2012). Mother Tongue Interference with Foreign Language. A Case study About A2 Oral Production in a Columbian Public University. Page 91-119. Accessed on 1st April 2014.

Nguyen Ngan. (2007). Interlanguage Phonology and Pronunciation of English Final Consonant Cluster by Native Speaker of Vietnamese.http://www. Academia. edu/3465003. Accessed on 1st April 2014.

(Anarticleonline).http://rud.us.es/dspace/bitstream/10045/6038/l/RAEl_07_03.

Schane Sanford A. (1992). Generative Phonology. University of California, San Diego.

Sukmawati, Vivit Romayanti, Andi Tenri Abeng, Muliaty Ibrahim, Hasanuddin, & Andi Rasmiyati. (2024). Student's Perceptions of Youglish as Instructional Technology and Media for Learning English Pronunciation. *IJOLEH : International Journal of Education and Humanities*, *3*(1), 86–95. https://doi.org/10.56314/ijoleh.v3i1.225

Warsi Jilani. (2001). Effect Transfer on Orogram in Applied Linguistics. Boston University. (An journal online). http://jilaniwarsi. Tripod. Com./ma_thesis. Accessed on 27th March 2014.