

The Effect of Mother Tongue toward English Pronunciation

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Abstract

The purpose of this research is to describe the differences between English and students' transcriptions and factors affecting English pronunciation. The researcher used a qualitative research method in this research which consisted of five students of English Education Study Program of Muhammadiyah Luwuk who were from Banggainese as the subjects. In collecting data, the researcher used the interview as an instrument. The findings of this research showed there are some differences between English and students' transcriptions, i.e. there are mispronunciations. One of the causes is the effect of the mother tongue. Additionally, the researcher also found that there are four factors affecting English pronunciation, they are: age, the first, language, the learners' motivation and attitude, and the teachers' instruction in the target language.

Keywords: Effect, Mother Tongue, Pronunciation

1. INTRODUCTION

A language is an instrument for correspondence. By language, individuals can make cooperate with one another. Indonesian regularly communicates in Indonesia language or nearby language. The local language is a language utilized by individuals to speak with other people who concur with their clan. The term of "local" refers to a language that is only spoken by a small number of people and only in specific geographic areas. While many African languages, in the context of Africa, are uttered by millions of people and are extensively disseminated beyond national lines. This is the local language term expressed by Legere (2017). The speakers of this language may feel less confident in themselves as a result of this demeaning phrase.

In Indonesia, there are 718 local languages. In central Sulawesi, there are 52 local languages. In Luwuk city, central Sulawesi there are 3 local languages, and they are known as "Banggai, Balantak, and Saluan" or sometimes individuals notice "BABASAL". They are the greatest clan in Luwuk city region and every one of them has an uncommon language which is remarkable. One of them is the Banggai language. It is the local language of Banggainese, particularly individuals from Banggai Kepulauan and Banggai Laut. Each local language has a different dialect.

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Reynaldi (2017) stated a dialect is a distinct type of language that is unique to a particular region or social group. Herusatoto (2008) defined dialect as a modification of a language that becomes the foundation for the creation of a new vocabulary, accent, and idiom.

2. LITERATURE REVIEW

The existence of English as one of the foreign languages that affect Banggai society life, many of them want to learn English. Because English is quite needed in many aspects, like in the field of education, technology, agriculture, flight, business, products, tourism, entertainment, etc. But, since English is not the mother tongue of Banggainese, it is not easy for them. Asmari (2014) defined a mother tongue as a system of signs of significance. The physically, part of articulation is already formed following the sound of the mother tongue, and as we know that articulation is how we produce sounds or pronounce words. It makes the Banggainese as English learners find difficulties to pronounce some English words. Ramelan (1999) mentioned that the different elements of the mother tongue and target language caused students' difficulty in learning a second language. While, In Mede *et al.* (2014) mentioned that there is a high possibility of cross-linguistic influences in second language acquisition, which may result in many of errors caused by the negative transfer. For instance, to pronounce the word /fan/, they pronounced it /pen/ instead of /fæn/.

When someone speaks in English pronunciation is quite important. Harmer (2001) pronunciation is the understanding of how to say a word. In 2008, Boyer[8] defined pronunciation as oral communication that entails three key elements: making correct sounds, recognizing how sounds are integrated, and knowing how to emphasize words and use intonation correctly. The right pronunciation causes individuals to get what the speaker implies; in any case, some unacceptable pronunciation causes individuals to befuddle or ease back to react. Sometimes our pronunciation is appropriate however heard peculiarly. Numerous aspects can influence articulation.

Based on the problem above, the researchers conduct research to discover the effect of the mother tongue toward English pronunciation, especially the differences between English and students' transcriptions and the factors affecting English pronunciation of Banggainese students of English education study program, Muhammadiyah Luwuk University. To get data of the transcriptions differences, the researchers used a theory of Yule (2010) who classifies consonants of the place of articulation are bilabial, labiodental, dental, alveolar, palatal, velar, and glottal, and the part of manner of articulation are stop or plosives, fricatives, affricates, nasals, liquids, glides, glottal stops, and flap. And to get the data about factors affecting pronunciation, the researchers used the theory of Ellis (1997) mentioned there are two types of acquiring language, it is the naturalistic type and formal type. The Naturalistic type consists of age, the first language, and learners' motivation and attitude. The Formal type consists of teachers' instruction in the target language. In addition, the researcher used a number of academic works, including preliminary study written by Mukmin and Banet (2022), with the title *Factors Influencing Banggainese Learners' English Pronunciation*. The findings of this study are as follows: Learner age, exposure of language, kind and a number of preliminary speech instructions, skill, attitude, and motivation, the role of native language, new research directions, personal endeavors, and goals are among the factors influencing Banggainese learners in learning English pronunciation. The results of learners' ages show that four dominant factors influence Banggainese students' English pronunciation, including learner age, attitude and motivation, exposure to the target language, personal efforts, and goal setting.

The second previous study by Denizer (2017), entitle “*Does Mother Tongue Interference in Second Language Learning?*”. This research applied quantitative and qualitative approaches by using questionnaire as the instrument to collect the data. The subjects were four students of Uludag University at English Teaching Department. The result show that mother tongue interefence in second language learning in almost aspects. The biggets effect of mother tongue can be seen in speaking and grammar. It is possible to mention that students made some errors especially in speaking without preparation and translating a passage into target language and also, they have difficulty with the determiners, sounds, sentence structure, and articles.

Based on the previous studies above, the researchers conducted a difference study namely to discover the mother tongue effects toward English pronunciation, especially the differences between English and students' transcriptions and the factors affecting English pronunciation of Banggainese students of English education study program, Muhammadiyah Luwuk University. The interesting thing and also became the gap between the previous researches is some of Banggainese students difficult to pronounce the bilabial sound of /p/ and also dental sound of /θ/, this case found when the researchers conducted a preliminary research.

3. METHODS

In this research, the researchers used the qualitative research method. Gay (2012), qualitative research entails the collection, analysis, and interpretation of significant narrative and visual (i.e., non-numerical) data to comprehend a particular phenomenon of interest. They also mentioned that qualitative data can be gathered from a variety of sources, including casual chats, observations, surveys, interviews, phone calls, personal and official documents, photos, recordings, drawings, journals, and recordings of emails. In this study, the researcher used interviews with voice recorders to collect research information.

This reseach's subjects are five students from English Education Study Program of Muhammadiyah Luwuk University which are students from Banggainese. The researchers used the interview as an instrument of this research. The researcher analyzed the data about differences between English and students' transcriptions and factors affecting English pronunciation agree with the result of interviewing used three concurrent activities flows: data reduction, data display, and conclusion drawing/verification (Miles and Huberman, 2019).

4. RESULTS

In this research, the researchers used Yule' theory (2010) which classifies consonants of the place of articulation and the manner of articulation. The data analysis showed that there are some differences between English and students' transcriptions. It can be read on the following tables.

Table 1. English and the First Students' Transcription Differences

English words	English transcriptions based on the Offline Dictionary of English	Students' transcriptions	Acceptable/Unacceptable
Anything	/en.i.θɪŋ/	/en.i.tɪŋ/	Unacceptable

Bad	/bæd/	/bæd/	Acceptable
Before	/bɪ'fɔ:r/	/bɪ'fɔ:r/	Acceptable
Crazy	/'kreɪ. zi/	/'kreɪ. zi/	Acceptable
Family	/'fæm.əl.i/	/'fæm.əl.i/	Acceptable
Fine	/faɪn/	/faɪn/	Acceptable
Five	/faɪv/	/faɪv/	Acceptable
Now	/naʊ/	/naʊ/	Acceptable
Think	/θɪŋk/	/tɪŋ/	Unacceptable
This	/ðɪs/	/ðɪs/	Acceptable

Table 2. English and the Second Students' Transcription Differences

English words	English transcriptions based on Offline Dictionary of English	Students' transcriptions	Acceptable/Unacceptable
Anything	/en.i.θɪŋ/	/en.i.tɪŋ/	Unacceptable
Bad	/bæd/	/bæd/	Acceptable
Before	/bɪ'fɔ:r/	/bɪ'fɔ:r/	Acceptable
Crazy	/'kreɪ. zi/	/'kreɪ. zi/	Acceptable
Family	/'fæm.əl.i/	/'fæm.əl.i/	Acceptable
Fine	/faɪn/	/faɪn/	Acceptable
Five	/faɪv/	/faɪv/	Acceptable
Now	/naʊ/	/naʊ/	Acceptable
Think	/θɪŋk/	/tɪŋk/	Unacceptable
This	/ðɪs/	/ðɪs/	Acceptable

Table 3. English and the Third Students' Transcription Differences

English words	English transcriptions based on Offline Dictionary of English	Students' transcriptions	Acceptable/Unacceptable
Anything	/en.i.θɪŋ/	/en.i.tɪŋ/	Unacceptable
Bad	/bæd/	/bæd/	Acceptable
Before	/bɪ'fɔ:r/	/bɪ'pɔ:r/	Unacceptable
Crazy	/'kreɪ. zi/	/'kre. zi/	Unacceptable
Family	/'fæm.əl.i/	/'fæm.əl.i/	Acceptable
Fine	/faɪn/	/faɪn/	Acceptable
Five	/faɪv/	/faɪp/	Unacceptable
Now	/naʊ/	/naʊ/	Acceptable
Think	/θɪŋk/	/tɪŋ/	Unacceptable
This	/ðɪs/	/ðɪs/	Acceptable

Table 4. English and the fourth Students' Transcription Differences

English words	English transcriptions based on the Offline Dictionary of English	Students' transcriptions	Acceptable/Unacceptable
Anything	/en.i.θɪŋ/	/en.i.tɪŋ/	Unacceptable
Bad	/bæd/	/bæd/	Acceptable
Before	/bɪ'fɔ:r/	/bɪ'fɔ:r/	Acceptable
Crazy	/'kreɪ. zi/	/'kreɪ. zi/	Acceptable
Family	/'fæm.əl.i/	/'fæm.əl.i/	Acceptable
Fine	/faɪn/	/faɪn/	Acceptable
Five	/faɪv/	/faɪp/	Unacceptable
Now	/naʊ/	/naʊ/	Acceptable
Think	/θɪŋk/	/tɪŋ/	Unacceptable
This	/ðɪs/	/ðɪs/	Acceptable

Table 5. English and the Fifth Students' Transcription Differences

English words	English transcriptions based on the Offline Dictionary of English	Students' transcriptions	Acceptable/Unacceptable
Anything	/en.i.θɪŋ/	/en.i.tɪŋ/	Unacceptable
Bad	/bæd/	/bæd/	Acceptable
Before	/bɪ'fɔ:r/	/bɪ'fɔ:r/	Acceptable
Crazy	/'kreɪ. zi/	/'krɪ. zi/	Unacceptable
Family	/'fæm.əl.i/	/'f m.əl.i/	Unacceptable
Fine	/faɪn/	/faɪn/	Acceptable
Five	/faɪv/	ɹ/faɪv/	Acceptable
Now	/naʊ/	/naʊ/	Acceptable
Think	/θɪŋk/	/tɪŋ/	Unacceptable
This	/ðɪs/	/ðɪs/	Acceptable

The tables indicate that when the students pronounce some English words, there are words which mispronunciations. The data above have answered the first research question is about English and students' transcriptions differences. It can be seen that all of the subjects pronounced the word *anything* by /en.i.tɪŋ/, whereas the right pronunciation is /en.i.θɪŋ/. The /θ/ (place of articulation: dental and manner of articulation: fricative) become the /t/ (place of articulation: alveolar and manner of articulation: stop or plosive). In the word think /θɪŋk/ some subjects pronounce it by /tɪŋ/, while the right pronunciation is /θɪŋk/. The /θ/ (the place of articulation: dental and the manner of articulation: fricative) become the /t/ (the place of articulation: alveolar and the manner of articulation: stop or plosive) and without sound /k/ in the last. This result supported with Yule's theory (2010) which classifies consonants of the place of articulation, those are bilabial, labiodental, dental, alveolar, palatal, velar, and glottal and the manner of articulation are stop or plosive, fricatives, affricates, nasals, liquids, glides, and glottal stops and flap.

Furthermore, to answer the second research question about factors affecting English pronunciation, the researchers also used Ellis' theory (1986) which stated that factors affecting pronunciation consist of two types, namely naturalistic type and formal type. The data analysis also showed that there are some factors affecting pronunciation, they are age, the first language, learners' motivation and attitude, and the teachers' instruction in the target language. First, is the age factor. The researchers discovered that between the age of 21 and 26, students' pronunciation showed the increment, it was driven from students' self-confidence. Second, consider the first language. The first language affected students' pronunciation; the researchers discovered mispronunciations when pronouncing English words, and one of the causes was the first language. Third, consider the learners' motivation and attitude. The researchers found that the high of various motivations and positive attitudes toward English quite support improving toward students' pronunciation. The fourth component is the teachers' instruction in the target language. The researchers found that the teachers' instruction helped students to improve their English, especially pronunciation skills, but not all teachers' instruction in target language affects English pronunciation. When the teachers do not make the class comfortable and fun, hence students are bored and think English is boring.

The explanation above correlated with Denizer's research (2017), and it is also supported by Mukmin and Banet (2022) that has been mentioned in the introduction. Dealing with Yule's theory in classifying the consonants, the researchers found that in the Banggai language, there is no sound like the letter /θ/ as mentioned by Yule. The researchers also found that other than age, the first language, learners' motivation and attitude, and teachers' instruction in the target language which included in Ellis' theory namely naturalistic type and formal type, there is another factor that could affect English pronunciation which is confidence.

6. CONCLUSION

Based on findings and discussion, the researchers had drawn two conclusions. The conclusions could be seen as follow: 1) There are some differences between English and students' transcriptions, there are mispronunciations. One of the causes of the mispronunciation because there is the effect of the mother tongue, there is no sound like the letter /θ/ in the Banggai language makes students difficult to mention each word that contains the letter /θ/. 2) There are four factors affecting English pronunciation, they are age, the first, language, the learners' motivation and attitude, and the teachers' instruction in the target language. Finally, they want to suggest for the next reserachers who want to conduct the similar research must expand the topic, find other subjects, theories and etc. Doing the expand research is interesting and can find many new things that have not been found in this research.

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