PHONOLOGICAL INTERFERENCES IN THE ENGLISH OF BUGINESE STUDENTS

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Abstract

The problem of phonological interference, which is a key contributor to incorrect pronunciation of English as a foreign language, is still a problem in English language instruction, especially in the area of pronunciation and phonology. Therefore, it's crucial to look into how native language influences how English sounds are produced by EFL students. This study brought to light the phonological errors that Buginese students make when pronouncing English sounds. This study used a qualitative approach, particularly in the form of case studies, to address the objective. 10 second-semester students who are originally from different Buginese regions participated in this research at State University of Makassar. The researcher tested students' pronunciation of English consonants to gather information about the students' phonological interference. The test recording was then translated and examined in light of the students' pronunciation errors. It was discovered that eight consonants were mispronounced by Buginese students, which areconsonants /f/, /v/, /θ/, /z/, /ʃ/, /ʒ/, /dʒ/, and /ð/. Buginese pupils make the closest sounds that are present in Buginese to pronounce these eight consonants. The study's findings were useful in that they helped identify certain English sounds that Buginese pupils had trouble pronouncing, which the English lecturer might use to help the students' pronunciation.

Keywords: English language teaching, phonological interference, English sounds

INTRODUCTION

People from different parts of the world can be distinguished by their languages (Brown, 2015, pp. 326-327). Each language has its own set of grammatical rules, which can be quite similar to or very distinct from those of other languages. The most common target language used nowadays is English, although there are many more languages. There has never been any discussion in Indonesia about making English a second official language alongside the country's primary tongue, Indonesian. Despite this, the majority of individuals in Indonesia study English because it is the most widely spoken language in the world.

Buginese is one of the vernacular languages spoken in South Sulawesi. It is distinct from others, such as Torajanese, Makassarese, and Mandarese, due to its unique cultural norms and practices. This language is spoken by the Buginese society in a variety of dialects, such as the Wajo dialect, which is used in the Wajo regency, and the Luwu dialect, which is used in the South part of the Luwu regency, amongst other dialects. When one considers the various forms of the Buginese language, one may assert that Buginese is a form of regional speech or vernacular that is utilized by the members of the Buginese society. According to Sua and Maman (2017, page 928), it is just as significant as other vernaculars in Indonesia that prove the presence of the Buginese ethnic or tribal group. Furthermore, the Buginese comprise the largest tribe and the language that is spoken the most commonly in South Sulawesi.

According to the hypothesis that suggests that when speakers or language learners attempt to learn a second language, their habits occasionally influence the producing of utterances for the target language. This is because there is a psychological structure that is dormant in their brains but will be activated automatically. It is possible for it to make errors in pronunciation, similar to those that have been made by native speakers or students learning a second language. Learners of a language create utterances that are distinct from those produced by native speakers, yet they consistently make an effort to communicate the same meaning. As a result, there are changes in the production of sounds as a result of learning a second language influenced by habit in one's mother tongue, and this phenomenon is referred to as interference (Derakhshan & Karimi, 2015, pp. 2113).

Although interference is often known as language transfer or cross-linguistic effect, these terms refer to a more general phenomenon and are frequently interchanged with one another. Interference is also known as interference. The term "transfer" refers to an activity in which some form of external influence is required for it to take place (Odlin, 2005, p. 3). In other words, the result of transfer is when an individual's native language has an effect on the language that they are studying. This kind of effect can be beneficial when it makes it easier to learn a skill by pointing out parallels between the two languages, but it can also be detrimental when a skill transferred from the L1 results in production that is inconsistent with the expectations of the target language (Derakhshan & Karimi, 2015, pp. 2113). This time around, the researcher has the intention of carrying out this research because the researcher is interested in learning more about the phonological interference that is caused by Buginese students when they are attempting to pronounce English sounds.

According to numerous researches, like the ones done by Rivera and Marisol, have been done on the effects of native language on second or foreign languages (2018, p. 33). They discovered that the two main ways in which Spanish pronunciation might be inferred phonologically in English were long vowels and consonant clusters. In English, a word's meaning can be altered by the length of a vowel, but not in Spanish. Additionally, pronunciation errors occurred because Spanish speakers read English using the same method (letter by letter) as they do in Spanish.

The research result that Zheng conducted provides another discovery regarding native language interferences with second language acquisition (2018, pp. 1478-1484). He demonstrated that students in Northwest China struggled to distinguish between the sounds /n/ and /l/, /ei/ and /en/, and /u/ and /. All of these were brought on by their inability to tell apart various Chinese phoneme pairs in their dialects. Furthermore, there were no long or short vowels in the dialect of central China, which caused confusion among learners regarding phonetic pairings. These phonetic pairs caused confusion among the students in this area: /n/ and /l/, /u/ and //, /i/ and /i/, /w/, /f/ and /v/, /f/ and /h/. .
Similar to the previous finding, Sabbah (2015, p. 288) discovered that Arabic students' native languages interfered with their pronunciation of English. They used phonemes from some English sounds as a stand-in or borrowed them. It was because Arabic only uses one letter to represent each sound, whereas English uses two letters to represent the sound /. As a result, spelling in Arabic may be simpler than in English. Another instance involved Saudi pupils who mispronounce the voiceless bilabial stop (/p/) as the voiced bilabial stop (/b/).

The Phonology Concept

The study of phonology examines the structure and use of sounds in language. Phonology was described as the study of sound patterns in language by Hawkins (2018, pp. 121–124). It is one of the main subfields of linguistics, along with syntax, morphology, and semantics. Therefore, one might think of phonology as the study of the mental model for human speech from a neurological or cognitive neuroscience perspective (Idsardi & Monahan, 2016, p. 141). Phonology, according to Skandera and Burleigh (2006, pp. 11–12), deals with the speaker's understanding of the sound systems present in a language. It is a description of a language's phonological structure and patterning. A language's distinctive sounds must be identified, and rules must be established outlining the modifications that these sounds undergo when they occur in different relationships with other sounds (Gries, 2011, p. 491). Additionally, according to Kaye (2013, p. 9), phonology is the study of the systems of linguistically meaningful sounds. Only a relatively small number of the extremely vast range of sounds that the human vocal apparatus is capable of producing, and which are examined by phonetics, are employed in any given language in a characteristic way. This topic deals with the sound systems of language.

Consonants

Vowels and consonants are the two main categories used to classify speech sounds. Consonant is one of the two general categories used for the classification of speech sounds, according to Guenther and Vladusich (2012, p. 410) Both phonology and phonetics can be used to define consonants. Consonants are sounds that are heavily obstructed. It is obvious that we are making it tough or impossible for the air to enter through the mouth when we generate a sound like /s/. All consonants can be categorized based on (a) the place of articulation, (b) the style of articulation, and (c) the voicing or voicelessness, claim Clark and Yallop (2011, pp. 75–77). Each point at which the airstream can be altered to produce a different sound is referred to as the location of articulation. The process of producing different kinds of sounds by changing the position of the lips, tongue, glottis, and velum is known as articulation.

Interference

Due to their experience with many languages, bilinguals' speech may interfere, which is a divergence from either language's norms. Typically, it is described as the unintentional use of the present non-target language during the production of the target language. Karimi and Derakhshan (2015, p. 2113). Interference in linguistics is comparable to the sociological problem of bilingualism. One of the current issues in teaching foreign languages is interference. It can be seen as the transfer of phonological, grammatical, lexical, and orthographic components from one language to another (Lekova, 2010, pp. 321-322). The term "phonological" specifically refers to elements that have a foreign accent, such as stress, rhythm, intonation, and speech sounds, which are transferred from one language to another. Interference is a term used in sociolinguistics and second language acquisition to describe the inaccuracy that a speaker brings into one language as a result of this contact with another language, according to Green and Abutalebi (2013, p. 515). The native tongue usually interferes when learning a foreign language, although interference can also happen in other interaction settings, such as

when a person is multilingual. According to Declerck et al. (2017, p. 1010), language control—the inhibitory process that increases the likelihood that speech will be delivered in the appropriate language—is typically thought to resolve language interference. If we carefully consider the concepts presented above, we might get to the conclusion that interference is a collection of deviations in generating and comprehending linguistic sounds. Language interference is the impact of a language learner's native tongue on their ability to produce the new language. It indicates that the first language of the speaker has an impact on their second or foreign language. In this instance, it is clear that language interference is common among beginners or students learning English. To put it another way, language learners incorporate first-language structure into the target language.

According to Mahmud (2017, p. 57), borrowing systems from other languages may be the main cause of phonological interference. If a speaker reproduces sounds from one language while making errors in adapting it to another, it is also known as sound interference. Phonological interference typically occurs when learners tend to replace their native phonemes with a specific target language sound when pronouncing one letter. It's because some sounds in the target language are absent from the mother tongue. Additionally, second language learners mistakenly believe that the target language's sounds are the same as those of their mother tongue, whereas in fact they are distinct.

METHOD

In order to achieve the research objective, this study was conducted in the form of case study. According to Gay (2012, p. 443–444), a case study is a type of empirical inquiry that examines a current phenomenon in its actual environment, particularly when the lines separating the phenomenon from its environment are not immediately apparent. The researcher also used discourse analysis to examine the phonological interference made by Buginese students. Purposive sampling was used by the researcher to choose the research subjects, taking into account the students' first languages. Ten students were chosen from the sampling to take part in the study. They were five pupils from the Automotive Program and five students from the Banking and Micro Finance Program, both in the second grade. The pronunciation exam of English consonants, which was divided into two portions called the Word-level Pronunciation Test and the Sentence-level Pronunciation Test, was the tool used to gather information regarding the students' phonological interference. The pupils had to read 67 English words on a word-level test that had various English consonants in various word positions. The students were then expected to read out 24 phrases that had been written using some of the English words they had used in the previous test after reading all the words that had been provided. The researcher used an audio recording to capture the execution of both pronunciation tests in order to save the data. The test recording was then translated and examined in light of the students' pronunciation errors.

FINDINGS

The researcher created a transcript of the students' pronunciation of English consonant sounds based on the audio recording's results in order to reveal the interference. The International Phonetic Alphabet (IPA) and the English Pronouncing Dictionary served as the foundation for the transcription of this study (EPD). The researcher gave the participants the following labels to help the subjects in the study have different pronunciations: P1 refers to the first participant. P2 refers to the second person. P3 refers

to the third participant. Additionally, the information on the pupils' phonological interferences is included in the table below:

Table 1.

No	English Consonants	Modification (Buginese)	Words	Number of participants
1	Voiceless labiodental fricatives /f/	Voiceless bilabial stop /p/	fall, after, beef	5
2	Voiced labiodental fricatives /v/	Voiceless bilabial stop /p/ or voiceless labiodental fricatives /f/	visit, travel, believe	6
3	Voiceless dental fricatives /θ/	Voiceless dental stop /t/	think, healthy, mouth	10
4	Voiced dental fricatives /ð/	Voiced dental stop /d/ or voiceless dental stop /t/	they, brother, smooth	10
5	Voiced alveolar fricatives /z/	Voiceless dental fricatives /s/	zero, crazy, freeze	7
6	Voiceless palato-alveolar fricatives /ʃ /	Voiceless dental fricatives /s/	show, fashion, finish	7
7	Voiced palato-alveolar fricatives /ʒ/	Voiceless dental fricatives /s/ or voiced velar stop /g/ or voiced palatal affricatives /j/	genre, visual, message	10
8	Voiced palato-alveolar affricatives /dʒ/	Voiced palatal affricatives /j/	jump, subject, page	10

The table demonstrates among the 10 participants, 5 mispronounced words that had the consonant /f/, in this example, the phrases "fall," "after," and "beef," with the consonant /f/ in the start, middle, and final positions, respectively. Buginese students changed the voiceless labiodental fricative sound /f/ to the voiceless bilabial stop sound /p/. Additionally, Buginese kids pronounced the consonant /v/ incorrectly. They either replaced the voiced sound /v/ with the voiceless sound /f/ or the labiodental fricative sound /v/ with the bilabial stop sound /p/.

The chart also suggests that none of the participants were able to pronounce words with the sound /θ/ correctly. They mispronounced words that had the sound /θ/, whether it was in the word's beginning, middle, or end. To substitute the pronunciation of the voiceless dental fricative sound /θ/, all participants used the sound /t/, a voiceless dental stop sound. Additionally, 7 out of the 10 individuals made mistakes when producing the English consonant /z/. The words used to test this consonant were "zero," which begins with the letter "z," "crazy," which comes in the center, and "freeze," which comes at the end. They changed the voiced alveolar fricative sound (/z/) in the word "zero" into the voiceless dental fricative (/s/). When pronouncing the word "crazy," they swapped the sound "z" for "s." Instead of saying "krezi," they said "kre:si" in this instance. It also

occurred when the majority of participants mispronounce the word "freeze" as "fri:s" or "pri:s," when it should be "friz."

The majority of the participants (7 students) pronounced the voiceless palatao-alveolar fricative /ʃ/ as the voiceless dental fricative (/s/), demonstrating that Buginese significantly interfered with the generation of the English sound /ʃ/. Additionally, the word with the middle position /ʃ/, in this case the term "fashion," experienced the most interference. Additionally, as can be seen in the table above, all participants pronounced words with the sound /ʒ/ incorrectly. The participants mispronounced the beginning /nr/ word, in this case the term "genre," as /genre/ whereas the correct pronunciation is /nr/. They substituted the voiced velar stop consonant (/g/) for the voiced palate-alveolar fricative /ʒ/. Additionally, when the middle /ʒ/ word, "visual," is spoken, the voiceless dental fricative sound /s/ has been substituted for the sound /ʒ/. The participants mispronounced word 'visual' by saying/pisuɑl/ or /fisuɑl/which are supposed to be pronounced by/ˈvɪʒuəl/. The participants also substituted the last /ʒ/ sound for either the voiced palatal affricative sound, /j/, or the voiced velar stop sound, /g/.

Buginese interference also affected the /dʒ/ sound's development. It is demonstrated that every participant mispronounced words with the sound /d/. It is evident from the way they pronounce terms like "jump," "topic," and "page." All of the participants substituted the sound /dʒ/ for the initial /dʒ/ sound in the word "jump" while pronouncing it. All of the participants mispronounced the middle /dʒ/ sound when pronouncing the word "subject," stating either /ˈsɑbjek/ or /ˈsubjek/ instead of the proper /ˈsʌbdʒɛkt/. Further, all participants mispronounced the final /d/ sound in the word "page," which should be pronounced as /pe:j/, /pej/, or /pej/. Additionally, Buginesestudents have trouble pronouncing words with the sound /ð/. They mispronounced words that had the sound /ð/, whether it was in the word's beginning, middle, or end. The first word offered in the test was "they." All participants mispronounced this word as /deɪ/ when it should be pronounced as /ðeɪ/. They substituted the sound /ð/ with the sound /d/. Similar to this, while pronouncing the middle ð word, "brother," they modified the sound / to the sound /d/.

DISCUSSION

The Buginese influenced how the English consonants /f/ and /v/ were produced. The labiodental fricative sounds are used for both consonants. The Buginese students pronounced the voiceless labiodental fricatives (/f/), by replacing it with consonant /p/ which is voiceless bilabial stops, and the same way occurred when pronouncing the voiced labiodental fricatives (/v/). This is consistent with Bada's assertion (2001, pp. 6–12) that Japanese significantly affects how the English sounds /f/ and /v/ are pronounced even though these sounds do not exist in Japanese. As an alternative, they generate the allophone /Φ/, which is the closest sound to the English /f/, and consonant /f/ in place of consonant /v/. Therefore, it can be claimed that certain speakers, like Buginese people, find it difficult to produce the English consonants /f/ and /v/.

Even if the mispronunciation made by all study participants qualifies it as severe interference, interference also occurred in the generation of dental fricative consonants. Because /θ/ and ð/ are not consonants in Buginese, Buginese students were unable to pronounce them. So they used the closest Buginese sounds to enunciate the consonants /θ/ and ð/. To substitute the consonant /θ/, they said the voiceless dental stop /t/, and they said the voiced dental stops /d/ or /t/. This conclusion is corroborated by Tiono and Yosta (2008, p. 112), who conducted research on the interference of the Indonesian language in

English pronunciation and discovered that several English sounds, such as /θ/and ð/, do not exist in Indonesian. The closest Indonesian sounds to these were used by the pupils to enunciate these words. Further, Mathew (2005, pp. 43–44) showed that learners frequently mispronounced certain sounds, such as the consonants /θ/ and ð/, when studying pronunciation errors of consonants made by English language learners. As a result, the Buginese pupils' production of the English consonants /θ/ and ð/ is influenced by their native tongue because these consonants are absent from Buginese. Instead, they create the consonants /t/ and /d/, which are most likely with the consonants /θ/ and ð/.

Additionally, Buginese interfered with the pronunciation of the palato-alveolar fricative sounds, /ʃ/ and /ʒ/. Buginese pupils substitute the consonant /ʃ/, which is voiced palato-alveolar fricative sound, with voiceless dental fricatives /s/, voiceless velar stops /g/, or voiced palatal affricatives /j/. They also change the consonant /ʒ/, which is voiceless palato-alveolar fricative sound. This is consistent with studied conducted by Utami et al(2017, pp. 211-212)which found that participants changed the sound /s/ or /t/. The consonant /ʃ/ is then changed to /s/. However, because lexical interference is the reason of Buginese pupils' mispronunciation of the consonant /ʒ/, which results in the sound /g/ as previously explained, it cannot be categorized as phonological interference like the other occurrences. In this instance, the word "genre" was provided. The Buginese kids read the word based on how the Indonesian word is pronounced because the English word "genre" also exists in Indonesian. Buginese students mispronounce the word as /genre/ when it should be pronounced as /nr/. As a result of the descriptions, it may be concluded that Buginese students have trouble pronouncing palato-alveolar sounds and tend to make alveolar sounds as a substitute. However, lexical interference may be to blame for mispronouncing specific sounds like /ʃ/ and /ʒ/.

Voiced palato-alveolar affricatives (/d/) and voiced alveolar fricatives (/z/) are the two English consonants that Buginese interferes with. Buginese students utter voiceless dental fricatives (/s/) to pronounce the consonant /z/. In a similar vein, Chaira (2015, pp. 481-483) discovered that despite the phoneme /z/ infrequently appearing in the grapheme "s," pupils seldom give it any thought. As a result, they simply speak these syllables with the sound /s/. For example, the word "dos" will be pronounced as /ds/ rather than /dz/. Additionally, Buginese students utter voiced palatal affricatives (/j/) when pronouncing the consonant /d/. This is corroborated by Subandowo (2017, pp. 205–207), who discovered that students mispronounced words with the sound /d/ by pronouncing other consonants like /j/ or /d/.

CONCLUSION

As a result of interference from their original language, in this case Buginese, Buginese students mispronounced specific English consonants. Eight of the 24 English consonants were mispronounced by Buginese students. They are consonants /f/, /v/, /θ/, /z/, /ʃ/, /ʒ/, /dʒ/, and /ð/. Buginese pupils make the closest sounds that are present in Buginese to pronounce these 8 consonants. Buginese students replace the consonants /f/ with /p/, consonant /v/ with /p/ or /f/, consonant /θ/ with /t/, consonant /ð/ with /d/ or /t/, consonant /ʃ/ with /s/, consonant /ʒ/ with /s/ or /g/ or /j/, and consonant /dʒ/ with /j/.

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