

# MISPRONUNCIATIONS AMONG THE PATTINJO NATIVE STUDENTS OF ENGLISH AT THE UNIVERSITIES IN MAKASSAR

Maswani

Student of ELS Hasanuddin University  
Corresponding author: wmaswani@gmail.com

Hamzah A. Machmoed

Faculty of Cultural Sciences, Hasanuddin University

Harlinah Sahib

Faculty of Cultural Sciences, Hasanuddin University

## ABSTRACT

This research discussed about a mispronunciations among the Pattinjo native students of English at the Universities in Makassar which aimed to identify the mispronunciations in pronunciation of sounds in English word and sentence similar to Indonesian language sounds, but not in Buginese sounds (ə, f, dʒ, ks, z, and v) and the cause of mispronunciations produced by the Pattinjo native students of English at the Universities in Makassar. Then, it was analyzed using descriptive qualitative method. The researcher used note taking as an instruments to find out more valid data. This research was conducted in order to enhance and to enrich the knowledge of the readers about the most dominant pronunciation mispronunciations produced by the students and the cause of those mispronunciations. The findings showed that the pronunciation of the sixth of sounds in English word and sentence similar to Indonesian language sounds, but not in Buginese sounds /ə/ as the most mispronunciation produced by the students and the causes were their language interference. The researcher concluded that the mispronunciations among the Pattinjo native students of English at the Universities in Makassar could be minimized by studying more about language interference.

**Keywords:** Mispronunciation, Pattinjo Dialect, Indonesian Language Sounds, Buginese Sounds

## INTRODUCTION

Mispronunciations of English often occur among not native speaker of English in particular who came from Pinrang regency called Pattinjo. English mispronunciation is mostly influenced or caused by the native language called Bahasa Pattinjo which is the local language spoken by people who live in Pinrang learnt before Indonesian. This first language remains interfere the process of learning. In other words, vernacular native language of Pattinjo also influence the students to pronounce English well. The influenced word is usually called interlinguistic interference (Sukaya, 2005). Interlinguistic interference might be considered as failures in the process of adaptation and substitution of perceptual references as the result. Taking into consideration the fact that interference is quite a “flexible” phenomenon which may appear in all the language levels, it can be one (maybe even the major) of the reasons for accents, errors and omissions, utterance deformation and misunderstanding, and consequently, for the communication breakdown (Mathew, 1997; Irina, et al 2016). It occurs due to differences of the two languages that create the problems such as mispronunciation. As the result of influence, the Pattinjo learners of English tend to encounter problem in pronouncing some English sounds (Tonggi, 1993) because the English sounds does not occur in Pattinjo interfere that make the learners mispronounce them.

In addition to vernacular, Pattinjo is an ethnic who inhabits Tadokkong sub-district, Lembang sub-district in Pinrang group district of South Sulawesi province. The existence of the Pattinjo has been recognized as Buginese language or only considered one of the Bugis. While the local government often categorizes the Pattinjo as Bugis Pattinjo. According to Sunubi (2017), Buginess language, special in Pinrang regency it is found two kinds of dialect namely Buginess language and Pattinjo dialect is most used by the people who live in north and west area of Pinrang regency. The Pattinjo dialect is used by the people from sub district which consist of Bunging, Lembang, Kassa, Bilajeng and Benteng village. This statement is supported by some opinions.

The research focused on mispronunciations pronounced by Pattinjo native students of English at the 3 Universities in Makassar. There are many students from Pinrang district who speak Pattinjo dialect mispronounce English vowel and consonant charts of both sound and vice versa. Also explain mispronounce occur.

### PATTINJO LANGUAGE

Pattinjo Language is one of dialects of Buginese and Enrekang. According to Sunubi (2017), Pattinjo is different with other because this dialect is combination of Enrekang Language and Buginess Pinrang dialect (Yatim & Machmoed, 2007). It is called assimilation. Pattinjo is an ethnic who inhabits Tadokkong sub-district, Lembang sub-district in Pinrang group district of South Sulawesi province. The existence of the Pattinjo has been recognized as Buginese language or only considered one of the Bugis. While the local government often categorizes the Pattinjo as Bugis Pattinjo. Again, Sunubi (2017) stated that Buginess language, special in Pinrang regency it is found two kinds of dialect namely Buginess language and Pattinjo dialect is most used by the people who live in north and west area of Pinrang regency. The Pattinjo dialect is used by the people from sub district which consist of Bunging, Lembang, Kassa, Bilajeng and Benteng village. This statement is supported by some opinions.

The following is where the place of community of Pattinjo language spoken by the people.



FIGURE 1. MAP OF SOUTH SULAWESI

Pattinjo language is an Austronesian language that belongs to the South Sulawesi language family. This language is closely related to the mountainous languages of Sulawesi such as Pitu Uluna Salu (PUS), Pattae', Kalumpang, Mamasa, Rongkong, Toraja-Sa'dan, Toala' and Masenrempulu. Pattinjo language is generally spoken in the Pinrang district in the Lembang sub-district, also on the border of West Sulawesi, especially in the Polewali Mandar area and parts of Enrekang Regency (Pappas, et al., 2006).



FIGURE 2. MAP OF PINRANG

## METHOD

The source of data was the Pattinjo dialect and English sounds that uttered by 10 undergraduate students who come from Pinrang and continue their study at English Department in five Universities in Makassar. They are from Alauddin State Islamic University of Makassar, 1 from Hasanuddin University, 1 from State University of Makassar, 1 from Muslim University of Indonesia, and Muhammadiyah University. The writer used qualitative descriptive to produce data such as written and spoken from the speakers. It means to compare the two languages about phonology (Besner, 1987) and describe the sound that was intervened by Pattinjonese native speakers. It will be essential to make some materials or data related to this study especially phonological interference (Esse, 2008; Yusuf, F. (2016)). Furthermore, the appropriate method that will be applied in this research is a comparative analysis. The method applied in this research will be descriptive qualitative. The descriptive qualitative will be used to investigate the position of English sounds that is substituted by Pattinjo sounds.

To collect data, the researcher did the observation, interview, recording, and note taking techniques. (Rahman, 2018). The researcher observed the students who were talking about something or when the students are speaking English and reading the text that consists of sounds explored the data were analyzed by transcription (Junaidi, et al., 2020). While observing the researcher also interviewed or asked question to the students. Meanwhile during the interviewing the researcher was also recording. When the recording was not enough the researcher also did note taking.

## RESULT AND DISCUSSION

Some sounds were mispronunciations among the Pattinjo native of English at the Universities in Makassar. The highest mispronunciation of sounds made by the students was the sound [ə]. This sound is found in Indonesia system. The students frequently uttering the sound into [i] in the i of

word, [ei] or [a] in the a of word, and [o:] in the o of word. In the word **definitive** the students mostly pronounced it as [definitiv] where as the correct is [di'finətiv].

Sound [ə] was one of the sounds that frequently error produced. This sound is found in Indonesia system. The students changed it into some sounds, such as [i], [ei], [a] or [o:]. Those are the explanation about the problem in uttering sound [ə] by the Patinjo native students of English at the Universities:

TABLE 1. NEGATIVE TRANSFERENCE OF LINGUISTIC PATTERNS  
(MIDLE, AND FINAL)

Position	Word	International Phonetic Alphabet	Student Pronunciation	Devitation
Midle	Definitive	[dɪ'fɪnətɪv]	[dɪfɪnɪtɪv]	ə - i
	Delegate	[ˈdɛlɪgət]	[delɪgeɪt]	ə - ei
	Ebony	[ˈɛbənɪ]	[ɪbo:ni]	ə - o:
	Eccentricity	[ɛksən'trɪsətɪ]	[ɛksɛntrɪsɪtɪ]	ə - i
Final	Larva	[ˈlɑ:vɑ]	[lɑ:(r)vɑ]	ə - a

There were some words have sound [ə] that the error produced by the Patinjo native students. Those are: **definitive**, **delegate**, **ebony**, **eccentricity**. The word **definitive** and **eccentricity** should be pronounced as [di'finətiv] and [ɛksən'trɪsətɪ] but the students replaced it as [dɪfɪnɪtɪv] and [ɛksɛntrɪsɪtɪ]. There was also word **delegate**, the word pronounced as [delɪgeɪt] by the students. Besides, it must be pronounced as [ˈdɛlɪgət]. Not only these 3 words, but also the word **ebony** must be pronounced as [ˈɛbənɪ] but the Patinjo native students replaced as [ɪbo:ni]. The students frequently uttering the sound into [i] in the I of word, [ei] in the a of word, and [o:] in the o of word.

The second highest mispronunciation made by the students was sound [z]. This sound also found in Indonesia and mostly found in middle and final sound. Moreover, sound [z] commonly produced as [s]. In the word **is** must be pronounced [ɪz] but the students pronounced it as [ɪs].

TABLE 2. NEGATIVE TRANSFERENCE OF LINGUISTIC PATTERNS  
(IN POSITION INITIAL, MIDLE, AND FINAL)

Position	Word	International Phonetic Alphabet	Student Pronunciation	Deviation
Middle	Lesbian	[ˈlɛzbɪən]	[lesbian]	z - s
	Liaise	[li'eɪz]	[lieɪs]	z - s
	Liaison	[li'eɪzn]	[lɪsɪn]	z - s
	Limousine	[ˈlɪməzi:n]	[lɪmosɪn]	z - s
	Phrasal	[ˈfrɛɪz]	[fra:sal]	z - s
Final	Is	[ɪz]	[ɪs]	z - s
	Exercise	[ˈɛksərsɪz]	[ɛksɛrsɪs]	z - s

The students mispronounce in some words that contain sounds [z] is like words is. The replacement the sound [z] to [s]. The pronunciation must be [ɪz] but student pronounced it as [ɪs].

TABLE 3. NEGATIVE TRANSFERENCE OF LINGUISTIC PATTERNS  
(IN MIDLE)

Position	Word	International Phonetic Alphabet	Student Pronunciation	Deviation
Middle	Vaccine	[ˈvæksɪn]	[vessin]	ks – ss

The third highest mispronunciation was [ks]. This sound found in Indonesian system also but it's rarely used. Therefore the students got difficulties when uttering the sound. For the word vaccine some students pronounced it as [vessin]. The replacement sound [ks] into sound [ss].

So the researcher concludes that the highest mispronunciation was [ə]. The students replaced the sound [ə] into [i] in the i of word, [ei] or [a] in the a of word, and [o:] in the o of word. Similar to my previous by Nurliah: 2014 she found that the most mispronunciation was [ə] into [ɛ].

### 1. The Cause of Producing Mispronunciations Sounds

To know the factors of students in producing mispronunciations, the researcher interviewed the students. Below the result.

Table 4.5 The Cause of Producing Mispronunciation Sounds

No.	Students	Causes of Error		
		Carelessness	Mother Tongue	Translation
1.	S1		✓	
2.	S2		✓	
3.	S3		✓	
4.	S4		✓	
5.	S5		✓	
6.	S6		✓	
7.	S7		✓	
8.	S8		✓	
9.	S9		✓	
10.	S10		✓	

Based on the table above the researcher concludes that the most problem which makes students (S1, S2, S3, S4, S5, S6, S7, S8, S9, and S10) do mispronunciations in their pronunciation is language interference. The mispronunciation happened because of their mother tongue, so the manner of articulation felt when wanted to produce those sounds. As we know that in Pattinjo dialect sounds there is no [ə], [z], and [ks] sounds but in Indonesian there is those sounds.

### CONCLUSION

After analyzing the data on the findings and discussions of "Mispronunciations among the Pattinjo Native Students of English at the Universities in Makassar", the discussion in the previous chapter gives a conclusion that there were some difficulties faced by the students uttering English words and sentences which there are in Indonesian sounds, but nothing in Buginese sounds. The researcher can conclude that the most mispronunciations that students do is the sound [ə], [z], and [ks]. The students tended to replace some sounds, therefore the pronunciation of words are incorrect. And the cause that made the students mispronounce is there is Language Interference or Mother Tongue and their Error Performance.

The researcher can conclude that the most mispronunciations that students do is the sound [ə], [z], and [ks]. The students tended to replace some sounds, therefore the pronunciation of words are

incorrect. And the cause that made the students mispronounce is there is Language Interference or Mother Tongue and their Error Performance.

### ACKNOWLEDGMENT

We would like to express my sincere thanks to Prof. Dr. Fathu Rahman, M.Hum who has guided as to prepare the draft and proofread it until submission

### REFERENCES

- 1) Besner, D. (1987). Phonology, Lexical Access in Reading, and Articulatory Suppression: A Critical Review. Ontario, Canada: The Quarterly Journal of Experimental Psychology.
- 2) Esse, I. (2008). Phonological Interference Toward the English Speech by Buginese Native Speakers. English Language and Literature Department Adab and Humanities Faculty Alauddin State Islamic University Makassar.
- 3) Yusuf, F. (2016). English Phonetic and Phonology. Unpublished: Makassar.
- 4) Junaidi, et al. (2020). Artificial Intelligence in EFL Context: Rising Students' Speaking Performance with Lyra Virtual Assistance. *International Journal of Advanced Science and Technology Rehabilitation*, 29(5), 6735-6741.
- 5) Kapitonova, I. B., Rubert & Marine, A. (2017). On the problem of Interpreting-Psycholinguistics Interaction: Interlinguistic Interference. Russia : St. Petersburg State University of Economics.
- 6) Mathew, I. B. (1997). Errors in pronunciation of consonants by Indonesian, Gayo and Acehnese learners of English as a foreign language . Edith Cowan University.
- 7) Pappas, G., Papadimitriou, P., Akritidis, N, & Christou, L. (2006). Tsianos EV: The new global map of human brucellosis. *Lancet Infect Dis.*, 6: 91-99. 10.1016/S1473-3099(06)70382-6
- 8) Rahman, F. 2018. The Constraints of Foreign Learners in Reading English Literary . *Journal of Arts & Humanities*. 7(2) 01-12. DOI: <http://dx.doi.org/10.18533/journal.v7i2.1327>.
- 9) Sukaya. (2005). The Interference of Indonecian Sound System in English Sound System: A case study in English Departmen Faculty of Humanities State Islamic University Syarif Hidayatullah. Jakarta: Adab and Humanities Faculty of UIN Syarif Hidayatullah.
- 10) Sunubi, A. H. (2017). Affixation of Buginess Pattinjo Dialect in Benteng Pinrang. Sekolah Tinggi Agama Islam Negeri Parepare.
- 11) Yatim, N., & Machmoed, H. (2007). Distribusi Bahasa Duri dan Bahasa Toraja: Suatu Analisis Geografi Dialek. *Jurnal Ilmiah Masyarakat Linguistik Indonesia*. Vol. 25 (1), 35-42.