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PROCEEDINGS

International Seminar LANGUAGE MAINTENANCE AND SHIFT (LAMAS) 6

“Empowering Families, Schools, and Media
for Maintaining Indigenous Languages”

August 9—10, 2016



Compiled by
Agus Subiyanto, Suharno, M. Suryadi,
Wuri Sayekti, and Tohom Marthin Donius Pasaribu

Master Program in Linguistics, Diponegoro University
in Collaboration with
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NOTE

This international seminar on Language Maintenance and Shift 6 (LAMAS 6 for short) is a continuation of the previous LAMAS seminars conducted annually by the Master Program in Linguistics, Diponegoro University in cooperation with *Balai Bahasa Jawa Tengah*.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this compilation of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics, Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists 107 papers and abstracts presented at the seminar. Some of the papers have been selected to be published in *Parole: Journal of Linguistics and Education*, and for these papers only the abstracts are published in the proceeding.

Of the papers, 4 papers were presented by invited keynote speakers. They are Peter Suwarno, Ph.D. (Arizona University, USA), Mukhlis Abu Bakar, M.A., Ph.D., (National Institute of Education, Singapore), Dr. Agus Subiyanto, M.A. (Diponegoro University, Indonesia), Hywel Coleman, M.A., OBE (University of Leeds, UK).

The topic areas of the papers cover Sociolinguistics (16 papers), Discourse Analysis (14 papers), Language Acquisition (1 paper), Language & Culture (5 papers), Linguistics in Education (10 papers), Language in Politics (1 paper), Pragmatics (21 papers), Psycholinguistics (3 papers), Semantics (12 papers), Phonology (2 papers), Morphology (1 paper), and Syntax (11 papers).

SCHEDULE OF THE INTERNATIONAL SEMINAR ON LANGUAGE MAINTENANCE AND SHIFT (LAMAS) 6

August 9—10, 2016 in Pascasarjana, Diponegoro University (Imam Bardjo, S.H. No.3-5 Street, Semarang, Indonesia)

TUESDAY, AUGUST 9, 2016 (FIRST DAY)				
TIME	NAME	TITLE	ROOM	CHAIR PERSON
07.00 – 08.00	REGISTRATION		LOBI HALL, TTB A, 6th FLOOR	COMMITTEE
08.00 – 08.05	INDONESIA RAYA ANTHEM		CONVENTION HALL, TTB A, 6th FLOOR	NAILA (COMMITTEE)
	SPEECH FROM THE COMMITTEE			KETUA COMMITTEE
08.05 – 08.15	OPENING			DEKAN FIB UNDIP
08.15 – 11.15	PLENARY SESSION 1			CLASS ROOM, TTB B, 3rd FLOOR
	Hywel Coleman, M.A., OBE	<i>FLUCTUATIONS IN LANGUAGE-IN-EDUCATION POLICY AND PRACTICE IN INDONESIA, 1901-2015</i>		
	Mukhlis Abu Bakar, Ph.D.	<i>BILINGUALISM AND THE MAINTENANCE OF THE MOTHER TONGUE IN MULTILINGUAL SINGAPORE</i>		
PARALLEL SESSION 1			CLASS ROOM, TTB B, 3rd FLOOR	COMMITTEE
11.15 – 12.45	Nurhayati	<i>DISCOURSE AGAINST LGBT</i>	CLASS B301	COMMITTEE
	Yasir Mubarak	ANALISIS WACANA KRITIS REPRESENTASI PEREMPUAN KORBAN PEMERKOSAAN DI SITUS BERITA ONLINE		
	Ajeng Dianing Kartika	CITRA PENGUNGSI DAN PENCARI SUAKA DI JERMAN; KAJIAN WACANA KRITIS PADA KOMENTAR PEMBACA SURAT KABAR ONLINE ZEIT		
	Norfaizah Abdul Jobar & Anida Sarudin	REPRESENTASI 'PROSES' DALAM WACANA UNIT PENDAHULUAN PENULISAN KARANGAN		
11.15 – 12.45	Sa'adiyah Ma'alip & Rahilah Omar	PEMILIHAN BAHASA MASYARAKAT CHETTI DI MELAKA NAME/NAMA	CLASS B302	COMMITTEE
	Pardi Suratno	BAHASA SEBAGAI REPRESENTASI KEKUASAN KOLONIAL TERHADAP MASYARAKAT PRIBUMI (STUDI PADA NOVEL JAWA PRAKEMERDEKAAN TERBITAN BALAI PUSTAKA)		
	Riza Sukma	SITUASI PSIKOLOGIS DALAM PEMILIHAN BAHASA OLEH PENUTUR BAHASA BETAWI DI JAKARTA: KAJIAN SOSIOLINGUISTIK		
	Yulia Mutmainnah	<i>'WARTEG' FOOD SELLERS' LANGUAGE ATTITUDES TOWARD TEGAL DIALECT OF JAVANESE LANGUAGE IN SEMARANG</i>		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
11.15 – 12.45	Sri Rejeki Urip & Ayudhia Ratna Wijaya	EVALUASI BUKU PANDUAN DEBAT “DEBATING” DAN “PANDUAN DEBAT KOMPETITIF” DALAM RANGKA PENGEMBANGAN BUKU PANDUAN DEBAT DALAM BAHASA PRANCIS	CLASS B303	COMMITTEE
	Tubagus Chaeru Nugraha	PERISTILAHAN POLITIK ARAB DALAM BAHASA SUNDA: KAJIAN SEMIOTIK BAHASA BIDANG POLITIK		
	Wening Sahayu	SEKARANG ANDY GOES TO SCHOOL BESOK ANDY GEHT IN DIE SCHULE: FENOMENA PERKEMBANGAN BAHASA DAN BUDAYA NAMA DIRI DI INDONESIA		
	Trisnowati Tanto	THE POWER OF LANGUAGE OF AN INTERNET WEBSITE IN INFLUENCING PEOPLE’S PERCEPTION: A		
11.15 – 12.45	Suwandi & Sri Wahyuni & Th. Cicik Sophia B	<i>THE NON-ENGLISH LECTURERS’ READING COMPETENCE IN READING ENGLISH TEXT AT HIGHER EDUCATION IN CENTRAL JAVA</i>	CLASS B304	COMMITTEE
	Uswatunnisa	<i>THE INFLUENCE OF BAHASA MANDAR TOWARDS STUDENTS’ ENGLISH PRONUNCIATION (CASE STUDY ON STUDENTS OF JUNIOR HIGH SCHOOL 1 TINAMBUNG, POLEWALI MANDAR)</i>		
	Yohana Ika Harnita Sari	<i>LETTER NAME (ALPHABET) AND LETTER SOUND (A FIELD STUDY AT KINDERSTATION PRESCHOOL (TK CAHAYA BANGSA UTAMA) YOGYAKARTA)</i>		
	Nia Kurniawati	<i>THE PRE-SCHOOL TEACHERS’ UNDERSTANDING ON EARLY LITERACY: IMPLEMENTATION AND OBSTACLES IN TEACHING-LEARNING ACTIVITIES</i>		
11.15 – 12.45	Hubbi Saufan Hilmi & Fabio Testy Ariance Loren	BENTUK DAN PENGGUNAAN PRONOMINA PERSONA PADA BAHASA SASAK DIALEK NGENO-NGENE DI DUSUN MONTONG MEONG DESA LABUHAN HAJI KABUPATEN LOMBOK TIMUR	CLASS B308	COMMITTEE
	Husni Syukri Khotami & Ageng Sutrisno	<i>BANJARHARJO IS TRULY SUNDANESE</i>		
	Prihantoro	<i>THE DYNAMICS OF LOANWORD PROSODY: A CASE STUDY OF ‘JAMAAH’ IN INDONESIAN</i>		
	Agni Kusti Kinasih	<i>LINGUISTIC FEATURES OF SINGAPORE COLLOQUIAL ENGLISH FOUND IN A LOCAL ENGLISH-LANGUAGE MOVIE ENTITLED SINGAPORE DREAMING</i>		
12.45 – 13.45	LUNCH BREAK (ISHOMA)		TTB B, 3rd FLOOR	COMMITTEE
PARALLEL SESSION 2			CLASS ROOM, TTB B, 3rd FLOOR	COMMITTEE
13.45 – 15.15	Sulis Triyono	<i>MEANINGS OF OBJEKTIVE UND SUBJEKTIVE MODALVERBEN CONSTRUCTIONS IN GERMAN SENTENCES AND THEIR EQUIVALENCES IN INDONESIAN</i>	CLASS B301	COMMITTEE
	Trisnowati Tanto	THE POWER OF LANGUAGE OF AN INTERNET WEBSITE IN INFLUENCING PEOPLE’S PERCEPTION: A		
	Anisa Larassati & Nina Setyaningsih	THE KEYBOARD WARRIORS: EXPRESSING HATRED AND JUDGEMENT ON “ANOTHER” WOMAN THROUGH HATERS’ INSTAGRAM ACCOUNT		
	Anisa Zuhria Sugeha & Ika Nurfarida	PERBANDINGAN KOLOKASI KATA IBU DAN BUNDA DALAM KORPUS BAHASA INDONESIA		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
13.45 – 15.15	Agnesia Arum S. & Intan Mustika & Sarah Sumponogati & Uswatunnisa	<i>COMMISSIVE ILLOCUTIONARY ACT ACROSS LANGUAGES: JAVANESE AND MANDARESE</i>	CLASS B302	COMMITTEE
	Almira Fidela Artha & Fina Syahadatina & Okta Enggiana Pradevi	“SENYUM CEMERLANG, SENYUM PEPSODENT” ANALISIS DIAKRONIK BENTUK BAHASA IKLAN PEPSODENT DALAM 4 DEKADE: KAJIAN SOSIOPRAGMATIK		
	Azzahra Egeng & Ferina Kumala Dewi & Riza Sukma	MAKNA KATEGORI PARTIKEL DALAM IMPLIKATUR KONVENSIONAL DI TIGA BAHASA DAERAH: SEBUAH KAJIAN TEORI RELEVANSI		
	Bayu Aryanto	STRATEGI PENOLAKAN AJAKAN BAHASA JEPANG (STUDI KASUS MAHASISWA SASTRA JEPANG UNIVERSITAS DIAN NUSWANTORO DAN PENUTUR ASLI JEPANG)		
13.45 – 15.15	Agus Ridwan	GRAMATIKALISASI SATUAN BAHASA BIS ‘SAMPAI’ DALAM BAHASA JERMAN	CLASS B303	COMMITTEE
	Farikah	<i>ANALYSIS OF NOMINAL GROUP CONSTRUCTION OF THE STUDENTS’ WRITTEN TEXTS</i>		
	Indah Melisa & Ratna Juwitasari Emha	PERUBAHAN FONOLOGIS PADA DIALEK BAHASA INDRAMAYU SEBAGAI PRINSIP LEAST EFFORT DALAM BERTUTUR		
	Heny Sulistyowati & M. Syaifuddin S.	<i>SYNTAX STRUCTURE OF ADJECTIVE PHRASE COMPARISON IN JAVANESE LANGUAGE</i>		
13.45 – 15.15	Mahdi Ahmad	PEMBENTUKAN VERBA MELALUI AFIKSASI DALAM BAHASA TERNATE	CLASS B304	COMMITTEE
	Rohendi Ali Muhamad	<i>THE GENERAL STATEMENTS OF ANTECEDENT IN ENGLISH SENTENCE STRUCTURE</i>		
	M. Suryadi	BENTUK KESANTUNAN DENGAN MEMANFAATKAN KEKUATAN LEKSIKON EMOTIF-KULTURAL YANG DIMILIKI MASYARAKAT JAWA PESISIR: PEKALONGAN, SEMARANG, DEMAK		
13.45 – 15.15	Jeanyfer Tanusy	THE ANALYSIS OF LEXIS IN SUNDANESE PUPUH ‘KINANTI’	CLASS B308	COMMITTEE
	Ariya Jati	POETIC LANGUAGE IN NAZARETH’S “LOVE HURTS”		
	Fauzia	ANALYZING LANGUAGE STYLE OF VOCATIONAL HIGH SCHOOL ACCREDITATION ‘SUGGESTION AND RECOMMENDATION’ TEXT		
	Dewi Puspitasari	“MOMMY, LET’S SING THE SONG WITH ME, PLEASE...” A NARRATIVE STUDY OF A YOUNG LEARNER IN THE JAVANESSE LANGUAGE INQUIRY		
PARALLEL SESSION 3			CLASS ROOM, TTB B, 3rd FLOOR	COMMITTEE
15.15 – 16.45	Leonita Maharani	TRANSITIVITAS DALAM CERITA RAKYAT PAPUA (SEBUAH KAJIAN LINGUISTIK SISTEMIK FUNGSIONAL PADA TEKS CERITA RAKYAT SUKU MEE PAPUA)	CLASS B301	COMMITTEE
	Novian Denny Nugraha & Asih Prihandini	ANALISIS ALIH WAHANA MEDIUM PADA GAMES CLASH ROYALE SEBAGAI UPAYA PELESTARIAN BERBAHASA PADA KELUARGA PERKOTAAN UNTUK KEBUTUHAN BERCEKITA (STORY TELLING)		
	Anggy Denok Sukmawati	PROBLEMATIKA PENERAPAN MULOK BAHASA JAWA DI KABUPATEN PEMALANG		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
15.15 – 16.45	Anida Binti Sarudin	PENGUASAAN BIDANG BAHASA DI KALANGAN KANAK-KANAK PRASEKOLAH	CLASS B302	COMMITTEE
	Ika Inayati	KEBERPIHAKAN MEDIA PADA KASUS RAZIA WARTEG DI SERANG (STUDI KASUS PADA ARTIKEL LIPUTAN6.COM: MENTERI AGAMA TEGUR CARA SATPOL PP RAZIA WARTEG DI SERANG)		
	Halimah	PERKEMBANGAN BAHASA ANAK PERIODE PRELINGUAL (STUDY KASUS PADA BAYI USIA 8 BULAN)		
	Hazairin Eko Prasetyo	DEVELOPING AN INDONESIAN HIGH SCHOOL CURRICULUM OF ELT THROUGH LITERATURE		
15.15 – 16.45	Chendy AP. Sulistyو & Dede & Wiwid Nofa Suciaty	STRATEGI KESANTUNAN LINTAS BAHASA DI INDONESIA (SUNDA, BREBES, MELAYU) SEBUAH KAJIAN PRAGMATIK	CLASS B303	COMMITTEE
	Della Nathania & Muhammad Amin Ritonga & Romiyati	VARIASI TINDAK TUTUR EKSPRESIF LINTAS BAHASA (JAWA DAN MADAILING)		
	Freda Dyah Ayu Kusumaning Yandi & Yuni Triastuti	ANALISIS DEIKSIS DALAM BAHASA JAWA DIALEK SEMARANG DAN DIALEK PEKALONGAN KAJIAN PRAGMATIK		
	Hendita Damayanti & Imam Santoso	GAYA TINDAK TUTUR TIDAK LANGSUNG DALAM BAHASA JAWA		
15.15 – 16.45	Bernadette Santosa	THE LANGUAGE OF YOUNG PEOPLE IN SOME INDONESIAN ADVERTISEMENTS	CLASS B304	COMMITTEE
	Chusni Hadiati	THE FUNCTIONS OF PHATIC EXPRESSIONS IN TRADITIONAL SELLING AND BUYING		
	Eli Asikin-Garmager	DIALECT VARIATION AS A WINDOW INTO LANGUAGE CHANGE – A SYNTACTIC EXAMPLE FROM SASAK (LOMBOK)		
15.15 – 16.45	Dhion Meitreya Vidhiasi	THE ANALYSIS OF SUMBER WARAS CASE IN SINDONEWS’ EDITORIAL :“Sumber Waras bukan Pertarungan Opini” DATED APRIL 15TH, 2016	CLASS B308	COMMITTEE
	Mohammad Andi Hakim	Mendobrak Konstruksi Islam Modern dalam Buku PAI dan Budi Pekerti SMA; Sebuah Praksis Kekerasan Verbal		
16.45 – 17.00	BREAK		TTB B, 3rd FLOOR	

WEDNESDAY, AUGUST 10, 2016 (SECOND DAY)				
TIME	NAME	TITLE	ROOM	CHAIR PERSON
07.00 – 07.30	REGISTRATION		LOBI HALL, TTB A, 6th FLOOR	COMMITTEE
PLENARY 2				
07.30 – 10.30	Prof. Dr. Dadang Sunendar, M.Hum	Kebijakan Bahasa di Indonesia	CONVENTION HALL, TTB A, 6th FLOOR	Dr. Suharno, M.Ed./Drs. Pardi Suratno, M.Hum
	Peter Suwarno, Ph.D	Teaching Indonesian as a Diglossic Language: The Importance of Colloquial Indonesian for Pragmatic Competence and Local Languages Preservation		
	Dr. Agus Subiyanto, MA	Determining Language Typology based on Directed-Motion Lexicalization Patterns as a Language Documentation: a Case Study on Javanese		
10.30 – 11.00	BREAK		TTB B, 3rd FLOOR	COMMITTEE
PARALLEL 4				
11.00 – 12.30	Mualimin	DIRECTIVES IN JAVANESE OF TEGAL: A CASE STUDY OF DRAMA ON PERTIWI RADIO	CLASS B301	COMMITTEE
	Liya Umaroh	STRATEGI TINDAK TUTUR DALAM TRANSKSI JUAL BELI DI PASAR TRADISIONAL JOHAR SEMARANG		
	Lukman Isgianto	A SPEECH ACTS ANALYSIS OF DIRECT AND INDIRECT ON 'BIG CITY SMALL WORLD' CONVERSATION SCRIPT OF BRITISH COUNCIL LEARNING ENGLISH: A STUDY OF DISCOURSE ANALYSIS		
	Mutiara Karna Asih & Ika Inayati & Nor Cholifah	KEUNIKAN LEKSIKON PENANDA PRAANGGAPAN DALAM TIGA SUBDIALEK BAHASA JAWA (PURWOKERTO, BANTEN UTARA, DAN REMBANG)		
	Raheni Suhita & Djoko Sulaksono & Kenfitria Diah Wijayanti	CAMPUR KODE DALAM MANTRA KANURAGAN IMPLEMENTASI SEBUAH PANGAJAB		
	Sri Puji Astuti & M. Suryadi	REKONSTRUKSI POLA URUTAN FONEM PADA STRUKTUR LEKSIKON DIALEKTAL BAHASA JAWA PESISIRAN DI KOTA SEMARANG		
	Siyaswati	POLITENESS AND ITS USE THROUGH FOLKTALES: A SOCIO-PRAGMATICS STUDY		
11.00 – 12.30	Kahar Dwi P.	DARI EMPULOH MENUJU PYCNONOTIDAE: PERMUFAKATAN ANTAR PENUTUR BAHASA DAERAH DALAM PENYERAGAMAN KOSA KATA AVIARY	CLASS B303	COMMITTEE
	Noor Malihah	THE APPLICATIVE VOICE IN JAVANESE DIALECT OF KUDUS		
	Yesika M. Ocktarani & Heri Dwi Santoso	PERSONAL DEIXIS IN RADIO BROADCASTING: EXTINCTION SIGNAL OF 'KAMI' IN INDONESIAN		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
11.00 – 12.30	Kharisma Puspita Sari	METAPHORS AND DIRECTIVE SPEECH ACTS IN THE JAVANESE PROVERBS	CLASS B304	COMMITTEE
	Emah Rahardian	POLA PIKIR PENUTUR BAHASA JAWA DIALEK SEMARANG DALAM RUBRIK “RAME KONDHE” DI HARIAN SUARA MERDEKA		
	Romilda Arivina da Costa	PENGAMALAN AGAMA DAN PENGARUHNYA TERHADAP PERGESERAN BAHASA HATUHAHA DI MALUKU TENGAH		
11.00 – 12.30	Noermanzah	CHILD LANGUAGE ACQUISITION 1.4 YEARS OF AGE (RESEARCH CASE STUDY ON FAMILY BILINGUAL)	CLASS B308	COMMITTEE
	Retno Purwani Sari	IDENTITY-FORMING POWER OF CHILDREN STORIES’ TRANSLATION: TRANSLATION STUDIES		
	Suharno	JUXTAPOSING FIRST AND SECOND CULTURES IN ELT MATERIALS		
12.30 – 13.30	LUNCH BREAK (ISHOMA)		TTB B, 3rd FLOOR	COMMITTEE
PARALLEL 5			CLASS ROOM, TTB B, 3rd FLOOR	
13.30 – 15.00	Pininta Veronika Silalahi	THE SEMIOTICS OF BATAK TOBA SOCIETY MARRIAGE TRADITION	CLASS B301	COMMITTEE
	Agus Sudono	PENAMAAN HALAMAN DAN RUBRIK DALAM SURAT KABAR SOLOPOS		
	Ratna Muthia	HUBUNGAN MAKNA VERBA PERBUATAN BERMAKNA ‘MENINGGALKAN SUATU TEMPAT’ DALAM BAHASA JAWA NGOKO (STUDI KASUS LUNGA, MANGKAT, BUDHAL, DAN MINGGAT): SEBUAH KAJIAN SEMANTIK		
13.30 – 15.00	Esther Hesline Palandi	KAJIAN METAFORA DALAM PUISI (HAIKU) BAHASA JEPANG	CLASS B302	COMMITTEE
	Festri Yudanika	AWARENESS AND PHONOLOGICAL WORKING MEMORY IN THE ADULT ACQUISITION OF SECOND LANGUAGE PRONUNCIATION: A CASE STUDY		
	Hindun	PEMERKAYAAN BAHASA MELALUI FILM “ADA APA DENGAN CINTA 2” DAN “AISYAH: BIARKAN KAMI BERSAUDARA” SEBAGAI PRODUK BUDAYA BANGSA INDONESIA		
	Hanny Fauziah	SYNTACTIC MISTAKES IN WRITING NEWS ON WEBSITE RESEARCH AND DEVELOPMENT CENTRE FOR MINERAL AND COAL TECHNOLOGY (A CASE STUDY ON WEBSITE: http://www.tekmira.esdm.go.id/newtek2/)		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
	Deli Nirmala	MIXED JAVANESE IN ENGLISH DEPARTMENT STUDENTS' UTTERANCES AS A SYMPTOM OF LANGUAGE SHIFT (POLITENESS AND EMBODIMENT PERSPECTIVES)		
	Nathaniel Davin P. & Calvin Candra & Aswita A. Ersa M. & Prihantoro	STUDENT'S ATTITUDE TOWARDS DICTIONARY AND ITS USAGE: A CASE OF STUDY FOR ENGLISH DEPARTMENT STUDENTS DIPONEGORO UNIVERSITY		
13.30 – 15.00	I Gede Arga Anggara	A STUDY OF DEIXIS USED IN TOP FIVE WALDJINAH'S POPULAR KERONCONG SONGS LYRICS	CLASS B304	COMMITTEE
	Irma Winingsih	PENGGUNAAN HEDGES ~ TO OMOIMASU SEBAGAI SALAH SATU USAHA PEMERTAHANAN KESANTUNAN BERTUTUR DALAM BAHASA JEPANG		
	Nunung Nurjati	POLITENESS ASPECTS OF ENGLISH COMMUNITY PRACTICE IN PARE: A THEORETICAL OVERVIEW		
13.30 – 15.00	Riza Sukma & Wiwid Nofa Suciaty & Yuni Triastuti	BAHASA DALAM SYAIR TARI SAMAN GAYO SEBAGAI PEMBENTUK POLA PIKIR DAN POLA TINDAK MASYARAKAT LOKAL: SEBUAH KAJIAN ANTROPOLINGUISTIK	CLASS B308	COMMITTEE
	Rosaria Mita Amalia & Yusuf Hamzah	THE ART OF RHETORIC USING STYLISTIC DEVICES IN WORLD UNIVERSITIES DEBATING CHAMPIONSHIP: A Study of Pragmatics		
	Wati Kurniawati	INDEKS VITALITAS BAHASA LOM BERDASARKAN JENIS KELAMIN DAN USIA (LOM LANGUAGE VITALITY INDEX BY GENDER AND AGE)		
15.00 – 15.30	CLOSING SPEECH		CONVENTION HALL, TTB A, 6th FLOOR	Drs. Pardi Suratno, M.Hum
15.30 – 16.00	BREAK (Certificate Handling)		LOBBY HALL, TTB A, 6th FLOOR	COMMITTEE

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THE INFLUENCE OF BAHASA MANDAR TOWARDS STUDENTS' ENGLISH PRONUNCIATION

(Case Study on Students of Junior High School 1 Tinambung, Polewali Mandar)

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Abstract

Pronunciation is one of language elements which plays an important role. By having fluent pronunciation, it makes communication more intelligible. This research analyzes the influence of Bahasa Mandar towards students' English pronunciation. It focuses on the sound aspects and their distribution. The objectives are to find out how BM affects students' English pronunciation, why the students fail to pronounce certain English sounds, and what phonemes or sounds that students find them difficult to be pronounced. This research is a case study research and conducted in the second grade of Junior High School 1 Tinambung, West Sulawesi. The total sample is 20 students. The researcher provides 50 words for students to be pronounced taken by Oxford dictionary and Field Linguistics book. The results show that most students are affected of phonemes that BM has. The students change the sound they do not know into another sound which exist in BM such as sound [z] into [s]. The students are not able to pronounce double consonant phonemes in final position, such as 'sand'. They are failed in all vowels which are not exist in BM, alveolar-plosive sound [t] and [d], trill sound [r], and fricative sound [v], [θ], [ð], [s], [z], [ʃ].

Key Words : *Bahasa Mandar's Influences, English Pronunciation, Sound Aspect*

1. INTRODUCTION

Bahasa Mandar as the mother tongue is used by many students as their first language in West Sulawesi, either at home or at school. Even when the students talk to the teacher in the classroom, many of them use Bahasa Mandar in a formal way. There are some sound structures that became typical in Bahasa Mandar, such as phoneme [ŋ], [n], the use of glottal stop apostrophe [q], and so on. Based on those sound structures in Bahasa Mandar, the researcher assumes that there should be some kind of interferences or bad influence of Bahasa Mandar towards students' English pronunciation. As we know, English is one of languages which has complex pronunciation system. It has large number of vowels and other sound structures which has a different pronunciation in each phoneme. The students are really often mispronounce English words. According to Fangzhi (1998:39), having a fluent pronunciation is important since it represents whether or not the hearer can understand what the speaker says. It means that pronunciation gives a significant effect to the meaning of what someone says. Based on all of phenomena above, the researcher is interested to observe more about the influence of Bahasa Mandar towards students' English pronunciation.

Based on the research problem, the researcher formulates research questions as follows:

1. How does Bahasa Mandar affect students in pronouncing English words?
2. Why do the students often mispronounce the English words?
3. What are the phonemes or sounds that students often mispronounce?

The researcher aims to find out how Bahasa Mandar affects students' English pronunciation. It focuses on the sound aspects and their distribution. Then, why the students fail to pronounce certain English words, and what phonemes or letters that students find them difficult to be pronounced. Theoretically, this research is expected to give contribution and provide the explanation about how and why Bahasa Mandar affects students' English pronunciation, so that it will enhance teaching and learning English theory. Practically, the result or the findings of this research can be used as a reference to facilitate the teacher in identifying what phonemes or sounds the students fail the most.

2. REVIEW OF THE LITERATURE

This chapter deals with the previous related studies and theoretical framework.

2.1 Previous Studies

Nurliah (2015) in her study "Mandarese Phonological Interference in English (A Distinctive Feature Analysis)" used mixed-method research design, qualitative and quantitative. This study focuses on finding out in what sounds and what position Mandarese affect English sounds in words towards English teachers. The findings of this research showed that sounds in Mandarese affected sounds in English in initial, middle, and final positions such as [ã |], [ə], [e], [I], [v], [f], [Ä²], [z], [Ä°] by [ε], [i:], [p], [s], [d], [t]. The study is different with this research which is going to focus on the students' pronunciation by finding out the influence of Bahasa Mandar towards their English pronunciation.

2.2 Theoretical Framework

Pronunciation can be viewed by the constituent parts. It contains of phonemes and supra-segmental features as its two initial features (Kelly, 2000:1). Pronunciation is the way of sounds produce by the organ of speech. According to an English pronunciation expert in United States namely Ortiz (2011), he says that by having a good pronunciation a speaker may communicate with others intelligibly. Good pronunciation is necessary and is needed in order to master English well. The sound system of BM is really different from sound system in English. English has various sound based on The International Phonetic Alphabet (revised to 2005) table. Instead, sound system in BM is fewer. As cited in the book of Tata Bahasa Mandar (Muthalib, Et.al, 1992), BM has no phoneme [ə], [f], [v], [x], [z], it has 24 phonemes as follows:

[a]	[b]	[c]	[d]	[e]	[g]	[h]	[i]	[j]	[k]	[l]	[m]
[n]	[ŋ]	[p]	[o]	[p]	[q]	[r]	[s]	[t]	[u]	[w]	[y]

The following tables show the difference between the classification of phonemes in BM and English:

- **The classification of BM phoneme vowels** (Muthalib, et.al, 1992:23)

	DEPAN	PUSAT	BELAKANG
ATAS	i		u
TENGAH	e		o
BAWAH		a	

- **The classification of BM phoneme consonants** (Muthalib, et.al, 1992:29)

		Tempat Artikulasi						
			Labial	Apik o Denta l	Lamin o alveola r	Palatal	Velar	Glottal
Ca- ra	Letup (stop)	Ts s	P B	t d			k g	q
	Paduan (afrikat)	Ts s			c j			
Ar- ti- ku- la- si.	Geseran (frikatif)	Ts			s			h
	Sengau (nasal)	S	M		n	ɲ	ŋ	
	Sampingan (lateral)	S			l			
	Getar (Trell)	S			r			
	Hampiran (semikonsonan)	S	W			y		

Based on those classifications above we can see the sound system of BM. BM has fewer phonemes in both consonant and vowel than English. BM only has five vowels, those are [a], [i], [u],

[e], [o] and 19 consonants as described above. As we know there are three phoneme distributions, those are initial position, middle position, and final position. Muthalib (1992) stated that in vowel phonemes of BM [a], [i], [u], [e], [o] distribute to all those positions. But not all consonant phonemes distribute to all of those positions. The following table is the description:

Phonemes	Initial	Middle	Final
a (Front, Open-mid)	[<u>a</u> la] <i>Take</i>	[l <u>a</u> me] <i>Cassava</i>	[u <u>p</u> a] <i>Thigh</i>
i (Front, Close)	[i <u>n</u> raŋ] <i>Debt</i>	[p <u>i</u> lis] <i>Cheek</i>	[bo <u>n</u> i] <i>Night</i>
u (Back, Close)	[u <u>l</u> ar] <i>Snake</i>	[b <u>u</u> njŋ] <i>Sand</i>	[u <u>l</u> u] <i>Head</i>
e (Front, Close-mid)	[e <u>l</u> oŋ] <i>Song</i>	[l <u>e</u> mo] <i>Lemon</i>	[p <u>o</u> le] <i>Arrive</i>
o (Back, Close-mid)	[o <u>n</u> doŋ] <i>Jump</i>	[b <u>o</u> toŋ] <i>Bottle</i>	[a <u>l</u> o] <i>Day</i>
b (Plosive, Labial, Voiceless)	[<u>b</u> iŋa] <i>Deaf</i>	[l <u>u</u> m <u>b</u> aŋ] <i>Fall</i>	-
c (Affricate, Lamino Alveolar, Voiceless)	[<u>c</u> oloŋ] <i>Lighter</i>	[b <u>o</u> c <u>o</u> ŋ] <i>Net (for bed)</i>	-
d (Plosive, Apiko-dental, Voiced)	[<u>d</u> aiŋ] <i>Up</i>	[a <u>n</u> d <u>e</u>] <i>Rice</i>	-
g (Plosive, Velar, Voiced)	[<u>g</u> alun] <i>Garden</i>	[l <u>o</u> ŋgar] <i>Loose</i>	-
h (Fricative, Glottal, Voiceless)	[<u>h</u> araq] <i>Hope</i>	[sa <u>h</u> abaŋ] <i>Bestfriend</i>	-
j (Affricate, Lamino Alveolar, Voiced)	[<u>j</u> oŋa] <i>Broken</i>	[t <u>i</u> n <u>j</u> aŋ] <i>Vow</i>	-
k (Plosive, Velar, Voiceless)	[<u>k</u> asor] <i>Bed</i>	[b <u>o</u> kaŋ] <i>Copra</i>	-
l (Lateral, Lamino Alveolar, Voiced)	[l <u>l</u> aiŋ] <i>Fly</i>	[b <u>u</u> laŋ] <i>Moon</i>	[ka <u>q</u> baŋ] <i>Immune</i>
m (Nasal, Labial, Voiced)	[<u>m</u> anuŋ] <i>Chicken</i>	[<u>u</u> ma] <i>Grass</i>	-
n (Nasal, Lamino Alveolar, Voiced)	[<u>n</u> amoŋ] <i>Mosquitoe</i>	[a <u>n</u> aŋ] <i>Child</i>	[to <u>n</u> aŋ] <i>True</i>
ŋ (Nasal, Velar, Voiced)	[ŋaŋa] <i>Mouth</i>	[saŋa] <i>Name</i>	[bo <u>l</u> oŋ] <i>Dark-skin</i>
ɲ (Nasal, Palatal, Voiced)	[ɲamaŋ] <i>Delicious</i>	[maŋaŋ] <i>Beer</i>	-
p (Plosive, Labial, Voiceless)	[<u>p</u> are] <i>Rice (padi)</i>	[i <u>p</u> ar] <i>Sister-in-law</i>	-
q (Plosive, Glottal, Voiceless)	-	[te <u>q</u> eŋ] <i>Cane</i>	[ate <u>q</u>] <i>Roof</i>
r (Trill, Lamino Alveolar, Voiced)	[<u>r</u> aruŋ] <i>Pin</i>	[u <u>r</u> aŋ] <i>Rain</i>	[bo <u>t</u> oŋ] <i>Gambling</i>
s (Fricative, Lamino Alveolar, Voiceless)	[<u>s</u> asiŋ] <i>Sea</i>	[ba <u>s</u> e] <i>Wet</i>	[apa <u>s</u>] <i>Cotton</i>
t (Plosive, Apiko Dental, Voiceless)	[<u>t</u> au] <i>Man/Us</i>	[a <u>t</u> e] <i>Heart</i>	-
w (Semi consonant, Labial, Voiced)	[<u>w</u> ase] <i>Axe</i>	[ɲa <u>w</u> a] <i>Soul</i>	-
y (Semi consonant, Palatal, Voiced)	[<u>y</u> au] <i>Me</i>	[sa <u>y</u> aŋ] <i>Love</i>	-

As we can see the description above, only phoneme [l], [n], [ŋ], [r], and [s] in consonants have complete distribution to all positions.

3. RESEARCH METHOD

This research applied case study on second grade of Junior High School 1 Tinambung in Polewali-Mandar regency, West Sulawesi province. The researcher chose this school in Tinambung district rather than other area because the researcher knows that almost all of students in this area use Bahasa Mandar as their main language. The researcher herself is the native speaker of BM and live in this area for 5 years, so the researcher knows that BM dominates more than Bahasa Indonesia itself. The researcher used recording technique to collect the data. In analysing the data, the researcher will compare two different sound system of BM and English and also based on researcher's intuitive as the native speaker. Therefore the researcher will explain the sound system in BM first, then find out the difference with English sound system. The researcher provided 50 words taken from Field Linguistics by William J. Samarin and Oxford dictionary. The researcher used purposive sampling technique. The number of students were 23 students of class 2 A, they were asked to pronounce those words and the researcher recorded it.

4. FINDINGS AND DISCUSSION

The findings showed that students got difficulties to pronounce English words. One of the reasons is the sound system of BM is different with English. Students use BM every time to communicate means that they get use to the 24 sound system of BM. By having 24 phonemes only, BM affects students' English pronunciation whether it is in vowel or consonant phonemes. In which as we know English has various phonemes. The findings show that the students cannot pronounce certain phonemes. The 50 given words contain of 21 kinds of consonant phonemes in English, those are [p], [b], [t], [d], [k], [m], [n], [ŋ], [r], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [dʒ], [l], and [w]. It also contains 13 kinds of vowel phonemes in English, those are [i], [u], [e], [ɪ], [ʊ], [ə], [æ], [ɜ], [ɔ], [ɒ], [ɑ], [a], and [ʌ]. Phonemes in red are not exist in Bahasa Mandar. The result shows that students have difficulties in pronouncing the phonemes which are not exist in BM. The students pronounce those phonemes in BM version. The following are the sample of mispronunciation that students often made:

1. [bir]	11. [konferseʃion]	21. [kni]	31. [børn]	41. [komfer]
2. [blek]	12. [klodes]	22. [bait]	32. [pet]	42. [kelk]
3. [blud]	13. [das]	23. [wolk]	33. [flud]	43. [sai]
4. [boun]	14. [womən]	24. [watər]	34. [monten]	44. [motifet]
5. [brit]	15. [wamən]	25. [stun]	35. [ron]	45. [hard]
6. [fadər]	16. [persen]	26. [sen]	36. [for]	46. [krek]
7. [fider]	17. [pipəl]	27. [erd]	37. [for]	47. [fow]
8. [flot]	18. [sid]	28. [smouk]	38. [merij]	48. [anderstendin]
9. [frizi]	19. [lif]	29. [faird]	39. [raifer]	49. [wroŋ]
10. [konvers]	20. [mout]	30. [e]	40. [klaw]	50. [open]

Based on the findings above the researcher concludes that the students produced sounds which are not appropriate with the standard sounds. Most students mispronounced both consonant and vowel phonemes. Here are the descriptions of vowel phonemes based on the place and manner that students often mispronounced:

a. Front vowels : [i], [e], [æ], [a]

Each phoneme [i], [e], [æ], [a] has different manner in sounds produced. Based on words 'breathe', 'freeze', 'people', 'seed', 'leaf', and 'knee' students produced sound [i:] with [i]. According to Muthalib (1992) in BM there is no length in pronouncing certain sound. Even when some BM native speaker produce it with length but it is not the same like certain English sound such as [i:]. Based on words 'feather' sound [e] (front, close-mid) replaced with [i] (front, close) by the students. In producing phoneme [æ] (front, open-mid) students produced it with sound [e]. It proves by the words 'black', 'sand', 'ash', 'marriage', 'crack', and 'understanding'. Then, through words 'mouth', 'bite', 'fire', and 'shy' the researcher concludes that students produced sound [a] in two version. In word 'mouth' students pronounced it as [o] but on the other words as [a]. Most of those vowel phonemes

distribute in middle position. Only two phonemes distribute in final position and one in initial position. For example like the word 'seed' and 'knee' then the word 'ash' and 'sand', students pronounce those words incorrectly no matter in what position the phoneme is.

b. Central vowels : [ə], [ɜ]

Students find these sounds as the most difficult. They produced those sounds variously. Students produced sound [ɜ] (central, open-mid) in word 'bird' as [i], in word 'burn' as [ə], in word 'converse', 'person' and 'earth' as [e]. Those results indicate that students' English pronunciation is affected by their mother tongue. It could be seen from the word 'earth' and 'person', students pronounced it as [e]. It is because there is no phoneme [ə] but only vowel [e] (front, close-mid) in BM. Moreover, the results also show that students produced sound [ə] in word 'bone', 'float', 'converse', 'clothes', 'stone', 'smoke', 'for', 'comfort', 'motivate', 'vow', and 'open' as [o]. But, in words 'father', 'feather', 'conversation', 'women', 'water', 'mountain', 'river', 'understanding', and 'open' as [e].

c. Back vowels : [u], [ɔ], [ɒ], [ɑ], [ʌ]

Referring to the findings, it indicates that students represent phoneme [ʌ] (Back, Open-mid) differently. In words 'blood' and 'flood' students pronounced phoneme [ʌ] as [u]. But, in words 'dust' and 'understanding', students pronounce it as [a]. Then, in word 'comfort' they pronounce it as [o]. The students produced phoneme [u] (Back, Close) in words 'smoke' and 'mountain' as [ou] and [o]. Phoneme [ɔ] (Back, Open-mid) in words 'walk', and 'four' sounds [o]. In words 'water' and 'claw' it sounds [a], then in word 'chalk' it sounds [e]. For phonemes [ɒ] and [ɑ] (Back, Open) are the same with the other cases. It proves by some words which represent phoneme [ɑ], those are 'father', 'hard', 'round', 'mountain', and 'path'. Most students pronounced phoneme [ɑ] in 'father' and 'hard' as [a], in 'round' and 'mountain' as [o], and in 'path' as [e]. But only one word that represents phoneme [ɒ] that is 'wrong'. Most students pronounce it as [o] (Back, Close-mid). Most students could not produce sound [ɑ] (Back, Open), they changed it into sound that is more simple in case of the place and the manner of the sound for them such as [a] (Front, Open). The researcher concludes two points, first is students show various and different sound for each one phoneme means that one phoneme could has two or more different sounds. Second is the position and distribution of certain phoneme does not affect the way students pronounced those sounds in this case.

d. Vowel phonemes [ɪ] and [ʊ].

Phoneme [ɪ] is in between front and central for its place and between close and close-mid for its manner of sound. Instead, phoneme [ʊ] is in between central and back for its place and for the manner is the same as phoneme [ɪ]. In BM, there is no phoneme [ɪ] and [ʊ]. Words that represent both of those phonemes are 'conversation', 'bite', 'marriage', 'river', 'shy', 'motivate', and 'understanding' for phoneme [ɪ] and 'bone', 'float', 'clothes', 'women', 'mouth', 'stone', 'round', 'motivate', 'vow', and 'open' for phoneme [ʊ]. Almost all of students pronounce phoneme [ɪ] as [i] whether it is in middle or final position such as 'river' and 'shy'. As we can see, phoneme [ʊ] is formed and sounded based on various letters, it is not only from one single phoneme but could be two and influenced by its next phoneme. For example like the word 'clothes' /kləʊðz/, phoneme [ʊ] is formed because there is 'clothes'. In this case, most students pronounce phoneme [ʊ] (central-back, close-close mid) as [u] (back, close). Not only in vowels, but also in consonants. As we can see the sample of the word 'vow', 'clothes', 'bird', 'for', and 'mouth'. The students are mispronouncing those words. As the researcher has explained previously, there is no phoneme [v], [z], [ð], and [θ] in BM. There are some consonant phonemes based on the given words, they are [p], [b], [t], [d], [k], [m], [n], [ŋ], [r], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [dʒ], [l], [w]. Here are the description of mispronunciation in all of those consonants :

a. Bilabial – Plosive Sound

As we know there are two phoneme of bilabial-plosive sound, those are [p] (voiceless) and [b] (voiced). There are some words that represent phoneme [p], those are 'person', 'people', 'path', and 'open'. The findings show that even the position is in initial or middle phoneme [p] is clearly sounded in students' pronunciation. Phoneme [p] is pronounced good enough. Words that represent phoneme

[b] are 'bird', 'black', 'blood', 'bite', and 'burn'. These words show phoneme [b] only in initial place. The results prove that sound [b] is also pronounced correctly.

b. Alveolar – Plosive Sound and Velar – Plosive Sound

There are also two phonemes, those are [t] (voiceless) and [d] (voiced). Phoneme [d] could be found in words 'bird', 'hard', 'blood', 'dust', 'seed', 'flood', and 'understanding'. But there are two words 'round' and 'sand' that students did not pronounce the phoneme [d] at all. The researcher concludes that in this case the phoneme distribution affect students' pronunciation. All of those words represent phoneme [d] in all positions, but the difference is these two words 'round' and 'sand' are ended with phoneme [d] after alveolar-nasal phoneme [n] sound. The result shows that the students only mention the alveolar-nasal sound and ignore the alveolar-plosive sound. It is because the sound system in BM is different with BI. In BM there is no words having double consonant voiced at the final position. Phoneme [t] could be found in words 'float', 'dust', 'bite', 'water', 'stone', 'mountain', 'comfort', 'motivate', and 'understanding'. These samples show phoneme [t] in middle and final position. In pronouncing word 'dust' and 'comfort', the students did not pronounce phoneme [t] clearly. The researcher concludes that if there are more than one consonant phoneme in final position, the students are not able to pronounce those sounds correctly. They will stick in one sound and miss a very last sound which is wrong. In this case the students only pronounced alveolar-fricative sound [s] in the word 'dust', and alveolar-trill sound [r] in the word 'comfort' rather than pronouncing the alveolar-plosive sound [t]. Velar – Plosive sound that the researcher meant is [k]. It can be found in words 'black', 'converse', 'conversation', 'clothes', 'walk', 'smoke', 'claw', 'comfort', 'chalk', and 'crack'. As we can see, sound [k] is represented by phoneme /c/ and /k/ in those words. In this case, the students pronounce the velar-plosive sound [k] clearly even it is in initial or final position.

c. Nasal Sound

There are three nasal sounds applied in this instrument, those are [m], [n], [ŋ]. Sound [m] (Bilabial – Nasal - Voiced) is found in words 'woman', 'women', 'mouth', 'smoke', 'mountain', 'marriage', 'comfort', and 'motivate'. Phoneme [m] shows up in initial and middle position. Based on the findings, the researcher concludes that in pronouncing phoneme [m], students got no difficulties eventhough that sound distributed in initial or middle position. Sound [n] (Alveolar - Nasal - Voiced) is found in words 'bone', 'converse', 'conversation', 'woman', 'women', 'person', 'knee', 'stone', 'sand', 'burn', 'mountain', 'round', 'understanding', and 'open'. That sound is in initial, middle, and final position. There is only one mistake that the students made, it is in word 'knee'. The researcher concludes that the students are being influenced by BM sound system. It is not only in the final position such as the word 'sand' that students missed to pronounce the alveolar-plosive sound [d], but also in initial position. Most students pronounce it as /kni/, in which the correct one should be /ni:/. In this case, the students pronounced both sound [k] and [n]. Sound [ŋ] (Velar – Nasal - Voiced) can be found in words 'understanding' and 'wrong'. Both of them present phoneme [ŋ] in the final position. As the previous explanation, in BM phoneme [ŋ] has complete distribution in all positions. In this case, the students got no difficulties in pronouncing phoneme [ŋ]. The researcher concludes that most students did not find difficulties in pronouncing nasal sound. It is because in BM also has nasal sound and also distributed to all positions, whether it is in initial, middle, and final.

d. Trill Sound

There is only one phoneme of trill sound in the instrument, it is [r] (Alveolar – Trill - Voiced). It is represented in words 'round', 'breathe', 'freeze', 'crack', 'wrong', 'marriage', 'river', 'father', 'feather', 'water', 'fire', 'for', and 'four'. Based on the findings, the researcher concludes that most students pronounce sound [r] in BM version, means that they pronounce it clearly. As we know, in English the sound [r] especially in final position is not sounded clearly. For example like the word 'fire' /faɪə(r)/ the students pronounce it as /faɪd/. Also in BM, phoneme [r] has complete distribution to all positions. It can be in initial position, middle, or final. Referring to that situation, means that students are already get use to pronounce sound [r] clearly while using BM. So they are not well practiced to pronounce sound [r] in English term.

e. Fricative Sound

The instrument of this research also conducted fricative sound towards the students. The phonemes are: [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], and [h]. Each phoneme has different place of sound.

[f] and [v]

Phoneme [f] (Labiodental-Fricative-Voiceless) can be found in words ‘father’, ‘flood’, ‘for’, ‘four’, ‘feather’, ‘float’, ‘freeze’, ‘fire’ as the initial position. Then, ‘comfort’ as the middle position, and ‘leaf’ as the final position. It is not the same with BM, in BM there is no phoneme [f]. The researcher also does not find any phoneme that is also an allophone of any phoneme. In the book of Tata Bahasa Mandar written by Muthalib, et. al. (1992) there is no statement stated that certain phoneme in BM is an allophone of another phoneme. In this case, the researcher concludes that the students are able to pronounce phoneme [f] because of Bahasa Indonesia that they also learned and use rarely. It is different when the students are asked to pronounce phoneme [v], as we know in BM also there is no phoneme [v] (Labiodental-Fricative-Voiced). The findings show that the students are not able to pronounce phoneme [v] properly. It proves by the words ‘converse’, ‘conversation’, ‘river’, ‘motivate’, and ‘vow’. The students change sound [v] (voiced) into [f] (voiceless). The researcher concludes that the students find it difficult to pronounce fricative voiced sound rather than the voiceless one.

[θ] and [ð]

Both of phonemes above are also not exist in BM sound system. Phoneme [θ] can be found in words ‘mouth’, ‘path’, and ‘earth’. Most students change phoneme [θ] (Dental-Fricative-Voiceless) in words ‘mouth’ and ‘path’ into [t] (Alveolar-Plosive-Voiceless). Based on that situation, the researcher concludes that the students are not able to pronounce phoneme [θ] (voiceless), but change it into another voiceless phoneme [t]. Then, phoneme [ð] can be found in words ‘breathe’, ‘feather’, ‘father’, and ‘clothes’. This phoneme is also not exist in BM. The students are also not able in pronouncing phoneme [ð] (Dental-Fricative-Voiced). They change it into two phonemes, in word ‘breathe’ most students change it into [t] (Alveolar-Plosive-Voiceless). But in words ‘feather’, ‘father’, and ‘clothes’, most students change the phoneme [ð] into phoneme [d] (Alveolar-Fricative-Voiced). The researcher concludes that most students who do not know how to pronounce phoneme [θ] and [ð], they change them into phoneme [t] and [d] which has similar sound (voiced and voiceless).

[s], [z], and [ʃ]

Phoneme [z] and [ʃ] are not exist in BM. Phoneme [s] is represented in words ‘converse’, ‘conversation’, ‘dust’, ‘person’, ‘seed’, ‘stone’, ‘sand’, ‘smoke’, and ‘understanding’. Those words show the distribution of phoneme [s] in all positions. It is the same as BM, in BM phoneme [s] also distributed to all positions. Based on the findings, the students are not having problem with phoneme [s] pronunciation. But it is different with phoneme [z]. It can be shown by the words which represented phoneme [z], those are ‘freeze’, and ‘clothes’. Most students pronounce phoneme [z] (Alveolar-Fricative-Voiced) with phoneme [s] (Alveolar-Fricative-Voiceless). Then, phoneme [ʃ] is represented by words ‘conversation’, ‘chalk’, and ‘shy’. Most students are also having difficulties to pronounce phoneme [ʃ]. They change it into phoneme [s] in words ‘conversation’ and ‘shy’. But in word ‘chalk’ they change it into phoneme [k].

f. Lateral Sound

The alveolar-lateral-voiced sound [l] is represented by some words in this instrument. Word ‘leaf’ is a sample of lateral sound [l] in initial position. In this case, lateral sound is also the same as two nasal sounds [n] and [ŋ], trill, and fricative-alveolar [s] distributed to all positions in Bahasa Mandar. Words ‘black’, ‘blood’, ‘float’, ‘clothes’, ‘flood’, and ‘claw’ are the sample of lateral sound in middle position. Then, a word ‘people’ is a sample of the final position based on the sound. Most students pronounce those lateral sound correctly. Referring to this situation, the researcher concludes that in some cases phoneme distribution determines the way students pronounce each phoneme. Based on the descriptions above, the researcher concludes that there are certain sound system that students pronounce it correctly depends on its distribution towards certain position, manner and place of the sound. The students are failed the most in fricative sound.

5. CONCLUSION

Bahasa Mandar influences students' English pronunciation. The researcher finds out that the sound system of Bahasa Mandar and English is different. In BM there are only 24 phonemes, 5 vowels and 19 consonants. Instead, English has various phonemes. That is how Bahasa Mandar affects students' English pronunciation. Then, the researcher find out that only phoneme [l], [n], [ŋ], [r], and [s] in BM which has complete distribution to all positions, whether it is in initial, middle, or final position. The researcher also find out that in some cases, the non-existence of certain phoneme in BM that is exist in English affect students' pronunciation. The students change that sound into another sound which exist in BM such as sound [z] they change into [s]. Then, the students are not able to pronounce double consonant phonemes in final position, such as 'sand'. They ignore and chose not to pronounce phoneme [d] and stop in phoneme [n]. There are many phonemes that students really often mispronounced. Those are the vowels, alveolar-plosive sound [t] and [d], trill sound [r], and fricative sound [v], [θ], [ð], [s], [z], [ʃ].

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