LOCAL LANGUAGE PHONOLOGICAL CONSTRAIN-BASED IN LEARNING PRONUNCIATION OF ENGLISH: An Experimental Study on the 3rd Semester students of English Department, University of Mataram 2022/2023

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ABSRACT

This study aims to find out the local language phonological constraint based effective in learning model of Bimanese English students of third semester of University of Matararm. The data were collected by means of a questionnaire as many as 15 respondents. The target is Bimanese English student of 3rd semester at the University of Mataram. This research activity begins by giving questionnaires to respondents. The questionnaire contained 60 items which are categorized into three broad area includes words, phrases, and sentences, then student will pronounce a vowel [ə] [ɜ] [d] and [t]. Deployment the questionnaire was conducted offline and the data collection was carried out online through Spada. The data analysis was carryout by using t-test and comparing an initial ability (pretest) and the final ability (posttest) of students between the experimental class and the control class. Based on the analysis, two conclusions were obtained. First, there are 7 students who obtained the high score from 60 to 66. There are also 7 students who obtained the middle score from 50 to 56 and 1 student who obtained the low score which is 40. From each problem sounds above, most of them are still difficult pronounce sound [t] and some of them are still moderate on sound [ə][ɜ][d]. Second, there are 9 students who obtain the high score from 80 to 93. There are also 4 students who achieved a score 70-78 and there are 2 students who got low score from 60 to 68. From the data above, there is a change in their pronunciation especially the sound problematic in English students so that they can achieve good scores.

Keyword: Bimanese English student, local language, phonological, pronunciation

INTRODUCTION

Learning English pronunciation is very important for students, especially for students of English study programs who have a local language background which is a different sound from the sound of English. According to the meaning contained in the European Charter for Local or Minority Languages, it refers to languages originally spoken in the territory of a country, by nationals of that country, whose quantity is smaller than the rest of the population in that country and that is not an official language in the country. Local language is Several studies have shown that the influence of local languages in producing English sounds is quite significant, although this influence differs from one local language to another (Arafiq, Yusra, & Saputra, 2019); Arafiq, Hanafi, Baharuddin, Azis, 2010). The same thing stated by Avery and Ehrlich (1992) who said that variations in English accents were strongly influenced by the background of the speaker's mother tongue. This can be seen from the existence of the terms Spanish accent English, Chinese accent English, English accent Japanese which are always referred by native English speakers to non-native speakers. The term accent has various meanings, but in speaking, an accent is an identifiable style of pronunciation, often varying regionally or even socioeconomically. This means that

errors in pronouncing the sounds of a foreign language are not solely caused by unsystematic efforts but it is due to the reflections on the sounds of words, the rules for combining sounds, as well as the stress and intonation patterns of the mother tongue owned of the speaker (Swan & Smith, 1987).

Bimanese English student also found it difficult in pronunciation of certain sounds in English. The difficulties are caused the difference between the sound of English and the sounds of local language as the mother tongue of students. Mother tongue, also referred to as native language or first language, is a language that human control from birth through interaction with fellow of their language community, such as their family and community. In addition, students who speak local languages in West Nusa Tenggara, the influence of mother tongues still become restriction in the pronouncing or particular English sounds (Arafiq, et al., 2019). Students who speak the Bima language have difficulty in pronouncing English words that contain low middle vowel /ə/ which may be pronounced as high back vowel /e/ or a high front vowel /i/. These facts were further exacerbated by the attitude of the speaker who sometimes are resistance to pronounce English sounds due to fearness of being wrong and being laughed at by other students. In this regard, Zhang (2009) said that attitudes towards the target language

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can affect the achievement of proper sound pronunciation.

Given how strong the influence of local languages on foreign language learning, especially English, it is necessary to have an English learning model that accommodates the difficulties experienced by students who speak local languages in pronouncing English sounds. Ahmadi, N., Hanafi, N., Aziz, A. D., & Arafiq. (2021) offer a pronunciation learning model based on local language phonological constraints in pronouncing standard English.

Based on the explanation above, it is necessary to learning model constraint based on local language pronunciation to improve the accuracy of the Bimanese English of third semester of university of Mataram in the 2021/2022 academic year.

LITERATURE REVIEW

2.1 Definition of Phonology in the Context of Language Learning

According to Finegan (2008:106) phonology is a branch of linguistics that studies the sounds of language and the extent to which phonetic differences can distinguish meaning and how the relationship between the sounds of language are spoken and how these sounds are recorded in the minds of the speakers and how the sounds are arranged to form words *stop*. Meanwhile, According to Muslich (2008:1),

phonology is a linguistic study that studies the sounds of words. Meanwhile, according to Amril & Ermanto (2007: 8) phonology is a branch of linguistics that studies the sounds of language, both the language of advanced societies and primitive societies in all forms and aspects.

Phonology is a very important linguistic aspect in a language. This is because language is essentially a collection of sounds arranged in such a way that it forms speech from the level of words (morphemes), phrases (phrases) and sentences (sentence), and text (discourse). Therefore, when speakers of one language try to learn another language, it is important to pay attention to the sounds of the language that they want to learn. Especially if the phonological difference between the mother tongue and the language being studied is significantly different. This certainly affects someone in acquiring a foreign language. The following studies prove how the phonological elements of the mother tongue affect the acquisition of a foreign language.

Research conducted by Anjarningsih & Sarahayu (2015) on the influence of Japanese on how to pronounce English sounds. This study found that the mother tongue influences the production of foreign languages and causes differences in the pronunciation of the target language. By using the Contrastive Analysis Hypothesis, Anjarningsih & Sarahayu on 3 songs belonging to AKB48 (a singing group originating

from Japan), namely Heavy Rotation, Sugar Rush, and Namida Suprise, found that there was a change in the purchase of vowels, the addition of syllables, and a change in the location of vocal articulation replacement of consonants with other consonants, and deletion of consonants occurred in all three songs.

Renaldi, et al. (2016) also conducted research on the effect of mother tongue phonology on learning English, especially speaking skill competence. This research was conducted by conducting a survey on language exposure in the form of talks, speeches, and sample presentations. The data from the language exposure survey is then identified to see potential forms that are difficult for the sample. Then the results of this identification are continued by asking the sample to say and record, then deepen it again with interviews to ascertain the difficulties faced by the sample. The results of this study indicate that the phonological problems faced by objects are mostly related to consonant sound problems, such as voiced, dental fricative, *voiceless dental fricative, voiceless post-alveolar fricative,* and voiced alveolar approximant sounds. These are among the phonological characteristics found in this study.

Furthermore, the research conducted by Ryu (2002) on the problems faced by adult learners of English in Japan. Ryu thinks that apart from biological barriers (related to the speech apparatus), pronunciation learning in English needs to be improved (a paradigm shifts in pronunciation learning in the classroom) without neglecting the emphasis on acquiring speaking skills in general. Therefore, segmental sounds as a sub-component of the phonology of the second language (target language), both qualitatively and quantitatively are deemed necessary to get more attention. In addition, suprasegmental sound characteristics, such as stress, rhythm, and intonation have a very large influence on the pronunciation of the target language.

The next related research is that conducted by Keshavarsz and Khamis (2017) which was conducted to identify the pronunciation barriers experienced by Hausa speakers in Nigeria in producing English sounds. There are 60 speakers of the Hausa language used as subjects in this study who are studying English from three universities in *Northern Cyprus*. The results of elicitation of English pronunciation problems conducted by means of this pronunciation test show that native speakers of Huasa Language have difficulty pronouncing vowels (/ʌ/, /ɔ:/ and /ɜ:/) and consonant sounds (/f/, / v/, /θ/ and /ð/). The results of this study also support the theory that the main nature of the negative transfer of errors is caused by the influence of the mother tongue. The results of this study have pedagogical implications for teachers and in designing syllabus

and especially for speakers of the Hausa language.

2.2 Analysis of Learning Pronunciation Based on Local Language Phonological Constraints

Local language-based pronunciation learning is intended to help increase the awareness of local language speakers about the obstacles they face in learning English. Ahmadi, et al., (2021) say that speakers of local languages need to be given a learning model that focuses on English sounds that are not found in their local language sound repertoire.

In the context of learning English in NTB, Ahmadi, et al., (2021) provide several ways as a learning model that can be used to teach students speaking local languages in NTB to pronounce standard English sounds as follows:

2.2.1 Pedagogic implications of pronunciation of voiceless stop alveolar [t] and voiced stop alveolar [d]

The pronunciation of the language sounds above is intended for Bima language speakers. The way to pronounce it is as follows.

1. The front of tongue is placed on the alveolar ridge, the rough and bony ridge behind the teeth not on the upper teeth root.
2. The airstream was blocked very briefly then release it abruptly.
3. As the air pushes from the lung through the trachea to the larynx, the vocal cords should be spread apart so that it lets the air passes in between them unimpeded and give no vibration effect (voiceless) [t] and when the vocal cords are drawn together, the air pushes them through creating the vibration effect (voiced) [d].
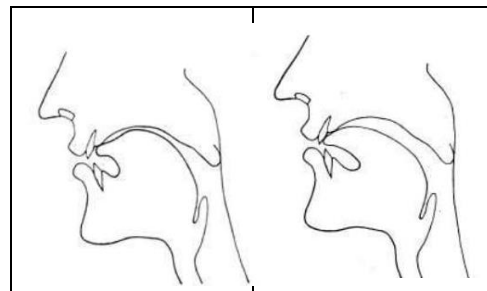

Fig 2. Alveolar stop vs dental stop pronunciation

2.2.2 Pedagogic implications for pronunciation of English central middle sound [ə] and [ε]

1. The tongue is moving back from the initial position.
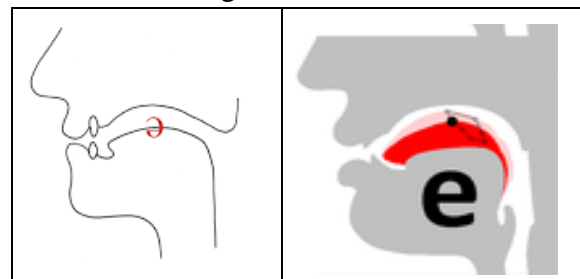2. The mouth is not open so that it makes the jaw is a little raising as the air is pumped by the lung.

Figure 3. Pronunciation of central middle vowel [ə] and front middle [E] vowel

2.3 Previous studies

Research related to the potential of Local Languages especially in Bima has been started for a long time. These studies can be used as a stepping stone to carry out further research, both those that touch the realm of language, such as grammar, or those that have begun to relate it to elements outside of language, such as learning.

As research conducted by Yusra et al. (2013) who examined the syntactic aspect, namely the order of words in the Bima language clause. Yusra, et al. (2013) examines the syntactic aspects of the Bima language. This study aims to identify the word order of the basic clauses of the Bima language. This study found that there are six kinds of word order patterns in the basic clauses of the Bima language, namely SVO, SOV, VSO, VOS, OVS, and OSV. Based on these findings, it is concluded that the Bima language is classified as a language that has a fairly high level of flexibility. It can be seen that each syntactic element in the Bima language has an equally dynamic movement to fill the initial, middle, and end positions in the clause order.

Arafiq, (2014) defined at the morphological aspects of the Bima language by trying to identify the Bima language affix and its application to the Bima language word formation process. This study found six types of affixes in the Bima language, all of which are in the form of prefixes, namely the prefix*{glass-}, {sa-}, {N-}, {ra-},* and {at-}. There are six prefixes are productive enough that they can be used to change the form of some words into other words. The prefix {ka-} is used to form the category of transitive verbs from the base of nouns, adjectives, and intransitive verbs, while the prefix {ca-} is used to form the category of transitive verbs from the base of the adverb of place/direction. Meanwhile, the prefix {sa-} is used to form the intransitive verb category from the transitive base. The prefix {N-} is used to form the intransitive verb category from the base transitive verb and noun and to form an adverb category from the place adverb category. Prefix {ra-} is used to form perfect passive sentences, while prefix {di-} is used to form futurative passive sentences.

Then Arafiq, et al (2016) examined the Phonological Mapping of the Bima Language. This research was conducted at the students of the English Language Study Program, FKIP, University of Mataram, which became a strong basis because it was very relevant to the current research. This study found a map of the comparison of the sounds of the Bima language with English to support the English learning of Bima language speaking students. By making the comparison map, students can find out the difference in the position of the sounds of the two languages so that it raises student awareness in anticipating English sounds that are not in the Bima language.

Many studies on the Sasak language have also been carried out, such as those conducted by Al capitani et al. (2017) regarding the addition of Sasak Language vocabulary in the Mining Area in Sekotong District, West Lombok.Aprilla(2016) regarding code switching carried out for the purpose of politeness among speakers of the Sasak language in Selong Regency, East Lombok. Likewise, research conducted in Samawa by Horiyani (2011) on stylistic analysis of Sumbawa folk songs and its contribution to local content learning in junior high schools in Sumbawa Regency. These studies also lay the foundation for maximizing the potential of regional languages in NTB in order to increase the nation's competitiveness.

RESEARH METHOD

This research is a type of quantitative descriptive research (Sugiyono, 2014) that uses an experimental method (Helaluddin, 2018). Descriptive research method according to Sugiyono (2018, p. 86) is a study conducted to determine the value of independent variables, either one or more (independent) variables without making comparisons or connecting with other variables. This means that this study only wants to know how the state of the variable itself is without any influence or relationship to other variables such as experimental research or correlation. This study tries to test the depth of a model for learning English pronunciation based on the phonological constraints of local languages in NTB which is Bima language in the S1 Study Program of English Education FKIP Mataram University. By looking at the design of this study, the analysis used is simple statistics.

The targeted population for this research is the Bimanese English students of third semester of university of Mataram.

The sample taken were about 15 students of third semester of English Department. The sampling method used in this research is purposive sampling. Purposive sampling is one of non-probability sampling where the researcher determines the characteristics based on the research objective that the researcher wants to aim to answer the research problem.

Kinds of data in this study is some words, phrases and sentences with local language (Bimanese).

The source of data is derived from students of English Department of university of Mataram. In collecting data, the writer got involved in the observation, questioner, recording.

At the implementation stage, this research activity begins by giving questionnaires to respondents. The data obtained were tabulated quantitatively and analyzed using t-test. Sugiyono (2013, p. 207) stated, "In quantitative research, data analysis is an activity after data has been collected from all respondents or

other data sources collected. Data collected from observations researchers and informants through questionnaires and recordings conducted by researchers. Then analyzed quantitatively. The steps taken in analyzing data is as following: (a) Collecting the results of the questionnaire (b) listen to the recording carefully, Selected data according to focus research, (c) Interpreting and analyzing data, (d) describing research results and draw conclusions.

FINDINGS

This study aims to find out the local language phonological constraint based effective in learning model of Bimanese English students of third semester of University of Matararm. In gathering the data, the writer employed the following methods; observation, questioner, and recording. In this chapter, the writer lists the data found in learning model of Bimanese English student of third semester of university of Mataram.

From the finding of pronunciation which exist in third semester of Bimanese English student above, this study indicated that there are 4 (four) types of local language problem. It consists of sound [ə], [ɜ], [d], [t].

Learning Pronunciation Based on Local Language Phonological

This research is quantitative which the data generated by numeric. From the data obtained, an analysis was carried out using T-test. This study aims to apply an effective phonological constrain - based local language learning model in Bimanese English student for third semester of University of Mataram. Based on the objectives, the data were collected by means of a questionnaire as many as 15 respondents. The target is Bimanese English student of 3rd semester at the University of Mataram. Deployment The questionnaire was conducted offline and the data collection was carried out online through Spada. The questionnaire contained 60 items which are categorized into three broad area includes words, phrases, and sentences. These findings are in accordance with English education in third semester, especially Bimanese students who have difficulty pronouncing [ə] [ɜ] [d] and [t].

The results of Bimanese English student are contribution are presented in the chart 4.1 and chart 4.2 below:

chart 4.1 pre-test
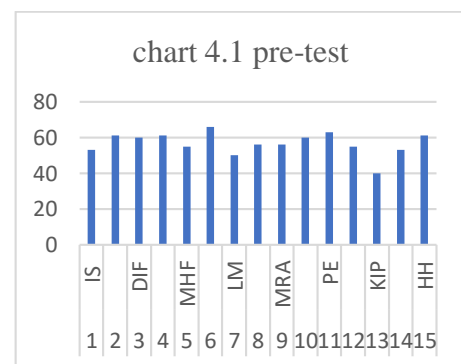
The chart 4.1 shows that there are 7 students who obtained the high score (60-66). There are also 7 students who obtained the middle score (50-56) and 1 student who

obtained the low score (40). Most of them still difficult in pronouncing that sound.

chart 4.2 post-test
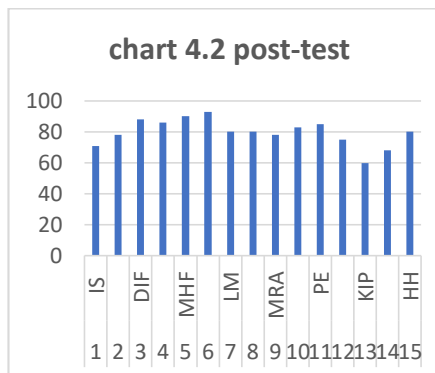
The chart 4.2 shows that there are 9 students who obtain the high score (80-93). There are also 4 students who achieved a score 70-78 and there are 2 students who got low score (60-68). From the chart above, there is a change in their pronunciation especially the sound problematic in English students so that they can achieve good scores.

From the results of these data can be interpreted in several categories, as follows:

Table 4.3 Pre-test and post-test Variable Score Interpretation Categories

value range	categories
40-60	low
60-78	moderate
78-93	high

According to Singgih Santoso (2014: 191), the data is to be normally distributed (symmetric) in the Shapiro Wilk test if the sig. >0.05

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
pre-test	15	100.0%	0	0.0%	15	100.0%
post-test	15	100.0%	0	0.0%	15	100.0%

Tests of Normality

|	Kolmogorov-Smirnovª			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre-test	.167	15	.200*	.911	15	.140
post-test	.157	15	.200*	.964	15	.768

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test it is known that the significant value of the pre-test is .140>.05 and the post-test is .768>.05, then as the basis for decision making in the Shapiro Wilk normality test, it can be concluded that the research data is normally distributed.

There are several ways detect normality by looking at the spread of data (points) on the diagonal axis of the graph. The basis for decision making in the normality test can be
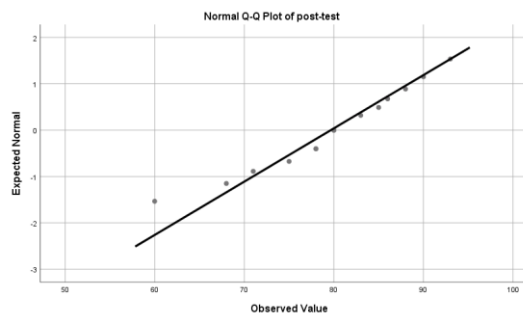
seen from the scatter plot results in the figure 3 and figure 4 below:

Figure 1 pre-test chart
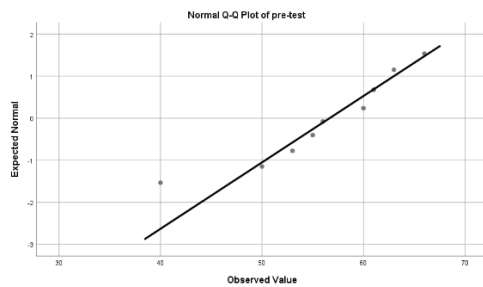
Source: SPSS Processed Data, 2022

Figure 2 post-test chart

Source: SPSS Processed Data, 2022

Based on Figure 1 and Figure 2 about the distribution of scatter plots, the data are distributed spreads around the diagonal line and follows the direction of the diagonal line, then the regression fulfills normality assumption.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	56.6667	15	6.33208	1.63494
	post-test	79.6667	15	8.69866	2.24598

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre-test & post-test	15	.791	.000

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
pre-test - post-test	-23.00000	5.34522	1.38013	-25.96009	-20.03991	-16.665	14	.000

From the first table it can be seen that the number of subjects at the pre-test and post-test were both 15. The average student at the pre-test was 56.66 while at the post-test was 79.66. From this we can see that the post-test is higher than the pre-test.

The second table shows the correlation between measurements during the pre-test and post-test. From the output it can be seen that r=0.79 with p<0.05. Thus, there is a significant positive correlation between the measurements during the pre-test and during the post-test. This shows the alignment of the pre-test and post-test data.

The main output from the independent sample t-test analysis is in the third table. To test the hypothesis, we can look at the column to the right. From the results of the analysis, the value of t = -16.66 was obtained with p <0.01. The benchmark for assessing the t test is as follows.

- If sig: p > 0.05 then there is no difference.
- If sig: p <0.05 then there is a difference at the sig level of 5%
- If sig: p <0.01 then there is a difference at the sig level of 1%

Thus, it can be concluded that there is a significant difference in the level of pronunciation between the pre-test and the post-test (t = -16.66 p<0.01). The mean shows the mean difference between the pre-test and the post-test. From the results of the analysis, the mean is -23.00. So, the post-test is higher than during the pre-test.

Based on the table paired sample t test significant value (2-tailed) .000 less than .05 indicates a significant difference between variable 1 (pre-test) and variable 2 (post-test). This shows that there is a significant effect on the difference in the treatment given to each variable.

The 95% confidence interval of the difference is the range of tolerable difference values. In the case of this analysis, this tolerance uses a 95% confidence level, so with a 95% confidence level the range of differences in the concentrations of

the control and experimental groups is 40 to 93. Thus, it can be concluded that local language phonological problem based effective in learning model of Bimanese English students of third semester of university of Mataram.

DISCUSSION

Phonological Constraint and Phonological learning

From the results of the tests conducted, it is evident that there is a significant difference in the pronunciation level of Bimanese English students between the pre-test and post-test (t = -16.66 p<0.01).

Local language-based pronunciation learning is intended to help increase the awareness of local language speakers about the obstacles they face in learning English. Ahmadi, et al., (2021) say that speakers of local languages need to be given a learning model that focuses on English sounds that are not found in their local language sound repertoire.

Local language phonological constrain-based effective in learning pronunciation

The results of this literature study indicate a positive and effective influence on learning local language phonological constraints-based for Bimanese English students. It means, the easier the use local language phonological constrain-based for

Bimanse English student will increase and be more effective in their pronunciation. An example of data above, in chart 4.1 (pre-test), there are 7 students who obtained the high score 60-66. There are also 7 students who obtained the middle score 50-56 and 1 student who obtained the low score 40. from each problem sounds, bimanese students are still difficult pronounce sound [t; stop] and some of them are still moderate on sound [ə; department] [ɜ; girl] [d; desk], etc. The difficulties are caused the difference between the sound of English and the sounds of local language as the mother tongue of students. Renaldi, et al. (2016) conducted research on the effect of mother tongue phonology on learning English, especially speaking skill competence. Then, an example of the data in chart 4.2 (post-test), there are 9 students who obtain the high score from 80 to 93. There are also 4 students who achieved a score from 70 to 78 and there are 2 students who got low score from 60 to 68. There is a change in their pronunciation especially the sound problematic in English students so that they can achieve good scores.

Therefore, it is very important for Bimanese English students in learning phonology to improve the effectiveness of pronunciation, so that Bimanese English student do not experience difficulties in pronunciation, especially on sound [t] [ə] [ɜ] [d]. According to Muslich (2008:1), phonology is a linguistic study that studies the sounds of words.

The effectiveness felt by Bimanese English students in learning phonology can be seen from how the learning is able to carry out continuous pronunciation exercises, so as to minimize problem sounds for them. Finally, Bimanese English students find it easy to do pronunciation, especially in problem sounds through learning phonology, so that they can apply the local language into phonology without experiencing much trouble.

Based on the results of the research above, it is effective that the learning pronunciation based on local language phonological makes it easier for bimanese English students to pronounce English words.

CONCLUSION

Based on the data analysis that has been done, the experimental method is used effect on the learning model (pronunciation) for Bimanese English students. Then it can be concluded the results of the test calculations hypothesis with the help of the SPSS 25 for windows program with using the T-test analysis at the 1% significance level, there is a significant difference in the level of pronunciation between the pre-test and the post-test (t = -16.66 p<0.01). The mean shows the mean difference between the pre-test and the post-test. From the results of the analysis, the mean is -23.00. So, the post-test is

higher than during the pre-test. Based on the table paired sample t test significant value (2-tailed) .000 less than .05 indicates a significant difference between variable 1 (pre-test) and variable 2 (post-test). This shows that there is a significant effect on the difference in the treatment given to each variable. Then Ha accepts and Ho is rejected.

This shows that the alternative hypothesis (Ha) which reads there is influence the experimental method of the learning pronunciation for Bimanese English students is accepted, while the zero hypotension (Ho) which reads no there is an effect of the experimental method on the learning pronunciation for Bimanese English students is rejected.

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