

THE IMPACT OF KADATUA DIALECT ON STUDENTS' ENGLISH PRONUNCIATION

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Abstract

This paper presents descriptive quantitative research investigating how the Kadatua dialect can influence the English pronunciation of second-grade students of SMPN 1 Maginti. The subjects of this study were 8 second-grade students at SMPN 1 Maginti with Kadatua ethnic background. The research instrument used was an interview and a test. The test was done by asking students to read a list of several English words to record and analyse their pronunciation. The results show that Kadatua dialect influenced students' pronunciation of the following sounds: /ə/, /æ/, /ɜ:/, /əʊ/, /aʊ/, /ɪə/, /eə/, /ʊə/, /ð/, /z/, and /θ/. Although some sounds cannot be pronounced correctly, it does not mean they are affected because these sounds do not exist in the Kadatua dialect alone. This would mean that the Kadatua dialect does not affect the overall students' English pronunciation. Some of the sounds that are not influenced by the Kadatua dialect are as follow: /ɒ/, /ʌ/, /i:/, /u:/, /ɑ:/, /ɔ:/ /e/, /eɪ/, /aɪ/, /ɔɪ/, /p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /f/, /s/, /z/, /ʃ/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /j/, and /w/. Although these sounds can be pronounced properly and correctly, it does not mean that all these sounds are only found in the Kadatua dialect. This ease of pronunciation is identified because of the dialect features similarity of Kadatua with English language.

Keywords: *English pronunciation; Kadatua dialect, Maginti*

I INTRODUCTION

This research was conducted based on the phenomenon of students' difficulties in pronouncing words in English. There are many factors that students have difficult in learning English pronunciation. According to Kenworthy (1987) in Harun (2019), the factors that play a role in learning pronunciation are mother tongue, phonetic abilities, age, attitudes and identity factors. Avery & Ehrich (2013) suggested that the process of language transfer can be done in three different ways. First, people communicating primarily in their mother tongue make it difficult for them to produce newly learned English sounds. Second, there are various sounds of the first language that are not present in the sounds of the second language. Third, the difference between the first language and the second language can cause students to have difficulty pronouncing the second language. The mother tongue has a significant influence on students' difficulties learning to pronounce a second language. Indonesia has many different mother tongues, consequently, students from various backgrounds and dialects will find it challenging to construct sentences in English as a second language. According to Murcia et al. (2010), learning a second language can be impacted by a student's mother tongue, which in turn becomes the primary cause of students' difficulties in learning pronunciation. Indonesia has a variety of mother tongues, so students from various backgrounds and dialects will find it challenging to construct sentences in English. Strong dialects and the production of different phonemes are obstacles for them to learn a new language (Nasir, 2016). From all of these, we can conclude that the most important articulation-influencing factor in English pronunciation is the mother tongue, which presents a significant challenge for EFL English learners.

Even though the students of SMPN 1 Maginti have been taught pronunciation of English vocabularies, their progress is very slow. Furthermore, the majority of students at this school are from two ethnic groups: the Bajo and Kadatua tribes. The Bajo tribe speaks a dialect similar to the Bugis. Meanwhile, the Kadatua tribe speaks Kadatua, which is a mix of Butonese and Muna dialects. The Kadatua language is primarily spoken by the people of Maginti Island, precisely in the village of Kangkunawe, Maginti District, West Muna Regency.

The purpose of this study is to find out how Kadatua dialect can influence students' English pronunciation ability on English consonants, vowels and diphthongs.

II MATERIALS AND METHODS

2.1 LITERATURE REVIEW

2.1.1 PRONUNCIATION

Dalton and Seidlhofer (1995) divide pronunciation as the production and reception of sound and as the act of speaking. According to Dewi (2017) pronunciation is the way a word is spoken by the speaker in the form of sound to make meaning. From the various definitions above, the researcher concludes that pronunciation is one of the sub-language skills in learning a language. It plays an important role because it has a direct effect on the interlocutor. By pronouncing the words clearly, the listener will understand what the speaker is saying but if the pronunciation is not clear enough, the other people will be confused when they hear what is being said. According to Fadillah (2020), several variables influence how English is pronounced including the influence of the mother tongue, exposure to the target language, and biological factors. The primary cause of students' difficulties in learning pronunciation is their mother tongue. Indonesia has many different mother tongues, so students from various backgrounds and dialects will find it challenging to construct sentences in English. Tilman (2015) asserts that the tendency to pronounce L2 words using L1 phonological structures is a barrier to EFL learning. It can be inferred that the mother tongue plays a significant role in English pronunciation, which becomes a major barrier for English learners as EFL.

2.1.2 DIALECT

According to Jackson & Peter (2011: 156), dialect refers to the structural content of the speaker's language, including certain words used, distinctive syntactic constructions, and specific ways of expressing negation, plurals, tenses, and more. Dialect can be understood as a variety of language that is recognizable within a specific geographical area (social dialect) or among certain social classes. Dialect encompasses characteristics related to pronunciation, vocabulary, and sentence structure. Edward (2009:63) also describes dialect as a language variety that differs from others in terms of vocabulary, grammar, and pronunciation across three dimensions.

2.1.3 KADATUA DIALECT

The Kadatua is a tribe in Indonesia that inhabits Southeast Sulawesi. The original Kadatua tribe itself comes from South Buton, precisely in Kadatua District. Currently, the Kadatua tribe has spread across Southeast Sulawesi, one of which is on Maginti Island, precisely in Kangkunawe Village, Maginti District, West Muna Regency. The Kadatua tribe on Maginti Island already has a different dialect from the original Kadatua tribe who has Gala accent (Nazar, 2018).

Several prior researchers have examined the correlation between dialect and English pronunciation by conducting studies regionally in certain areas of Indonesia. Among them were, Dewi (2017) from the results of her research revealed that the Brebes Javanese dialect gave a negative transfer to the vowel sound [ɪ], and diphthongs [eɪ], [aɪ], [ɔɪ], and [ɪə] and gave a positive transfer to the final consonant sound [b], end [d], and end [g]. However, it did not provide any transfers to the English initial cluster /st/, /spr/, and /str/. Furthermore, (Ati, 2020) in his research explained that the Kemak Sanirin dialect contributed positively to the transfer of vowels (i, ɪ, u, e, , ʊ, and ə) and diphthongs (eɪ, aɪ, au) but was significantly negative at (ɔɪ, ɛə, and ɪ ɪə), then negative transfer is not significant for consonants (p, b, k, r, s, g, m, d, h, f, w) but significant on consonants (z), and how the teacher corrects the students' pronunciation correctly. While research on the Kadatua tribe itself there is only one study, namely that conducted by Nazar (2018). He found that the Kadatua dialect Muna language has pragmatic forms, in this case is maxim forms. The form of the maxim is based on the principle of politeness.

From the description above, it can be concluded that regional dialects have an influence on English pronunciation for students who are learning English, especially on vowels, consonants and diphthongs. This is due to their habit of using regional dialects on a daily conversation. This research also focuses on the segmental features of pronunciation such as vowels, consonants and diphthongs. The novelty in this study compared to the previous studies is that previous researchers have not touched on the use of technology to help students when learning English pronunciation. This research tries to alleviate students' difficulties in learning English pronunciation by using an application on a smartphone namely Kephem English Pronunciation. Although learning English pronunciation of course requires guidance from their teacher at school, students can also monitor and correct their pronunciation properly by themselves autonomously by using this application.

2.2 METHOD

This research is a descriptive quantitative study. Sugiyono (2016) stated that descriptive quantitative research aims to evaluate the significance of the independent variable, either singular or multiple variables, without engaging in comparisons or establishing connections with other variables. As stated by Sugiyono (2016), descriptive research is conducted to estimate the value of the independent variable, whether it stands alone or is linked with other variables, without making comparisons. Data collection is carried out to obtain information related to phenomena, conditions, or certain variables and is not intended to test hypotheses.

This study aimed to describe English vowels and consonants pronounced among students with Kadatua background. This research used pronunciation test by recording English vowels and consonants produced by second grade students of SMP N 1 Maginti with Kadatua background. English pronunciation test used to find out students' ability in reciting English texts.

This research was taken place on the island of Maginti, Maginti District, West Muna Regency, Southeast Sulawesi province. The subject of this research was the second grade of SMPN 1 Maginti. Since there was only one class of the second grade, therefore, the researcher took the entire sample with consideration all students live and grow in Maginti island and speak Kadatua dialect. Before having had the test the subjects were interviewed first. There were 24 students interviewed to know deeply their background and after that eight of the students were selected based on their capability on communication in Kadatua dialect.

The research data analysis method employed in this research is descriptive quantitative. Descriptive statistics, as defined by Sugiyono (2016), involve the analysis of collected data from studied objects in their present state, focusing on describing or summarizing the data rather than aiming to generalize or draw conclusions. The process of quantitative descriptive analysis on the data collected from this research instrument involves the following steps: (1) tabulating answers: the researchers quantified the number of errors made by each student in pronouncing the word. This involves identifying and categorizing the data to determine the pronunciation errors made by the students. (2) sorting out mispronunciations: The answers provided by the respondents are carefully examined to identify words that have been mispronounced. This step involves systematically organizing the data to highlight instances of incorrect pronunciation. Next, (3) finding the total score of incorrect pronunciation relative to the total number of words. Each question item is recapitulated the value obtained to find the total score. The last, (4) calculating percentage, calculating student errors based on error frequency at the level of certain phoneme/syllable in a given word.

III RESULTS AND DISCUSSION

3.1 FINDINGS

3.1.1 INTERVIEW RESULT

This research was conducted at SMP Negeri 1 Maginti. Data were taken from interviews with 24 students at the second grade. The Interview used Kadatua dialect. The interviewer used probing question type or digging question to get more information about students communicating in Kadatua dialect. Records are used to obtain valid data through interview. This was conducted to filter these participants to know deeply their background such as (1) where they were born and grew up, (2) what is the first language they taught, (3) who they speak using Kadatua language with, (4) where and how often do they use it, (5) what is their current level of mastery of the Kadatua dialect they have. And (6) where do they now and their capability on communication in Kadatua dialect. From 24 students only eight who met the qualification to be participant on this research. Some of them were born in another place but raise in Kungkunawe village. Only eight of them speak Kadatua as their first language but the remaining students speak Indonesia language as their first language even though they understand how to speak Kadatua but not fluently. The following data are obtained from the results of interviews.

Table 1. Interview Results

| No. | Respondent | Mother Tongue | Origin | Current Address |
|-----|------------|---------------|---------|--------------------|
| 1 | S03 | Kadatua | Kadatua | Kangkunawe Village |
| 2 | S14 | Kadatua | Kadatua | Kangkunawe Village |

| | | | | |
|---|-----|---------|---------|--------------------|
| 3 | S17 | kadatua | Kadatua | Kangkunawe Village |
| 4 | S18 | Kadatua | Kadatua | Kangkunawe Village |
| 5 | S19 | Kadatua | Kadatua | Kangkunawe Village |
| 6 | S21 | Kadatua | Kadatua | Kangkunawe Village |
| 7 | S23 | Kadatua | Kadatua | Kangkunawe Village |
| 8 | S16 | Kadatua | Kadatua | Kangkunawe Village |

Based on the table above, the researcher selected eight students with Kadatua ethnic background to do the pronunciation test. In order to identify the pronunciation errors made by the students, the researcher instructed them to read a list of English words that was provided specifically for this purpose.

3.1.2 ENGLISH PRONUNCIATION TEST RESULTS

After selecting the participant based on their background and communicating in Kadatua dialect, the researcher then testing their ability in pronouncing certain English words by giving them list of words and recorded it. The following is a list of words used in the English pronunciation tests.

Table 2. List of words used in pronunciation tests

| Symbols | List of words | Symbols | List of words | Symbols | List of words |
|---------|---------------|---------|---------------|---------|---------------|
| /ɪ/ | Return | /əʊ/ | Over | /v/ | Vest |
| /e/ | Head | /aʊ/ | Brown | /θ/ | Think |
| /ɒ/ | Spot | /ɔɪ/ | Boil | /ð/ | Together |
| /ʌ/ | Much | /ɪə/ | Beer | /s/ | Sunday |
| /ʊ/ | Good | /eə/ | Hair | /z/ | Frozen |
| /ə/ | Handsome | /ʊə/ | Cure | /ʃ/ | Ship |
| /æ/ | Land | /p/ | Pay | /ʒ/ | Version |
| /ɜ:/ | Bird | /b/ | Boot | /h/ | Host |
| /i:/ | Meat | /t/ | West | /m/ | Term |
| /u:/ | Drew | /d/ | Drink | /n/ | Pensive |
| /ɑ:/ | Park | /k/ | Make | /ŋ/ | Sing |
| /ɔ:/ | Born | /g/ | Bag | /l/ | Low |
| /eɪ/ | Game | /tʃ/ | Chalk | /r/ | Fry |
| /aɪ/ | Try | /dʒ/ | Joy | /j/ | Yolk |
| | | /f/ | Fast | /w/ | Why |



Picture 1. Students are being practiced for their English pronunciation

In analysing the sound produced in the recording of the student's pronunciation the researchers employed software SIL Speech Analyzer To see which vocabulary that participants have errors pronouncing during the initial test, it can be seen in the following table:

| | | | | | | | | |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Frozen ('frəʊ.zən) | 'frəʊ.zə n | 'frəʊ.z ən | 'frəʊ.z ən | 'frəʊ.z ən | 'frəʊ.z ən | 'frəʊ.z ən | 'frəʊ.z ən | 'frəʊ.z ən |
| Ship (ʃɪp) | ʃɪp | ʃi:p | ʃɪp | ʃɪp | tʃɪp | ʃɪp | tʃɪp | ʃɪp |
| Version ('vɜ:.ʒən) | fɜ:.ʒən | vɜ:.ʒen | fɜ:.ʒen | feʃen | fɜ:.ʒen | fɜ:.ʒen | fɜ:.ʒen | fɜ:.ʒen |
| Host (həʊst) | həʊst | həʊst | həʊst | həʊst | həʊst | həʊst | həʊst | həʊst |
| Term (tɜ:m) | tɜ:m | tɜ:m | tɜ:m | tɜ:m | tɜ:m | tɜ:m | tɜ:m | tɜ:m |
| Pensive ('pen.sɪv) | 'pen. sɪv | 'pen. sɪv | 'pen. sɪv | 'pen. sɪv | pen. sɪv | pen. sɪv | pen. sɪv | pen. sɪv |
| Sing (sɪŋ) | sɪŋ | sɪŋ | sɪŋ | sɪŋ | sɪŋ | sɪŋ | sɪŋ | sɪŋ |
| Low (ləʊ) | ləʊ | ləʊ | ləʊ | ləʊ | ləʊ | ləʊ | ləʊ | ləʊ |
| Fry (fraɪ) | fraɪ | fraɪ | fraɪ | fraɪ | fraɪ | fraɪ | fraɪ | fraɪ |
| Yolk (jɒk) | jɒk | jəʊk | jəʊk | jəʊk | jəʊk | jəʊk | jəʊk | jəʊk |
| Why (waɪ) | waɪ | waɪ | waɪ | waɪ | waɪ | waɪ | waɪ | waɪ |
| Vest (vest) | Vest | vest | fest | fest | fest | vest | vest | vest |

The table below is a recapitulation of the classification of students' pronunciation errors in the form of phonetic symbols.

3.1.2.1 Kadatua's Students in Pronouncing English Vowel

The vowel pronounced by Kadatua's Students can be seen from the following table:

Table 4. vowel pronounced

| No. | Subject | Classification of Pronunciation Errors in Vowels | | | | | | | | | | | | Total Error |
|---------------------|---------|--|------|-----|-----|-------|------|-------|-------|------|------|------|------|-------------|
| | | /ɪ/ | /e/ | /ɒ/ | /ʌ/ | /ʊ/ | /ə/ | /æ/ | /ɜ:/ | /i:/ | /u:/ | /ɑ:/ | /ɔ:/ | |
| 1 | S03 | x | x | √ | √ | x | √ | √ | x | √ | √ | √ | √ | 4 |
| 2 | S14 | x | x | √ | √ | x | x | √ | x | √ | √ | √ | √ | 5 |
| 3 | S17 | x | √ | √ | √ | x | x | x | x | √ | √ | √ | √ | 5 |
| 4 | S18 | x | √ | √ | √ | √ | √ | x | x | √ | √ | √ | √ | 3 |
| 5 | S19 | x | √ | √ | √ | √ | √ | x | x | √ | √ | √ | √ | 3 |
| 6 | S21 | x | √ | √ | √ | √ | √ | x | x | √ | √ | √ | √ | 3 |
| 7 | S23 | x | √ | √ | √ | √ | √ | x | x | √ | √ | √ | √ | 3 |
| 8 | S16 | x | √ | √ | √ | √ | √ | √ | x | √ | √ | √ | √ | 2 |
| Total | | 8 | 2 | | | 3 | 2 | 5 | 8 | | | | | 28 |
| Percentage of Error | | 28,6% | 7,1% | | | 10,7% | 7,1% | 17,8% | 28,6% | | | | | 100 |

Based on the classification of vowel pronunciation errors of Kadatua's students, all participant made a mistake when pronouncing the sound /ɜ:/ on the word 'bird' and the sound /ɪ/ on the word 'return'. The second, there are 5 subjects who mispronounced the sound /æ/ on the word 'land'. Next, the sound /ʊ/ on the word 'good', with a total of 3 subjects who mispronounced the sound. sound /e/ and /ə/ each of 2 subjects who mispronounced it. All participants pronounced correctly the sounds /ɒ/, /ʌ/, /i:/, /u:/, /ɑ:/, and /ɔ:/.

3.1.2.2 Kadatua's Students in Pronouncing English Diphthong

The diphthong pronounced by Kadatua's Students can be seen from the following table:

Table 5. Classification of Pronunciation Errors in Diphthongs

| No. | Subject | Classification of Pronunciation Errors in Diphthongs | | | | | | | | Total Error |
|---------------------|---------|--|------|-------|-------|------|-------|-------|-------|-------------|
| | | /eɪ/ | /aɪ/ | /əʊ/ | /aʊ/ | /ɔɪ/ | /iə/ | /eə/ | /ʊə/ | |
| 1 | S03 | √ | √ | x | x | √ | x | x | x | 5 |
| 2 | S14 | √ | √ | √ | x | √ | x | x | x | 4 |
| 3 | S17 | √ | √ | x | x | √ | x | x | x | 5 |
| 4 | S18 | √ | √ | x | x | √ | x | x | x | 5 |
| 5 | S19 | √ | √ | x | x | √ | x | x | x | 5 |
| 6 | S21 | √ | √ | √ | x | √ | √ | x | x | 3 |
| 7 | S23 | √ | √ | x | x | √ | x | x | x | 5 |
| 8 | S16 | √ | √ | √ | x | √ | √ | √ | x | 2 |
| Total | | | | 5 | 8 | | 6 | 7 | 8 | 34 |
| Percentage of Error | | | | 14,7% | 23,5% | | 17,6% | 20,6% | 23,5% | 100 |

Based on the classification of vocal pronunciation errors of Kadatua's students, all participant made a mistake when pronouncing the sound /ɜ:/ on the word 'bird' and the sound /ɪ/ on the word 'return'. The second, there are 5 subjects who mispronounced the sound /æ/ on the word 'land'. Next, the sound /ʊ/ on the word 'good', with a total of 3 subjects who mispronounced the sound. sound /e/ and /ə/ each of 2 subjects who mispronounced it. All participant pronounced correctly the sounds /ɒ/, /ʌ/, /i:/, /u:/, /ɑ:/, and /ɔ:/.

3.1.2.3 Kadatua's Students in Pronouncing English Consonant

The consonant pronounced by Kadatua's students can be seen from the following table:

Table 6. Classification of Pronunciation Errors in Consonants

| No. | Subject | Classification of Pronunciation Errors in Consonants | | | | | | | | | | | | | | | | | | | | Total Error | | | | | |
|------------|---------|--|-----|-----|-----|-----|------|------|------|-------|-------|-------|-----|-----|------|-------|-----|-----|-----|-----|-----|-------------|-----|-----|-----|-----|-----|
| | | /p/ | /b/ | /t/ | /d/ | /k/ | /g/ | /tʃ/ | /dʒ/ | /f/ | /v/ | /θ/ | /ð/ | /s/ | /z/ | /ʃ/ | /ʒ/ | /h/ | /m/ | /n/ | /ŋ/ | | /l/ | /r/ | /j/ | /w/ | |
| 1 | S03 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | x | √ | √ | √ | x | √ | √ | √ | √ | √ | √ | √ | √ | √ | 2 |
| 2 | S14 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | x | √ | √ | √ | x | √ | √ | √ | √ | √ | √ | √ | √ | √ | 2 |
| 3 | S17 | √ | √ | √ | √ | √ | √ | √ | √ | x | x | x | √ | √ | √ | x | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | 4 |
| 4 | S18 | √ | √ | √ | √ | √ | √ | √ | √ | x | x | x | √ | √ | √ | x | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | 4 |
| 5 | S19 | √ | √ | √ | √ | √ | x | √ | √ | √ | x | x | x | √ | √ | x | x | √ | √ | √ | √ | √ | √ | √ | √ | √ | 6 |
| 6 | S21 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | x | x | √ | √ | √ | x | √ | √ | √ | √ | √ | √ | √ | √ | √ | 3 |
| 7 | S23 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | x | x | √ | √ | √ | x | √ | √ | √ | √ | √ | √ | √ | √ | √ | 3 |
| 8 | S16 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | x | √ | √ | √ | x | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | 2 |
| Total | | | | | | | 1 | | | 3 | 5 | 8 | | | 1 | 8 | | | | | | | | | | | 26 |
| Percentage | | | | | | | 3,8% | | | 11,5% | 19,2% | 30,8% | | | 3,8% | 30,8% | | | | | | | | | | | 100 |

Based on the classification of students' error pronunciation of consonants, there were only a few sounds that the participant could not pronounce. First, all subjects made a mistake when pronouncing the sound /ð/ on the word 'together' and the sound /z/ on the word 'version'. Second, the sound /θ/ on the word 'think', there are 5 subjects who cannot pronounce it. Third, there are 3 subjects made the

mistake of pronouncing the sound /v/ on the word 'vest'. And lastly, the sound /g/ on the word 'bag' and the sound /ʃ/ on the word 'ship', a participant made a mistake when pronouncing each these sounds.

From the recapitulation table of students' pronunciation errors at the second grade of SMP N 1 Maginti, the researcher reduced the data based on the number of students' pronunciation errors. To calculate the number of students' pronunciation errors, researcher used the percentage formula adopter from the book 'Pengantar Statistika Pendidikan' by Sudijono (2010), as follows:

$$P = \frac{F}{N} \times 100\%$$

Figure 1. Formula adopter

With P stands for percentage, F for error frequency, and N for the total number of errors (after reducing), the following are percentages of each error/sound made by the student

Table 7. Percentage of each error

| No. | List of Words | Percentage |
|-----|----------------------|--------------------------------------|
| 1 | Return (rɪ'tɜ:n) | $\frac{8}{88} \times 100\% = 9,1\%$ |
| 2 | Head (hed) | $\frac{2}{88} \times 100\% = 2,3\%$ |
| 3 | Good (gʊd) | $\frac{3}{88} \times 100\% = 3,4\%$ |
| 4 | Handsome ('hæn.səm) | $\frac{2}{88} \times 100\% = 2,3\%$ |
| 5 | Land (lənd) | $\frac{5}{88} \times 100\% = 5,7\%$ |
| 6 | Bird (bɜ:d) | $\frac{8}{88} \times 100\% = 9,1\%$ |
| 7 | Over ('əʊ.vər) | $\frac{5}{88} \times 100\% = 5,7\%$ |
| 8 | Brow (braʊ) | $\frac{8}{88} \times 100\% = 9,1\%$ |
| 9 | Beer (biər) | $\frac{6}{88} \times 100\% = 6,8\%$ |
| 10 | Hair (heər) | $\frac{7}{88} \times 100\% = 7,9\%$ |
| 11 | Cure (kjʊər) | $\frac{8}{88} \times 100\% = 9,1\%$ |
| 12 | Bag (bæg) | $\frac{1}{88} \times 100\% = 1,13\%$ |
| 13 | Think (θɪŋk) | $\frac{5}{88} \times 100\% = 5,7\%$ |
| 14 | Together (tə'geð.ər) | $\frac{8}{88} \times 100\% = 9,1\%$ |
| 15 | Ship (ʃɪp) | $\frac{1}{88} \times 100\% = 1,13\%$ |
| 16 | Version ('vɜ:.ʒən) | $\frac{8}{88} \times 100\% = 9,1\%$ |
| 17 | Vest (vest) | $\frac{3}{88} \times 100\% = 3,4\%$ |

3.2 DISCUSSION FROM PRONUNCIATION TEST RESULT

3.2.1 KADATUA DIALECT THAT INFLUENCED STUDENTS' ENGLISH VOWELS

From the result of the analysis carried out, it can be seen that the influence of Kadatua dialect on students' English vowels lead to three final results. First, here are several vowels sound that are pronounced easily and correctly, namely the sound /ɒ/, /ʌ/, /i:/, /u:/, /ɑ:/, /ɔ:/. This is due to the positive transfer of the Kadatua dialect. Second, some respondents could not pronounce the sound /e/, /ʊ/, and sound /ə/, especially for S03 and S014. They pronounce the sound /e/ into /æ/, sound /ʊ/ into /u:/, and for S014 and S03 change the sound /ə/ into /e/. Lastly, the Kadatua dialect is very influential on vowel sound /ɪ/, /æ/, and sound /ɜ:/. Respondents have difficulty pronouncing these sounds, they change the sound /æ/ into /e/, and sound /ɜ:/: into /i:/. sounds /æ/, and /ɜ:/: are not in the Kadatua dialect so that they have difficulty pronouncing these sounds. In addition, respondents also make mistakes in pronouncing the sound /ɪ/ in the word 'return', they change it with the sound /e/ and /i:/. This in accordance with the statement of Visoni & Marlina (2020) which states that errors in vowels occur because they cannot be found in the inventory of students' first language vowels.

3.2.2 KADATUA DIALECT THAT INFLUENCED STUDENTS' ENGLISH DIPHTHONG

Based on the results of the analysis, there are only three diphthong sounds that can be spoken by all respondents, namely the sound /eɪ/, /aɪ/, and sound /ɔɪ/. These diphthong sounds are also in the Kadatua dialect, so they have no difficulty in pronouncing them.

Meanwhile, the respondent had difficulty pronouncing the sound /əʊ/, /aʊ/, /ɪə/, /eə/, and sound /ʊə/. They are not familiar with these sounds so they change them by using the Kadatua dialect structure. for example; sound /əʊ/ into /ɔ:/, /ɒ/, and /aʊ/, sound /aʊ/ into /ɔʊ/, sound /ɪə/ into /i:/, sound /eə/ into /eɪ/, and sound /ʊə/ into /ʊ/.

Diphthongs cannot be pronounced correctly by respondents because the sound they produce is similar to vowel sounds. In general, the type of error that occurs in diphthongs is the result of sounds similar to vowels or vowels (Dewi, 2018).

3.2.3 KADATUA DIALECT THAT AFFECTS STUDENTS' ENGLISH CONSONANTS

From the result of the recording, the Kadatua dialect has a positive transfer on consonant sounds such as /p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /f/, /s/, /z/, /ʃ/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /j/, and sound /w/ because these sounds exist in the Kadatua dialect. While the sound /ʃ/ is not found in the Kadatua dialect, the sound is in Indonesia, so students are familiar with the sound.

In addition, the Kadatua dialect has a negative effect on the sounds 4 consonant sounds of English, namely the sound /v/, /θ/, /ð/, and sound /ʒ/. Some of the respondents made mistakes when pronouncing it, for example, the sound /v/ is changed to /f/, and the sound /θ/ is changed to /t/. Actually, they can pronounce it, but they still lack confidence and fear that they won't be able to pronounce it properly. While the sounds /ð/, and /ʒ/, the respondent can't pronounce it correctly because these sounds do not exist in the kadatua dialect, so they tend to change the sound /ʒ/ to /ʃ/, and the sound /ð/ to /d/ even /z/.

Based on the discussion, it is in line with what was conveyed by Suryatiningsih (2015) which stated that almost all students did experience difficulties in pronouncing diphthongs. Unfamiliarity with the given words, their first language or their mother tongue is the cause of students' difficulties.

IV CONCLUSION

The conclusion is based on the findings and discussion of the effect of the Kadatua dialect on the English pronunciation of students in the second grade of SMPN 1 Maginti. The conclusions are Kadatua dialect has many positive effects on English sounds such as the sound /ɒ/, /ʌ/, /i:/, /u:/, /ɑ:/, /ɔ:/:, /eɪ/, /aɪ/, /ɔɪ/, /p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /f/, /s/, /z/, /ʃ/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /j/, and sound /w/. In addition, the Kadatua dialect also has a negative impact on the sound of English, such as the sound of ; /ð/, /ʒ/./əʊ/, /ɪə/, /eə/, /ʊə/. /ɪ/, /æ/, and sound /ɜ:/. There were some errors of respondents when pronouncing some sounds caused by their lack of interest in learning English and their knowledge of how to pronounce sounds. such as pronunciation on sound; /e/, / ʊ/, /ə/, /ɪ/, /aʊ/, /v/, and sound /θ/.

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