THESIS

MISPRONUNCIATIONS OF ENGLISH FOUND AMONG THE PATTINJO STUDENTS OF ENGLISH AT THE 3 UNIVERSITIES IN MAKASSAR: A STUDY ON PHONOLOGICAL INTERFERENCE

Submitted by

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ENGLISH LANGUAGE STUDIES

FACULTY OF CULTURAL SCIENCES

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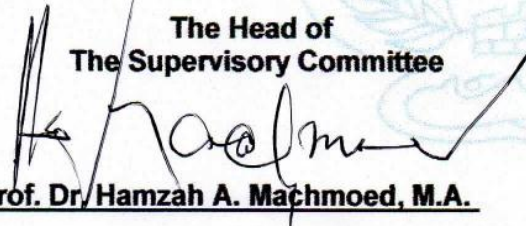
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States truthfully that this thesis was the result of my own work. If it is proven that some part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, 5th January 2022

The Researcher

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As the conclusion, the researcher hopes this thesis will give a good contribution for the students of English Language Studies and also for the future study about similar topic. The researcher realizes that this thesis is still far from being perfect, therefore any suggestion or criticisms will be very much appreciated for the improvement of this writing. Thank you.

ABSTRACT

MASWANI. *Mispronunciations of English Found Among the Pattinjo Students of English at the 3* L/niyers#ies *in Makassar: A Study on Phonological Interference* (Supervised by Hamzah A. Machmoed and Harlinah Sahib)

The research discusses the mispronunciations of English among Pattinjo native students of English at 3 Universities in Makassar which aims at identifying the errors in the pronunciations of English sounds in words and sentence which are similar with the Indonesian sounds, but they do not exist in Pattinjo dialect, those sounds are: [j), $], [b] {0] [z) [j, and [v] and the causes of the mispronunciations produced by the Pattinjo native students of English at the universities in Makassar.

Data were collected using the note-taking techniques as an instrument to find out the more valid data. The data were analysed using the qualitative descriptive method. The research was conducted in order to enhance and enrich the knowledge of the readers about the most dominant mispronunciations produced by the students and the causes of those mispronunciations.

The research result indicates that the pronunciations of the seven sounds in the words and sentences of English are similar with Indonesian sounds, but not in Pattinjo sounds, lv/ is mostly mispronounced by the students. The causes of the mispronunciations are the language interference and the specific phonetic future. Pattinjo sounds are: [p, b, t, d, k, g, ?, s, h, t{, dg, m, n, ñ, q, I, w, r, j, i, a, u, e, o], and English sounds are: |p, b, t, d, k, g, ?, f, v, 0, d, s, z, {, g, h, l(, dg, m ,n, q, I, r, w, j, i, I, e, c, ze, a, u, u, o, c, a, a, s, s]. It can be concluded that the mispronunciations among Pattinjo native students of English at 3 universities in Makassar can be minimized by studying more about the language interference.

Key words: Mispronunciation, Pattinjo dialect, Indonesian sounds, Pattinjo sounds

ABSTRAK

MASWANI. *Kesalahan Pengucapan Bahasa Inggris Ditemukan di Kalangan Mahasiswa Bahasa Inggris Pattinjo di 3 Univers":as di Makassar: Studi tentang Interferensi Fonologi* (dibimbing oleh Hamzah A. Machmoed dan Harlinah Sahib)

Penelitian ini bertujuan mengidentifikasi kesalahan pengucapan dalam mengucapkan bunyi pada kata dan kalimat bahasa Inggris yang mirip dengan bunyi bahasa Indonesia, tetapi tidak ada dalam system bunyi dialek Pattinjo (//, ///, /d/, /0/, /z/, /f/, dan lv/) dan penyebab kesalahan pengucapan yang dihasilkan oleh mahasiswa bahasa Inggris (asli) di 3 universitas di Makassar.

Dalam penelitian ini digunakan notulen sebagai instrumen penelitian tuntuk mendapatkan data yang lebih valid. Data analisis dengan metode deskriptif kualitatif.

Hasil penelitian ini menunjukkan bahwa pengucapan ketujuh bunyi dalam kata dan kalimat bahasa Inggris mirip dengan bunyi bahasa Indonesia, tetapi tidak pada bunyi dialek Pattinjo /v/ sebagai pengucapan yang paling banyak dihasilkan oleh mahasiswa. Penyebabnya adalah interferensi bahasa mereka (Pattinjo) dan masa depan fonetik khusus dialek Pattinjo dan bahasa Inggris adalah [p, b, t, d, k, g, ?, s, h, t{, dg, m, n, ñ, q, I, w, r, j, i, a, u, e, o] dalam dialek Pattinjo dan [p, b, t, d, k, g, ?, f, v, 0, d, s, z, /, $, h, t/, d$, m, n, g, I, r, w, j, i, I, , c, aa, a, u, u, o, o, a, w, e, a] dalam bahasa Inggris. Dengan demikian, kesalahan pengucapan di kalangan mahasiswa bahasa Inggris asal Pattinjo di tiga universitas di Makassar dapat diminimalisir dengan mempelajari lebih lanjut tentang interferensi bahasa.

Kata Kunci: salah pengucapan, dialek Pattinjo, bahasa Indonesia, bunyi Pattinjo

LIST OF CHARTS

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE RESEARCH

Mispronunciations of English often occur among not native speaker of english in particular who came from Pinrang regency called Pattinjo. English mispronunciation is mostly influenced or caused by the native language called bahasa Pattinjo which is the local language spoken by people who live in Pinrang learnt before bahasa Indonesia. This first language remains interfere the process of learning. In other words, vernacular native language of Pattinjo also influence the students to pronounce English well. This word is usually influence called interlinguistic interference. Interlinguistic interference might be considered as failures in the process of adaptation and substitution of perceptual references as the result. Taking into consideration the fact that interference is quite a "flexible" phenomenon which may appear in all the language levels, it can be one (maybe even the major) of the reasons for accents, errors and omissions, utterance deformation and misunderstanding, and consequently, for the communication breakdown (Rubert & Kapitonova, 2016). It occurs due to differences of the two languages that create the problems such as mispronunciation. As the result of influence, the Pattinjo learners of English tend to encounter problem in pronouncing some English sounds because the English sounds does not occur in Pattinjo interfere that make the learners mispronounce them. Like based on the fact, the people of Pattinjo dialeck pronounce /f/ and /v/ sounds become to be /p/ sound. Beacause there is no /f/ and /v/ sounds in Pattinjo sounds, which they are there in

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English sounds.

Annisa (2017) English is a first spoken in England in Century beginning and now are languages most commonly used worldwide. English is spoken as the first language by the majority of the population in various countries, including Great Britain, Ireland, United States of America, Canada, Australia, New Zealand and total Caribbean countries, as well as being the official language in nearly 60 sovereign countries. English is the third most common mother tongue spoken all over the world. While Mills (1975:109) describes that Masserempulu language is a transitional language between Toraja-Saqdan and Bugis. According to Sitonda (2013:1), the present massenrempulu area covers a subset of the Sidendeng Rappang district in the southern part, the western part of the Pinrang district, all of the Enrekang district and part of the Polewali Mandar district, West Sulawesi province. This statement is supported by Palenkahu (in Sikki, et al (1989)), Massenrempulu language is not only used in the administrative area of Enrekang Regency, but has spread to other districts, even outside South Sulawesi, such as East Kalimantan, Irian Jaya (now Papua Province), and Malaysia. Several dialects of the Massenrempulu language, namely Endekan dialect, Maiwa dialect, Duri dialect, and Pattinjo dialect. Pattinjo dialect is spoken in the northern part of Pinrang Regency, in Patampanua District (especially in Benteng and Belajeng Kassa), Duampanua District (especially around Lasape, Batulappa, and Bungin), Lembang District (Basseang, Ulu Saqdan, Rajang, Tadokkong and Gallang-gallang). This statement is supported by Sitonda (2013:2), Another language dialect used by the Massenrempulu people (the area around the mountains) is the Endekan dialect (Enrekang) or commonly known as the "Pattinjo" language. The language used in the area, for non-users of the dialect, is known as Endekan or Pattinjo. One of the pronunciations of nouns is different from other

regions, such as the name of Coconut, the Endekan people call Nyio and the Duri people call it Kaluku. The people of Pattinjo dialect always pronounce the /f/ in Indonesian language or the name of the people /fitri/ be /p/ sound or /pitri/, it is inference by Pattinjo dialect sounds as mother tongue.

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

B. RESEARCH QUESTIONS

Based on the background above, the writer formulates the following research question as follow:

1. What are the phonetic features of English and Pattinjo language?
2. How does the mispronunciations of Pattinjo students of English occur?
3. Why do the students make mispronunciations?

C. OBJECTIVES OF THE STUDY

In relation to the problem statements above, the objective of this research will be:

1. To explain specific phonetic features of Pattinjo Language and English.
2. To analyse the process of occurs of mispronunciation.
3. To explain why the students make mispronunciations.

D. SIGNIFICANCE OF RESEARCH

This search is essential for Pattinjo interferences on student's speaking English because they can get some benefits when they learn this aspect of phonology in English. Furthermore, this research is be describing the inventory of vowels and consonants of languages, beneficial information, supply their phoneme distribution and specific phonetic features both languagess, specifically about the phonological Pattinjo interferences on student's speaking English and assist the progress of understanding of the difficulty that are usually found by them.

E. SCOPE OF RESEARCH

This research focuses on the mispronunciations among the Pattinjo native students of English. It identified differences in sound articulations between Pattinjo and English.

F. PRACTICAL BENEFIT

1. The researcher hopes that this research can give valuable contribution to improve the pronunciatiation to improve English.

2. The information of this research can help the English Pattinjonese students in designing the process of studying English, especially in studying English about pronunciation.

3. For other researcher, they are expected to be able to use the result of this research as an additional reference in carrying out further research.

CHAPTER II

LITERATURE REVIEW

In this chapter the researcher is going to intricate some references connected to the previous study and pertinent idea which have phonological analysis, pronunciation concepts, the function of speech organ to procedure the sound, the importance of pronunciation, definition of consonant, Pattinjonese consonants, the distribution of Pinrangnese consonants, the distribution of English consonants and interference according to some linguists that will support this research.

A. Previous Studies

There are several researchers who have conducted researches related to mispronunciations of people speaking English. In this research, the writer reviewed the research of Ambalegin, & Arianto (2018), Raharjo (2010), Moedjito & Harumi (2008) and Ramasari (2017). The first previous study focused on seventh president of Republic of Indonesia, Mr. Jokowidodo and employed a qualitative descriptive was found result that the consonant sounds [θ ð v z ʃ] were pronounced incorrectly, the vowel sounds [ə ɒ ɛ I e ɪ] were pronounced inconsistently, and the diphthong sounds [ɪə eɪ əʊ aʊ] were pronounced incorrectly. The consonant sound [l] in the middle of the word was not pronounced. The consonant sound [j] in the middle of the word is omitted. The consonant sounds [g], [tʃ], and [r] were pronounced the same as the spelling. The consonant sounds [t], [s], [k] at the end of the words were omitted. The letter y sounded [ɪ] at the end of the word was pronounced as [e]. The diphthong sounds [ɪə], [eɪ], [əʊ] and [aʊ] were pronounced as [ɪ], [ʌ], [ɛ], [ə], [e], and [ɔ]. The factos

influencing the mispronunciation of English vowel and consonant sounds were mother tongue interference, sound system differences between Indonesian and English, the influence of spelling on pronunciation, educational background, and environmental background.

The second research was carried out by Raharjo (2010). The researcher focused on Sundanese native speaker and employed contrastive analysis was found that there were nine English consonants wich were predicted would be pronounced after contrasting the consonant both English and Sundanese such as [f v θ ð tʃ dʒ ʃ ʒ z]. The fact that showed that the English consonants mispronunciation often occurred in some consonants like [v θ ð ʒ z], shown by their accuracies were under 50%. The mispronunciation was caused by their absence in the Sundanese phonological system. Other consonants such as [f tʃ dʒ] were not difficult to be pronounced shown by their accuracies were more than 50%.

The third research was conducted by Moedjito & Harumi (2008). The researcher focus on 80 respondents, 50 Indonesian EFL secondary school teachers and 30 native English speakers, and employed a descriptive statistic. On the conclusion, as far as the frequency of mispronunciations is concerned, the result of the study has indicated that 20 mispronunciations (12 consonants and 8 vowels) were perceived as common by the Indonesian EFL teacher. The consonants Indonesian mispronunciation respondents are [d], [f], [v], [θ], [ð], [], and [ʒ]. The vowels mispronunciation are [iː], [ɪ], [æ], [uː], [u], [eɪ], and [əʊ]. This implies that Indonesian EFL learners are still facing a problem with pronunciation although this indicator inarguably needs to be qualified with the seriousness of the common mispronunciations.

The four research was conducted by Ramasari (2017). The researcher focused on the first semester students. She used descriptive method. The consonants mispronunciation are [d], [đ], [s], [z], [f], and [v]. The vowel mispronunciation are [e] and [æ]. Based on the result of data analysis, it could be concluded that students made of three types of pronunciation error. The pronunciation errors were pre-systematic error, systematic error, and postsystematic error. Furthermore, the students' dominant error made was presystematic error. The errors of students' made were caused by three sources of students' competence error in learning English as Foreign Language. They were interference error, intra lingual error, and developmental error.

In conclusion of the four of these previous findings, the researcher found similarities. The similarities among this current research and other previous studies are they have found that the seventh president of Republic of Indonesia, students' and teachers incorrect production of English fricative as the effect of the mother tongue. And the differences are the first previous study he focused on one person, the seventh president of Republic of Indonesia, Mr. Jokowidodo meanwhile the second previous study. He interferenced in English in his official English speeches and meanwhile the second previous study focused on the Sundanese native speaker, meanwhile the third previous study focus on 80 respondents, 50 Indonesian EFL secondary school teachers and 30 native English speakers, voluntarily participated in the study, and meanwhile the four previous study focus on the first semester students, and meanwhile this research focused on Pattinjo native students.

B. Theoretical Background

1. PHONOLOGICAL ANALYSIS

We have to study of phonology, because study of phonology is substantial. We have to begin with role of phonology in a common study of characteristic of people knowledge. Language is unique form of knowledge. Speakers know a language simply by virtual of the fact that they speak it.

It appears that an efficient orthographic system will follow for different pronunciations that a native speaker uses automatically. For example, we may write the English plural with an S even though it is pronounced sometimes as Z like sound (beds, bf ags) and other time as an S – sound (bets, backs). Speakers of English will automatically pronounce an S or Z sound in the right places, despite the fact that both sounds are represented by symbol S. A common tendency of students attempting to learn a second language that they are learning. However, where the two languages are not phonologically identical, this can lead to serious "interference" problems in speaking the second language.

So far we have discussed some of the applications of phonological analysis to normal language situation. Such knowledge also has implications beyond normal language, and is particularly useful in the assessment and treatment of the phonological disorders. In evaluating disorders, it may be misleading and in some cases, wrong to identify articulation problem simply as "omissions", "substitutions", and "distortions". When an individual reveals a phonological disorder, we want to know to what extent this disorder stems from differences in the organization of their phonological system.

Several dimensions of the study of phonology are crucial to understand what are commonly called "disarticulations", "substitutions", and "distortions". When an individual reveals a phonological disorder, we want to know to what extent this disorder stems from differences in the organization of their phonological system.

Several dimensions of the study of phonology are erucial to understand what are commonly called "disarticulations". A particular type of disorder may be manifested by a lack of contrast between sounds such as p and b, t and d, s and z. In such a case, the loss of one basic distinction (the difference between voiced and voiceless sounds) is responsible for a number of problem sounds.

a. Definition of Phonology

According to the Ladefoged in *A Course in Phonetics* (1983:22), phonology is the description of the system and patterns of sounds that occur in a language. It involves studying a language to determine its distinctive sounds and to establish a set of rules that describe the set of changes that take place in these sounds when they occur in different relationship with other sounds. Furthermore, Ba'dulu in *Introduction to Linguistics* (2009:23), says phonology is the subfield of linguistics that studies the structure and systematic patterning of sounds in human language. Part of phonology involves an investigation of how speech sounds are produced (articulated) in the vocal tract (an area known as articulatory phonetics), as well as the study of physical properties of the speech sound-waves generated by the vocal tract (an area known as acoustic phonetics). Whereas the term phonetics usually refers to the study of articulatory and acoustic properties of sounds, the term phonology is often used to refer to the abstract rules and

principles that govern the distribution of sounds in a language.

After the researcher reading the definition above about phonology, a conclusion can be drawn that phonology deals with the system and patterns of sounds of languages, that every language has different in inventories of sounds. Therefore, phonology cannot be separated with phoneme. In phonology and linguistics, a phoneme is a unit of sound that distinguishes one word from another in a particular language. Based on Dresher, Elen. The basic concept is that of the unity of sounds that are objectively different but in some sense functionally the same.

The researcher concludes that phoneme is a minimum feature of the expression system of a spoken language that can distinguish the meaning of a word. It is agreements to discuss different phonemes in a word make different meanings.

2. INTERLINGUISTIC INTERFERENCE

Interlinguistic interference is interfering about linguistic aspects human communication who cannot make themselves understood by means of their different first language. This case is agreed by Odin (1982:27) when he says "interferences is negative transference of linguistic patterns", that the students take the mother tongue structure to make sentence in English, compel their

learning about new particles, due to their mistakes graduately in performing become errors. Transfer happens by the effect of the differences and similarities between two language system that mother tonge and English as a foreign language.

3. PHONOLOGY OF ENGLISH AND PATTINJO

a. English Sounds

1) Vowel Sounds in English

Chart 1. The Vowel Sounds in English
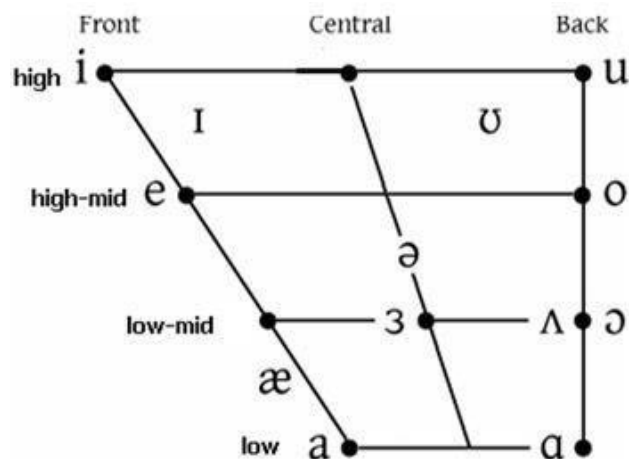
English Vowels in IPA (International Phonetic Alphabet) by International Phonetic Association (1999:91).

Barry (2008), gave explanation about the chart 1:

- 2 in central vowels [ə ɜ].

- 2 slightly centralised vowels [ɪ ʊ] between high and high-mid.

- one nearly low front vowel [æ]

- mid-central schwa [ə]

International Phonetic Association (1999:1). The IPA is based on Roman alphabet, which has the advantage of being widely familiar, but also includes letters and additional symbols from a variety of other sources.

Chart 2. Examples of the Vowel Sounds in English

	IPA Symbol	**Word Example**
Forward Vowels	[i]	Meet [mi:t]
	[ɪ]	Mitt [mɪ]
	[e]	Day [deɪ]
	[ɛ]	Nurse [nɛ:s]
	[æ]	Mat [mæt]
	[a]	Why [waɪ]
Back Vowels	[u]	Too [tu:]
	[ʊ]	Took [tʊk]
	[o]	Go [goʊ]
	[ɔ]	Saw [sɔ:]
	[ɑ]	Rob [rɑb]
Central Vowels	[ʌ]	Fun [fʌn]
	[ə]	Above [ə'bʌv]
	[ɜ]	Nurse [nɜ:s]

English Vowels in IPA (International Phonetic Alphabet) by Ladefoged (1990).

According to Hudson (2012:7):

✦ A vowel sound is made by shaping the mouth as air flows out.

✦ Articulators used to shape the mouth are: tongue, lips and jaw.

2) Consonant Sounds of English

Chart 3. The Consonant Sounds of English

Manner of Articulation	Place of Articulation						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glotal
Plosive	p b			t d		k g	ʔ
Fricatives		f v	θ ð	s z	ʃ ʒ		h
Affricate					tʃ dʒ		
Nasal	m			n		ŋ	
Lateral				l	r		
Approximants	w				j		

IPA (International Phonetic Alphabet) Place of articulation (McMahon, 2002).

According to Hudson (2012:3):

✦ IPA is phonetic script, it shows us the sounds to pronounce rather than   spelling.

✦ The script is very useful for improving accuracy in pronunciation.

Chart 4. Examples of the Consonant Sounds of English

Manner of Articulation	IPA Symbol	Word examples
Plosives	[p]	Pin [pɪn]
	[b]	Bag [bæg]
	[t]	Time [taɪm]
	[d]	Dab [dæb]

	[k]	Cash [kæʃ]
	[g]	Grow [grəʊ]
	[ʔ]	Planetarium [plænɪʔɛrɪəm]
Fricatives	[f]	Full [fʊl]
	[v]	Vest [vest]
	[θ]	Think [θɪŋk]
	[ð]	Those [ðəʊz]
	[s]	So [səʊ]
	[z]	Nose [nəʊz]
	[ʃ]	Rush [rʌʃ]
	[ʒ]	Television [ˈtelɪvɪʒn]
	[h]	High [haɪ]
Affricates	[tʃ]	Watch [wɒtʃ]
	[dʒ]	Joy [dʒɔɪ]
Nasals	[m]	Mad [mæd]
	[n]	Now [naʊ]
	[ŋ]	King [kɪŋ]
Lateral	[l]	Lot [lɒt]
	[r]	Road [rəʊd]
Approximants	[j]	Yes [jes]
	[w]	Wine [waɪn]

English Consonants in IPA (International Phonetic Alphabet) by McMahon (2002).

The researcher assumed that, we will learn each sound and its possible spellings

on this table.

b. Pattinjo Sound

1) Vowel Sounds in Pattinjo

Chart 5. The Vowel Sounds of Pattinjo Dialect

tongue position/lip shape	Front	Back	
	Unrounded	Unrounded	Rounded
High	[i]		[u]
Mid	[e]		[o]
Low		[a]	

Massenrempulu Language/ Pattinjo Dialect (Hakim, 2012:9).

Based on the movement of the speech apparatus, the vowel phonemes can be distinguished as follows.

a. Based on the high and low position of the tongue:

High vowel : [i, u]

Mid vowel : [e, o]

Low vowel : [a]

b. Based on the forth and back position of the tongue:

Front vowel : [i, e]

Center vowel : [a]

Back vowel : [u, o]

c. Based on the rounded and unrounded of the lips:

Rounded vowel : [u, o]

Unrounded vowel : [i, e, a]

Chart 6. Examples of the Vowel Sounds of Pattinjo Dialect

No	Symbol	Example	Meaning
1.	[i]	Iso [iso]	Drink
2.	[a]	Bola [bola]	Home
3.	[u]	Balu [balu]	Sell
4.	[e]	Teke [teke]	Climb
5.	[o]	Motoro [motoro]	Motorcycle

Examples of the Vowel Sound in Pattinjo Dialect (Hakim,Z.,et al, 2012).

Hakim (2012:10), each dialect in Massenrempulu language shows that the five vowel sounds, namely [i], [u], [e], [o], and [a] can occupy all positions in a word, either at the beginning, middle, or at the end of the word.

2) Consonant Sound in Pattinjo

Chart 7. The Consonant Sounds of Pattinjo Dialect

Manner of Articulation	Place of Articulation						
	Bilabial	Labio dental	Dental	Alveolar	Palatal	Velar	Glotal
Plosive	p b			t d		k g	ʔ
Fricatives				s			h
Affricate					tʃ dʒ		
Nasal	m			n	ň	ŋ	
Lateral				l	r		
Approximants	w				j		

Pattinjo Dialect Consonant Sounds (Mills, 1975).

Most words on the phonology of pattinjo dialect recognize that it makes use

19 consonant sounds [p, b, t, d, k, g, ʔ, s, h, t͡ʃ, dʒ, m, n, ň, ŋ, l, r, w and j].

Chart 8. Examples of the Consonant Sounds of Pattinjo Dialect

Manner of Articulation	IPA Symbol	Word examples	Meaning
Plosives	[p]	Pitu [pitu]	Seven
	[b]	Beppa [beppa]	Cake
	[t]	Teke [teke]	Climb
	[d]	Dara [dara]	Garden
	[k]	Kanuku [kanuku]	Fingernail/Toenail
	[g]	Galung [galuŋ]	Wet Rice Field
	[ʔ]	Ma'balu [maʔbalu]	Sell
Fricatives	[s]	Miso [miso]	Drink
	[h]	Pohon [pohoŋ]	Tree
Affricate	[t͡ʃ]	Camming [t͡ʃammiŋ]	Mirror
	[dʒ]	Jakka [dʒakka]	Comb
Nasal	[m]	Miso [miso]	Drink
	[n]	Tunu [tunu]	Burn
	[ň]	Panynyu [paňňu]	Turtle
	[ŋ]	Camming [t͡ʃammiŋ]	Mirror
Lateral	[l]	Alli [alli]	Buy
	[r]	Reba [reba]	Throw
Approximants	[w]	Wai [wai]	Water
	[j]	Yaku [jaku]	Me

The reader will easily learn each consonant sound in the Pattinjo dialect by reading this table.

c. Clusters in English and Pattinjo

a) Clusters in English

Chart 9. Syllable-Initial Two-Consonant Clusters
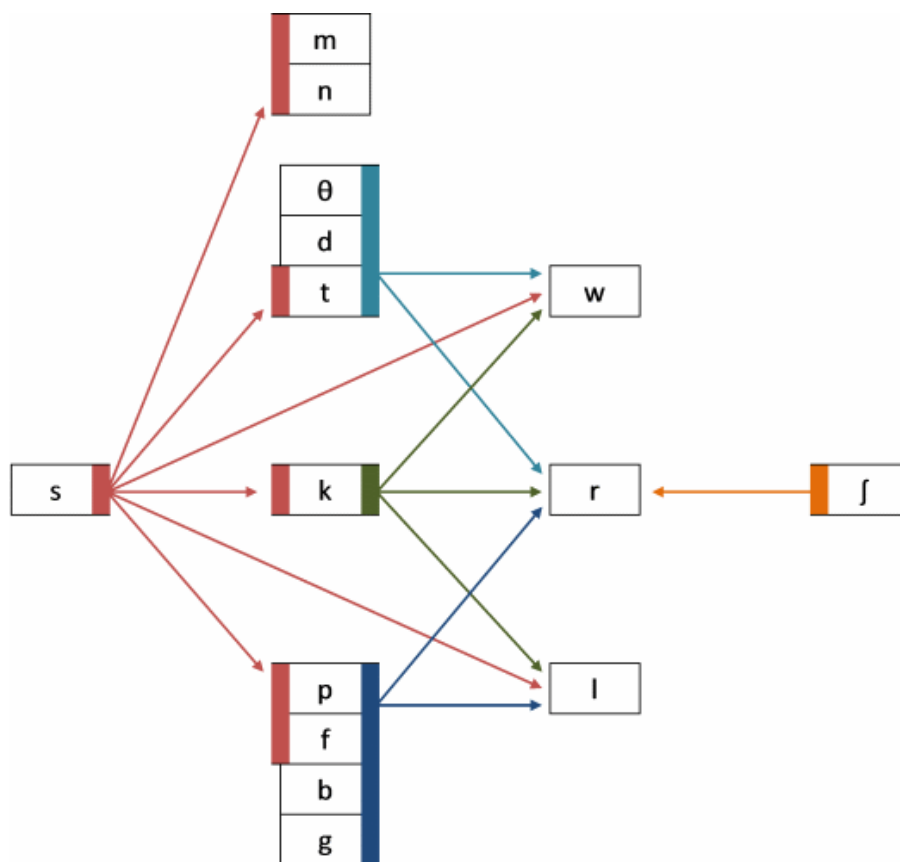
Syllables and Clusters (Williamson,2014).

Chart 10. Examples of Syllable-Initial Two-Consonant Clusters
Examples of CC-1

Cluster	Word	Transcription
/pj/	Pure	[pjʊə(r)]

/pr/	Price	[praɪs]
/pw/	Pueblo	[pwebləʊ]
/kl/	Close	[kləʊs]
/kj/	Cure	[kjʊə(r)]
/kr/	Cry	[kraɪ]
/kw/	Quite	[kwaɪt]
/bl/	Black	[blæk]
/bj/	Butte	[bju:t]
/br/	Bring	[brɪŋ]
/bw/	Bwana	[bwana]
/gl/	Glad	[glæd]
/gj/	Gules	[gju:lz]
/gr/	Grow	[grəʊ]
/gw/	Guan	[gwɑ:n]
/dj/	Due	[dju:]
/dr/	Draw	[drɔ]

Consonant Clusters in English (Hultzen,L.S.,1965).

CC-2

[fl]	Fly	[flaɪ]
[fj]	Few	[fju:]
[fr]	Free	[fri:]
[vj]	View	[vju:]
[vr]	Vraic	[vreɪk]

[θj]	Thews	[θjuːz]
[θr]	Three	[θriː]
[θw]	Thwart	[θwɔːt]
[zw]	Zouave	[zwoː]
[zj]	Luxurious	[lʌg'zjʊərɪəs]
[hw]	Where	[hwær]
[hj]	Huge	[hjuːdʒ]
[mw]	Moire	[mwaː(r)]
[m]/	Mule	[mjuːl]
[nj]	New	[njuː]
[lj]	Lute	[ljuːt]

Consonant Clusters in English (Hultzen,L.S.,1965).

CC-3

[sp]	Speak	[spiːk]
[sd]	Stay	[steɪ]
[sk]	Sky	[skaɪ]
[sf]	Sphere	[sfɪə(r)]
[sθ]	Sthenic	[sθɛnɪk]
[sj]	Suit	[sjuːt]
[sm]	Small	[smɔːl]
[sn]	Snow	[snəʊ]
[sl]	Sleep	[sliːp]
[sw]	Sweet	[swiːt]

[m]	Schmear	[ʃmɪə]
[n]	Schnapps	[ʃnaps]
[l]	Schlock	[ʃlɒk]
[w]	Schwa	[ʃwɑː]
[r]	Shriek	[ʃriːk]

Consonant Clusters in English (Hultzen,L.S.,1965).

The chart and the tables above are about two consonant clusters in English, and the three tables show the examples of consonant clusters in English. That can makes the reader will easily learn each consonant sounds in the Pattinjo dialect by spelling the chart and reading this table.

Chart 11. Syllable-Initial Three-Consonant Clusters of English

Syllables and Clusters (Williamson,2014)

Chart 12. Examples of Syllable-Initial Three-Consonant Clusters of English

CCC

[spl]	Split	[splɪt]
[spj]	Spume	[spjuːm]

[spr]	Spring	[sprɪŋ]
[stj]	Stew	[stju:]
[str]	Street	['stri:t]
[skj]	Skew	[skju:]
[skr]	Scream	[skri:m]
[skw]	Square	[skweə(r)]
[skl]	Sclaff	['sklaf]
[sfr]	Sphragistics	[sfrəˈdʒɪstɪks]
[smj]	Smew	[smju:]

Consonant Clusters in English (Hultzen,L.S.,1965).

The chart and the table above are about three consonant clusters in English, and the table shows the examples of consonant clusters in English. That can makes the reader will easily learn each consonant sounds in the Pattinjo dialect by spelling the chart and reading this table.
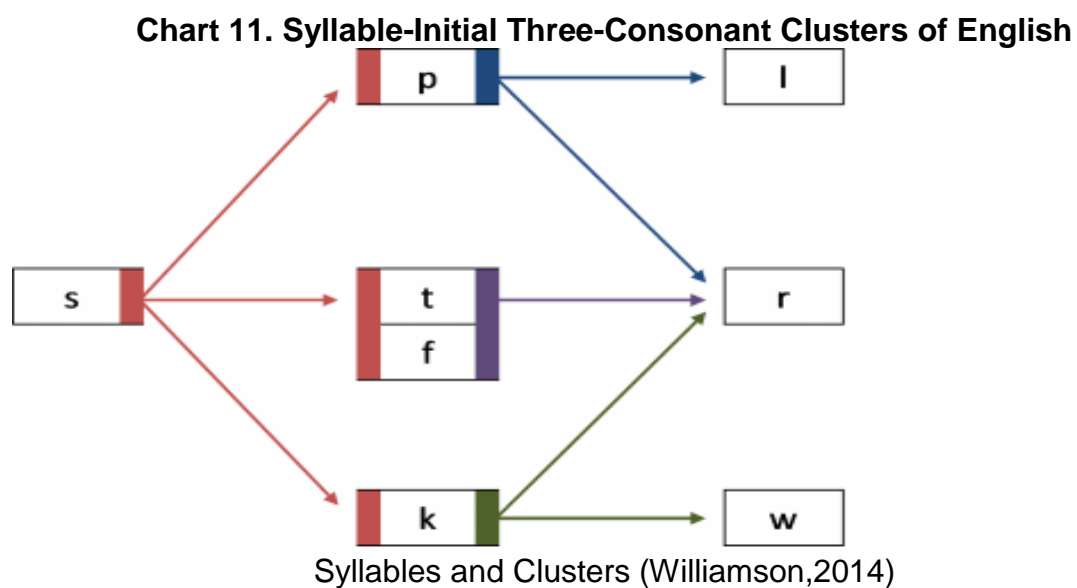
b) Clusters in Pattinjo

Chart 13. Examples of Clusters of Pattinjo

Cluster	Word	Transcription	Meaning
[pp]	Loppo	[loppo]	Big
[mp]	Kalempengang	[kalempeŋaŋ]	Leprosy
[mb]	Ambun	[ambun]	Dew
[mm]	Mamma	[mamma]	Sleep
[nd]	Kinande	[kinande]	Rice
[nn]	Ponno	[ponno]	Full

[nt]	Buntu	[buntu]	Stupid
[nj]	Njora	[ndʒora]	No
[nc]	Mancaji	[mantʃadʒ	Became
[tt]	Putti	[putti]	Banana
[ss]	Kassi	[kassi]	Sand
[ll]	Tallu	[tallu]	Three
[cc]	Macca/	[macca]	Clever
[rr]	Kumarrang	[kumarraŋ]	Cry
[kk]	Sokko	[sokko]	Glutinous rice
[gg]	Maggattang	[maggattaŋ]	Tight
[nyny]	Panynyu	[panjnju]	Turtle
[ngng]	Sangngo	[saŋŋo]	Nasal
[ngg]	Matonggo	[matoŋgo]	Big
[ngp]	Sangpulo	[saŋpulo]	Ten
[ngk]	Pattongko	[pattoŋko]	Cover
[ʔb]	Ta'bang	[taʔbaŋ]	Cut down
[ʔc]	Ci'cang	[ciʔcaŋ]	Worm
[ʔd]	Sa'ding	[saʔdiŋ]	Listen
[ʔk]	Le'ke	[leʔke]	Sticky

Tata Bahasa Kontrastif Bahasa Massenrempulu (Hakim,Z.,et al, 2012)

The table above is example of clusters in Pattinjo dialect, it can makes the reader will easily learn each consonant sounds in the Pattinjo dialect by spelling and reading this table.

d. Stress in English and Pattinjo

1) Stress in English

   According to Roach, P. (1983,87-89):

1. A strong syllable has a rhyme with:

a) Either a syllable peak which is a long vowel or diphthong, with or without   a
   following consonant (coda). Examples: die [daɪ]   heart [ha:t]   see [si:]

b) A syllable peak which is a short vowel, one of [ɪ, e, æ, □, ɒ, ʊ] followed   by at
   least one consonant. Examples: bat [baet]   much [m□t]   pull [pʊl]

c) A weak syllable has a syllable peak which consists of one of the vowels æ, i, u
   and no coda except when the vowel is a. Syllabic consonants are also weak.
   Examples:

   fa in **sofa** [ˈsəʊfə]   **zy** in **lazy** [ˈleɪzi]

   flu in **influence** [ˈinfluəns]   **en** in **sudden** [ˈs□dn]

d) The vowel **i** may also be the peak of a weak syllable if it occurs before a
   consonant that is initial in the syllable that follows it. Examples:

   bi in **herbicide** [ˈhɜ:bɪsaɪd]   **e** in **event** [ɪˈvent]

2. Two-syllable words

a) If the final syllable is weak, then the first syllable is stressed. Thus:

   enter [ˈentə]   open [ˈəʊpən]   envy [ˈenvi]   equal [ˈi:kwəl]

A final syllable is also unstressed if it contains au (e.g. follow /ˈfɒləu/ borrow

/ˈbɒrəu/).

b) If the final syllable is strong, then that syllable is stressed even if the first syllable

is also strong. Thus:

apply [əˈplaɪ]   attract [əˈtraekt]   rotate [rˈəʊteɪt] arrive

[əˈraɪv]   assist [əˈsɪst]   maintain [meɪnˈteɪn]

c) Two-syllable simple adjectives are stressed according to the same rule, giving:
lovely [ˈlʌvli]   divine [dɪˈvaɪn]   even [ˈiːvən]

correct [kəˈrekt]   hollow [ˈhnləʊ]   alive [əˈlaɪv]

As with most stress rules, there are exceptions; for example: honest [ˈɒnist],

perfect [ˈpɜːfɪkt], both of which end with strong syllables but are stressed on the

first syllable.

d) Nouns require a different rule: stress will fall on the first syllable unless the first

syllable is weak and the second syllable is strong. Thus:

money [ˈmʌni]   divan [dɪˈvæn]

product   [ˈprɒdʌkt]   balloon   [bəˈluːn]

larynx [ˈlaerɪŋks]   design [dɪˈzaɪn]

3. Three-syllable words

a) Here we find a more complicated picture. One problem is the difficulty of

identifying three-syllable words which are indisputably simple. In simple verbs, if

the final syllable is strong, then it will receive primary stress. Thus: entertain

[entəˈteɪn]   resurrect [rezəˈrekt]

b) If the last syllable is weak, then it will be unstressed, and stress will be placed on the preceding (penultimate) syllable if that syllable is strong. Thus: encounter [ɪŋˈkauntə]   determine [dɪˈtɜːmɪn]

c) If both the second and third syllables are weak, then the stress falls on the initial syllable: parody [ˈpærədi]   monitor [ˈmɒnɪtə]

d) Nouns require a slightly different rule. The general tendency is for stress to fall on the first syllable unless it is weak. Thus:

quantity [ˈkwɒntəti] emperor [empərə] custody [ˈkɑ|tədi] enmity [ˈenməti]

e) However, in words with a weak first syllable the stress comes on the next syllable:

mimosa [mɪˈməʊzə]   disaster [dɪˈzɑːstə]

potato [pəˈteɪtəʊ]   synopsis [sɪˈnɒpsɪs]

f) When a three-syllable noun has a strong final syllable, that syllable will not usually receive the main stress:

intellect [ˈintəlekt]   marigold [ˈmærɪɡəʊd]

alkali [ˈælkəlaɪ]   stalactite [ˈstæləktaɪt]

g) Adjectives seem to need the same rule, to produce stress patterns such as:

opportune [ˈɒpətjuːn]   insolent [ˈɪnsələnt]

derelict [ˈderəlɪkt]   anthropoid [ˈænθrəpɔɪd]

2) Stress in Pattinjo

Based on the Pantinjo linguistics fact:

1. A strong syllable has a rhyme with:

Either a syllable peak which is a long vowel or diphthong, with or without a following consonant. Example: ala [a:la] (take).

2. Two-syllable words

If two-syllable words, the second syllable is stressed. Examples:

loppo [lop'po] (big)   ambun [am'bun] (dew)

mamma [mam'ma] (sleep)   ponno [pon'no] (full)

3. Three-syllable words

If three-syllable words, the third syllable is stressed. Examples:

kinande [kinan'de] (rice)   mancaji [mant∫adʒi] (become)

kumarrang [kumar'raŋ] (cry)   matonggo [matoŋgo] (big)

4. Four-syllable words

If three-syllable words, the third syllable is stressed. Examples:

kalempengangang [kalempeŋanŋ] (lepsoy).

4. THE CONCEPT OF PRONUNCIATION AND MISPRONUNCIATION

The Indonesian students now days begin to learn English when they study at Elementary School. Therefore, when they started with English they have been accustomed to mother tongue speech habits, which are entirely different from English.

If we find a student in the class when we are teaching English who cannot pronounce a certain words correctly, we may not be hopeless or angry, because actually the students has tried as well as he can how to pronounce it correctly. Here

we can see how deep influence of the students language background that in learning English as the second language.

As we know that pronunciation becomes a serious problem for Indonesia students in learning English. Although all languages are operated by means of the internal structure of the language, English and Indonesian have mother language differently. They have difference in their internal structure of both languages

There are several definition give by linguists as follows:

a. Definition of Pronunciation

Pronunciation is considered as one of the essential elements for the success of oral interaction (Carruthers, 1987; Celce-Murcia, Brinton, & Goodwin, 1996; Dalton & Seidlhofer, 1994; Fraser, 1999; Macdonald, 2002). Pronunciation is one of the important elements to convey idea or information in terms of oral way. Pronunciation is the manner where someone utters a word. Gilakjani (2016, p. 2) stated, "Pronunciation is the way of uttering a word in an accepted manner". He further stated, "Pronunciation instruction is very important for oral communication, and it is also a significant part of communicative competence". While mispronunciation is defined by the Oxford English Dictionary as "incorrect or inaccurate pronunciation", and Raharjo (2010:5) stated that mispronunciation is the result of the stiffness of mature speech organs (fatigue), the failure to imitate the sound (inattention), and poor abilities how to produce the sound in the learning process (lack of knowledge). By viewing the concept of pronunciation and mispronunciation, the researcher tried to conclude that pronunciation relates to the way expressing word sounds which have a meaning in utterances and we

cannot speak accurately and fluently if we do not know the correct pronunciation, so it is mean make mispronunciation and it can make miscommunication.

5. CONSONANTS

According to Fromkin et al. (2011, p. 560), consonant is speech sound produced with some constriction of the air stream. According to Kreidler (2004, p. 30-39) Consonant is part of speech sound that articulated with complete or partial closure of the vocal tract. These position are called points of articulation for English consonants. There are eight primary points of articulation for English consonants. There are seven primary points. According to Ladefoged (1983, p.6-7), place of articulation:

1) Bilabial (Made with the two lips.) Say words such as "pie [paɪ], buy [baɪ], my [maɪ]" in English and "pitu [**p**itu] (seven), beppa [**b**eppa] (cake), miso [**m**iso] (drink)" in Pattinjo dialect. How the lips come together for the first sound in each of these words. Find a comparable set of words with bilabial sounds at the end.

2) Labiodental (Lower lip and upper front teeth.) Most people, when saying words such as "fief [fiːf], vie [vaɪ]", raise the lower lip until it nearly touches the upper front teeth.

3) Dental (Tongue tip or blade and upper front teeth.) Say the words "thigh [θaɪ], thy [ð aɪ]" in English. Some people (most speakers of American English) have the tip of the tongue protruding between the upper and lower front teeth; others (most speakers of British English) have it close behind the upper front teeth. Both these kinds of sounds are normal in English, and both may be called dental. If a distinction is needed, sounds in which the tongue protrudes between

the teeth may be called interdental.

4) Alveolar (Tongue tip or blade and the alveolar ridge.) Again there are two possibilities in English, and you should find out which you use. You may pronounce words such as " time [taɪm], dab [dæb], so [səʊ], zoo [zuː], now [naʊ], lot /lɒt/, road [rəʊd]" in English and "miso [miso] (drink), tunu [tunu] (burn), Alli [alli] (buy), reba [reba] (throw)" in Pattinjo dialect using the tip of the tongue or the blade of the tongue. Feel how you normally make the alveolar consonants in each of these words, and then try to make them in the other way. A good way to appreciate the difference between dental and alveolar sounds is to say "ten" and "tenth" (or "n" and "nth"). Which n is farther back? (Most people make the one in the first of each of these pairs of words on the alveolar ridge and the second as a dental sound with the tongue touching the upper front teeth.)

5) Palatal (Tongue blade and the back of the alveolar ridge.) Say words such as "rush [rʌʃ], television [ˈtelɪvɪʒn], watch [wɒtʃ], joy [dʒɔɪ]" in English and "camming [tʃammiŋ] (mirror), jakka [dʒakka] (comb)" in Pattinjo dialect and "you" in English and "yaku [jaku] (me)". During the consonants, the tip of your tongue may be down behind the lower front teeth, or it may be up near the alveolar ridge, but the blade of the tongue is always close to the back part of the alveolar ridge. Try saying "shipshape" with your tongue tip up on one occasion and down on another. Note that the blade of the tongue will always be raised. You may be able to feel the place of articulation more distinctly if you hold the position while taking in a breath through the mouth. The incoming air cools the blade of the tongue and the back part of the alveolar ridge.

6) Velar (Back of the tongue and soft palate.) The consonants that have the far-thest back place of articulation in English are those that occur at the end of "cash [**kæ**ʃ], grow [**g**rəʊ], king [kɪ**ŋ**]" in English and "kanuku [**k**anu**k**u] (nail), galung [galuŋ] (wet rice field), camming [tʃammiŋ] (mirror)" in Pattinjo dialect. In all these sounds, the back of the tongue is raised so that it touches the velum.

7) Glottal (The air passes through the glottis). Related to the glottis like "high [**h**aɪ] and planetarium [plænɪʔɛrɪəm]" in English and "pohon [po**h**oŋ] (tree) and ma'balu [maʔbalu] (selling)" in Pattinjo.

6. MANNER OF ARTICULATION

According to Ladefoged (1983, p. 8), at most places of articulation there are several basic ways in which articulation can be accomplished. The articulators may close off the oral tract for an instant or a relatively long period; they may narrow the space considerably; or they may simply modify the shape of the tract by approaching each other.

The consonants are identified in seven groups of closure as discussed below:

a   Plossive (stop). Plossive in English are [p, b, t, d, k, g, ʔ] and Plossive in Pattinjo are [p, b, t, d, k, g]. Complete closure of the articulators involved so that the airstream cannot escape through the mouth. There are two possible types of stop. Oral stop If in addition to the articulatory closure in the mouth, the soft palate is raised so that the nasal tract is blocked off, then the airstream will be completely obstructed. Pressure in the mouth will build up and an oral stop will be formed. When the articulators come apart, the airstream will be released in a small burst of sound. This kind of sound occurs in the consonants in the words "pie [paɪ]", buy [baɪ]" in English and "pitu [pitu] (seven), Beppa /beppa/ (cake)"

in Pattinjo dialect (bilabial closure), "tie [tʌɪ], dye [dʌɪ]" in English and "tuo [tuo] (alive), dara [dara] (garden)" in Pattinjo dialect (alveolar closure), and "key [ki:], guy [gʌɪ]" in English and "kanuku [kanuku] (inail), galung [**g**aluŋ] (wet rice field)" in Pattinjo dialect (velar closure).

b Affricatives is the production of some sounds involves more than one of these manners of articulation. Say the word "watch [wɒʧ]" in English and "camming [ʧammiŋ] (mirror)" and think about how you make the first sound. At the beginning, the tongue comes up to make contact with the back part of the alveolar ridge to form a stop closure. This contact is then slackened so that there is a fricative at the same place of articula- tion. This kind of combination of a stop immediately followed by a frica- tive is called an affricate, in this case a palato-alveolar affricate. There is a voiceless affricate at the beginning and end of the word "joy [dʒɔɪ]" in English and the word "jakka [dʒakka] (comb)" in Pattinjo dialect. The cor- responding voiced affricate occurs at the beginning and end of "judge [dʒʌdʒ]." In all these sounds the articulators (tongue tip or blade and alveolar ridge) come together for the stop; and then, instead of coming fully apart, they separate only slightly, so that a fricative is made at the same place of articulation. Try to feel these movements in your own pronunciation of these words.

c Fricative is close approximation of two articulators so that the airstream is partially obstructed and turbulent airflow is produced. The mechanism involved in making these slightly hissing sounds may be likened to that involved when the wind whistles around a comer. The consonants in "fie [fʌɪ], vie [vʌɪ]" (labiodental), "time [**t**aɪm], dab [dæb]" (dental), "so [səʊ], zoo [zu:]" (alveolar),

"shy [ʃʌɪ] " (palato-alveolar) and "high [haɪ]" (glottal) are examples of fricative sounds in English and the consonant "miso [mi**s**o] (drink)" (alveolar), and "pohong [pohoŋ]" (glottal) are examples of fricative sounds in Pattinjo.

d) Nasal, if the air is stopped in the oral cavity but the soft palate is down so that it can go out through the nose, the sound produced is a nasal stop. Sounds of this kind occur at the beginning of the words "my [maɪ]" in English and "miso [miso] (drink)" in Pattinjo (bilabial closure), "now [naʊ]" in English and "tunu [tu**n**u] (burn)" in Pattinjo (alveolar closure) and at the end of the word "king [kɪŋ]" in English and "camming [t͡ʃammiŋ] (mirror) in Pattinjo (velar closure).

e) Liquids. The liquids are [l, r] the word liquid itself is not a descriptive term as "stop" or nasal are. Rather, it is a cover term used to group together two sounds which pattern similarly in many respects. [l] is sometimes called a lateral since the air flows around one or both sides of the tongue, and [r] is sometimes called retroflex since the tongue tip is turned back during its production, the consonant in. The consonants in "lot [lɒt]" in English and "alli [alli] (buy)" in Pattinjo, and "road [rəʊd]" and "reba [reba]" (throw) are examples of liquids consonants.

f) Approximant is an articulation in which one articulator is close to another, but without the vocal tract being narrowed to such an extent that a turbulent airstream is produced. In saying the first sound in "yes [jes]" in English and "yaku [jaku] (me)" in Pattinjo, the front of the tongue is raised toward the palatal area of the roof of the mouth, but it does not come close enough for a fricative sound to be produced. The conso- nants in the word "we" in English and "wai [wai] (water)" in Pattinjo (approximation between the lips and in the velar

region) and, for some people, in the word "**r**oad [**r**əʊd]" in English and "**r**eba [**r**eba] (throw)" in Pattinjo dialect (approximation in the alveolar region) are also examples of approximants.

C. Conceptual Framework

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│  Pattinjo Speaker as Students of English at the 3 Universities in  │
│                         Makassar                            │
└─────────────────────────────────────────────────────────────┘
                              ⬇
                 ┌──────────────────────────┐
                 │      Interlinguistics    │
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          ┌──────────────────────────────────────────┐
          │     Phonology in English and Pattinjo     │
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