INTERFERENCE OF SAMBAS MALAY IN PRONOUNCING ENGLISH CONSONANT SOUNDS

AN ARTICLE

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Abstract: The aim of this research is to describe how Sambas Malay-speaking students pronounce the English consonant sounds and aspirated sounds. This study particularly focused on the consonant which are not found in Sambas Malay sound system. They consist of consonant fricative sounds [f], [v], [θ], [ð], [ʃ], [ʒ], and aspirated sounds [pʰ], [tʰ], and [kʰ]. In doing this research, the researcher used an error analysis. The data of this research was collected by asking the students to read sentences provided. In collecting the data, the researcher used a pronunciation test as the main data and interview as supporting data. The total items for pronunciation test are 35 sentences. The participants of this research are 7 Sambas Malay students in the 3rd semester of English language education study program in academic year 2015/2016. The findings of this research show that the pronunciation of Sambas Malay-speaking students is affected by the phonological gap between their L1 and L2, the influence of spelling on pronunciation, their previous learning language rather than their L1, and the role of previous English language teaching.
Keywords : Sambas Malay, Error Analysis, Pronunciation

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan bagaimana mahasiswa Melayu Sambas mengucapkan bunyi konsonan dan *aspirated sounds* yang terdapat pada system bunyi Bahasa Inggris. Penelitian ini berfokus pada konsonan Inggris yang tidak terdapat pada system bunyi Bahasa Melayu. Konsonan-konsonan tersebut terdiri dari bunyi konsonan geseran yaitu [f], [v], [θ], [ð], [ʃ], [ʒ], dan *aspirated sounds* [pʰ], [tʰ], and [kʰ]. Dalam melakukan penelitian ini, penulis menggunakan metode *error analysis.* Data dalam penelitian ini dikumpulkan dengan meminta mahasiswa untuk membaca kalimat-kalimat yang telah disediakan. Dalam mengumpulkan data, penulis menggunakan tes pengucapan sebagai data utama dan wawancara sebagai data pendukung. Terdapat 35 kalimat untuk tes pengucapan. Peserta penelitian ini adalah 7 mahasiswa Melayu Sambas yang berada di semester 3 jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan tahun akademik 2015/2016. Hasil dari penelitian ini menunjukkan bahwa pengucapan mahasiswa Melayu Sambas dipengaruhi oleh perbedaan fonologi antara bahasa ibu dan bahasa asing, ejaan pada pengucapan, bahasa yang telah mereka pelajari sebelumnya selain bahasa ibu, dan peran dari pengajaran bahasa Inggris sebelumnya.
Kata kunci : Melayu Sambas, *Error Analysis*, Pengucapan.

Speaking is one of the language skills necessary for effective communication in any language. To communicate, people may speak to their interlocutors. The ability to use the language as a mean of communication often judges one's successfulness in learning speaking. This successcan be simply seen when language learners are able to express their purposes. Richards (2008, p. 19)claims, "The mastery of speaking skills in English is a priority for many second-language or foreign-language learners". It implies that speaking has been generally accepted as one of the most important skill for ESL or EFL learners.

In learning speaking, the students need to consider about pronunciation. Pronunciation is the result of producing the sound of speech including articulation, consonant formation, accent, inflection and intonation. It supports the success in speaking. Akyol (2013, p. 1456) refers pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance. Pronunciation also plays an important part in listening and speaking skills. Therefore, developing students' pronunciation is one of the most important tasks for English Language teachers.

On the basis of pre-observation, pronunciation is a problem for Sambas Malay-speaking students studying in English Language Education Study Program. For instance, the students fail to pronounce English consonant fricative sounds [f], [v], [θ], [ð], [ʃ], [ʒ], and aspirated sounds [pʰ], [tʰ], and [kʰ]. The students tend to pronounce them with the homogenous sounds that they have in their sound system. This failure may be the result of the absence of those consonant sounds in Malay Sambas sound system, the role of previous learner language rather than L1, and the role of previous English language teaching.

According to language transfer theory, the learner's mother tongue will affect the learners' a foreign language learning positively or negatively. "Transfer" is the influence resulting from similarities and differences of the target language from any other language that has been previously (and perhaps imperfectly) acquired (Odlin, 1989, p. 27). A positive transfer occurs when those similarities in the mother tongue and the target language can facilitate the learning (Ellis, 2000, p. 302; Gass & Selinker, 2008, p. 94; Saville-Troike, 2006, p. 19). Positive transfer facilitates L2 learning because an L1 structure or rule that also works for L2 means that a new one doesn't have to be learned. For example, a sound that has essentially the same pronunciation in both languages can transfer appropriately from L1 to L2, like sound [p] in word [atap] and [stop] respectively. Both in Malay and English the sound is pronounce unaspirated and unreleased. It's obvious that when two languages share a large number of cognates, thus make the learners easily understand the learning of L2.

In contrast, the transfer results in errors because of both languages are different is called negative transfer (Ellis, 2000, p. 299; Gass & Selinker, 2008, p. 94; Saville-Troike, 2006, p. 19). The negative transfer is usually called interference. It occurs when the students pronounce English sounds that Malay does not have them. When

children learn a foreign language i.e. English they face difficulties in accepting the rules which are against the rules of their mother tongue (Radhika & Kala, 2013, p. 99).For instance, a sound that has different pronunciation in both languages can transfer inappropriately from L1 to L2, for example sound [t] in word [tapi] in Malay and [top] in English. Both in Malay and English the sound is pronounce differently. In Malay, sound [t]is not aspirated but in English sound [t] is aspirated. Therefore, the interference is felt in their learning and communication. In Sambas Malay-speaking students' cases, the interference is predicted to occur because of some factors.

First, the interference occurs may be the result of the absence of some consonant sounds in Malay Sambas sound system, they are consonant fricative sounds [f], [v], [θ], [ð], [ʃ], [ʒ], and aspirated sounds[pʰ], [tʰ], and [kʰ].

Second, the role of previous learner language rather than L1 namely Bahasa Indonesia and Arabic. The learners learn those languages before English. They learn Bahasa Indonesia mostly at school. They learn Arabic when they are reading Al-Qur'an. Arabic has consonant sounds [f], [θ], [ð], [ʃ], [ʒ]. Therefore, if the learners learn Arabic industriously, they would not face any problem in pronouncing those sounds. But if they learn Arabic lazily, they may have problem in pronouncing them.

Third, the role of previous English language teaching. When the learners learnt English in the school, their English teacher might also be one of the factors that cause the pronunciation problem. The inappropriateness of pronunciation taught by the teacher lead to the emergence of pronunciation of the learners because they will follow the way their teacher do.

Because of those factors, the learners may transfer Sambas Malay into English inappropriately. The inappropriateness of pronunciation in English may confuse the interlocutors to understand the messages that they deliver. Therefore, it is important to study the negative transfer made by Sambas Malay-speaking students in pronouncing English sounds, particularly sounds [f], [v], [θ], [ð], [ʃ], [ʒ], and aspirated sounds [pʰ], [tʰ], and [kʰ].

In order to do this research, an error analysis was applied. Corder in Gass & Selinker (2008, p. 102) was distinguish between errors and mistakes. He stated that mistakes are akin to slip of tongue. The speaker who makes a mistake is able to recognize it and correct it if necessary. An error on the other hand, is systematic. That is, it's likely to occur repeatedly and it is not recognized.

METHOD
The method of this research is error analysis. Error Analysis (EA) is a type of linguistic analysis that focuses on the errors learners make(Gass & Selinker, 2008, p. 102). Based on Ellis (2000, p. 68), error analysis was one of the first methods used to investigate learner language. In this research, the participants are selected purposely. Purposive sampling technique is used to focus on particular characteristics of a population.Dawson (2002, p. 49) states that purposive sampling is a sampling technique with certain consideration.The participants chosen based on consideration

that the students come from Sambas, their parents are Sambas Malay, they live in Malay neighborhood, and they have already learnt linguistics before. They are 7 Sambas Malay students in the 3rd semester of English Language Education Study Program in Tanjungpura Univesity in Academic Year 2015/2016.

The research data was analyzed in four ways. They are Phonetic transcription, sorting out the data from the corpus, classifying, and computing the data. The first stage in analyzing the data was phonetic transcription. The researcher transcribed phonetically the students' pronunciation. The students' error in pronouncing consonant fricative sounds[f], [v], [θ], [ð], [ʃ], [ʒ],and aspirated sounds[pʰ], [tʰ], and [kʰ]. could be identified after listening to the students' pronunciation from the recorded data for several times.The second stage in analysing the data was sorting out the data from the corpus. After the researcher transcribed the students' pronunciation, the researcher sorted out the data to choose which one was the appropriate data and which one was not appropriate. The data was appropriate if the student's pronounce the words correct and belongs to substitution error. The data was not appropriate if the errors belong to addition and omission errors. The third stage in analyzing the data wasclassifying. After the data are sorted, it classified into aspirated vs unaspirated, place of articulation, and manner of articulation. The last stage was counting the students interference of the consonant. To analyze the interference of the students, the researcher uses some Formula I and Formula II. They are applied respectively to compute the student's individual score and the student's mean score.

RESEARCH FINDING AND DISCUSSION
Research Findings

The present study is to describe how Sambas Malay-speaking students pronounce the English consonant fricative sounds [f], [v], [θ], [ð], [ʃ], [ʒ],and aspirated sounds[pʰ], [tʰ], and [kʰ].The findings are stated below.

Table 1
Correct and Incorrect Pronunciation of Labiodental Fricative Voiceless[f]

Position	word	Number of students' correct pronunciation	Number of students' incorrect pronunciation
initial	five	7	0
	phone	0	7
final	knife	7	0
	rough	1	5

Based on the above table, all of the participants correctly pronounce [f] in initial position as in word 'five' but all of them failed to pronounce [f] in word 'phone' even though the word is also in initial position. They tended to substitute sound [f]with

sound [p]. Meanwhile, the participantdidn't have any problem in pronouncing sound [f] in final position as in word 'knife' but only one participant can pronounce word 'rough' correctly, the other five participants tended to substitute it with sound [ʊ].

Table 2
Correct and Incorrect Pronunciation of Labiodental Fricative Voiced [v]

Position	word	Number of students' correct pronunciation	Number of students' incorrect pronunciation
initial	vow	2	3
	voice	1	6
final	live	0	6
	move	1	6

Table 2 showed thattwo participants correctly pronounced sound [v] in initial position as in word 'vow'. Three of them substituted sound [v] with[f]. Most of them also failed to pronounce sound [v] as in word 'voice' even though the position is similar. Only one participant pronounced it correctly. Three of them tended to substitute sound [v] with sound[p] and another three substituted sound [v] with sound [f]. Meanwhile in pronouncing sound [v] in final position as in word 'live', all of the participants failed to pronounce it correctly. One of them substituted sound [v] with [p] and six participants substituted sound [v] with [f]. Most of the participants are also failed in pronouncing sound [v] as in word 'move'. Three of the participants substituted sound [v] with [p] and other three participants substituted sound [v] with sound [f]. Only one participant pronounced it correctly.

Table 3
Correct and Incorrect Pronunciation ofDental Fricative Voiceless [θ]

Position	Word	Number of students' correct pronunciation	Number of incorrect pronunciation
initial	thank	3	4
	thick	1	6
final	bath	1	6
	teeth	0	7

Based on the above table, three participants correctly pronounced sound [θ] in initial position as in word 'thank', but four of them tended to substitute sound [θ] with sound [t]. Meanwhile in pronouncing word 'thick', only one participant pronounced it correctly. One of them substituted sound [θ] with sound [c] and five of them substituted sound [θ] with sound [t]. In pronouncing sound [θ] in final position as in word 'bath', only one participant correctly pronounced the sound. Six

participants failed to pronounce it. They tended to substitute sound [θ] with sound [t]. All of the participants were also fail in pronouncing sound [θ] as in word 'teeth'. They substituted the sound with sound [t].

Table 4
Correct and Incorrect Pronunciation ofDental Fricative Voiced [ð]

Position	Word	Number of students' correct pronunciation	Number of incorrect pronunciation
initial	the	1	6
	this	2	5
final	bathe	0	6
	teethe	0	6

Table 4 showed that only one participant correctly pronounced sound [ð] in initial position as in word 'the'. Six of them failed to pronounce sound [ð]. They tended to substitute sound [ð] with sound [d]. In pronouncing sound [ð] as in word 'this', two participants pronounced it correctly. Five of them tended to substitute sound [ð] with sound [d]. Meanwhile in pronouncing sound [ð] in final position as in word 'bathe and teethe', all of the participants failed to pronounce it correctly. In pronouncing sound [ð] in word 'bathe', two participants substituted it with sound [d] and four participants substituted it with sound [t]. In pronouncing sound [ð] in word 'teethe', three participants substituted it with sound [t] and another three of them substituted it with sound [θ].

Table 5
Correct and Incorrect Pronunciation ofPalatal Fricative Voiceless [ʃ]

Position	Word	Number of students' correct pronunciation	Number of incorrect pronunciation
initial	shoes	4	3
	sugar	5	2
final	clash	4	3
	bush	5	2

Based on the above table, four participants correctly pronouncedsound [ʃ] in initial position as in word 'shoes', but three of them failed to pronounce the sound. Meanwhile in pronouncing word 'sugar', five participant correctly pronounced it. Two of them failed to pronounce the sound. In pronouncing sound [ʃ] in final position as in word 'clash', four participants correctly pronounced the sound. Three participants failed to pronounce it. In pronouncing sound [ʃ] in word 'bush', five participants pronounced it correctly. Two of them failed to pronounce it. The

participants who failed to pronounce sound [ʃ] whether in initial or final position tend to substitute the sound with sound [s].

Table 6
Correct and Incorrect Pronunciation ofPalatal Fricative Voiced [ʒ]

Position	Word	Number of students' correct pronunciation	Number of incorrect pronunciation
initial	genre	0	6
final	beige	3	2
	garage	1	6

As can be seen in Table 6, all participants failed to pronounce sound [ʒ] in initial position as in word 'genre'. They tended to substitute the sound into sound [j]. Meanwhile in pronouncing sound [ʒ] in final position as in word 'beige', three participants pronounced it correctly. Two participants failed to pronounce it. One of them tended to substitute the sound with sound [g] and the other substituted it with sound [j]. In pronouncing sound [ʒ] in word 'garage', only one participant pronounced it correctly. Four participants substituted the sound with sound [j]. One participant substituted it with sound [g] and another one substituted it with sound [ʃ].

Table 7
Correct and Incorrect Pronunciation of Bilabial Stop Voiceless [p]

Position	Word	Number of students' correct pronunciation	Number of incorrect pronunciation
initial	pill	0	7
	party	0	7
final	stop	7	0
	deep	7	0

Table 7 showed that all participants failed to pronounce sound [p] in initial position as in word. They pronounced it with unaspirated sound because sound [p] in Malay has similar sound whether it occurs in initial or final positions. Meanwhile in pronouncing sound [p] in final position as in word 'stop and deep', all participants did not have any difficulty in pronouncing the sound because English and Malay Sambas has similar way in pronouncing it.

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Table 8
Correct and Incorrect Pronunciation of Alveolar Stop Voiceless [t]

Position	Word	Number of students' correct pronunciation	Number of incorrect pronunciation
initial	terrible	2	5
	toe	0	7
final	bat	7	0
	beat	7	0

As shown in Table 8 above, two participants correctly pronounced sound [t] in initial position as in word 'terrible'. Five of them pronounced it with unaspirated sound. In word 'toe', all participants failed to pronounce it correctly. They pronounced it with unaspirated sound. Meanwhile in pronouncing sound [t] in final position as in word 'bat and beat', all participants did not have any difficulty in pronouncing the sound because English and Malay Sambas has similar way in pronouncing it.

Table 9
Correct and Incorrect Pronunciation of Velar Stop Voiceless [k]

Position	Word	Number of students' correct pronunciation	Number of incorrect pronunciation
initial	king	0	7
	calf	1	6
final	lick	6	1
	ache	2	2

Table 9 showed that all participants failed to pronounce sound [k] in initial position as in word 'king'. They pronounced it with unaspirated sound. In word 'calf', one participant correctly pronounced it. Six of them failed to pronounce the sound correctly. They pronounced it with unaspirated sound. Meanwhile in pronouncing sound [k] in final position as in word 'lick', six participants did not have any difficulty in pronouncing the sound because English and Malay Sambas has similar way in pronouncing it but one participant substituted the sound with sound [c]. In pronouncing sound [k] as in word 'ache', two participants pronounced it correctly and another two of them failed. Both of them tended to substitute the sound with sound [c].

Discussion
The interference of the participant could be seen from the number of the students who pronounce the English consonant of fricative sound [f], [v], [θ], [ð], [ʃ], [ʒ], and

aspirated sounds [pʰ], [tʰ], and [kʰ]. The students tended to pronounce them with the homogenous sound that they have in their sound system. In initial position, the students substituted consonant fricatives sound [f] with [p], sound [v] with [f] and [p], sound [θ] with [t] and [c], sound [ð] with [d], sound [ʃ] with [s], sound [ʒ] with [j], and aspirated sound [pʰ] with [p], sound [tʰ] with [t], and sound [kʰ] with [k]. In final position, the students substituted consonant fricatives sound [f] with [g] and [ʊ], sound [v] with [f] and [p], sound [θ] with [t], sound [ð] with [t],[d], [ð],sound [ʃ] with [s], sound [ʒ] with[g], [j], [ʃ], and aspirated sound [kʰ] with [c].

Based on the finding above, the pronunciation of Sambas Malay students are affected by the differences of their L1 and L2, the influence of spelling on pronunciation, their previous learning language rather than L1, and their previous language teaching.

Most of the participant who could not pronounce those English consonant sounds influenced by their L1, such as sound [f] is influenced by sound [p] without aspiration that exists in their sound system. Mclaughlin cited in (Gass & Selinker, 2008, p. 124) states that a child is more likely to use first language structures when confronted with difficult L2 structures. Similarly, Celce-Murcia, Brinton, & Goodwin (1996, p. 323)argue "differences in the phonological systems and phonetic inventories of languages can cause students to subtitute rather predictably known sounds from their first language for new, or unknown, sounds in the target language".

The participant which could not pronounce phoneme such as [ph] and [dh] in word [phone] and [rough] are due to the spelling system in English language because in Sambas Malay language students can easily pronounce a word from a written text just by looking at it. In Sambas Malay language, each letter represents one sound. Therefore the relationship between the orthography and phonology is easy to distinguish. Yule cited in Hassan E. M (2014, p. 35) notes that the sound of spoken English do not match up with the letters of written English. Additionally, O'Connor cited in Hassan E. M (2014, p. 35) says that the learners who still does not have the mastery of pronunciation of such words, pronounce each of them by looking at its spelling, they are expected to mispronounce them.

Another reason why they were failed to pronounce those consonant and aspirated sounds because when they learnt English in Senior high school, their English teacher mostly used Bahasa Indonesia and sometimes mixed those languages.Using L1 in encouraging students actually benefit them in learning new language. It does work in teaching reading and vocabulary but not in teaching writing and speaking because there are many differences between Malay and English. This is in line with Sahelehkheirabadi (2015, p. 87). He said that the use of L1 helps the students improve reading skill and vocabulary in learning second language and it does not help them to improve speaking and writing skill in L2.

The consonant of fricative sounds and aspirated sounds of English which are not present in Sambas Malay could also be pronounced by some of Sambas Malay students. They can pronounce those sounds because they have already learnt Arabic

through reciting Qur'an before and they are still studying it now. In conclusion, based on the findings and related studies proved that the differences between L1 and L2, the role of previous learning language rather than L1, and the previous teaching are affected the students pronunciation.

CONCLUSION AND SUGGESTION
Conclusion

Referring to the discussion of this research, the writer concluded that from all of the participants, only two participants consider as good, one participant is good in pronouncing consonant of fricative sounds and another one is good in pronouncing the aspirated sound, the participants tended to replace the consonant sounds and aspirated sounds which are not found in Sambas Malay by the homogeneous sound that they have in their sound system and the sound that they have learnt before they learn English, such as sounds [f], [v], and [ʃ] of Arabic, and the pronunciation of Sambas Malay speaking students is affected by the phonological gap between their L1 (Malay) and L2 (English), the influence of spelling on pronunciation, their previous learning language such as Arabic rather than L1, and the role of previous English language teaching.

Suggestion

Based on the research finding and discussion, there are some suggestions that the writer would like to propose, they are: (1) the researcher recommended that lecturersmap the area of difficult sound in English, (2) the researcher recommended that lecturesprovide modeling of how to pronounce the difficult sounds by using audio or video of native speakers, (3) The researcher recommended that the students should be given maximum practices in imitating and producing sounds.

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