THE USE OF BIMANESE VOWEL IN ENGLISH SPEAKING

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Abstract

This research was aimed at finding how Bimanese vowels interfere Bimanese students in speaking English. The techniques of collecting data were observation and video. The data was collected during the research subject did the presentation in the class. The data analysis used qualitative descriptive. Based on the finding, it's found there were positive and negative transfers. In positive transfer the Bimanese vowels had similar sound in English so the students from Bima were easy to pronounce the words for example, in vowel /a/ in a word argument, associate, after, discuss, /i/ in a word this, into, is, mean, /u/ in a word opportunity, role, argument, /e/ in a word recognize, based, object, /o/ in a word order, of, associate. In negative transfer because of Bimanese have a strong accent, stress and intonation so in some words like /a/, /i/, /u/, /e/ and /o/ when they speak some words in English they keep making a mistake for example the word "recognize" (r k gn z) was pronounce "r k gn s d" by a Bimanese student, the word "procedure" (pr d r) was pronounce "pr d r l" by Bimanese student, the word "different" (d fr nt) was pronounce "dif r n" by Bimanese student, and the word "family" (f m l) was pronounce "f mili" by Bimanese student. The Bimanese vowel could give interference to the Bimanese students during learning process because they still familiar with their language so in some words they keep make a mistake.

Key Words: *Bimanese Vowel and Interference*

Abstrak

Penelitian ini bertujuan untuk menemukan bagaimana vowel Bima mempengaruhi siswa dalam berbicara bahasa inggris. Tehnik pengumpulan datanya menggunakan observasi dan video. Data dikumpulkan ketika subjek penelitian melakukan presentasi dikelas. Analisis data menggunakan qualitative descriptive. Berdasarkan pada penemuan, ditemukan bahwa adanya positif dan negative transfer. Didalam positif transfer vowel Bima memiliki bunyi yang sama dengan inggris jadi mahasiswa yang dari Bima mudah untuk mengucapkan kata tersebut contohnya, didalam vowel /a/ didalam kata argument, associate, after, discuss, /i/ didalam kata this, into, is, mean, /u/ didalam kata opportunity, role, argument, /e/ didalam kata recognized, based, object, /o/ didalam kata order, of, associate. Didalam negative transfer karena Bima memiliki logat, penekanan, dan intonasi yang kuat jadi dalam beberapa kata seperti /a/, /i/, /u/, /e/, and /o/ ketika mereka mengucapkan beberapa kata didalam bahasa inggris mereka tetap membuat kesalahan contohnya dalam kata "recognized" (r k gn z) di ucapkan "r k gn s d" oleh mahasiswa yang dari Bima, dalam kata "procedure" (pr d r) diucapkan "pr d r l" oleh mahasiswa yang dari Bima, didalam kata "different" (d fr nt) diucapkan "dif r n" oleh mahasiswa yang dari Bima, dan didalam kata "family" (f m l) diucapkan "f mili" oleh mahasiswa yang dari Bima. Vowel Bima bisa memberikan pengaruh kepada mahasiswa yang dari Bima selama proses belajar karena mereka masih akrab dengan bahasa mereka jadi dalam beberapa kata mereka tetap membuat kesalahan.

Kata Kunci: *Vowel Bima dan Pengaruhnya*

INTRODUCTION

Bima have so many unique things like the language, culture, and customs. As with other areas, the Bimanese language or nggahi mbojo is very unique because it has a strong dialect and accent the Bimanese pronunciation has its own characteristics. When Bimanese people talk it is would be

very easy to know they are from Bima or not because when they are speaking in Indonesian or even in English their accent and dialect that very strong or the way they speak will be very easy to know if they are from Bima. So that's why the researcher interest to conduct a research under the title "The Use of Bimanese Vowel in English Speaking", there are two reasons the first was because of the researcher interest with the language , the researcher found that the language was very unique and impressive, the second was one of the researcher classmate was from Bima, when she present in front of the class the researcher found that the way she talk was very funny because of she's strong accent and intonation when she talk in Bimanese so it's become a problem when she talk in English because of that in some word she got wrong pronunciation. So the researcher interest to do a research. Learning or studying English as foreign language cannot be separated from the student's first language. It means that, the student's first language could give interference toward the acquisition of English. Like Bimanese people who learn English they found many difficulties, for instant their different culture, accent, stress, intonation, rhythm, motivation and etc. For example, because of Bimanese language has an accent that really strong in some letter so when they speak in English language there are some words that got wrong pronunciation for example when Bimanese people said the letter E the pronunciation was very clear, and it's becomes a problem when they speak some word in English, for instant the words "element" the pronounce should be " lem nt" but the speaker of Bimanese said " l m- n" with the pronunciation of the letter E is very clear, and another example is the word "cover" in English we say "c v " but Bimanese speaker said "cov- r". So some students of Bimanese difficulty to pronounce some words and also make a mistake in pronouncing the word occurred repeatedly since they were

familiar with the accent and pronunciation of their words.

Review of Related Literature

There are many definitions of speaking that have been proposed by some experts in language learning. Brown (2001: 267) said that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Brown (2000: 252) Communication may be regarded as a combination of act, a series of element with purpose and intent. From some of the definition it can be conclude that oral communication or speaking is a two way process between speaker and listener and involves the productive skill of speaking and receptive skill of understanding. It is mean that speaking is the process of sharing with another person with knowledge, interests, attitudes, opinions, or ideas.

Second Language Acquisition

Second language acquisition is the process by which people learn a second language. Second-language acquisition (often abbreviated to SLA) is also the scientific discipline devoted to studying that process. The field of second-language acquisition is a sub discipline of applied linguistics, but also receives research attention from a variety of other disciplines, such as psychology and education. According to Stephen Krashen (1981) Language *acquisition* is very similar to the process children use in acquiring first and second languages. It requires meaningful interactions in the target language natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Second language refers to any language learned in addition to a

person first language although the concept is named second language acquisition, it can also incorporate the learning of third, fourth, or subsequent languages. Second language acquisition refers to what learners do it does not refer to practices in language teaching, although teaching can affect acquisition. The term acquisition was originally used to emphasize the non-conscious nature of the learning process, but in recent years learning and acquisition have become largely synonymous.

Transfer

Language transfer has been a central issue in applied linguistics, second language acquisition and language learning, with the change of the major theory in second language acquisition, theory of language transfer has also experienced ups and downs. Transfer was considering the most important factor that contributed to error. The difficulties in language learning depended on how much the target language was similar or different from the native language. If two languages were similar or identical, positive transfer from the native language would promote SLA if they were different, negative transfer from the native language would hinder the acquisition of the target language (Lado 1957: 23). According to (Dulay 1982: 101), there are two kind of transfer they are positive transfer and negative transfer. Negative transfer refers to those instances of transfer, which result in error because old habitual behavior is different from the new behavior being learned.

Bimanese Vowel

Vowel sound is a sound when the breath flows out through the mouth without being block by the teeth, tongue or lips. But, if it is associated with the tools of talk especially the shape, the position of tongue, and the word final. There was a difference vowel sound between one another's. In Bimanese There are 5 vowels they are /i/, /e/, /a/, /u/, /o/ (Tama 1996).

RESEARCH METHOD

Research Design

The method was applied in this research is qualitative. According to (Creswell, 2007: 11) said that this research is a means for exploring and understanding the meaning of individual or group ascribe to social or human problem. This research will be conducted by using descriptive research design. This method aimed to describing the characteristic of particular individual or group (Khotari 1990: 37). The researcher used a qualitative approach because the data from the informant collected in the form of words or statement that does not require calculation with numbers or syntactical analysis.

In this research the field of the research at *IKIP* Mataram especially the faculty of Education for language and Art. The subjects were pure Bimanese students of English Department at the faculty of Education for Language and Art, *IKIP* mataram. The object of this research was Bimanese language especially the use of Bimanese vowel in English speaking.

After all data has collected, analyzing the data technique of data analysis that used within the research was descriptive analysis. According to Sugiyono (2012: 246) which is used model Miles and Huberman, state activities in analysis the data as follows: (1) Reducing data refer to the process of selecting, focusing, simplifying, abstracting, and transforming the "raw" data that appear in field noted. Data reduction occurs continuously throughout the life of any qualitatively oriented project, this is part of analysis. (2) Displaying Data. Within the context of qualitative data analysis, a display is organized assembled of information that permit conclusion drawing and action taking. The most frequent form of display for qualitative data has been narrative text. (3) Drawing and Verifying Conclusion. From the beginning of data collection, the qualitative analysis is beginning to decide what tings mean, is nothing regularity, pattern,

explanation, possible configuration, and proposition. Final conclusion may not appear until the data collection is over.

RESEARCH FINDING AND DISCUSSION

Research Finding

During the research the researcher found two variations of the transfer speech sound produced by second language learners. They are positive and negative transfer. Positive transfer is the correct utterance because both the first and second language has the same structure. While, negative transfer is the error because of the old habitual behavior is different from the new behavior being learned.

Positive transfer from Bimanese into English

The first language or a mother tongue could give the positive transfer if the sound or syllable of English and Bimanese is similar. When Bimanese students speak English they have some vowel that produces the same sound in English. Here there are example proves that some of Bimanese and English sound are similar.

Vowel /a/ it is just pronounced /a/ and in English was in a word argument, associate, after, discuss, submitted, material, agenda, are, allow, audience, start, format, party, cup, class, what, but, just, ask, mother, dramatic, father, coming, other, zodiac, active, drug, such, us, must, target, up, not, area, rubbish, part, abiotic, run, cutting, audience, character, higher, affect, attention, such, aspect, access, discuss, material, facilitator, other.

Vowel /i/ it is just pronounced /i/ and in English was in a word this, into, is, mean, before, think, itself, consist, discuss, submitted, report, president, committee, speech, speak, agree, business, with, officer, meeting, because, will, infront, speaking, listen, me, in, dictionary, meaning, if, without, prepared, instant, it, did, miss, indonesia, presidential, we, keep, different, discuss, dramatic, in, spirit, here, invite, people, teacher, picture,

zodiac, see, getting, think, causing, music, thing, playing, activity, behavior, give, which, biotic, speech, minimize, tree, directly, people, simple, having, surely, live, important, simple, read, enough, going, began, healthy, intelligent, deliver, imitate, ladies, enough, combination, communicate, each, using, economic, benefit, internet, many, easier, material, motivation, stimulate, motivate, mistake, especially, learning, teaching, technology, social, facilitator, making, given, information, increase, improve, psychology, intellectual, every, being.

Vowel /u/ it is just pronounce /u/ and in English was in a word opportunity, role, argument, question, today, to, junior, football, student, serious, eventually, sure, together, do, good, should, doing, would, purpose, book, choose, useful, education, educator, improve, stimulate, computer.

Vowel /e/ just pronounce /e/ and in English was in a word recognize, based, object, president, when, context, process, maybe, content, next, objective, telling, set, example, itself, Indonesia, presidential, question, say, never, celebrate, pass, away, and, expression, married, around, let, previous, wedding, stepmother, can, step, them, tell, special, memory, generation, better, happen, chance, then, parent, their, consistently, health, they, has, many, any, experience, club, action, making, change, our self, everything, blessing, well, environment, there, actually, being, animal, tropical, second, first, bad, whenever, wherever, anywhere, everywhere, factories, pay, above, plant, anything, friend, neighbor, learn, able, explain, began, maintain, children, gather, ladies, gentleman, deliver, today, intelligent, student, network, user, very, economic, aspect, education, educator, intellectual, material, access, develop, development, especially, computer, technology, making, lecture, every, being, process.

Vowel /o/ it is just pronounced /o/ and in English was in a word order, of, associate, before, floor, recognize, on,

consist, form, topic, procedure, often, object, report, committee, context, opportunity, point, process, officer, format, content, of, know, for, or, automatically, so, objective, story, on, all, from, talk, okay, zodiac, joke, often, all, only, lost, provide, disorder, social.

Negative transfer from Bimanese into English

Sound / / in English becomes / / in Bimanese, example in a word "different" English speaker pronounce "difr nt" but one of bimanese students said "dif r n", " x mp l" into " x mp l", " x mp l" into " x mp l", " n r" into " n w r", " ent lm n" into " ent lm n", " nv r nm nt" into " nv r nm nt".

Sound // in English becomes / / in Bimanese, example in a word "report" English speaker pronounce "r p rt" but one of Bimanese students said "r p rt", "r t rn" into "r t rn".

Sound / / in English becomes / / in Bimanese, example in a word "got" English speaker pronounce "g t" but one of Bimanese students said "g t".

Sound / / in English becomes // in Bimanese, example in a word "rising" English speaker pronounce "r " but one of Bimanese students said "r ".

Sound / / in English becomes // in Bimanese, example in a word "family" English speaker pronounce "f m l " but one of Bimanese students said "f m l ".

Sound / / in English becomes / / in Bimanese, example in a word "society" English speaker pronounce " t " but one of Bimanese students said " t ".

Sound / / in English becomes / / in Bimanese, example in a word "bride" English speaker pronounce "br d" but one of Bimanese students said "br d", "m n m z" into "m n m ".

Sound / / in English becomes / / in Bimanese and /n z/ become /n /, example in a word "recognize" English speaker pronounce "r k gn z" but one of Bimanese students said "r k gn d".

Sound / / in English becomes / / in Bimanese and / / become / /, example in a word "procedure" English speaker pronounce "pr d r" but one of Bimanese students said "pr d r l".

Sound /i/ in English becomes /e/ in Bimanese and /ei/ becomes /a/, example in a word "behavior" English speaker pronounce "b he vj r" but one of Bimanese students said "b h b r".

Discussion

How Bimanese vowel interfere Bimanese students in English speaking and the research at *IKIP* mataram especially at faculty of Education for Language and Art department. The researcher choose 7 person as a subject and use three classes especially at speaking class, the researcher choose 7 subject because of in each class not only the Bimanese students there but from many ethnic like Sasak, Sumbawa, Flores and etc. dealing with this research the researcher just focus on the Bimanese students as a subject and the researcher used three classes because the researcher want to compare one class to another class are every class produced the error or negative transfer not only in one class, so that's why the researcher used three classes. Then the researcher found that in three classes the research subject produced the error or negative transfer happen.

CONCLUSION AND SUGGESTION

Conclusion

Based on the finding, it could be inferred that Bimanese vowels interfered the way Bimanese students pronounce English vowels. This interference could be positive or negative. In positive include all of vowel (a, i, u, e, and o) and in negative include (a, i, e, and o).

Suggestion

The students should check their English pronunciation to the standard pronunciation of English or pronunciation of native speaker of English.mThe students should practice more by their own to make their sound or pronunciation is similar with the Standard English pronunciation. The English lecture should pay more attention

to the students pronunciation errors and immediately correct he/she if they pronunciation got wrong. The self-correction of English pronunciation should be done by the students itself.

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