

How The Local Dialect Can Interfere Students In Learning English Speaking?

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ABSTRACT : This research aimed to find out local dialect can interfere students in learning speaking. The researcher wanted to know the interferences of students' local dialect in speaking for different culture settings. The researcher described the difficulties of the students' local dialect especially an accent aspect of the first language and to find out the factors of mother tongue or local dialect can interference students in speaking English. The researcher was restricting one local dialect namely Bone/ Soppeng. The researcher chose qualitative descriptive method because it is comparable to collect the data from the students' perception. The semi-structured interview. The researcher interview the English teacher and students to know the reason why they ask these types of questions to the students during teaching and learning process. The analysis of students' Interferences in communication and speaking revealed that the Interferences of communication by used local dialect was good and had a positive impact on the students' oral performance, to improve the students' motivation to willing learn and to help the teachers to increase the students self-confidence through learn in any media and facilities it would be helpful to the students learn actively.

KEYWORDS -Local dialect, interference, communication, English speaking.

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I. INTRODUCTION

Dialect is a variety of a language that signals where a person comes from different culture. The notion is usually interpreting regional dialect and dialects of the same language distinguish by features of linguistic structure specifically morphology and syntax and vocabulary although some linguists include phonological features such as vowels, consonants, and intonation. There are criteria distinguish languages from dialect which languages are typically prestigious, official and written, whereas dialects are mostly speak, unofficial and look down upon. The linguists use the term dialect as a neutral term to refer to the systematic usage of a group of speakers-those in a particular region or social class because everyone speaks a dialect-at least one (Rickford, 2002).

According to sociolinguistics definition, the term dialect refers to varieties of the same language whose difference is on vocabularies, pronunciation and grammar, and is associate with a particular geographic region or social group (Ronald, 2010). Speaker dialect has been found to play an important role in learning English by learners of a second language (Schmidt.L.B, 2009)

English is taking an important place in our education but it is difficult to the students to learn based on standard of English. The Students face many problems like different dialectal in different cultural settings. Nowadays in learning speaking, the students' has obstacles like cultural and ethnic language factors. This study focuses on students' learning speaking for different cultural settings and how culture impacts on learning speaking skills in EFL classrooms. This study can focuses on what students and teachers consider to be appropriate methods for learning speaking skills in their cultures. The study also aims at showing the challenges facing native English teachers who are teaching English in EFL countries. The study will also present possible solutions to help the students' learning speaking skills for different culture settings to learn more effectively in these contexts.

The researcher wanted to know the interferences of students' local dialect in speaking for different culture settings. The finding of the research can give useful information in teaching and learning process on which they could get the easier way in teaching speaking subject and the student who were trying to compare the aspect of language in English and mother tongue especially in speaking. And then, the teacher can know what forms of interference of mother language in speaking ability by the students' of Makassar Muhammadiyah University.

The scope of this research is restricting the difficulties of students' interference for local dialect in speaking ability at the 3rd (third) semester students of Makassar Muhammadiyah University. The researcher will describe the difficulties of the students' local dialect especially an accent aspect of the first language and to find out the factors of mother tongue or local dialect can interference students in speaking English. In this research, the researcher was restricting one local dialect namely Bone / Soppeng.

Al-Zoubi, et.al (2014: 355) reveal that the influence of the L1 (first language) (Arabic) on learning ESL (English as a second language) in Jordanian schools, and its relation to education policy. In his study, the researcher aimed to investigate and analyze the actual reasons, attitudes, and purposes behind the use of the mother tongue (Arabic) in teaching English as an L2 to Arab students at Jordanian private and government-aided universities. The results obtained showed that almost all the respondents expressed the need for the use of Arabic in the English classroom, because it helps them understand the meaning of new or difficult words, explain complex syntactic rules.

Njeru. M.G (2013: 128-129) said that in Kenya, most people from the rural areas face dialect problems in speaking English because they grow up in the villages where only one language is used, therefore face difficulties in acquiring the second or third languages. People used to speak their own languages, which they termed as their mother tongue. Different communities had different languages depending on their origin, which resulted to a nation made of people speaking different languages. It is through the interaction of people from different communities and regions that resulted into individuals learning the other languages apart from their first language. This was seen as a good step since people could easily communicate with one another, although there were communication barriers that up to date are still experienced.

II. LITERATURE REVIEW

The difficulties of students speaking in different cultural setting can brings a plethora of benefits; less conversation and less true dialect in English speaking. That benefits may Influence the students speaking in the classroom atmosphere because of their several culture in one class and each students have different dialect to express their feeling, let the students are still talking with their dialect might make the learning and teaching process are not conducive. Cultural of learning as behavior in language classrooms which is set within taken-for granted frameworks of expectations, attitudes, values and beliefs about what constitutes good learning, about how to teach or learn, whether and how to ask questions.

a. Definition of cultural

Culture is the whole communication system that binds and allows operation of a set of people called the public. Thus culture can be defined as a "system of rules of communication and interaction that allows a society occurs, preserved, and preserved". Culture that gives meaning to all business and human movements. (Nababan, 1984: 49)

This is because human beings live alongside Indonesia in a unit area of ethnic communities, also live in a unity of the Republic of Indonesia. In this regard, they hold one culture, according to the conception of insight archipelago, Indonesia is the national culture (Geriya, 1996: 71).

Interference is mostly (and sometimes exclusively) used for instances of negative transfer, and the two terms are often regarded as synonyms (Ellis, Rod, 1997: 302).

Parker, et.al (2005) Linguistic interference is variously termed "L1 interference" or "negative transfer". Arabsky (2006: 12) defines language transfer as the following: "A term used in applied linguistics to refer to a process in foreign language learning whereby learners carry over what they already know about their first language to their performance in their new language."

Boonkit. K. (2010) Speaking is one of the four macro skills to be developed as a means of effective communication in both first and second language learning contexts. Richards. (2008) an important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness.

Brown and Yule in Richards (2008:21-28) there are three functions of speaking; they are speaking as interaction, speaking as performance, and speaking as transaction. Speaking as interaction refers to the interaction which serves a primarily social function.

Crystal (1997) A dialect is defined by linguists as a variety of a language that is distinguished from other varieties of the same language by its pronunciation, grammar, vocabulary, discourse conventions, and other linguistic features. Dialects are rule-governed systems, with systematic deviations from other dialects of the same language.

Chambers, et.al. (1998) Dialect is also term which is often applied to form of language, particularly those spoken in more isolate parts of the world. Which have no written form and dialects are also often regarded as some kind of deviation from a norm as aberrations of a correct or standard form of Language?

b. Local Dialects

Ronald (2006) Regional variation in the way a language is spoken is likely to provide one of the easiest ways of observing variety in language. As you travel throughout a wide geographical area in which a language is spoken, and particularly if that language has been spoken in that area for many hundreds of years, you are almost certain to notice differences in pronunciation, in the choices and forms of Languages, Dialects, and Varieties of words, and in syntax. There may even be very distinctive local colorings in the language which you notice as you move from one location to another. Such distinctive varieties are usually called regional dialects of the language. In local dialect concept there are three aspects which grammatical form, vocabulary, accent.

c. Accent

Behravan (2012) Accents are defined as varieties in pronunciations of a certain language and refers to the sounds that exists in a person's language. Therefore, everybody has an accent. Generally, accents differ in two subjects, phonetic and phonological. When accents differ in phonetic, there are same set of phonemes in both accents, but some of these phonemes are realized differently. For example, the phoneme 'e' in dress is pronounced as '3' in England, and 'e' in Wales. Another example, the phoneme 'u' in strut is pronounced as '2' in England, and 'U' in Wales. Differences in stress and intonation are also refers to phonetic category. On the other hand, phonological refers to those accents which have different number of phonemes from another and often the identity of phonemes are also different. Examples are made or waste which are pronounced as 'e' in England and as 'e:' in Wales.

d. Buginese Language

Mattulada (1982) the population of the city is made up of natives of Sulawesi and immigrants from other Indonesian ethnic groups who have lived in the capital for many generations and call themselves Makassarnese. Four major ethnic groups make up what may be called the original population of South Sulawesi: they are the Buginese, the Makassarnese, the Torajanese and the Mandarese, Each of these ethnic groups has its own language, Buginese, Makassarnese, Torajanese and Mandarese. Buginese are bilingual.

Mahmud (2005) they use two dominant languages. The first one is Bugis, their traditional language, and the second one is Indonesian, their national language. In both of the areas of my fieldwork, Bugis is the main local language. In addition, residents use Indonesian.

e. Language Change in Bugis Society

Mahmud (2005) Bugis people are bilingual. They use two dominant languages. The first one is Bugis, their traditional language, and the second one is Indonesian, their national language. In both of the areas of my fieldwork, Bugis is the main local language. In addition, residents use Indonesian. Interestingly, Indonesian used by Bugis speakers is not usually the standard formal Indonesian. Bugis people also typically use a mixed language, either Bugis with Indonesian, in which Bugis is the main language with some additional Indonesian, or Indonesian with Bugis in which speakers mostly use Indonesian but add some Bugis expressions.

Corder (1967) observed that when people are learning a second language, they already have a first language. He also realized that the rules they have learned and understood in the first language are used in the second language. As a result, people form a habit of using the rules of the first language in the second language and therefore make errors.

Butzkamm, (2007). As such the effects of first language on learning second language are often experienced in both the written and spoken languages. These effects are related to pronunciation, spelling and grammar. Presently most educational systems are using mother tongue as the medium of language teaching especially in lower primary schools in the rural areas. There is an argument that pupils learn English more quickly and effectively by maintaining their proficiency in the mother tongue.

Crystal. et.al. (2003). The current status of English as an international or global language is underpinned by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture.

Crystal (2003: 86), for example, suggests that English importance in particular because of the extent of the role it plays in the following areas: Economics and business: The USA's position as the world's number one economy exerts a pull on global business. Organizations which wish to do enter the international market are not likely to be able to do so without using English. The tourist industry in particular is dependent on English, but any multinational business with international offices must have staffs who can work in English.

Shohamy. (2007:5) an understanding of language as 'open, dynamic, energetic, constantly evolving and personal' encompasses the rich complexities of communication.

According to Sapir (1921), "language is a purely human and non-instinctive method of communicating ideas, emotions and desire by means of voluntarily produced symbols." Language is a part of culture and a part

of human behavior. It is often held that the function of language is to express thought and to communicate information. Language also fulfills many other tasks such as greeting people, conducting religious service, etc.

Krech (1962) explained the major functions of language from the following three aspects. First Language is the primary vehicle of communication. Second, Language reflects both the personality of the individual and the culture of his history. In turn, it helps shape both personality and culture. Third, Language makes possible the growth and transmission of culture, the continuity of societies, and the effective functioning and control of social group. It is obvious that language plays a paramount role in developing, elaborating and transmitting culture and language, enabling us to store meanings and experience to facilitate communication.

The function of language is so important in communication that it is even exaggerated by some scholars. The most famous one is the hypothesis of linguistic determinism concerning the relationship between language and culture, which Nida regards as misconceptions constituting serious difficulties for cross-cultural understanding.

The Concept of Interference

In research on second language acquisition and language contact, the term interference refers to the influence of one language (or variety) on another in the speech of bilinguals who use both languages. "Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact, will be referred to as interference phenomena." (Weinreich 1953: 1).

Interference is mostly (and sometimes exclusively) used for instances of negative transfer, and the two terms are often regarded as synonyms (Ellis, Rod, 1997: 302).

The definition of interference above emphasized that interference must lead to an error or inappropriate for the same thing, stated that interference is when students make interference in learning a new language, an error or inappropriate form in target language will appear, interference result from the transfer of native language rule into the target language (Littlewood, 1989: 27) the divides transfer into negative transfer and positive transfer. He explains that "the Negative transfer is exactly the same with interference, whereas positive transfer is transfer which makes learning easier, may occurs when both the native language and the target language have the same the same meaning.

III. METHODOLOGY

A. Research Design

The researcher chose qualitative descriptive method, it was comparable to collect the data from the students' perception. Qualitative descriptive method was a method of research that the researcher involved collecting data in order to test hypotheses or to answer the questions concerning correct status of the subject of the study. The descriptive method was designed also to obtain the current status of phenomenon and directed toward determining the nature of situation as it exists at the time of the research.

This researcher used one variable, the variable of this research was students' local dialect in learning English Language for different cultural settings at Makassar Muhammadiyah University. There were three aspects of local dialect including accent, grammatical form, and vocabulary and based on the scope of the research, the research was restricted to examine the accent aspects.

The researcher applied in the 3rd (third) semester of English Educational Department of Makassar Muhammadiyah University in academic years 2017-2018. Based on the criterion of purposive sampling the researcher decided the number of sampling of this research. It was 20 (twenty) participants. Dialect Bugis from Soppeng, Pangkep, and Bone.

B. Research Instrument

In collecting the data, the researcher used the semi-structured interview. The researcher interviewed the students who know the reason why they ask these types of questions to the students during teaching and learning process. An essential process in qualitative research was the data recording (Lofland&Lofland, 1995). This process involved recording information through research protocols, administering data collection, so it can be anticipated the potential problems in data collection, then bringing sensitivity to ethical issues that may affect the quality of the data.

The researcher recorded the students' who are in different cultural settings, to know the difficulties of learning speaking that followed by local dialect.

IV. DISCUSSION

The dominant Interferences of the students became the aspect to identify the students' Interferences of interaction in the classroom. It can be seen from the elaboration result of questionnaire and recording. As gotten

from the findings, there were three categorizes of students' Interferences? They were students' Interferences to speak using local dialect, the internal factors that affected students' Interferences and the external factors that affected students' Interferences.

Based on the data analysis collected through questionnaire, it was found that the majority of the students agreed with the statements about the students' Interferences of local dialect in speaking ability, internal factor as self-confidence and external factors as environment as interference the students speaking ability. The researcher become to known the students' Interferences of interaction in oral production for those categories.

1. I feel worry about the way of pronouncing the word in English because of my local dialect.

There were 1 students or 7% from the total number of the students strongly agreed with the statement. The other 3 students or 20% from the total number of the students agree with the statement. Meanwhile, there were 6 students or 40% answered undecided with the statement and 5 students answered disagree or 33% from the total number of students. None of the students answered strongly disagree with the statement. The result shows that just 7%-20% agreed that they were interference by their local dialect in pronounce the English words.

2. Local dialect interference in speaking than writing.

There were 2 students or 13% from the total number of the students strongly agreed with the statement. The other 4 students or 27% from the total number of the students agreed with the statement. Meanwhile, there were 9 students or 60% undecided with the statement and not answered disagree, and none of those students answered strongly disagree with the statement. It showed that most of the students agree that they found some problem to pronounce the words.

3. My first language interference me to pronounce the word clearly and accurate.

There were 5 students or 34% from the total number of the students strongly agreed with the statement. The other 1 students or 7% from the total number of the students agreed with the statement. Meanwhile, there were 4 students or 26% preferred undecided answer with the statement and also 4 students or 26% answered disagree than 1 students or 7% from the total number of students answered strongly disagree. The result indicated that mostly students difficult to pronounce the word clearly even those word had a different pronunciation and meaning. In other hand, it can be seen that there were 6 students agreed and strongly agreed with the statement, it meant, they were difficult to pronounce the words that almost had the same sound to pronounce.

4. I have ever been confused by someone's dialect when they pronounce the word.

None of students or 0% from the total number of the students strongly agreed with the statement. The other 4 students or 26% from the total number of the students agreed with the statement. Meanwhile, there were 6 students or 40% answered undecided with the statement and 4 students answered disagree or 27% from the total number of students. There were 1 students or 7% from the total number of participants answered strongly disagree with the statement. The result indicated that 40% students' undecided; if the local dialect influenced the way of they communicate in English, even the 26% students agreed and strongly agreed with that statement, It meant they influenced and interference with the local dialect to communicate in English.

5. I cannot pronounce well because of the local dialect interference the way in pronouncing English sounds

There none of students or 0% from the total number of the students strongly agreed with the statement. The other 4 students or 27% from the total number of the students agreed with the statement. Meanwhile, there were 6 students or 40% answered undecided with the statement. There were 5 students or 33% from the total number of participants answered agree and none of students or 0% answered strongly disagree with the statement. It showed that the statement indicated that the students was cannot pronounce well in speaking English, they felt confident to speak by their local dialect. Moreover, there were 6 students already chosen undecided statement which means that those students were hesitate and not engaged as the student's self-confidence.

6. Local dialect naturally interference the use of the English language, particularly in pronouncing the words.

The result indicated that 1 students or 7% strongly agreed and 1 students or 7% agreed with the statement. Meanwhile, there were 4 students or 26% undecided with the statement and 7 students or 47% answered disagree, and other 2 students or 13% strongly disagreed with the statement. It showed that most of the students chose disagree and which means that those students had a negative statement. It's declared that

most of the students were not usual to use local language and they were deals that local language, it was not only the factors which interference students to speaks in English.

7. In speaking English, I pronounce the English sounds like I pronounce my first language.

There were 1 students or 7% from the total number of the students strongly agree with the statement. The other 2 students or 13% from the total number of the students agreed with the statement. Meanwhile, there were 7 students or 47% answered undecided statement. There were 4 students or 26% from the total number of participants disagreed and 1 students or 7% strongly disagreed with the statement. It showed that the students' pronounce the first language. The result showed that most of the students agreed and strongly agreed with the statement. Moreover, there were 20% students already chosen agree with the statement which meant that those students were hard in learning English.

8. My first language makes pronunciation and intonation errors and it is difficult to be understood by others student.

There were 1 students or 7% of students strongly agreed with the statement. The other 3 students or 20% from the total number of the students agreed with the statement. Meanwhile, there were 5 students or 33% undecided with the statement and 6 students answered disagree or 33% from the total number of students. None of students from the total number of participants answered strongly disagree with the statement. The result indicated that the pronunciation and intonation control was hard to produce if someone naturally interference with the local dialect, even though there were some students was not deals with the statement, and there were 27% students' deals with the statement.

V. CONCLUSION

Based on the findings and discussion, it could be concluded that there were several interferences were found after conducting the research. The students' interferences interaction in oral production were categories as follows:

1. Students' interferences of local dialect factor (internal factor = self-confidence)

The dominant interferences toward the students' performance were the interferences to the speaking performance in the classroom who made students were more confident, interference the students who felt any mistakes when they speak in English and their friends do not understand because they speak in English as same as if they speak in local dialect, interferences the students' motivation in speaking English.

2. Students' interferences of local dialect factors (external factors = family, environment)

The dominant Interferences of the students used full of English in the classroom, interferences to speak English with family at home, interferences to communicate by using English with other friends or neighbor and interferences to develop their speaking skill because of they did not have any facilities and media to learn and practice their speaking.

The analysis of students' interferences in communication and speaking revealed that the interferences of communication by using local dialect was good and had a positive impact on the students' oral communication, to improve the students' motivation by willing to learn and to help the teachers for increasing the students self-confidence through learn in any media and facilities, it would be helpful to the students learn actively.

Besides, it gave an opportunity to the students to use the target language freely and it put the students in positions where they could practice the speaking skill in every conditions. Moreover, it allowed students to make decision about how to express their problems in speaking, showing up the factors that interfere the student to communicate in English then it would be helpful to get the solutions of students' problems in speaking performance.

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