

# ANALYZING PAMONANESE VOWEL SOUNDS USED BY SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT SINTUWU MAROSO UNIVERSITY

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**Abstract:** The objectives of the research are to find out how many change of vowel sounds that often used by Pamonanese students and analyze how do Pamonanese students pronouncing English words. The researcher uses descriptive qualitative method in explain the result of the research. Data are gained from words, phrases, and sentences in English. The data are analyzed by using Fromkin theory of the relation between accent and phonology, and Mesthrie theory of seldom very localised accents, but rather modified regional accents. The result of the research shows that there are four change of vowel sounds that often used by Pamonanese students. They are vowel sound [ ] became [ e ], [ ɪ ] and [ i ] became [ i: ], [ ] and [ ] became [ o ], and [ ] became [ a ]. Pamonanese students pronouncing English words in different ways or by their own way, such as changes vowel sounds when they are pronouncing an English word, and then produces the different sound of word. For example in the words again [ ɡ n ], someday [ s mde ], because [ bɪk z ] and animal [ æn m\_l ].

**Keywords:** *Pamonanese, Vowel Sounds*

## INTRODUCTION

Sociolinguistics is the study of language variation. Speaking of language variations, of course there are several variations of language such as slank, register, dialect (accent), etc. In this case the main point of discussion is about accents, of course also spoken about the dialect because accent included in dialect. Everyone has their own dialect or accent based on their ethnic background. Not only abroad, we can find Indonesian locals using their dialect or accent when they learn and even communicate using English. For example there is a student from Ampang he cannot say “evening” as it should be and he say as pronounce [ v nɪ ]. The researcher is interesting to Pamonanese vowel sounds used by second semester students of English Education Study Program. However, Pamonanese students have their own varieties of ethnic language when they are speaking in classroom. Students are expected to be able to speak standard English as well as they can.

## METHOD

In this research, it focused on how many change of vowel sounds that often used by Pamonanese students and analyze how do Pamonanese students pronouncing English words. There were eleven individuals as the participant. Those participants were university students of English Education Study Program at Sintuwu Maroso University. The researcher used three instruments in collecting the data, namely; observation, interview and documentation. Observation is the activities to

get some information, to learn about student's behavior in classroom, and got first conclusion by doing directly observation in the classroom. The researcher focused on students' conversation using Pamonanese ethnicity accent in classroom and take data by recording their conversation. After that the researcher got the second conclusion in first meeting to do the next observation in the next meetings. Interview is the activities conducted by researcher and students to ask a few things directly or face to face and want to know some important about students deeper or called depth interview. The researcher only interview the students who had been the sources of data or students who using Pamonanese ethnicity accent and ask some questions to get their place of birth, address, and ethnic background. The researcher wrote down the result of interview on the field notes. The interview conducted after the researcher did some observation in some meetings in classroom.

## FINDINGS AND DISCUSSION

The result of data analyzing is the Pamonanese students have their own characteristic in pronouncing a word. When they were talking to other people, the characteristics of using some vowels, consonants and diphthongs will appear on its own. Rachael and Knight (2012: 8) says that accent is the way a person pronounces a word varied according to where they were born, grew up and live, as well as their ‘social class’. For example, when they said a word with sounds of vowel [ ] it sounds like vowel [ e ] on word her, that dominant on each word they say. The dominant use of vowel [ e ] by the students here

describe their region accent just like Rachael and Knight (2012: 8) said. However, according to the result of interview there were 5 students admitted that they have not been master Pamonanese accent, but understand if only listen to other people talking using Pamonanese accent. But in observation, the researcher found they were using a little style or Pamonanese accent to talk with other while using English. They were starting influenced by the other Pamonanese students in class, because they always get along with their friends.

Similarly also with sound consonants and diphthongs changed the sound when they communicate using their accent. For example [w] it sounds like [ ] on word *how* and [ ] it sounds like [a] on word *afraid*. The Pamonanese students is not don't know how to communicate with the standard, but most of them is still very shows typical or characteristic of using Pamonanese Accent through every words they say. The rest of them is not too shows their characteristic of using Pamonanese Accent, because based on the interview, they claimed that the characteristics of their spoken have affected by development of modern language and also customize diction their environment in which they lived just like the explanation in previous paragraph. Theoretically, one can speak Standard English with any accent, though in Britain, especially, these are seldom very localized accents – but rather modified regional accents. (Mesthrie, 2001: 6, 23).

In observation meeting 1 until 4, the researcher found a lot of case about change of vowel sounds, consonant sounds and diphthongs sounds that has already described in before paragraph. The changes that occur in students pronunciation is the in influence of Pamonanese accent. Holmes (2013: 131) expresses that if the person has a distinctive regional accent, then their regional origins will be evident even from a short utterance. There were many of students' short utterance found by researching during observation in classroom. In the beginning of the observation, the researcher has to know how many Pamonanese students who join the class, then observed them, recorded and transcript their conversation, and interviewed them one by one. When the data has been collected, then the researcher has to analyze it. These are the result of discussion of data collection:

a. Meeting 1

- [ ] [e] in words *lecture* [l\_kt r], *again* [g\_n], *butterfly*

[b t\_rflaj], *afraid* [ \_fred], *wonder* [w nd\_r], *elephant* [ l\_f\_nt], *cat* [kæt], and *twelve* [tw\_lv].

- [ɪ] [i:] in words *learn* [l\_rn], *clear* [klɪr], *really* [rɪli], and *someday* [s mdɛ].
- [w] [ ] in words *proud* [prawd] and *twelve* [tw\_lv].
- [e] [æ] in words *again* [g\_n] and *afraid* [fred].

b. Meeting 2

- [æ] [ ] in words *actor* [ækt r], *romance* [romæns], and *cat* [kæt].
- [ ] [e] in words *her* [h\_r], *apple* [æp\_l], *papaya* [p\_paj\_], and *bird* [b\_rd].
- [ ] [o] in words *chocolate* [t\_kl t] and *horror* [h\_r r].
- [ ] [ɪ] in word *favorite* [fev r\_t].
- [ ] [i] in words *thirteen* [ \_rtin] and *favorite* [fev r\_t].
- [i] [i:] in words *three* [ rɪ] and *thirteen* [ rtin].
- [ ] [a] in word *papaya* [p\_paj\_].
- [t] [c] in word *chocolate* [t\_kl t].
- [e] [æ] in words *favorite* [fev r t], *apple* [æp\_l], and *day* [de].
- [ ] [a] in word *strawberry* [str\_b ri].

c. Meeting 3

- [ɪ] [i:] in word *is* [ɪz].
- [ ] [o] in word *morning* [m\_rnɪŋ].
- [ ] [a] in word *animal* [æn m\_l].
- [i] [i:] in word *tea* [ti].
- [e] [æ] in words *place* [ples] and *tasty* [ples].
- [ ] [a] in word *because* [bɪk\_z].

d. Meeting 4

- [ ] [a] in words *someday* [s\_mde], *mother* [m\_ð r],

- brother* [br\_ð r], and *afraid* [ \_fred].
- [ e ] [ ei:] in words *someday*[s md\_e] and *say* [s\_e].
- [ ] [ o ] in words *short* [ \_rt], *strong* [str\_ ], and *because* [bik\_z].
- [ ð ] [ d ] in words *there* [ð r], *mother* [m ð r], and *brother* [br ð r].
- [ ] [ o ] in words *favorite*[fev\_r t] and *love* [l\_v].
- [ ] [ i ] in words *favorite* [fev r\_t] and *relationship* [rile \_nfip].
- [ ɪ ] [ i ] in words *rabbit* [ræbɪt], *think* [ ɪ k], *different*[dɪf r nt] and *relationship* [rile n ip].
- [ ɪ ] [ i:] in word *will* [wɪl].
- [ e ] [ æ ] in word *afraid* [ \_fred].
- [ ] [ a ] in word *afraid* [ \_fred].

The result of discussion above is the vowels, consonants, and diphthongs that often spoken by Pamonanese students that found by the researcher during observation in classroom. Fromkin (2014: 282) says that accent is the phonology or pronunciation of a specific regional dialect caused by one's native language, so the theory is supported the research. Between accent and phonology have a relationship, which accent is the way of pronunciation or speaking, and phonology is

the study about sound. What student speaking about can be seen in pmonetic transcription. Fromkin (2014: 34) explains that when we know a word, we know its sound (pronunciation) and its meaning. Sometimes, we do not realize with all of them. We know the word with pronunciation less precise, it means that we cannot spelling a word as easily as we have thought. Not all words may be spoken by Pamonanese students because the influenced of their accent. There were five students; KP, NB, MT, ML, and SR who admitted that they have not been well versed with accent of Pamonanese. But from the observations in class, their pronunciation of vowel sounds also have started affected and it can be seen in example meetin1, 2, 3, and 4. It was happened because of the environment in which they lived and hangout most surrounded by Pamonanese people.

## CONCLUSION

There are four change of vowel sounds that often used by Pamonanese students, they are vowel sound [ ] became [ e ], [ ɪ ] and [ i ] became [ i: ], [ ] and [ ] became [ o ], and [ ] became [ a ].

Pamonanese students pronouncing English words in different ways or by their own way, such as changes some vowel sounds when they are pronouncing an English word, then produces the different sound of word. For example in words again [ g n], someday [s mde], because [bik z] and animal [æn m l].

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