

The Influence of Maybrat Accents towards Eleventh Grade Students English Pronunciation



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ABSTRACT: The research was applying qualitative method and instruments to collect data such as reading text which consisted of some words, phrases and sentences. Collecting data carried out by recording twenty students English reading. The students were at the eleventh grade of SMA Negeri 1 Ayamaru, Maybrat Regency, Southwest Papua Province. The student records were used for analyzing English speech sound in both aspects segmental and suprasegmental of the students' pronunciation. The result of students record exposed the difference between the students English speech sound and the recognizable English speech sound in English standard variety. It was found that the differences were revealed in vowel sounds and was sounded by the students in English single syllable words. The suprasegmental features were different represented by the student speech sound either in words stress, phonemic stressed, length, loudness and intonation or the pitch / tone and sounds inserted and gliding into single syllable segment.

KEYWORDS: Influence, Maybrat Accent, Pronunciation, Segmental, Suprasegmental

INTRODUCTION

Indonesia has a variety of cultures, including regional languages. The languages on the island of Papua are one of the regional language diversity in Indonesia. Papua consists of different regions with different local languages, and each local language has a different dialect. Wardhaugh (2006:49) stated that dialect mainly consists of two branches, namely regional dialect and social dialect. Regional dialect is geographically based. It means that a dialect is differed by geographical area. The dialect of different geographical areas has a different accent or lexical stress in pronunciation, word choice, and sentence structure.

Johanis Sanjoko, Balai Bahasa Provinsi Papua dan Papua Barat (2019) said that Papua has 384 regional languages. Maybrat is one of the Papuan languages in the West Papuan Phylum and Central Bird's Head Family. Ayamaru and Brat are other names commonly used for this language (Grimes 1984:398). Currently, there are approximately 22,000 speakers of Maybrat, about 17,000 of whom live around the Ayamaru Lakes and many others live outside the Ayamaru area. Voorhoeve (1975) in Tom Dutton, ed. Papers in PapL'an linguistics, No.1, 1 -27. Pacific Linguistics, A-73, 1991. © William U. Brown, has described that Maybrat has nine dialects, although it has so far only been able to determine four; Ayamaru, Aitinyo, Aifat, and Mare dialect. The Maybrat language has a unique lexical stress or accent. Canberra A.C.T: Dept. of Linguistics, Research School of Pacific Studies, Australian National University (1991) stated that "the phonological word (also referred to as the lexical word) in Maybrat is domain one stress. The stress is phonemic and occurs on any syllable of the word."

The Maybrat accent or lexical stress is applied by the students when they are uttering or pronouncing English speech sounds. The stress is low at the beginning, glide at the middle vowel phoneme, longer, louder, and high pitch or tone at the last phoneme of the English word. One vowel sound glides into the other same vowel sound and has the same sound where the same two vowel sound pronounced without any interval. It seems like a unique English lexical stress or accent when students of SMA Negeri 1 Ayamaru pronounce English words. The stress is phonemic and placed in a segment of a single-syllable word.

The eleventh-grade students' English pronunciation has different stress. The stress is phonemic, gliding on the vowel phoneme and occurring at any syllable in the students' speech sound. Researchers investigated the problem through student pronunciation and interviews with one of the students' English lecturers at the school. It was found that the student's native language or Maybrat accent completely obstructed their English pronunciation.

Therefore, the focus of this study is to find out factors that influenced the pronunciation skills of the eleventh-grade students of SMA Negeri 1 Ayamaru Kabupaten Maybrat Province of West Papua.

REVIEW OF THE LITERATURE

Pronunciation

Paulston & Burder (1976) stated that, "Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint".

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Segmental

Hussain and Sumaiya (1:2015) said that, “the segmental phoneme is categorized into consonant, vowel, and diphthong sounds”.

Suprasegmental features

Ladefoged (2006:237) defines “those aspects of speech that involve more than single consonants or vowels”

Word Stress

Cross (1992:224) defines stress as “the articulation of a syllable with greater emphasis, or more force than others”. Jones (1986:138) stated that “many foreigners of English are failed in applying word stress in utterance, especially for those whose mother tongues are stressless”

Accent

It is recommended that the accents of personal speech sounds differ from one to another and suggested not much different from the standard variety. Morley (1994) expressed said that “an accent that is too different from a known standard can become confusing; therefore, it is suggested that learners’ accents become close to a standard variety “.

Maybrat Phonemic Stress or accent

Tom Dutton, ed. Papers in Papaun Linguistics, No.1, 1 -27. Pacific Linguistics, A-73, 1991. © William U. Brown. Stated that “Stress is phonemic in Maybrat and can occur on any syllable of the word”.

-/mo'o/ be pronounced [/o:'o/] means itch, she itches [mo:'o],

-/mo'of/ be pronounced [/mo:'of/] means good.

-/mta'ax/ be pronounced [mta:'ax] means dog

METHODOLOGY

A descriptive qualitative method used as a research method in this study. This method is used because its application is in accordance with the objectives of this study where it is explored and explained the influence of the Maybrat Accent on students' English pronunciation. The eleventh-grade students of SMAN 1 Ayamaru was the subject in this study. Randomly, twenty students involved in this study were selected from all eleven grades. The characteristic of the subjects were the students who grew up in Ayamaru, Maybrat regency and they are active to use Maybrat language in their daily live. Several instruments were applied to collect data in this study, namely observation, interviews, questionnaires, reading test items, and voice recorders.

In the data collection stage, the researcher started by observing the school environment and also the teaching and learning process in class to get an overview of the conditions of the school environment, teachers and students. The second stage, namely interviews, aims to interview English teachers who teach eleventh grade students so that researchers can find out whether eleventh grade students have obstacles in learning English and the causes. The third stage is the questionnaire, by distributing questionnaires to participants to find out their personal data. The fourth stage is to do a reading test with several words that have been prepared or listed by the researcher for participants or students to read so that researchers can find out how the Maybrat accent influences when students read and pronounce words in English. And the fifth or final stage is voice recording using a cellphone when participants read and pronounce words in the reading items that have been prepared. After recording the voice of the students reading the text and some isolated words, the data was analyzed using the following steps: (1) data highlight, (2) data classification, (3) data reduction, (4) data analysis and interpretation, and (5) data presentation.

RESULT AND DISCUSSION

Result

The speech sound of word dog (item No.6a) is /dɒg/ but it was pronounced [dɔ:'ɔg /] by student number one, four, five, seven, twelve, thirteen, fifteen and nineteen (1, 4, 5, 7, 12, 13, 15, and 19). It was different from the English standard variety of speech sound dog /dɒg/. It was produced by combined long vowel as an extra vowel sound. It has an emphasis placed at the second inserted vowel phoneme [ɔ:/] as a middle back vowel phoneme, which was expose the suprasegmental features known as a lexical stress or word stress. The stress or the accent in this word is known as a variation of phonemic stress or accent. The length of vowel sound [ɔ:/] indicated a unique phenomenon during its' process. It was longer than the second one. Its' intonation indicated a patterns of fall – rise intonation (↘↗) and shows a stress at the second vowel sound, and also its' tone more lower at the first vowel phoneme than the second vowel phoneme and it was high pitch at the last vowel phoneme which was stressed by the students in the pronunciation.

The speech sound of word /barks/ (item No.6b) is /ba:ks/ but it was pronounced [ba:'arks/] by student number two and eight (2 and 8). It was different from the English standard variety. It was produced by combined long vowel sound [a:/] and short stress vowel sound [ʻɑ/]. It has an emphasis placed at the second vowel phoneme [ʻɑ/] as a central low vowel phoneme, which was expose the suprasegmental features known as a lexical stress or word stress. The stress or the accent in this word is known as a variation of phonemic stress. The length of vowel sound [a:/] indicated a unique phenomenon during its' process. It was longer

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than the second one. Its' intonation indicated a pattern of fall – rise intonation (↘↗) and shows a stress at the second vowel sound, and also its' tone lower at the first vowel phoneme than the second vowel phoneme and it was high pitch at the last vowel phoneme which was stressed by the students in the pronunciation.

The speech sound house (item no.7 and 15) is /haʊz/ but it was pronounced [/ ha:'ɔz /] by students number six and twelve (6 and 12). It was different from the English standard variety of speech sound house /haʊz/. It was produced by combined long vowel sound [/a: /] and short stress vowel sound [/ʊ /]. It has an emphasis placed at the second vowel phoneme [/'ɑ /] as a central low vowel phoneme, which was expose the suprasegmental features known as a lexical stress or word stress. The stress or the accent in this word is known as a variation of phonemic stress. The length of vowel sound [/ɑ: /] indicated a unique phenomenon during its' process. The first vowel sound is longer than the second one. Its' intonation indicate a patterns of fall-rise intonation (↘↗) and shows a stress at the second vowel sound, and also its' tone more lower at the first vowel phoneme and height at last vowel phoneme which is stressed by the students in their pronunciation.

The speech sound name (item no.8) is /neɪm/ but it was pronounced [/ne:'em /] by students number one, two, six, eleven, and seventeen (1, 2, 6, 11, and 17). It was different from the English standard variety. It was produced by combined long vowel sound [/e: /] and short stress vowel sound [/e /]. It has an emphasis placed at the second vowel phoneme [/'e /] as a central low vowel phoneme, which was expose the suprasegmental features known as a lexical stress or word stress. The stress or the accent in this word is known as a variation of phonemic stress. The length of vowel sound [/e: /] indicated a unique phenomenon during its' process. The first vowel sound is longer than the second one. It was longer than the second one. Its' intonation indicated a patterns of fall – rise intonation (↘↗) and shows a stress at the second vowel sound, and also its' tone more lower at the first vowel phoneme than the second vowel phoneme and it was high pitch at the last vowel phoneme which is stressed by the students in their pronunciation.

The speech sound stone (item.No.16) is /stəʊn/ but it was pronounced [/stə:'ɒn /] by students' number two, nine, and eighteen (2, 9, and 18). It was different from the English standard variety of speech sound of stone. It was produced by combined long vowel sound [/ɔ:/] and short stress vowel sound [/ɒ /]. It has an emphasis placed at the second vowel phoneme [/'ɒ /] as a stress central low vowel phoneme, which was expose the suprasegmental features known as a lexical stress or word stress. The stress or the accent in this word is known as a variation of phonemic stress. The length of vowel sound [/ɔ: /] indicated a unique phenomenon during its' process. It was longer than the second one. Its' intonation indicated a patterns of fall – rise intonation (↘↗) and shows a stress at the second vowel sound, and also its' tone more lower at the first vowel phoneme than the second vowel phoneme and it was high pitch at the last vowel phoneme which is stressed by the students in their pronunciation.

The speech sound fish (item .No.17) is /fɪʃ /, but it was pronounced [/fɪ:'ɪs /] by students number, nine, teen, eleven, seventeen, eighteen and twenty (9,10, 11, 17, 18 dan 20). It was different from recognizable english speech sound of fish. It was produced by combined long vowel sound [/i: /] and short stress vowel sound [/ɪ /]. It has an emphasis placed at the second front high vowel phoneme [/'ɪ /] as a stress vowel phoneme which was expose the suprasegmental features known as a lexical stress or word stress. The stress or the accent in this word is known as a variation of phonemic stress. The length of vowel sound [/i: /] indicated a unique phenomenon during its process. The first vowel sound is longer than the second one. Its' intonation indicate a patterns of fall-rise intonation (↘↗) and shows a stress at the second vowel sound, and also its' tone more lower at the first vowel phoneme and height at last vowel phoneme which is stressed by students in their pronunciation.

The speech sound snake (item .No.18) is /sneɪk/ but it was pronounced [/sne:'ek /] by students number fifteen (15). It was different from the English standard variety of snake. It was produced by combined long vowel sound [/e: /] and short stress vowel sound [/e /]. It has an emphasis placed at the second front high vowel phoneme [/'e /] as a stress vowel phoneme which was expose the suprasegmental features known as a lexical stress or word stress. The stress or the accent in this word is known as a variation of phonemic stress. The length of vowel sound [/e: /] indicated a unique phenomenon during its' process. The first vowel sound is longer than the second one. Its' intonation indicate a patterns of fall-rise intonation (↘↗) and shows a stress at the second vowel sound, and also its' tone more lower at the first vowel phoneme then the second one and height at last vowel phoneme which is stressed by the students in their pronunciation.

The speech sound lake (item .No.19) is /leɪk/ but it was pronounced [/le:'ek /] by students number, four, teen, fourteen fifteen and twenty. (4, 10, 14, 15 dan 20). It was different from the English standard variety of sound lake. It was produced by combined long vowel sound [/e: /] and short stress vowel sound [/e /]. It has an emphasis placed at the second front high vowel phoneme [/'e /] as a stress vowel phoneme which was expose the suprasegmental features known as a lexical stress or word stress. The stress or the accent in this word is known as a variation of phonemic stress. The length of vowel sound [/e: /] in this word indicated a unique phenomenon during its' process. The first vowel sound is longer than the second one. Its' intonation indicate a patterns of fall-rise intonation (↘↗) and shows a stress at the second vowel sound, and also its' tone more lower at the first vowel phoneme and height at last vowel phoneme which is stressed by the students in their pronunciation.

The speech sound bag (item .No.19) is /bæg/ but it was pronounce [/ba:'aɡ /] by students number, five, eleven, sixteen, nineteen and twenty one (5, 11, 16, 19 dan 20. It was different from the English standard variety of bag. It was produced by

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combined long vowel sound [ɑ: /] and short stress vowel sound [ʌ]. It has an emphasis placed at the second central low vowel phoneme [ʌ] as a stress vowel phoneme which was exposed the suprasegmental features known as a lexical stress or word stress. The stress or the accent is known as a variation of phonemic stress. The length of vowel sound [ɑ: /] indicated a unique phenomenon during its process. The first vowel sound is longer than the second one. Its intonation indicates a pattern of fall-rise intonation (↘↗) and shows a stress at the second vowel sound, and also its tone more lower at the first vowel phoneme and height at last vowel phoneme which is stressed by the students in their pronunciation.

The speech sound bird (item No.29) is /bɜ:d/ but it was pronounced [br:ɪrd /] by students number, four and eleven (4 and 11). It was different from the English standard variety or recognizable English speech sound of bird. It was produced by combined long vowel sound [i: /] and short stress vowel sound [ɪ]. It has an emphasis placed at the second front high vowel phoneme [ɪ] as a stress vowel phoneme which was exposed the suprasegmental features known as a lexical stress or word stress. The stress or the accent is known as a variation of phonemic stress. The length of vowel sound [i: /] indicated a unique phenomenon during its process. The first vowel sound is longer than the second one. Its intonation indicates a pattern of fall-rise intonation (↘↗) and shows a stress at the second vowel sound, and its tone more lower at the first vowel phoneme and height at last vowel phoneme which is stressed by the students in their pronunciation.

Discussion

The influence of Maybrat accent appeared in students' English Pronunciation when it was identified based on segmental and suprasegmental features of single syllable words. The Maybrat accent affected word segment of the English speech sound when eleventh grade students of SMA Negeri 1 Ayamaru Kabupaten Maybrat pronounced English. A new long vowel sound was inserted as a new vowel phenomenon in English word segment. The suprasegmental features were identified in the second vowel sound after the first vowel was inserted in a monosyllable word. The second vowel was the vowel phoneme where the students placed a stress or an accent. The accent or the stress was known as a variation of phonemic stress in monosyllable words. The phenomenon shows how the first and the second vowel sound were pronounced while the second vowel sound had an emphasis.

Jones (1986:138) stated that "many foreigners of English are failed in applying word stress in utterance, especially for those whose mother tongues are stressless" Students of SMA Negeri 1 Ayamaru Kabupaten Maybrat English pronunciation were affected by their mother tongue or Maybrat language. Emphasis was placed at the second vowel sounds where the vowel phoneme regarded as a lexical stress or accent. It is categorized as a variation of phonemic stress. Cross (1992:224) defines stress as "the articulation of a syllable with greater emphasis, or more force than others". The sound produced by inserted short vowel as an anaptyxis of epenthetic vowel sound which was be glided into the word and followed by a short-stressed vowel that has an emphasis placed at the second vowel phoneme regarded as a lexical stress or accent which is categorized as a variation of phonemic stress. Trask, R.L. (1996, P.132). A Dictionary of phonology stated that "Epenthesis is the insertion of a segment into a word in a position which no segment was previously present". The insertion of a new long vowel changed the length of the original vowel sound. It is indicated a unique phenomenon during its process. The first vowel sound is longer sounded than the second one. Jones (1979:232) considers length as "the length of time during which it is held on continuously in given word or phrase. Its intonation indicated a pattern of fall-rise intonation (↘↗) and shows a stress at the second vowel sound, Kelly (2000:86) defines Intonation as "the way voice goes up and down in pitch when we are speaking." Its tone lower at the first vowel phoneme and height at last or second vowel phoneme which is stressed in the pronunciation. Richards, Platt and Platt (1999:382) define tone as "height of pitch and change of pitch which is associated with the Pronunciation of syllables or words, and which affects the meaning of the words." The phenomenon is affected by students' mother tongue or Maybrat phonemic stress as illustrated by Tom Dutton, ed. Papers in Papuan Linguistics, No.1, 1 -27. Pacific Linguistics, A-73, 1991. © William U. Brown. "Stress is phonemic in Maybrat and can occur on any syllable of the word".

CONCLUSION

The researcher take note that segmental and suprasegmental features were identified in the students' pronunciation and it was found that the segment of the word has two vowel sound. The suprasegmental features revealed in the first vowel sound where the vowel was sounded longer than the second vowel one in a monosyllable word and the tone is in low pitch. While the second vowel however was the short vowel phoneme where students placed a stress or emphasis and the tone is in a high pitch. The stress also is known as a variation of phonemic stress in monosyllable words. The phenomenon occurred in students English Pronunciation when they uttered English monosyllable words. It was affected by their mother tongue or Maybrat language accent or lexical stress. Because the stress is weakly and it can be occurred at any place in a phonemic word without eliminate any phoneme. The student's English pronunciation was affected by their mother tongue or Maybrat Language accent or Maybrat phonemic stress or lexical stress.

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