

An Analysis of Interferences Sasak's Accent into English: A Case Study of Local Guider in Tete Batu Tourism Village East Lombok.

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Abstract

This study described the use of Sasak's accents in tour guides when speaking English. The approach to this study was qualitative. The type of research used was a case study. The data analysis technique used descriptive qualitative. The formulation of the problem in this study was how Sasak's accent affects tour guides when speaking English. The purpose of this study was to determine the description of the Sasak's accent process when tour guides speak English. Data collection techniques use observation, interviews, recording and documentation. The research subjects were local guider in Tete Batu tourist area with English language proficiency levels such as intermediate and advanced. The results of this study were: 1) There were differentiation of consonants between Sasak and English which being basic triggers for local guider problems in pronouncing English such as the letters /F/ and /V/. These letters do not exist in Sasak's accent, while in English these letters always exist and always pronouncing clearly in every English word. 2) Sasak's accent is a strong accent so that it is one of the triggers that interferes with the performance of local guider in speaking English. 3) Sasak language is the dominant language that is always used by the Sasak ethnic group in Lombok.

Keywords: Interferences; Sasak's Accent; English Accent.

1. Introduction

Phonology is a field of linguistics that discusses the sounds and phonemes of a language. So, the main task of phonology research is to determine the sounds and phonemes of a language. Based on its main task, phonology is divided into two subfields, namely phonetics and phonemics. English is an international language that must be known by humans all over the world. English must be learned by tour guides in every region with different ethnic and cultural language backgrounds that can affect their performance in learning the target language. English has a different sound production system from Indonesian and regional languages in Indonesia. However, it is a challenge for tour guides to find a good and correct way to learn English. Every paragraph should be single-spaced with indentation in each paragraph. This section also elaborates the literature reviews/theoretical construct of the research. You should tell readers the kinds of research, journal articles and books you use in analysing your data.

Speaking skills are an important aspect that must be acquired when learning one or two seconds of a foreign language, and the success of learning a language is measured by the performance of the tour guide to speak the language being studied. According to (Padhilah, 2017) there are four aspects of the learning process, namely: tour guides, teachers, learning materials, and learning objectives. These are aspects related to speaking skills. These skills require speakers to use authentic language in accordance with the intention that tour guides need to use language in every opportunity or when communicating with other tour guides in an academic context. When tour guides speak, they build ideas into words, express their perceptions, their feelings, and their intentions, so that the interlocutor understands the meaning of what the speaker means.

Geographical differences, traditions influence society in the use of language and accent in Indonesia. There are 1,340 tribes and 718 regional languages in Indonesia. One of them is Sasak tribe in Lombok, West Nusa Tenggara Province. Sasak language is the language used by Sasak ethnic in Lombok. This language is one of the regional languages in Indonesia with more than 2.5 million speakers with different dialects. Research on language has been conducted by several researchers such as Mahsun (2006) and Mahyuni (2006) and Lalu Herwan Husnan (2012) they

researched the spelling of the Sasak language, the alus Sasak language or the sociolinguistic study of the Sasak tribe in Lombok. There are several Sasak languages that are quite complicated to understand and have a complicated level system. That causes the accents of the people there to be different.

English pronunciation in one country can be different from another country. This is influenced by the accent that makes English pronunciation vary or it can be said that the accent has an impact on the phonological system of English in each country in the way in which humans produce and hear the speech. There are some consonants that are not used by the Sasak language but those are used in English such as the letters /F/ and /V/. Words that use emphasis on certain letters such as /T/. The variation of accents owned by Sasak language speakers as their social identity is attached to each person and it is seen in pronouncing words both local and national languages when speaking in public. When they speak English, the accent of the mother tongue is seen in the sound of their language accent. The formulation of the problem in this study is How is the use of Sasak’s accent by tour guides in speaking English? The purpose of this study aims to describe the process of using Sasak’s accent by tour guides in speaking English.

(Review of Literature)

According to the definition of accent from the Oxford dictionary (2009: 2) it is described as an individual's way of speaking or the way of speaking of residents. Accent is mostly defined as the same description as dialect. Accent refers to a particular way of speaking a language. Socially, accent is a social variety related to the sound level as an aspect of phonology which then has an impact on the prestige of social groups in society. According to Trudgill in McGee (2009:168) accent specifically refers to the pronunciation of a speaker is possible to speak one dialect with various accents. English also has differences in commonly known accents such as American, British and Australian accents. Accents and dialects have differences. Dialect is a part of a language that has clear differences in grammar, pronunciation and vocabulary.

As humans who live with others around us, and as members or social groups have simultaneous relationships between everyday life. Society in a social group can be used as a container to relate to one another. Close social relationships can be influenced by the similarity of the identity of the community itself. Then, Language becomes an important aspect that significantly influences society to build their identity. In some societies, identity inequality becomes a barrier to showing their level of social life. English, in this case has become an international language used by people all over the world. In general, there are three types of English that are used as references, such as America, England, and Australia. These three countries use English as their first language. Native speakers from these countries most likely have the same dialect but differ in accent.

(Sasak accent and English accent)

a. Consonants

In the labial to velar region English has 21 or 23 depending on how the affricatives are analyzed consonants. While Sasak only has 15. On the other hand, in the post-velar region Sasak has seven consonants, but English only has one. The details are given in the following chart.

Consonants in English:

Table. 1 Consonants in English

Language	Bilabial	Labio dental	Interdental	Dentals	Alveolar	Paratals	Velar	Glotal
English	P,b,-m	F,v	0 d	-,,-,-,-,- ,-,-	T,d,s,z,n,l,r	C,- j,s,(z),y	K,g,n,w	H

Consonants in Sasak Language:

Table. 2 Consonants in Sasak

I	II	Daerah Artikulasi dan artikulator							
		Labial	Dental		Alveolar		P	Velar	Glotal
		Labial	Labi al	Apikal	Apikal	Laminal	Laminal	Dorsal	glotal
Letup Hambat Hambat	TB B TB	P b	T d			c j			
Gesekan Frikatif	B				S				h
Lateral	B			R	L				
Getar	B	M		N			N	H	
Nasal	B	W					Y		

The following is an explanation of the consonant parts in Sasak and English.

Parts of the bilabial:

Table. 3 Part of the bilabial

Bilabial				
Bahasa Inggris	P	B	M	
Bahasa Sasak	P	B	m	W

The Sasak language has 4 consonants in the labial while English has 3 consonants therefore the tour guides in the Sasak tribe have no difficulty in producing phonemes.

Labiodental Section:

Table. 4 Labiodental Section

Labiodental		
Bahasa Inggris	F	V
Bahasa Sasak	-	-

Phonemes such as f, v do not appear in the Sasak language, instead the pronunciation is replaced by the phoneme /p/ respectively for /f/ /v/ or /f/.

Dental and Alveolar Section:

Table. 5 Dental Section

Dental				
Bahasa Inggris	-	-	-	-
Bahasa Sasak	t	D	R	N

Table. 6 Alviolar Section

Alviolar							
Bahasa Inggris	T	D	S	Z	N	l	R
Bahasa Sasak	-	-	S	L	-	-	-

Sasak phonemes such as /t/, /d/, /r/, /n/ are dental in Sasak language while in English they are Alveolar. However, this difference is not a major problem in learning English.

Parts of Palatal and Glottal:

Table. 7 Parts of Palatal and Glottal

Palatal						
Bahasa Inggris	c	J	S	Z	Y	-
Bahasa Sasak	c	J	-	N	Y	-

Sasak tour guides often have difficulty producing words consisting of /f/ and /v/ because consonants do not exist in the Sasak language. They replace the consonants with /p/. Furthermore, Sasak tour guides do not find it difficult to produce words consisting of velar consonants because they have similarities with English.

Part of the Palatal:

Table. 8 Part of the Palatal

Velar				
Bahasa Inggris	K	G	N	W
Bahasa Sasak	K	G		H

Table. 9 Part of the Glotal

Glotal		
Bahasa Inggris	-	H
Bahasa Sasak	Q	H

b. Consonant Sequence

Sasak language does not have sequences of more than two consonants, whether in close transitions, especially since Sasak speakers clearly have difficulty with this and supply intrusive vowels that act as breaker clusters because English has as many as four consonants in close transitions, and as many as six or seven intervening junctions.

English consonant sequences:

Table. 10 English Consonant Sequences

	Awal	Pertengahan	Akhir
	K	K	K

Bahasa Inggris	KK	KK	KK
	KKK	KKK	KKK
	KKKK	KKKK	

Consonant sequence of Sasak language:

Table. 11 Sasak Consonant Sequences

Bahasa Sasak	Awal	Pertengahan	Akhir
	K	K	K
	KK	KK	KK

The Sasak tour guides had difficulty producing words containing more than two consonant clusters, either at the beginning, middle, or end. In fact, they only had a little difficulty. The three consonant sequences in English are pronounced with two consonant clusters. The world is always pronounced /wo: rd/. /rld/ becomes /ld/. Learners also had little difficulty producing more than three consonant sequences, for example: sprite /sprait/. Although three consonants and four consonant clusters are not in the Sasak language.

Principles of Determining Standard Sasak Language Phonemes

The phonemes that are used as standards are phonemes that are taken from the sounds of the Sasak language in one of the Sasak dialects. This determination is carried out using several important steps. Each minimal pair that can give rise to different meanings in the paired lexical units is considered a different phoneme. For example, the form [api] 'fire'/i/, [apə] 'what'/ə/, [sidUt] 'spoon'/d/, [sirUt] 'spoon' /d/, [taŋkoŋ] 'clothes'/o/, [taŋk□ŋ] 'clothes' /o/.

A sound does not have a minimal pair, but it has a distinctive pair that is like another sound, and each similarity has a complementary distribution in a different lexical unit, then the sounds are considered allophones of the same phoneme. For example, /x/ becomes [x] / open u and becomes [x] in other positions (can be more than one; can be regular or not). Third, specifically for vowel sounds, if it does not have a minimal pair and does not have a complementary distribution with sounds that have distinctive features like it, but its existence has a symmetrical relationship with other sounds, then it is considered a phoneme. Look at the following vowel diagram.

If the phoneme /e/ is found in the Sasak language, then it can be hypothesized that in the Sasak language there is also the phoneme /o/, and vice versa because in every language the presence of symmetrical phonemes in lexical units is always simultaneous. For example, [geoŋ] 'swing' /e/; /o/ and [kələw□k] 'butterfly' /e/; /□/. The vowel sounds in the Sasak language are 1) the vowel sounds u and ə; 2) the vowel sounds ε, a, □, and u.

vowel sound; vowel sound o; 4) vowel sound e. Sequentially, it can be seen in the following table. Examples of sound glosses təlu 'three' [u] tələ 'naughty' [ə] t□eq 'split' [ε] t□aq 'old' [□, a] tuaq 'uncle' [u] sili 'angry' [i] silə 'sila (unlucky)' [i] gift 'slut' [o] kadu 'use' [o] kereŋ 'sarong/cloth' [e].

(Speaking)

Speaking is one of the main language skills. Speaking is considered the most demanded skill in learning a language. Irawati in Zuhriyah (2017:122) defines speaking as the activity of producing speech in the form of words and sentences, verbally to communicate with others. Meanwhile, according to Khorashadyzadeh (2014:12) states that speaking not only requires an understanding of tour guides on how to produce linguistic competencies such as grammar, pronunciation, and vocabulary but also an understanding of sociolinguistic competencies such as when, why, and how to speak. Speaking and listening cannot be separated.

English in real context. Hayriye in Fitriana (2015:4) stated that speaking is choosing the right words and sentences according to the right social background, audience, situation, and subject matter. Becoming a fluent speaker requires a lot of knowledge of the language learned by oneself and its use in real communication. Speaking problems are some of the problems that make someone lack the ability to speak.

2.Method (Capitalized first letter, Times New Romans, Bold, 10 pt)

This study described the use of Sasak’s accents among local guider when speaking English. The approach to this study was qualitative. The type of research used was a case study. The data analysis technique used descriptive qualitative. The formulation of the problem in this study was how Sasak’s accent affects tour guides when speaking English. Data collection techniques used observation, interviews, recording and documentation. Qualitative research also called naturalistic research because the research conducted in a natural setting. Moreover, the researcher interested in finding the phenomenon of the Sasak’s accent (Sugiyono, 2016). This research conducted by observing and interviewing on the reality among participants in the case study of Sasak’s accent into English. It used randomly sampling because the local guider was selected based on three different levels of speaking English from basic, intermediate, and advance. Random sampling used to obtain data that was not based on strata, regions, or any random but based on the purpose. The researcher interested to find the phenomenon of the Sasak’s accent into English. Therefore, the case study design as a research design was chosen by the researcher. The location of the research was in a tourist village of Tete Batu, East Lombok, West Nusa Tenggara Province, Indonesia in 2024. The subjects of the research were local guider in Tete Batu

consist of 20 local guiders. In data collection, the researcher used triangulation. The data collection techniques used were observation, recording, interview and documentation. Those data collection technique was used in recording all data needed which focusing on process Sasak’s accent into English.

3. Findings and Discussion

The Sasak’s accent has a significant influence that interferes local guider when speaking English. Even though, in communication using Indonesian language Sasak’s people still disturbed in accent because it is influenced by strong local accents. Local guider and the Sasak’s people are more dominant using Sasak language for daily communication. Sasak has a strong accent which is becoming strongest among other accents in the Province of West Nusa Tenggara. Even having many different accents in each region on the island of Lombok, each region has its own character. From the results of the observation and interview, each respondent has their own accent in communicating using English. The description of the influence of the Sasak accent on English could be described as follows. Each person in the Sasak tribe would find it very difficult to pronounce the consonants /f/ and /V/, instead they pronounce both as /P/. Such as the example of a sentence uttered by the respondent when communicating using English.

Table. 12 An analysis of consonants /f/ and /V/

No	Utterances	Wrong Accents made by Local guider
1	That hotel is /fantastic/	That hotel is /pantastic/
2	He /loves/ his /van/	He /lopes/ his /pan/
3	She is /filming/ our party	She i /pilmimg/ our party
4	This our /future/ house	This our /puture/ house
5	Our brother is a /football/ player	Our brother is a /pootball/ player
6	The house is always /visible/ in the night	The house is always /pisible/ in the night
7	Cooking class is /available/ here	Cooking class is /apailable/ here
8	We /serve/ /various/ kind of soft drinks	We /serpe/ /parious/ kind of soft drinks
9	The /fact/ that I /have/ /four/ /villa/ here	The /pact/ that I /hape/ /pour/ /pilla/ here
10	That dog is /friendly/ and /funny/	That dog is /priendly/ and /punny/

Almost every vocabulary which has the letters /F/ and /V/ is naturally replaced with the letter /P/. This is happening because of Sasak’s accent does not have the letters /F/ and /V/, then the Sasak’s accent becomes the dominant language used in daily activities than English. However, this phenomenon does not apply to every local guider who learn English, but it is depending on their level of proficiency and habit in speaking English. In general, every local guider must consciously learn not to get caught up in this problem by remembering and mastering vocabulary in English that has the letters /F/ and /V/ so that it is pronounced according to the pronunciation rules in English.

In addition, the local guider had difficulty producing words that contained more than two consonant clusters, either at the beginning, middle, or end. In fact, they only had a little difficulty. All three consonant sequences in English are pronounced with two consonant clusters. Like the sentence below, the result of a dialogue with the tour guide.

Table. 13 An analysis of consonants more than two

No	Utterances	Wrong Accents made by Local guider
1	The /world/ we step is the /world/ we /leave/ soon	The /word/ we step is the /word/ we /leave/ soon.
2	/Uncomfortable/ moment when I am in a crowded place	/uncomportable/ moment when I am in a crowded place
3	They /often/ come to my homestay	They /often/ to come to my homestay.
4	The /fifth/ floor in the office	The /fifth/ floor in the office.
5	We /have/ /visited/ /Massachusetts/ and /Marlborough/ city in EUROPE	We /have/ /visited/ /Massachusetts/ and /Marlborough/ city in EUROPE
6	There are many /butterflies/ beside me	There are many /buterplies/ beside me
7	Please take these /fruits/ on the /cuff/	Please take these /pruits/ on the /cup/
8	Her /dress/ was too /floosy/	Her /dres/ was too /ploosy/
9	Those are animals that /tough/ on their feet	Those are animals that /toug/ on their feet
10	You need to move my /bench/ before we /leave/ classroom	You need to move my /benc/ before we /leape/ classroom

Basically, in the application of pronunciation of English words that have more than 2 consonants in 1 word is not easy. Because each language has its own pattern that is very different from other languages. In addition, with interference from regional languages, it makes pronunciation even more difficult, such as Sasak’s accent which basically has a

different pattern from English. Sasak tribe local guider must independently find out the correct pronunciation and then memorize it. There are many words in English that are difficult to write and pronounce, such as the example sentence above. English has more than 2, 3 and 4 consonants in 1 word, unlike Sasak which only has a maximum of 2 consonants in 1 word.

If there are some tour guides who have good English pronunciation in their pronunciation. This is due to their habit of always imitating native English speakers and then applying it every time in communicating using English. In addition, they also prefer to hear and watch English directly through speeches, debates, films or listening to English songs. This method can affect the way they speak English, such as Bonnie and John's statement quoted by Kirana (2014: 13), the song can help tour guides to listen, memorize, integrate, and pronounce the sound language. Then music can provide benefits for the foreign learning process. Another statement came from Pondidi (2010) about the habit of watching English films which showed significant learning outcomes. Sharpening one's abilities by having good listening standards can improve English language skills, especially in adjusting the target English accent.

by Lalu Erwan Husnan (2012) stated that the mistakes heard when native speakers of Sasak speak English because they have a different basic phoneme area from native English. It is natural for a group of people to find it difficult to adjust to other accents because of their natural habit of speaking their local language with their local accent, because in their culture, stating that culture can be interpreted as the habits or behavior of society. The interaction that makes everyone in it affects each other by showing their behavior in front of them. This shows how the environment affects the way tour guides speak English. So, local guider could speak English with the right accent and good pronunciation if they are in an area but theirs or find someone who is not from their environment to talk to.

4. Conclusion

The researcher put forward several conclusions, as follows:

1. There are different consonants between English and Sasak which are the basic triggers for lokal guider problems in pronouncing English such as the letters /F/ and /V/. These letters are not found in Sasak's accent, while in English these letters are there, and they are always pronounced clearly in every English word.
2. Sasak's accent has a strong accent so that it becomes one of the triggering factors that interferes with the performance of local guider when speaking English.
3. Sasak is the dominant language that is always used by the Sasak people rather than Bahasa and target language, so it affects the accent when local guider speak in English.

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