The Impact of Local Dialect on Speaking Skill of Students in Technical Department at Politeknik Pelayaran Barombong

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Abstract

This study investigates the influence of the local dialect on students' speaking abilities, focusing specifically on the Makassar/Gowa dialect. It examines how the accent and features of the students' first language can affect their proficiency in speaking English, particularly in multicultural contexts. The research explores challenges arising from dialectal interference and factors related to the mother tongue that impact oral performance. Using a quantitative descriptive method, data were collected through closed-ended questionnaires. The findings reveal that the local dialect plays a multifaceted role in shaping students' speaking skills. While dialectal influence poses certain challenges, it also has positive implications. Students who embrace their local dialect tend to exhibit greater confidence and motivation in learning English. Moreover, leveraging the local dialect in teaching strategies encourages active learning and enhances oral communication. Teachers can utilize these insights to create a supportive learning environment, incorporating various media and facilities to improve students' speaking proficiency. This study highlights the importance of understanding linguistic diversity in educational settings and underscores the potential of dialect-sensitive approaches to foster better engagement and learning outcomes for English language learners.

Keywords: Local Dialect; Interference; English Speaking; Technical Students

INTRODUCTION

Dialect represents a linguistic variation that signifies an individual's origin within a specific cultural context. This concept is often interpreted as encompassing regional dialects and variants of the same language, differentiated primarily by linguistic features such as morphology, syntax, and vocabulary. Additionally, some linguists expand the definition to include phonological elements, such as vowel pronunciation, consonant articulation, and intonation patterns.

The distinction between languages and dialects can be identified through several criteria. Generally, languages are considered prestigious, official, and utilized in written forms, whereas dialects are primarily spoken, lack official status, and are often socially marginalized. Despite these distinctions, linguists approach the term "dialect" neutrally, describing it as the systematic linguistic practices of specific speaker groups, particularly those from a certain geographical region or social class. This perspective highlights the universality of dialects, as every individual speaks at least one, underscoring their integral role in communication and identity (Rickford, 2002).

In sociolinguistics, the term *dialect* is defined as variations of a single language, differentiated by distinctions in vocabulary, pronunciation, and grammatical structure. These variations are typically linked to specific geographic regions or social groups (Ronald, 2010). The influence of a speaker's dialect has been identified as a significant factor in the process of acquiring English as a second language, demonstrating its impact on learners' linguistic development and proficiency (Schmidt, L. B., 2009).

English occupies a pivotal role in educational systems; however, achieving proficiency in the language poses considerable challenges for students, particularly when adhering to standardized English norms. Among the key difficulties encountered by learners are the influences of diverse dialects shaped by varying cultural contexts. In the contemporary educational landscape, particularly in developing speaking skills, students frequently confront barriers arising from linguistic and cultural diversity, including ethnic language factors.

This research investigates the process of acquiring speaking skills within different cultural frameworks, emphasizing the impact of cultural influences on learning in English as a Foreign Language (EFL) classrooms. The primary focus is to explore the perceptions of students and educators regarding culturally appropriate strategies for developing speaking proficiency. By examining these perspectives, the study aims to identify methods that align with the unique cultural contexts of learners, fostering more effective approaches to teaching and learning speaking skills.

Additionally, this study addresses the specific challenges faced by native English-speaking educators teaching at Politeknik Pelayaran Barombong. These educators often encounter difficulties in navigating cultural dynamics and addressing the diverse needs of students from various cultural backgrounds. By highlighting these challenges, the research seeks to uncover the complexities involved in teaching English in a culturally heterogeneous environment.

Moreover, the study endeavors to propose practical solutions to enhance the learning experience for students striving to improve their speaking abilities in culturally diverse settings. These recommendations aim to bridge cultural gaps and provide strategies tailored to the needs of both students and teachers. By addressing these challenges and implementing effective methodologies, this research aspires to contribute to the advancement of speaking skills development in EFL contexts, ultimately enabling learners to achieve greater success in English proficiency.

This research aims to explore the influence of students' local dialects on their speaking performance in culturally diverse settings, with a focus on third-semester students at Politeknik Pelayaran Barombong. The study specifically examines how local dialects, particularly the Makassar/Gowa dialect, interfere with students' ability to speak English effectively. The findings are expected to provide valuable insights into the teaching and learning process, offering practical guidance for both educators and students in addressing challenges related to dialectal interference.

The research aims to identify the specific aspects of students' mother tongues that impact their English-speaking abilities. By analyzing these interferences, the study seeks to uncover how students compare the linguistic features of English with those of their native language, particularly in speaking. The findings will not only contribute to understanding the challenges faced by students but will also assist educators in developing strategies to simplify the teaching of speaking skills.

One primary objective is to help teachers recognize the types of interference arising from students' native languages that affect their spoken English proficiency. Understanding these patterns will enable teachers to implement more effective teaching methods tailored to address these interferences. This research is particularly concerned with the phonological and accent-related aspects of the Makassar/Gowa dialect, which are believed to significantly impact students' pronunciation and fluency when speaking English.

By narrowing the scope of investigation to focus on one local dialect, this study aims to provide a detailed analysis of the factors contributing to dialectal interference in English language learning. It also seeks to identify the root causes of these difficulties, enabling both teachers and students to develop more targeted strategies to overcome such barriers.

Through this research, the difficulties faced by students in integrating their native linguistic patterns with the structure of the English language will be described in detail. This includes examining how the accent and phonological features of the Makassar/Gowa dialect influence the production of English sounds. The research findings will serve as a resource for educators, helping them design more culturally responsive teaching methodologies and fostering improved speaking abilities among students.

In summary, this study offers a comprehensive exploration of the challenges posed by local dialects in speaking English, with an emphasis on identifying practical solutions to enhance students' learning experiences. By addressing these interferences, the research aims to contribute to the broader understanding of how native language influences English proficiency, ultimately supporting the development of more effective EFL teaching practices in culturally diverse educational contexts.

REVIEW OF LITERATURE

Local Dialect and Its Linguistic Influence on English Pronunciation

Local dialects profoundly influence learners' pronunciation when acquiring English as a second language. Research indicates that phonological patterns in a learner's first language (L1) often transfer to their second language (L2), leading to accent-related difficulties (Crystal, 2008). For students in technical fields, such as those at Politeknik Pelayaran Barombong, the influence of their local dialect becomes apparent in areas like vowel articulation, consonant substitution, and intonation

patterns. Dialects often have distinct phonemic inventories and stress systems that do not align with standard English norms, causing challenges in intelligibility and fluency (Gass & Selinker, 2001).

Furthermore, studies by Munro and Derwing (1995) highlight how L1 phonological interference can result in miscommunication, particularly in technical or professional settings. Students in technical departments, who must frequently use English for maritime communication, may find their pronunciation impacted by the phonological rules of their native dialect, such as the omission or substitution of certain sounds. This misalignment not only affects speaking clarity but also hinders confidence in oral communication.

By addressing these linguistic barriers, educators can develop targeted pronunciation practices that accommodate dialectal influences while fostering more accurate and fluent English-speaking skills.

Cultural Identity and Dialectal Retention in Language Learning

The retention of local dialects is often tied to cultural identity, making it a significant factor in language acquisition. For students at Politeknik Pelayaran Barombong, the interplay between their cultural identity and English learning poses unique challenges. As highlighted by Fishman (2001), language serves as a marker of cultural heritage, and learners often subconsciously integrate aspects of their dialect into L2 communication to preserve this identity.

In technical education contexts, where English proficiency is critical for professional success, the tension between maintaining cultural roots and adapting to a global language like English becomes more pronounced. Learners may struggle to adopt standard English norms, as they perceive such adaptation as a threat to their linguistic heritage. Research by Norton (1997) emphasizes how this dynamic affects learner motivation, attitudes, and engagement in speaking activities.

Additionally, the maritime industry's reliance on English as a lingua franca amplifies the need for cultural sensitivity in teaching strategies. Educators must balance the imperative of teaching standard English for professional purposes with an appreciation of students' dialectal backgrounds, promoting an inclusive learning environment. Integrating culturally responsive pedagogies can help students embrace English as a tool for professional growth without feeling disconnected from their linguistic roots.

Teaching Strategies to Overcome Dialectal Barriers in Speaking Skills

Effective teaching strategies are essential to mitigate the impact of local dialects on students' English-speaking abilities. For technical students, such as those at Politeknik Pelayaran Barombong, the emphasis should be on practical, communicative approaches that address specific linguistic challenges while enhancing overall fluency.

Studies by Celce-Murcia et al. (1996) suggest that pronunciation-focused interventions, such as segmental and suprasegmental training, are particularly beneficial for learners facing dialectal interference. Segmental training targets individual sounds, while suprasegmental activities focus on stress, rhythm, and intonation, enabling students to better align with English phonological patterns. These approaches can be integrated into simulation exercises or role-plays that mimic real-world maritime scenarios, ensuring that students practice contextually relevant communication.

Furthermore, technological tools such as speech recognition software and language learning apps can provide immediate feedback on pronunciation and fluency. Research by Chun (2012) demonstrates that interactive tools not only enhance learner engagement but also help students identify and correct errors rooted in their local dialects.

In addition, fostering peer interactions in English-speaking environments can encourage students to practice without fear of judgment, gradually reducing the influence of their local dialects. Educators should also employ contrastive analysis to highlight differences between the local dialect and English, enabling students to consciously adapt their speaking strategies. By employing these targeted teaching strategies, educators can help students overcome dialectal barriers and improve their communication skills in technical and professional settings.

METHOD

The researcher implemented a quantitative descriptive methodology, consistent with the objective of gathering data regarding students' perceptions. This methodological approach is utilized to test hypotheses or address questions concerning the precise status of the research focus. Descriptive methods are designed to illustrate the current conditions of a phenomenon, emphasizing the analysis of its characteristics at the time of the investigation.

This study specifically centred on a single variable: the influence of students' local dialects on learning the English language within diverse cultural contexts at Politeknik Pelayaran Barombong. Three key aspects of the local dialect were examined, including accent, grammatical structures, and vocabulary. However, the research scope was particularly concentrated on investigating the accent dimension.

The study participants were drawn from the third semester of the Technical Department at Politeknik Pelayaran Barombong, during the academic year 2022-2023. The researcher employed purposive sampling to select a representative group of 20 participants. These individuals were chosen based on their use of the Bugis dialect, predominantly originating from Gowa, Makassar, and adjacent regions. This targeted sampling approach ensured that the participants effectively represented the dialectal variations under investigation, enabling a focused exploration of the impact of accent on English language acquisition in this specific educational context.

Research Instrument

To collect data, the researcher utilized a questionnaire as the primary instrument. Respondents were required to choose from predetermined multiple-choice options, classified as closed-format or closed-ended questions. This approach offered significant advantages for quantitative analysis, as it facilitated the computation of statistical metrics and percentages due to the standardized response framework.

The researcher specifically employed closed-ended questions in the form of Likert-scale items to assess the degree of agreement or disagreement among respondents regarding various statements. The Likert scale is widely recognized for its ability to quantify attitudes and perceptions, with response options ranging from "Strongly Agree," "Agree," "Neutral," "Disagree," to "Strongly Disagree" (Sugiyono, 2016). In this study, participants were instructed to express their views by selecting a numerical value between 1 and 5, each corresponding to a specific level of agreement or disagreement. This structured format ensured clarity in data collection and facilitated the precise measurement of respondents' attitudes, thereby contributing to the reliability and validity of the research findings.

RESULTS AND DISCUSSION

The analysis of the data gathered from the questionnaires highlighted the key challenges that students face, which significantly influenced their ability to engage in classroom interactions. These challenges were systematically categorized, allowing for a deeper understanding of the underlying factors that hindered their participation. The study revealed three primary areas of interference: the use of the local dialect, internal factors such as psychological barriers, and external factors related to the learning environment.

The majority of students reported that the local dialect played a significant role in their communication challenges, specifically affecting their ability to speak fluently in the classroom setting. This finding suggests that linguistic diversity within the student body may pose an obstacle to effective communication, especially in contexts where standard language use is expected. The local dialect, being a natural mode of expression for many students, may not always align with the linguistic expectations in formal educational contexts. This discrepancy potentially affects students' confidence and fluency in oral communication, particularly when they are required to switch between their native dialect and the formal language of instruction.

In addition to linguistic challenges, the research identified several internal factors that contributed to students' difficulties in classroom interactions. One of the most significant of these factors was self-confidence. Many students expressed that a lack of confidence hindered their willingness to participate in oral activities, which are crucial for language development. Low self-esteem or anxiety about making mistakes often prevented them from speaking freely, thereby limiting their engagement in classroom discussions and interactions. This issue is consistent with

broader educational literature, which suggests that psychological factors such as self-doubt and fear of judgment are prevalent in learning environments and can significantly impact student performance and participation.

External factors, particularly those related to the classroom environment, were also found to influence students' interactional challenges. The physical or social environment can play a crucial role in shaping students' ability to engage with their peers and instructors. Distractions in the classroom, such as noise or inadequate space, and the overall atmosphere, including the level of support from peers and instructors, were noted as contributing to students' discomfort and reluctance to participate. Furthermore, the classroom's cultural dynamics, including the influence of dominant groups or the perceived pressure to conform, also impacted students' confidence in speaking.

By categorizing these interferences into internal and external factors, the research provided valuable insights into the complex nature of students' communication challenges in the classroom. It became clear that addressing these barriers requires a multifaceted approach. Teachers and educators must recognize the importance of linguistic diversity and consider strategies to accommodate different dialects while fostering an inclusive and supportive learning environment. Furthermore, fostering students' self-confidence through encouragement and providing a conducive, non-judgmental environment are crucial steps toward enhancing student participation and reducing the internal and external factors that hinder effective interaction.

In conclusion, the study demonstrated that students' difficulties in speaking within the classroom context are influenced by a combination of linguistic, psychological, and environmental factors. By identifying and understanding these barriers, educators can design more effective teaching strategies that promote active participation and improve students' communication skills.

Proficiency in the first language hinders from pronouncing words clearly and accurately

The data collected revealed that a considerable portion of the student population experienced difficulties in accurately articulating words, particularly those that have similar phonetic structures but distinct pronunciations and meanings. Out of the total number of participants, 5 students, or 34%, expressed strong agreement with the statement, indicating a high level of difficulty in this area. In contrast, 1 student, or 7%, indicated a simple agreement, suggesting that their challenge was less pronounced but still significant. Furthermore, 4 students, representing 26%, remained neutral or undecided regarding the statement, signalling uncertainty about the extent of their difficulties with articulation.

An equal proportion of 4 students, also 26%, disagreed with the statement, implying that these students did not perceive word articulation as a major issue. Finally, 1 student, or 7%, strongly disagreed, suggesting that this individual faced little to no difficulty in articulating words with similar sounds but different meanings.

These responses collectively highlighted a broad range of experiences among students concerning challenges with pronunciation, particularly in distinguishing words that are phonetically similar yet differ in meaning.

The findings suggest that a significant number of students encounter challenges when attempting to articulate words that have similar phonetic qualities, often referred to as homophones or near-homophones. This type of difficulty can complicate effective communication, especially in a language learning context, where clear pronunciation is crucial for comprehension. The issue may be further exacerbated by the students' familiarity with their native dialect, which could influence how they perceive and produce sounds that do not exist in their first language. In particular, words that share similar phonetic features but differ in meaning may pose additional hurdles, as the students must not only differentiate the sounds but also understand the distinct contextual meanings attached to them. This diversity in student responses highlights the complexity of language learning, where individual differences in language proficiency, exposure to various phonetic structures, and the influence of their native linguistic patterns all contribute to the challenges students face. The range of responses also underscores the importance of recognizing these challenges and tailoring instructional strategies accordingly. It is evident that some students may require additional support in improving their pronunciation skills, especially in differentiating words that sound alike but hold distinct meanings.

To address these challenges, educators might consider implementing targeted phonetic training exercises that focus on minimal pairs—pairs of words that differ in only one sound but have different meanings. Such activities can help students become more attuned to subtle differences in pronunciation and improve their overall clarity in speech. Additionally, it may be beneficial to provide students with more exposure to varied speech models, enabling them to better recognize and produce words with similar phonetic structures. These interventions could aid in enhancing students' ability to articulate words with precision and confidence, which is crucial for effective communication in an academic setting.

The data indicated that while a significant portion of students struggled with articulating words that are phonetically similar but distinct in meaning, there was a variation in the extent to which students were affected. This highlights the need for tailored interventions to address pronunciation challenges, particularly in the context of language learning where clear and accurate articulation is essential for effective communication.

Local dialect interference is more pronounced in speaking than in writing

The responses from the students indicated a noteworthy trend regarding their perception of pronunciation challenges. Specifically, 2 students, accounting for 13% of the total respondents, strongly agreed with the statement, indicating a high level of difficulty with pronunciation. In addition, 4 students, representing 27%,

agreed with the statement, suggesting that they also encountered challenges, although to a lesser extent than those who strongly agreed. Conversely, the majority of students, 9 individuals or 60%, remained undecided, reflecting uncertainty or mixed feelings about their experiences with pronunciation difficulties. Interestingly, none of the students disagreed or strongly disagreed with the statement, suggesting that no participant outright denied experiencing issues with pronunciation to some degree.

These results point to the fact that the majority of students acknowledged having some level of difficulty with pronunciation, thereby highlighting the challenges they faced in spoken language production. The fact that no students disagreed or strongly disagreed with the statement suggests a general consensus that pronunciation difficulties were present, though the intensity of these challenges varied among the respondents. The high percentage of undecided students also reflects the complexity of pronunciation issues, where students may have struggled in specific contexts or with particular words, but did not necessarily view the issue as pervasive across all aspects of their spoken language skills.

The prevalence of pronunciation difficulties among the students underscores the importance of focusing on spoken language in language education. While written language often receives more attention in educational settings, the data revealed that spoken language, particularly pronunciation, posed significant challenges for students. This may be due to a variety of factors, including the influence of their first language on how they produce sounds in a second language, as well as a lack of exposure to varied speech patterns and accents. Students may also face anxiety or self-consciousness when speaking, which can further hinder their ability to pronounce words correctly.

These findings suggest that more emphasis should be placed on developing students' speaking and pronunciation skills within language education. Educators might consider incorporating targeted pronunciation exercises into their curricula to help students address the specific difficulties they face. For example, practicing minimal pairs (words that differ by only one sound) could be an effective way to help students distinguish between sounds that are challenging for them. Furthermore, providing students with more opportunities to engage in spoken communication, whether through group discussions, presentations, or interactive activities, could increase their confidence and improve their pronunciation over time.

Moreover, it may be valuable to explore the role of listening practice in supporting pronunciation. By listening to native speakers or other proficient speakers of the language, students can better attune their ears to the subtleties of pronunciation and become more aware of how words are articulated in different contexts. Such listening practice, when combined with speaking exercises, can create a more comprehensive approach to improving spoken language skills.

The results from the student responses suggest that pronunciation difficulties are a prevalent challenge in spoken language, with most students acknowledging some level of difficulty in this area. While the intensity of these challenges varied, the

absence of disagreement underscores the importance of addressing pronunciation issues in language instruction. As the findings highlight the significance of spoken language in communication, it is essential for educators to implement strategies that support the development of students' pronunciation skills to ensure their proficiency in both written and spoken forms of the language.

Confused by someone's dialect when pronouncing words

The findings from the survey revealed a diverse range of student perceptions regarding the influence of the local dialect on their ability to communicate in English. Among the respondents, none of the students, or 0%, strongly agreed with the statement that the local dialect influenced their communication in English. In contrast, 4 students, representing 26% of the total, agreed with this assertion. This indicates that a segment of the student population acknowledges the local dialect as a factor that affects their English communication. On the other hand, 6 students, or 40%, were undecided, suggesting a significant degree of uncertainty about whether the local dialect had any impact on their ability to communicate in English.

Furthermore, 4 students, or 27%, disagreed with the statement, implying that they did not perceive the local dialect as an interference in their English communication. Interestingly, 1 student, or 7%, strongly disagreed, indicating that, for this individual, the local dialect did not pose any noticeable challenge to their ability to speak English. These findings illustrate a broad spectrum of responses, reflecting varying degrees of awareness and perception of the role that the local dialect plays in the context of English communication.

The data highlights that while a substantial proportion of students were either undecided or disagreed with the statement, there remains a notable group of 26% who agreed, and potentially experienced interference from the local dialect. This suggests that, for these students, the local dialect may indeed present challenges when attempting to communicate in English. Such challenges could stem from differences in pronunciation, grammar, and vocabulary between the local dialect and the standard form of English, which may create barriers to effective oral communication in English. The 40% of students who were uncertain about the impact of the local dialect on their communication further suggests that these challenges may not be universally felt or acknowledged, indicating that the influence of the local dialect could vary depending on the individual's proficiency in English, their level of exposure to the language, and the specific linguistic features of the dialect they speak.

This range of responses also underscores the complex relationship between a speaker's native dialect and their second language acquisition. While some students might not perceive any interference from their local dialect, others may struggle with certain linguistic aspects when switching between their dialect and English. The presence of interference is often subtle and may manifest in different ways, such as difficulty in pronouncing certain sounds that do not exist in the local dialect or the

transfer of syntactic structures that are characteristic of the dialect but do not align with English grammar rules.

Moreover, the undecided responses point to the possibility that the influence of the local dialect is not always obvious or immediately perceived by students themselves. In some cases, students may not be fully aware of how their local dialect affects their English communication or may not have the linguistic awareness to identify specific instances where the dialect interferes with their ability to express themselves effectively. This may be particularly true for students who are more comfortable with informal speech and less attuned to the formal expectations of English in academic or professional contexts.

The variation in responses also suggests the need for further exploration of the specific factors that contribute to dialectal interference in English communication. It may be beneficial to investigate the extent to which students' language proficiency, exposure to English-speaking environments, and the socio-cultural context in which they operate influence their perceptions and experiences of dialect interference. Additionally, it is important to consider how educators can help students overcome these challenges by raising awareness of the potential impact of their local dialect on English communication and providing strategies to minimize dialectal interference.

The survey results indicate that while many students were unsure about the influence of the local dialect on their English communication, a significant number recognized it as an interference. These findings underscore the need for targeted interventions that address dialect-related challenges in language learning, while also acknowledging the diversity of student experiences in relation to the impact of their local dialect on their ability to communicate effectively in English.

Cannot pronounce well because of the local dialect interference in pronouncing English sounds

The data revealed that none of the students (0%) strongly agreed with the statement, indicating that no participant fully endorsed the notion that they had no challenges in pronunciation. However, 4 students, accounting for 27% of the respondents, agreed with the statement, suggesting that a significant portion of the students acknowledged some level of difficulty in pronouncing English sounds accurately. Meanwhile, 6 students, or 40%, expressed an undecided response, which could indicate uncertainty or mixed feelings regarding their ability to pronounce English sounds proficiently. The remaining 5 students, making up 33% of the participants, agreed with the statement, affirming that they faced some level of difficulty, but did not strongly reject the notion.

The findings suggest that pronunciation difficulties were indeed a prevalent challenge among the students. The absence of strong agreement indicates that no students felt entirely confident in their ability to pronounce English sounds accurately. The fact that 27% of students agreed with the statement indicates that a

notable portion of the participants struggled with pronunciation, although they did not find this issue to be overwhelming or insurmountable. These students likely recognized that their pronunciation of certain English sounds was problematic, but perhaps did not view this as a major barrier to their communication in English.

The 40% of students who were undecided may reflect a degree of hesitation or indecisiveness regarding their self-perception of pronunciation abilities. This uncertainty could be attributed to a variety of factors, such as a lack of awareness of the specific challenges they face with pronunciation, or a lack of confidence in assessing their own skills. The undecided responses may also suggest that students are not fully engaged with the issue of pronunciation, possibly because they have not encountered significant challenges in this area or because they have not had the opportunity to reflect on their pronunciation in depth.

Additionally, the data shows that 33% of the students agreed with the statement, which further confirms that a substantial proportion of students acknowledged their difficulties in pronouncing English sounds. However, the fact that none of the students strongly disagreed with the statement suggests that no participant felt completely confident in their pronunciation abilities, which underscores the challenges faced by students in acquiring accurate pronunciation. The findings also imply that students generally felt more comfortable speaking in their local dialect, as opposed to English, suggesting that their familiarity with their native language provided a sense of security and ease in verbal expression. This comfort with their local dialect likely contributed to their hesitation or lack of engagement in terms of self-confidence when speaking English. The preference for using the local dialect may have further exacerbated students' difficulties in pronouncing English sounds correctly, as their first language may have influenced their pronunciation patterns.

The data underscores that pronunciation difficulties are a significant challenge for many students, with a considerable portion acknowledging these challenges to varying degrees. The undecided responses point to a lack of confidence or engagement in self-assessing their pronunciation skills, while the overall trend highlights the preference for the local dialect, which may hinder the development of accurate English pronunciation. Addressing these issues through targeted pronunciation instruction, increased self-awareness activities, and fostering a more supportive and confident speaking environment may help students improve their pronunciation and enhance their overall language proficiency.

Student's first language leads to pronunciation and intonation errors

In a recent survey, the participants were asked to share their opinions regarding the difficulty of producing accurate pronunciation and intonation, particularly when influenced by their local dialects. Among the respondents, 7% of students, or just one participant, strongly agreed with the statement, indicating a high level of agreement with the notion that their dialects interfere with their

pronunciation and intonation skills. Meanwhile, 20% of the respondents, representing three students, expressed agreement, signifying that they generally acknowledged the challenge posed by local dialect influences on their spoken language accuracy.

On the other hand, a substantial portion of the participants, specifically 33% of them, were undecided about the statement, indicating that they neither fully agreed nor disagreed with the proposition. This group of students may have had mixed experiences or did not perceive a clear connection between their dialect and their ability to produce accurate pronunciation and intonation. Furthermore, 33% of the students, or six individuals, expressed disagreement with the statement, suggesting that they did not perceive their local dialects as a significant hindrance to their pronunciation and intonation performance. Interestingly, none of the students strongly disagreed with the assertion, implying that although not everyone found dialect influences to be problematic, there was a general acknowledgment of its potential impact.

The findings from this survey reveal an important insight into the challenges faced by individuals who speak English as a second language or those whose native dialects differ from the standard pronunciation norms of the target language. While the majority of the respondents did not consider their local dialects as the primary barrier to mastering accurate pronunciation and intonation, a significant portion, 27% in total, acknowledged the difficulties they encountered in this area. This suggests that, even though there is variation in how the students perceive the influence of their dialects, there is a recognizable trend that some individuals do find it challenging to produce the correct pronunciation and intonation patterns due to the influence of their regional speech habits.

The fact that a substantial number of students (27%) recognized the difficulties associated with local dialect interference on pronunciation and intonation indicates the importance of addressing this issue in language education. It highlights the need for language instructors to be aware of the potential impact of dialectal variation on students' speaking abilities and to provide appropriate support and strategies to help students overcome these challenges. Teachers could consider integrating exercises and practices specifically designed to help learners modify their pronunciation, paying close attention to intonation patterns that may differ from their natural speech tendencies.

It is also worth noting the mixed reactions in the survey, as reflected in the undecided and disagreeing responses. The diversity of opinions among the students underscores the need for a more individualized approach in language instruction. While some students may not experience significant difficulties with pronunciation and intonation due to their dialects, others may struggle more, depending on their level of exposure to the target language, their personal language background, and the specific dialectal influences they bring into their learning process.

The survey results provide valuable insights into how local dialects can impact students' ability to produce accurate pronunciation and intonation in the target language. Although a majority of students did not strongly agree with the statement

that dialects hinder pronunciation, a noticeable percentage (27%) did recognize the challenge. These findings suggest that language educators should remain mindful of the role dialects play in language learning and tailor their instruction to address these issues effectively, ensuring that all students have the tools they need to succeed in mastering both pronunciation and intonation.

CONCLUSION

The analysis of the findings reveals several key interferences that affect students' oral communication. These interferences were categorized into two main areas: Internal Factors – Local Dialect and Self-Confidence: The most significant interference identified was related to students' speaking abilities in English within the classroom. These challenges were linked to students' low self-confidence, which often led to difficulties in articulating thoughts clearly and effectively in English. The comparison between the local dialect and English highlighted that students felt more comfortable using their native language, which in turn impacted their motivation to engage in English communication. As a result, students frequently made mistakes and struggled to express themselves in English, hindering their overall performance.

External Factors – Local Dialect and Family/Environment: A further set of interferences emerged from external factors, primarily involving the students' home environment and social interactions. Students reported challenges in practicing English at home, where communication in the local dialect prevailed, limiting their opportunities for English language practice. Additionally, interactions with family members, friends, and neighbours, who predominantly spoke the local dialect, created further obstacles in developing their speaking skills. The lack of adequate learning facilities and media also hindered students' ability to practice and improve their English communication skills.

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