THE ANALYSIS OF AOHENG ACCENT ON THE STUDENTS SPEAKING ABILITY IN LONG APARI

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Article Info	ABSTRACT
Article history: *Published June 30, 2024* *Keywords:* *Dialect , language variation, Erorr language, Long apari accent.*	*This research was conducted because of the dialect error factor or the tendency towards language variation, so this research focuses on the regional dialect used by students in Long Apari sub-district. it focuses on how regional accents affect English speaking ability. This can be known through research that uses qualitative methods by conducting interviews with students as local residents of Long Apari who are the research samples. From this research, the results obtained were that there were several errors found, because they were not used to using English so they became very stuttered and there were the addition of several words in the pronunciation that used regional languages or regional dialects which became language errors that occurred.*

1. INTRODUCTION

As human beings, we will certainly carry out "communication" with other people both to convey feelings, thoughts, and intended meaning to other people as our interlocutors. The comprehensive communicative aspect of language knowledge includes knowledge of English dialects and other forms of language variation. It also includes an awareness of how people will respond to different styles in spoken and written language, which of course applies to both native and non-native speakers. People are more influenced by language intonation, vocabulary, word order, etc. Compared to what we admit, prejudice sometimes trumps good intentions. This is also stated by John Honey who does not believe that all diversity is equal and states that: values are evaluated differently because of social prejudice (Cameron, 2003, 98). Did language make us what we are today, or was it the other way around: humans created language. In either case, it is important to be aware of the hidden evaluations that are often at stake when people communicate.

The primary aim and the focus of this study were to investigate students' metacoginitive strategies awareness and their relationship with speaking ability. The

participants were 31 Indonesian junior college students who have taken speaking course. The study gained that students' metacognitive strategies awareness was categorized on good awareness with 77.9 % of use. Following that, the research used Correlational Research design and found that there was a positive correlation between the variables. We can also say Dialect A, B, C and so on are part of language X because they are spoken by many varieties of dialect A, B, C. Edward (2009) also defines dialect as a variety of language that differs from other languages in three dimensions: vocabulary, grammar, and pronunciation (accent). The lower part of language variation is dialect and the main part is language. Language and dialect can be the same when the language is spoken by several people and has only one variety, but some experts say that it is not appropriate to say dialect and language are the same because the requirements of the lower part cannot be found. Edward (2009:63) also defines dialect as a language variety that differs from other languages in three dimensions: vocabulary, grammar, and pronunciation (accent). The ethnic, cultural and linguistic diversity found in border areas can give rise to various language variations. This language variation appears as a form of language diversity caused by certain factors. Holmes (2001:223) argues that language variation can occur according to its use and users, depending on where the language is used and who uses it. These variations can arise due to language contact between groups of speakers. Sarah, G. Thomason (2001:1) states "language contact is the use of more than one language in the same place at the same time". The statement states that language contact can occur if there is the use of more than one language in the same place and time. Language contact that occurs between groups of speakers can give rise to various linguistic phenomena, such as code switching, interference, pidgin, and creole. Some of the phenomena mentioned above are also seen in the case of language use by border communities in East Kalimantan.

Kalimantan is an area that borders Malaysia, especially in Mahakam Ulu, especially Long Apari. A total of ten villages in Long Apari sub-district border Malaysia, namely Long Penaneh I, Long Penaneh II, Long Penaneh III, Tiong Bu'u, Tiong Ohang, Long Kerioq, Noha Silat, Noha Boan, Noha Tivab, and Long Apari. Duration, as an aspect that functions as an independent variable at the word (quantity) or sentence (tempo) level (Lehiste, 1970:53), can be used as an acoustic marker that an utterance has an accentual influence. the question to be asked in this paper is that this paper wants to find differences in English pronunciation according to English standards, and to find the characteristics of the Long Apari accent from the English standard pronunciation of the influence of accents and dialects used by the Indonesia-Malaysia border community in Long Apari village on English as a foreign language. The question is How is the English accent used by students or the Long Apari community? Because in the surrounding area, the average Long Apari community uses the regional accent (Aoheng) in their daily lives, even though they speak Indonesian or English. as well as the use of English in their daily lives which is very thick with the typical Long Apari accent. The existence of rapidly developing technology does not affect the accent used by the people of Kalimantan, especially Long Apari village. Long Apari Village is one of the places that has experienced a lot of English language development. Long Apari Village has also experienced an increase, but due to its geographical location directly bordering Malaysia, where the use of English is more dominated by Malay accents. According to Okumura Mitsuo in Tjandra (2004:42), accent is the relative prominence of an utterance and is formed based on the social habits of a language community and imposed on the pronunciation of a word. The results of this study are expected to provide benefits both theoretically and practically. The expected benefits of this research are: Theoretically, enriching people's knowledge about the use of accents and language mixing, thus giving rise to several new fairy tales. And it is also

hoped that this research can provide insight to students or references to serve as directions for further research on anthropology and sociology studies, as well as teaching materials.

Practically, it provides an understanding of the use of English in the community in the border area of Long Apari Village, Long Apari District, Mahakam Ulu Regency. As well as providing an understanding of English and its use in border areas. The previous study in this paper is that these temporal forms may be embedded in a particular segment, may affect an adjacent segment, or may be related to a larger prosodic unit. Research on language accent has been conducted by several researchers with different methods and topics. for example, research by Naa, Maria & Setyawan, Agustinus. (2023) which focuses on accents in Papua, Ayesa and Miva Aziza (2016) which focuses on accents and dialects in Java, Dina Maryana and Sri Yuliani (2017) which focuses on regional language mixing, and the last is Dian Palupi (2016) which discusses linguistic attitudes in Long Apari. The results of her research formulate several things, including (1) the use of local languages is more widely used in the realm of family and society compared to Indonesian and foreign languages; (2) in language activities, people in border areas more often listen to news in the mass media, and (3) the language attitudes of people in border areas towards local languages show positive values. These results show that local languages still have prestige in the eyes of border communities for informal family and community communication. However, strengthening the positive attitude of border communities towards local languages in foreign languages such as English requires a strategic plan to revitalize local languages and foster English in border areas so as to increase public knowledge about language errors that occur. In contrast to previous studies, , this research has several things that are unique and of course very different, namely this research focuses on the use of the Long Apari accent or accent (Aoheng) which is the basis of the regional language in Long Apari and of course there are many languages. The error that occurred was caused by Long Apari's inherent accent.

2. METHODOLOGY

According to Verhaar (1999), each science is usually divided into several subfields, for example there is linguistic anthropology or linguistic investigation methods used by cultural anthropologists, and there is sociolinguistics which studies how social things are reflected in language within language. This paper is focused on finding differences in English pronunciation according to standard English, and to find the characteristics of the aoheng accent from standard English pronunciation, the influence of the accent and dialect used by the Indonesian-Malaysian border community in Long Apari village on English as a foreign language. This research uses qualitative descriptive methods. Qualitative data was obtained from respondents' answers to statements conveyed in the analysis of interview recordings conducted afterwards in . aims to measure attitudes based on a scale to obtain answers or responses to an attitude object with a value range of 1-5. The quantitative data collection technique was carried out using purposive sampling, namely a technique for determining respondents based on the criteria desired by the researcher. Using students at SMPN 01 Long Apari, namely class 7, totaling 6.2 male participants and 4 female participants, and class 9, 2 female participants with a total of 8 participants. Furthermore, at SMAN 01 Long Apari, class 10 was used with a total of 23 people and these students were native Long Apari residents who spoke using the typical Dayak Aoheng accent as the research sample. Interviews were carried out by recording the results of interviews during the teaching and learning process, namely asking students to introduce themselves then selecting students who would be used as samples and then

conducting interviews and asking participants to read short texts using the Dayak Aoheng accent and data collection techniques using a voice recorder.

3. RESULTS AND DISCUSSION

Long Apari is a village on the border between Indonesia (East Kalimantan) and Malaysia (Sarawak) with its location on the border and the dominant Dayak Aoheng tribe, so the accent used is sometimes a Dayak accent. With the strong Dayak accent in Long Apari, people who speak English also use the Dayak dialect, especially for teenagers such as students, they tend to learn English using the Dayak accent, there are differences in sounds as well as intonation and pauses in each pronunciation when speaking English as explained. Sounds that coincide in the same word in a particular phonetic environment in connected speech – usually for ease of pronunciation – are known as linking sounds. Sounds that are not present in a word when the word is pronounced separately. As a connecting sound for the final consonant in les and est. In English, one of the most prominent examples is the so-called "linking r", which will be discussed in the following section. According to another definition, a bond is a bond between two objects, or words, which is formed by the bending of the body parts of the objects; This is usually done to make the cutting process easier. This type of link is concerned with connecting two consecutive vowels, which belong to different syllables or words (i.e. not two diphthong elements).

In this case, articulatory pauses or pauses at syllable or word boundaries are referred to as pauses [Latin, 'gap'], and sequential vowels. (Sounds that coincide in the same word in a particular phonetic environment in connected speech - usually for ease of pronunciation - are known as linking sounds. Sounds that are not present in a word when the word is pronounced separately. As a linking sound of the final consonant in les and est .In English, one of the most prominent examples is the so-called "linking r", which will be discussed in the following section.As per another definition, a bond is a bond between two objects, or words, formed by the bending of the limbs of the objects; this is usually done to facilitate the cutting process. This type of linking is related to connecting two consecutive vowels, belonging to different syllables or words (i.e. not two diphthong elements). In this case, a pause or articulatory gap at a syllable or word boundary is referred to as pause [Latin, 'gap'], and consecutive vowels)

With limited access to students' knowledge of the language, it becomes a problem for teachers, although several times teachers have to teach English accents such as British and American accents. However, it is difficult to use, so teenagers tend to prefer to use their mother tongue or an accent that is easier to use. Based on the results of the interviews conducted, it was found that differences in the sounds and tones uttered were different from standard English pronunciation in general.

They tended to use additions to each word and different tones, this was caused by because the local language used in the speech community can influence English pronunciation because the local language is the first language acquired by students as Nunan stated that when there are differences in sound systems in LI and L2, errors are expected to occur. committed because learners transfer the sound system of their mother tongue into the target language. Mother tongue has a clear influence on L2 pronunciation learning. In pronouncing English words, sometimes we find students who have difficulty pronouncing some English words completely and in other cases, students cannot pronounce words perfectly which can cause miscommunication. However, speaking with understandable pronunciation is a good thing to communicate with each other In general, the English accent that is often used and heard is the Neutral Accent which is often

confused with the American Accent. It seems like there are a lot of questions about accents in learning English. There are also questions that seem to confuse the native speaker's accent with English learned at school with a neutral standard (accent neutral).

Neutral accents are designed for uniformity and ease of pronunciation, especially in the world of English education. This Neutral Accent still has a tendency, and because course providers are usually neutral based, unless they come from certain countries such as England or Australia which have their own neutral accent, then what is chosen is an international neutral accent which is often confused with an international neutral accent. American accent because it's similar. This neutral accent is formed because of the need to pronounce words according to the most common pronunciation and flow of speech that is easiest for non-native people to hear and understand. Somehow, it is similar to what is understood as a typical American accent (SAE). However, in some places the use of English accents also occurs in regional accents, this is because the strong Aoheng accent that exists makes local people who dominate the regional language start to include the Aoheng accent in English pronunciation. and in some cases because of this, many mixed languages are produced, the following table shows the change from basic foam (English writing) to standard English pronunciation to English with an Aoheng accent:

Table 1. Three Box Method (**Table in good quality and easy to understand**

WORDS	ENGLISH PRONUNCIATION	AOHENG PRONUNCIATION	PHONEME ALTERATIONS
GOOD	/gʊd/	[/gʊ:ud/]	addition letter /u/
SPEED	/spi:d/	[/se:pid]	addition letter /e/
PRAY	/preɪ/	[/pr: ai/]	/ei/ into /ai/
RUN	/rʌn/	[/rʌa: n/]	addition letter /a/
LINE	/laɪn/	[/laa: ɪin/]	addition letter /a/ and /i/
GOOGLE	/ˈguː.gəl/	[/ˈguː.uugəl/]	addition letter /uu/
SMOOTH	/smu:ð/	[/semu:t/]	addition letter /e/ /ð/ into /t/
MOVE	/mu:v/	[/mo:f/]	addition letter /o/ /v/ into /f/
FAMILY	/ˈfæm.əl.i/	[/ˈfaam.əl.i/]	/Ae/ into /aa/
FRONT	/frʌnt/	[/fron/]	/a/ into /o/
TOGETHER	/təˈgeð.ɚ/	[/tuuˈgot.ɚ/]	/e/ into /uu/ and /e/ into /o/
DANGEROUS	/ˈdeɪn.dʒɚ.əs/	[/ˈdeen.dʒɚ.us/]	/ei/ into /ee/ and /es/ into /us/

Table 1 shows the similarities in pattern changes for each type of phonological and pronunciation change using the aoheng accent. However, based on the phonemes, the phonological patterns of the two languages have different sound changes. The phonological pattern is n _m/ #__ upon assimilation. In English, this occurs when two vowel phonemes meet and change their pronunciation sounds into one vowel sound. For

example, the sound */ea/* changes **to /e/ (heart→ hert),** and the sound */y/* changes to */i/* **(typoo → ti:po).** However, in the aoheng language, some consonant sounds undergo phonological changes and get several additional letters as well as changes in each vowel phoneme, for example **-/ae/** changes to **-/aa/ (family → family**), and **-/ei/** changes to **-/ay/ (pray → pra:ai)** this happens because of assimilation, assimilation is Assimilation is the process of changing a sound to be similar or identical to other sounds around it.

The pronunciation of consonants in English can vary greatly depending on the speaker's accent. For example, in the "Aoheng" accent we can imagine that some consonants are pronounced in a different way than the standard English pronunciation. This can include changes in the point of articulation, manner of articulation, and also the presence or absence of aspiration. Change in Point of Articulation In the "Aoheng" accent, consonants such as */t/* and */d/* may be pronounced further forward or later in the oral cavity compared to American or British accents. For example, */t/* may become dental **[t̪]** rather than alveolar **[t],** changing the resonance and sound quality of the consonant. Manner of Articulation The "Aoheng" accent may introduce variations in the manner of articulation. For example, friction consonants such as */s/* and */z/* may be pronounced with more or less friction, resulting in a sharper or softer sound. This can affect the clarity of pronunciation and understanding by listeners unfamiliar with the accent. Aspiration Explosive consonants such as */p/, /t/,* and /k/ in the standard English accent are often followed by a light aspiration when they appear at the beginning of a word or syllable. In the Aoheng accent, there may be differences in aspiration level, with some consonants being more or less aspirated. This can lead to significant differences in the way words are pronounced and received by listeners. And there are several pauses in pronunciation that give rise to different consonant sounds. This is called a hiatus and hiatus itself. In linguistics, a hiatus is when two vowels meet in a word without being followed by a consonant so that the vowels do not combine into one sound. In this case, the word "reunion" has a break between the vowels **''e''** and **''u'',** which is not followed by a consonant.

By referring to several questions in the research object, namely, what is the English accent used by students or the Long Apari community? . Writer Obtaining results from interviews with students in order to gain clarity in speaking is done through a recording process. From the interviews conducted, the following results were obtained:

data 1 :
transcript: be happy forever aunt merry!
Phonetically transcribed : */ˈhæp.i/ , /fəˈre.vər/*
 Aaoheng pronounce :[*/ˈheep.i/]* and *[/poˈre.vər/]*
The words **''be happy''** and **''forever''** are different because of vowel changes such as */ae/* becomes */ee/* and */fe/* becomes */po/.*

Data 2:
Transcript : can I borrow your phone?
Phonetically transcribed : */ˈba:r.oʊ/ , /jʊr/ , /foʊn/*
Aaoheng pronounce :*[/ˈboo:r.oʊ/ , /yu;ʊr/ , /po:ʊn/]*

Data 3:
Transcript: god morning or afternoon miss
Phonetically transcribed *: /ˈmɔ:r.nɪŋ/ , /ˌæf.tɚˈnu:n/*
Aaoheng pronounce :*[/ˈmɔo:r.nɪŋg/ , /ˌæp.tɚˈnoo:n/]*
The words **''be happy''** and **''forever''** are different because of vowel changes such as */ae/* becomes */ee/* and */fe/* becomes /po/. The sentence **''borrow your phone''** sounds so different, like many vowels are lost and replaced, such as the addition of **''morning''** to **''moo:rning''** from several findings resulting from research, there are many things and

aspects that can influence changes in vowel sounds in each pronunciation Phonemes and orthography In contrast to other languages where spelling and sounds appear to be closely correlated, this is often not the case in English. For example, there are several ways to spell the letter */A/,* such as won, young, funny, and flood. Conversely, there are several ways to pronounce the letters ou, such as ***cloud (/klaud/), pour (/po:/), enough (liwdl), through (/Gru:/), though (/6au/), trough (/trof/), and even voyage (/d33:ni/).***

The fact that we spell some sounds differently and have various sounds for some spellings is still true, even though it depends a lot on the sounds that follow before and after them. Words can also have different sounds, and our spelling system does not always reflect this. As a result, we say that it sounds like /WDZ/. Nevertheless, the vowel sound shifts from a stressed vowel /D/ to an unstressed vowel hi when it appears in a sentence like I was robbed, for example. /aiwaz'robd/ (' before a syllable denotes a stressed syllable; refer below for details). One of the most common sounds in English is the unstressed sound in was, hi, which is called the schwa. It is produced by shortening the vowel and shifting the point of stress to another location.

Additional alterations occur when sounds approach or merge together in related speech: occasionally, elision occurs when sounds 'disappear' into one another. As a result, the sound III ends in /kaint/ {can't), but it vanishes, for example, when it is placed next to a word that starts with Id/ (e.g. /aikarndains/ - /can't dance) . The sound at the end of one word sometimes becomes more similar to the sound at the beginning of the next due to assimilation. Therefore, when /baed/ is placed next to a word beginning with /g/, such as /baeg gai/ (bad guy), the /d/ at the end of the word becomes ***a /g/, or /n/*** becomes ***a /m/,*** such as ***/bim men/ (bin men)***. That's what happened in Long Apari because there is a distinctive accent in the Aoheng language which is very difficult to change in everyday life. Even when using Indonesian, the typical Aoheng accent is still very strong, this causes language stress. Stressful syllables and sentences are important when talking about stress. According to Fudge (2015), there are two types of stress: sentence stress and syllable stress. Sentence stress is the stress placed on words, while syllabic stress is the stress placed on syllables. and he states that there is a "" sign used to place stress in words. Stressed syllables have a higher value because stressed syllables have more air coming out of the lungs. respiratory energy compared to adjacent unstressed syllables. It is also possible to improve laryngeal function. There is always the possibility that stress is defined as an action carried out by the speaker in one part of the sound compared to other parts of the sound (Ladefoged, 1982: 104). According to Cruttenten (2008), "stress" describes accent. and prominence, which argues that greater vocal cord muscle energy and respiratory effort cause accented syllables to be louder. So, the sound of the syllable is made louder than the sound of other syllables. Certain syllables always stand out at one word level. In most cases, verbs, adjectives and nouns are stressed.

4. CONCLUSIONS

This study shows that understanding the influence of the Aoheng accent on English pronunciation is very important. Based on data analysis and research results, it was found that the Aoheng accent has a big impact on English pronunciation, especially on vowels, consonants and intonation.

The results showed that speakers with an Aoheng accent tend to have difficulty pronouncing some sounds in English that are not present in their native language. Additionally, differences in intonation patterns can interfere with understanding and effective communication.

These conclusions support the importance of research and efforts to increase

understanding of the Aoheng accent and how to overcome barriers in cross-cultural communication. By understanding differences in accents, English learning can be tailored to help speakers from different language backgrounds communicate better.

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