



## THE ROLE OF DIALECTS IN EFL STUDENTS' PRONUNCIATION AT UNIVERSITY

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### ABSTRACT

The purpose of this study is to examine how dialect affects how English as a Foreign Language (EFL) students at PGRI University of Palembang pronounce the language. In the fourth semester of the 2023–2024 academic year, a total of 16 students from Palembang, Musi Banyuasin, Ogan Ilir, and Pagaralam participated in the study. The investigators utilized interviews and questionnaires as well as descriptive qualitative research approaches to obtain data. Twelve students agreed, according to the questionnaire results, that their dialect influences how they pronounce English words. Furthermore, the findings of the interviews revealed that the students hailing from Pagaralam, Ogan Ilir, and Musi Banyuasin believed their dialect contributed to a distinct pronunciation. In summary, dialect plays a part in how university students who are learning English as a foreign language pronounce the language.

**Keyword:** *Dialect, Pronunciation, English as a Foreign Language (EFL)*

### 1. INTRODUCTION

In many facets of education, communication, business, technology, and international affairs, English is an important international language. English is taught formally in Indonesia, where it is regarded as a foreign language from elementary school through tertiary education. But when learning English, EFL students frequently run into a number of challenges with speaking, pronouncing words correctly, writing, vocabulary, etc. Research by Islam, Ahmad,

and Islam (2022) provides evidence that learning English at college is difficult for students and that they frequently lack the practice, guidance, and self-motivation to improve their speaking skills.

Furthermore, Tambunsaribu and Simatupang (2021) discovered that morphological disparities and a lack of motivation to enhance their speaking abilities are the main reasons why Indonesian students have difficulty pronouncing words in

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English. Few teachers utilize English in the classroom, which encourages students to learn vocabulary passively by memorization. Due to insufficient instruction, a lack of experience reading and speaking aloud, and passive learning strategies, more than 50% of pupils struggle with correct pronunciation.

Speaking is the capacity for voice-based verbal communication. Speaking is one of the most significant factors that might encourage pupils to get better at speaking, according to Jaya (2023). Speaking fluency, which is acquired via a process of socialization through conversation, may assist pupils in guiding their communication through verbal linguistics. One of the key elements of English, especially in oral communication, is pronunciation. Speaking also includes the domain of pronunciation. Siregar (2017) defines pronunciation as the process through which a person produces sounds in order to convey meaning. Each tone, stress pattern, and sound has the ability to convey a message. Nonetheless, EFL students occasionally have trouble pronouncing words correctly in English.

Dialect is defined by Crystal & Ivić (2023) as a range of language that indicates a person's origins. The main linguistic structural characteristics that set one dialect apart from another are vocabulary and grammar, especially morphology and syntax. Furthermore, according to Reynaldi (2017), a dialect is a particular variation of a language that is unique to a certain area or social group.

**2. LITERATURE REVIEW****1) The definition of Role**

According to Katz & Kahn (2014) stated that role is a dynamic process of position (status). Roles are social constructs that define our position and influence within a community.

**2) English as a Foreign Language Students (EFL)**

According to Nordquist (2020) English as a Foreign Language (EFL) refers to the process of studying the English language by individuals whose native language is not English, within countries where English is not the dominant language.

**3) The definition of Dialect**

According to Crystal & Ivić (2023) dialect is a variety of language that signals where a person comes from. A dialect is distinguishable from other dialects of the same language primarily by linguistic structural traits such as grammar (particularly morphology and syntax) and vocabulary. Dialect divided by two types, which are ;

**a. Regional Dialect**

Crystal & Ivić (2023) a regional dialect is a particular variant of a language communicated in a specific geographical location. When a parent transfers a specific regional dialect to their kids, such dialect is referred to as the child's vernacular.

**b. Social Dialect**

Crystal & Ivić (2023) social dialect is the type of dialect that is used by particular social groups such as ethics, social strata, age groups, etc. Sociolects require a combination of passive acquisition of certain communication practices through connection with a local community and active learning and selection of speech or writing styles to express affinity with specific groups.

**4) The Definition of Pronunciation**

According to Evers & Chen (2020) pronunciation is important in English communication because it contributes to the extent to which a spoken message can be understood by an interlocutor. On another hand, Saito & Saito (2016) defined pronunciation as a language element that includes the sound of the language or phonology, stress,

Therefore, this research focus to analyze how the role of Palembang, Musi Banyuasin, Ogan Ilir and Pagaralam dialects affect different students' pronunciation each of the EFL students Fourth semester who regionally from Palembang, Musi Banyuasin, Ogan Ilir and Pagaralam in English Language Education Department at PGRI University of Palembang.

**3. METHODS**

Qualitative descriptive methods were used in this study. A comprehensive account of events is produced by qualitative descriptive analysis, which describes a phenomena. Descriptive methodologies were thus employed in this study's design to explain how dialect influences EFL students'

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pronunciation at universities. The English Language Education Department at PGRI University of Palembang recruited 10 informants from the fourth semester, three informants from Musi Banyuasin, two informants from Ogan Ilir, and one informant from Pagaram. In order to collect the data and source data for this study, qualitative descriptive approaches like questionnaires, interviews, and documentation were used.

Furthermore, the data were analyzed through some ways 1. Data Reduction, 2. Data Display, 3. Conclusion drawing. However the data of the questionnaires analyzed, by using a Likert scale to measure the questionnaire. The result of the questionnaire analyzed by using percentage system.

$$P = \frac{f}{n} \times 100\%$$

Source : Sugiyono, Mixed Methods (2014)

Which:

P : Percentage

F : Frequency

N : Number of sample

100 % : Constant value

**4. RESULTS AND DISCUSSION****1) Data From Questionnaire**

There were fifteen questions in the questionnaire. This could account for participants' responses on the influence of dialects on university-based EFL students' pronunciation. Twelve students agreed overall with the questionnaire's results, indicating that students agree that dialect influences how they pronounce words.

**2) Data From Interview**

The interview's findings revealed that the majority of students, particularly those from Pagaram, Ogan Ilir, and Musi Banyuasin, believed that their dialect caused their speech to sound different and affected how they pronounced words. However, some students believed that dialect had no bearing on their pronunciation and assumed that they had no trouble pronouncing words in English and that they did not believe in having a distinct accent. They also felt comfortable speaking in English and found it easy to pronounce English words.

**5. CONCLUSION**

It may be inferred that the majority of students believed that their accents had a detrimental effect on their ability to

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pronounce English words correctly. Students from Pagaram, Ogan Ilir, and Musi Banyuasin are particularly affected by this problem. Though some regional Palembang students demonstrated that they could manage their dialect, others of them continue to experience issues that are similar to those faced by students from other locations.

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