

Teaching English in Multiethnic Classroom:

A case study on phonemic variation of secondary school students in Central Kalimantan

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Abstract—Teaching English in multicultural or in multiethnic situation presents a unique challenge as the question is often raised by English teachers as to which variety of English phonemes or pronunciation should be accurately accepted. Indonesia has approximately 757 languages to be spoken by the same number of ethnic groups. Multicultural education is a very challenging issue to all aspects of studies today. It also applies to linguistics, where multiethnic students bear a unique perspective in the language repertoire, especially in the aspect of phonology. This paper (from the perspective of sociolinguistics) is the result of a case study in teaching English of speaking class to secondary school students in multiethnic classroom where English phonetic transcription is used as the data comparison to find phonemic variations among students' pronunciation. There were twenty students taken as the subject of the study which represented four ethnic groups of Indonesian; Dayak Ngaju, Banjar, Javanese, and Ma'anyan. The results showed that (1) the mother tongue accents of those ethnic groups influenced the way to pronounce phonemes of English; (2) those five ethnic groups had phonemic variation in speaking English in terms of vowel and consonant sounds.

Keywords— *multicultural education; English teaching; multiethnic classroom; speech sounds.*

I. INTRODUCTION

Today the cross cultural communication between two persons from different culture or ethnic groups is going on in diverse living spaces ranging from professional situation to classroom environment. This is no exception to English since English is one of languages which is the most widely used in this world. In Indonesia, English is regarded as one of foreign languages which has been taught since the primary level of education. The most emerging issue of teaching English in Indonesia in the perspective of linguistics is the variation of linguistic that is performed by English learners in term of 'speech sounds'. In this *nusantara* (a popular name to call Indonesia) there have lived hundreds of ethnic groups who speak different local languages and of course with different system of speech sounds as well. Undeniably, this different linguistic background will affect the way to speak and the way to comprehend the language in communication especially in the situation of teaching and learning English. However, the strategy of education on the basis of multiculture should effectively avert interpersonal contradictions and conflicts due

to cultural differences or misunderstanding, contributing to creating friendly, trustworthy and harmonious learning atmosphere. This paper describes vividly the real experience of the multicultural education miniature in Central Kalimantan Province where the author conducted a research which involved several multiethnic groups in his English class.

II. LITERATURE REVIEW

A. Native Language Influence to English Speech Sounds

The influence of native language in learning a foreign language, let say English, is certainly unique. Bada's study describes the phonological analysis through the English phonemic production of Japanese speakers who learned English. He concluded that some sounds were found to pose some difficulties of production attributable to the native language (L1); whereas others were produced with much less difficulty because of the already present L1 system of phonology. For example, Japanese learners tend to use voiceless alveolar stop [t] to replace voiceless dental fricative [θ] and substitute the voiced dental fricative [ð] with the voiced alveolar stop [d]. Meanwhile, Japanese speakers also tend to articulate [r] for [l]; finalise every lexical item in a vowel; replace [f] with [h]; and produce [b] for [v], and [w] for [v]. Since the Japanese sound system is strictly represented by specific characters, rendering the sound to be articulated much more predictable than English sounds, Japanese provides relatively a greater ease for the English speaker learning Japanese than the English system does to Japanese speakers [1].

The other research investigating native language influence to English sounds is Prananingrum and Kwary's study which is keenly interested in knowing whether Indonesian language also influences the production of English sounds. The results show that seven English consonants: [k], [z], [v], [j], [θ], [ð], [n] and [d]; five English long tense vowels: [i:], [ɪ:], [ɒ:], [u:], [a:]; and three other vowels: [a], [æ], and [ɒ] belong to difficult pronounced sounds by the respondents. The difficulty which mostly happens is to pronounce the tense vowels and substituting them with the lax vowels because there are no tense and lax vowels to differentiate the pronunciation of vowels in *Bahasa Indonesia*. Those difficulties emerged due

to the interference of their native language and also the influence of rapid speech [2].

Both studies aforementioned discuss about difficulties faced by the second language learners to learn English. Indeed, such difficulties are not exactly difficult for other learners who are able to differentiate the speech sounds of English correctly. This means that the difficulties tend to be individuals in which this language phenomenon, in sociolinguistics, belongs to meaningful aspects of individual speaker performance which functionally motivate the emergence of linguistic variation.

B. Language Variation

Present-day linguistics clearly demonstrates a growth of attention to the study of language variation. In traditional linguistic description, the notion of variation within structural units has often been analyzed as “free fluctuation”, “optional rules”, and “free variants” [3]. One of the essential elements in the study of language variation is the notion of linguistic variable where it can be defined as “a structural unit that includes a set of fluctuating variants showing meaningful co-variation with an independent set of variables” [3]. The notion of the linguistic variable can be applied to different levels of language such as explaining phonological and morphosyntactic variation. More ethnics are involved in communication; more varied the language features are produced. Pronunciation or speech sound is one of language features which may vary among different people’s background; let say languages. For this reason, the author considers how language use (especially in the speech sounds) varies according to social factors, for instance, the ethnic groups.

III. RESULT AND DISCUSSION

In linguistics, sounds are called phones or speech sounds. The basic source of power in producing speech sounds is when the respiratory system pushes air out of the lungs into the larynx, passing the vocal cords. If the vocal cords are apart, the air from the lungs will have a relatively free passage into the pharynx and the mouth [4]. Then, the sounds produced through the mouth could be studied from two features, segmental and suprasegmental. The segmental features of language are the sounds that consist of vowel and consonantal sounds whereas suprasegmental ones are the stress or intonation pattern of a word which can convey different meanings [4]. This study only deals with segmental phonemes where vowel and consonant sounds are investigated in relation to phonemic variation from different ethnic groups.

A. English vowel sounds

Vowels are voiced continuous sounds involving no interruption in the flow of air through the oral cavity. Different vowel sounds result from changing the shape of the mouth; each vowel is associated with a different configuration of the tongue and lips [5]. English has fourteen vowel sounds either *monophthongal* or *diphthongal*; that is, they are made up of either single sound or two sounds in sequence. Table 1 shows the monophthongal and diphthongal vowel sounds in English.

TABLE 1. ENGLISH VOWELS ILLUSTRATED BY EXAMPLES

[i]	beat, key, fee	[ɒ]	book, put
[ɪ]	bit, inch	[u]	boot, through, suit
[e]	bait, gay, fate	[ʊ]	butter, rough, ratify
[ɛ]	bet, end, heard	[ay]	bite, fight
[æ]	bat, and	[aw]	how, about
[a]	calm, father	[ɔy]	boy, hoist
[ɔ]	bought, crawl		
[o]	boat, snow, hoe, though		

Ref [5]

B. English consonant sounds

Consonants are sounds produced with constriction or occlusion in the oral cavity. A constriction or occlusion of the oral cavity sounds include stops, fricatives, affricates, nasals, and liquids. The sounds within these groups can be further classified according to the place of articulation, that is, the position of the lips or tongue as the sounds are made. The following table shows the consonant sounds of English illustrated by examples in represented words.

TABLE 2. ENGLISH CONSONANTS ILLUSTRATED BY EXAMPLES

[p]	pat, map	[d]	then, father
[t]	tin, mat	[z]	zinc, ties
[k]	came, pick	[ʒ]	measure, azure,
[b]	bud, dub	[tʃ]	chain, champion
[d]	din, mad	[dʒ]	Jane, July
[g]	game, flag	[m]	man, came
[f]	fine, leaf	[n]	no, tin
[θ]	thin, tooth	[ŋ]	sing, finger
[s]	sink, class	[l]	lap, fall
[ʃ]	sure, push	[r]	rap, tar
[h]	hand, who	[w]	witch, sow
[v]	vine, leave	[j]	you, few

Ref. [5]

C. English sounds compared to Bahasa Indonesia

Bahasa Indonesia has twenty-eight vowel sounds covering six monophthongal sounds and twenty-two diphthongal sounds. This seems contrast with English which only has three diphthongs and eleven monophthongs. The vowel sounds cover [i], [e], [ə], [a], [u], [o]; and [ii], [iu], [io], [ia], [ie], [ei], [ea], [eo], [aa], [ae], [ao], [ai], [au], [oa], [oi], [oe], [ui], [ua], [ue], [uo], [əi], [əe], [əa], [əu], [əo], [əə]. Six sounds formerly mentioned are monophthongal vowels and the later sounds specified belong to diphthongal ones [6].

In relation to consonant sounds, *Bahasa Indonesia* has twenty-two sounds in the production of speech which cover [p], [t], [k], [b], [d], [g], [c], [j], [f], [s], [ʃ], [x], [h], [m], [n], [ŋ], [ŋ], [r], [l], [w], and [y]. To compare with English sounds, there are two Indonesian consonants which are absent in English, those are [ŋ] and [x] while four English consonants such as [θ], [ð], [v], and [ʒ] do not present in *Bahasa Indonesia* [6]. In relation to sound contrast, if the difference between *Bahasa Indonesia* and English exists, the negative transfer of sounds will happen, and of course this emerges sound variation in their pronunciation. However, if there is no difference of

speech sound between both, a positive transfer will persist and no variation rises.

To the other languages where the author focuses on four ethnic groups in this paper, their speech sounds are not far differently with Bahasa Indonesia. This is due to Bahasa Indonesia and those four ethnic languages namely Dayak Ngaju, Banjar, Javanese, and Maanyan still belong to the group of Austronesian languages, or specifically they are included into the sub-group of western Austronesia, where Malay languages, Indonesian languages or popularly known as *nusantara* languages are categorized in this sub-group [7]. Therefore, the author assumes that there is no significant difference of speech sounds between these ethnic languages and Bahasa Indonesia because they are still closely related to each other in the sub-group of western Austronesia languages. If any difference, there must have been in suprasegmental phonemes such as stress and intonation. In this regard, the author will not find out any contrast of sounds between Bahasa Indonesia and the ethnic languages since the focus of these studies only deals with the sound or phonemic variations of English spoken by those ethnic groups. This means the variation of sounds in English will be featured by the speakers of those ethnic groups who are Indonesian people.

D. A Case Study on Phonemic Variation of Secondary School Students in Central Kalimantan

This paper is a case study carried out to the secondary school students in Central Kalimantan Province, Indonesia. The province is one of four other provinces located in Kalimantan or Borneo Island. Since Indonesia is well-known as multicultural society, Central Kalimantan is also, without exception, inhabited by several ethnic groups of *nusantara*. There are four majority ethnic groups who live in the province; Dayak Ngaju (DN), Banjar (Bj), Javanese (Jv), and Ma'anyan (Mn). Ngaju ethnic is the largest population living in this province, or even this ethnic may be labeled as 'the landlord' of the province. The people live and spread out in the provincial area; from east to west, and from north to south. Almost all of the areas are inhabited by this ethnic. Meanwhile, Banjar is a migrant ethnic coming from the southern island living mostly in urban areas where the people tend to do business and trading. This is contrast with Javanese who came firstly to live the island as trans-migrants to cultivate the land, but lately they migrate massively to the province to be traders, skilled labor, mechanic, and street vendors since the local government opens whole access entering the area. Its population is almost the same or even more in number compared with Banjar ethnic. Then, the other ethnic to fulfill this study named Dayak Ma'anyan which is the other sub-ethnic of Dayak where they live in the southern Barito. However, since the access of transportation across province has been easily reached, this ethnic group spread out and lives in most urban areas in the province as well. Consequently, those four ethnic groups are the majority of population living in the area where this study was taken into account.

The purpose of this study is to explore the mother tongue speech sounds produced by those ethnic groups in pronouncing phonemes of English, and also to describe the phonemic variation in speaking English in terms of vowel and consonant

sounds. Therefore, the result of this study hopefully can provide information about world Englishes especially in the variation of pronunciation uttered by different ethnics who pronounce the English phonemes. Despites, this study also proves the fact that the phonemic variation among different ethnics and multicultural background is able to hinder obstacles in communication though some speech sounds the speakers produced are varied in terms of segmental phonemes.

1) Method

A descriptive qualitative method was applied to this study. There were eighteen students of secondary school involved as subject of this study covering five students respectively represented DN, Bj, and Jv ethnics, and three students represented Mn ethnic. The school is specifically categorized to a vocational school majoring in office management. Some reasons why the author chose the subject to contribute the data to this study. First, the students are taught English in special purposes and they also practice English daily with their English teacher whenever they meet (in the classroom or outside). Next, as the most important thing, the school accommodates many ethnic groups which means the students get along multicultural with friends at the school.

To collect the data, the students were asked to perform a free speech and a controlled speech. In the free speech the students delivered a short speech not more than three minutes talking about past experience or future plan. Then, through the control speech, they were also asked to read aloud a passage containing several words which were conditioned to represent segmental phonemes in English. Both techniques producing students' speech sounds were taped and transcribed by using broad transcription of the IPA (International Phonetic Articulation). Then, the author determined consonant and vowel sounds that were pronounced differently from IPA and classified them based on their ethnic groups as the phonemic variation of Standard English sounds.

2) Findings and Discussion

There are three types of segmental phonemes produced by four ethnic groups in the speech sounds of English named *substitution*, *addition*, and *deletion*. The first term mentioned was the most common phenomena of phonemic variations among those ethnic groups. The following table is the description of varied segmental phonemesubstitution in English consonants.

TABLE 3. SUBSTITUTION OF CONSONANT SOUNDS

Ethnic groups	Consonant sounds	Substituted sounds	Word pronounced
DN, Bj, Mn	[ð]	[d]	the, mother
DN, Bj, Jv, Mn	[ð]	[t]	with
Jv	[ð]	[dh]	then, mother
DN, Bj, Jv, Mn	[θ]	[t]	thumb, bath
DN, Bj, Jv, Mn	[d]	[t]	kid, pad
Jv	[d]	[dh]	door, dumb
DN, Bj, Mn	[b]	[p]	grab
Jv	[b]	[bh]	bed, banana, bag
DN, Bj, Jv, Mn	[g]	[k]	bag, big
Jv	[g]	[gh]	gambler, gill
DN, Bj, Jv, Mn	[v]	[f]	van, love
DN, Bj, Jv, Mn	[ʃ]	[s]	shall, she, push
DN, Mn	[ʃ]	[t]	nation
DN, Bj, Jv, Mn	[z]	[s]	busy

TABLE 3. cont.

Dn, Bj, Jv, Mn	[tʃ]	[c]	chair
DN, Jv,	[tʃ]	[dʒ]	match
DN	[dʒ]	[k]	age
Bj,	[dʒ]	[t]	age
DN,	[j]	[ɪ]	Europe
Jv, Mn	[j]	[u]	university

Table 3 shows that there are eleven forms of English consonant sound, such as [ð], [θ], [d], [b], [g], [v], [ʃ], [z], [tʃ], [dʒ], [j], which have sound variants pronounced by ethnic groups. Fricative sounds are consonant types which undergo many phonemic variation. The voiced dental fricative [ð] has a variant of voiced alveolar stop [d] in the word-initial or word-medial position (e.g.: *the, mother*) pronounced by DN, Bj, Mn; and voiceless alveolar fricative [t] in word-final position (e.g.: *with*) pronounced by all ethnics. However, the sound [ð] is pronounced [dh] by Jv in the word-initial or word-medial position (e.g.: *then, mother*). This is similar to voiceless dental fricative [θ] in which the four ethnics pronounce it with a voiceless alveolar stop [t] either in word-initial or word-final (e.g.: *thumb, bath*). The other fricative sound of voiced dental [v] has another variant: voiceless dental [f] of word-initial and word-final of *van* and *love* pronounced by all ethnics. Additionally, the sound voiceless palatal fricative [j] has two variants of substitution; [s] and [t]. The former is pronounced by all ethnics either in word-initial or word-final positions (e.g.: *shall, she, push*) whereas the latter is pronounced only by DN and Mn ethnics in the word of *nation*. The last fricative sound is voiced alveolar [z] which is substituted with voiceless alveolar [s] by all ethnics in word-final position of *busy*, but not in word-initial position of *zero*.

Then, the sound [d] in the word-final position (e.g.: *kid, pad*) is pronounced as [t] by all ethnic groups, but not in the word-initial position. This different with Jv students where the sound voiced alveolar stop [d] is pronounced to [dh] in word-initial position (e.g.: *door, dumb*). Meanwhile, the variant of voiced bilabial stop [b] occurring in word-final of *grab* is substituted with the closest sound [p] by DN, Bj, and Mn ethnics. In contrast, the sound [b] which occurs in word-initial of *bed, banana, and bag* has pronounced as [bh] by Jv ethnic. This is also similar to the voiced velar stop [g] occurring in word-final of *bag* and *big* which is substituted with the closest sound [k] by all ethnics where both sounds are velar. However, the Jv students pronounce sound [g] occurring in word-initial of *gambler* and *gill* with the sound [gh].

The other sounds which produce phonemic variants are the affricates [tʃ] and [dʒ]. The former is a voiceless palatal which bear its sound variants such as [c], and [dʒ]. The sound [c] is pronounced by the four ethnics in word-initial of *chair*, and the sound [dʒ] is pronounced by the DN and Jv ethnics in word-final of *match*. Then, the later [dʒ] is a voiced palatal which yields two other sounds: [k] and [t]. The sound [k] is pronounced by only DN to word-final of *age*, and the sound [t] is pronounced by only Bj to the same word-final of *age*. Last, consonant substitution also occurs in voiced palatal glide [j] which bears two variants: [ɪ] and [u]. The sound [ɪ] is pronounced by DN only to the word *Europe* while sound [u] is pronounced by Jv and Mn ethnics to the word *university*. Both variants of [j] are in word-initial position.

In relation to vowel substitution sound, there are thirteen vowel sounds which have variants to be pronounced by the ethnic groups; those are [i], [e], [ə], [eə], [ei], [ɜ], [a], [aw], [æ], [ʌ], [ɒ], [o], and [u]. Table 4 below explores varied segmental phoneme substitution in English vowels.

TABLE 4. SUBSTITUTION OF VOWEL SOUNDS

Ethnic groups	Vowel sounds	Substituted sounds	Word pronounced
DN, Bj, Mn	[i]	[ɪ]	English, business
DN, Bj, Jv, Mn	[i]	[e]	recounted, theater
DN	[e]	[ɪ]	head, exit
DN, Mn	[e]	[ʌ]	detail, crap
Bj, Jv, Mn	[eə]	[ei]	Hair
DN, Bj, Jv, Mn	[ei]	[e]	lane, nation, age
DN, Bj, Jv, Mn	[ə]	[ɪ]	were, the, then
DN, Bj, Jv, Mn	[ə]	[o]	Europe
Jv, Mn	[ə]	[a]	banana
DN, Bj, Jv, Mn	[ɜ]	[o]	word
DN, Bj, Jv, Mn	[ɜ:]	[ʊ]	burn
DN, Bj, Mn	[a:]	[a]	car, art, half
Jv	[a:]	[ʌ]	car, art, half
Jv	[aw]	[o]	counted
DN, Bj, Jv, Mn	[æ]	[e]	cat, apple, bag, shall
DN, Bj, Jv, Mn	[æ]	[a]	bath, match, lamb
DN, Bj, Jv, Mn	[æ]	[ʌ]	grab, fan, van
Mn	[æ]	[e]	gambler
DN, Bj, Jv	[ʌ]	[u]	thumb, publish
DN, Bj, Jv, Mn	[ʌ]	[o]	love
DN, Bj, Jv, Mn	[ɒ]	[aw]	because, pause
DN, Bj, Jv, Mn	[ɒ]	[ʌ]	small, award
DN, Bj, Jv, Mn	[ʊ]	[o]	woman, could
DN, Bj, Jv, Mn	[u]	[o]	noon, moon

Table 4 shows that there are nine phonemic variations of standard English vowel pronounced by the ethnic groups; those are sounds of [ɪ], [e], [ei], [a], [ʌ], [aw], [o], [ʊ], and [u]. The sound variant of [o] is the highest in number to be pronounced where it represents the substitution of six sounds of standard English vowels, such as sound [ə] in word-medial of *Europe*, sound [ɜ] in word-medial of *word*, sound [ʌ] in word-medial of *love*, sound [ʊ] in word-medial of *woman* and *could*, and sound [u] in word-medial of *noon, moon*. These five sounds of English vowel are pronounced with [o] by all four ethnics, and only sound [aw] in word-medial of *counted* which is pronounced into [o] by Jv students. Then, the next variant are the sound of [e] where it represents the standard sound of [i] in word-medial of *recounted* and *theater*; the sound of [ei] in either word-medial or word-initial of *lane, nation, and age*; and the sound of [æ] in either word-medial or word-initial of *cat, apple, bag, and shall*. The sound variant [e] which represents those three sounds is pronounced by all ethnics, but the sound [e] emerges substituting [æ] in word-medial of *gambler* in which this sound is pronounced by Mn ethnic. Further, the sound [ʌ] is also the other variants of standard vowel sounds of [ɒ], [æ], [a:], and [e]. Sounds [ɒ] and [æ] are pronounced by all ethnics as [ʌ] in word-medial of *small* and *award*; and in word-medial of *grab, fan, and van* respectively. However, the sound [ʌ] is only pronounced by Jv ethnic to represent the long sound [a:] in word-medial positions of *car, art, and half*; and the sound [ʌ] represents standard sound [e] in word-medial positions of *detail* and *crap* which is pronounced by only DN and Mn ethnics.

Two other sound variants of [ɪ] and [a] represent standard sounds [i], [e], [ɜ], and [ɔ], [a:], [æ] respectively. The variant [ɪ] emerges replacing three standard sounds: first, [i] in word-initial and word-medial positions of *English* and *business*; second, [e] in word-medial and word-initial positions of *head* and *exit*; and third, [ə] in word-medial and word-final positions of *were*, *then*, and *the*. The first and second examples are pronounced by DN, Bj, and Mn ethnics and DN respectively, but the third variant emerges through all ethnics. Meanwhile, the other ethnic variant is [a] which represents sound [ə] in word-medial and word-final positions of *banana* which merges in Jv and Mn ethnics, sound long [a:] in word-medial and word-initial positions of *car*, *art*, *half* which emerges in DN, Bj, and Mn ethnics, and sound [æ] in word-medial positions of *bath*, *match*, *lamb* which emerges in all ethnics.

Then, four sound variants such as [o], [u], [ei], and [aw] respectively represent standard vowels of [ɜ:], [ʌ], [eə], and [ɔ]. More detail, the sound [o] and [aw] emerge respectively in word-medial positions of *burn* and *because* which are pronounced by all ethnics. Meanwhile, sound [ei] emerges in word-medial position of *hair* pronounced by Bj, Jv, and Mn ethnics; and sound [u] emerges in word-medial position of *thumb* and *publish* which is pronounced by DN, Bj, and Jv ethnics.

TABLE 5 DELETIONS AND ADDITION OF SPEECH SOUNDS

Sounds	Deletion	Addition	Words	Ethnics featuring
Vowel		[ɪ]	released	DN, Bj
		[e]	published	DN, Bj, Jv
	[ɪ]		awarded	DN
		[a]	Europe	Bj
Consonants		[l]	could	Bj, Jv, Mn
	[t]		released, published	Mn

Regarding with 'deletion' and 'addition' of speech sounds, (as shown on Table 5) there are three variants of vowel sound: [i], [e], [a] belong to addition and one vowel sound variant belongs to deletion, that is sound [ɪ]. The sound [ɪ] is added in word-medial position of *released* by two ethnics: Dn and Bj. This word should be pronounced [rli:st] instead of [rli:st]. This is similar with sound [e] which is also added to word-medial position of *published* by ethnics of DN, Bj, and Jv. This word should be pronounced [pʌblɪt] instead of [pʌblɪt]. The sound addition which unfamiliarly emerges is [a] in the word-final position of *Europe*. This word is only pronounced by Bj ethnic as [jʊərəpə] instead of [jʊərəp]. The one and only vowel sound of deletion is [ɪ] which is omitted by DN ethnic in word-medial position of *awarded*. This word is pronounced as [ɔwə:d] instead of [ɔwə:dd].

Regarding with addition and deletion of consonant sounds, there is one sound [l] which are added, and one sound [t] which is deleted. The sound [l] emerges in word-medial position of *could* pronounced as [kɔld] by Bj, Jv, and Mn ethnics. This word should have been pronounced as [kɔd]. Last, there is a deletion sound [t] pronounced by Mn ethnic in word-final position of *released* and *published* where these words are pronounced as [rli:s] and [pʌblɪ] instead of [rli:st] and [pʌblɪt].

IV. CONCLUSION

The multiethnics classroom has become the educational reality today. Since the students come from across different region, linguistic, and culture; the phenomenon of language variation undeniably occurs. This study strictly notes that learning English which involves interaction through multiethnic situation must have produced phonemic variations among the speakers.

There are eleven consonant sounds of English which have their particular variations pronounced by ethnic groups of DN, Bj, Jv, and Mn, i.e.: [ð], [θ], [d], [b], [g], [v], [ʃ], [z], [tʃ], [dʒ], and [j]. Seven from these sounds are not familiar pronounced in Bahasa Indonesia such as [ð], [θ], [v], [ʃ], [z], [tʃ], and [dʒ]. Therefore, the phonemic variations emerge from these consonant sounds because Indonesian people, especially these ethnic groups, tend to pronounce most of the sounds which have their closest counterparts, such as [d] and [t] for [ð]; [t] for [θ]; [f] for [v]; [s] for [ʃ] and [z]; [c] for [tʃ]; and [k] for [dʒ]. The other consonants such as [d], [b], [g], and [j] are some consonant in English which are slightly different in use compared with Bahasa Indonesia. Sounds [d] and [b] in word-final positions are mostly pronounced as [t] and [p] respectively while [g] is acceptably replaced with [k] of word-final position. Sound [j] also emerges due to its peculiar word-initial position e.g. *university* and *Europe*. Bahasa Indonesia did not have sound [ju] representing letter /u/, so the phonemic variation of [j] occurs.

With regard to the sounds of English vowels, nine phonemic variations of standard English vowel emerges, i.e. [ɪ], [e], [ei], [a], [ʌ], [aw], [o], [o], and [u]. Mostly the variations of sound are slightly different from the standard English forms, such as [ɪ] pronounced for [i], [e] and [ɜ]; variant [e] for [i] and [æ]; sound [a] is the variation of [æ]; and sound [o] pronounced for [u]. The variations of vowel only produced slightly higher or lower or more fronted or backed than the others. Therefore, the English vowel sounds tend to vary considerably from speaker to speaker [5].

In terms of addition and deletion, the ethnic groups have minor variation where only sound [t] of word-final position are deleted; and sound [ɪ] of word-medial position is not pronounced which both sounds mostly occurs to past participle ending with *-ed*. Then, the addition of sounds such as [l] and [e] mostly happen to pronounce *-ed* past participle where there should have not been sounded.

Finally, this is to say these phonemic variations of English do not hamper the communication or even break the situation of teaching and learning English among students from the different ethnics but the sound variations are able to give more enrichment to speech sounds of world Englishes.

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