

English Speaking Varieties of English Instructors at Some English Courses in Makassar (A Case Study)

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Abstract. Regional languages affect the way a person speaks English, for example in the aspect of pronunciation, especially for English teachers. This refers to the speaker seeing the difference between sound and speech. Buginese and Makassarese are tribes with strong accents. Therefore, this study aims to identify what things appear when speaking English from the influence of the Buginese language in an English course in Makassar City. This research adopts a qualitative case study. Data analysis was collected based on four phases, namely sample data collection, data presentation, data verification and data processing. This shows that teachers are usually influenced by regional languages when speaking English and in daily conversation. Qualitative research is to understand the meaning of the individual and the group environment. The results of the study show that the errors that often occur are the omission of elements in language such as grammar, conjunctions, etc. English teachers must know that their first language can affect their pronunciation when speaking English, and they must get used to getting used to good English pronunciation.

Keywords: English Instructor, First language, Grammar

1 Introduction

Language plays an important role in daily-life of human being, since it is understood as a means of communication [1, 2]. By a language, someone can express his idea, opinion, feeling, etc. Even though people used to use body language to communicate with others but it wasn't as effective as using language. Communication plays a great part in human life it is based upon language plays a great part in communication. We need language to communicate with other people.

By the smoothness relationship of international communication, it is for people to reach another country. This can be accomplished by some ways [3, 4]. Learning a language as a foreign language can be included as a way of some ways to communicate easily. The global development in the 21st century is largely marked by the extensive use of a particular language—that is English—as lingua franca amongst most people across the globe. This very phenomenon has, in fact, promoted the significance of English as a means of communication in almost all countries, including Indonesia.

As a foreign language, English, that is popularly used in Indonesia and also has a lot of enthusiasts because of its position as an international language [5–7]. The properties include communication, arbitrary symbolism, regular structure, structure at multiple levels, generation and production, and dynamism. People produced Language in the form of sound through the organ of speech. The varieties of Language across different cultures and with different people. Different languages use distinctive phonemes, which are the smallest units of sound differently. The importance of its position in the world makes English becomes the favorite foreign language either in the school or campus area. It is good for the teachers nor lecturer especially in English because knowing the students have a high motivation and need of mastering English make them easier to perform duties as a teacher. Students, teacher, learning materials, and learning goal are four aspects of the learning process. Those aspects are related to speaking skill [8–10]

Educators nowadays which are intelligent, creative, and also dedicated in carrying out their duties have been able. So, if those components of the learning process have been functioned in accordance with the purpose of teaching then the success in learning is able to be achieved. The students that used to speak their first language (local language) in their daily activities found a difficulty to speak another language, if it is English which they

used only when they were in an area that require to use English. They must adjust their tongue to pronounce the English word one by one and follow the way the English native-speaker pronounces it. The local language influences the way the students speak English, for instance in the aspect of accent[11].

As human being in which live with other people around us, and also as members of social groups. They simultaneously relate among daily conversation to each other. People in a social group are used to relate to each other because of their identity. Then, language becomes an important aspect which significantly affects us to establish our identity. It becomes the matter of each person about where they belong to show their social life level. The place where people live almost influence many aspects, include accent that discuss in their book in which needed to be heard good to people so then, people can judge each other as good as their speech. It is likely that you varied the quality and pitch of your voice, the speed of your speech, and perhaps your accent[8].

Buginese and Makassarese are dominating language family in Makassar as the administrative, commercial, and educational centre of East Indonesia, Makassar has a diverse multiethnic population. While the lingua franca is unquestionably Malay/Indonesian, many regional languages are also widely used in city. Most belong to the South Sulawesi stock, although with a little effort one can locate speakers of many other languages. Makassar is situated near the centre of the old Makassarese kingdom of Gowa, and the Makassarese probably still form the largest ethnic group in the city. Since the 1980's, specialists have considered Makasar (Makassarese) to be a language family, rather than a single language. Bugis, which is likewise classified as a language family of the South Sulawesi stock, is also widely spoken in Ujung Pandang. Bugis has many dialects, of which Bone and Soppeng are considered as the most prestigious. Both are widely spoken in Ujung Pandang. The local languages also can influence the way people speak- we call it dialect- English like what we know as Singlish, Malayish, Indlish or Indolish.

As we know that what we should do is only to accept them as different forms or dialects of English[12, 13], but not as new versions of the language. In fact, there is nothing really new about this. There have always been different versions and dialects within the language itself[14, 15]. However, what is the most important is to place English in a level of mutual intelligibility to encourage the language to work as a useful medium of communication.

Based on the fact above, this study tried to portray the phenomenon of using English by Indonesians especially English Instructors in Makassar. I have done simple research to find out English Speaking Varieties of English Instructors in Makassar, this simple research is done to find out the English Varieties of some of English Instructors In Makassar whether they are Buginese or Makassarese tribe. It also can be used to measure how far the influence of family language in their English language as a foreign language when they use it the classes. This research can not give perfect result but at least it can add our information in Sociolinguistics especially when we discuss about English Varieties. It also recommended to those who are interested in doing research in Sociolinguistic especially in English Varieties with different dialects and cultures in Indonesia.

Based on the description above, the objectives of this study are: (1) to find out are The English Speaking Varieties of English Instructors in Makassar, and (2) to analyse some of the mistakes in Standard English which used by the instructors in classroom. The scope of this study relates to find out the English Varieties of some of English Instructors In Makassar whether they are Buginese or Makassarese tribe.

2 Method

The method used in this study is a library reasearch and observation method. Data is collected from the seven Instructors of two English Courses in Makassar when they were teaching/delivering materials or giving presentation in classrooms. Sample are taken only from two places and seven instructors by considering that the data from seven instructors can fulfil the purposes of this research. The observation was done in two English Courses in Makassar, for two weeks. Then all the data through direct observation in the classes were recorded. Then the voices of the instructors – as the transcribe - were analysed to find out the things which should be analyzed such as grammatical differences, spelling and punctuation differences and vocabulary differences. The voices which were recorded then divided into two main kinds of data, they are formal session in classroom and informal (casual) session, outside of classroom. In this research, the writer uses descriptive method to analyze all data that have been presented. Below, these are the transcribes of the conversation.

2.1 Formal session in classroom

For the formal there are 5 transcribes of the conversation

- a. Topic : Intercultural Problem (Diffrences and Similarities)

The Intractor : Uhm, hello, good afternoon students, uhm. I am very happy to see you this afternoon. Uhm, after a long day, I believe that some of you'll probably get tired uhm after completing many classes today. So ehm let me ask you one question. How many of you

get two classes this morning? Okey great. So does it make you feel good, bad, tired? Okey, ehm, I can understand what you feel. Okey let's move on uhm today I am gonna talk about differences and similarities. I have provided two different pictures of two different people. I am gonna ask you, one simple question. What in your mind when looking at these two different pictures? Okey, ehm say that black, you mean black people? White people? Asian? African? Okey, great. What else in your mind when thinking of black people? Rude? Why you think he is rude? Why? Do you like to listen to the rap song? Oh, do you? Yeah, ehm if you listen to that song ehm you'll probably think of black people most likely sing the type of song and most of the lyric of the songs ehm talks about violence, humiliation, attacking and so for. How about white people? Handsome? Uhm, good people? So ehm from now on I could probably concluded that you guys will determine whether people good or bad just because of the color and ehm and let's think about more information about this topic. I am gonna give you now two different cards in which you can discuss with your friends. Ehm about why you think color can determine someone good or bad ?

b. Topic : My last weekend activities

The Instructor : Oh, uhm, do you still remember what you have to do for me tonight ? Ehm, come on, don't pretend yourself. Nita, what we going to do tonight? Ehm, okay you right! We are going to share about your last weekend. Each of you have to share his or her experience. That the first task and the second you have to share the story or ehm your experience in front of the class. Let me start first. Last week I was very tired. I had to do my monthly report from morning till afternoon after that I went to MaRi Mall to buy something with my friends. That all about my last weekend activities. It not too long. Don't worry to use your English. Making mistakes normally. Ehm I can't know that you make mistakes if you don't speak. I am not going to call a police man if you make mistakes in this class. Ehm Okay Shiera, How your weekend ?

c. Topic : Education System In Indonesia and Others countries

The Instructor : Uhm, okay good evening everybody. How you today ? Ehm, We come to the discussion about Education System ehm or Schooling System. Eeh, actually I don't have accurate data but ehm I have information for you. Ehm, Let's talk about some points in Education ehm I mean eeh specially from Elementary School up to Senior High School. Let me ask you one simple question? What you know about Education System in Indonesia ? We have different system with others countries. In Indonesia, We have six years for Elementary School and three years for Junior and Senior High School. But in Malaysia, they have six, three and two years system. It means six years for elementary, three years for junior high school and two years for senior high school. So they will graduate from senior high school one year sooner than us in Indonesia. In Philippines and Kenya, they only have six years for elementary school and four years for senior high school. So they only need ten years for study before enter a university. Ehm, okay. This the first case I want you to talk about the duration of study before go to university. And ehm, the second case about the evaluation of the system. They also have test but ehm in fact, the test only for monitor students' progress. Ehm, it is not as ehm a requirement for them.

d. Topic : The Nature Of bilingual Proficiency

The Instructor : Ehm, in American situation, ehm, they have a language proficiency where students taught English using the instruction in English and in their language. So when students speak Spanish ehm, so the teacher speak Spanish too. But most of the teacher will accompanied by Non Native English speaker. Bilingualism as a negative force in children development in the early part of this century. Because it not only confusion in children thinking but ehm, also prevented ehm them ehm, from become good a English speaker. It according to Jensen research that there two alternative conceptions of bilingual proficiency. Ehm they are Separate Underlying Proficiency (SUP) and Common Underlying Proficiency (CUP). Ehm, when we talk about SUP mean proficiency in L1 separated from proficiency in english. Ehm, example like when a Spanish is speaking in English then he can easy to change into Spanish directly. Ehm, and CUP mean bilingual proficiency inL1 and L2 are seen as common or interdependent across languages. Ehm, example like someone can speak in two languages well. He speak Spanish at home but at school he speak English.

- e. Topic : Memory and the Whole Person
The Instructor : Today ehm I'm going to do ehm my presentation. The title about Memory and the Whole Person. It eeh which need eeh curiosity and uncertainty , because people aware with what people saying ehm so the communication can run. Because we are curious of some uncertainty. The second is ehm the dimension of depth. The next is TPR, it stand for total physical response. The next is the effects of personal significance and the last is depth and communication. Here, I take example from daily people's experience. It from Paul junior's mother, she listen the news everyday but she doesn't really follow the news closely. Then from students' experience, a student who reciting a memorized dialog in class not conveying information. Ehm, so here, they no communicating and not using language. Ehm, they just memorize what teacher said before. Then ehm, what students should do ? Eeh they ehm should do like improvising dialog, retelling story, verbatim words, writing an autobiographical statement based on the model. Ehm then based on the writer's experience in learn Swahili, he said he could really listen and repeat the words in news broadcast, but there no perceptible improvement he feels.

Those are the 5 transcribes of the conversation formal session, all done with different durations and different places as well

2.2 Informal Session (Casual) outside of classroom

The method on this session is just a simple conversatio between lecturer with the other lecturer or lecturer with the student.

- a. Topic : Unforgettable Experience
Instructors : Mr. R and Mr. Y
The Conversation:
Mr. R : Ehm, you know I had to wait for four months for take my visa. Because my name is Muhammad.
Mr. Y : Ha,ha,ha....., uhm, yes I also heard about the case.
Mr. R : Yes, FBI and CIA should clarify my name whether I have a link of Al Qaeda or not.
Mr. Y : Gee then, did you tell them that you did not have any link of Al Qaeda?
Mr. R : When I come to the USA Embassy in Jakarta in that time, uhm, so they uhm, looked at my application uhm, they told me that uhm there nothing wrong with my application. Ehm, the only problem about my name.
Mr. Y : Ha,ha,ha..... Muhammad Ridho, uhm, it sound Arabic's name.
Mr. R : Yeah,....American said Mohammed. This case very annoying for me.
Mr. Y : Oh, did you make it longer? Uhm, I mean you used to shorten it with Moh.
Mr. R : No. I've never shortened it. The passport showed that.
Mr. Y : Hey, uhm, and also your face, Uhm, you look like Arabic.
Mr. R : Ehm but you know, I shave all my beard. So it clean, very clean. Because somebody told me that if you need to go to USA Embassy, you should very clean.
Mr. Y : Ha,ha,ha..... I can imagine, uhm, how clean you were at the time.
Mr. R : Ha,ha,ha.....and I looked more handsome.
- b. Topic : What makes a good teacher
Instructors : Mr. I and Mr. R
The Conversation:
Mr. R : How is everything ?
Mr. I : He,he,he..... It's so good so far. How your class ?
Mr. R : Not bad. Some of them will take an entrance test for university this month.
Mr. I : What class you teach ?
Mr. R : Eeh, I teach for Senior High School students, It conversation three programme. Do you have any idea what makes a good teacher ?
Mr. I : Ehm, ehm for me, there are two factors eeh, to be considered. Ehm, They are facilities and teacher. Ehm, if we talk about facilities, I mean, ehm like comfortable room with some important facilities like a white board, AC, tape recorder and the most important thing hand books for students.
Mr. R : Ehm, I interested with your explanation. Why hand book for students is the most important thing ?
Mr. I : About material or hand book is very important because ehm, event though the teacher

qualified but the hand book not qualified, ehm, so the class can not run well. Eeh sometimes teachers think that the book is very easy but ehm actually it a challenge for us to delivery it well to students.

Mr. R : So do you mean teacher also needs preparation ?

Mr. I : Ehm, I think, yes, of course. Before teach, a good teacher ehm, should prepare the material that ehm he will give to his students.

3 Result and discussions

Based on all the data transcribe above, then the writer try to analyze to find out some of the mistakes in Standard English which used by the instructors in classroom and conversation outside of classroom.

3.1 Formal session in classroom

a. Topic : Intercultural Problem (Diffrences and Similarities)

The Mistakes :

- 1) The omission of inflectional marker in the present and past tense verb form, but this does not cause any loss or distortion of meaning, eg: I could probably conclude.... (I could probably conclude.....), Most of the lyric of the songs talks about violence..... (Most of the lyric of The song talk about violence...)
- 2) The omission of copula, whether it functions as the main verb or as the aux, eg.:Whether people good or bad just because of the color.... (Whether people are good or bad just because of the color...), What in your mind when looking at these two different pictures? (What is in your mind when you are looking at these two different pictures?), What else in your mind when thinking of black people? (What else are in your mind when you are thinking of black people?), whether people good or bad just because of the color? (Whether people are good or bad just because of the color)
- 3) WH-questions – in Indonesian English sometimes retain the fixed subject-verb order, often deleting the auxiliary required by the standard English inquestion forms, eg: How many of you get two classes this morning? (How many of you did get two classes this morning?), Why you think he is rude? (Why do you think he is rude?), why you think color can determine someone good or bad? (Why do you think color can determine someone is good or bad?)
- 4) In General American English, full syllables are omitted in certain, lexically determined cases, like I'm gonna instead of I'm going to, eg.: I am gonna talk about differences and similarities (I am gonna ask you, one simple question.)

b. Topic : My last weekend activities

The Mistakes :

- 1) The omission of copula , whether it functions as the main verb or as the aux, e.g.: okay you right (okay you are right), That the first task and the second you have to share the story or ehm your experience in front of the class. (That is the first task and the second is....), That all about my last weekend activities. It not too long (That is all about my last weekend activities. It is not too long), Making mistakes normally (Making mistakes are normally), Ehm Okay Shiera, How your weekend ? (Okay Shiera, How was your weekend)
- 2) WH-questions – in Indonesian English sometimes retain the fixed subject-verb order, often deleting the auxiliary required by the standard English in question forms, e.g.: What we going to do tonight ? (What are we going to do tonight?)

c. Topic : Education System In Indonesia and Others countries

The Mistakes :

- 1) The omission of copula , whether it functions as the main verb or as the aux, e.g.: This the first case(This is the first case....), the second case about the evaluation (the second case is about the evaluation.....), the test only for (the test is only for.....)
- 2) The omission of -ing form which has to be used after verb if the verb comes after preposition. So they only need ten years for study before enter a university. (So they only need ten years before entering a university),the duration of study before go

to university (..... the duration of studying before going to university),for monitor students' progress (....for monitoring students' progress).

- 3) WH-questions – in Indonesian English sometimes retain the fixed subject-verb order, often deleting the auxiliary required by the standard English in question forms, e.g.: How you today ? (How are you today ?), What you know about Education System in Indonesia ? (What do you know about Education System in Indonesia?)

d. Topic : The Nature Of bilingual Proficiency
The Mistakes :

- 1) The omission of copula , whether it functions as the main verb or as the aux, e.g.: where students taught English using the instruction in English and in their language. (where students are taught in English using the instruction in English and in their language), So when students Spanish.... (So when students are Spanish....), the teacher will accompanied by Non Native English speaker (the teacher will be accompanied by Non Native English speaker), Bilingualism as a negative force in children development (Bilingualism is a negative force in children development), It according to Jensen research that there two alternative conceptions of bilingual proficiency (It is according to Jensen research that there are two alternative conceptions of bilingual proficiency), he can easy (..... he can be easy...).
- 2) The omission of inflectional marker in the present and past tense verb form, but this does not cause any loss or distortion of meaning, e.g.:the teacher speak Spanish too (....the teacher speaks Spanish too), SUP mean proficiency in L1 separated from proficiency in English (SUP means proficiency in L1 separated from proficiency in English), CUP mean bilingual proficiency in L1 and L2 (CUP means bilingual proficiency in L1 and L2), He speak Spanish at home but at school he speak English. (He speaks Spanish at home but at school he speaks English)
- 3) The omission of –ing form which has to be used after verb if the verb comes after preposition, eg.:from become a good English speaker (.... From becoming good a English speaker).

e. Topic : Memory and the Whole Person
The Mistakes :

- 1) The omission of copula , whether it functions as the main verb or as the aux, e.g.: The title about Memory and the Whole Person (The title is about Memory and the Whole Person, people aware with what people saying ehm so the communication can run. (people are aware with what people are saying so the communication can run), It from Paul junior's mother (It is from Paul junior's mother), a student who reciting a memorized dialog in class not conveying information. Ehm, so here, they no communicating and not using language. (a student who is reciting a memorized dialog in class not conveying information. Ehm, so here, they are not communicating and not using language),there no perceptible improvement he feels (...there is no perceptible improvement he feels).
- 2) The omission of inflectional marker in the present and past tense verb. form, but this does not cause any loss or distortion of meaning, e.g.: It eeh which need eeh curiosity and uncertainty (It which needs curiosity and uncertainty), it stand for total physical response (it stands for physical response), she listen the news everyday (she listens the news everyday).
- 3) The omission of –ing form which has to be used after verb if the verb comes after preposition, eg.: the writer's experience in learn Swahili (the writer's experience in learning Swahili).

3.2 Informal Session (Casual) outside of classroom

a. Topic : Unforgettable Experience
b. The Mistakes :

- 1) The omission of copula , whether it functions as the main verb or as the aux, e.g.: there nothing wrong with my application. (there is nothing wrong with my my application), the only problem about my name. (the only problem is about my name), This case very annoying for me. (This case is very annoying for me), So it clean,

very clean. (So it is clean, very clean), you should very clean. (you should be very clean).

- 2) The omission of –ing form which has to be used after verb if the verb comes after preposition, eg.: you know I had to wait for four months for take my visa (you know I had to wait for four months for taking my visa).
- 3) The omission of inflectional marker in the present and past tense verb form, but this does not cause any loss or distortion of meaning, e.g.: I come to the USA Embassy in Jakarta in that time (I come to the USA Embassy in Jakarta in that time), it sound Arabic's name. (it sounds Arabic's name), I shave all my beard (I shaved all my beard).

c. Topic : Unforgettable Experience

d. The Mistakes :

- 1) The omission of copula , whether it functions as the main verb or as the aux, e.g.: How your class ? (How is your class ?), It conversation three programme (It is conversation three programme), the most important thing hand books for students. (the most important thing hand books for students), I interested with your explanation (I am interested with your explanation), ...the teacher qualified but the hand book not qualified, (...the teacher is qualified but the hand book is not qualified...), actually it a challenge for us to delivery it well to students. (actually it is a challenge for us to delivery it well to students).
- 2) The omission of –ing form which has to be used after verb if the verb comes after preposition, eg.: Before teach, a good teacher ehm, should prepare the material (Before teaching, a good teacher should prepare the material)

4 Conclusion

After analyzing all the data above, the writer found that the general problems which emerged- even in formal or informal session- in this simple research are: The omission of copula whether it functions as the main verb or as the aux; the omission of –ing form which has to be used after verb if the verb comes after preposition; the omission of inflectional marker in the present and past tense verb form but this does not cause any loss or distortion of meaning, and WH-questions – in Indonesian English- sometimes retain the fixed subject-verb order often deleting the auxiliary required by the standard English in question forms.

The conclusion that those problem usually emerged unconsciously while the materials are being delivered. They are also influenced by their language family Makassarese and Bugisnese. Both are widely spoken in Ujung Pandang. These local languages can influence the way people speak- we call it dialect- English like what we know as Singlish, Malayish , Indlish or Indolish.

The thing that I am happy to state that the influence of local languages are rarely found while the teachers were teaching in class. Most of the teachers that I observed, could pronounce good enough the English words and they also have good way in spelling the words. Every potential teacher should consider those problems above and try to avoid or minimize to do them. This is also as a big challenge for teachers to be able to delivery their material in standard English whether it is American or British English.

We have to remember that English is a language with many voices. English has become as a global and cross - cultural of communication. It can be claimed that English is presented as Aladin's lamp for opening the door to different cultural and religions, as the language for all seasons, a universal language, a language with no national or regional frontiers and the language on which the sun never sets. (Kachru, Braj B, in Makhan: 1995). Whether we like it or not, Indonesia is not a country that has English as its first language. We are learners of the language as a foreign, second or even third tongue. The fact that we are learners of the language should not lead us to make excuses for our poor learning by making claims that there is a local form of English by the name of Indolish. We have to remember that English is a language with many voices. The varieties in speaking English are the things which color the language itself.

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