Analysis The Impact of Southern Thai Malay as a First Language on English Pronunciation toward Science Understanding

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Abstract: The aims of this research were to analyze the impact of southern Thai Malay on the study of English pronunciation, especially the final consonant sounds. To make the analysis, the researcher used a qualitative method involving 15 students at Ban Kalisa School, Thailand, and data collected by observation, in-depth interviews, and pronunciation tests. Based on the results related to pronunciation made by 15 students, it can be concluded that there are 1 student pronounced sound [æ] as [a], 1 student pronounced [ʌ] as [u], 3 students pronounced [æ] as [e] and 1 student pronounced [o] as [ʌ]. While in consonant sounds, there are 10 subjects pronounced palate alveolar fricative [ʃ] changed into sound [s, t] or alveolar fricative. 3 students pronounce [ð] with [t], there are 2 students with substitution and 5 students with omission. The students also still have a minor vocabulary in responding to the English questions in an interview. They only knew how to answer the question that related to their identity but had difficulties in responding to the other questions. This research, it is hopefully can be useful to the development of students' English ability, especially in pronouncing words as one of the indicators of English proficiency.

Keywords: Consonants; Impact; Pronunciation; Southern Thai Malay

Introduction

In English is recognized as the most widely used lingua franca globally. The students in Thailand study English as a foreign or second language since the kindergarten school (Rambe et al., 2024). However, most of the students study English only from school, and unfortunately, there are no English contexts exposed in their daily life (Tipprachaban, 2023). In spite of the fact that Thai students start considering English at a really youthful age, their English capability still remains in a low category. Thailand positions 20th out of 24 Asian nations in terms of English capability. Thailand's English capability is among the weakest in Asia, according to the most recent EF English Capability File (EF EPI) study.

Thailand positioned 101 out of 113 non-native English-speaking nations and fell into the "exceptionally capable" category with a score of, as it were, 416. The worldwide normal score is 502. In Asia, Thailand positions 21 of 23 there are a few challenges for Thais to extend English capability; learning another dialect presents some problems, as individuals who have their local dialect (Calhoun et al., 2022). It is generally accepted that the primary dialect of a first language will have some impacts from a foreign or second language. As the example, a local English speaker can identify easily if someone is Chinese or Arab by talking a few words in English (Rambe et al., 2024).

The influence of their native language is obvious in both composed and spoken dialect. The impact of the local dialect can be analyzed in phonology, lexicology,

and linguistic use. Talking and composing, which are illustrations of learners' English speech, as often as possible appear a follow of mother tongue obstructions (Sudhinont, 2025). Mother tongue inference, moreover, happens to the individuals who live in southern Thailand in learning English. There are four territories in Southern Thailand where Thai Malay is broadly talked as the primary dialect, such as Narathiwat, Yala, Pattani, and four areas of Songkhla.

These areas are very unstable in the sense that they are hotbeds of social turmoil (Chorbwhan et al., 2018). The majority religion of Malay speakers is Islam, from the Malay ethnic community. They used Patani Malay as their native language or mother tongue (Sisamouth & Lah, 2015). The fact that Malay relatives, Thai Malays, were not talking or using the English language as the Malays use English in their country, since Thai citizens are the same group of citizens as the rest of the nation (Sisamouth & Lah, 2015). In this manner, English could be a remote dialect as well as English as a third dialect, which they learn at school (Sisamouth & Lah, 2015).

The term to start with dialect is recognized from other terms, such as "mother tongue," as this for the foremost portion alludes to the dialect of a collective bunch rather than that of an individual. The term "mother tongue" insinuates a traditional/conventional family circumstance where the mother is the person who transmits the tongue to the child and is the foremost provider of input in that tongue for the child in their to start with a long time (Arniatika, 2023; Limacher-Riebold, 2021). The significance of dialect, mother tongue, or domestic dialect is the dialect talked by parents.

The primary dialect is additionally recognized from the "moment dialect," which relates to the dialect that an individual talks less easily. A few emphasizes are simpler to articulate or get for a few individuals, but it's all almost the person's individual dialect involvement. So, it is exceptionally troublesome to urge freed of the tongue when talking in a remote dialect, such as English. In English articulation, regularly, individuals whose dialect is exceptionally connected will discover it troublesome to articulate English appropriately. This comes about in mistaken assumptions and communication not running easily (Octaviani et al., 2024). It is that students are requested to have great accomplishment in speaking as one of the points of the educational curriculum in Thailand (Rambe et al., 2024).

It implies that speaking is vital and becomes a must for the learners (Purba & Elisa, 2024). The students have to be able to make strides in their talking accomplishments and additionally consider the aspect that is required to item a great speaking (Hayeehasa et al., 2022). Pronunciation could be a portion of the

speaking capacity. Speaking is the dynamic utilization of dialect, but contrasts within the mental movement are included, and it makes learners of language in terms of sharing the idea, opinion, and feeling (Purba & Elisa, 2024). Talking with great pronunciation isn't an easy thing for Thai students; they don't speak or use English because of the social conditions of understudies, which are usually to utilize their nearby dialects, so remote dialects are troublesome to acknowledge and communicate. Speaking ability in English is the most difficult thing for students; they have gotten bored and are not enthusiastic about the English subject. They were perplexed to use it in an oral communication, and they have no enough words or vocabularies of English.

This condition makes the students unable to say the English word accurately and makes some mistakes. The educator was not great at providing the students the material about English. The students of Thai are anticipated to be able to speak sufficiently in English, but they found the issues of separating English pronunciation from their own dialect. They too still experience issues of challenges in their verbal communication that they utilize English within the classroom mostly. Numerous arrangements might offer assistance to Thai students to illuminate their issues in learning English in the surrounding situation of Thai (Hayeehasa et al., 2022).

Bohn & Flege (1992) indicated the resemblances of a number of sounds; totally distinctive dialects will unoffered help to dialect learners to form the sounds comparative to their to start with their dialect precisely, and there are many research studies that claim that there are a part of challenges in pronunciation of the language that are differing from their mother tongue (Bohn & Flege, 1992). The variation of the pronunciation has shown that the differentiation of Indonesian and Malay, which are close to Patani Malay, are fricatives and stops (Jehma & Phoocharoensil, 2014). Based on some research, there were some significant differences between English and Patani Malay, especially in pronunciation (Kanokpermpoon, 2007), including the number of phonemes, vowels, and consonants.

A vowel is a sound that doesn't block air through the mouth, or in Indonesian, it's closer to a vowel sound, but it's a little bit surgical; for example, vowel sounds are /ɪ/, / /ʊ/, /e/, ʊ / and / e / ɜ: / ə / ɔ: / (Octaviani et al., 2024). According to Faiza et al. (2023), the vowel in English is divided into two groups: short vowels and long vowels. A short vowel is noticeably shorter than a long vowel. The examples of short vowels are /ɪ/, /e/, /æ/, /ʌ/, /ʊ/, /ɒ/, /ə/. Meanwhile, the examples of long vowels are /iː/, /uː/, /ɑː/, /ɔː/, and /ɜː. Meanwhile, all letters that are not included in the vowel are called consonants, which are where the air is blocked

somehow before leaving the mouth. Despite only a few letters, these vowels are very important in spelling, pronunciation, and grammar.

Whereas consonants are defined as speech sounds that humans create that involve airflow that is blocked partly or entirely while being produced. They can be blocked by speech organs like the vocal tract, as well as the teeth, tongue, or lips. These speech sounds are represented by letters that we know as consonants (Deterding, 2005). There are twenty-four speech sounds that form consonants in English (Nahampun et al., 2022). The consonants in English are six plosives: /p b t d k g/, nine fricatives: /v f θ ð z s ∫ 3 h/, two affricates: /t∫ d3/, three nasal sounds: /m n ŋ/, only one lateral-approximant: /l/, and three approximants: /w j r/ (Deterding, 2005). Based on Chapakiya (2020), there are twelve vowel phonemes in Patani Malay dialect, consisting of vowel phonemes as follows: //a/, /i/, /e/, /«/, /u/, /o/, two derived vowels such as [ ], [E], and there are four nasal vowels such as [)], [E)], [a)] and [u)]].

Then, Patani Malay also has five vowel arrangements, such as [a)], [E)], [ )] and [u)]. Whereas there are twenty-eight consonants, comprising twenty rare consonants /b/,/p/, /k/, /t/, /g, /d/, /c&/,/ r/, /s/, /l/, /j/, /Ä/, /m/, /N/, /ø/, /n/, /h/, /j/, /w/, ///, the consonants tallness are /ph/, /th/, /kh/, /ch/ and credit consonants as follows: /f/, /z/, / S /, /x / (Faiza et al., 2023). Patani Malay also has twelve vowel phonemes besides the consonants, consisting of six vowel phonemes. //a/, /o/, /i/, /«/, /e/, /u/, two derived vowel phonemes [E], [ ], and four nasal vowel phonemes [u)], [E)], [ )] and [a)]]. Thus, it has five series of vowels, namely the series of vowels [u)], [E)], [ )] and [a)]. Then, there are twenty-eight consonants in detail: there are twenty original consonants /b/,/d, /k/, /p/, /t/, /g/, /s/,/ j/, /c&/, /r/, /l/, /Ä/, /m/, /n/, /ø/, /w/, /N/, /h/, /j/, ///, consonants aspirated height are/ph/, /th/, /kh/, /ch/ and four loan consonants /x/, /f/, /z/, /S/.

Based on the researcher's observation in Ban Kalisa School, it indicates that the students often struggle with pronouncing English words, especially in the pronunciation of specific sounds. These difficulties can be attributed to the phonetic characteristics of the Southern Thai Malay language (Patani Malay Language), which differ significantly from English. Through this study, the researcher investigates the impact of Southern Thai Malay on English pronunciation proficiency of students at Junior High School Ban Kalisa in Narathiwat Province.

Method

The research method has been conducted by utilizing subjective inquiry about including 15 subjects in third grade at Ban Kalisa Junior High School. Kriyantono (2022) said that subjective investigation points to clarifying wonders by collecting information as profoundly as conceivable; subjective investigation emphasizes the profundity of information gotten by analysts. The more profound and detailed the data obtained, the better the quality of the research.

Research Design

The design of this study was a case study approach. This was consistent with the goal of a complete and deep understanding of one or more cases (Octaviani et al., 2024).

The Subject of the Research

The subjects used in this study were 15 students in third grade at Ban Kalisa Junior High School in Narathiwat Province, South Thailand. They were selected because, based on the researcher's observation, there were some problems with the students' pronunciation. The researcher used the target of the sample because the target of the sample has specific characteristics that are used as the subject of the research. According to Sugiyono (2010), purposive sampling is a technique to choose a sample based on specific considerations.

Instrument

Research instruments are tools needed or used to collect data (Alhamid & Anufia, 2019). In this study, the researcher used interviews of several questions about personal identity and recordings of each subject's answer to generate data (Octaviani et al., 2024). After that, the researcher determined the pronunciation test by asking them to read some English words. The word chosen by the researcher was based on the researcher's observation of grade three of Junior High School.

Data Analysis

After all the data were collected, the researcher identified the pronunciation of the subject based on the international pronunciation alphabet (IPA) as the standardization of English pronunciation. Then, the researcher classified it into good and erroneous pronunciation and focused on the impact of Southern Thai Malay on English pronunciation.

Result and Discussion

Based on the data analysis result, it is possible to obtain the data that the students in Ban Kalisa School have difficulties in pronouncing English. The researcher found that from 15 students as the subject of the research made mistakes in pronouncing some sounds of selected English words.

Students have some difficult sounds to pronounce, especially the front vowel sounds [æ], and central vowel [ʌ]. Beside vowel, the data also showed the problem of students in consonants sounds of palate alveolar fricative [ʃ], [ð] and lateral [l] is in the final sounds of the words. Besides that, the students also make some omission in pronouncing the specific sound, for examples [ˈfɔrˌkæst] became [ˈfɔrk]. The students' sound analysis in Table 1.

Table 1. The Sounds Analysis

IPA	Students' Error	Sounds	Description
[fæst]	[fast]	[æ] -----[a]	Front low vowel ---- Front low vowel
[plʌs]	[plus]	[ʌ] ----- [u]	Central mid vowel ---- Back high vowel
[ˈfɔrˌkæst]	[ˈfɔrˌkest]	[æ] ----- [e]	Front low vowel ---- Front mid vowel
[ˈmoð.ər]	[ˈmʌð.ər]	[o] -----[ʌ]	Back mid vowel ---- Central mid vowel
[slæʃ]	[slæs]	[ʃ] ----- [s]	Palato Alveolar Fricative ---- Alveolar Fricative
[ˈkɪæʃ]	[ˈkɪæs]	[ʃ] ----- [s]	Palato Alveolar Fricative ---- Alveolar Fricative
[slæʃ]	[Slet]	[ʃ] ----- [t]	Palato Alveolar Fricative ---- Alveolar Fricative
[ˈleð.ər]	[ˈlet.ər]	[ð] ---- [t]	Dental fricative ---- Alveolar fricative
[foʊrs]	[force]	[rs] ---- [ce]	Substitution cluster sounds [rs] with [ce]
[foʊrs]	[fors]	[ʊ] ---- [ ]	Omission sound [ʊ]
[ˈfɔrˌkæst]	[ˈfɔrk]	[æst] ---- [ ]	Omission sounds [æst]
[ˈfɔrˌkæst]	[ˈfors]	[kæst] ----[ ]	Omission sounds [kæst]
[foʊrs]	[forct]	[s] ---- [ct]	Substitution [s] with cluster sounds [ct]
[smaɪl]	[smine]	[aɪl] ---[ine]	Substitution cluster sounds[aɪl] with [ine]
[ˈfɔrˌkæst]	[ˈɔæ]	[f, r, k, s, t] ---- [ ]	Omission sounds [f, r, k, s, t]

After analyzing the data of the students' pronunciation, the researcher applies the interview to the students to get more data related to the problem of the research. Based on the students' interviews, researchers found that most of the students could give responses to the question related to their personal identity. The researcher also conveyed some questions about the problem of the research by using Patani Malay language translator.
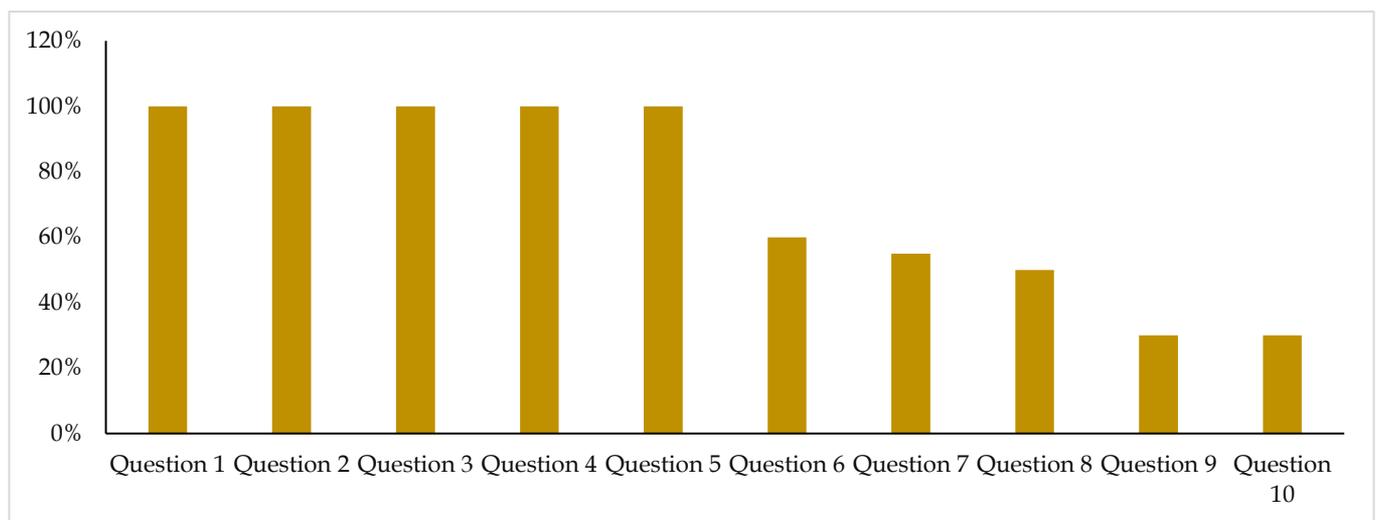

Figure 1. Students' Interview Result

Discussion

The results of this study show that most students make mistakes in English pronunciation. Pronunciation is one of the important things for someone learning English, especially in speaking as one of the indicator English proficiency. If they make mistakes in pronunciation, they can also be wrong with others. Based on the results related to pronunciation made by 15 students it can be concluded that there are 1 students pronounced sound [æ] as [a], 1 students pronounced [ʌ]

as [u], 3 students pronounced [æ] as [e] and 1 student pronounced [o] as [ʌ]. While in consonant sounds, there are 10 subjects pronounced palate alveolar fricative [ʃ] changed into sound [s, t] or alveolar fricative. There are 3 students pronounce [ð] with [t], there are 2 students with substitution and 5 students with omission.

These mispronunciations of students as the impact of their native language, Patani Malay Language. The [ʃ] is one of the loan sounds in Patani Malay (Chapakiya, 2020). Loan words are words adopted by the speakers of one language from a different language (the source language). The subject who use the new word at first might use it first with the speaker of the source language, but unfortunately they use the word with those to whom the word was not previously known. To these speakers the word may sound 'foreign' (Kemmer, 2019). For the students at Ban Kalisa School, the sound [ʃ] is still 'foreign' and their not use it very often in their native language.

Based on Chapakiya (2020) there are twelve vowel phonemes of Patani Malay language consisting of six vowel phonemes. //a/, /o/, /i/, /«/, /e/, /u/, two derived vowel phonemes [ ], [E], and four nasal vowel phonemes [u)], [E)], [ )] and [a)]. This is also the reason why the students cannot pronounce the sound [æ] in English word, because this sound is not familiar with them (Paramal, 2019).

There is one interesting case in Ban Kalisa School, there is a student that cannot produced the word 'smile' in good pronunciation. The student pronounced it as [smine] instead [smaɪl]. The lateral sounds [l] is substitute with the nasal consonant [n]. This is because Patani Malay have fewer consonants that occur in the final position than English words. Therefore, the students tended to substitute difficult target sounds with equivalent sounds in their exposed languages, or retain the first consonant of final clusters (Paramal, 2019). Moreover, there are some students also that make some omission to pronounce the English word, because the impact of their language that has fewer word with final consonants.

The problems of Patani Malay speaking is mostly encounter with English pronunciation, as with Thai speaking students (Plailek, 2016, and Atthaphonphiphat, 2017) and Arabic speaking students (Hassan, 2014), is due to the lack of phonemes in their exposed languages. This study also confirms that speakers with different linguistic backgrounds have different difficulties in sound production (Paramal, 2019).

Conclusion

As the conclusion, the researcher refers to the students' pronunciation and interview sheet that the students at Third Grade in Ban Kalisa Junior High School still has some problems in English. The problem is as the impact of their native language, Patani Malay language on their pronunciation. The students also still have a minor vocabulary in responding the English question in interview. They only knew to answer the question that related to their personal identity but have difficulties in responding the other question. Through this research, it is hopefully can be useful to the development of students' English ability, especially in pronouncing the word as one of the indicator in English proficiency.

Conflicts of Interest
The authors declare no conflict of interest.

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