

CHAPTER IV

FINDINGS AND DISCUSSION

The focus of this study is to identify the patterns of Madurese dialect and the factors affecting in the English conversation found in the utterances by the member of Bata-Bata English Centre (BBEC). The main purpose of this chapter is to answer the question presented in chapter I.

A. Research Findings

In this section, the researcher wants to describe the data that found during the research process at members of Bata-Bata English Centre (BBEC).

1. Pattern of Madurese Dialect by the Members of BBEC

Most of members of Bata-Bata English Centre (BBEC) are Madurese. Madura people have their own language which is used as daily conversation namely Madurese language. So, every day they use Madurese language to communicate and make interaction each other. Because of that, when they talk using English they will not be able to avoid their Madurese dialect. Because English is their foreign language while Madurese is their mother tongue.

Concerning the analysis of Madurese dialect which happens in the English conversation by the member of BBEC, the researcher focuses to analyze the pattern of pronunciation, grammatical pattern, and also vocabulary variation which differ from the standard one.

Table 4.1 Students Dialect Pattern

Pattern		Note
Vocabulary	Inappropriate Vocabulary	She gives me advise (Data 1, line 11)
		She is fine and beautiful (Data 1, line 12)
		you can see alone (Data 1, line 12)
		People from another country make one contest
		The translator give me understand (Data 6, line 56)
		The tittle is Miss Farihah (Data 6, line 59)
		Do you ever journey with your relative? (Data 8, line 10)
		What's your parent work ? (Data 8, line 17)
		I don't know work (Data 8, line 18)
		I don't know work my parent (Data 8, line 19)
		My mother always angry to me (Data 8, line 21)
		My parent always angry to me

(Data 8, line 23)
What your motivator? (Data 8, line 32)
Are you just pupil ? (Data 10, line 10)
Yes, I am just pupil (Data 10, line 10)
How are you today ? (Data 12, line 5)
I feel this night I am very beautiful and sweet (Data 12, line 11)
I have two parent (Data 12, line 34)
Can I story ? (Data 12, line 48)
My father don't dear me (Data 12, line 53)
And now, my mother three , my three mother is pregnant (Data 12, line 57)
I have is Laila, Linda, and Nova (Data 13, line 40)
Oh you don't know swimming (Data 13, line 45)

	I look gamers make people happy (data 13, line48)
	Could you have sister? (Data 14, line 6)
	What child from your parent? (data 14, line 10)
	Before you choose English language in IAIN (Data 15, line 17)
	I am afraid don't answer your question (data 15, line 35)
	Study (Data 16, line 11)
	You always travelling in Korea (Data 16, line 50)
	Do you ever travelling to Korea (Data 16, line 51)
	But, I don't never look you (Data 16, line 53)
	if I speak English, little-little I know in vocabulary and grammatical (Data 18, point 8)
	I think difficult if I speak English (Data 18, point 8) interview

Grammatical Pattern	Subject omitting	Only watch in the television (Data 2, line 9)
		Go to the zoo with my family (Data 3, line 4)
		So, give her knowledge to other people (Data 6, line 40)
		I think very love her (Data 8, line 35)
		The same with me (Data 11, line 16)
		No, because chat with my friend (Data 13, line 53)
		Is not very interesting (Data 14, line 16)
		If I want something, will buy it (data 14, line 17)
		Use Madura language (Data 24, point 6)
		Because is very interesting (Data 25, point 1)
	Object omitting	I like too (Data 3, line 3)
		Yes, I join too (Data 5, line 12)
		I want to continue in Malang

	(Data 7, line 10)
	I hate my younger now (Data 12, line 61)
	Yes, because gamers make happy (Data 13, line 49)
	Because I don't see (Data 16, Line 7)
Object changing	Why do you like it ? (Data 1, line 6)
	Their say (Data 6, line 50)
	Who is it ? (Data 13, line 38)
Verb omitting	you don't want your parent (Data 6, line 26)
	People in my house not speak English (Data 7, line 22)
	When you holiday (Data 9, line 3)
	What's your feeling when you holiday? (Data 9, line 13)
	You ever sad when you holiday? (Data 9, line 16)
	I ever sad when holiday (Data 9, line 17)
	I want to England (data 16, line

Verb changing

14)
I Usually with my best friend (Data 18, point 7)
And I usually with my teacher (Data 18, point 7)
I don't said to my parent (Data 6, line 20)
Okay, I only can be support to you (Data 6, line 27)
I will shopping to bazaar (data 6, line 47)
She tell about her experience (Data 6, line 59)
I want to said to my husband (Data 7, line 14)
I lose my mobile phone (Data 9, line 19)
My phone is lose (Data 9, line 21)
When I drive motor cycle (Data 9, line 22)
From Waru go to Tamberu (Data 9, line 26)
My phone is lose (Data 9, line

	26)
	When I given homework by my teacher (Data 9, line 34)
	I am one brother (Data 8, line 10)
	Do you want married ? (Data 11, line 12)
	I cry (data 12, line 38)
Auxiliary verb omitting	English language very important (Data 1, line 5)
	I only at my house (Data 3, line 5)
	I from Potoan Laok village (Data 4, line 10)
	What your feeling about Tamara? (Data 6, line 7)
	You understand? (Data 6, line 33)
	You understand? (Data 6, line 41)
	You know? (Data 6, line 63)
	My parent in Malaysia (Data 8, line 15)

My mom teacher in Elementary school (Data 8, line 18)
What do you feel if you with your parent? (Data 8, line 20)
I very happy (Data 8, line 21)
What your motivator? (Data 8, line 32)
You ever sad when you holiday? (Data 9, line 16)
I ever sad when holiday (Data9, line 17)
I think Bata-Bata very good (Data 10, line 21)
I think Bata-Bata very interesting (Data 10, line 22)
What your opinion about Bata-Bata? (Data 10, Line 23)
Bata-Bata famous in another city (Data 10, line 25)
Understand? (Data 11, line 18)
You know it? (Data 12, line 27)
My mother the same with your mother (Data 12, line 63)
Why you choose English

	Education in IAIN? (data 15, line 9)
	Her name miss Iim (data 16, line 37)
	Oh, you always travelling in Korea (Data 16, line 50)
	But Indonesia more beautiful than Korea (Data 16, line 62)
	I from Potoan Laok village (Data 9, point 2)
	I from Batuampar (Data 11, point 2)
	BBEC very interesting (Data 13, point 1)
Auxiliary verb changing	My hobby is reading and writing (Data 3, line 8)
	Are you like BBEC? (Data 4, line 6)
	I am very sad (data 9, line 26)
	I am crying here (Data 12, line 38)
	My father don't dear me (Data 12, line 53)
	I don't happy (Data 12, line 59)

	<p>Do you ever travelling in Korea? (data 16, line 51)</p>
<p>Preposition omitting</p>	<p>But me (data 6, line 9)</p>
	<p>What is name your younger brother? (Data 12, line 21)</p>
	<p>with member BBEC (Data 7, point 7)</p>
	<p>I like listen people speak English (Data 20, point 1)</p>
	<p>member BBEC (Data 22, point 7)</p>
<p>Preposition Changing</p>	<p>I don't join to Tamara (Data 6, line 11)</p>
	<p>If I don't join to Tamara (Data 6, line 13)</p>
	<p>If I join to BBEC (Data 6, line 20)</p>
	<p>But, if I join to Tamara (Data 6, line 23)</p>
	<p>I ever say to my parent to my ambition (Data 7, line 5)</p>
	<p>to continue in other school</p>

	(Data 18, point 2)
	I Usually with my best friend In member BBEC (Data 18, point 9)
	Why I join at bbec (Data 22, point 1)
Third person singular omitting	English make me happy (Data 1, line 7)
	My teacher always give me support (Data 1, line 13)
	He always support me to learn English (Data 5, line 7)
	The translator translate from people (Data 6, line 54)
	Someone come to my school (Data 7, line 21)
	Someone who come to your school (data 7, line 24)
	Because cook make me happy (Data 13, line 8)
	Because make up make me dizzy (Data 13, line 16)

	Because swim make me happy and make me enjoy (Data 13, line 42)
	Make me interested to join BBEC (Data 23, point 1)
Article omitting	Tamara is interesting event (Data 6, line 22)
	I have younger brother also (Data 13, line 3)
	I have brother (Data 14, line 9)
Passive form changing	English language need in all of place (Data 18, point 1)
	English also need to continue in other school or university (Data 18, point 1)
Conjunction changing	I want to said to my husband because I want to be a teacher (Data 7, line 14)
	The same with me (Data 10, line 14)
	Do you have friend and your friend have step mother or step father? (data 13, line 36)
Reverse	Why you don't join Tamara?

	(data 6, line 17)
	In Pekan ngaji will there is bazaar (Data 6, line 44)
	You lazy to study don't (Data 7, line 7)
	In my house English (Data 7, line 18)
	To take course English (Data 7, line 23)
	My teacher English (Data 7, line 33)
	Yes, make up I don't like (data 13, line 17)
	I like subject English (data 16, line 13)
Plural form	I have ear (Data 6, line 53)
	All of student and I (Data 7, line 4)
	I have seven cousin , Four girl , three boy (Data 8, line 31)
	I have six younger sister (Data 11, line 4)
	I have eight sibling (Data 11, line 5)

	I have five cousin (Data 11, line 25)
	One boy and four girl (Data 11, line 27)
	I have three mother (Data 12, line 39)
	Do you have any problem? (Data 12, line 47)
	I have three mother and one father (Data 12, line 50)
	I want to be gamers (Data 13, line 48)
	What you be gamers now? (Data 13, line 50)
	Two sister (Data 14, line 7)
Changing form	Speak English (Data 7, line 21)
	Do you like speak English? (data 8, line 26)
	The best boarding school number three in east java (data 10, line 22)
	I am beautiful tonight or sweet? (data 12, line 7)

	What do you like cook ? (data 13, line 4)
	I very like it because cook make me happy (data 13, line 8)
	What do you like dance ? (data 13, line 8)
	What do you like make up? Data 13, line 13)
	Because make up make me dizzy (Data 13, line 16)
	Because swim make me happy and make me enjoy (Data 13, line 42)
	I always reading book (Data 16, line 2)
Adding	My ambition is to be teacher
	After I take course in my take course (Data 7, line 20)
	Because my relatives is help me (Data 8, line 11)
	Makes me to sad (Data 8, line 21)
	I am confuse (Data 9, line 4)
	I study here the longer than you

	(Data 10, line 19)
	What do you like cook? (data 14, line 4)
	What do you like dance? (Data 13, line 8)
	What do you like make up? (data 13, line 13)
	What do you like Banana? (Data 13, line 26)
	What do you have friend (Data 13, line 30)
	What do you have friend (Data 13, line 36)
	What do you like swimming? (Data 13, line 41)
	What do you like game? (Data 13, line 47)
	What do you have best friends? (data 13, line 58)
	Because Boruto is support me (Data 17, line 36)
	He is very support me (Data 17, line 36)
Ambiguous	Yes, face to face but listening at

	form	<p>Pare (Data 2, line 8)</p> <p>In my house English, all of people in my house is not important said people in my house (data 7, line 19)</p> <p>What do you support? (Data 8, line 32)</p> <p>Do you help grandmother? (Data 8, line 40)</p> <p>I don't know with grandfather and grandmother (Data 11, line 29)</p> <p>Why I say it, because you don't (Data 12, line 10)</p> <p>Because dance not happy (Data 13, line 11)</p> <p>What do you like favorite drink? (Data 13, line 23)</p>
	Voice changing	<p>She is very smart (Data 4, line 12)</p> <p>He is very clever (Data 5, line 3)</p> <p>I think Tamara is international event (Data 6, line 9)</p>

Pronunciation	/e/ adding	I think my parent will try to seek money (Data 6, line 13)
		Study hard (Data 7, line 6)
		I think English is very important (Data 7, line 20)
		I very happy (Data 8, line 21)
		English language is very important (Data 21, point 1)
		High (Data 20, Data 21, Data, 22, Data 23, Data 24, point 3)
		No , never (Data 2, line 9)
		No , I still study about English (Data 2, line 11)
		No, I still study about English (Data 2, line 11)
		No , I understand because there is translator (Data 6, Line 51)
		No , you're ugly (Data 12, line 8)
		Sometimes I speak Madurese language (Data 22, point 6)
		No , never (Data 23, point 4)
		Oh no , not astaghfirullah but innalillah (Data 12, line 45)

/i/ adding	Yes, how about you? (Data 3, line 1)
	Yes (Data 4, line 7)
	Yes, he is my teacher (Data 5, line 2)
	Yes, and you? (Data 5, line 11)
	Yes miss (data 7, line 4)
	Yes, I ever (data 8, line 11)
	Yes (Data 9, line 8)
	Yes, I have sister and brother (Data 11, line 4)
	Yes (Data 12, line 23)

There are three types of variation which distinguish their dialect to another. They are vocabulary, grammatical pattern and pronunciation.

a. Vocabulary

Vocabulary can be influenced by the dialect of the mother tongue. For member of Bata-Bata English Centre (BBEC), Madurese language is their mother tongue, and English becomes foreign language. Because of that, when the member of BBEC talk using English, sometimes they choose unique vocabulary or inappropriate words, it depends on their knowledge about English.

The researcher gets some English unique vocabulary chosen by the member of Bata-Bata English Centre (BBEC). In Data 1, there are three times they use inappropriate words

- She gives me advise (Data 1, line 11)
- She is **fine** and beautiful (Data 1, line 12)
- You can see **alone** (Data 1, line 12)

The first sentence “She gives me advise” uttered by Nurul.¹ It becomes the wrong vocabulary because she actually wants to say *advice* (noun) but she uttered *advise* (verb). This phenomenon becomes hard for some students because they still lack of English vocabulary.

The second sentence uttered by Dini Hidayati.² She said *she is fine and beautiful*. In this case, she tells about her teacher to her friend. Actually she should say *she is kind and beautiful*, because the word “*fine*” is not proper to describe the characteristic of her teacher.

The third sentence also uttered in the same case by Dini Hidayati, she allows her friend to look at her teacher to prove that her teacher is kind and beautiful. She says “*you can see alone*”, actually she wants to say “*see by yourself*”.

While in data 6, there are the sentences which used unique vocabulary;

¹ Nurul Thayyibah, Conversation Practice, Direct Conversation, October 14, 2020.

² Dini Hidayati, Conversation Practice, Direct Conversation, October 14, 2020.

- People from another country **make** one contest (Data 6, line 40)
- The translator **give** me understand (Data 6, line 56)
- The **title** is Miss Farihah (Data 6, line 59)

In the first sentence, it is utterance by Ayu Syafitri³ when talking about TAMARA, an international event in Bata-Bata. Actually she will say that in TAMARA many people from other country come to Bata-Bata for joining the agenda, but Ayu feel difficult to tell it, then she choose to say *“People from another country make one contest”*

The second case is said by Imroatul Hasanah,⁴ the one who speak with Ayu about TAMARA. They talk about international seminar in TAMARA which they cannot understand it because the speaker is not Indonesian. But there is a translator who try to translate in order to make they understand. So, Imroatul try to tell Ayu that the translator makes her understand, unfortunately she did not use “make” but “give” and it causes different meaning of it.

The next inappropriate word is said by Ayu Syafitri,⁵ she tried to tell about one of the seminars in TAMARA which Miss Farihah as the speaker. But she said Miss Farihah is the title of the seminar, not the speaker.

³ Ayu Syafitri, Conversation Practice, Direct Conversation, October 30, 2020.

⁴ Imroatul Hasanah, Conversation Practice, Direct Conversation, October 30, 2020.

⁵ Syafitri, Conversation Practice, October 30, 2020.

There are also some unique words used by the member of BBEC in Data 8 when the researcher asks them to talk about family

- Do you ever **journey** with your relative? (Data 8, line 10)
- What's your parent **work**? (Data 8, line 17)
- I don't know **work** (Data 8, line 18)
- I don't know **work** my parent (Data 8, line 19)
- My mother always **angry** to me (Data 8, line 21)
- My parent always **angry** to me (Data 8, line 23)
- **What** your motivator? (Data 8, line 32)

In first sentence, the speaker asked the listener if she have travelled with her relative, it is better if she said "*have you ever travelled with your relative?*" While the second, third, and four sentences have the same problem on "*work*". They use "*work*" to talk about their parents' job, besides that, the fifth and the sixth sentences they use inappropriate word. "*My mother always angry to me*" is said twice. Actually if they want to use "*angry*" they should put auxiliary verb after the subject, but if they do not put auxiliary verb, it should be "*My mother always mad at me*" and "*My parent always mad at me*". The last sentence is using the wrong question word, the speaker will ask the listener's motivator, but she used "*What*". Actually she should use "*who*" because she asked person, not thing. So the sentence should be

“who is your motivator”. While about the auxiliary verb is discussed in grammatical pattern feature.

The next inappropriate words is in Data 10

- Are you just **pupil**? (Data 10, line 10)
- Yes, I am just **pupil** (Data 10, line 10)

Both of those sentences have the same case. They prefer to use “*pupil*” than “*student*”. It sounds strange because pupil is no longer use by some people.

The next cases happen in Data 12. There are 6 cases

- How are you **today**? (Data 12, line 5)
- I feel **this night** I am very beautiful and sweet (Data 12, line 11)
- I have **two parent** (Data 12, line 34)
- Can I **story**? (Data 12, line 48)
- My father don’t **dear** me (Data 12, line 53)
- And now, **my mother three, my three mother** is pregnant (Data 12, line 57)

All of those sentences happen when they talk about family.

The first and the second sentences get wrong because of time. The first sentence is utterance by Aisyah⁶ when talking with Yuli. The conversation is in the evening, for about 08.00 pm. But, she still use “*today*” not “*tonight*” because she makes the sentence “*How are you today*” as a habit. So, she does not think and choose the

⁶ Aisyah Febrianti, Conversation Practice, Direct Conversation, November 14, 2020.

appropriate word to the time, she just ask as usual. The second sentence is also about the time. She use “*this night*” not “*tonight*”. It is because she translates the Indonesian language to English word by word.

The third sentence is about plural form. It is said by Yuli⁷ when she tried to tell about her family. She said “*I have two parent*”. The word “*two parent*” used by her is not appropriate, because “*parent*” means both of father and mother. But, she thinks that “*parent*” only means one of them, either father or mother, so she said that she has two parents.

The forth sentence happens when she want to tell the listener about the problem of her Family. She said “*Can I story?*” while she intend to say “*Can I tell you?*” She uses “*story*” because she only knows the meaning of story, but does not know the part of speech of that word. Whereas “*story*” is a noun, then in this case she needs a verb to complete her sentence.

“*My father don’t dear me*” in this case, we talk about the word “*dear*” while the incorrect grammar will be discussed in the grammar feature. The word dear is inappropriate in that sentence. Because dear is not a verb. This case is nearly same with the previous problem which the speaker cannot differ the part of speech of the word.

⁷ Yuli Yulaili, Conversation Practice, Direct Conversation, November 14, 2020.

And now the last case in Data 12, “*my mother three, my three mother is pregnant*” (Data 12, line 57) The word “*my mother three*” or “*my three mother*” is incorrect. Actually she wants to say “*my third mother*” but the speaker still cannot differ about cardinal and ordinal number. So, she just speak depend on her vocabulary as long as the listener understand to her statement.

The next vocabulary feature happens in Data 13. There are

- **I have is** Laila, Linda, and Nova (Data 13, line 40)
- Oh you don’t know **swimming** (Data 13, line 45)
- **I look** gamers make people happy (data 13, line 48)

Those three sentences are from Dini Hidayati⁸ and Nurul Toyiyah⁹ in Data 13. The first sentence is ambiguous because the speaker uses the wrong vocabulary to say her thought. In this case Dini is asked by her friend, Nurul if she has a friend who has step mother or father. In fact, Dini has the friend with step mother or father, she wants to say it but she use “*I have is Laila, Linda, and Nova*”. In this sentence, it can be miss other words to explain more or she can change the word. It will be understood if she said “*Yes I have, they are Laila, Linda, and Nova*” or “*Yes, My friends are Laila, Linda and Nova*”.

The second sentence is “*oh you don’t know swimming*” this sentence sounds using inappropriate word because in this case, the speaker want to ask id the listener do not know how to swim,

⁸ Dini Hidayati, Conversation Practice, Direct Conversation, November 14, 2020.

⁹ Nurul Thayyibah, Conversation Practice, Direct Conversation, November 14, 2020.

not the swimming itself. If she uses “*oh you don’t know how to swim*” it is more understood that she wants to ask about the manner of swimming.

The last sentence in Data 13 happens in line 48. She said “*I look gamers make people happy*” the word “look” is inappropriate word in this sentence because look means only seeing for a moment.

Or the next cases of vocabulary feature are in

- **Could** you have sister? (Data 14, line 6)
- **What** child from your parent? (data 14, line 10)

The first sentence is using the wrong vocabulary, exactly “*could*” because the speaker wants to ask if the listener has sister, not the listener can or not for having sister.

The second sentence is inappropriate the question word. The speaker wants to know how many children in the listener’s family, but she used “*what*” not how many. It can change the meaning of the sentence.

There are two cases in the next data

- Before you choose English **language** in IAIN (Data 15, line 17)
- I am afraid **don’t** answer your question (data 15, line 35)

The first sentence is utterance by Ayu Syafitri when talk with the researcher.¹⁰ She asked about my department in my

¹⁰ Ayu Syafitri, Conversation Practice, Direct Conversation, November 27, 2020.

college. In the sentence, the word “*language*” is inappropriate because she does not want to ask about my English language, but my english department. So, she should use “*department*” not “*language*”

The second sentence is also uttered by Ayu Syafitri.¹¹ When talk with me, she feels afraid if she cannot answer my question, but the word “*don't*” in that sentence should replace by “*cannot*”.

The next cases are in Data 16

- **Study** (Data 16, line 11)
- You always **travelling** in Korea (Data 16, line 50)
- Do you ever **travelling** to Korea (Data 16, line 51)
- But, I **don't never look** you (Data 16, line 53)

The first sentence is uttered by Aisyah when the researcher asked her about her favorite book.¹² She said “*study*” but means “*lesson*”. I am as the speaker understands it because the meaning of both words is nearly same, but study is the verb.

The second and the third sentenced get inappropriate word in “*travelling*” they use word “*travelling*” in wrong grammatical because they do not know that “*travelling*” is a gerund. They just memorize its word and the meaning, so it is become a habit to use “*travelling*” although become subject, object, or even verb.

¹¹ Syafitri.

¹² Aisyah Febrianti, Conversation Practice, Direct Conversation, November 27, 2020.

The last sentence is uttered because she want to inform the listener that she never see her. As like previous case, she prefer to use “*look*” than “*see*” because they think both of those word have the same meaning, so she just say the word that she remember.

The next case is from the interview section

- if I speak English, **little-little** I know in vocabulary and grammatical (Data 18, point 8)
- **I think difficult** if I speak English (Data 18, point 8) interview

Both of two sentences are uttered by Ayu Syafitri, one of the members of BBEC. She tells about her difficulties in talking using English. She tries to explain that she is lack of English vocabulary by utter *little-little I know*.

Then, in the last sentence, the appropriate word is “*feel difficult*” not “*think*”. If she used think, actually the sentence will be “*I think it is difficult if I speak English*”

b. Grammatical Pattern

The grammatical pattern which used by the member of BBEC are invested in eighteen cases, there are subject omitting, object omitting, object changing, verb omitting, verb changing, auxiliary verb omitting, auxiliary verb changing, preposition omitting, preposition changing, third person singular omitting,

article omitting, passive form changing, conjunction changing, reverse, plural form, changing form, adding, and ambiguous form.

- Subject omitting

First, we focus on the subject omitting feature. The members of BBEC sometimes say sentences with no subject.

The following sentences are:

- Go to the zoo with my family (Data 3, line 4)
- Only watch in the television (Data 2, line 9)
- So, give her knowledge to other people (Data 6, line 40)
- I think very love her (Data 8, line 35)
- The same with me (Data 11, line 16)
- No, because chat with my friend (Data 13, line 53)
- Is not very interesting (Data 14, line 16)
- If I want something, will buy it (data 14, line 17)
- Use Madura language (Data 24, point 6)
- Because is very interesting (Data 25, point 1)

In some cases of this point, the speaker directly says the verb because they think that the listeners understand that the subject of the utterance is herself, because of that, she does not mention the subject.

As the correct grammatical pattern, the sentences must be:

- **[I]** go to the zoo with my family
- **[I]** Only watch in the television

- I think **[I]** very love her
- No, because **[I]** chat with my friend
- **[I]** use Madura Language

Other sentence which omit the subject is

- The same with me (Data 11, line 16)
- Is not very interesting (Data 14, line 16)
- Because is very interesting (Data 14, point 1)

It should be put subject, she can use “*it*” to refer to the subject, in order to the listener understand so it should be:

- **[it is]** The same with me
- **[it]** Is not very interesting
- Because **[it]** is very interesting

While the other sentence should be put the appropriate pronoun

- So, give her knowledge to other people (Data 6, line 40)
- If I want something, will buy it (data 14, line 17)

Both of these sentences have different pronoun to refer to a different subject, so it should be

- So, **[she]** give[s] her knowledge to other people
- If I want something, **[they]** will buy it

- Object omitting

There are six sentences which omit the objects of the verb

- I Like too (Data 3, line 3)
- Yes, I join too (Data 5, line 12)
- I want to continue in Malang (Data 7, line 10)
- I hate my younger now (Data 12, line 61)
- Yes, because gamers make happy (Data 13, line 49)
- Because I don't see (Data 16, Line 7)

Actually, all verbs of those sentences are transitive verb, so they need an object. It should be:

- I like **[it]** too
- Yes, I join **[it]** too
- I want to continue **[my study]** in Malang
- I hate my younger **[brother]** now
- Yes, because gamers make **[me]** happy
- Because I don't see **[the name of the writer]**

All of these adding objects, depend on the context of the topic. They do not put the object because the speakers think that the listener will understand what they talk about, so the speakers do not need to put the object

- Object changing

The object of the verb becomes crucial because it contains the information. Object changing also happens in the English conversation of the member of BBEC. there are three sentences:

- Why do you like **it**? (Data 1, line 6)

- Their **say** (Data 6, line 50)
- Who is **it**? (Data 13, line 38)

In the first sentence, pronoun “it” becomes incorrect in that sentence because the previous sentence is mention two things; biology and English language. So it should be “*Why do you like them?*” to show that the object is plural.

The second sentence is inappropriate vocabulary because of the word classes. “say” in that sentence becomes the object but the speaker does not change the form into gerund, it is still verb form.

The last sentence is nearly same as the first sentence, it is about wrong pronoun used. Because in that sentence the speaker want to ask about person so, it should use “*she*” or “*he*”, not “*it*”. It should be

- Who is **he/she**?

- Verb omitting

Missing verb also happens when the member of BBEC talk using English in nine cases.

- you don't want your parent (Data 6, line 26)
- People in my house not speak English (Data 7, line 22)
- When you holiday (Data 9, line 3)
- What's your feeling when you holiday? (Data 9, line 13)
- You ever sad when you holiday? (Data 9, line 16)

- I ever sad when holiday (Data 9, line 17)
- I want to England (data 16, line 14)
- I usually with my best friend (Data 6, line 7)
- I usually with my teacher (Data 6, line 7)

The first sentence said by Ayu when having conversation with Imroatul. In this case, Ayu does not put the verb of the sentence. It should be “*you don’t want to **make** your parent confuse*”

“*People in my house not speak English*” (Data 7, line 22) is the second sentence which needs a verb. The speaker should put “*do*” before “*not*”

For some sentences, they have the same problem

- When you holiday (Data 9, line 3)
- What’s your feeling when you holiday? (Data 9, line 13)
- You ever sad when you holiday? (Data 9, line 16)
- I ever sad when holiday (Data 9, line 17)

All of those sentences are in Data 9 when they talk about holiday. The speakers do not use verb before the object. So, they should put “*have*” before “*holiday*”

The next case is “*I want to England*” (data 16, line 14) which omits the verb. It should be “*I want to **go** to England*”

In the last two sentences above, the speaker wants to say that she usually speaks with her best friend, but she let the utterance without the verb.

So, the correct sentences are

- I usually **speak** with my best friend, and
- I usually **speak** with my teacher

- Verb Changing

In the English conversation by the member of BBEC, sometimes they change the verb

- I **don't said** to my parent (Data 6, line 20)

This sentence gets wrong because the speaker use verb 2 after the auxiliary verb “*don't*”. Whereas there is must be verb 1 after auxiliary.

- Okay, I only **can be support** to you (Data 6, line 27)

In this case, it is ambiguous because there is “*be*” after “*can*” but the verb after is “*support*” which is verb 1. So, the sentence should omit the “*be*” or change the “*support*” become verb 3, but the appropriate form depends on the context is omit the “*be*”

- I will **shopping** to bazaar (data 6, line 47)

Because of their habit to say “*shopping*” so the speaker always says shopping although the position of the word is as a verb in the sentence. That is because they only know the word “*shopping*”

For the next cases are changing the form of verb 2 in to verb 1

- She **tell** about her experience (Data 6, line 59)
- I **lose** my mobile phone (Data 9, line 19)
- When I **drive** motor cycle (Data 9, line 22)
- From Waru **go** to Tamberu (Data 9, line 26)
- I **cry** (data 12, line 38)

The word “*tell*”, “*lose*”, “*drive*”, “*go*” and “*cry*” are verb 1 while in those sentences the speakers tell about the past story, so the speaker should use verb 2.

- I want to **said** to my husband (Data 7, line 14)

Changing the verb also happen in this case, after “*want to*” the speaker use verb 2 but it should verb 1 because want “*to*” is to infinitive so should be followed by verb 1

- My phone **is lose** (Data 9, line 21)
- My phone **is lose** (Data 9, line 26)

Both of two sentences are uttered by the same person. The speaker tells about her experience when losing phone. The speaker should change the verb “*lose*” become “*lost*” and omit the auxiliary verb “*is*”

- When I **given** homework by my teacher (Data 9, line 34)

In this case, the speaker wants to tell that she study if the teacher gives her homework, but she uses “*given*” which is

wrong. It can be “*When my teacher gave me homework*” or “*if there was homework given by my teacher*”

➤ I **am** one brother (Data 8, line 10)

This using “am” in this sentence can change the meaning because the speaker actually wants to say that she has a brother. But she does not say “have” but “am”

➤ Do you want **married**? (Data 11, line 12)

The word “married” is not appropriate. It should “*do you want to get married*” or “*do you want to marry him*”

- Auxiliary verb omitting

The next feature is missing auxiliary verb. This is the most mistakes did by the member of BBEC. Auxiliary verb does not have an exact meaning in the sentence but it has an important role in the English structure. There are some sentences which made by the members of BBEC leaving auxiliary verb, there are:

First is missing auxiliary *verb* “*is*”

➤ English language **[is]** very important (Data 1, line 5)

➤ What **[is]** your feeling about Tamara? (Data 6, line 7)\

➤ My parent **[is]** in Malaysia (Data 8, line 15)

➤ My mom teacher **[is]** in Elementary school (Data 8, line 18)

➤ What **[is]** your motivator? (Data 8, line 32)

➤ I think Bata-Bata **[is]** very good (Data 10, line 21)

- I think Bata-Bata **[is]** very interesting (Data 10, line 22)
- What **[is]** your opinion about Bata-Bata? (Data 10, Line 23)
- Bata-Bata **[is]** famous in another city (Data 10, line 25)
- My mother **[is]** the same with your mother (Data 12, line 63)
- Her name **[is]** miss Iim (data 16, line 37)
- BBEC **[is]** very interesting (Data 13, point 1)
- But Indonesia **[is]** more beautiful than Korea (Data 16, line 62)

Then, missing auxiliary verb “*am*”

- I **[am]** only at my house (Data 3, line 5)
- I **[am]** from Potoan Laok village (Data 4, line 10)
- I **[am]** very happy (Data 8, line 21)
- I **[am]** from Potoan Laok village (Data 9, point 2)
- I **[am]** from Batuampar (Data 11, point 2)

Not only those sentences, but also there are some sentences which omit the auxiliary verb

- **[do]** You understand? (Data 6, line 33)
- **[do]** You know? (Data 6, line 63)
- What do you feel if you **[are]** with your parent? (Data 8, line 20)
- **[have]** You ever sad when you holiday? (Data 9, line 16)

- I [**have**] ever sad when holiday (Data9, line 17)
- [**do you**] Understand? (Data 11, line 18)
- [**do**] You know it? (Data 12, line 27)
- Why [**do**] you choose English Education in IAIN? (data 15, line 9)
- Oh, [**do**] you always travelling in Korea? (Data 16, line 50)

From the findings above, the speakers tend to bring Madurese dialect when they speak English, because in Madurese language there is no auxiliary verb needed.

- Auxiliary verb changing

Auxiliary verb changing happens in the data 3, 4, 9, and 12.

There are

- My hobby **is** reading and writing (Data 3, line 8). The auxiliary “*is*” should be replaced by “*are*” because the sentence shows plural.
- **Are** you like BBEC? (Data 4, line 6). The auxiliary “*are*” is inappropriate because the sentence is verbal. So the auxiliary should be replaced by “*do*”
- I **am** very sad (data 9, line 26), I **am** crying here (Data 12, line 38). Both of these two sentences use “*am*” but those sentences actually told about the past story. So, the auxiliary verb “*am*” should change “*was*”

➤ My father **don't** dear me (Data 12, line 53). "*my father*" is third person singular, while the auxiliary verb use "*don't*" which is for plural. For singular, it should be "*does not*"

➤ I **don't** happy (Data 12, line 59)

In this case, the sentence is nominal, so it should use to be, not "*don't*". The sentence should be "*I am not happy*"

➤ **Do** you ever travelling in Korea? (Data 16, line 51). In this case, it should be "*have*" not using "*do*"

- Preposition omitting

There are prepositions omitting on the English conversation of member of BBEC

➤ But me (data 6, line 9)

➤ What is name your younger brother? (Data 12, line 21)

➤ With member BBEC (Data 7, point 9)

➤ I like listen (Data 20, point 1)

➤ Member BBEC (Data 22, point 8)

There are some sentences which have preposition omitting.

For the first it should be

➤ But [**for**] me, or but [**if**] me

While for the second, third, and fifth sentence, it is also omit the preposition "**of**". It should be

➤ What is name [**of**] your younger brother?

➤ With member **[of]** BBEC

➤ Member **[of]** BBEC

Then, for the fourth sentence it misses “to infinitive” before listen, because in English a sentence cannot consist of two verb directly, so there is needed “to infinitive”, but in Madurese, it does not needed. The right form should be

➤ I like to listen

- Preposition changing

Preposition changing also happens when the member of BBEC talk using English

➤ I don't join **to** Tamara (Data 6, line 11)

➤ If I don't join **to** Tamara (Data 6, line 13)

➤ If I join **to** BBEC (Data 6, line 20)

➤ But, if I join **to** Tamara (Data 6, line 23)

➤ I ever say to my parent **to** my ambition (Data 7, line 5)

➤ to continue **in** other school (Data 18, point 2)

➤ I Usually with my best friend **In** member BBEC (Data 18, point 9)

➤ Why I join **at** BBEC (Data 22, point 1)

All of those sentences do not use preposition properly. It will be in the right form if change the preposition or even omit it. Those sentences will become:

➤ I don't join Tamara

➤ If I don't join Tamara

- If I join BBEC
 - But, if I join Tamara
 - I ever say to my parent **about** my ambition
 - To continue **to** other school
 - I usually speak with my best friend, member BBEC
 - Why I join BBEC
- Third person singular omitting

The next feature of grammatical pattern in the English conversation by the member of BBEC is omitting the –s/es as the sign of third person singular. There are ten sentences

- English **make** me happy (Data 1, line 7)
- My teacher always **give** me support (Data 1, line 13)
- He always **support** me to learn English (Data 5, line 7)
- The translator **translate** from people (Data 6, line 54)
- Someone **come** to my school (Data 7, line 21)
- Someone who **come** to your school (data 7, line 24)
- Because cook **make** me happy (Data 13, line 8)
- Because make up **make** me dizzy (Data 13, line 16)
- Because swim **make** me happy and **make** me enjoy
(Data 13, line 42)
- **Make** me interested to join BBEC (Data 23, point 1)

All of those verbs on those sentences should add by “s” as to show that the subject is singular. The verb will become “*makes*”, “*gives*”, “*supports*”, “*translates*”, and “*comes*”

- Article omitting

There are three sentences which omit the article

- Tamara is **interesting event** (Data 6, line 22)
- I have **younger brother** also (Data 13, line 3)
- I have **brother** (Data 14, line 9)

All of those sentences are missing articles. While the sentence should be

- Tamara is [**an**] interesting event
- I have [**a**] younger brother also
- I have [**a**] brother

- Passive form changing

The next grammatical pattern of Madurese dialect which made by one of the member of BBEC is passive form changing

- English language **need** in all of place (Data 18, line 1)
- English also **need** to continue in other school or university. (Data 18, line 2)

Both of those sentences are changed, they should be in passive voice form;

- English language is needed in all of place
- English is also needed to continue in other school or university.

But the speakers say it in active voice form.

- Conjunction Changing

In the English conversation made by the member of BBEC, sometimes they change the conjunction, or use conjunction improperly although it is not always happens. There are only three sentences:

- I want to said to my husband **because** I want to be a teacher (Data 7, line 14)
- The same **with** me (Data 10, line 14)
- Do you have friend **and** your friend have step mother or step father? (data 13, line 36)

For the first sentence, the conjunction “*because*” should be replaced by “*that*”. The second sentence, the word “*with*” is better to change by conjunction “*as*”. Then, in the last sentence, the conjunction “*and*” could be replaced by “*that*”

- Reverse

There are some words of their English conversation are reverse. The first word is

- Why you **don't join** Tamara? (data 6, line 17)

In this sentence, the speaker changes the grammatical pattern of the sentence. It should be “*why don't you join Tamara?*” while the second sentence is

- In Pekan ngaji will there is bazaar (Data 6, line 44)

In this sentence there is also reverse. “There will be a bazaar in Pekan Ngaji” is the sentence should be.

- You lazy to study don't (Data 7, line 7)

This sentence is reverse which should be “*Don’t lazy to study*”. While the other sentences also have the same problem, reverse.

- In my house **English** (Data 7, line 18), it should be “*English in My house*”
 - To take **course English** (Data 7, line 23), should be “*to take English course*”
 - My **teacher English** (Data 7, line 33), this sentence should be “*My English teacher*”
 - Yes, **make up I don’t like** (data 13, line 17), for this one, not only reverse the word, because it should be “*Yes, I don’t like to make up*”.
 - I like **subject English** (data 16, line 13), it should be “*I like English subject*”
- Plural form

There are some words that should add “s” as the sign of the plural form in some sentences

- I have **ear[s]** (Data 6, line 53)
- All of **student[s]** and I (Data 7, line 4)
- I have seven **cousin[s]**, Four **girl[s]**, three **boy[s]** (Data 8, line 31)
- I have six younger **sister[s]** (Data 11, line 4)
- I have eight **sibling[s]** (Data 11, line 5)
- I have five **cousin[s]** (Data 11, line 25)

- One boy and four **girl[s]** (Data 11, line 27)
- I have three **mother[s]** (Data 12, line 39)
- Do you have any **problem[s]**? (Data 12, line 47)
- I have three **mother[s]** and one father (Data 12, line 50)
- Two **sister[s]** (Data 14, line 7)

While those two sentences are should change from the plural form into singular by omitting the “s”

- I want to be **gamers** (Data 13, line 48)
- What you be **gamers** now? (Data 13, line 50)

The other incorrect grammatical of these sentences are discussed in different feature because this point is only focus on plural or singular form.

- Changing form

There are some form which change by the member of Bata-Bata English Centre when having English conversation

- **Speak** English (Data 7, line 21)
- Do you like speak English? (data 8, line 26)
- The best boarding school **number three** in east java (data 10, line 22)
- **I am** beautiful tonight or sweet? (data 12, line 7)
- What do you like **cook**? (data 13, line 4)
- I very like it because **cook** make me happy (data 13, line 8)

- What do you like **dance**? (data 13, line 8)
- What do you like **make up**? Data 13, line 13)
- Because **make up** make me dizzy (Data 13, line 16)
- Because **swim** make me happy and make me enjoy
(Data 13, line 42)
- I always **reading** book (Data 16, line 2)

- Adding

There are some words add by the speaker which actually is not needed

- My ambition is **to be** teacher

The word “*to be*” is not needed enough in that sentence. It is commonly uttered by “*my ambition is teacher*”

- After I take course in my **take** course (Data 7, line 20)

In this sentence the verb “*take*” should be omitted because the speaker explain about her course, so the word “*take*” is not needed.

- Makes me **to** sad (Data 8, line 21)
- I study here **the** longer than you (Data 10, line 19)

The word “*to*” and “*the*” in those sentences should be omitted.

While all of those sentences below, just need to omit the word “*what*” because the sentence is not WH Question, but yes or no question, so, they do not need “*what*”

- **What** do you like cook? (data 14, line 4)

- **What** do you like dance? (Data 13, line 8)
- **What** do you like make up? (data 13, line 13)
- **What** do you like Banana? (Data 13, line 26)
- **What** do you have friend (Data 13, line 30)
- **What** do you have friend (Data 13, line 36)
- **What** do you like swimming? (Data 13, line 41)
- **What** do you like game? (Data 13, line 47)
- **What** do you have best friends? (data 13, line 58)

While those four sentences below, should omit the word “*is*” and “*am*” because it is not needed. Those four sentences are verbal sentences.

- Because Boruto **is** support me (Data 17, line 36)
- He **is** very support me (Data 17, line 36)
- Because my relatives **is** help me (Data 8, line 11)
- I **am** confuse (Data 9, line 4)

- Ambiguous form

The first sentence which becomes ambiguous is;

- Yes, face to face but listening at Pare (Data 2, line 8)

The utterance made by the member of BBEC in data 2, line 8 becomes ambiguous form. She said “*Yes, face to face but listening at Pare*”. This sentence becomes ambiguous because the speaker only translates the sentence one by one. In this case the speaker want to tell the listener that she ever meet with

tourist at Pare but she only listen how they speak, not make an interaction.

- In my house English, all of people in my house is not important said people in my house (data 7, line 19)

This sentence seen ambiguous because there are many reverse uttered by the speaker. This sentence is uttered when the speaker tells to the researcher about English in her environment.

- What do you support? (Data 8, line 32)

This question is so ambiguous. But in that case, if we look out of the whole conversation, the speaker wants to ask about the listener's motivator or who was supported the listener.

- Do you help grandmother? (Data 8, line 40)
- I don't know with grandfather and grandmother (Data 11, line 29)

Those two sentences have the same problem, which ambiguous is from its meaning. The speakers do not mention the possessive of the noun. The speakers feel that the listener will understand who they talk about.

- Why I say it, because you **don't** (Data 12, line 10)

The last word of the sentence is not complete yet, so it makes the sentence ambiguous.

- Because dance not happy (Data 13, line 11)

This sentence is ambiguous because there is no certain meaning. The listener should guess if the speaker tells that dancing does not make her happy, or the other meaning.

➤ What do you like favorite drink? (Data 13, line 23)

This sentence becomes ambiguous because can be interpreted as many kind of questions. It can “*do you like drink?*” or “*what is your favorite drink?*” or even others interpretation.

c. Pronunciation

Some mistakes of pronouncing vocabulary also happens in the English conversation of BBEC’s member. There are three classification of phonology feature.

- Voice changing

Voice changing happens on some words of their sentences. There are four words which pronounce differently from the English standard

➤ She is **very** smart (Data 4, line 12)

➤ He is **very** clever (Data 5, line 3)

➤ I **think** Tamara is international event (Data 6, line 9)

➤ I **think** my parent will try to seek money (Data 6, line 13)

➤ Study **hard** (Data 7, line 6)

➤ I **think** English is very important (Data 7, line 20)

- I **very** happy (Data 8, line 21)
- English language is very **important** (Data 21, point 1)
- Junior **high** school (Data 20, data 21, data 22, data 23, data 24, point 25)

The first, second and the seventh sentences have the same word, “*very*” in the standard pronunciation it should use voiced sound for pronouncing very by “*veri*”, but the members of BBEC use voiceless sound in order to say very by pronouncing “*feri*”.

The third word, fourth, and also sixth word is “*think*” when they say “*think*” there were different with the standard pronunciation in English, it is because there is no “*th*” sound in Indonesia.

The next word is “*hard*”, when they say “*study hard*” in this case, the speaker get wrong in pronouncing the syllable of the word.

The next is “*important*”, but the speaker pronounces by adding /s/ in the end of the word, as like the pronunciation of “*importance*”, but actually she want to say important.

The last word is “*high*”. There are five members of BBEC pronounce “*high*” which not same from the

standard pronunciation. They add /g/ in the last of the word.

To give a proof of phonology features happen in the English conversation by the member BBEC, here the comparison of the phonetic transcription

Word	Students' pronunciation	Standard Pronunciation
Very	/feri/	/'veri/ ¹³
Think	/ting/	Ing/ ¹⁴
Hard	/herd/	/h/ ¹⁵
Important	/im'pɔ:tns/	/im'pɔ:tnt/ ¹⁶
High	/haig/	/hai/ ¹⁷

- [e] adding
 - **No**, never (Data 2, line 9)
 - '**No**, I **still** study about English (Data 2, line 11)
 - **No**, I understand because there is translator (Data 6, Line 51)
 - **No**, you're ugly (Data 12, line 8)
 - Oh **no**, not astaghfirullah but innalillah (Data 12, line 45)
 - I **Speak** Madurese language (Data 22, point 6)

¹³ Eastwood, *Oxford Learner's Pocket Grammar*, 492.

¹⁴ Eastwood, 461.

¹⁵ Eastwood, 202.

¹⁶ Eastwood, 221.

¹⁷ Eastwood, 209.

➤ **No** (Data 23, point 4)

/e/ adding also happens in their English conversation. Mostly they add sound /e/ before pronouncing some words. This phenomenon is the dialect of Madurese students. It is not only happen to the member of BBEC, but most of Madurese students always put /e/ before some words. Here the comparisons of their pronunciation and the standard pronunciation.

Word	Students' Pronunciation	Standard Pronunciation
No	/enəʊ/	/nəʊ/ ¹⁸
Still	/setɪl/	/stɪl/ ¹⁹
Speak	/sepi:k/	/spi:k/ ²⁰

• /i/ adding

- **Yes**, how about you? (Data 3, line 1)
- **Yes** (Data 4, line 7)
- **Yes**, he is my teacher (Data 5, line 2)
- **Yes**, and you? (Data 5, line 11)
- **Yes** miss (data 7, line 4)
- **Yes**, I ever (data 8, line 11)
- **Yes** (Data 9, line 8)

¹⁸ Eastwood, 296.

¹⁹ Eastwood, 436.

²⁰ Eastwood, 426.

➤ **Yes**, I have sister and brother (Data 11, line 4)

➤ **Yes** (Data 12, line 23)

/i/ adding occurs only in one word “yes” but pronouncing by some members of BBEC. Most of Madurese learners always put /i/ before word “yes”.

Word	Students’ Pronunciation	Standard Pronunciation
Yes	/ijes/	/jes/ ²¹

2. Factors Affecting Madurese Dialect in The English Conversation

The phenomenon of Madurese dialect in talking English by the member of BBEC is essentially influenced by education factor which they are less of English knowledge. There are three causes of their dialect in using English, first, students’ lack of vocabulary, and second they influenced their English by Madurese language, the last they never listen to native speaker.

a. Lack of Vocabulary

Based on the answer from some students, it shows that the members of BBEC are lack of vocabulary, we can know from the answer of Ayu Safitri, she is only graduated from elementary school which learn English only once every week. Then, for the other responses, the answer of Qurratul A’yun, she said that she only have 300 vocabulary mastery for range 100-1000. Besides

²¹ Eastwood, 518.

that, Yuli Yulaili, Naili Istighfaroh, Sarandiva Zain, and Nurul Toyiybah said that mastering 400 English vocabulary. Then, Siti Khumairoh and Aisyah have for about 500 English vocabulary. The last one, they have 600 vocabulary mastery, they are Ayu Syafitri, Dini Hidayati, and Imroatul Hasanah.

We can find out this phenomenon from the example of a sentence made by the member of BBEC “*you can see alone*”, from this sentence, it shows that the vocabulary is used improperly, it is because of lack of English vocabulary.

b. Influenced by Madurese Language

Madurese language as their mother tongue gives impact to their English as their foreign language. It happens because their habits are using Madurese language. We can show it by the answers of the member of BBEC in the interview session. No one of the use English as their daily communication, all of them use Madurese language or sometimes Indonesian language as their daily conversation.

They only speak English in teaching learning program, even BBEC is an English short course, sometimes they still use Madurese language or mix the language. It is influenced how they dialect in the English conversation, it can be from their grammatical pattern, choosing the vocabulary or even pronouncing some words.

We can know how their Madurese language affects their English by the example, “*English language very important*” or “*I only at my house*” both of those sentences are missing of auxiliary verb. It happens because they tend to bring their mother tongue, Madurese language when they talk using English, because in Madurese language there is no auxiliary verb needed.

c. Never Listen to Native Speaker

The third cause is about English native speaker. Nine of ten students never listen to native speaker directly, and two of nine students only listen to native speaker on the television. While the other students or 7 members of BBEC said that they never listen to native speaker.

Listen to English native speaker is important if someone want to learn English, because learners can imitate the right form of the language. Learning English to non-native speaker sometimes make a mistake or teach the wrong form of language, it can be from vocabulary, grammatical pattern or even pronunciation.

B. Discussion

The data analyzed on the previous section shows us about the Madurese dialect phenomenon occur when the member of Bata-Bata English Centre (BBEC) talk using English

1. Pattern of Madurese Dialect by the member of BBEC

The phenomenon of Madurese dialect by the member of BBEC is in the form of vocabulary, grammatical pattern, and pronunciation. Grammatical pattern become the most dialect used by the member of BBEC, but the forms of pronunciation and vocabulary also happen.

In the form of vocabulary, there are some incorrect of choosing vocabulary. The members of BBEC choose the vocabulary based on their understanding. They think that the listener will understand what they talk about, so they do not pay attention to the choice of their words are proper and correct or not, they just focus to the understanding each other. It again concludes because they are lack of English knowledge and lack of vocabulary. So, they tend to ignore the rule of standard English and choose the vocabulary depend on their understanding.

In the grammatical pattern, the researcher find out 18 forms of incorrect grammar utter by the member of BBEC. The first is Subject omitting, they do not mention the subject when they talk because they think that the listener understand who they talk about. The second is object omitting. Object has a crucial role in the sentence, but they do not mention the object because they think that the speaker understand what they want to say although omit the object for the transitive verb. The third is object changing. Most of object changing happen when they cannot differ the pronoun for plural and singular. The fourth is verb omitting, the member of BBEC sometimes omit the verb because they think that the listener understand the topic and they will simplify

their utterance by omitting the verb. The fifth is verb changing. This one happens when the speakers change the verb, most of them use verb 1 in past tense. The sixth is auxiliary verb omitting, it happens because in Madura language they do not need an auxiliary verb, so when they talk using English they still use the pattern of Madurese language grammar, they tend to bring their dialect of Madurese language and ignore the rule of English language. The seventh is auxiliary verb changing. Change the auxiliary because the speaker do not differ the singular or plural noun that they talk about. The eighth is preposition omitting. It occurs to some of the members of BBEC. They omit the preposition whereas preposition is also important in the sentence. Sometimes, they also change the preposition as like the tenth incorrect grammar, it is preposition changing. While, the eleventh feature in incorrect grammar third person singular omitting, it is influenced by Madurese language because they do not need to put prefix after the verb if the subject is third person singular, means there are no classification of verb depends on the subject. Then, the next is article omitting. Omit the article is done by some members of BBEC, they think that the article is not important, because the listener will understand the context of what they talk about. Thirteenth is passive form changing, although most of their utterance use active form, sometimes they use passive form but they still use the pattern of active form. The fourteenth is conjunction changing. In this case, the speakers do not realize that they use improperly word, because they are lack of

vocabulary and cannot differ the function of conjunction itself. The next is reverse. This point shows up that Madurese language influence their English, because in this case, the member of BBEC translate their utterance word by word. Plural form is the next point of grammatical pattern feature. Sometimes, they cannot put the sign of plural form, which are *s/es*. Again, it happens because they try to tend to bring the dialect of Madurese language. Next is changing form, this case happens in some dialogues. Adding also happens in the conversation of member of BBEC. They put a word or some word which not needed. The last is ambiguous form, which means the utterance is incorrect form, so the speaker can be misunderstanding.

In the form of phonology feature, there are three patterns find out by the researcher on the English conversation by the member of BBEC. The first is voice changing. It happens in some words made by them. For example when they say “*very*” they do not pronounce using voiced sound, but voiceless, becomes “*feri*”. The other example is when they pronounce “*high*” they pronounce that word is not by the standard pronunciation but they follow the letter of the word. The second is /e/ adding. The members of BBEC often add the sound /e/ in front of or in the middle of the word. It shows in some words, “*no*” which the standard pronunciation /nəʊ/ “becomes /enəʊ/, “*still*”, /stɪl/ becomes /stɪl/, and “*speak*”, /spi:k/ becomes /sepi:k/. The third pattern is /i/ adding. This pattern only happens in one word “*yes*” but mostly utter by the member of Bata-Bata English Centre (BBEC). They put /i/

sound in front of the word which makes it is not suitable with the standard pronunciation.

2. Factors Affecting Madurese Dialect in The English Conversation

The member of BBEC is the English learners which live in Madura and Madurese language is their mother tongue. There are some factors which affect how their dialect in their English conversation. The researcher finds out three factors influenced their dialect in the English conversation.

a. Lack of Vocabulary

Lack of vocabulary makes they are difficult to talk in English because they feel difficult to find the appropriate English vocabulary. It affect to their English conversation where sometimes they choose inappropriate vocabulary.

b. Influenced by Madurese Language

As the researcher has mention above, the member of BBEC is people of Madura, they use Madurese language as their daily communication. Besides that, Madurese language is their mother tongue, while English is their foreign language. The form of Madurese language affects how they speak using English language, sometimes they brought the dialect of Madurese language to their English conversation.

c. Never Listen to Native Speaker

The third factor is they never listen to English native speaker. Listen to English native speaker becomes important to

know the right form of English language. Most of the members of BBEC never listen to English native speaker, so they often speak using English incorrectly, it can be from their vocabulary, grammatical pattern and also pronunciation.