CHAPTER I

INTRODUCTION

This study focuses on describing phonological interference in English spoken by students in speaking class. This chapter presents several important points include background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation of the study, also definition of key terms used in this study.

1.1 Background of the study

Multilingual condition allows people to use more than one language in their communication activity. The students of English Teacher Education Department at UM Surabaya, they are multilingual students by using Javanese, even Indonesian as their first language and English as target language; this is called Multilingualism. Wardaugh (2006:37) stated multilingualism as the use of two or more languages. A phenomenon of Multilingualism becomes the main issue which allows the occurrence of language contact then resulting on language interference.

Harmer (2001: 3) states that in economic, travel such as airport information and information exchange in academic discourse a great deal in English language. English as the target language seems to become important to be learned since this language is used by the people around the world to communicate.

Harmer (2001:28) says that when speaking, on other hand, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings. Sometimes they may produce the same error production which has become habitual and established. The students are occasionally encountered with those who learn this language for years; nonetheless, their skills are not well-increased especially in spoken skill. For instance, the word "job" is often pronounced as /job/ while according to Cambridge dictionary, the correct pronunciation is /dʒɒb/.

Language interference on acquiring target language becomes one of indicated issues result on error production which it can decrease students' speaking skill. The influence of mother tongue on the process of acquiring English as target language then resulting difficulties by multilingual learners or not. Luo (2014:1702) states these college students usually unintentionally transfer these confused pronunciation of their hometown dialects to English pronunciation and make pronunciation confusion when they speak and read aloud English, which is called mother tongue interference.

There are three kinds of language interference, they include phonological, grammatical, and lexical. It can be reasonably said that nobody is born with an accent. Be that as it may, the large number of languages and the need for interaction across linguistic and cultural boundaries have made it necessary for humans at one time or the other to acquire or learn a language which is different from that which is their mother-tongue and target language (L2) acquisition presupposes interference. One of language interference that is phonological interference concerns with the matter in which multilingual learners use the phonetic system of first language to reproduce sounds in target language. Those are the kind of language interference which may play role in resulting errors for acquiring target language. Based on Luo (2014:1702) state in the case of mother tongue interference, the learner uses his previous mother-tongue experience as a means of organizing the target language phones. However, this study focuses on the terms of phonological interference which then resulting on producing misappropriate pronunciation in spoken of target language by multilingual learners. Moreover, Luo states that the cause of pronunciation interference is much related with phonology (2014:1703). Mainly, phonological interference becomes important to be studied due to this kind of interference dealing with the speaking skill. Considering the interference of mother tongue, automatically it had relation with spoken skill and the sound production. Sriprabha (2005:296) states when we begin speaking in the target language (i.e. English), we initially use sounds from our mother tongue Thus, everyone has mother tongue influence (MTI) to begin with. In this study the researcher focus on Prosodic features (sometimes known as *supra*

segmental phonology) are those aspects of speech which go beyond phonemes and deal with the auditory qualities of sound. In spoken communication, we use and interpret these features without really thinking about them (source: http://www.litnotes.co.uk/prosodicspeech.htm accessed on 23, march'16 10:40 am)

Furthermore, speaking to having correctly pronunciation in English sounds is not easy matter. Harmer (2001: 269) states that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language.

The main reason is not all the English sounds are existed in other languages; this condition may result on error production. The students may reproduce English word alike their native languages, for example may pronounce the word "job" as /jɔb/ not /ʤɒb/ (Cambridge). To this case, phonological interference could be occurred when there is different phonological rule on both languages. It has been a common habit if the students in English Teacher Education Department especially English Teacher Education Department students at UM Surabaya, they still use their local language in daily communication even in speaking class where they have to speak English more to improve their speaking skill in English well. Harmer (2001:131) says that another reason students use their own language in classroom is because it is an entirely natural when they use translation the foreign language almost within thinking about it.

This condition may influence the rule of their mother tongue in acquiring English as target language. There are several local languages which are used by students, they are Javanese, even Indonesian. Weinrich (1979:64) mentioned four phonological factors result on phonological interference which has been describe in previous subheading include absence of corresponding distinction in primary language. Due to language interference phenomenon could be happened on anyone and any languages, all of those local languages are possibly experienced on phonological interference.

As a reference for the study, the researcher uses two similar studies to help analyzing the case. The first one is done by Maha Dewi W (2010), a graduate

student of Gunadarma University Jakarta. Her paper is about the phonological changes of Loanwords in Indonesian. The second is by Fifi Ulaimah (2015), a graduate student of Muhammadiyah University. Her paper is about phonological interference acquisition in pronouncing consonant words by two year old children, as her subjects. And the last is by Siska Hidayati N (2016), a graduate student from UIN Surabaya University. Her paper about phonological interference in the spoken English performed by Javanese speaker at UIN sunan ampel Surabaya as her subject. The researcher has chosen to conduct the study on students of English Teacher Education department at UM Surabaya especially fourth semester students. Furthermore, of the researcher find the phonological interference in speaking class that is used by the students. It is considered as two years for learning English in college they have already exposure to four basic skills in English (speaking, writing, listening and reading).

1.2 Statement of the problem

Based on the background of the study above, the research would like to begin her study with two questions of problem, as follows:

1.2.1   What kind of phonological interference in English spoken by students in speaking class at UM Surabaya?

1.2.2   What are the phonological factors which result on phonological interference in English spoken by students in speaking class at UM Surabaya?

1.3 Purpose of the Study

The following are the aims of doing this research, the researcher wants to find out kind of phonological interference in English spoken by students in speaking class at UM Surabaya and also describe phonological factors which result on phonological interference in English spoken by students in speaking class at UM Surabaya.

1.4 Significance of the Study

The result of this study is able to give contribution for students and teachers. The result regarding on phonological interference on students'

speaking ability is able to be useful for students to know the importance of understanding their kind of phonological interference and factor from the phenomenon that found in speaking class. Moreover, the result of this study is able to be useful for teacher to as information know the common error production because of the presence phonological interference; therefore, they may add this knowledge to speaking class or phonology class.

1.5 Scope and Limitation of the study

In order to concentrate on the object of the study, the researcher decides the scope of the study is linguistics and the limitation the researcher focuses on consonant and vowel phonological interference in English spoken by students in speaking class at UM Surabaya and factors causing phonological interference on target language.

1.6 Definition of Key Terms

To avoid misinterpretation, the terms of this study are defined as follows:

1.6.1 Phonology

It is the language-specific selection and organization of sounds to signal meanings (McMahon, 2002:2). On the one hand, it refers to a description of the sounds of a particular language and rules governing the distribution of those sounds (Akmajian et al, 2001:109)

1.6.2 Phonological interference

Deepa, et al defined as involvement of L1 (mother tongue) phonological systems in acquiring L2 (English) (2009:12). It means, phonological interference is the students mispronunciation of English word because they use L1 phonological system on acquiring L2 which is different.

1.6.3   Phonological Factor

The phonological properties of language should result from the fact that it is a highly practiced behavior associated with the vocal tract of human beings (Bybee,2001 :14). In this study, phonological factor means that different structural phonological system of language variation which may result mispronunciation of several English sounds. The exact nature of the relationship between language and culture has fascinated, and continues to fascinate, people from a wide variety of backgrounds (Wardhaugh, 2006:221).