CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discuss some description of conceptual framework relate to phonological interference in the English spoken by the students. This conceptual framework will be the preliminaries concept for conducting this research covering the concept of multilingualism phenomenon in language learning, language transfer and language interference.

2.1 Speaking

2.1.1 The Nature of Speaking

Johnson and Morrow (1981: 70) state speaking which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level. It means speaking is activity two or more people communication and make their express the react something that talking about. And in other hand Finnochiaro and Brumfit (1983: 400) propose that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation.

Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many target language or foreign language learners and consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. Speaking skill especially in English is important for the learners. English as international language make the people knowing about everything happen in the word and more easy to understand the international news an automatically it is very help to their collage.

Cameron (2001: 40) says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event.

2.1.2 Types of Spoken Language

Nunan in Brown (2001: 251) suggests types of spoken language shown in the following figure:

Figure 2.1: Types of Spoken Language

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption –the stream of speech will go on whether or not the hearer comprehends. Planned, as opposed to unplanned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long "stories" in conversations, for example) exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for whose purpose is to convey propositional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be

made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.

One could also have subdivided dialogues between those in which the hearer is a participant and those in which the hearer is an "eavesdropper". In both cases, the above conversational descriptions apply, but the major – and highly significant – difference is that in the latter the hearer is, as in monologues, unable to interrupt or otherwise participate vocally in the negotiation of meaning.

2.1.3 Micro Skills of Oral Communication

Richards in Brown (2001: 272) suggests some micro skills of oral communication, they are:

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor the oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.

13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

2.1.4 Criteria of Good Speaking Skill

The students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown (2001: 168), those aspects are pronunciation, fluency, vocabulary, and accuracy.

2.1.4.1 Pronunciation

Based on Longman Dictionary (2000: 429) pronunciation is the way a certain sound or sounds are produced. It covers they way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2.1.4.2 Fluency

As proposed by Harris and Hodges (1995: 14) fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically.

2.1.4.3 Vocabulary

Based on Longman Dictionary (2002: 580), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically

used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

2.1.4.4 Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary (2000: 204). The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

2.2 Multilingualism

Language is acquired by people since they are children. Chomsky in Clark theory (2009:2) has stated that we are born with an innate ability to learn language, and with little guidance, children will naturally learn language. Moreover, he stated that human born with a language acquisition device, an area in human's brain, which allows the human to learn and to acquire the language system naturally. It means that, every human in this world has ability to learn language directly because of the existence of the acquisition device on every human to help them acquiring the language. These language systems include variables of language which are phonology, morphology, syntax, pragmatics and discourse. Language becomes very crucial thing in human's life, as its function for doing communication to others in their daily life.

Weinreich (1979:1) has mentioned that two or more languages will be said to be In Contact if they are used alternatively by the same persons. In other words, if multilingual person uses their ability in using more than one language regularly and alternatively on their daily life, this will greatly allow the occurrence of language contact. The occurrence of language contact on multilingual person sometimes results on language interference.

2.3 Phonological Interference

Weinriech has mentioned that there are three kinds of interference in languages include phonological, grammatical, and lexical. Phonological interference is kind of situation when the phonological system rule of first language involved in the target language use. For instance, the word button in English pronounced /bʌtən/, but often pronounced as /bʊton/ considering that there is no rule of phoneme /u/ will be pronounced /ʌ/ in Javanese. This phonological interference phenomenon sometimes results on negative impact on the occurrence of phonological error then producing misappropriate pronunciation of English word.

Furthermore, Weinrich (1979:18) mentioned four types of phonological interference on his book of Languages in Contact include under differentiation of phonemes, over-differentiation of phonemes, reinterpretation of distinctions and actual phone substitution. The description of those each types will be explained as follow.

2.3.1 Under-differentiation of phonemes occurs when two sounds of the secondary system whose counterparts are not distinguished in the primary system are confused. It means that this type of phonological interference could be happened when there is distinction of identical sounds in target language whereas in the first language is not. Weinrich gives example between the Romans language and Schwyzertutsch language of his research finding. Schwyzertutsch speaker's confusion of roman's distinction between /i/ and /ɪ/. For instance, /kunˈtɪ/ 'knife' is likely to be mispronounced /kunˈti/.

2.3.2 Over-differentiation of phonemes involves the imposition of phonemic distinctions from the primary system on the sounds of the secondary system, where they are not required. It means that this type of phonological interference could be happened when there is distinction of several sounds of the first language which are transferred to produce the target language. In the contact of Romansh and Schwyzertutsch, the interpretation of /ˈlada/ 'wide' pronounced as /ˈlaˑda/ by Schwyzertutsch. To this case, there is an extraneous phonemic length of

Schwyzertutsch's pronunciation represents over-differentiation of phonemes. Moreover, he mentioned another example, German /k/ and /k´/ is interpreted as separate phonemes as in Lettish.

2.3.3 Reinterpretation of distinctions occurs when bilingual distinguishes phonemes of the secondary system by features which in that system are merely concomitant or redundant, but which are relevant in his primary system. It simply means that, sometimes, the L1's speaker mispronounce several words consisting of geminate sounds of L2 because they have different interpretation to pronounce those sounds due to their language system. For instance, the Romans word /ˈmɛssa/ 'mass', can be interpreted almost as Schwyzertutsch /ˈmesɑ/, where –ss- does not occur.

2.3.4 Actual phone substitution applies to phonemes that are identically defined in two languages but whose normal pronunciation differs. It means that, this type of phonological interference could be happened when two sounds of two languages is considered alike by bilingual but the fact that the pronunciation is different. For instance, Romans /ɛ/ and Schwyzertutsch /æ/ are both as front vowels of maximum openness; however Schwyzertutsch phoneme is pronounced more open.

2.4 Factor Causing Phonological Interference

Weinrich (1979:64) mentioned four phonological factors results on phonological interference which has been described in previous subheading include absence of corresponding distinction in primary language, presence of distinction (only) in primary language, different phonemic system, and different pronunciation of equivalent phonemes. The description of each factor will be explained as follow.

2.4.1 Absence of corresponding distinctions in primary language.

Absence of corresponding distinctions in primary language means condition where there is no distinction of identical sounds in primary

language while the target language does. Therefore, those distinctions may result on phonological interference because the primary speaker does not recognize those several distinction sounds; moreover they may replace those sounds with similar sounds which are found in their language system. Weinrich has given example between the Romans language and Schwyzertutsch language of his research finding. Schwyzertutsch speakers are confused of roman's distinction between /i/ and /ɪ/. They may produce /kunˈtɪ/ 'knife' likely to be mispronounced /kunˈti/. To this case, Schwyzertutsch does not distinguish sounds between /i/ and /ɪ/, those sounds are realized as allophones /i/, and therefore they may replace /ɪ/ with /i/.

2.4.2   Presence of distinction (only) in primary language

This factor is opposites of the first point where there is distinction of identical sounds in primary language; however, the target language system does not recognize the distinction sounds. This condition may result on phonological factor because they may transfer that language system in their primary to produce several sounds of target language. In the contact of Romansh and Schwyzertutsch, the interpretation of /ˈlada/ 'wide' pronounced as /ˈlaˑda/ by Schwyzertutsch. To this case, there is an extraneous phonemic length of Schwyzertutsch's system; moreover, they transfer that knowledge to pronounce the target language's word which then results on error production.

2.4.3   Different phonemic system

Different phonemic system means that sometimes there is different phonological system of primary language and target language on producing sounds. Those different phonemic system are include different manner of articulation (how to produce sounds), different place of articulation (where the place for producing sounds), different phonation type where the sounds are voiced or voiceless, or even different number of consonant and vowel sounds which existed on both languages; these different system may result on phonological interference condition. For instance, the phoneme /b/ of Romans is always voiced, whereas the phoneme /B/ of Schwyzertutsch is

common voiceless. The pronunciation of /læ·Bɑ/ 'to live' as /lɛ·bɐ/ by a native Romans speaker represents phonological interference resulted by different phonemic system.

2.4.4 Different pronunciation of equivalent phonemes

Different pronunciation of equivalent phonemes means that the condition where there are identical sounds of both primary language and target language having different pronunciation which then result on phonological interference on those languages. Those different pronunciations may substitute several sounds from the primary language to produce target language or vice versa. Weinrich gives example Romans /ɛ/ and Schwyzertutsch /æ/ is both as front vowels of maximum openness; however Schwyzertutsch phoneme is pronounced more open.

2.5 Phonological System in English and Javanese

Doing this study related to phenomenon of language interference in the spoken repertoire will be not completed without exposing the phonological system of both languages. This information will be central thing to be investigated as a source of errors production in speech. The following concept will be described the phonological system in English and Javanese include consonant and vowel system. The phonological system in English and Javanese need to be described to support this study. The description will be useful to analyze the common mistake made by Javanese learner seen by the feature of both phonological systems.

2.5.1 Consonant sounds

The following table will be described the difference of consonant system between English and Javanese. To help investigation to this study, the chart representation of both consonant systems on both languages will be showed as in the table 2.1.

Table 2.1

Sounds Comparison between English and Javanese

Sounds	English	Javanese
/b/	√ (+)	√ (+)
/c/		√ (-)
/d/	√ (+)	√ (+)
/f/	√ (-)	√ (-)
/g/	√ (+)	√ (+)
/h/	√ (+)	√ (-)
/j/	√ (+)	√ (+)
/k/	√ (-)	√ (-)
/l/	√ (+)	√ (+)
/m/	√ (+)	√ (+)
/n/	√ (+)	√ (+)
/p/	√ (-)	√ (-)
/r/	√ (+)	√ (+)
/s/	√ (-)	√ (-)
/t/	√ (-)	√ (-)
/v/	√ (+)	√ (+)
/w/	√ (+)	√ (+)
/y/		√ (+)
/z/	√ (+)	√ (+)
/ʃ/	√ (-)	
/ʧ/	√ (-)	
/ɵ/	√ (+)	
/ð/	√ (+)	
/ŋ/	√ (+)	√ (+)
/ɲ/		√ (+)
/ʤ/	√ (+)	
/ʒ/	√ (+)	
/ɖ/		√ (+)
/ʈ/		√ (-)
/ʔ/		√ (-)

Table 2.1 presents the comparison between English and Javanese sounds. The data were made by the researcher after collecting and analyzing data regard to manner of articulation, place of articulation and phonation type of both languages(Yule2006:26, Abdul:1994). From the table 2.1, the sign check (√)

means the language having the consonant sounds provided, and then (+) means voiced consonant while (-) means voiceless consonant. From the table 2.1, only /h/ sound is different on both languages; English produces this sound as voiced sound while Javanese produce this sound as voiceless sound.

There are 30 consonant sounds represented to be compared to both languages between English and Javanese. The 30 sounds are taken by each language, and then the writer wants to investigate whether there is the presence of consonant sound differences which belong to both languages compared. To find phonological interference on spoken English by Javanese speaker, investigating the presence of difference on both languages become crucial thing in this study; the presence of difference may result to the phenomenon of language interference.

Furthermore, we can see in table 2.1 there are missing sounds on both languages. English has no /c y ɲ ḍ ṭ ʔ/ sounds which existing in Javanese. /c/ often pronounced as /k/ in English for example 'cat' pronounced as /kæt/, 'kick' pronounced as /kɪk/. /y/ often called semi-vowel, this sound must be followed by vowel sounds for instance 'yellow' /jeloʊ/ and 'yawn' /jɔ:n/, also it is often pronounced like /j/. The other sounds /ɲ ḍ ṭ ʔ/ are only existed in Javanese, for instance /ɲ/; /ɲəlɔʔ/ 'call', /ḍ/; /ḍahar/ 'eat', /ṭ/; /pʊ ṭʊ/ 'grandchild', and /ʔ/; /ɛlɛʔ/ 'ugly'(Abdul:1994). In contrary, Javanese has no /ʃ ʧ ɵ ð ʤ ʒ/ which are only existed in English, this may affect Javanese learner having difficulty in producing those sounds in English word.

Table 2.2

Consonant system both English and Javanese

Sounds	English	Javanese
/b/	Bilabial-stop	Bilabial-stop
/c/	-	Palatal-affricative
/d/	Alveolar-stop	Dental-stop
/f/	Labiodental-fricative	Labiodental-fricative
/g/	Velar-stop	Velar-stop

/h/	Glottal-fricative	Glottal-fricative
/j/	Palatal-approximan	Palatal-approximan
/k/	Velar-stop	Velar-stop
/l/	Alveolar-approximant	Alveolar-lateral
/m/	Bilabial-nasal	Bilabial-nasal
/n/	Alveolar-nasal	Alveolar-nasal
/p/	Bilabial-stop	Bilabial-stop
/r/	Alveolar-approximant	Alveolar-trill
/s/	Alveolar-fricative	Alveolar-fricative
/t/	Alveolar-stop	Dental-stop
/v/	Labiodental-fricative	Labiodental-fricative
/w/	Bilabial-approximant	Bilabial-approximant
/y/	-	Palatal-approximant
/z/	Alveolar-fricative	Palatal-fricative
/ʃ/	Post-alveolar fricative	-
/ʧ/	Post-alveolar affricative	-
/ɵ/	Dental-fricative	-
/ð/	Dental-fricative	-
/ŋ/	Velar-nasal	Velar-nasal
/ɲ/	-	Palatal-nasal
/dʒ/	Post-alveolar affricative	-
/ʒ/	Post-alveolar fricative	-
/ḍ/	-	Post-alveolar stop
/ṭ/	-	Post-alveolar stop
/ʔ/	-	Glottal-stop

Table 2.2 represents the phonological system of English and Javanese; where the sounds produced and how the sounds produced. Both English and Javanese have no difference on place of articulation; both English and Javanese have bilabial, labiodental, dental, alveolar, post-alveolar, palatal, velar, glottal to produce the consonant sounds. On the contrary, manner of articulation both languages are different; English has stops, fricative, affricative, nasal and approximant while Javanese has additional two sounds include lateral and trill. The data were made by the researcher after collecting and analyzing data regard to manner of articulation, place of articulation and phonation type of both languages (Yule 2006:26,Abdul:1994).

From the table 2.2, the bold columns represent the difference of producing sounds between English and Javanese. There are five different

producing sounds between English and Javanese; they are /d/, /j/, /l/, /r/, and /t/. Regarding to the place of articulation, /d/ of English i s produced in the alveolar but /d/ of Javanese is produced in dental. /t/ of English is produced in alveolar but /t/ of Javanese is produced in dental. Regarding to the manner of articulation, /j/ of English is produced as approximant sounds but /j/ of Javanese is produced as affricative. /l/ of English is produced as approximant sound but /l/ of Javanese is produced as lateral sound. /r/ of English is produced as approximant sound but /r/ of Javanese is produced as trill sound. Even though the producing sounds are the same, but the place and the manner of producing the sounds are different. The presence of those differences may result on interference on both languages.

2.5.2 Vowel Sounds

Table 2.3 will describe the difference of vowel system between English and Javanese. The data were made by the researcher after collecting and analyzing data regard to manner of articulation, place of articulation and phonation type of both languages (Yule 2006:26, Abdul:1994).

Table. 2.3

Vowel system both English and Javanese

/ i /	(high-front)	(high-front)
/ ɪ /	(high-front)	(high-front)
/ e /	(mid-front)	(mid-front)
/ ɛ /	(mid-front)	(mid-front)
/ æ /	(low-front)	
/ ə /	(mid-central)	(mid-central)
/ ʌ /	(low-central)	
/ a /	(low-central)	(low-central)
/ u /	(high-back)	(high-back)

/ ʊ /	(high-back)	(high-back)
/ o /	(mid-back)	(mid-back)
/ ɔ /	(mid-back)	(mid-back)
/ ɑ /	(low-back)	

Vowel systems between English and Javanese have been mentioned in the table 2.3. From the table, both languages seem to show less difference on vowel system. Javanese does not recognize the vowel sounds of /æ/ /ʌ/ and ɑ/, because they do not have those vowel system as English. This will question whether learner having capability to produce those sounds properly or not. While, the other vowel sounds seem to be produced in the same place and manner of both languages.