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PHONOLOGICAL INTERFERENCE OF MADURESE TOWARDS ENGLISH AT THE ELEVENTH STUDENTS OF SMA AL HIKAM BANGKALAN EAST JAVA

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Abstract

Phonological interference is a common types of interference, its most prominent manifestation being a 'foreign accent'. Phonological interference happens when the speaker pronounces the English words, then the word are interfered with other sounds of native language. Madurese as a native language in Madura Island have unique characteristics. Based on the interview result of the teacher, at the eleventh students when pronouncing English, there were some differences from English Standard. The pronouncing of English in those words have been influenced by the sounds of phonemes in Madurese. The aim of this research is to find out the types of students' phonological interferences, the percentages of phonological interference of madurese students in SMA Al Hikam Bangkalan East Java. It is only focused on phonological aspects or accent. The method of the research is used descriptive-qualitative. The result shows that there are 5 types of students phonological interference and the total of students' phonological interference is 52,93 % represent 699 phonolohical interference. The highest phonological interference frequency made by the students is sound replacements.

Keywords:

Phonological Interference, Madurese students', Accent, Pronunciation

A. INTRODUCTION

Linguistics field is the study of language. Language is crucial instrument to connect people. We need language to communicate easily. Language is human and no instinctive method of communicating ideas, feelings, and desires, by means of systems of sounds and sound symbol. According to Finegan, language is often defined as an arbitrary vocal system used by human beings to communicate with one another. ¹

In this era, the English language plays an important role. According to Crystal, english has been learned by many people to have a good prospect in the community of international world since it raised as a global language as Britain, its origin country, had become the world' s leading industrial and trading country.² In Indonesia, English still used as the foreign language. According to Harmer, English as a foreign language describes the situation where students are learning English in order to use it with any other English speakers in the world – when the students may be tourists or business people. ³ It means that English is not used on daily communication in the country, and also limited temporal of using its spoken form.

Mother tongue is a language, which is potentially be mastered when people are born. It is acquired informally and unconsciously. It is the language learned from child because it is one used in the child' s environment.⁴ This is known as language acquisition, language acquisition not only happens in the child' s environment, but it also happen when child speaks, their parents correcting their language.It means that people have great tendency to

¹ Finegan Edward, *Language Its Structure and Use*, (USA : Thomson Wadsworth, 2008), p.12

² Crystal David, *English as a Global Language : Second Edition* (New York : Cambridge University Press, 2003), p.10

³ Harmer Jeremy, *The Practices of English Language Teaching: Fourth Edition* (England Longman Press,2007), p. 19

⁴ Linson Tom, *Checklist Of Basic EFL Terms*, (Heinemann Educational Books : London, 1984) p.95

transfer their language into another language because there is a big influence from their mother tongue and society.

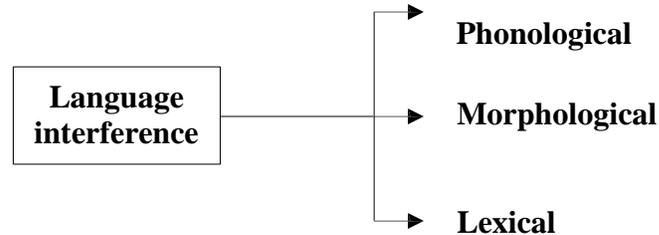
Actually, people have different pronunciation when they speak or talk to other people, most of people have their own characteristic, and it can identify how they pronounce. ⁵ It means we can know the origin of people based on their pronunciation and when they do interaction with other. Indonesia is one of the country that have many various cultures, ethnics and regional language, some of ethnics have different accents: Javanese, Sundanese, Madurese, and etc.

When two or more languages come into contact, it brings great effect for those language which are not realized by the speech community. Language contact may causes changes in the part of language such as at levels of spelling, pronunciation, lexical, grammatical. English is language that learned by almost of students in Indonesia, with the various native language give an effect that mother tongue influence English language as a foreign language so that their dialect or students' accent affects their speaking, pronunciation of English words. The differences of pronunciation arises from variety of causes, such a locality, early influences and social surrounding ; there are also individual peculiarities for which is difficult or impossible account.

Every person speaks with an accent, it can be reasonably said that nobody is born with an accent. Accent is restricted to the description of pronunciation aspects that identify where an individual speaker is from, regionally, socially. Madurese is one of the traditional language which has uniqueness system. Madurese language has a distinctive characteristic whether in its intonation, stress, or speech sound which are different from another language including English. The differences between the system in English language causes interference. The interference in communication is usually caused by the interaction of these language.

⁵Hardiyanti Riska Ayu, "Phonological Interference of Lampungnese Students Toward English Consonant at 2nd Semester of Seventh Grade Of SMPN 1 Sekincau, West Lampung", (IAIN Raden Intan Lampung, 2014), p. 3

Selinker states that when the speakers or language learners use second language then their habits will affect the target language. Language interference generally can be divided into three types such as phonological, morphological, lexical.



In this research, the researcher only focus on the students' phonological interference, it is related to the speakers' accent when their speaking in English, there are some previous research about phonological interference as follows the first study conducted by M.Muhassin, M.Hum entitled phonological interference of Rejangnese students at STAIN Bengkulu. It was found that students of STAIN Bengkulu did 4 types of phonological interferences they are : Sound Addition (A) ,sound omission (O) ,sound replacements (R) , and combination of sound replacements and addition (RA). The second study was doing by Riska Ayu Hardiyanti, entitled phonological interference of Lampungnese students toward English consonants. It was found that the lampungnese students did 3 types of phonological interference they are : sound addition (A), sound omission (O), sound replacements (R). In contrast with the previous study, there were similiraties on the topic about phonological interference. It can be concluded that are significant differences of previous research to this research. In this research, the researcher focused on the phonological interference towards English but in different ethnic. Based on the background above, the researcher interesting to conducted the research to find out the types of phonological interference of madurese students toward English and the percentage of each types students' phonological interference.

B. LITERATURE REVIEW

1. English Phonetics and Phonology

The study of pronunciation consists of two fields, namely Phonetics and Phonology. According to Hamann and Scmitz (2005:3) phonetic is concerned with how sound are produced, transmitted and perceived (we will look only look at the production of sounds) and phonology is the structure of sounds structure in language. Phonology can be divided into two aspect there are a) segmental is based on the segmentation of language into individual speech sounds provided by phonetics, these features include vowel and consonants. b) suprasegmental also called prosody is concerned with those features of pronunciation that can not be segmented because they extend more over than one segment or sound, such stress,rhythm, and intonation.

2. English Phonemes

The phoneme is the smallest unit of sound which can differentiate one word from another : in other word phonemes make lexical distinction.⁶ It means that, phonemes can show distintion of the sound in every words. The set of phonemes consists of two categories : Vowel and Consonant.

a) Vowel

We can divide sounds of the languages of the world into two basic types which we call. For case of use vowel and consonant. Vowels play a central role in the phonetics of English. Vowel is produced with vocal tract relatively open. Vowels are syllabic sounds made with free passage of air down the mid-line of the vocal tract, usually with a convex tongue shape, and without friction. They are normally voiced; and they are normally oral.⁷ Vowel have three categories they are short vowels, long vowels

⁶Ogden Richard, *An Introduction to English Phonetics*, (Edinburgh : Edinburgh University Press Ltd, 2009) p. 4.

⁷*Ibid.*, p.

and diphtongs. In English, there are twelve vowels ;⁸ in short vowels : /ɪ/, /ʊ/, /e/, /ə/, /æ/, /ʌ/, /ɒ/, and in long vowels : /i:/, /u:/, /ɜ:/, /ɔ:/, /ɑ:/, and diphtongs is a combination involving movement from one vowel sound to another. In English, diphtong consist of eight sounds. Such as /eɪ/ , /ɔɪ/ , /aɪ/ , /ʊə/, /eə/ , /əʊ/ , /aʊ/.

b) Consonant

Consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Consonant sounds are produced by blocking the flow of air as it leaves the mouth. There are many ways of blocking the air and various tongue, lip and jaw positions required in order to create accurately the consonant English. There are 24 consonant sounds in spoken English.

3. Phonological Interference

According to different scholars there are many types of interference. Alabi identified three types of interference which are phonological, lexical, grammatical. This is seen in his following statement, “interference occurs virtually at all primary levels of language description most especially phonology, lexis, grammar.”

“Phonological interference is a common type of interference, its most prominent manifestation being a ‘foreign accent’. Bethold in Skiba define phonological interference as items including foreign accent such as stress, rhythm, intonation, and speech sound from the first language influencing the second.”

⁸Kelly Gerald, *How to Teach Pronunciation*, (Edinburgh : Longman, 2000) p. 2

According to Crystal, phonological interference divided into three kinds, they are :

a) Sound addition

In this types, the interference occur is an addition of the sound, this interference from the rule of English standard. For example : an addition of phoneme /k/, the pronunciation of word ‘knife’ /naɪf/ adding with phoneme /k/ as /knaɪf/. Other example ‘know’ /nouw/. Those pronunciation are inappropriate with the pronunciation rule in English standard which based on the rule of English standard phoneme /k/ at the first word, is not pronounced.

b) Sound omission

This type of phonological interference that is marked by the omission of phoneme in English standard. For example : the pronunciation of word weight /weɪt/ omit the phoneme /ɪ/ it becomes /wet/.

c) Sounds replacements

This type of phonological interference that is marked by the pronunciation changing of phoneme in English standard . For example phoneme /æ/ in word dad /dæd/ means ‘ayah’ change with phoneme /e/ it becomes /ded/. Thus, these replacement cause of phonological interference because of the pronouncing of word “dad” is inappropriate with the English standard.

C. RESEARCH METHOD

1. Research Design

The method of the research is descriptive qualitative research, it is based on the research focus : to find out the percentage phonological interference of madurese towards English. In this research, the researcher used qualitative research. Qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its

background completely.⁹ It means that qualitative research, appropriate to implemented in this research, because this research need some information about the students' behaviour in learning English.

2. The Data Sources

According to Sugiyono, the source of data in qualitative research can be resource person (informant), event (activities), places (location), various photograph object, recording as well as document and archives.¹⁰ In taking data, the researcher needs sources to get the available data. Data sources are the subject of the research where the data can be obtained. Data sources are the important thing in conducting research. Thus, the data source is the substance where the researcher will get information is required. *Aryet.al* argued that in qualitative research, there are two sources that can be used to get the data. Those are :

1. Primary Source

Sugiyono stated that primary source is the source which can give valuable information directly. In other words, the primary source is to give prominent data relate to problems of the research. For the primary source, the researcher uses the result of interview and questionnaire. In qualitative research, the result of an interview can be used as the strongest source to get the information.

2. Secondary Source

The secondary source is an additional source to get the data. Given the argued "secondary data source is the preexisting source that has been collected for different purposes when conducting research. Here, the secondary source that is used documents. The document is the students' pronunciation recording. The recording was used to know the students' phonological interference in English.

⁹Ag Bambang Setiyadi, *Metode Penelitian Untuk Penelitian Bahasa Asing* (Yogyakarta:Graha Ilmu,2006),p.219

¹⁰*Ibid* p.56

3. Participants

The participants of this research were the eleventh students at SMA Al Hikam Bangkalan East Java

4. Research Instrument

In this research, the researcher is the main instrument. It deals with the statement from Bogdan and Biklen, that in qualitative research the human investigator is the primary instrument for gathering of analyzing data.¹¹ The researcher also used a secondary instrument. The secondary instrument is a documentation (students' pronunciation) from the English teacher.

D. FINDINGS AND DISCUSSION

Findings

In this chapters, the researcher presented the data descriptively. Generally, there are 3 types of phonological interference. In this research the researcher found 5 types of phonological interference in English by madurese students. They are 1. Sound addition, 2. Sound Replacements, 3. Sound omission, 4. Combination of sound replacements and addition and, 5. Combination of sound replacements and omission. It means, Madurese students adding 2 new categories of phonological interference. The result of students' phonological interference below are combination between vowel, consonant and vowel consonant. From the calculation, the researcher found that from those 1320 phonetic transcription, the total percentage of students interference is 52,93 %,

a) Phonological Interference

1. Sound Addition

In this types, the interference occur is an addition of the sound, those pronunciation are inappropriate with the pronunciation rule of English standard. The table below shows every word that pronounced by students. In data (1-2) the words were pronounced by the students shows that in vowel sounds [ə] and [ɪ], In the next data (3-4) terjadi penambahan

¹¹ Bogdan, Robert, et al, *Qualitative Research in Education: An Introduction to Theory and Methods*, (Boston, MA: Allyn and Bacon, 1998), p.77

consonant sounds [r] and [l] and in data (5) terjadi penambahan consonant and vowel sounds. In sound addition, the researcher found 3 types of addition they are : Vowel adding, Consonant adding and combination sound between Vowel and Consonant.

No.	Words	Key Answer	Phonetic Transcription (Respondent)	Phoneme Addition
(1)	key	[ki:]	[kəɪ]	Adding phoneme [ə]
(2)	bed	[bɛd]	[bɛɪd]	Adding phoneme [ɪ]
(3)	Popular	[pɒp.jʊ.lə]	[pɒp.jʊ.lə r]	Adding phoneme [r]
(4)	feel	[fi:l]	[fɪll]	Adding phoneme [l]
(5)	Arm	[a:m]	[arəm]	[r] + [ə]

2. Sound Replacements

This type of phonological interference that is marked by the pronunciation changing of phoneme in English standard. Sound replacements is most phonological interference that doing by speakers. For example in the number 6, word 'Tight' [taɪt] replace become [təɪt]. Speakers change vowel [a] become [ə].

No	Words	Answer Key	Phonetic Transcription	Phoneme Replacements
(6)	Tight	[taɪt]	[təɪt]	Replace phoneme [a] become [ə]
(7)	Away	[ə'weɪ]	[ɛwaɪ]	Replace phoneme [ə] become [ɛ]
(8)	Think	[θɪŋ]	[dɪŋ]	Replace phoneme [θ] become [d]
(9)	Right	[raɪt]	[reɪl]	Replace phoneme [aɪ] [t] become [eɪ] [l]

3. Sound Omission

This type of phonological interference that is marked by the omission of phoneme in English standard. The table below shows some results that found by researcher, for example in number 10 word 'Out' [aʊt] that read by speakers [ʊt], the speaker omitted phoneme [ʊ].

No	Words	Answer	Phonetic	Phoneme
		Key	Transcription	Omission
(10)	Out	[aʊt]	[ʊt]	Omitted phoneme [ʊ]
(11)	Church	[tʃɜ:tʃ]	[tʃərt]	Omitted phoneme [ʃ]
(12)	Right	[raɪt]	[rik]	Omitted phoneme [a] and [t]

4. Combination sounds replacement and addition

In this types, the interference that occur is combination of sound replacement and addition. In this research, the researcher found combination sound replacement and addition in the word number 13 Anger [ˈæŋgə] à [ənjæi:r] replace phoneme [æ] become [ə] and adding with phoneme [ɪ]. The other word in this type is Know [nəʊ] à [nɒʊw]

No	Words	Answer	Phonetic	Phoneme
		Key	Transcription	Combination
(13)	Anger	[ˈæŋgə]	[ənjæi:r]	Replace phoneme [æ] become [ə] adding [ɪ]
(14)	Know	[nəʊ]	[nɒʊw]	Replace phoneme [ə] become [ɒ] adding [w]
(15)	Anger	[ˈæŋgə]	[ənjə:r]	Replace phoneme [ŋ] [g] become [n] [j] and adding [r]

5. Combination sound Replacements and Omission

In this type, the interference that occur is combination of sound replacement and omission. the speakers doing 2 interference, for example in number 16 word *Roses* [*rəʊzɪz*]à [*rns*], the speakers omit phoneme [*ʊ*] and replace phoneme [*t*] become phoneme [*l*].

<i>No</i>	<i>Words</i>	<i>Answer Key</i>	<i>Phonetic</i>	<i>Phoneme</i>
			<i>Transcription</i>	<i>Combination</i>
16	<i>Out</i>	[<i>ʌʊt</i>]	[<i>ʊl</i>]	omit phoneme [<i>ʊ</i>] and replace phoneme [<i>t</i>] become phoneme [<i>l</i>]
17	<i>Roses</i>	[<i>rəʊzɪz</i>]	[<i>rns</i>]	Replace phoneme [<i>ə</i>][<i>ʊ</i>] become [<i>ʊ</i>][<i>s</i>] omit phonemes [<i>r</i>] and [<i>z</i>]
18	<i>Church</i>	[<i>tʃɜ:tʃ</i>]	[<i>chirt</i>]	Replace phoneme [<i>tʃ</i>] become [<i>c^h</i>] and omit phoneme [<i>ʃ</i>]

b) The Percentage of Students Phonological Interference

Based on the result of the research, the researcher finds that from those 1320 phonetics transcription, the total numbers of students' phonological interference are 699 with the proportions, 174 sound addition it means 13,18 %, 329 sounds replacements it means 24,92 %, 111 sounds omission it means 8,40 %, 61 combination of sounds replacements and addition it means 4,62 %, 24 combination of sounds replacements and omission it means 1,81 %. Based on the result of the research above, the highest phonological interference frequency made by the students is sound replacements. The following table is the frequency of the students' phonological interference based on the pronunciation task.

The Percentage of Students' Phonological Interference

Kinds of Phonological Interference	Frequency	Percentage
Sounds Addition	174	13,18 %
Sounds Replacements	329	24,92 %
Sounds Omission	111	8,40 %
Combination of sounds Replacements and Additions	61	4,62 %
Combination of sounds Replacements and Omission	24	1,81 %
Total	699	52,93 %

From the table above, we can conclude 52,93 % of madurese students at SMA Al Hikam Bangkalan are makes phonological interference in English.

E. CONCLUSION AND SUGGESTION

Conclusion

The researcher makes some conclusion as follows :

1. There are 5 types of students' phonological interference found in Eleventh Grade of SMA Al Hikam Bangkalan East Java, The types are :
 - a. Sound Addition, in this type occurs some kinds of addition such as addition on Single Vowel, addition on single consonants, addition on single consonants and single vowel. The most frequents in addition happens on Single consonants.
 - b. Sound Replacements, in sound replacements occurs some kinds of replacements, such as single vowel, single consonants, single consonant dan double vowel, the most

- frequents in replacements happen on Single Vowel. It is happen because madurese use alternating vowel.
- c. Sound Omission, in this type occurs some kind of omission, such as single vowel, double consonant, and single vowel and single consonants.
 - d. Combination Sound Replacement and Addition, in this type occurs 2 kinds of RA such as single Vowel and consonant, single consonant.
 - e. Combination Sound Replacements and Omission, in this type occurs 2 kinds of RO such as Single Consonants, Single Vowel and double Consonants
2. There are 699 phonological interference items with the proportion :
- a. Sound addition are 174 words (13,18 %) occur on phonemes / r/, /ʃ/, /ɪ/, /k/, /ə/, /ʊ/, /y/, /l/
 - b. Sound replacement are 329 words (24,92 %) occur on phonemes /ε/, /ʊ/, /ɑ/, /ɪ/, /æ/, /θ/, /g/, /ɪə/
 - c. Sound omission are 111 words (8,40 %) occur on phonemes /r/, /ʃ/, /ʊ/, /j/, /ɪ/.
 - d. Combination of sound replacement and addition are 61 words (4,62 %)
 - e. Combination of sound replacements and omission are 24 words (1,81 %).

Suggestion

The result of the analysis of this research shows that madurese's students at Eleventh grade of SMA Al Hikam Bangkalan East Java made errors in pronouncing English although any some students who did not make errors. Based on the result of this research, the researcher would like to give some suggestion which hopefully will give valuable and useful contribution to the teacher and Madurese people in using English.

From the conclusion above, the researcher would like to give some suggestions :

1. Suggestion for the Teacher

- a. The teacher had better give more and motivation to their students to practice their English and give more chances to the students to practice.

- b. The teacher must give more drills and practice to the students' in pronouncing English based on IPA (International Phonetic Alphabet).

2. Suggestion for the Students

- a. The students must have good self-awareness in motivation themselves to pronounce English words correctly. Such as : by reading an English book, novel or magazine, listening English songs, watching English movies. It might be helpful to improve their English pronunciation.
- b. The students must be serious in learning process, especially in learning English.

3. Suggestion for the other researcher

- a. For further research, the researchers should try to find out the students' Indonesian phonological interference.
- b. For further research, the researcher should have to conduct this research in analyzing students' phonological interference of Indonesian toward English.

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KARYA ILMIAH : JURNAL ILMIAH

Judul Karya Ilmiah (artikel) : Phonological Interference of Madurese towards English at the Eleventh Students Of SMA Al-Hikam Bangkalan East Java

Nama Penulis : Mohammad Muhassin, Fithrah Auliya Anshar, Prasasti Prasetyo Putri

Jumlah Penulis : 3 (tiga) orang

Status Pengusul : Penulis utama/~~penulis kedua~~/~~penulis ketiga~~

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 b. Nomor ISSN : Print: 2086-6003, Online: 2580-1449
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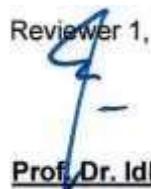
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NIP. 196010201988031005

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Unit Kerja : Fakultas Tarbiyah dan Keguruan UIN Raden Intan Lampung

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