

CHAPTER I

INTRODUCTION

A. Research Context

Humans are social creatures that is why they need to interact with other through communication. Without communication it will be difficult for humans to live in this world because humans cannot live individually, their live dependent on other people. The main tool to communicate is through language. This is in line with Leech, he stated that language is basically a system of social interaction.¹ It becomes a medium for establishing and maintaining relationships in social life. Through language, humans can express their ideas, thoughts, and feelings with other easily. Therefore, humans and language cannot be separated from one another.

Indonesia is a very unique country, which has a lot of diversity, not only multi-ethnic, multi-racial, multi-cultural, but also multilingual, which is widespread in the archipelago. As multilingual society, at least they master 2 languages, namely Indonesian and their vernacular language. Indonesian as a national language is a language of unity, this language was created to unite the Indonesian nation which consist of various ethnic groups, cultures, and languages. And vernacular language as mother tongue is a language that shows

¹ Lynne Young, *Language As Behaviour, Language As Code: A Study of Academic English* (Amsterdam: John Benjamins Publishing Company, 1990), 4.

the identity of a region. The language that people usually use in everyday communication.

In addition to mastering these two languages, in this global era, it is very important to master foreign languages, especially international language such as English. Because English is used in all aspect of life, such as in the field of technology, education, politic, trade, etc. As a form of the government's seriousness in preparing the next generations, English is taught in every level of education from elementary school to University level.

For some students, learning English is difficult. It is because they rarely use English for they daily language communication. They have problem both in grammar, vocabulary and also pronunciation. Many of them have less attention in the aspect of pronunciation. Whereas, pronunciation is one of the essential skill that have to be mastered by the language learners. As students of non-English speaking-country, it will be difficult for them to a hundred percent sound like native speaker while they have to speak in English. However, learning pronunciation does not aim to sound like native speaker, but rather to be intelligible, ensuring that pronunciation is plain sufficient to be understood by listener. Therefore, it is important for students to learn how to speak English with clear pronunciation in order to avoid misunderstanding.

As multilingual, —situations in which there are speakers of more than one language—², the use of more than one language at the same time is

² Ronald Wardhaugh and Janet M. Fuller, *An Introduction To Sociolinguistics 7th ed.* (UK: Wiley Blackwell, 2015), 83.

common. Interlanguage encounters are very likely to occur in communication and can cause language deviation. This language deviation is the entry of elements of one language into another language which is called as interference. Interference is a common phenomenon in sociolinguistics that occurs as a result of language contact. Weinreich argues that interference is a deviation from the norms of each language that occurs in the speech of bilinguals due to the familiarity and influence of other languages.³

This interference phenomenon can be in the form of phonological, morphological, and lexicon levels. While, this research focus on phonological interference. Phonological interference concern with the matter in which bilingual learners use the phonetic system of one language to produce sounds in the other language. This phenomenon occurs to some Indonesian students. They have problem in pronouncing English words because they are influenced by their mother tongue. Students tend to rely on their first language in producing the target language.⁴ When someone has difficulty in pronouncing foreign language, he/she tends to bring the elements from mother tongue to pronounce that language. Therefore, the way they pronounce the word in other language (target language) almost the same when they pronounce word in their own language (source language).

Several studies about the influence of mother tongue toward English have been done by some researcher. First, the research conducted by Leffi

³ Uriel Weinreich, *Language In Contact: Finding and Problems* (New York: Mouton Publisher, 1968), 1.

⁴ Iskandar and Ari Saputra, "Native Language Interference In Learning English Written Text As A Foreign Language" *Journal Ilmiah Rinjani*, vol. 8, No. 2 (2020), 9.

Noviyenty and Mesi Irene Putri entitled *Mother Tongue Interference Toward Students' English Pronunciation: A Case Study in IAIN Curup*. This study aimed to determine the influence of Renjang language as the dominant mother tongue of students at IAIN Curup in interfering their pronunciation of English word. The result showed that there were five ways of Renjang language interfere the students' English pronunciation. First, they sounded short vowels into long vowels. Second, they sounded long vowels into short vowels. Third, they changed vowel. Fourth, they changed diphthongs into vowels. Fifth, they changed vowels into diphthongs.⁵

Second, study about the interference of Buginese language in English speaking skill conducted by Rini Angriani. This study aimed to reveal the interference of students' Buginese language toward the English speaking skill of English Education Department at Makassar Muhammadiyah University. The result showed that the Buginese students made some errors in pronouncing English sounds, there are 43 kinds of similar articulation mistake made by them. It consist of 30 vowels and 13 consonants.⁶

In the same way with those studies above, the topic of this research about first language or mother tongue interference toward English. Nevertheless, in this study the researcher chooses Madurese. Madurese

⁵ Leffi Noviyenty and Mesi Irene Putri, "Mother Tongue Interference Toward Students English Pronunciation: A Case Study in IAIN Curup" *Atlantis Press: Advances in Social Science, Education and Humanities Research, series vol. 532* (March 2021), 283-290, <https://dx.doi.org/10.2991/assehr.k.210227.049>

⁶ Rini Angraini, "The Interference of Students' Buginese Language Toward The English Speaking Skill (A Study at The English Education Department of Makassar Muhammadiyah University)" (Thesis, Makassar Muhammadiyah University, Makassar, 2018), 1-82.

occupies the fourth position of the thirteen largest regional languages in Indonesia with around 13.7 million speakers.⁷ This shows that the amount of Madurese speakers in Indonesia are not few. The Madurese language itself is one of the traditional languages that has unique characteristics. It has its own characteristics in intonation, stress, and speech sounds that are different from other languages including English. This difference between the systems in English and Madurese can cause interference.

As English department students, it is hoped that they have mastered English well. But in fact, this phenomenon occurs to most of the students who took English Teaching Learning Program at IAIN Madura in which the majority of students are Madurese speakers, they have difficulty in speaking English clearly and correctly. There is still students who are not appropriate in pronouncing English words. There are some students who are influenced by Madurese language when they have to speak in English. It can be seen from the result of the analysis that has been carried out by researcher on audio recordings of students while they were doing presentations. For instance, some students mispronounced the word 'collective'. They pronounced it as /kolɛktɪp/ instead of /kə'lektɪv/. And also mispronounced the word 'phrase'. They pronounced that word as /pres/ while the correct one is /freɪz/. It occurred because they have difficulty in pronouncing the /f/ sound, so they replaced it with the /p/ sound. As we know that in Madurese language, most words that

⁷ Akhmad Sofyan, "Fonologi Bahasa Madura" *Hummaniora*, vol. 22, No. 2 (June 2010), 207.

have a consonant /f/ come from loanwords.⁸ In addition, there also mispronounced of the word 'write'. Students tend to clearly pronounce the /w/ sound in that word that should not need to be pronounced or commonly referred to as a silent letter. As a result, it sounds like /wrait/ whereas the correct pronunciation is /rait/.⁹

Based on the explanation above, researcher have interested in researching and analyzing the issue about Madurese phonological interference that occurs in 2nd semester students of English Teaching Learning Program at IAIN Madura.

B. Research Focuses

Research focus is similar to research problem. Research problem is defined as the educational issue, controversy, or concern that guide the need for conducting a study.¹⁰ Based on research context above, the researcher formulate the research focuses as follow:

1. How are the forms of Madurese phonological interference toward English uttered by 2nd semester students of English Teaching Learning Program at IAIN Madura?
2. What are the types of Madurese phonological interference toward English uttered by 2nd semester students of English Teaching Learning Program at IAIN Madura?

⁸ Akhmad Sofyan, *Tata Bahasa: Bahasa Madura* (Sidoarjo: Balai Bahasa Surabaya, 2008), 46.

⁹ Indirect Observation, (October 12, 2021)

¹⁰ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research 4th ed.* (Boston: Pearson, 2012), 59.

3. What are the factors affect on Madurese phonological interference toward English uttered by 2nd semester students of English Teaching Learning Program at IAIN Madura?

3. Research Objectives

Based on research focuses above, the research objectives to be achieved in this study as follow:

1. To analyze the forms of Madurese phonological interference toward English uttered by 2nd semester students of English Teaching Learning Program at IAIN Madura.
2. To find out the types of Madurese phonological interference toward English uttered by 2nd semester students of English Teaching Learning Program at IAIN Madura.
3. To describe the factors affect on Madurese phonological interference toward English uttered by 2nd semester students of English Teaching Learning Program at IAIN Madura

D. Significances of study

Significance of study explains about the advantage or the importance of research. This research has two significances such as theoretical significance and practical significance.

1. Theoretical Significance

Theoretically, this research is expected to be useful for developing knowledge in the fields of sociolinguistics and phonology, as well as other

related sciences. This research is expected to be an accurate reference material for future researchers.

2. Practical Significance

a) For Educators

The results of this study are expected to be considered for educators in applying the right method so that students can minimize the occurrence of language interference.

b) For Students

This research is expected to be a lesson for students in improving their English skills. Especially in terms of speaking skills so that they can pronounce English words properly and correctly according to the applicable rules.

c) For Researcher

This research is expected to be able to develop researchers' insights, especially about the phonological interference of mother tongue to English, both theoretically which researcher has obtained during lectures and in actual conditions in the practice of this research.

E. Definition of Keyterms

To avoid misinterpretation of key words or main concepts contained in the research title, a definition of keyterms is needed, so that readers and researcher have the same perception and understanding of these terms. The terms that need to be defined as problems in the title of this study are as follows:

1. Interference

Interference is a form of disturbance, obstacle, or mixing of the rules of a language due to the carrying of habits of an utterance from one language to another language when bilingual speaks or writes as a result of mastering two or more languages.

2. Phonology

Phonology is a branch of linguistics that deals with how to pronounce language. It studies about the distribution of sounds in a language as well as the interaction between those different sounds.