CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this chapter, the researcher describes and analyzes the data that the researcher has obtained during the research. The data in this study was obtained from observations, interviews, documentation and data from students' video assignments in Pronunciation subject. This research was carried out on April 1, 2022. Researcher conducted this research by observing teaching and learning activities in pronunciation classes A, B, C and D. The researcher was recording the teaching and learning process to make it easier for researcher to analyze the utterances of student who affected by phonological interference of Madurese toward English.

In addition to obtaining data from observations, researchers also obtained data from video analysis. The video was made by all 2nd semester students of English Teaching Learning Program as weekly assignment given by the pronunciation lecturer. The assignments are collected in the form of a link which is connected to the student's personal social media account. After getting the permission that has been given by the lecturer of Pronunciation subject, the researcher has access to open the assignment link easily. However, not all of these videos were used by researchers to obtain the data. The researcher only analyzes

videos where the speakers have a background as Madurese language speaker. To find out their language background, the researcher had previously conducted interviews. The recordings that researchers got from conducting interviews were also used by researchers to obtain data.

The researcher describes the findings as: 1) The form of Madurese toward English phonological interference; 2) Classify the types of phonological interference that occur in student utterances (According to Weinreich Characteristic); 3) Also, the factors affect phonological interference of Madurese toward English uttered by 2nd semester students of English Teaching Learning Program at IAIN Madura.

1. The forms of Madurese phonological interference toward English uttered by 2nd semester students of English Teaching Learning Program at IAIN Madura

From the data that has been collected, it was found that several forms of utterances were found in the pronunciation of students who experienced phonological interference of Madurese toward English. That forms of interference are classified into the sound addition, sound omission, sound replacement and sound combination by researcher. The following are the findings of Madurese phonological interference toward English occurred in 2nd semester students of English Teaching Learning program at IAIN Madura utterances. **(See on Appendix 5)**

a. Sound Addition

Sound addition occurs because of the presence of one or more elements that is not needed when pronouncing a word. Based on the data

has been collected, researcher found several form of phonological interference with the addition of phoneme, both in vowel and consonant sound. The form of phonological interference of Madurese toward English with the addition of sound are shown below.

Table 4.1 Form of Sound Addition

Word	Standard Phonetic	Students' Pronunciation	Description
Assignment	/əˈsaɪnmənt/	/əssaɪnmənt/	Geminate /s/ sound
Answer	/ˈɑnsə(r)/	/ˈɑnswər/	Add /w/ sound
Beautiful	/ˈbjuːtɪfl/	/ˈbjuːtɪful/	Add /u/ sound
Dental	/ˈdentl/	/dentʌl/	Add /ʌ/ sound
Happening	/ˈhæpənɪŋ/	/hæppənɪŋ/	Geminate /p/ sound
High	/haɪ/	/haɪg/	Add /g/ sound
Listening	/lɪsnɪŋ/	/lɪstənɪŋ/	Add /t/ sound Add /ə/ sound
Person	/ˈpɜːsn/	/pɜːrsɔn/	Add /ɔ/ sound
School	/skuːl/	/səkkuːl/	Add /ə/ sound Geminate /k/ sound
Would	/wʊd/	/wʊld/	Add /l/ sound
Writing	/ˈraɪtɪŋ/	/wraɪtɪŋ/	Add /w/ sound
Written	/ˈrɪtn/	/ˈraɪtn/	Add /ɑ/ sound
Wrong	/rɒŋ/	/wrɒŋ/	Add /w/ sound
Yes	/jes/	/ɪjjes/	Add /ɪ/ sound Geminate /j/ sound

(Source: The utterances of 2nd Semester Students of English Teaching Learning Program at IAIN Madura)

It can be seen on the table, the vowel sound /u/ is added in the word 'Beautiful'. They pronounced it as /ˈbjuːtɪful/ while the correct pronunciation is /ˈbjuːtɪfl/. The word 'Person' should be pronounced as /ˈpɜːsn/ but it was pronounced as /pɜːrsɔn/ because the addition of vowel

sound /ɔ/. Then, /ɑ/ sound is added in the words 'Dental', they pronounced it as /dentɑl/ instead of /ˈdentl/.

There are addition of consonant sound /g/ in 'High', make it was pronounced as /haɪg/ instead of /haɪ/. And the pronunciation of 'Would' interfered by the addition of /l/ sound. Consequently, it was pronounced as /wʊld/ while the correct pronunciation is /wʊl/. There's also the addition of consonant sound /w/ in the words 'Answer', 'Writing' and 'Wrong'. Because of it, they pronounced these words as /ˈɑnswər/ instead of /ˈɑnsə(r)/; /wraɪtɪŋ/ instead of /ˈraɪtɪŋ/; and /wrɒŋ/ instead of /rɒŋ/.

Besides the addition of vowel and consonant sound, there is also gemination. Gemination or twin sound is a form of phoneme lengthening that occurs due to the lengthening of consonant sounds. Gemination is one of the characteristics found in the Madurese phonological system which is not found in the English Phonological system. It can be seen from the table, there is a gemination of /s/ into /ss/ sound in 'Assignment', it should be pronounced as /əˈsaɪnmənt/ instead of /əssaɪnmənt/. Then, in 'Happening', /p/ sound was doubled into /pp/ sound, make it pronounced as /hæppənɪŋ/ instead of /ˈhæpənɪŋ/.

Another case was found in the pronunciation of 'School', that word should be pronounced as /skuːl/ but there are addition of vowel sound /ə/ and gemination of consonant sound /k/, make it pronounced as /səkkuːl/. The same thing occurred to the word 'Yes', there are addition of vowel sound /ɪ/ and gemination of consonant sound /j/. Therefore, students

pronounced it as /ɪjjes/ instead of /jes/. Furthermore, there is interference in the word 'Listening', the correct pronounciation is /lɪsnɪŋ/ but it was pronounced as /lɪstənɪŋ/. There are addition of vowel sound /ə/ and consonant sound /t/ in that word.

b. Sound Omission

Sound omission indicated by the absence of one or more element that is needed in pronouncing a word. This form of interference was found in the utterance of some 2nd semester students of English Teaching Learning Progaram at IAIN Madura. In this research, both vowel and consonant omission were found. The data are presented in the following table.

Table 4.2 Form of Sound Omission

Word	Standard Phonetic	Students' Pronunciation	Description
About	/əˈbaʊt/	/əˈbɑːt/	Omit /ʊ/ sound
Classmate	/ˈklɑːsmeɪt/	/klɑːsmet/	Omit /ɪ/ sound
Dining	/ˈdaɪnɪŋ /	/dɪnɪŋ/	Omit /ɑ/ sound
Depend	/dɪˈpend/	/dɪpen/	Omit /d/ sound
Drink	/drɪŋk/	/drɪŋ/	Omit /k/ sound
First	/fɜːst/	/fɜːs/	Omit /t/ sound
Friend	/frend/	/fren/	Omit /d/ sound
Funk	/fʌŋk/	/fʌŋ/	Omit /k/ sound
Here	/hɪə(r)/	/hɜːr/	Omit /ɪ/ sound
		/hiːr/	Omit /ə/ sound
Important	/ɪmˈpɔːtnt/	/iːmpɔːrtn/	Omit /t/ sound
Kind	/kaɪnd/	/kaɪn/	Omit /d/ sound
Last	/lɑːst/	/lɑːs/	Omit /t/ sound
Make	/meɪk/	/miːk/	Omit /e/ sound
Name	/neɪm/	/nem/	Omit /ɪ/ sound
		/nɪm/	Omit /e/ sound
Nasal	/ˈneɪzl/	/ˈnezl/	Omit /ɪ/ sound

Next	/nekst/	/nek/	Omit /s/ sound
			Omit /t/ sound
Nose	/nəʊz/	/nʊz/	Omit /ə/ sound
Parent	/ˈperənt/	/perən/	Omit /t/ sound
Place	/pleɪs/	/ples/	Omit /ɪ/ sound
Plane	/pleɪn/	/plen/	Omit /ɪ/ sound
Question	/ˈkwestʃən/	/kwesən/	Omit /tʃ/ sound
Same	/seɪm/	/sɪm/	Omit /e/ sound
State	/steɪt/	/stet/	Omit /ɪ/ sound
Table	/ˈteɪbl/	/tebl/	Omit /ɪ/ sound
United	/juˌnaɪtɪd/	/junɪtɪd/	Omit /ɑ/ sound

(Source: The utterances of 2nd Semester Students of English Teaching Learning Program at IAIN Madura)

From the table, vowel sound /ʊ/ is omitted in the pronunciation of the word 'about', which should be pronounced as /əˈbaʊt/ instead of /əˈbɑːt/. The word 'Here' was interfered in two ways, namely by omitting /ə/ sound so that the pronunciation became /hɜːr/ and omitting /ɪ/ sound which make it pronounced as /hiːr/ while the correct pronunciation is /hɪə(r)/. On the word 'nose', there is omission of /ə/, students pronounced it with /nʊz/ whereas it should be pronounced as /nəʊz/. The data also shows that phonological interference of Madurese toward English is found in the omission of /e/, such as 'Make' /meɪk/, 'Name' /neɪm/ and 'Same' /seɪm/. However, the interference makes students pronounce these words as /miːk/, /nɪm/ and /sɪm/. Moreover, there are omission of the vowel sound /ɪ/ in the words 'Classmate', 'Dining', 'Name', 'Nasal', 'Place', 'Plane', 'State' and 'Table'.

In addition to the omission in vowel sounds, there is also the omission in consonant sounds, such as the omission of consonant sound

/ʧ/ in the word 'Question'. Hence, it was pronounced as /kwesən/ while the correct pronunciation is /ˈkwesʧən/. Then the omission of /k/ sound in 'Drink' and 'Funk'. Therefore, the words that should be pronounced as /drɪŋk/ and /fʌŋk/ is affected by interference then was pronounced as /drɪŋ/ and /fʌŋ/. The word 'First' was pronounced as /fɜːs/ while according to Oxford Advanced Learner's Dictionary, the correct pronunciation is /fɜːst/. 'Important' was pronounced as /iːmpɔːrtn/ while the correct one is /ɪmˈpɔːtnt/. And the word 'Parent' was pronounced as /peərən/ but the correct pronunciation is /ˈpeərənt/. Besides that, there is also omission of consonant sound /d/ in the words 'Friend' and 'Kind'. The students pronounced it with /fren/ and /kaɪn/ while the correct pronunciation should be /frend/ and /kaɪnd/. In the word 'Next', there is omission of /s/ and /t/ sound, make it pronounced as /nek/ instead of /nekst/. The data indicates that students tend to omit the end of sound in the English consonant cluster. It happened because there is no final consonant cluster in the phonological system of Madurese language.

c. Sound Replacement

Sound replacement takes place when there is a change of one or more elements which is not needed and violates the rules. It is characterized by the use of the wrong element in that word. It seems that this form of interference is often found in the student utterances. The phonological interference of sound replacement is summarized in the following table. **(See on Appendix 6)**

Table 4.3 Form of Sound Replacement

Word	Standard Phonetic	Students' Pronunciation	Description
Able	/ˈeɪbl/	/ʌbl/	Replaced /eɪ/ to /ʌ/
Also	/ˈɔːləʊ/	/ʌlsə/	Replaced /ɔː/ to /ʌ/ Replaced /əʊ/ to /ɔ/
An	/æn/	/en/	Replaced /æ/ to /e/
As	/əz/	/əs/	Replaced /ʒ/ to /s/
Beach	/biːʧ/	/bɪʧ/	Replaced /iː/ to /ɪ/
Breath	/breθ/	/bred/	Replaced /θ/ to /d/
Cavity	/ˈkævəti/	/kʌfɪti/	Replaced /æ/ to /ʌ/ Replaced /v/ to /f/ Replaced /ə/ to /ɪ/
Enjoy	/ɪnˈʤɔɪ/	/enjɔɪ/	Replaced /ɪ/ to /e/ Replaced /ʤ/ to /j/
Friendship	/ˈfrenʃɪp/	/frɪndsɪp/	Replaced /e/ to /ɪ/ Replaced /ʃ/ to /s/
Give	/gɪv/	/gɪf/	Replaced /v/ to /f/
Improving	/ɪmˈpruːvɪŋ/	/ɪmprɔːfɪŋ/	Replaced /uː/ to /ɔː/ Replaced /v/ to /f/
Introduction	/ˌɪntrəˈdʌkʃn/	/ɪntrɔːdʌʔsn/	Replaced /ə/ to /ɔː/ Replaced /k/ to /ʔ/ Replaced /ʃ/ to /s/
Lateral	/ˈlætərəl/	/letərʌl/	Replaced /æ/ to /e/ Replaced /ə/ to /ʌ/
Love	/lʌv/	/lɔːf/	Replaced /ʌ/ to /ɔː/ Replaced /v/ to /f/
Mother	/ˈmʌðə(r)/	/mʌdər/	Replaced /ð/ to /d/
Night	/naɪt/	/naɪg/	Replaced /t/ to /g/
Old	/əʊld/	/ɔːld/	Replaced /əʊ/ to /ɔː/
Please	/pliːz/	/pliːs/	Replaced /z/ to /s/
Session	/ˈseʃn/	/sesn/	Replaced /ʃ/ to /s/
Three	/θriː/	/triː/	Replaced /θ/ to /t/
Usual	/ˈjuːʒuəl/	/juːsuəl/	Replaced /v/ to /f/ Replaced /ʒ/ to /s/
Voice	/vɔɪs/	/fɔɪs/	Replaced /v/ to /f/
Way	/weɪ/	/waɪ/	Replaced /eɪ/ to /ɑɪ/
Word	/wɜːd/	/wɔrd/	Replaced /ɜː/ to /ɔ/
Young	/ˈjʌŋ/	/jɔːŋ/	Replaced /ʌ/ to /ɔ/

| Youngest | /ˈjʌŋgɪst/ | /jʌŋəs/ | Replaced /ɪ/ to /ə/ |

(Source: The utterances of 2nd Semester Students of English Teaching Learning Program at IAIN Madura)

This form of interference is found a lot in the utterances of 2nd semester students of English Teaching Learning and Program at IAIN Madura. They make variations of replacement in producing one kind of English sound. Such as, the word 'An' is pronounced as /en/ by the students whereas the correct pronunciation is /æn/. They replaced the vowel sound /æ/ to /e/. The replacement of /æ/ to /e/ also found in the pronunciation of 'Can'. Students pronounced it as /ken/ which it should be pronounced as /kæn/. And another interference of /æ/ to /e/ sound was found in the pronunciation of the word 'Graduation'. According to Oxford Advanced Learner's Dictionary, that word shoud be pronunced as /ˈgrædʒuˈeɪʃn/ but the students pronounced it as /greduˈeɪsn/. In addition to these words being interfered, the interference can be found in the pronunciation of English words 'Cab', 'Lateral', 'Palate', 'Passage', 'That' and 'Transcription'. Another case was found in the pronunciation of 'Affricate'. The correct pronunciation is /ˈæfrɪkət/ but they pronounced it incorrectly as /ʌfrɪket/. It shows that /æ/ sound is being interfered by /ʌ/ sound. Another example is found in the pronunciation of the word 'Cavity'. They pronounced it as /kʌfɪti/ while according to Oxford Advanced Learner's Dictionary, that word should be pronounced as /ˈkævəti/. The same condition is also found in the pronunciation of the word 'Alveolar', 'Characteristic', 'Family', 'Graduated', 'Japan', 'Jacket',

and 'Lateral'. These examples show that students are incorrect in pronouncing /æ/ sound then replace it with /e/ or /ʌ/ sound. This occurred due to the absence of that kind of sound in their phonological system. Consequently, there is replacement of /e/ and /ʌ/ sounds when they have to produce /æ/ sound.

Furthermore, they also made many variations in the pronunciation of other English vowels sound. Like in the producing of /ə/ sound in the word 'Agenda'. It should be pronounced as /əˈdʒendə/ but they pronounced it as /ʌgendʌ/. There is replacement of /ə/ into /ʌ/ sound. In another case, was found the replacement of /ə/ to /u/ sound. Therefore, there is phonological interference in the pronunciation of /dɪˈpɑːʧə(r)/ to /depɑːrtur/ in the word 'Departure'. Besides that, there is replacement of /ə/ to /ɔ/ in the pronunciation of the word 'Junior'. Hence, the students pronounced it as /juːniɔr/ while the correct pronunciation is /ˈdʒuːniə(r)/. From that examples show that students made various kind of replacement to produce /ə/ sound.

Other findings are interference in producing /ɪ/ sound. The researcher also found variation in producing /ɪ/ sound while pronouncing English word made by 2nd semester students of English Teaching Learning Program at IAIN Madura. For example, in pronouncing the word 'Busy', students pronounced it as /buːsi/ while the correct one is /ˈbɪzi/. There is replacement of the /ɪ/ to /uː/ sound. Besides that, in pronouncing the word 'College', the students replaced the sound of /ɪ/ to /e/. As a result,

students pronounced that word as /kɒledʒ/ whereas the pronunciation should be /ˈkɒlɪdʒ/. Based on these examples, it indicates that students tend to pronounce an utterance according to the written form of an English word. they do not heed the English phonological system.

Other than that, there is also a replacement of double vowel (diphthongs) into single vowels (monophthongs) called monophthongization. Monophthongization can be found in a replacement of double vowel /eɪ/ into single vowel /ʌ/ in the pronounciation of the words 'Able', 'Favourite' and 'Graduated'. The students pronounced it as /ʌbl/ instead of /ˈeɪbl/; /fʌfɔrɪt/ instead of /ˈfeɪvərɪt/; and /grʌduʌted/ instead of /ˈgrædʒueɪtɪd/. Moreover, there also monophthongization of /aʊ/ to /ɔ:/ in the word 'About'. Because of it, they pronounced it as /əˈbɔ:t/ instead of /əˈbaʊt/. Same as before, there is a replacement of /aɪ/ to /e/ in the pronunciation of the word 'Housewife' and 'Nice'. They pronounced it as /hɔʊswef/ instead of /ˈhaʊswaɪf/ and /nes/ instead of /naɪs/. And replacement of /əʊ/ to /ɔ/ is found in the pronunciation of some English words, such as 'Also', 'Go', 'Old', 'Photo' and 'Plosive'. The correct pronunciation of that words according to Oxford Advanced Learner's Dictionary are /ˈɔ:ləʊ/, /gəʊ/, /əʊld/, /ˈfəʊtəʊ/ and /ˈpləʊsɪv/. But the pronunciation of the students are /ʌlsə/, /gɔ:/, /ɔ:ld/, /fɔ:tə/ and /plɔ:si:f/. In addition, there is also a process of replacement a single vowel into a double vowel (diphthongs) which is called diphthongization. As in the replacement of single vowel /ɒ/ to double vowel /aʊ/ in the pronunciation

of the word 'Because'. That word should be pronounced as /bɪˈkɒz/ but it was pronounced as /bɪˈkaʊs/ by the students. And another case is in the pronunciation of 'Blood', the students pronounced it as /blɔʊd/ while the correct pronunciation is /blʌd/. There is replacement of /ʌ/ to /ɔʊ/ in their pronunciation. Besides that, there is also monophthongization and diphthongization occurred simultaneously in the pronounciation of a word. It is found in the pronunciation of the word 'Mountain'. The students pronounced it as /mɔːnteɪn/ whereas the correct pronunciation is /ˈmaʊntən/. Based on their pronunciation there are replacement of diphthong /aʊ/ to monophthong /ɔː/ and replacement of monophthong /ə/ to diphthong /eɪ/. That replacement made by the students in pronouncing these English words not in accordance with the standard pronunciation according to Oxford Advanced Learner's Dictionary.

In this research was found the consonant sound replacement of /ð/ to /d/ sound, for example in the word 'Brother', 'Mother', 'Father' and 'Weather'. These words are pronounced as /brʌdər/, /fɑːdər/, /mʌdər/ and /wedər/ by the students. Meanwhile, based on the standard pronunciation in the Oxford Advanced Learner's Dictionary, these words should be pronounced as /ˈbrʌðə(r)/, /ˈfɑːðə(r)/, /ˈmʌðə(r)/ and /ˈweðə(r)/.

In addition, there was replacement of /dʒ/ into /j/ sound in 'Join' and 'Region', that sound replacement made /dʒɔɪn/ was pronounced as /jɔɪn/ and /ˈriːdʒən/ was pronounced as /rejɪɔn/. However, the researcher also found the consonant sound /dʒ/ is replaced by /g/ sound in some English words.

For examples, in the pronunciation of 'Agenda' and 'Passage'. The correct pronunciation of that words should be /əˈdʒendə/ and /ˈpæsɪdʒ/ but that sound replacement make it pronunced as /ʌgendʌ/ and /peseɪg/. And there is also replacement of /dʒ/ into /d/ sound as found in the pronunciation of the words 'Graduated' and 'Producing'. The students pronounced it as /grʌduʌted/ and /prɔːduːsɪŋ/ whereas the correct pronunciation are /ˈgrædʒueɪtɪd/ and /prəˈdʒuːsɪŋ/.

Besides that, they may replace /ʃ/ with /s/ in some English word. The word 'Combination' was pronounced as /kɒmbɪˈnesn/, whereas the correct pronounciation is /ˌkɒmbɪˈneɪʃn/. And 'Definition' was pronounced as /defɪnɪsn/ while the correct one is /ˌdefɪˈnɪʃn/. Another example is the word 'Session', it was pronounced as /sesn/ instead of /ˈseʃn/ by the students.

Other finding is replacement of /tʃ/ sound in the words 'Teacher', 'Watching' and 'Chin'. According to Oxford Advanced Learner's Dictionary, these words should be pronounced as /ˈtiːtʃə(r)/, /wɒtʃɪŋ/ and /tʃɪn/. However, they pronounced it as /tiːc̠ər/, /wʌcɪŋ/ and /c̠ɪn/. This interference occures due to the replacement of /tʃ/ to /c/ sound/. Furthermore, the students also replaced /tʃ/ with /t/ like in the word 'Departure'. According to Oxford Advanced Learner's Dictionary, it should be pronouced as /dɪˈpɑːtʃə(r)/ instead of /depɑːrtur/.

Other findings, 'Improving' was pronounced as /ɪmprɔːfɪŋ/ while the correct pronunciation is /ɪmˈpruːvɪŋ/. The pronunciation of the word 'Of' should be /ɒv/ but they pronounced it as /ɔːf/. The word 'View' was

pronounced as /fjuː/ while the correct pronunciation is /vjuː/. Then, the word 'Voice' was pronounced as /fɔɪs/ while the correct one is /vɔɪs/. From that example, it shows that students tend to pronounce the English consonant /v/ by /f/ sound.

Another finding is the replacement of consonant sound /ɵ/ into /t/. This interference occurred in the pronunciation of 'Breath', 'Mouth' and 'Three'. The students pronounced it as /bret/, /maʊt/ and /triː/ whereas the correct pronunciation of that words are /breɵ/, /maʊɵ/ and /ɵriː/. And also found replacement of consonant sound /ʒ/ into /s/. It can be found in the pronunciation of the words 'Usual' and 'Vision'. According to Oxford Advanced Learner's Dictionary, that words should be pronounced as /ˈjuːʒuəl/ and /vɪʒn/ but the students pronounciation is /juːsuəl/ and /fɪsn/. Then, replacement of /z/ into /s/ sound is found in some English words spoken by the students. For example in the pronunciation of 'Please', 'Always', 'Present' and 'Reason'. The students tend pronounced it as /pliːs/ instead of /pliːz/; /ʌlweɪs/ instead of /ˈɔːlweɪz/; /presn/ instead of /ˈpreznt/; and /ˈriːsn/ instead of /ˈriːzn/.

d. Sound Combination

This form of interference is characterized by the addition, omission and/or replacement of sound that occur in the pronunciation of a word. Some forms of sound combination interference will be presented in the following table.

Table 4.4 Form of Sound Combination

Word	Standard Phonetic	Students' Pronunciation	Description
Address	/əˈdrɛs	/ʌddrɛs/	Geminate /d/ Replaced /ə/ to /ʌ/
And	/ænd/	/en/	Omit /d/ Replaced /æ/ to /e/
Arrived	/əˈraɪvd/	/arrɪfɜːd/	Geminate /r/ Add /ɜː/ Replaced /ə/ to /ɑ/ Replaced /v/ to /f/
Build	/bɪld/	/buɪl/	Add /u/ Omit /d/
Completely	/kəmˈpliːtli/	/kɔːmˈpletəli/	Add /ə/ Replaced /ə/ to /ɔː/ Replaced /iː/ to /e/
Difference	/ˈdɪfrəns/	/ˈdiːfərən/	Add /ə/ Omit /s/ Replaced /ɪ/ to /iː/
Glottal	/ˈglɒtl/	/glɔtal/	Add /ɑ/ Replaced /ɒ/ to /ɔ/
Grown	/grəʊn/	/graʊən/	Add /ə/ Replaced /əʊ/ to /aʊ/
Imagine	/ɪˈmædʒɪn /	/ɪmmejɪn/	Geminate /m/ Replaced /æ/ to /e/ Replaced /dʒ/ to /j/
Important	/ɪmˈpɔːtnt/	/iːmpɔːrtn	Omit /t/ Replaced /ɪ/ to /iː/
Ladies	/ˈleɪdiz/	/ledis/	Omit /ɪ/ Replaced /z/ to /s/
Naughty	/nɔːti/	/naʊgti/	Add /g/ Replaced /ɔː/ to /aʊ/
Pronunciation	/prəˌnʌnsiˈeɪʃn/	/prɔnɔnsesn/	Omit /eɪ/ Replaced /ə/ to /ɔ/ Replaced /ʌ/ to /ɔ/ Replaced /ʃ/ to /s/
Spend	/spend/	/səppen/	Geminate /p/ Add /ə/ Omit /d/
Sounds	/saʊnd/	/sɔːn/	Omit /d/ Replaced /aʊ/ to /ɔː/
Thank	/ˈθæŋk/	/teŋ/	Omit /k/

			Replaced /ə/ to /t/ Replaced /æ/ to /e/
Village	/ˈvɪlɪdʒ/	/fɪlledʒ/	Geminate /l/ Replaced /v/ to /f/ Replaced /ɪ/ to /e/
Wonderful	/ˈwʌndəfl/	/wɔndərfuːl/	Add /uː/ Replaced /ʌ/ to /ɔ/

(Source: The utterances of 2nd Semester Students of English Teaching Learning Program at IAIN Madura)

Based on the findings that the researcher obtained, students mispronounced the word 'Address'. In the pronunciation of that word there is a form of interference with addition and replacement of sound. The students pronounced it as /ʌddres/ while the correct pronunciation according to Oxford Advanced Learner's Dictionary is /əˈdres/. In the students' pronunciation, there is gemination of /d/ sound and replacement of vowel sound /ə/ into /ʌ/. The same case occurred in the pronunciation of 'Glottal'. The students pronounced it as /glɔtʌl/ instead of /ˈglɒtl/. It was found that there is addition of vowel /ʌ/ and replacement of vowel sound /ɒ/ to /ɔ/.

Another case lies in the way they pronounced the word 'Build'. The correct pronunciation is /bɪld/ but the students tend to pronounce it as /buɪl/. The forms of interference that occurred in their pronunciation are addition of vowel sound /u/ and omission of consonant sound /d/. The combination of sound addition and sound omission also found in the pronunciation of the word 'Spend'. The students pronounced it as /səppen/ instead of /spend/. The forms of interference that occurred in their

pronunciation are gemination of /p/ sound, addition of /ə/ sound and omission of /d/ sound.

The next form of sound combination interference is combination of sound omission and sound replacement. This form of interference can be found in the pronunciation of the word 'Ladies'. The students' pronunciation is /ledis/ while the correct pronunciation of that word is /ˈleɪdiz/. In pronouncing that word, the students omitted the vowel sound /ɪ/ and replaced the consonant sound /z/ with /s/. The similar sound combination interference occurred in the word 'Perfect'. According to Oxford Advanced Learner's Dictionary, the pronunciation of that word should be /ˈpɜːfɪkt/ but the students tend to pronounce it as /pɜːrfek/. In the students' pronunciation, there is omission of /t/ sound and replacement of /ɪ/ to /e/.

The next form of interference is a combination of the three. In this sound combination interference, there are forms of addition, omission and replacement of sound that occur in the pronunciation of an English words. For example, in the pronunciation of the word 'Difference'. In pronouncing that word, the students made addition of vowel sound /ə/, omission of consonant sound /s/ and replacement of /ɪ/ to /iː/ sound. Therefore, the students pronounced it as /ˈdiːfərən/ whereas the correct pronunciation is /ˈdɪfrəns/. Another example is the word 'Honest', the students pronunciation is /hʌnəs/ while the correct pronunciation is /ˈɒnɪst/. The interference occurred in their pronunciation are addition of

consonant sound /h/, omission of /t/ sound, replacement of /ɒ/ to /ʌ/ and replacement of /ɪ/ to /ə/.

2. The types of Madurese phonological interference toward English uttered by 2nd semester students of English Teaching Learning Program at IAIN Madura

After analyzing the forms of phonological interference that occurred in the utterance of 2nd semester students of English Teaching Learning Program at IAIN Madura, then the researcher analyzed and classified the data into several types of phonological interference. Here the researcher will analyze and classify the data that the researcher has obtained into four types of phonological interference based on the characteristics that have been divided by Weinreich. Weinreich classified four types of phonological interference, namely: under-differentiation of phonemes, over-differentiation of phonemes, reinterpretation of distinctions, and actual phone substitution. **(See on Appendix 7)**

a. Under-differentiation of phonemes

Table 4.5 Under-differentiation of phonemes

Word	Standard Phonetic	Students' Pronunciation	Description
Breath	/breθ/	/bret/	/θ/ is interfered by /t/
Characteristic	/ˌkærəktəˈrɪstɪk/	/kʌrʌktərɪstɪk/	/æ/ is interfered by /ʌ/
Chin	/ʧɪn/	/cɪn/	/ʧ/ is interfered by /c/
Enjoy	/ɪnˈʤɔɪ/	/enjɔɪ/	/ʤ/ is interfered by /j/
Jacket	/ˈʤækɪt/	/jʌket/	/ʤ/ is interfered by /j/; /æ/ is interfered by /ʌ/
Join	/ʤɔɪn/	/jɔɪn/	/ʤ/ is interfered by /j/

Palate	/ˈpælət/	/pelet/	/æ/ is interfered by /e/
Teacher	/ˈtiːtʃə(r)/	/tiːcər/	/tʃ/ is interfered by /c/
That	/ ðæt/	/det/	/ð/ is interfered by /d/; /æ/ is interfered by /e/
Think	/θɪŋk/	/tɪŋ/	/θ/ is interfered by /t/
Togetherness	/təˈgeðənəs/	/tugedərniːs/	/ð/ is interfered by /d/
Transcription	/trænˈskrɪpʃn/	/trenskrepsn/	/æ/ is interfered by /e/
Vision	/vɪʒn/	/fɪsn/	/ʒ/ is interfered by /s/
Vocabularies	/vəˈkæbjələriz/	/fɔkebuləris/	/æ/ is interfered by /e/
Watching	/wɒtʃɪŋ/	/wʌcɪŋ/	/tʃ/ is interfered by /c/
Weather	/ˈweðə(r)/	/wedər/	/ð/ is interfered by /d/

(Source: The utterances of 2nd Semester Students of English Teaching Learning Program at IAIN Madura)

The table above represents some examples of under- differentiation of phonemes that occurred in the utterance of the students. This type of interference occurs when there are different sounds of identical phonemes in the target language which are not distinguished in the source language. Based on the data, the students tend to pronounce the consonant sound /dʒ/ as /j/. We can find it in the pronunciation of words 'Enjoy', 'Imagine', 'Jacket', 'Japan', 'Join', 'Journey', 'Junior', 'Just' and 'Region'.

Another case is the pronunciation of /θ/ sound. The students tend to pronounce it as /t/ instead of /θ/. This interference can be found in the

pronunciation of the words 'Breath', 'Mouth', 'Thank', 'Theme', 'Think', 'Three', 'Through' and 'With'. In addition, students tend to pronounce consonant sound /ð/ as /d/. This interference can be found in the pronunciation of the words 'Another', 'Brother', 'Father', 'Mother', 'Other', 'That', 'Togetherness' and 'Weather'.

Other findings, the students tend to pronounce consonant sound /ʧ/ as /c/. We can find it in the pronunciation of words 'Chin', 'Teacher' and 'Watching'. Furthermore, the students tend to pronounce /ʒ/ as /s/ in the pronunciation of the words 'Usual' and 'Vision'. Besides that the students also pronounced /ʒ/ as /z/ as we found in the pronunciation of the word 'Usually'. It should be pronounced as /ˈjuːʒuəli/ but they pronounced it as /ˈjuːzəlli/.

Then, the students tend to pronounce vowel sound /æ/ as /ʌ/. This interference can be found in the pronunciation of the words 'Affricate', 'Alveolar', 'Cafe', 'Cavity', 'Characteristic', 'Family', 'Graduated', 'Jacket', 'Japan', 'Narrow'. In addition to pronouncing the vowel sound /æ/ as /ʌ/, the students also pronounce /æ/ as /e/. We can find it in the pronunciation of the words 'An', 'And', 'Cab', 'Can', 'Graduation', 'Happy', 'Imagine', 'Lateral', 'Lecturer', 'Palate', 'Passage', 'Thank', 'Transcription ', 'Traveling', 'Vocabularies'.

Furthermore, the students tend to pronounce the vowel sound /ɒ/ as /ɔ/. This interference can be found in the pronunciation of the words 'Because'. 'Consonant', 'Honorable', 'Involved', 'Not', 'Stop' and so on. The

last, the students tend to pronounce /ʃ/ as /s/. As found as in the pronunciation of the words 'Combination', 'Definition', 'Friendship', 'Graduation', 'Session' 'Vocational' and so forth.

In those cases, the interference occurred because students do not recognize these sounds (/ʤ/, /ɵ/, /ð/, /ʧ/, /ʒ/, /ʃ/, /ɒ/ and /æ/) in the Madurese phonological system. This condition caused students were inappropriate in producing these sounds so that they produce these sounds using similar sounds in their phonological system.

b. Over-differentiation of phonemes

Table 4.6 Over-differentiation of phonemes

Word	Standard Phonetic	Students' Pronunciation	Description
Introduction	/ˌɪntrəˈdʌkʃn/	/ɪntrɔːdʌʔsn/	/k/ is interfered by /ʔ/
Like	/laɪk/	/leʔ/	/k/ is interfered by /ʔ/
Right	/raɪt/	/raɪʔ/	/t/ is interfered by /ʔ/

(Source: The utterances of 2nd Semester Students of English Teaching Learning Program at IAIN Madura)

Over-differentiation of phonemes interference occurs due to distinction of some sounds in source language used to produce the target language, which is not really needed. Researcher found that there are pronunciation of three English words that experience this type of interference. The researcher found that the students used /ʔ/ sound to produce /t/ sound in pronouncing English word 'Right'. The students' pronunciation is /raɪʔ/ while the correct pronunciation according to Oxford

Advanced Leraner's Dictionary is /raɪt/. Moreover, the students also used /ʔ/ sound to produce the consonant sound /k/. As researcher found in the pronunciation of the words 'Introduction' and 'Like'. The students pronounced it as /ɪntrɔ:dʌʔsn/ and /leʔ/ while the correct pronunciation is /ˌɪntrəˈdʌkʃn/ and /laɪk/.

c. Reinterpretation of distinctions

Table 4.7 Reinterpretation of distinctions

Word	Standard Phonetic	Students' Pronunciation	Description
Address	/əˈdres/	/ʌddres/	Different interpretation of geminate sound /dd/
Applause	/əˈplɔz/	/ɒpplɔs/	Different interpretation of geminate sound /pp/
Approximant	/əˈprɒksɪmənt/	/ʌpprɒksɪmən/	Different interpretation of geminate sound /pp/
Arrived	/əˈraɪvd/	/ʌrrɪfɜ:d/	Different interpretation of geminate sound /rr/
Assignment	/əˈsaɪnmənt/	/əssaɪnmənt/	Different interpretation of geminate sound /ss/
Finally	/faɪnəli/	/fɪnɑlli/	Different interpretation of geminate sound /ll/
Hobby	/ˈhɒbi/	/hɔ:bbi/	Different interpretation of geminate sound /bb/
Occur	/əˈkɜ:(r)/	/ɔkkjʊr/	Different interpretation of geminate sound /kk/

| Narrow | /ˈnærəʊ/ | /nʌrrəʊ/ | Different interpretation of geminate sound /rr/ |
| Syllabic | /sɪˈlæbɪk/ | /sɪllʌbɪk/ | Different interpretation of geminate sound /ll/ |

(Souce: The utterances of 2nd Semester Students of English Teaching Learning Program at IAIN Madura)

Another type of interference found in the students' utterance is reinterpretation of distinctions. This type of interference occurs because students mispronounce English words that contain of geminate sounds. In which, they have different interpretations in pronouncing the geminate sounds because of the different language system. Such as, 'Address'/əˈdres/, 'Happy' /ˈhæpi/ , 'Tomorrow' /təˈmɒrəʊ/ and 'Village' /ˈvɪlɪdʒ/. However, Madurese has gemination so that the students will instinctively pronounced these words by doubling or geminating the sound. As can be seen on the table, they pronounced it as /ʌddres/, /heppi/, /tumɔrrəʊ/ and /fɪlledʒ/. Their interpretation about geminate sound leads to interference because of it their pronunciation was inappropriate from the standard rules of correct pronunciation of English.

d. Actual phone substitution

Table 4.8 Actual phone substitution

Word	Standard Phonetic	Students' Pronunciation	Description
Beach	/biːʧ/	/bɪʧ/	/iː/ is interfered by /ɪ/
English	/ˈɪŋglɪʃ/	/eŋlɪs/	English /ŋ/ is interfered by Madurese /ŋ/
Example	/ɪgˈzɑːmpl/	/eksempl/	/z/ is interfered by /s/

Give	/gɪv/	/gɪf/	/v/ is interfered by /f/
Is	/ɪz/	/ɪs/	/z/ is interfered by /s/
Language	/ˈlæŋgwɪdʒ/	/ˈleŋwɪj/	English /ŋ/ is interfered by Madurese /ŋ/
Live	/lɪv/	/liːv/	/ɪ/ is interfered by /iː/
Love	/lʌv/	/lɔːf/	/v/ is interfered by /f/
Museum	/mjuˈziːəm/	/musɪum/	/z/ is interfered by /s/; /iː/ is interfered by /ɪ/
Present	/ˈpreznt/	/presn/	/z/ is interfered by /s/
Private	/ˈpraɪvət/	/prɪfət/	/v/ is interfered by /f/
Sit	/sɪt/	/siːt/	/ɪ/ is interfered by /iː/
View	/vjuː/	/fjuː/	/v/ is interfered by /f/
Younger	/ˈjʌŋgə(r)/	/jɔːŋər/	English /ŋ/ is interfered by Madurese /ŋ/

(Source: The utterances of 2nd Semester Students of English Teaching Learning Program at IAIN Madura)

The other type found on their utterance is actual phone substitution. Actual phone substitution occurs when there are two sounds of two languages considered alike by bilingual, but the fact they are pronounced differently. Based on the data, the students tend to pronounce consonant sound /z/ as /s/. This is often found in producing the final consonant sound /z/. This occurred because in Madurese the final sound /z/ does not exist. Therefore, it is possible for students to have difficulty in pronouncing the final consonant sound /z/ so that students tend to produce the sound /s/. We can find it in the pronunciation of the words 'Always', 'As', 'Because', 'Is', 'Ladies', etc. In addition, most words in Madurese that have consonant /z/ come from loanwords. So that the sound is usually replaced with a similar sound with it, namely the consonant sound /s/. As found in

the pronunciation of the word 'Business', 'Closed', 'Nasal', 'Presentation', 'Present', etc.

Besides that, there is interference in pronouncing consonant sound /v/. The students tend to pronounce it as consonant sound /f/ to produce that sound. It can be seen in the pronunciation of the words 'Believe', 'Cavity', 'Event', 'Five', 'Love', 'Plosive', 'View', 'Vocational', 'Vocabularies', etc. The students interfered /v/ as /f/ sound because consonant sound /v/ does not exist in the Madurese phonological system.

Another finding, in the pronunciation of consonant sound /ŋ/. As found as in the pronunciation of 'English'/ˈɪŋglɪʃ/, 'Language' /ˈlæŋgwɪdʒ/, 'Younger' /ˈjʌŋgə(r)/ and 'Youngest' /ˈjʌŋgɪst/. They tend to pronounce these words as /eŋlɪs/, /ˈleŋwɪj/, /jɔːŋər/ and /jʌŋəs/. They omit the /g/ sound which should be pronounce after the sound /ŋ/.

Furthermore, the students may mispronounce the vowel sound /ɪ/ as /iː/, vice versa. The using of vowel sound /iː/ to pronounce /ɪ/ can be found in the pronunciation of the words 'City', 'Difference', 'Important', 'Live', 'Phrases', 'Plosive', 'Sit' and 'Tourist'. Whereas, the using of /ɪ/ to pronounce /iː/ was found in the pronunciation of the words 'Beach' and 'Museum'. The pronunciation of the vowel sound /ɪ/ and /iː/ are differ in the English phonology and it is really important.

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

To find out the factors that cause interference in the pronunciation of 2nd semester students of English Teaching Learning Program at IAIN Madura, the researcher asked several question to some students. These questions will show what factors influence the occurrence of Madurese phonological interference in their English pronunciation.

One of the factors that cause their phonological interference is the students multilingualism background. To ensure, the researcher asked the students some questions to ensure that this is one of the factors causing interference in the students' utterances. The first question is 'Are you Madurese?' and the second question is 'Do you speak Madurese in your daily communication?' Based on the result of interviews, the 2nd semester students of English Teaching Learning Program at IAIN Madura are Madurese and they speak Madurese. It shows that Madurese is one of the language they use. Besides that, the fact that they are students of English Teaching Learning Program at IAIN Madura, it shows that they are English language learners. However, they even start learning English before they go to college. The researcher aksed a question related to when exactly they start learning English, the questions is 'When do you start learning English?' Based on the results of the interviews, there were variations of answers regarding to when they started learning English. Here are some student answers from interviews.

"Since there was English subject while I was in Elememtary School."[1]

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[1] Respondent 8, 2nd Semester Student of English Teaching Learning Program at IAIN Madura, Interview by Whatsapp (April 8, 2022)

"I start learning English when I was in junior high school."[2]

"I have studied English since elementary school. But I really studied English deeply since I was in university."[3]

From several interviews, some students began to study English since they were in elementary school, junior high school and also at university level. Thus, English is of one the language they learn and use.

The second factor that influence the students phonological interference is the intensity of using English. To make sure, the researcher asked two questions that indicated these factors were the cause of the interference. The first question is 'Do you speak Madurese in your daily communication?' All respondents stated that they use Madurese to communicate. This is reinforced by one of the following citation from interview, "Of course, I speak Madurese because my parent and also my friends speak using Madurese."[4] The other student also gave a similar answer that, "Yes, I speak Madurese every day."[5]

The second question that the researcher asked the students was 'When do you usually speak English?' Here are some citation from the students answers based on the interviews.

"I usually speak English in school and University."[6]

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[2] Respondent 1, 2nd Semester Student of English Teaching Learning Program at IAIN Madura, Interview by Whatsapp (April 8, 2022)

[3] Respondent 11, 2nd Semester Student of English Teaching Learning Program at IAIN Madura, Interview by Whatsapp (April 9, 2022)

[4] Respondent 8, 2nd Semester Student of English Teaching Learning Program at IAIN Madura, Interview by Whatsapp (April 8, 2022)

[5] Respondent 2, 2nd Semester Student of English Teaching Learning Program at IAIN Madura, Interview by Whatsapp (April 8, 2022)

[6] Respondent 2, 2nd Semester Student of English Teaching Learning Program at IAIN Madura, Interview by Whatsapp (April 8, 2022)

"I speak English usually if I am told to use English to speak because I am the originally from Madura. So, I use English only to talk to people who understand like on campus with lecturer."[7]

"Actually depend on the mood, but most often there is an assignment from the lecturer."[8]

"I seldom speak English. I use English when my lecturer ask me or when I make video for my assignment."[9]

Based on their answers, it shows that they rarely use English as their daily language. They only speak English more often in formal setting, namely during the teaching and learning process both at school and at university. And they use English only when there is an assignment given by the lecturer that requires them to speak by English. Based on the answers to the two questions asked by the researchers, it was shown that the second semester students rarely used English. They are more dominant in using the Madurese language as a language to support their daily communication.

Another factor that causes phonological interference is disloyalty on target language. Students' disobedience to the target language occurs in several ways such as produce inappropriate sound and neglect of English rules. For instance, the students are not able to produce some sounds in the target language correctly such as /ʤ/, /ɵ/, /ð/, /ʧ/, /ʒ/, /æ/, /ʃ/, /ɒ/ and /v/ sound. Based

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[7] Respondent 4, 2nd Semester Student of English Teaching Learning Program at IAIN Madura, Interview by Whatsapp (April 8, 2022)

[8] Respondent 7, 2nd Semester Student of English Teaching Learning Program at IAIN Madura, Interview by Whatsapp (April 8, 2022)

[9] Respondent 11, 2nd Semester Student of English Teaching Learning Program at IAIN Madura, Interview by Whatsapp (April 9, 2022)

on the data obtained, students mispronounced almost all of the English words which contained these sounds. They will produce these sounds by another sound which sound similar. As a result, interference occurs in the utterance of the 2nd semester students of English Teaching Learning Program because they pronounce it inappropriately.

In addition, students also neglect the rules in English. For example, some words that contain silent letters. The students mispronounced some English words containing silent letters. The students tend to pronounce clearly the sounds that should be silent. For example in the pronunciation of the words 'Almighty', 'Answer', 'Build', 'Honest', 'Honorable', 'Scenery', 'Writing' and 'Wrong'. They should pronounce these word as /ɔːlˈmaɪti/ instead of /ʌlmɪgti/; /ˈɑnsə(r)/ instead of /ˈɑnswər/ or /enswər/; /bɪld/ instead of /buɪl/; /ˈɒnɪst/ instead of /hʌnəs/; /ˈɒnərəbl/ instead of /hɔnɔrebl/; /ˈsiːnəri/ instead of /skenəri/; /ˈraɪtɪŋ/ instead of /wraɪtɪŋ/; and /rɒŋ/ instead of /wrɒŋ/.

In addition, interference also occurred in the pronunciation of the English final consonant cluster. For instance, 'And' /ænd/ was pronounced as /en/; 'Approximant' /əˈprɒksɪmənt/ was pronounced as /ʌpprɒksɪmən/; 'Consonant' /ˈkɒnsənənt/ was pronounced as /kɔːnsɔːnʌn/; 'Drink' /drɪŋk/ was pronounced as /drɪŋ/, 'Month' /mʌnθ/ was pronounced as /mɔːn/; and many more. In pronouncing English words that contain final consonant clusters, students tend to omit the second consonant sound in these word. Which is not in accordance with the standard correct English pronunciation.

Moreover, the students often pronounce words in English following the written form of the word. In other words, they not following the phonological system in English. This can be proven by the results of student interviews regarding their problems in pronouncing English words.

'There are many one of them is in writing that I don't understand it's very difficult for me to pronounce it."[10]

"The writing and the pronounce are different. So, I don't know how to pronounce the word in English correctly."[11]

"My opinion, my problem when I want to say one of voacabulary which seldom I find and that so difficult want to say."[12]

"For me, it's really difficult to pronouncing English word, because the written form is different with the way it should be spoken."[13]

Based on these answers, students have difficulty in pronouncing English vocabulary because the written form is different from the way it is pronounced. Besides that, some of data also showed that students are pronouncing English words based on the written form, as can be seen in some following examples. For instance, in the pronunciation of the words 'Also', 'Alveolar', 'Being', 'Bilabial', 'Dental', 'Dining', 'Graduated', 'Moderator', 'Ticket' and many more. The correct pronunciation of these words are /ˈɔːlsəʊ/,

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[10] Respondent 5, 2nd Semester Student of English Teaching Learning Program at IAIN Madura, Interview by Whatsapp (April 8, 2022)

[11] Respondent 8, 2nd Semester Student of English Teaching Learning Program at IAIN Madura, Interview by Whatsapp (April 8, 2022)

[12] Respondent 9, 2nd Semester Student of English Teaching Learning Program at IAIN Madura, Interview by Whatsapp (April 8, 2022)

[13] Respondent 11, 2nd Semester Student of English Teaching Learning Program at IAIN Madura, Interview by Whatsapp (April 8, 2022)

/ælˈviːələ(r)/, /ˈbiːɪŋ/, /baɪˈleɪbiəl/, /ˈdentl/, /ˈdaɪnɪŋ/, /ˈgrædʒueɪtɪd/, /ˈmɒdərəɪtə(r)/ and /ˈtɪkɪt/. However, the students tend to pronounced these words as /ʌlsɔ/, /ʌlfeɔlʌr/, /bɜːɪŋ/, /bɪlʌbiʌl/, /dentʌl/, /dɪnɪŋ/, /grʌduʌted/, /mɔdərʌtɔːr/ and /tɪʧket/.

Another factor that causes interference is because students tend to carry habits in their mother tongue, in this case the Madurese language habits. This can be found in the pronunciation of words that contain gemination. It was found that several twin consonants in an English word that should be pronounced as a single consonant are actually pronounced by doubling the sound of the consonant. For instance, the pronunciation of the words 'Approximant', 'Arrived', 'Hobby', 'Narrow', 'Pillow' and 'Villa'. These words should be pronounced as /əˈprɒksɪmənt/ instead of /ʌpprɒksɪmən/; /əˈraɪvd/ instead of /ʌrrɪfɜːd/; /ˈhɒbi/ instead of /hɔːbbi/; /ˈnærəʊ/ instead of /nʌrrɔʊ/; /ˈpɪləʊ/ instead of /pɪllɔʊ/; and /ˈvɪlə/ instead of /vɪllʌ/.

In addition, in the data that has been obtained by the researcher, it is also found that the pronunciation of geminate sound occurred in single consonants of an English words. As found as in the pronunciation of the words 'Bilabial', 'Cafe', 'Imagine', 'Opinion', 'School', 'Spend', 'Traveling' and 'Yes'. These word were pronounced as /bəllʌbiel/, /kʌffe/, /ɪmmejɪn/, /ɔppɪnɪjɔːn/, /səkkuːl/, /səppen/, /trevəllɪŋ/ and /ɪjjes/ by the students. However, the correct pronunciation of these words according to Oxford Advanced Learner's Dictionary are /baɪˈleɪbiəl/, /kæfeɪ/, /ɪˈmædʒɪn /, /əˈpɪnjən/, /skuːl/, /spend/, /ˈtrævlɪŋ/ and /jes/. In pronouncing these words, students not only

doubled the consonant sound but also added the vowel sound /e/ or /ɪ/ before the twin sounds, except to the words 'Cafe', 'Imagine' dan 'Opinion'.

B. Discussion

1. The forms of Madurese phonological interference toward English uttered by 2nd semester students of English Teaching Learning Program at IAIN Madura

    After conducting research on the phonological interference of Madurese toward English in the pronunciation of 2nd semester students of English Teaching Learning Program at IAIN Madura, the researcher found several forms of phonological interference in their utterance. The forms of phonological interference found in students' utterance are addition of sound, omission of sound, replacement of sound and also combination of sound. Based on the data that has been collected and analyzed, there are 312 English words that are interfered with a total of 622 forms of interference in the form of sound addition, omission and replacement. This will be shown in the chart below.

Figure 4.1 Amount of Phonological Interference
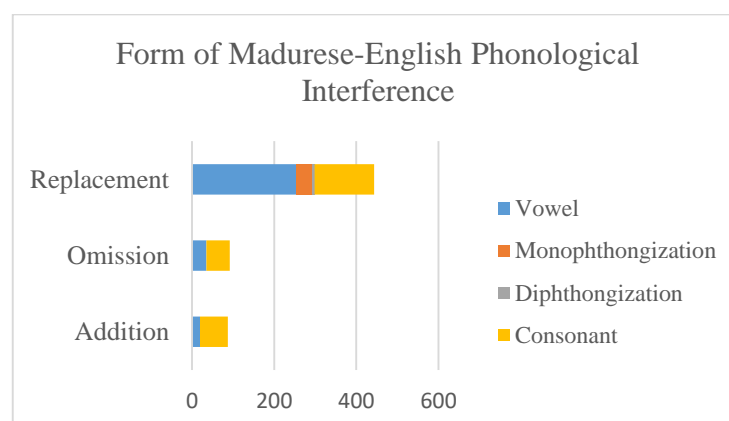
Based on the chart above, there are 92 forms of sound omission, which are divided into 35 omission of vowel sounds and 57 omission of consonant sounds. And there are 87 forms of sound addition, which is divided into 19 addition of vowel sounds and 40 addition of consonant sounds including gemination. Then, the form of interference that frequently occurred in the utterance of 2nd semester students of English Teaching Learning Program at IAIN Madura is sound replacement. The total phonological interference of sound replacement is 443 replacements which is divided into 254 vowel sounds replacement, 38 monophthongization (replacement of diphthong to monophthong), 6 diphthongization (replacement of monophthong to diphthong) and 145 consonant sounds replacement.

Based on the data, almost all the addition of sound made by the students occurred because the students tend to pronounce the English words based on the written form of the word. As found in the pronunciation of word 'Dental'. The correct pronunciation of that word is /ˈdentl/ but the students pronounced it as /dentʌl/. It can be seen that students add /ʌ/ sound which produce incorrect pronunciation. As we know that in English, the written form of a word will be different from the way it is spoken. On the contrary with the Madurese language system where the written form of the word will be the same with the way it is spoken.

Afterwards, it was found on the data that most omission of sound occurred in pronunciation of English diphthong and consonant cluster. As found in the pronunciation of the word 'About'. The correct pronunciation of

that word is /əˈbaʊt/ but the students pronounced it as /əˈbɑːt/. It can be seen that they omitted vowel sound /ʊ/ from the diphthong /aʊ/ to produce that word. This happened because diphthong /aʊ/ doesn't exist in Madurese phonology. In Madurese, there are only 3 types of diphthongs, namely /ay/, /uy/ and /ɔy/. Another finding is found in the pronunciation of the word 'Depend'. The correct pronunciation of that word is /dɪˈpend/. That word contain of final consonant cluster /nd/ but the students tend to omit the second consonant sound in pronouncing that word. It happened because in Madurese phonology, the final consonant clusters don't exist. Consequently, it was pronounced as /dɪpen/ because the students omitted the consonant sound /d/.

The last, according to the data, the most common form of phonological interference is sound replacement. This happened because students may confuse to produce the correct sound. One of the reasons why this occurred in their pronunciation because in English one letter can be interpreted or pronounced differently. For instance, in the pronunciation of the word 'Another'. The correct pronunciation should be /əˈnʌðə(r)/ but the students pronounced it as /ʌnʌdər/. Another example is the word 'Campus', it should be pronounced as /ˈkæmpəs/ instead of /kʌmpus/. Then, the word 'Togetherness' was pronounced as /tugedərniːs/ whereas the correct pronunciation is /təˈgeðənəs/. Based on these three examples, it was found that vowel sound /ə/ is pronounced differently in different word by the students. As can be seen from the examples, vowel sound /ə/ is replaced by /ʌ/ in 'Another', /ə/ is replaced by /u/ in 'Campus' then /ə/ is replaced by /u/ and /iː/ in 'Togetherness'.

The similar case also found not only in vowel replacement but also in consonant replacement. As found in the pronunciation of the word 'Agenda', it should be pronounced as /əˈʤendə/ instead of /ʌgendʌ/. The word 'Region' should be pronounced as /ˈriːʤən/ instead of /rejɪən/. And, the word 'Producing' should be pronounced as /prəˈʤuːsɪŋ/ instead of /prɔːduːsɪŋ/. Based on these three examples, there are some different replacements of the consonant sound /ʤ/. /ʤ/ is replaced by /g/ in 'Agenda', /ʤ/ is replaced by /j/ in 'Region' and /ʤ/ is replaced by /d/ in 'Producing'.

In the following table will be presented the different interpretation of some sounds that were found on the data.

Table 4.9 Different interpretation of sound

Kind of Sound	Interfered as ...
/ə/	/e/, /ʌ/, /ɔ/, /ɒ/, /uː/, /ɪ/, /i/, /eɪ/, /ɪə/
/ɜː/	/ɔ/, /uː/
/e/	/ɪ/, /i/, /ə/
/ʌ/	/ə/, /uː/, /ɜː/, /ɔʊ/
/ɑː/	/e/, /ʌ/, /ɔ/
/ɔ/	/ʌ/, /uː/, /aʊ/
/ɒ/	/ʌ/, /uː/, /aʊ/
/ʊ/	/ɔː/
/uː/	/ɔː/
/ɪ/	/e/, /uː/, /i/, /ə/
/i/	/e/, /ɪ/, /ə/, /eɪ/
/eɪ/	/ʌ/, /aɪ/
/eə/	/ʌ/
/aʊ/	/ɔː/
/aɪ/	/e/, /ə/, /ae/
/əʊ/	/ɔː/, /aʊ/, /ɔʊ/
/əɪ/	/ʌ/
/ʤ/	/d/, /g/, /j/

/ʒ/	/s/, /z/
/ʧ/	/c/, /t/
/f/	/p/
/g/	/j/, /k/
/t/	/d/, /g/, /ʔ/
/n/	/ŋ/
/d/	/t/

Those forms of interference both addition, omission, and replacement on student utterances occurred due to the difference in language systems between the target language and the source language, thus allowing them to transfer one language element to produce another language. As stated by Chaer and Agustina, interference is a phenomenon that occurs due to the use of other language elements in using a language, which is considered an error because it deviates from the principle or rules of the language used.[14] In this case, the difference in the phonological system between Madurese and English resulted in difficulties and mistakes made by students to produce English words.

2. The types of Madurese phonological interference toward English uttered by 2nd semester students of English Teaching Learning Program at IAIN Madura

There are 4 types of phonological interference that have been classified by Weinreich, namely: under-differentiation of phonemes, over-differentiation of phonemes, reinterpretation of distinctions, and actual phone substitution. The four types of phonological interference were found in the utterances of the 2nd semester students of the English Teaching Learning program at IAIN Madura. **(See on Appendix 7)**

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[14] Abdul Chaer and Leonie Agustina, *Sosiolinguitik...*, 120.

First, under-differentiation of phonemes. It was found that the students were confused in distinguishing between sounds /ʤ/ with /j/; /ɵ/ with /t/; /ð/ with /d/; /ʧ/ with /c/; /ʒ/ with /s/ and /z/; /æ/ with /ʌ/ and /e/; /ʃ/ with /s/; and /ɒ/ with /ɔ/. They have trouble in producing these sounds due to these sounds are not recognized in the Madurese phonological system. As a result, the students tend to pronounce these sound by replacing them with another phoneme that sound similar. Nevertheless, these replacements cause interference because in the English phonology these two sounds are distinguished. As stated by Weinreich that under-differentiation of phonemes occurs when two sounds of the secondary system whose counterparts are not distinguished in the primary system are confused.[15]

Second, over-differentiation of phonemes. Based on the theory proposed by Weinreich, 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.[16] In this case, the students use the sounds of their first language to produce the target language. For instance, the use of /ʔ/ sound in several English words uttered by some students. In Madurese phonology, /ʔ/ sound is generally used to produce /k/ sound and usually lies in the end of the word. However, this rule not applicable in English phonological system. As described in the data, there are 3 words that experience this type of interference, such as 'Introduction', 'Like' and 'Right'.

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[15] Weinreich, *Language In Contact...*, 18.
[16] Ibid.

Third, reinterpretation of distinctions. This type of interference often occurred in the pronunciation of geminate sounds. For instance, in the pronunciation of English words 'Assignment', 'Hobby', 'Tomorrow', 'Villa', 'Occur' and so forth. This is in line with Weinreich, this type of interference occurs when the 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.[17] In this case, the students had different understanding of the geminate sound and causing the students to mispronounce some English words. In Madurese itself, there is geminate sound which is one of the characteristics of the Madurese phonological system, while English doesn't have geminate sound. Thereupon, they tend to pronounce some words which contain of twin or double consonant inappropriately. Whereas in English, twin or double consonant is pronounced as normal sound, it is simply pronounce as one short consonant.

Fourth, actual phone substitution. According to Weinreich, actual phone substitution applies to phonemes that are identically defined in two languages but whose normal pronunciation differs.[18] Based on the data that have been collected, students replaced the pronunciation of /z/ with /s/ sound. As found in the pronunciation of the words 'Example', 'Is', 'Phrases', 'Result', 'Using' and many more. This occurred because in the Madurese itself, the words containing the /z/ sound are rarely found and usually comes from

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[17] Ibid.
[18] Ibid., 19.

loanwords from other languages, as a result students tend to pronounce the sound of /z/ as /s/. This is in line with Akhmad Sofyan that most Madurese speakers find difficulty to pronounce the consonant /z/ and replace it with /s/.[19]

Other finding, the pronunciation of /v/ sound, students tend to pronounce it as /f/ sound. As found as, in the pronunciation of the English words 'Beloved', 'Every', 'Five', 'Plosive', 'Souvenir', 'Various', and so on. This occurred as a result because the /v/ sound is not found in the phonology of Madurese. Consequently, the students will pronounce /v/ sound as /f/ because these two phonemes sound almost identical.

The interference of actual phone substitution also occurred in pronunciation of consonant sound /ŋ/. In standard English, if consonant sound /ŋ/ appears in the middle of a word, we must add /g/ after the /ŋ/ sound. However, this rule does not apply to the phonological system of Madurese. Accordingly, they are not precise in pronouncing some English words as in pronunciation of 'English', 'Language', 'Younger' and 'Youngest'.

Another case is found in substitution of the vowel sound /ɪ/ as /iː/ and /iː/ and /ɪ/. In Madurese phonology doesn't really pay attention about long and short vowel, in contrast to the English phonological system. In English phonology, the length and the shortness of the vowel sound is very important, it can affect the meaning of a word. So, it is very important to distinguish between both of them.

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[19] Akhmad Sofyan, *Tata Bahasa...*, 47.

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

      Based on the research, it was found that there were a lot of Madurese phonological interference toward English that occurred in the utterance of the 2nd semester students of English Teaching Learning Program at IAIN Madura. Of course, the influence of their mother tongue or mother language will affect to the mastery of target language. Factors affect on Madurese-English phonological interference toward students pronunciation that are:

a. Students multilingualism background

      As already mentioned by Baker, the phenomenon of language interference can be found in individuals who have the ability to have more than one language (bilingual), where interference is a condition when someone mixes a second language with their native language.[20] The 2nd semester students of English Teaching Learning Program at IAIN Madura have ability in using more than one language namely Madurese and English. Madurese is a language they often used to communicate and English is a language they learnt and used by them even long before they become students of English Teaching Learning Program. It can be concluded that they are bilingual and this is one of the factors causing the Madurese phonological interference on their pronunciation of English. As

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[20] Muhammad Arif Firmansyah, "Interferensi dan Integrasi Bahasa: Kajian Sosiolinguistik" *Paramasastra (Jurnal Ilmiah Bahasa Sastra dan Pembelajarannya, vol. 8, No.* 1 (March 2021), 48.

a bilingual, it is undeniable that there will be interaction and influence between one language into another language. In this case, Madurese as a language well-mastered by the students will affect on the use of English as a language they are being learnt.

b. The intensity in using target language

As language learner, to be better on pronunciation of target language, the students should use that language as frequent as possible. However, most of the 2nd semester students of English Teaching Learning Program at IAIN Madura are using Madurese for their daily language more often. They use English only if it needed as for as to fulfill the assignment and in teaching learning process in class. It shows that they rarely used English while they are communicating. Hence, it is causing phonological interference on their utterances. This is in line with the statement by Suadiyatno that the students tend to use English on formal setting like in class environment and artificial training ground. As consequence, while they are try to communicate by English, they often make some error as well as mistake by transferring their native language rules or structures in their English utterance.[21] So, it is very important to get used to speak by using English in our everyday communication to simply decrease the occurrence of phonological interference in our utterance.

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[21] Taufik Suadiyatno, "The Intereference of Native Language Into English Pronunciation" *Jo-ELT (Journal of English Language Teaching), Vol. 2, No. 1* (2020), 2, DOI: http://dx.doi.org/10.33394/jo-elt.v2i1.2407.

c. Disloyalty to the target language

Another factor, causing the phonological interference is the disloyalty to the target language. According to Weinreich, interference caused by the disloyalty to the use of language occurs because the speaker ignores the rules of the target language by taking elements from the first language.[22] In the process of learning a language, students experience an error in the process of pronouncing the word. This error occurs because the sound system of the language studied is not the same as the first sound system. There are some sounds that are not accepted and difficult to apply in the process of pronouncing the target language. There are several sounds in English phonology that are not found in Madurese phonology, namely /ʤ/, /ɵ/, /ð/, /ʧ/, /ʒ/, /æ/, /ʃ/, /ɒ/ and /v/ sound. As a consequence, in pronouncing the word containing those sounds the students will replace these sounds with another similar sounds.

Besides that, the students made certain error in some English words contain with silent letter. We do not find a rule regarding the silent letter in the Madurese language. Therefore, students make mistakes in producing some English words containing silent letters. Silent letters appear in written form of word indeed, but when we say the word, we can't hear the sound. However, the students tend to pronounce clearly the sounds that should be silent. Consequently, they made inappropriate pronunciation in producing the English words and causing the interference. Interference due

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[22] I Nengah Suandi, *Sosiolinguistik...*, 118.

to neglect of English rules is also found in pronunciation of English final consonant cluster. In pronouncing words that contain final consonant cluster, students tend to omit the second consonant sound from that consonant cluster. This occurred because in the phonology of the Madurese language there is no final consonant cluster. In the Madurese language there are two forms of consonant clusters, namely consonant clusters of stop sounds which are only found in the middle position of a word and consonant groups of liquid sounds that are usually found at the beginning and middle of a word.[23] Therefore, students have difficulty pronouncing a word that has a final consonant cluster in it.

In English a letter can be pronounced in different ways. Consequently, based on the results of the analysis found that many words were pronounced based on their letters. Students are confused because each letter can be interpreted differently and there are no definite rules regarding to this, it needs students' proficiency in mastering English.

As two different languages, Madurese and English have many differences, especially in the phonological system. The difference in the phonological system of the two languages is a factor that causes phonological interference in the pronunciation of English words made by 2nd semester students of the English Teaching Learning Program at IAIN Madura.

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[23] Sodaqoh Zainudin Soegianto and A. Kusuma Barijati, *Bahasa Madura...*, 16-17.

d. Carrying the mother tongue habits

Interference occurs as a result of the use of two or more languages, in this case Madura, which is the language mastered by students and English, which is the language being studied by students. Madurese language as a language that has been mastered and is still often used by students, will more or less affect the mastery of the target language. As found in the use of geminate sound. Geminate sound is one of the characteristics of the Madurese which makes it different from other languages, especially English. It occurs in consonant sounds and is pronounced by doubling or lengthening the sound. This habit is carried over in English pronunciation which in English the pronunciation of the geminate sound does not apply. Therefore, interference may occur. It is in line with Behaviorists that stated errors produced by the second language learner could be attributed to interference from the learner's first language. They argued that existing L1 knowledge or "habits" that differed from those of the L2 could interfere with second language development.[24]

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[24]Ralph Fasold and Jeff Connor-Linton, *An Introduction...*, 434-435.