

CHAPTER I

INTRODUCTION

A. Background of Study

Recently, there has been growing interest in language, from the definition of Language, it is the basic aspect of communication and interaction. Language is used by people to convey messages and interpret messages that others convey. There are many languages used to communicate,¹ each country has almost its language. So there needs to be a language that is agreed upon and used by the population of the world to exchange information with each other. This is the basis on which people need to learn an international language or lingua franca. The English language ability of the people who live in a country that considers English as a foreign language (EFL) is known to be lacking because it is influenced by many factors. The quality of education and less awareness of the importance of mastering English in a few countries English appears to be less essential.

Indonesia is a multicultural country evidenced by a variety of cultures and languages. Indonesian people usually have two languages, namely local languages as their first language (L1) and national languages as a second language (L2). Problems usually occur because there is language contact that

¹ Rohyani, F, *The English Consonants Mispronunciation of Learners with Javanese of Banten Dialect Background*” (Serang: UIN Sultan Maulana Hasanuddin Banten, 2020), 1

occurs when learning a foreign language like English or (L3). Language contact occurs even when a person learns his national language as L2. But usually, this does not have much effect until a person learns an L3. There will be many phenomena of interference in aspects of phonology, semantics, vocabulary, and even grammar when they learn L3.

Indonesians can mostly speak two languages or bilinguals, the first language is the local language and the second language is Bahasa Indonesia as the official language or language spoken by all Indonesian people. The phenomenon of mastering two languages in Indonesia is common, not to mention if they learn English as English as an international language, this will make them have the ability to master three languages or multilingual. In simple language bilingual is the use of two languages for learning and teaching in an instructional setting and, by extension, and multilingual is the use of three languages or more.²

Banten is a province on the Indonesian island of Java. Banten Province was once part of Jawa Barat Province, but was separated since 2000, by the decision of Law Number 23 of 2000, its seat of government is in Serang City. In terms of the Banten province government area consists of 3 cities, 4 regencies, 140 sub-districts, 262 villages and 1,242 villages. With the following territorial restrictions; the north with the Java Sea, the east with Jakarta and Jawa Barat,

² Ofelia Wright *et al*, *The Handbook of Bilingual and Multilingual Education*, (wiley blackwell, 2015). 38.

The majority of Banten residents have Banten dialects consisting of two languages, namely Javanese Banten Dialect and Sundanese Banten Dialect as the first language.³

Based on the interference that occurs which includes phonological interference, morphology and semantics can be taken for example in phonological interference there are similarities between Banten Dialect (BD) including Sundanese and English, the transition from L1 to L3 is not always advantageous a few English sounds are unavailable from the BD phonological systems. Sundanese speakers, for example, a tendency to alter the labiodental fricatives /f, v/ to bilabial stops /p/ when they pronounce “Consultative” [Kən'sɔltətɪv] they pronounce [Kən'sɔltətɪp] This issue is caused by the lack of sound in BD, this influence is difficult to overcome even for college students who have been studying English for years.

There are three types of sound transfer from L1 to L3. First, when there are no significantly different between L1 and L3 and when the difference is insignificant. In other words, the sounds in both languages are the same. This type of transfer results in positive transfer because the learners can easily understand and produce the language learner sounds the learners can easily explain and produce the language learner sounds, this type of transfer results in positive transfer. Second, when new sounds appear in L3 that is completely

³Rohbiah, T.S, Muawwanah U. *Inovasi Leksikal Bahasa Jawa Banten*. (Serang : LP2M UIN Sultan Mulana Hasanuddin Banten, 2020.) 65.

different from the L1 phonological system. Third, when similar sounds in L3 are similar sounds in L3 that, have the same IPA symbol description but are phonetically different. The first type of transfer is simple for students to understand, however, the completion of the second type can result in pronunciation and spelling, and negative transfer.⁴

This study focuses on the language interference when Sundanese university students learning English as a foreign language in the English Education Department, Faculty of Education and Teacher Training State Islamic University of Sultan Maulana Hasanuddin Banten when they speak English rather than on language system between those two languages. The study focuses on the phonological interferences of students' first language in producing English sounds because they cause a few mispronunciations in Sundanese speakers. The writer chooses to conduct this study because previous research had shown that variations in phonological systems can create issues for learners, but the results did not explain why one sound differed from another especially on Sundanese Banten Dialect.

Based on the previous statements, the researcher interests in investigating the “The Sundanese Banten Dialect Interference in English Consonants Mispronunciation for EFL Learners”. The purpose of this paper is to answer the phenomena that occur when Sundanese Banten dialect speak in

⁴ James Emil Flege, “The Production of ‘New’ and ‘Similar’ Phones in a Foreign Language: Evidence for the Effect of Equivalence Classification,” *Journal of Phonetics* Vol .15, no. 1 (1987): 47–65.

English. This study will be carried out systematically and in depth for one semester in order to be able to help the English teacher's efforts in teaching English as second language.

B. Statements of Problem

Based on the study's background and the problem's limitations, the researcher proposes the following two research questions:

1. What are the consonants features which are mispronounced by Sundanese Banten dialect students?
2. What cause feature changes by Sundanese Banten Dialect students as the result of consonants differences?

C. Objectives of Study

The researcher hopes to accomplish some goals as a result of the research objectives. By accordance with the problem statements, the following study objectives can be derived:

1. To describe the effect of phonological differences between Sundanese Banten Dialect on English phonological processes of students.
2. To analyze the errors of pronunciation of Sundanese Banten Dialect students when producing English words.

D. Significant of Study

The significance of this study are two, namely theoretically and practically. On one hand, theoretically, this study is expected to be able to answer problems related to Sundanese Banten Dialect interference on the ability to speak English, so that both teachers and students who are involved in English learning activities can understand the weaknesses in the ability to speak English and immediately find solutions and correct common mistakes that are usually made by anyone who has a Sundanese accent. On the other hand, practically the significant of study will contribute for many parties, such as EFL teacher, students, and other researchers.

E. Limitation of Study

Due to the researcher faces obstacles and have limitation in conducting this study. So, this study only concerned to investigate comprehensively on The Sundanese Banten Dialect Interference in English Consonants Mispronunciation for EFL Learners.

F. Previous Study

In order to complete this research and make it more relevant, the writer focuses on previous studies. Previous research on phonological interference and pronunciation mistakes is cited by the author. The majority of the studies concentrated on the impact of differences in the first language phonological

systems on second language learning. Previous studies were gathered from journal publications, proceedings, and theses. The author thoroughly examines previous research in order to identify any gaps between previous studies and this research.

The first previous study is “English Pronunciation Errors By Sundanese Speakers” by Octaviana in 2019 the respondents of this study were students from class XII at one of Garut's High Schools in west Java. The study's objectives are to demonstrate the main factors that cause students' English pronunciation spelling mistakes and to identify the types of students' English pronunciation errors. Internal and external factors, according to the researcher, affect how Sundanese students pronounce English. As a result, the researcher mentioned that second language learners should emphasize the significance of English pronunciation teaching in order to effectively communicate in English.⁵ Octaviana's research is focusing on sound production not while this research focus on the process of language interference and cause feature change.

The second, is “Analysis Of Phonological Interference Of Javanese And Sundanese Speaking English Using A Generative Phonology Approach” by Fahreza in 2019. This research examined the phonological interference of Javanese and Sundanese speaking English. The subject of this study is non-English students speaking English as a second language from different

⁵ Octaviana, “English Pronunciation Errors By Sundanese Speakers,” *Journey* Vol: 2No: 3 (2019): 1–9.

universities. The purpose of this study is to examine the influence of the L1 phonological system on L2 pronouncing and to explain the pronunciation faults using distinguishing criteria. Either Javanese or Sundanese speakers, according to the studies, create phonological interference while pronouncing English words. The study also reveals some of the factors that influence phonological interference in students. The learners' pronunciation causes a variety of types of interference. Operations include substitution, addition, elision, under-differentiation, lenition, and aspiration. The distinguishing features reflect phonological processes and sound modifications in location and pronunciation style.⁶ On the other hand, This research theory will be different because the researcher not using generative phonology to analyze the result, the researcher will use Crowley's theory to analyze the language interference.

The third, is a Study of EFL Students' Interference in Speaking in Their First Language by Wati in 2021. Study was conducted at IAIN Bengkulu English Education Study Program's Sixth Semester Students. This study examines first language interference in English speaking. Descriptive studies were conducted with sixth semester students from the language education study program English at IAIN Bengkulu. In class discussions, the author focuses on speaking English. Linguistic interference arises in the form of phonological and lexical interference. Some abnormalities are more prevalent

⁶ Rozan Fahreza, *"Analysis Of Phonological Interference Of Javanese And Sundanese Speaking English Using A Generative Phonology Approach"* (Semarang: DIPONEGORO UNIVERSITY PRESS 2019) 1–76

among multilingual speakers. As a consequence, when the students communicate, they transfer various Indonesian features to English systems. Lack of knowledge and a learner's restricted vocabulary in the target language are factors that cause interference.⁷ There are differences between this previous study with this research, especially in the focus competencies and collecting data methodology.

The last is “The English Consonants Mispronunciation of Learners with Javanese of Banten Dialect Background” by Fifit Rohyani in 2020. This study was conducted at The English Education Department UIN Sultan Maulana Hasanuddin Banten. This research using contrastive analysis to compare the Javanese Banten Dialect phonological system with English phonological system and focused on consonant differences. The research find that the students made twenty four kinds of deviation in all. Twenty four kinds of deviation included the replacement of [v] with [f] and any others replacements.⁸

From four previous study above there are some similarities include the research focus study on the differences between students mother language as the first language system (Sundanese) with English. The first previous study focused on English pronunciation mistakes while the second previous study focused on phonological interference using Generative Phonology and the third

⁷ Erna Wati, “*An Analysis Of Efl Students’ First Language Interference In Speaking*” (2021): 43–60.

⁸ Rohyani, F, *The English Consonants Mispronunciation of Learners with Javanese of Banten Dialect Background*” (Serang: UIN Sultan Maulana Hasanuddin Banten, 2020), 1

previous study focused on first language interference on English speaking skill also the last previous study focused on the first language mispronunciation using contrastive analysis. Although the three previous study was discussed Sundanese interference in English, there is no research that focused on the Sundanese Banten Dialect. The similarities between this research with the last previous study was both research using contrastive analysis even though the focus of the first language in the research was different and this research will focus on phonological interference.

G. Writing Organization

The research should be organized in a methodical and logical manner. Structures are created in order to create a well-organized piece of writing. In research, writing organization refers to the way ideas are presented as well as how paragraphs and paragraphs are written. As a result, the research is organized as follows:

The first chapter is titled Introduction. This chapter outlines the backdrop of the research as well as the problems that must be answered. This chapter describes the research's background knowledge, research difficulties, aims, and a review of past research. It helps to make the research topic more relevant before moving into the next step of analyzing the data.

The second chapter is a review of the literature. This chapter serves as the research's pilot in terms of data analysis and examination. This chapter

discusses the relevant theories that will be used to confirm the findings of this study.

The third chapter is Research Method. This chapter discusses data collection and analysis methods. This chapter discusses data collection constraints. It regulates the data gathering boundaries so that the research study has enough data to evaluate.

Data analysis is covered in Chapter IV. It is a critical step in discovering both broad discoveries and data analysis. This section refers to theories discussed in Chapter II. The next phase in the study is determined by the research analysis.

The fifth chapter is the conclusion. The fifth and last chapter of the research is Chapter V. This chapter will bring the entire study to a close, from concept to findings. It presents the findings and recommendations of the entire study.