

## **CHAPTER I INTRODUCCION**

This chapter covers the research background, research questions, research purposes, research significance, research scope, conceptual framework, and previous studies.

### **A. Research Background**

This study aims to determine the influence of Sundanese on university EFL learners' English speaking. This research deals with the Sundanese language influence for three initiatory reasons. These reasons include the influence of the pronunciation section and grammar, as well as the factors that caused the Sundanese influence. Furthermore, several previous studies involve considering the gap in the current study.

The current research concerns the Sundanese influence on English pronunciation. The Sundanese influence on English pronunciation is an issue for many Sundanese students who study in the English education department. Sundanese students who learn English as their major have a mother tongue that they are used to in their daily lives. Sundanese has a different system of the English language. That is what causes the Sundanese influence, for instance; in the phonological aspect the sound of post-alveolar voiceless fricative “ʃ (sh)” is replaced by sounds of alveolar voiceless fricative “s” (Soni, 2018). A study conducted by Falahuddin (2019) investigated the mid-east influence of the Sundanese dialect(L1) on the pronunciation of English words. The study resulted in the errors and mistakes that the students had made caused by the lack of students' knowledge about the correct pronunciation of sounds. Mostly the students were trapped by the words and how it is written. Thus, current research is concerned with figuring out the Sundanese influence and learners' perception.

The current research is also concerned with the Sundanese influence on the English structure. Learning English as a foreign language is not an easy task for Sundanese students. Grammatical errors are frequently found in their performance. This error occurs mostly when Sundanese students perform English speaking. Their brains are used to processing Sundanese structures, which are different from English structures. The difference between the Sundanese structure and the English structure causes language problems. For instance, English has a complicated structure rule in verb patterns. English has a word change in verb patterns, such as verbs 1, 2, 3, and irregular verbs. Besides, Sundanese does not any alteration words in verb patterns.

The differences in background and mother tongues among learners guide various learners' perceptions. In this case, the reason for the Sundanese influence on the English speaking of the EFL college students of the English Education Department at UIN Sunan Gunung Djati Bandung is discussed. Perception is an important psychological aspect because it helps make up a conscious experience and allows people to know how to interact with others and gain better goals. Everyone can have different perceptions of an object. It can be positive or negative ways. Thus, figuring out learners' perceptions, in this case, is crucial to help achieve an effective way to decrease the influence.

Regarding the influence of Sundanese on English speaking, several studies have been completed. Perwitasari (2017) studied how the Javanese and Sundanese vowel systems hinder the perception of ten English vowels. Besides, Susiani (2021) finished the survey about students' perceptions of using the mother tongue in the EFL classroom. On the other hand, Parker and Karaagac (2015) observe the use and functions of the mother tongue in EFL classes. Therefore, analyzing Sundanese influence in terms of pronunciation motivates the present research to accomplish identical research. Furthermore, this study investigates the factors that cause the Sundanese influence on speaking English.

Based on previous studies above, the researcher observes the Sundanese influence and learners' perceptions of the causes of the Sundanese influence. Nevertheless, regarding the Sundanese influence, the current study observes the influence in three scopes: pronunciation, grammar, and its factors. Accordingly, it becomes a gap in the present research. This research chooses Sundanese EFL university learners to investigate because the university students who have selected English as the primary means they have a passion for the English language and will become future English teachers. This research establishes a case study in the sixth semester of the English Education Department at UIN Sunan Gunung Djati Bandung, Indonesian context.

### **B. Research Question**

This research aims to determine the university EFL learners' Sundanese language influence in their English speaking and perception. To achieve that, related research questions were developed on Sundanese influence in speaking English. These are three questions presented as follows:

1. What are the influences of Sundanese mother tongue in speaking English at the sixth semester students of English education at UIN Sunan Gunung Djati Bandung?
2. What are students' problems in pronouncing English words in the sixth-semester students of English education at UIN Sunan Gunung Djati Bandung?
3. What are the problems of English grammar among sixth-semester students of English education at UIN Sunan Gunung Djati Bandung?

### **C. Research Purpose**

The current research is designed to analyze the influence of Sundanese mother tongue on university EFL learners' English speaking. Aftermath, two research purposes are connected to previous research questions. The current research is conducted to describe the Sundanese mother tongue factors that influence EFL students speaking English in the sixth semester of English education at UIN Sunan Gunung Djati Bandung. Secondly, the current research depicts and analyzes the

problems of English students in pronouncing English words in the sixth semester of English education at UIN Sunan Gunung Djati Bandung.

#### **D. Research Significant**

The current research investigates the perception of the Sundanese influence of university EFL learners in speaking English. It makes theoretical and practical effects connect to the learning environment. In theory, the results of this study give students knowledge about the influence of their mother tongue on their ability to speak English, as well as the common problems they encounter. Additionally, it provides input to improve students' English language learning. The outcome of this study is beneficial to future researchers who wish to investigate the same subject. In practical terms, the study's findings help students identify the shortcomings and weaknesses in their English language learning process, strengthen those areas, and become more proficient speakers of the language. The findings of this study are anticipated to motivate lecturers and teachers to teach speaking. Teachers or lecturers might use voice or audio recordings as a teaching tool while teaching speaking, mainly to help students who struggle with accuracy due to mother tongue limitations.

Understanding the influence of Sundanese on speaking English to EFL students also has some benefits for teachers. Sundanese students may transfer linguistic features from their native language into English. Teachers aware of these tendencies can anticipate common errors or challenges Sundanese learners face and provide targeted support to address them. Additionally, recognizing Sundanese linguistic influences allows teachers to tailor their instruction to meet the specific needs of Sundanese EFL students. They can incorporate relevant examples, activities, and teaching strategies that resonate with Sundanese cultural and linguistic backgrounds.

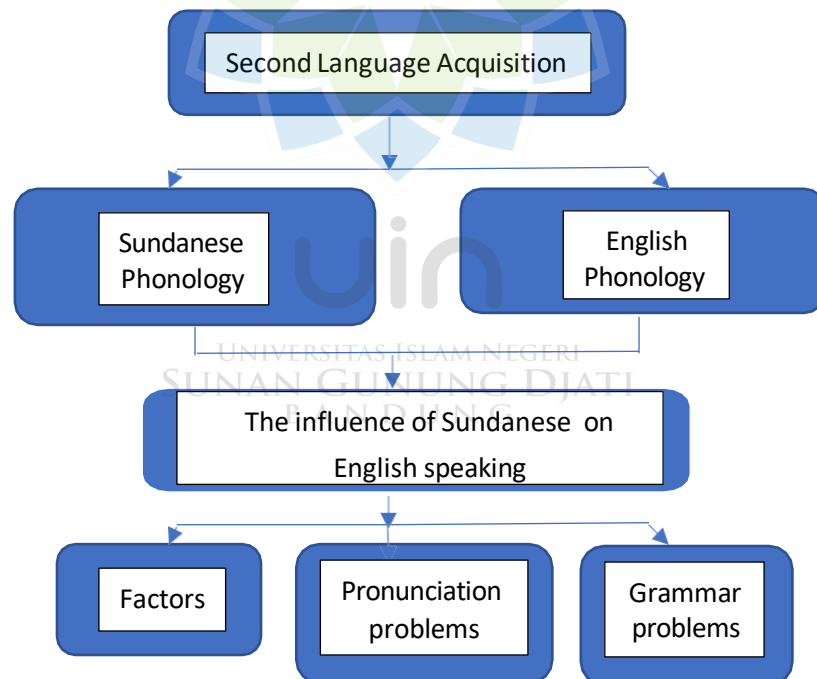
#### **E. Research Scope**

The current research is designed to investigate the Sundanese influence of university EFL learners in speaking English. Moreover, the current research intends to determine the university EFL learners' problems pronouncing English words.

Accordingly, it leads to discussing the research scope, such as the subject, object, and location. First, the subject of this research is the sixth-semester students enrolled in the UIN Sunan Gunung Djati Bandung English Education Department. Second, the object of this study is the Sundanese influence in speaking English. Third, this study was conducted at UIN Sunan Gunung Djati Bandung in the Indonesian context.

#### F. Conceptual Framework

The current research investigates the influence of Sundanese on university EFL learners in speaking English. In addition, this research is intended to figure out learners' perception of the factor that causes the problem in their pronunciation. Accordingly, it guides the discussion of theories connected to the conceptual framework. Those theories are about second language acquisition, Sundanese language, Sundanese and English phonology, and the influence of Sundanese language. The following *Figure 1.1* below represents the connection of each concept.



*Figure 1.1 Conceptual Framework*

The current research focuses on second language acquisition. Second Language Acquisition refers to the study of individuals and groups who are learning a language after learning their first one as young children and to the process of learning that language (Saville-Troike 2012). In addition to that, under Hoque (2017), second language acquisition is the learning process of acquiring a second language (foreign language) after the mother tongue. It is the systematic study of how people learn another language besides their mother tongue. Second language acquisition or SLA is learning other languages after the native language. For instance, a child who speaks Indonesian as the mother tongue starts learning English when going to school. The process learns the English language is called second language acquisition.

This research chooses Sundanese language as the concern of investigation. Sundanese is a Malayo-Polynesian language spoken mainly in western Java in Indonesia, including Banten, Jakarta, West Central Java, and southern Lampung. Sundanese is the second biggest ethnic group in Indonesia after the Javanese. The Sundanese number more than thirty million people, the vast majority who live on the island of Java and constitute a majority in West Java. Sundanese language (*basa Sunda*) is one of the ethnic languages of Indonesia, spoken by the Sundanese people. Sundanese is the third most spoken language in Indonesia. It is the mother tongue of most inhabitants of the Western part of Java. The linguistic situation in the West Java area, especially in Bandung City, the Capital City of West Java Province, is a complex one. The complexity derives from the fact that it is a multilingual urban city with multicultural diversity. Sundanese is the primary indigenous language spoken in this area.

This research studies Sundanese and English phonology as a theory to process this investigation. Phonology involves how the sound is systematically organized to be a language, including sound functions in a language, how the sound is combined with being the form of words, and how they are categorized and interpreted in speakers' minds. Sundanese also has a certain phonological system. Sundanese has a

definite language system which not influenced by the time dimension. For instance, it has not had the 'f' and 'v' sounds before 2013. There are several new variations of foreign sounds that add to the sounds of Sundanese as the development and absorption of foreign languages in Sundanese. However, this new variation is not a new sound but involves the old Sundanese sound. For example, the sounds for 'fa' and 'va' are variants of 'pa' in the Old Sundanese sound, the sounds for 'qa' and 'xa' are variants of 'ka' in the Old Sundanese sound, and the sounds for 'za' are variants of 'ja' in Old Sundanese. While, English phonology is the study of the sound patterns of the English language how speakers group speech sounds to invent communication. The *Figure 1.2* and *1.3* below will reveal the old Sundanese phonetic alphabet and the English phonetic symbol.



**Figure 1.2 Old Sundanese Phonetic Alphabet**

## Phonetic symbols

used in the dictionary

### Consonants

p	pen	/pen/	s	so	/səʊ/
b	bad	/bæd/	z	zoo	/zu:/
t	tea	/ti:/	ʃ	shoe	/ʃu:/
d	did	/dɪd/	ʒ	vision	/ˈvɪʒn/
k	cat	/kæt/	h	hat	/hæt/
g	got	/gɒt/	m	man	/mæn/
tʃ	chain	/tʃeɪn/	n	no	/nəʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/
f	fall	/fɔ:l/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

### Vowels and diphthongs

i:	see	/si:/	ʌ	cup	/kʌp/
ɪ	happy	/ˈhæpi/	ɜ:	bird	/bɜ:d/
ɪ	sit	/sɪt/	ə	about	/əˈbaʊt/
e	ten	/ten/	eɪ	say	/seɪ/
æ	cat	/kæt/	əʊ	go	/gəʊ/
ɑ:	father	/ˈfɑ:ðə(r)/	aɪ	five	/faɪv/
ɒ	got	/gɒt/	aʊ	now	/naʊ/
ɔ:	saw	/sɔ:/	ɔɪ	boy	/bɔɪ/
ʊ	put	/pʊt/	ɪə	near	/nɪə(r)/
u	actual	/ˈæktʃʊəl/	eə	hair	/heə(r)/
u:	too	/tu:/	ʊə	pure	/pjʊə(r)/

(r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly; otherwise it is omitted. In American pronunciation, every 'r' of the ordinary spelling is retained.

**Figure 1.3 English Phonetic Symbol**

This study focuses on the Sundanese influence regarding the factors, grammar, and pronunciation problems. The impact of a learner's first language on their ability to produce the language they are studying is known as language v. It indicates that the speaker's first language affects their second or foreign language (Derakhshan & Karimi, 2015). In this study, Sundanese as the speakers' first language influences English as the speakers' second language. Furthermore, regarding the factors of the mother tongue that interfere with the second language, Lismayanti, Wati, & Eliya (2021) note that the influence comes from linguistic aspects, such as phonological and lexical influence. The other factors are the lack of knowledge and the limited vocabulary of the target language mastered by learners. With this in mind, this study investigates the Sundanese mother tongue's influence on the English speaking of the EFL students.

Moreover, Falahuddin, Saleh, and Fitriati (2019) found that regarding pronunciation problems, The Mid-East Sundanese dialect had an adverse effect on the vowel sounds /æ/. The majority of students struggled to enunciate the sound appropriately. They frequently used /ʌ/ and /e/ in place of the sound. The Mid-East



Sundanese dialect has a significant influence on the consonant sounds. They were substantially affected by the Mid-East Sundanese dialect. They were /θ/, /ð/, and /ʃ/. The majority of learners had trouble pronouncing certain sounds correctly. They frequently used /c/, /d/, /t/, or /s/ in place of the original sound. The /əʊ/ and /eə/ diphthong sounds were adversely affected by the Mid-East Sundanese dialect. The majority of students were unable to enunciate the sounds appropriately. They attempted substituting /ʌ/ and /ɜ:/ for the sound. Therefore, this study seeks to understand the pronunciation problem of EFL students in the sixth semester of the English education department.

Furthermore, Asriani (2022) found some Sundanese grammatical influences in EFL student's English speaking. The grammatical influence in English sentences at Nurul Wafa boarding school is a significant issue, affecting tenses, subject-verb agreement, word order, misplaced words, and passive voice. The dominant type of grammatical influence is the application of grammatical elements, resulting in errors in the use of English grammar. Sundanese *rarangén* (affixes) affects word formation. For instance, "you know my skirt di take by Si Risma," which is supposed to be "you know, my skirt was taken by Risma." Additionally, syntactical influence occurs in all aspects of the sentence, including word order, subject-verb agreement, grammatical application, and misplaced words. For example, "I want popcorn sweet," which is supposed to be "I want sweet popcorn." This study highlights students' difficulty applying grammatical elements as the influence of the Sundanese language.

## **G. Previous Study**

This research is designed to analyze the influence of Sundanese on university EFL learners in speaking English. In addition, this research is tended to figure out learners' perception of factors that causes the problem in their pronunciation. Thus, this study derives from several earlier studies. The researcher found several formerly studies regarding the Sundanese or mother tongue influence in English speaking. Furthermore, the result of these previous studies guides this study's gap.

In a non-Indonesian context, the following study criticizes the mother tongue influence in a second language. Denizer (2017) has a study to find whether mother tongue influences in second-language learning and whether it affects the learners' performance in four language skills and which skill(s) it has the most significant effect. The data collection tool included a questionnaire by which participants were asked to rate the questions and tick-circle or write in the correct blank. The questionnaire was based on both quantitative and qualitative approaches with the help of 4-point Likert-scale questions and one open-ended question at the last part. The results indicated the influence of the mother tongue in almost all aspects.

Two previous studies in the Indonesian context are relevant to the current research. First, Perwitasari (2018) this study examines how the Javanese and Sundanese vowel systems hinder the perception of ten English vowels. The method that used for this study was quantitative by mouse-tracking experiment. Thirty Javanese, thirty Sundanese, and twenty English native speakers participated in a mouse-tracking experiment. Participants were required to identify English vowels corresponding to an auditory token by clicking on one of the two-word strings presented on a computer screen. The results confirmed that perceptual difficulties varied significantly according to the influence of L1 vowel inventories.

Second, Susiani (2021) this study identified learners' perceptions toward using the mother tongue in the classroom. The method that was used in this study was qualitative. In addition, it analyzed the function or occasions of its use in the EFL classroom. The observation and interview data were analyzed qualitatively. The results indicated that the use of mother tongue positively and negatively impacted the students' perception based on their various English proficiency levels.

The researchers inspected the influence of Sundanese on English pronunciation and structure based on several studies above. The anterior research studies the mother tongue and its effect on pronunciation. After all, EFL university learners have not been explored regarding speaking regarding the Sundanese

influence in pronunciation, grammar and its factors. Accordingly, it guides to a gap in the current research. Consequently, this research analyzes the Sundanese influence of university EFL learners in English speaking, focusing on its factors, pronunciation, and grammar problems.

