

# CHAPTER I

## INTRODUCTION

This chapter explains the initial content of this study, such as the research background, the research questions, the research purposes, the research significances, the rationale, and the previous research. It also discusses the reasons why this research is feasible to be explored.

### A. Background

Teaching English as a foreign language (EFL) in Indonesia is challenging. The country is a multilingual nation, where many regional languages and accents are available. The variation of regional dialects and languages, which might be the first language (L1) of Indonesian EFL learners, can be an interference in the process of learning English. For example, Sundanese people replace the *[f]* and *[v]* sound with the *[p]* sound. Consequently, many of them pronounce the word “vas” as “pas” and the word “four” pronounced as “pour”. These words are so susceptible to be confusing for the listener, moreover if the speaker pronounced with the wrong word stress. Whereas, the Javanese people often made mistakes in */b/*, */d/*, */g/*, and */j/* sounds not clearly as on the word of Bandung, Deli, Gombong and Jambi. They mispronounce it as */mbandung/*, */ndeli/*, */nggombong/*, and */njambi/* (Muhyidin, 2016). English language learners in Indonesia often pronounce English words with Indonesian spelling (Authar, 2017). It is caused by the Indonesian country that consist of many different cultures and ethnic groups, such as Javanese, Sundanese, Betawi, Madurese, Batak, and other ethnic groups. These things make Indonesia has a lot of multi-dialect. So, many Indonesian learners find studying English pronunciation difficult because their L1 characters of speaking and pronouncing that can cause the L1 interference both in pronouncing or speaking. This case is almost experienced by all Indonesian ethnicity accents, also the English learner with Javanese accent as their first language (Utami et al., 2017).

L1 interference is the main problem for most English pronunciation learners (Raheem, 2018). It impairs communication in learners' phonological, grammatical, lexical, and semantic system (Utami et al., 2017). For the example, when L1

interference impairs learners' phonological, based on the research by Subandowo (2017), the Javanese learners confused in distinguishing to some symbols that not familiar to their mother tongue language, as in the word *large* it should sound as /lɑ:dʒ/ but the Javanese learner pronounced as the written word /large/. When using L2, L1 interference could cause errors since the wrong pronunciation will affect the meaning of the words. The sense of words may also be changed by stressing the incorrect syllables of the words. In pronouncing certain utterances, non-native English speakers who speak English must be very cautious else mispronunciation may be generated that leads to confusion (Authar, 2017). Besides, Indonesia has many regional language as their mother tongue and one of them is Javanese language which has a very big difference in phonological, grammatical, lexical, and semantical system with English language. The interference of L2 caused L1 in particular in learning pronunciation and spelling is called mother tongue interference (Radhika et al., 2014). Consequently, Indonesian learners who have very different language structures with English are often too careful and wary of their speech, both in grammatical and in pronunciation, because they don't want to cause interference or negative transfer to their communication. Furthermore, the negative transfer can occur when the learning task of the two languages is relative but different, the learner of foreign language use the expression and understanding way of mother tongue to replace the way of foreign language (Zhao, 2019). Therefore, in this research, the researcher explores more about the interference of students' L1 in pronouncing English. Even though both Javanese and English language are quite different in all aspects, but the researcher wants to help both students and lecturers to fix and underline the main problem that the Javanese or other regional accents faced to avoid more misunderstanding and misspelling words.

Accent is being one of the several important parts that learners need to know in learning speaking and pronouncing English, because accent also can be the English learners' identity. For the example in India, India people's first language is Hindi and some regional accents, but their second language is English, so most of them talk with English language. However, most of India people still speak English with very clear Hindi accent. So, by listening Hindi's native English speaker, the

listener can know that the speaker is from India. Rather than that, same as India, some Indonesian learners', who speak regional accent as their first language, are speaking and pronouncing English words correctly, but they do not need to avoid their accent because all they need is to develop their accent which is close to the various standard (Dinata, 2015).

There are several previous studies that have similar topics to this research. First, the research by Muhyidin (2016), is about to know the kinds of phonological interference that happen on elementary school students' English pronunciation in Kediri, East Java. Second, the research by Wardani et al. (2019) titled *Javanese Language Interference in the Pronunciation of English Phonemes* that explain about the factor of Javanese interference of the learners to their English pronunciation and identify their difficulty in pronouncing English phonemes. Third, the research from Subandowo (2017) explores the forms of language interference in speaking ability and the factors that affecting the language interference.

The three previous related studies inspire the present study. However, the present study has different concerns. If Muhyidin (2016) analyses elementary students phonological interference caused by Indonesian language, this present study deals with EFL students' Javanese accents in Islamic senior high school. Furthermore, if Wardani et al. (2019) studies the students' difficulties and factors in L1 interference encountered by Javanese learner and focuses with producing segmental features, this present study explores in producing both segmental and supra-segmental features. Hereafter, if Subandowo (2017) exposed the segmental feature and factor affecting English speaking caused by L1, this present study is focusing on the both pronunciation features and students' evaluation to their English pronunciation. Besides their similarity in the types of the research object, another difference is from their variable, while the previous research explores speaking skill, but the research explores the pronunciation skill. Therefore, this research takes the title "THE INTERFERENCE OF JAVANESE ACCENT AS EFL LEARNERS' L1 ON THEIR ENGLISH PRONUNCIATION."

## **B. Research Questions**

As the background explained above, the research questions are formulated as follows:

1. What kind interferences of Javanese accent as EFL learners are found on their English pronunciation?
2. How do the EFL learners with the Javanese accent evaluate to their English pronunciation?

## **C. Research Purposes**

From the research questions above, this research aims to reveal the expected result, as follows:

1. To reveal the kinds of interferences of Javanese accent of EFL learners on their English pronunciation.
2. To find out the evaluation of EFL learners with the Javanese accent to their English pronunciation.

## **D. Research Significances**

This research is expected to know the several interferences of L1 learners' accent that may be affecting their English pronunciation as a foreign language. Practically, this research gives significance to:

1. Students

The result of this research is expecting to help the student in evaluating their English pronunciation and to make the students learn English pronunciation more to pronounce every word fluently.

2. Teacher

This research also helps the teacher to show them mistakes made by students and to evaluate students in pronouncing English regarded to the target language. By knowing students' interference in pronouncing English, the teacher can easily be fixed the students' pronouncing directly to deduct students' unclear or

wrong pronunciation. Then, the students' can easily remember their mispronouncing word and re-correct it directly in aim to avoid the student's habit in pronouncing the unfluent words.

So this study is very beneficial for both students and teacher to increase EFL learners' English pronunciation even though their first language is not English.

### **E. Research Limitation**

The research focuses on the students' L1 interferences in English pronunciation as their foreign language, meanwhile their first language is Javanese language. In this case, most of them are still find it difficult, especially the Javanese students of the eleventh grade at MA Al-Khoiriyah Mantup Lamongan academic year 2020/2021. In addition, Indonesian learners often pronounce English words by using the accent of L1 (Authar, 2017). The findings of this research are only objective with the research participant, however the findings could be a recommendation for further teachings of Javanese senior high school students both at MA Al-Khoiriyah Mantup and at all senior high schools in Indonesia.

### **F. Rationale**

Pronunciation is one of the accuracy points that EFL learners need to learn to avoid the misspellings or misunderstandings in interacting or speaking with other people by using the English. As EFL students, especially Indonesian people who have many ethnicity accents, speaking and pronouncing English words are very difficult, because they find it difficult since English and some Indonesian ethnicity accents are totally different rather in grammatical structure or in pronouncing a word. As cited in (Marzá, 2014) about pronunciation and comprehension of oral English as a foreign language, Gilakjani (2012) lists a series of factors affecting the learning of English pronunciation among which he finds: attitude, motivation, instruction, and exposure to the target language (Gilakjani, 2012a).

Mother tongue is the first language that the individual learns as a child by observing their mother's interaction with them, while the second language is the language that belongs to others (Radhika et al., 2014). Many regions worldwide

implemented the massive biliteracy education programs, starting from the young learners to study a second language (L2) at school in their early years (Shum et al., 2016). But most of them are find many difficulties in learning English at a young age, which also makes the learning process produces a negative transfer to young learners. In this case, the negative transfers received by the learners are being the habit of their English knowledge including English pronunciation. The negative transfer can refer to the interference of mother tongue, and it occurs when the learning task of the two languages is relative but different (Zhao, 2019). This is because of the foreign language learner use the expression and understanding way of mother tongue to facilitate their comprehension of a foreign language.

Interference of first language implies the interference of the child's first language in learning different dialect in articulation and spelling. Interference itself has a meaning the interaction in linguistic and grammatical elements (Radhika et al., 2014). Interference also occurs since there are differences between the native and target language (Wardani et al., 2019). There are two types of mechanism, these are conscious and unconsciously. Consciously, the students may guess because they have not learned or have forgotten the correct usage. Unconsciously, the students may not consider that the features of the language may differ, or they may know the correct rules but they are insufficiently skilled to put them to practice, and so fall back on the example of their first language (Muhyidin, 2016). But, mother tongue interference can be the negative and positive transfer of the learning language impact. It means that there is possibility for the learners to produce some mistakes or errors in learning a second language especially (Subandowo, 2017). As cited in Chaer & Agustina (2010) that they proved the existence of the interference occurs due to the user's inability in using the target language where it will be induced by the L1. Although they agree with this negative impact of the interference, they also assume that interference would be important as it might be a basic means to accomplish an ideal language when it is implemented (Chaira, 2015).

### **G. Previous Research**

Muhyidin (2016) studied about the phonological interference in English pronunciation of elementary students. He argued that the phonological interference

on the English pronunciation of the students was influenced by their Indonesian language. investigation to the impact of the first language on the second language pronunciation. He argued that the first language mostly influenced the second language acquisition, and it was found nineteen types of interference on the segmental feature that consisted of nine vowel substitutions, two vowel shortenings and four consonant substitutions, two deletions of consonants and two additions of consonants. Meanwhile, there were twenty misplaced word stress in supra-segmental feature. The qualitative method is used to gain the data and collected by instructing the students to read a passage, and this process was audio-recorded. The research was conducted with fifth grade students of elementary school in Kediri East Java.

The other research conducted by Wardani et al. (2019) was about the Javanese language interference English education students' pronunciation in university. The researcher of this study conveys the information about what factor that affecting and their difficulties in English pronunciation. This study is using both quantitative and qualitative research, and some techniques are used in this research such as test and interview. The participants of this study are 25% population of sixth and eighth semester students of English Education Department Universitas Muhammadiyah Purwokerto (UMP). After collecting data, the findings revealed that Javanese learners of English faced difficulties in pronouncing 13 consonant sounds /ʒ, v, θ, ð, z, ʃ, f, g, k, d, tʃ, ŋ, j/ and 17 vowel sounds /æ, εə, i:, eɪ, aʊ, ə:, ɔ:, u:, ɒ, ɪə, əʊ, ʊ, ɑ:, ɪ, ʊə, ɔɪ, aɪ/. While the rest sounds were clearly pronounced by Javanese learners of English. Moreover, the age, first language, exposure, and motivation is being the factors influencing students in learning English pronunciation.

Research conducted by Subandowo (2017) indicates the language interference on speaking English skill. In this research, researcher focused on the second semester students of Universitas Muhammadiyah Metro in producing vowel and consonant sounds, also the factors that affecting students English pronunciation in speaking skill. The qualitative method was used in this case study, and the data collected by using questionnaire and recording technique. The findings show that

most of students made pronunciation error, 2% of consonants /tʃ/ and /ʒ/ and 3% of vowel /u/. The pronunciation in manner of articulation occurred in consonants such as /p/, /t/, /d/, /k/, /g/ in plosive and /m/ in nasal. Moreover, for the place of articulation, the mistakes appeared on /θ/ and /ð/ in dental and /ʒ/ and /ʃ/ palato-alveolar. Meanwhile, the environment, students' motivation, and its sound dynamics are being the factors that influencing L1 interference to students English pronunciation.

