#### CHAPTER II

#### **REVIEW OF RELATED LITERATURE**

This chapter will discuss some description of conceptual framework relate to phonological interference in the spoken English performed by Javanese speaker. This conceptual framework will be the preliminaries concept for conducting this research covering the concept of bilingualism and multilingualism phenomenon in language learning, language transfer and language interference. Also, related previous study will be presented to describe the difference with this current study.

# A. Theoretical Background

On this subtitle, the writer wants to discuss some theoretical background which is related to phonological interference in the spoken English performed by Javanese speaker include bilingualism and multilingualism phenomenon in language learning, language transfer and language interference.

## 1. Bilingualism and Multilingualism

Language is acquired by people since they are children. Chomsky theory has stated that "we are born with an innate ability to learn language, and with little guidance, children will naturally learn language". Moreover, he stated that human born with a language acquisition device, an area in human's brain, which allows the human to learn and to acquire the language system naturally. It means that, every human in this world has ability to learn language directly because of the existence of the acquisition device on every human to help them acquiring the language. These language systems include variables of language which are phonology, morphology, syntax, pragmatics and discourse. Language becomes very crucial thing in human's life, as its function for doing communication to others in their daily life.

In reality, it is commonly found that an individual acquires and uses more than one language in their life; this phenomenon called bilingualism. Another definition about bilingualism is mentioned by Weinrich "the practice of alternately using two languages will be called Bilingualism and the persons involved, Bilingual".<sup>1</sup> Sometimes, an individual is able to acquire and to use more than two languages, for instance Indonesian is able to use Javanese as their first language then they acquire Bahasa, English, Arabic even other languages as their additional languages; this is called Multilingualism. Multilingualism is mentioned in book of Wardaugh as the use of two or more languages.<sup>2</sup> A phenomenon of bilingualism or multilingualism becomes the main issue which allows the occurrence of language contact then resulting on language interference.

In bilingualism and multilingualism context, people use alternatively the languages in their life replacing one another depend on the situation. For instance, Indonesian people who speak Javanese as their first language use this language in their daily life with people around their region, and then use

<sup>&</sup>lt;sup>2</sup> Wardaugh, *An Introduction to Sociolinguistics*. (United Kingdom: Blackwell publishing, 2006), 37.

English in college as in the situation of language learning which demands students to use English. Weinreich has mentioned that "two or more languages will be said to be In Contact if they are used alternatively by the same persons."<sup>3</sup> In other words, if bilingual or multilingual person uses their ability in using more than one language regularly and alternatively on their daily life, this will greatly allow the occurrence of language contact. The occurrence of language contact on bilingual or multilingual person sometimes results on language interference.

# 2. Language Interference

The writer will begin the description of language interference by delivering the concept of language transfer in language acquisition. Language transfer is crucial concept to be described, before knowing further description about language interference, since this is the initial term which then describes the phenomenon of language interference. What kind of situation language transfer is; after reading some literature, this is able to be defined as the use of mother tongue (L1) knowledge in a language system transferring to acquiring even practicing of target language (L2) or vice versa. Jarvis et all describes language transfer as transferring linguistic features of first language to second language or second to first in the speech skill which occurred to

bilingual or multilingual person.<sup>4</sup> In line, "applying knowledge from one language to another language" describes language transfer. <sup>5</sup> Further, Sharwood & Kellerman brings the term cross linguistic influence to describe language transfer, it means that the source of influencing target language not only mother tongue but also L3.<sup>6</sup>

Language transfer becomes central issue to be discussed in applied linguistics, second language acquisition, also language teaching and learning for many years.<sup>7</sup> It is possible to occur on anyone and in any situation. Commonly, it happens to language learning situation when learners naturally transfer their linguistic element from mother tongue to target language. Moreover, it is also occurred to someone or even to community who communicate using different language; it results on language contact then influences both native. Last, this situation of language transfer commonly happened when someone has less native-level comprehension. Furthermore, language transfer is able to include the linguistic element of meaning, structure even pronunciation. This may commonly occur in the area of spoken and written of a language.

<sup>&</sup>lt;sup>4</sup> Jarvis, et.al., *Crosslinguistic Influence in Language and Cognition*. (Abingdon: Routledge, 2008)

<sup>&</sup>lt;sup>7</sup> SiLangWiki, "Language Transfer: Interlanguage".....

Language transfer may be positive and negative (then called language interference). According to literatures, positive transfer gives more correct production because both languages have the similar system. This is in line with the statement; positive transfer may result on correct comprehension and language production in both spoken and written because of the similar structure on both mother tongue and the second language. <sup>8</sup> Therefore, positive transfer commonly gives correct language production in acquiring target language because of the existence of similarities of both mother tongue and target language. Often, the phenomenon of positive transfer becomes less realized by learners and less discussed in the area of linguistic even language learning acquisition; correct production resulting on the similarities or relevant unit and structure of both languages are acceptable by native of the target language.

On the contrary, negative transfer or language interference seems to result on errors in acquiring target language (L2). The existence of different linguistic element between mother tongue and target language impacts on difficulty even errors made by learners. This is in line with the statement that it describes as the use of different elements or structure form of mother tongue to target language practice. <sup>9</sup> Negative transfer discusses more in the area of linguistic even language learning; linguist even learners are more

<sup>&</sup>lt;sup>8</sup> SiLangWiki, "Language Transfer: Interlanguage".....

<sup>&</sup>lt;sup>9</sup> SiLangWiki, "Language Transfer: Interlanguage".....

aware on the error production which may be resulted by the different of both languages. In this case, language interference is more often discussed as a source of errors. Errors and mistakes are easier matter to be investigated by linguist even by learners, linguist or learner considered to anticipate or develop learning method to improve learners' skill in English. Last, there are three kinds of interference in language include phonological, grammatical, and lexical. Then, this study will be focused on the analysis of phonological interference made by Javanese speaker to English in the spoken repertoire.

## **3.** Phonological Interference

Weinrich has mentioned that there are three kinds of interference in languages include phonological, grammatical, and lexical. Phonological interference is kind of situation when the phonological system rule of first language involved in the second language use. For instance, the word *button* in English pronounced /bAtən/, but often pronounced as /boton/ considering that there is no rule of phoneme /u/ will be pronounced /A/ in Javanese. This phonological interference phenomenon sometimes results on negative impact on the occurrence of phonological error then producing misappropriate pronunciation of English word.

Furthermore, Weinrich mentioned four types of phonological interference on his book of *Languages in Contact* include underdifferentiation of phonemes, over-differentiation of phonemes, reinterpretation of distinctions and actual phone substitution. <sup>10</sup> The description of those each types will be explained as follow.

- a. Under-differentiation of phonemes occurs when two sounds of the secondary system whose counterparts are not distinguished in the primary system are confused. It means that this type of phonological interference could be happened when there is distinction of identical sounds in target language whereas in the first language is not. Weinrich gives example between the Romans language and Schwyzertutsch language of his research finding. Schwyzertutsch speaker's confusion of roman's distinction between /i/ and /i/. For instance, /kun'ti/ 'knife' is likely to be mispronounced /kun'ti/.
- b. 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. It means that this type of phonological interference could be happened when there is distinction of several sounds of the first language which are transferred to produce the target language. In the contact of Romansh and Schwyzertutsch, the interpretation of /'lada/ 'wide' pronounced as /'la'da/ by Schwyzertutsch. To this case, there is an extraneous phonemic length of Schwyzertutsch's pronunciation represents over-differentiation of phonemes. Moreover, he

mentioned another example, German /k/ and /k'/ is interpreted as separate phonemes as in Lettish.

- c. Reinterpretation of distinctions occurs when 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. It simply means that, sometimes, the L1's speaker mispronounce several words consisting of geminate sounds of L2 because they have different interpretation to pronounce those sounds due to their language system. For instance, the Romans word /'mɛssa/ 'mass', can be interpreted almost as Schwyzertutsch /'mesɑ/, where –ss- does not occur.
- d. Actual phone substitution applies to phonemes that are identically defined in two languages but whose normal pronunciation differs. It means that, this type of phonological interference could be happened when two sounds of two languages is considered alike by bilingual but the fact that the pronunciation is different. For instance, Romans /ε/ and Schwyzertutsch /æ/ are both as front vowels of maximum openness; however Schwyzertutsch phoneme is pronounced more open.

## 4. Factor Causing Phonological Interference

Weinrich mentioned four phonological factors results on phonological interference which has been described in previous subheading include absence of corresponding distinction in primary language, presence of distinction (only) in primary language, different phonemic system, and different pronunciation of equivalent phonemes.<sup>11</sup> The description of each factor will be explained as follow.

# a. Absence of corresponding distinctions in primary language

Absence of corresponding distinctions in primary language means condition where there is no distinction of identical sounds in primary language while the target language does. Therefore, those distinctions may result on phonological interference because the primary speaker does not recognize those several distinction sounds; moreover they may replace those sounds with similar sounds which are found in their language system. Weinrich has given example between the Romans language and Schwyzertutsch language of his research finding. Schwyzertutsch speakers are confused of roman's distinction between /i/ and /t/. They may produce /kun'tt/ *'knife'* is likely to be mispronounced /kun'ti/. To this case, Schwyzertutsch does not distinguish sounds between /i/ and /t/, those sounds are realized as allophones /i/, and therefore they may replace /t/ with /i/.

## b. Presence of distinction (only) in primary language

This factor is opposites of the first point where there is distinction of identical sounds in primary language; however, the target language

system does not recognize the distinction sounds. This condition may result on phonological factor because they may transfer that language system in their primary to produce several sounds of target language. In the contact of Romansh and Schwyzertutsch, the interpretation of /'lada/ *'wide'* pronounced as /'la da/ by Schwyzertutsch. To this case, there is an extraneous phonemic length of Schwyzertutsch's system; moreover, they transfer that knowledge to pronounce the target language's word which then results on error production.

# c. Different phonemic system

Different phonemic system means that sometimes there is different phonological system of primary language and target language on producing sounds. Those different phonemic system are include different manner of articulation (how to produce sounds), different place of articulation (where the place for producing sounds), different phonation type where the sounds are voiced or voiceless, or even different number of consonant and vowel sounds which existed on both languages; these different system may result on phonological interference condition. For instance, the phoneme /b/ of Romans is always voiced, whereas the phoneme /B/ of Schwyzertutsch is common voiceless. The pronunciation of /læ·Ba/ 'to live' as /lɛ·bɛ/ by a native Romans speaker represents phonological interference resulted by different phonemic system.

# d. Different pronunciation of equivalent phonemes

Different pronunciation of equivalent phonemes means that the condition where there are identical sounds of both primary language and target language having different pronunciation which then result on phonological interference on those languages. Those different pronunciations may substitute several sounds from the primary language to produce target language or vice versa. Weinrich gives example Romans  $|\varepsilon|$  and Schwyzertutsch /æ/ is both as front vowels of maximum openness; however Schwyzertutsch phoneme is pronounced more open.

#### 5. Phonological System in English and Javanese

Doing this study related to phenomenon of language interference in the spoken repertoire will be not completed without exposing the phonological system of both languages. This information will be central thing to be investigated as a source of errors production in speech. The following concept will be described the phonological system in English and Javanese include consonant and vowel system. The phonological system in English and Javanese need to be described to support this study. The description will be useful to analyze the common mistake made by Javanese learner seen by the feature of both phonological systems.

# a. Consonant sounds

The following table will be described the difference of consonant system between English and Javanese. To help investigation to this study, the chart representation of both consonant systems on both languages will be showed as in the table 2.1.

# Table 2.1

Sounds	English	Javanese
/b/	✓ (+)	<ul><li>✓ (+)</li></ul>
/c/		✓ (-)
/d/	<ul> <li>✓ (+)</li> </ul>	✓ (+)
/f/	<ul> <li>✓ (-)</li> </ul>	✓ (-)
/g/	<ul><li>✓ (+)</li></ul>	<ul> <li>✓ (+)</li> </ul>
/h/	<ul><li>✓ (+)</li></ul>	✓ (-)
/j/	✓ (+)	<ul><li>✓ (+)</li></ul>
/k/	<ul><li>✓ (-)</li></ul>	✓ (-)
/1/	✓ (+)	✓ (+)
/m/	✓ (+)	✓ (+)
/n/	✓ (+)	✓ (+)
/p/	✓ (-)	✓ (-)
/r/	✓ (+)	✓ (+)
/s/	<ul><li>✓ (-)</li></ul>	✓ (-)
/t/	<ul> <li>✓ (-)</li> </ul>	✓ (-)
/v/	✓ (+)	✓ (+)
/w/	✓ (+)	✓ (+)
/y/		✓ (+)
/z/	<ul><li>✓ (+)</li></ul>	✓ (+)
/ʃ/	<ul> <li>✓ (-)</li> </ul>	
/ʧ/	<ul> <li>✓ (-)</li> </ul>	
/0/	<ul> <li>✓ (-)</li> </ul>	
/ð/	<ul><li>✓ (+)</li></ul>	
/η/	✓ (+)	✓ (+)
/ɲ/		✓ (+)
/ʤ/	✓ (+)	

# Sounds Comparison between English and Javanese

/3/	✓ (+)	
/d/		✓ (+)
/t/		✓ (-)
/?/		✓ (-)

Table 2.1 presents the comparison between English and Javanese sounds. The data were made by the researcher after collecting and analyzing data regard to manner of articulation, place of articulation and phonation type of both languages.<sup>1213</sup> From the table 2.1, the sign check ( $\checkmark$ ) means the language having the consonant sounds provided, and then (+) means voiced consonant while (-) means voiceless consonant. From the table 2.1, only /h/ sound is different on both languages; English produces this sound as voiced sound while Javanese produce this sound as voiceless sound.

There are 30 consonant sounds represented to be compared to both languages between English and Javanese. The 30 sounds are taken by each language, and then the writer wants to investigate whether there is the presence of consonant sound differences which belong to both languages compared. To find phonological interference on spoken English by Javanese speaker, investigating the presence of difference on both languages become crucial thing in this study; the presence of difference may result to the phenomenon of language interference. Initially, the numbers of consonant of

 <sup>&</sup>lt;sup>12</sup> George Yule. *The Study of Language: Fourth edition*. (Cambridge: Cambridge university press, 2006). 26. combining to the study of Kirchner on Phonology

<sup>&</sup>lt;sup>13</sup> Abdul Chaer. *Linguistik Umum*. (Jakarta: PT Rineka Cipta, 1994) resumed by Dwi Lestari combining to website /id.wikipedia.org/wiki/Bahasa\_Jawa

both languages are different to other; English has 24 consonants while Javanese has 20 consonants.<sup>1415</sup> The sounds like English consonant sounds are exposure to Javanese, but limited sounds are included to the Javanese word for instance the sounds of /w v f z x/.

Furthermore, we can see in table 2.1 there are missing sounds on both languages. English has no /c y n d t ?/ sounds which existing in Javanese. /c/ often pronounced as /k/ in English for example 'cat' pronounced as /kæt/, 'kick' pronounced as /kık/. /y/ often called semi-vowel, this sound must be followed by vowel sounds for instance 'yellow' /jeloo/ and 'yawn' /jo:n/, also it is often pronounced like /j/. The other sounds /n d t ?/ are only existed in Javanese, for instance /n/; /nələ?/ 'call', /d/; /dahar/ 'eat', /t/; /po to/ 'grandchild', and /?/; /ɛlɛ?/ 'ugly'.<sup>16</sup> In contrary, Javanese has no /ʃ tʃ  $\oplus$  ð dʒ 3/ which are only existed in English, this may affect Javanese learner having difficulty in producing those sounds in English word.

### Table 2.2

#### **Consonant system both English and Javanese**

Sounds	English	Javanese
/b/	Bilabial-stop	Bilabial-stop
/c/	-	Palatal-affricative
/d/	Alveolar-stop	Dental-stop

<sup>&</sup>lt;sup>14</sup> David deterding. How many consonant sounds are there in English?. *STETS language & Communication Review*. Vol. 4. No 1, 2005.

<sup>&</sup>lt;sup>15</sup> Abdul Chaer. Linguistic.....

<sup>&</sup>lt;sup>16</sup> Abdul Chaer. Linguistic.....

/f/	Labiodental-fricative	Labiodental-fricative
/g/	Velar-stop	Velar-stop
/h/	Glottal-fricative	Glottal-fricative
/j/	Palatal-approximant	Palatal-affricative
/k/	Velar-stop	Velar-stop
/1/	Alveolar-approximant	Alveolar-lateral
/m/	Bilabial-nasal	Bilabial-nasal
/n/	Alveolar-nasal	Alveolar-nasal
/p/	Bilabial-stop	Bilabial-stop
/r/	Alveolar-approximant	Alveolar-trill
/s/	Alveolar-fricative	Alveolar-fricative
/t/	Alveolar-stop	Dental-stop
/v/	Labiodental-fricative	Labiodental-fricative
/w/	Bilabial-approximant	Bilabial-approximant
/y/	-	Palatal-approximant
/z/	Alveolar-fricative	Palatal-fricative
/ʃ/	Post-alveolar fricative	-
/ʧ/	Post-alveolar affricative	-
/ <del>0</del> /	Dental-fricative	- /
/ð/	Dental-fricative	-
/η/	Velar-nasal	Velar-nasal
/ɲ/	-	Palatal-nasal
/dʒ/	Post-alveolar affricative	-
/3/	Post-alveolar fricative	-
/d/	-	Post-alveolar stop
/t/	-	Post-alveolar stop
/?/	-	Glottal-stop

Table 2.2 represents the phonological system of English and Javanese; where the sounds produced and how the sounds produced. Both English and Javanese have no difference on place of articulation; both English and Javanese have bilabial, labiodental, dental, alveolar, post-alveolar, palatal,

velar, glottal to produce the consonant sounds. On the contrary, manner of articulation both languages are different; English has stops, fricative, affricative, nasal and approximant while Javanese has additional two sounds include lateral and trill. The data were made by the researcher after collecting and analyzing data regard to manner of articulation, place of articulation and phonation type of both languages.<sup>1718</sup>

From the table 2.2, the bold columns represent the difference of producing sounds between English and Javanese. There are five different producing sounds between English and Javanese; they are /d/, /j/, /l/, /r/, and /t/. Regarding to the place of articulation, /d/ of English is produced in the alveolar but /d/ of Javanese is produced in dental. /t/ of English is produced in alveolar but /t/ of Javanese is produced in dental. Regarding to the manner of articulation, /j/ of English is produced as approximant sounds but /j/ of Javanese is produced as approximant sounds but /j/ of Javanese is produced as lateral sound. /r/ of English is produced as trill sound. Even though the producing sounds are the same, but the place and the manner of producing the sounds are different. The presence of those differences may result on interference on both languages.

- <sup>17</sup> George Yule. *The Study* .....
- <sup>18</sup> Abdul Chaer. *Linguistik* .....

# b. Vowel sounds

Table 2.3 will describe the difference of vowel system between English and Javanese. The data were made by the researcher after collecting and analyzing data regard to manner of articulation, place of articulation and phonation type of both languages.<sup>1920</sup> To help investigation to this study, the chart representation of both vowel systems on both languages will be showed as follow.

# Table 2.3

Sounds	English	Javanese
/i/	✓ (high-front)	✓ (high-front)
/ I /	✓ (high-front)	✓ (high-front)
/ e /	✓ (mid-front)	✓ (mid-front)
/ ɛ /	✓ (mid-front)	✓ (mid-front)
/æ/	✓ (low-front)	
/ ə /	✓ (mid-central)	✓ (mid-central)
/Λ/	✓ (low-central)	
/ a /	✓ (low-central)	✓ (low-central)
/ u /	✓ (high-back)	✓ (high-back)
/υ/	✓ (high-back)	✓ (high-back)
/ 0 /	✓ (mid-back)	✓ (mid-back)
/ ɔ /	✓ (mid-back)	✓ (mid-back)
/ a /	✓ (low-back)	

# Vowel system both English and Javanese

<sup>&</sup>lt;sup>19</sup> George Yule. *The Study*<sup>20</sup> Abdul Chaer. *Linguistik*

Vowel systems between English and Javanese have been mentioned in the table 2.8. From the table, both languages seem to show less difference on vowel system. The sign check ( $\checkmark$ ) means the language having the vowel sounds provided. Javanese does not recognize the vowel sounds of  $/æ//\Lambda/$ and a/, because they do not have those vowel system as English. This will question whether learner having capability to produce those sounds properly or not. While, the other vowel sounds seem to be produced in the same place and manner of both languages.

# 6. Javanese Speaker

Javanese is one of local languages in Indonesia. This language is used mostly in Java Island in Indonesia country. According to the literature, around 82 million people are native of Javanese.<sup>21</sup> In Indonesia itself, Javanese language divides into several dialects; the distributions of those dialects are categorized by native's location. According to Uhlenbeck, the classification of Javanese dialect based on their native demography is categorized into three clusters; west cluster include Banten dialect, Cirebon dialect, Tegal dialect, Banyumasan dialect, and Bumiayu dialect; mid cluster include Pekalongan dialect, Kedu dialect, Bagelan dialect, Semarang dialect, Pantai Utara timur dialect, Blora dialect, Mataram dialect covers Surakarta and Yogyakarta dialect (refer to standar Javanese), and Madiun dialect; East

<sup>&</sup>lt;sup>21</sup> Lyndonbaines. *Bahasa Jawa*. (http://id.wikipedia.org, accessed on April 10<sup>th</sup>, 2016)

cluster include Surabaya dialect, Malang dialect, Jombang dialect, Tengger dialect, and Banyuwangi dialect.<sup>22</sup>

Sometimes, among dialects mentioned have different system on the language include lexicon, grammar, phonology, syntax, even meaning; this is as representation of the variation of the language consider to the native of the language itself is different one to another, their location domicile, the purpose on using the language is different, also each native of the language have each characteristic.<sup>23</sup>

Speaking to Suroboyoan dialect, this language is used by people in Surabaya city as majority and surround. Native of the language include Surabaya city, Gresik, Sidoarjo, Mojokerto, Jombang, Lamongan cover mid and east area, Malang, Pasuruan include mid and west.<sup>24</sup> This language is commonly known as rude language rather to as is in Yogyakarta and Surakarta. Consider to the level of Javanese speech, it is classified into three i.e. ngoko, madya and krama. Mostly, native of Suroboyoan Javanese uses ngoko rather than madya or krama, however less people are still using madya or krama according to the purpose even the condition.

<sup>&</sup>lt;sup>22</sup> Lyndonbaines. *Baha Jawa*.....

<sup>&</sup>lt;sup>23</sup> Chaer Abdullah. *Linguistik Umum*. (Jakarta: Rineka cipta. 1994) cited by Chriesna Yuli Anggarwati in her thesis "Penggunaan dialek Surabaya dalam novel Emprit Abuntut Bedhug karya Supartaa Brata". 2014. 11

<sup>&</sup>lt;sup>24</sup> Chriesna Yuli, thesis: Penggunaan dialek Surabaya dalam novel Emprit Abuntut Bedhug karya Supartaa Brata". 2014. 13

Consider to the description of phonological system in Javanese is needed in this study; further information of phonological system in Suroboyoan Javanese will be described. According to Wedhawati, there are several points of phonological system in Suroboyoan Javanese differs to standard Javanese.<sup>25</sup> There are four characteristics of Javenese Surabaya dialect phonological system that differ to standard Javanese will be described as follow.

- a. Some area include Gresik, Pasuruan, Surabaya, Sidoarjo have eight vowel sounds are /a/ /i/ /u/ /o/ /e/ /ə/ /o/ /ɔ/, while standard Javanese has seven vowel sounds /i/ /e/ /a/ /ə/ /u/ /o/ /ɔ/. This supported by the existence of minimal pairs on the word /ɔmbhɔ/ *'wide'* and /ambha/ *'explore'* also /kabhe/ *'keluarga berencana'* and /kabhɔ/ *'all'*.
- b. There is phonological displacement on sound /I/ to /e/, for instance /mulIh/ to /muleh/ 'go home' and sound /u/ to /ɔ/, for instance /abuh/ to /abəh/ 'swollen'; it is commonly used by Tuban and Bojonegoro area.
- c. There is omitting phoneme /w/ in the beginning of the word used by some area, for instance /wetan/ to /etan/ '*east*', /wotuh/ to /utuh/ '*whole*'.
- d. There is additional vowel /u/ to give the meaning 'very', for instance /gəde/ to /guədhe/ 'very big', panas to puanas 'very hot', /adoh/ to /uadoh/ 'so far'.

<sup>&</sup>lt;sup>25</sup> Wedhawati et all. Tata Bahasa Jawa Mutakhir: revision edition. (Kanisius, 2006)

## **B.** Previous Studies

On this subtitle, the writer will describe some related previous study as references for conducting this study. First of all, the study by Bejo entitled "The Micro linguistics Contrastive Analysis between Javanese Language of Banyumasan and English" conducted contrastive analysis focusing on the microlinguistic feature of vowel and consonant phonemes commonly used by the people in the area of Banyumas. The result is that there is difference between phonemes in Javanese language of Banyumasan and English; the Banyumasan language there is no long vowel sounds like English. This study has revealed that there is kind of different phonological system on Javanese and English, this then raise an issue if there is an existence of phonological interference on students' speaking ability in English with Javanese as their first language.<sup>26</sup>

Furthermore, another study conducted by Sinha et al entitled "Interference of First Language in The Acquisition of Second Language" focusing on reviewing the issue of language acquisition and interference of first language on acquiring second language. After that, this study also attempts to find the factors causing the interference and find the appropriate standardized measure to decrease the negative impact from interference. This study conclude that the first language interferes in acquiring second language applied to almost skill include speaking, reading and

<sup>&</sup>lt;sup>26</sup> Bejo Sutrisno, M.Pd. *The Microlinguistics Contrastive Analysis between Javanese Language of Banyumasan and English*. (<u>http://www.Mr-Bejo.com</u>, accessed on April 10<sup>th</sup>, 2016)

writing. This study has performed by Asian learners specifically Chinese, Korean, and Indian.<sup>27</sup>

Related previous study conducted research specifically on phonological interference done by Erdogan Bada entitled "Native Language Influence on The Production of English Sounds by Japanese Learners" focusing on finding the influence of first language on acquiring second language in the area of phonology. The influence is able to be either positive or negative. The result found that there is some difficulty producing sounds influenced by first language, while others less because of the existence of the same phonological system on first language and second language.<sup>28</sup>

Apeli & Ugwu conducted their research entitled "Phonological Interference in the Spoken English Performance of the Izon Speaker in Nigeria: A Product of Systemic and Interlanguage Factors" have studied on Izon Speaker in Nigeria having investigation on the level of interference the Izon speaker exhibits in his spoken English is not just as a result of the differences that exist between both language systems but also as a result of interlanguage factors such as the level of the

<sup>27</sup> Avanika Sinha et.al. Interference of First Language in the Acquisition of Second Language. *Journal of psychology and Counseling.* Vol. 1. No. 7, September 2009, 117-122

<sup>&</sup>lt;sup>28</sup> Erdogan Bada. Native Language Influence on the Production of English Sounds by Japanese Learners. *The Reading Matrix*. Vol. 1. No. 2, September 2001.

individuals interaction in and with the L1, his level of education and access to oral English lessons while in school.<sup>29</sup>

Ragmat Hidayat conducted his research entitled "Interferensi Bahasa Jawa ke dalam Bahasa Indonesia pada Keterampilan Berbicara Siswa Kelas XI SMA Negeri 1 Pleret, Bantul" focusing on the finding kind of phonological, morphological, lexical, and syntactical interference from Javanese to Bahasa as second language in students speaking ability. This study used qualitative analysis and found that there is some kind of interference from first language to second language in the speaking performance. First of all, kind of phonological interference was occurred by the different producing sounds of /b/, /d/, /j/, and /g/. Secondly, kind of morphological interference was resulted by the involvement of Javanese morphological system on producing English word for instance (a) prefix n-, (b) prefix ke-, (c) prefix ny-, (d) prefix ng-, (e) prefix m-, (f) suffix -e, and (g) multiple affixation ke – en. Thirdly, lexical interference occurred by the use of lexical 'pada' and 'tak' which contributed to the lexical error. Last, syntactical interference occurred by the use of adverbial phrasal form "pada + verba" and "adjective + sendiri" and the use of pronominal possessive form  $(tak) + Verb.^{30}$ 

<sup>&</sup>lt;sup>29</sup> Apeli & Ugwu. Phonological Interference in the Spoken English Performance of the Izon Speaker in Nigeria: A product of Systematic and Interlanguage Factor. *AFRREV LALIGENS*. Vol.2. No.2, May 2013, 173-189

<sup>&</sup>lt;sup>30</sup> Rahmat Hidayat, thesis: "The Interference of Javanese language to Indonesian in the Speaking Skill of the Eleventh Grade Students of SMA Negeri 1 Pleret, Bantul". (Yogyakarta: Yogyakarta State University, 2014)

Arum Perwitasari et al was conducted their research entitled "Vowel Duration in English as a Second Language among Javanese Learners". This study attempted to find whether there is first language interference on producing vowel in second language. Study involved 10 native speakers of American English who were 21-30 years old and did not have any knowledge on Javanese and 20 Javanese by their second language was English. The result of this study found that there was different speech duration on producing vowels between Javanese and native. Javanese subject seemed to fail in producing either long or short vowels. This was because there were different phonological system on vowels both two languages.<sup>31</sup>

Those are the related previous study used in this study. In summary, those previous study has been conducted to (1) find out the contrastive analysis on Javanese and English phonological system which is mentioning the difference and the similar of those systems (2) find out the first language interference on acquiring second language in the area of speaking, reading and writing production (3) find out phonological interference by first language (Japanese) on second language acquisition both negative and positive (4) find out the level of phonological interference by the first language on second language acquisition resulted on systematic and interlanguage factor (5) find out the kind of phonological, morphological, lexical, and syntactical interference from Javanese to Indonesian as second language in students speaking ability (6) find out whether there is first

<sup>&</sup>lt;sup>31</sup> Arum Perwiatsari .et.al. Vowel Duration in English as a Second Language among Javanese Learners.

language interference on producing vowel in second language. While the differences between this current study and previous studies are; first, this current study entitled *"Phonological Interference in the Spoken English Performed by Javanese Speaker at UIN Sunan Ampel Surabaya"* wants to find the kind of phonological interference by first language Javanese to acquiring of second language English, this phonological interference will be focused on finding negative interference in the spoken skill. Second, the classification of phonological interference uses the theory of Weinrich include under-differentiation of phonemes, over-differentiation of phonemes, reinterpretation of distinctions, and actual phone substitution. Third, this study will investigate phonological interference by mother tongue of Suroboyoan Javanese as well as differ to the L1 on the previous studies.