

**THE FOSSILIZED PHONETIC ERRORS OF THE ENGLISH
DEPARTMENT STUDENTS OF ANDALAS UNIVERSITY:
AN INTERLANGUAGE STUDY**

A THESIS

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NILAWATI
03 185 012



**ENGLISH DEPARTMENT - FACULTY OF LETTERS
ANDALAS UNIVERSITY
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ABSTRAK

Skripsi ini berjudul "Fossilized Phonetic Errors of the English Department Students: An Interlanguage Study. Penulis mengkaji kesalahan pengucapan fonetis bahasa Inggris oleh mahasiswa Sastra Inggris Universitas Andalas 2003 semester delapan yang berasal dari Minang, yaitu dengan menganalisis bentuk fonetis yang berfosilisasi sebagai dampak interferensi bahasa pertama ke bahasa kedua mereka. Kesalahan pengucapan bahasa kedua mahasiswa tersebut terjadi secara terus-menerus dan tanpa disadari, sehingga kesalahan ini menjadi kebiasaan. Sumber data berupa sejumlah 42 kata bahasa Inggris diucapkan oleh partisipan terdiri dari mahasiswa semester delapan jurusan Sastra Inggris Fakultas Sastra Universitas Andalas. Partisipan berjumlah delapan orang 4 orang dengan kecenderungan Sastra dan 4 orang mahasiswa dengan kecenderungan linguistik.

Teori yang dipakai untuk menganalisis data adalah teori "*Errors Analysis and Interlanguage*" (Corder, 1985), *Phonology* (Francis Katamba, 1988) dan *Understanding of Fossilization* (Selinker, 1972) sangat membantu penulis dalam menganalisis data. Teori ini terdiri dari tiga aspek yaitu interlanguage, interference, dan fossilization. Untuk mengetahui letak kesalahan pengucapan fonetis, penulis juga menggunakan *English Pronunciation Dictionary* (Daniel Jones, 1972). Hal ini disebabkan karena penulisan dalam kamus Daniel Jones banyak dipakai untuk standar penulisan dunia yang dikenal dengan *International Phonetic Alphabet* (IPA). (Mac Arthur, 1972). Disamping itu penulis juga menggunakan *Webster Comprehensive on the English Language* (William, 2003). Penelitian ini memakai metode observasi dengan teknik rekam dan catat. Penulis terlebih dahulu menyiapkan 42 kata untuk dibaca oleh mahasiswa, selanjutnya penulis memberikan kepada masing-masing partisipan 10 pertanyaan yang terdiri dari kata-kata yang diteliti (42 kata), lalu pengucapan mereka direkam.

Dari penelitian tersebut penulis menyimpulkan bahwa; pertama, bentuk-bentuk fonetis yang berfosilisasi dibagi atas tiga yaitu konsonan terdiri dari [θ], [ð], [ʒ], [v], dan [z], huruf vokal yaitu [ə], [æ], [ɒ], [ɑ], dan [ɔ], dan diphthong terdiri dari [oʊ], [əʊ], [eə], dan [ei]. Kedua, fosilisasi terjadi karena dampak interferensi bahasa ibu (L1), sehingga terjadi tiga jenis kelompok fosilisasi yaitu; kesalahan pemilihan bunyi, penghilangan bunyi, dan penambahan bunyi. Ketiga, fosilisasi tidak memiliki efek yang terlalu mendasar terhadap percakapan, tapi bisa menimbulkan keraguan makna. Hal ini bisa diatasi dengan menanyakan langsung kepada pembicara dengan mengulangi kalimatnya, sehingga percakapan tetap berlangsung.

CHAPTER I

INTRODUCTION

1.1 The Background of the Study.

Fossilization occurred unconsciously and spontaneously. This phenomenon is faced by the foreign language learners. It is visible at the Faculty of Letters Andalas University the Students of English Department. The writer herself has undergone fossilized phonetic errors. It occurs when I speak directly with my friends and some native speakers. It often happens when I say "*thank you*". It should be pronounced *θæŋk ju:* but I pronounce it *tæŋk ju:*. The letter t in English is placed at alveolar. In Indonesia, this letter is simply pronounced as the letter itself-t.

Learning English as a second language is unavoidably influenced by mother tongue that typically idiolect. This phenomenon causes some errors that occur spontaneously. These errors occur because the learner tries to transfer and change mother tongue to target language. In this case, there is a mixed system in the learner's mind.

The above case deals with Selinker's term "interlanguage" which means the complex relationship between the speaker's first language and the target language. The term brings the writer to another characteristic of the interlanguage that has attracted considerable attention that is, "fossilization". Although this is applied to children's language (Selinker,

Swain, & Dumas, 1975), most discussion of fossilization have concerned to adult second-language performer.

According to Selinker, fossilization is the state of affairs that exist when the learner stops to elaborate the interlanguage in some respect, no matter how long there is exposure, new data or new teaching. Selinker maintained that such fossilization result especially from language transfer. Fossilization may also be the result of the other process. For instance, strategies of communication may dictate to some individuals that they stop learning once they have learned enough to communicate (Vigil & Oller, 1976).

The fossilization happens to foreign language learner, because some particular errors have become natural for them. In this concern, the writer is interested in conducting a research to the students of English Department of Andalas University, at their eighth semester. These errors can be fossilized without any consciousness. Fossilizable linguistic phenomena are linguistic item, rules, and subsystem which speaker of particular Native Language will tend to keep in their interlanguage relative to a particular Target Language, no matter what the age of the learner is or amount of explanation and instruction he receives in the Target Language (Selinker, 1972). For several students, some familiar words had become fossilization. For examples: parent, love, no, know, where pronounced as [peren], [lof], [no], [no] by students in spite of

[pærənt], [lʌv], [nəʊ], [noʊ]. This familiar word is fossilized unconsciously and spontaneously. It was pronounced spontaneously that they had received from their mother tongue, and their environment.

Fossilization, as far as language is concern, we can observe that elements of the outcome that learners can produce are precisely fossilization (Skehan, 1989). It is systematically processed from one or several errors that become fossilized and polarized. Fossilization become crucial since the mastering of second language is measured with how close he speaks to the target language.

Actually, students of second language will never escape from the interference of their mother tongue, so do fossilization, because fossilization is the advanced of errors that create interference. This fossilization will confuse the speaker itself and the hearer eventhough the conversation will not failed.

Talking about fossilization, there is a large number of questions that need to be answered before we begin to understand why individuals cease to elaborate operationalized. We do not know; for example, whether fossilization has occured over a span of weeks or even years. We do not know whether fossilization is a permanent state or temporary plateau that a leaner reaches before moving to another temporary plateau.

CHAPTER IV

CONCLUSION

Based on the writer's analysis it can be concluded that there are three types of fossilized phonetic errors by the students of the eight semester of English Department of Andalas University. They are error of consonant omission, error of consonant selection, error of vowel selection and diphthong selection. The error of consonant omission are [t], [d], and [k], the errors of consonant selection are [θ], [ð], [v], [z], and [ʒ], the errors of vowel selection are [ɔ], [æ], [ɛ], [ɑ], [ɒ], and [ɔ], and the errors of diphthong selection are [əʊ], [oʊ], [eə], and [ei].

In addition, the causes of the fossilized phonetic errors include three factors. Firstly, the students apply the phonological rules of their mother tongue to those of the target language. One of the most prominent impediments for occurrence of these fossilized phonetic errors is that many of these sounds do not exist as phoneme or sounds in the phonological system of the Minang language. Under the influence of Minang language the students tend to pronounce the English consonant, vowel, and diphthong as Minang language consonant, vowel, and diphthong. Secondly, the students are insufficiency in English mastering, visible low proficiency, lack of acculturation, transfer, input, or corrective

feedback. Thirdly, the complexity of the English itself often causes the students to get confused.

Finally, one thing that should be underlined here, the fossilized phonetic errors do not fail communication, but they tend to result in the confusing toward the hearer. Sometimes the hearer asked the speaker to repeat the wrong word just to make him sure. The conversation goes on and the hearer still gets the message. The conversation runs slowly and also takes a long time. Obviously, the user's language adopt strategy to convey the meaning, thus the hearer understands what being said. In this case, the speaker must make the effort to choose the right way to communicate in order the hearer receives the message completely. Therefore, the speaker must know what he wants to talk about. Based on the analysis of the data the students had trouble with one of the manner of articulation that is fricative. These variants include [θ] and [ð] as dental fricative, [v] as labio-dental fricative, and [z] as alveolar fricative. The fossilized phonetic errors are made as chronic articulation. The errors are made by the language learners in the acquisition of the phonological system of the target language. After analyzing the data the writer concludes that the fossilized phonetic errors are the effect of interference of the first language to the second language. Therefore, fossilized phonetic errors cannot be avoided by the second language learners.

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