

**THE INTERFERENCE IN PRONOUNCING ENGLISH SYLLABLE
CODAS PRONOUNCED BY SOPHOMORE STUDENTS OF
ENGLISH DEPARTMENT ANDALAS UNIVERSITY**

A Thesis

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ABSTRAK

Tesis ini membahas kesalahan pengucapan kata-kata Bahasa Inggris yang diucapkan oleh mahasiswa Sastra Inggris Universitas Andalas. Pengucapan kata-kata yang silap difokuskan pada pengucapan *Syllable Coda*, yaitu konsonan terakhir pada sebuah silabel kata. Selain itu, juga membahas tentang faktor-faktor yang mempengaruhi kesalahan pengucapan mahasiswa.

Penelitian ini menggunakan metode observasi dengan teknik rekam. Dalam penelitian ini, penulis mempersiapkan cerita pendek "*Cat in the Rain*" oleh Ernest Hemingway untuk dibaca oleh mahasiswa Sastra tahun kedua terlebih dahulu, kemudian merekam ujaran yang diucapkan mahasiswa, mendengarkan, dan mentranskripsikannya. Acuan yang digunakan untuk transkripsinya adalah *Everyman's English Pronouncing Dictionary* (1987) karangan Daniel Jones. Pada tahap analisis, penulis menggunakan teori *Interference* dan *Modification Strategies in Coda Production* yang dikemukakan oleh J.G. Hansen. Data yang didapat dianalisis berdasarkan jenis-jenis kesalahan yang dihasilkan mahasiswa. Kemudian dijelaskan faktor-faktor yang menyebabkan terjadinya kesalahan-kesalahan tersebut.

Hasil analisis menunjukkan mahasiswa mengaplikasikan 4 strategi dalam mengucapkan kata-kata dalam Bahasa Inggris, yaitu : *accurate production*, *absence*, *epenthesis*, dan *feature change*. Jenis-jenis kesalahan yang diucapkan mahasiswa dalam mengucapkan Bahasa Inggris adalah *deletion*, *insertion a vowel* atau *consonant*, *substitution* dan *devoicing*. Kesalahan-kesalahan tersebut dipengaruhi oleh tiga faktor, yaitu : pengaruh bahasa ibu (*first language interference*), pengaruh Bahasa Inggris itu sendiri (*the complexity of English*), dan kurangnya atau terbatasnya kemampuan mahasiswa dalam *speech production*.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the process of learning foreign language, for instance, English language, it is possible that the foreign language learners may have problems. The problem is caused by the transfer process from the first language to the target language. It may appear at any aspect of language, such as phonology, morphology, syntax, semantic, lexical, and grammar. The transfer process is known as interference.

Interference or negative transfer is the use of the native language pattern or rule, which leads to an error or inappropriate form in the target language (Richards, Platt, and Weber, 1985: 160). Dealing with the phonology aspect, the problem or incorrectness done by the English learner is caused by mother tongue influences. This is called as the Phonic interference. The phonic interference is apparently seen in the foreign language learners' pronunciation because they already have the phonological structure of first language and they use it as a foundation for further learning. It is supported by Berk (1989) which stated, native listener probably had trouble understanding the non native speaker because of their unfamiliar word sounds and intonation patterns. This phenomenon can be seen in the speaker of Indonesian mother tongue in pronouncing English.

This research especially focuses on the acquisition of English syllable codas by the English learners, in this case, the Indonesian speaker, since this is an area of difficulty for many learners of English.

Gussmann in his book "Phonology Analysis and Theory" (2002) stated that: The syllable, just like the sound, seems to be intuitively familiar but on closer inspection turns out to be very vague notion. The familiarity of the syllable is because of the fact that the term is part of colloquial speech. It might be said that the case of syllable is the convention of breaking words at the end of a line. The requirement imposed by such conventions in a variety of languages is that the constituent parts of a broken word should form individual syllables. For example in English word valid, the acceptable form in breaking down the syllable is val-id rather than vali-d.

As Malmberg in Hyman (1975) defined, "A syllable consisting of a consonant plus a vowel represents the most primitive, and without doubt historically the oldest, of all syllable types, the only one which is general in all languages."

Katamba in his book "An Introduction to Phonology" (1989) stated that, "The syllable has two constituents namely, the onset which comes at the beginning and the rhyme which follows it."

Pike also stated that, "The syllable consists of three phonetic parts; the onset, the peak or nucleus, and the coda."

Based on the explanations of some linguists above, it is said that the syllable has internal structure, it can be divided into two parts; onset and rhyme. Onset is the beginning sounds of the syllable, it consists of a consonant or consonant clusters. Rhyme is the rest of the syllable which comes after the onset. In rhyme, we find the nucleus and coda. Nucleus is the core or essential part of a syllable. Nucleus is occupied by vowel in most cases. While coda is the consonant or consonant clusters

which follow the nucleus. In syllable such as *man* [mæn], /m/ is the onset, /æ/ is the nucleus, and /n/ is the coda.

However, not all syllables have all parts, the smallest possible syllable contains a nucleus only. A syllable may or may not have an onset and a coda.

1.2 Research Questions

1. What are the forms of English syllable codas interference produced by the English department students of Andalas University?
2. What are the possible causes of interference in pronouncing English syllable codas produced by the students?
3. What are the modification strategies employed in the production of syllable codas?

1.3 Objectives of the Study

There are three objectives of the study, namely:

1. To describe the forms of English syllable coda interference produced by the English department students Andalas University.
2. To explain the causes of interference in pronouncing English syllable coda.
3. To elaborate the modification strategies employed in the production of English syllable coda.

CHAPTER 4

CONCLUSION

It is the purpose of this part to summarize the description after having elaborately discussed the interference in pronouncing English syllable codas produced by the second year students of English Department Andalas University. The writer would like to sum up this study based on the analysis found.

Based on the analysis the writer found there are a number of interfered sounds produced by the students. It can be seen in sounds /z/ which pronounced as /s/, /ʃ/ pronounced as /s/, /ð/ pronounced as /t/ or /s/, /θ/ pronounced as /t/, /v/ pronounced as /f/, /tʃ/ pronounced as /t/, /t/ pronounced as /k/. In consonant clusters /st/ is reduced become /s/, /kt/ become /k/, /pt/ become /p/, /tʃt/ become /tʃ/ or /t/, /ʃt/ become /ʃ/ or /s/, /ft/ become /f/, /ŋk/ become /ŋ/, /ðz/ become /ð/. Then in pronouncing the words 'palms' [pa:mz] which pronounced as [pa:lms], 'dripped' [dript] pronounced as [dripit], 'palm' [pa:m] pronounced as [pa:lɪm], 'walked' [wo:kt] pronounced as [wo:lɪk], 'laughed' [la:fɪ] pronounced as [laug], 'talked' [to:kt] pronounced as [to:lɪk], [to:lɪkt], or [to:lɪks].

There are three possible causes of the errors produced by the students. The first cause is the first language interference. This error occurs because the students transfer or use their first language system to the second language system.

The second cause is the complexity of the English. This error occurs when the students tend to pronounce a word based on the spelling of the word. The English spelling is more difficult and more complicated than the spelling of Indonesia. It is

known that the spelling of English is unsystematic. The spelling of a word in English can not be considered as its pronunciation. The third cause is the lack of student ability in speech production. It makes the students over generalize the sound in English.

There are several modification strategies employed by students in pronouncing the coda; the accurate production, absence or deletion, epenthesis, and feature change. The classifications of errors are deletion (reduction of consonant clusters and reduction of the final consonant), insertion of a vowel or a consonant, substitution, and devoicing.

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