

# CHAPTER I

## INTRODUCTION

This chapter is an introductory section of the research. It provides general information of the research that covers the background of the research, research question, purposes of the research, significance of the research, the methods used in the research, the collection of data, data analysis, the clarification of terms and the organization of the paper.

### **1.1. Background of the Research**

Indonesia is known as a multilingual country that has more than 726 ethnic languages spoken. Currently, there are 300 ethnic groups living in 17.508 islands, with 726 ethnic languages spoken in Indonesia (Sakti & Nakamura, 2014). Along with the multilingual culture, most of people who live in Indonesia are able to speak at least two languages, which are the ethnic language and Bahasa Indonesia as the national language. The standard Indonesian language is constantly being developed and transformed as the result of a socio cultural interaction of many ethnic groups (Hikmat & Solihati, 2013).

Sundanese language is one of regional languages in Indonesia. People who were born or live in Sundanese area generally use Sundanese language as their daily language. Nowadays, Sundanese is the second biggest language spoken in Java, after Javanese. The number of the speakers is still increasing along with many people that come and live in Sundanese area. Newcomers, unconsciously, contribute to the increasing number of Sundanese language user through learning and speaking Sundanese, even though the use of its language is not always correct.

In acquiring second language or learning other languages, people will deal with language contact in some way that the first language can influence the second language or the other way around (Arifin, 2011). Language contact causes

several language phenomena; one of them is language interference (Lado, 1957; Dulay & Burt, 1974; Offiong, 2005). Language interference can be also called as

a deviation from the norms of either language that happens in bilingualism context as a result of familiarity with more than one language (Weinreich, 1953). As Ellis (1997) stated that interference is managed by learners' perceptions and by the stage of improvement in learning the language(s). In addition, Baloch (2013) in his research said that the language that we will learn could be said as foreign language and the first language can be used as a tool for learning it. Furthermore, he stated that language could be interfered in term of grammar, pronunciation, and syntax. In addition, Lekova (2010) mentioned two types of interference; interlanguage interference and intralanguage interference. Interlanguage interference occurs when the first language causes mistakes to the second language, whereas intralanguage interference occurs when the mistakes influence the knowledge of the language in their performance.

The types of language interference can be found in every aspect of language, one of them can be found in pronunciation. In a multilingual society, the phenomenon of using two languages is commonly found. It creates varied pronunciations of the language. One of the diverse pronunciations can be seen from pitch realisation. Based on McIntyre (2002), pitch is how high or low a sound is, sometimes it is called as tone. Pitch can affect the interpretation of sentence or intonation. Pitch is determined by the degree of vibration of the vocal folds (Gussenhoven, 2004). Pitch range refers to the distance or length of the lowest and the highest frequency in an utterance. Pitch range depends on vibration of vocal folds. The pitch-range of a speaker's particle production is determined by subtracting the highest frequency with its lowest frequency.

There have been many studies conducted on language interference. Aoki and Nishihara (2013) conducted a study that examined language interference existence between one-second language and another second language in a monolingual setting. The research focused on the English Voice Onset Time (VOT) analysis by Japanese learners. As the result, they discovered that the interference could occur non-directionally. It indicates that one-second language can affect the other second language acquisition. Moreover, Lott (1983) conducted a research study regarding language interference also found that language interference is an error of the foreign language use that can be traced

back to the mother tongue. Baloch (2013) also conducted language interference research that analysed the interference of Arabic language while learning English, in term of spellings. The result showed that there is interference in consonant ‘b’ and ‘p’ because of the mother tongue interference. An analysis of language interference that focused on acoustic phonetic was conducted by Hemakumar (2011). He analysed Kannada language, one of the major Dravidian languages of India, focusing on vowel duration by using Praat software. The research showed that the duration of vowels is classified into short and long vowels based on the position of the vowel. Unfortunately, there have not been many studies conducted on language interference in Sundanese context that focus on phonetic acoustic analysis.

The present research focuses on analysing the common characteristics of Sundanese pronunciation deviations made by Javanese learners of Sundanese and pitch range production by Sundanese speakers and Javanese learners of Sundanese when reading a Sundanese text. This research is expected to enrich the literature of the study of language interference and Sundanese language. In addition, the research is also expected to give an insight for further researchers who conduct research studies on language interference by using an acoustic phonetics analysis.

## **1.2. Research Questions**

The research questions formulated as the guidance in conducting the research are:

1. What are the common characteristics of Sundanese vowel interference made by Javanese learners of Sundanese?
2. What is the pitch range production by the speakers when reading Sundanese text?

## **1.3. Purposes of the Research**

By employing a descriptive qualitative approach, especially descriptive case study research design, the research aims to investigate the common characteristics of Sundanese pronunciation deviations made by Javanese learners of Sundanese and pitch range production by speakers when reading Sundanese text.

#### **1.4. Significance of the Research**

This research is expected to provide an analysis of language interference of Sundanese language that will give contribution in understanding the phenomenon of language interference in a multilingual community context in Indonesia. Even though Sundanese language is one of the most spoken languages in Indonesia, especially in West Java, studies that discuss Sundanese language which provide phonetics analysis are rarely found. By using Praat software, this research also contributes to a more effective way to analyse language. Therefore, this research is also expected to enrich the literature of the study of language interference and Sundanese language.

#### **1.5. Research Methodology**

This research focuses on analysing and describing the pitch range of Sundanese speakers and Javanese learners of Sundanese, thus the research uses descriptive-qualitative method. As Sullivan-Bolyai, Bova, and Harper (2005) claimed that the goal of descriptive-qualitative is to gather rich description of the experience depicted in easily understood language. Descriptive research consists of a set of data, which is not only numerical data but either word, or image of something (Sandelowski 2000). In particular, this research occupied a case study research design. Case study refers to an intensive study of the background, current status and environmental interactions of a particular participant, group or community (Brown & Rodgers, 2002). The research focuses on analysing the common characteristic of Sundanese pronunciation deviations made by Javanese learners of Sundanese and pitch range production by speakers when reading Sundanese text.

#### **1.6. Data Collection**

The participants of the research are six Sundanese speakers and six Javanese learners of Sundanese, which consist of three females and three males for each speaker groups. Sundanese speakers are people who use Sundanese language as their first language, have learned Sundanese language since they were children, use Sundanese language frequently in daily conversation and also come from Sundanese family. Meanwhile, Javanese learners of Sundanese, in this

research, are those who came from Central Java, have stayed in Bandung for more than twenty years and do not use Sundanese language as their first language. The age of the Javanese learners of Sundanese when they moved to Bandung is around twenties, in median. They have been learning Sundanese through adaptation and by having daily conversation with Sundanese speakers.

Bandung is chosen as the setting of the research since Bandung is one of the metropolitan cities in Indonesia where many ethnic groups meet and many languages are used. The data are collected through a reading task.

### **1.7. Data Analysis**

A language can be interfered in terms of spelling and pronunciation. It results in pronunciation variations by dividing the minimal pairs and phonemic structure on the participants' utterance (Erwina, 2011), thus an error analysis is applied to analyse the pronunciation sample of the participants. According to Richards et al., (1996 as cited in Nzama, 2010), error analysis is used to predict the strategies that are used in language learning to trace the cause of the errors and to classify common difficulties in language learning. The participants' utterances are analysed and compared to Sundanese standard pronunciation. Error, here, indicates to systematic deviation of language that is not made by chance (Norrish, 1983).

In addition, Praat software is applied in the research to investigate an acoustic phonetic analysis. The software is applied to minimize transcribing error in the analysis, since the software is built to support the acoustic phonetic analysis with the high degree of accuracy. In the research, the speech properties analysed are pitch realisation and duration. The pitch-range of the speaker's production of the particle is determined by subtracting the highest frequency with its lowest frequency.

## **1.8. Clarification of Key Terms**

### **1. Language Interference**

Language interference happens when a language is disrupted, and it is resulting an error (Newmark, 1966). The error is the result of lack of acquisition of the language that is needed. Ellis (1997) also argued that interference is managed by the learners' perceptions and by the stage of improvement in learning the language. Baloch (2013) in his research said that the language that we will learn can be said as foreign language and the first language can be used as a tool for learning it. Somehow, the language can obstruct the other languages; it can be the first language interfere the second language or the other way. A language could be interfered in term of grammar, spelling, pronunciation, syntax, vocabulary, accent and so much more.

### **2. Pitch**

Based on Plack, Oxenham and Fay (2005), pitch is the length of the voice produced by variation in vocal cord. Pitch contributes to the meaning in communication because it conveys emotions (Anderson-Hsieh, n.d). Pitch is determined by the degree of vibration of the vocal folds (Gussenhoven, 2004). Pitch range refers to the distance or length of the lowest and the highest frequency in an utterance. Pitch range is depended on vibration of vocal folds.

### **3. Deviation**

Deviation or error refers to a systematic and consistent deviation of language, but it is not something that is made by chance or coincidental (Norrish, 1983)

### **4. Error Analysis**

Error analysis is used to predict the strategies that are used in language learning to trace the cause of the errors and to classify common difficulties in language learning (Richards et al., 1996 as cited in Nzama, 2010). An error analysis can also be applied to analyse the pronunciation sample of the participants (Erwina, 2011). Error analysis is distinguished systematic errors and mistake (Corder, 1967). Error analysis can be an analysis of phonological errors, vocabulary errors,

and syntactic errors, and so on, that deal with the analysis of learner production such as speaking and writing (Cf. Busmann. 1996).

#### 5. Sundanese Speakers

Sundanese speakers are people who use Sundanese language as their first language, have learned Sundanese language since they were children, use Sundanese language frequently in daily conversation and also come from Sundanese family.

#### 6. Acoustic Phonetics

Acoustic phonetics is the study that investigates the physical or acoustic characteristics of transmission of sound (Ariyapitipun, 2003).

### **1.9. Organization of The Research**

This paper is organized into five chapters with the following structure:

#### **Chapter I (Introduction)**

This chapter presents general information of the research that covers the background of the research, research questions, purposes of the research, significant of the research, research method, data collection, data analysis, clarification of key terms, and organization of the research.

#### **Chapter II (Literature Review)**

This chapter presents the theoretical frameworks that used to support the analysis of the research and some related previous studies.

#### **Chapter III (Methodology)**

This chapter explains research design, data collection and data analysis in the research.

#### **Chapter IV (Findings and Discussion)**

This chapter provides the results and findings of the data analysis.

#### **Chapter V (Conclusions and Suggestions)**

This chapter draws the conclusion of the findings and suggestions for further research studies.