

CHAPTER IV

FINDING AND DISCUSSIONS

In this chapter, the writer discussed the finding that were found during four times interview and documentation. In this chapter consists of the interference of mother tongue in students' performance of 11 Science and social class when the students use english.

A. Findings

The interference occurs when two languages in different system come into contact. The data are several sentences that might contain phonological, morphological, and syntactical.

This section looks further into the samples taken from 10 of the eleven students at SMAN 1 Angsana of sains and social class who uses full English when they are answer interview. The writer gave the organized for the collected data to make easier to analyze. The data were taken from the interview with students.

1. Types of Interferences Occurs in Students English Performance

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Types Of Interferences	Student's Answers
1 Phonological	Tengkyu (Thank You)
	Brader (Brother)
	Eigtin (Eighteen)
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Englis (English)

Badminton (Badminton)

Japanis (Javanise)

Musik (Music)

Mas (Much)

Sains (Science)

Dipikelt (Difficult)

Aksen (Accent)

Pishing (Fishing)

Onlen (Online)

Hat (Hat)

Kampus (Campus)

Lem (Lamb)

The word "**Thank you**" in the results of this study, students said "**Teng you**". Because "**θ**" is called a **Consonant** in English, it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said "Thank You" to "Teng you". The appropriate pronunciation of it is /θæŋk ju/

The word "**Brother**" in the results of this study, students said "**Brader**". Because "**ð**" is called a **Consonant** in English, it is not in the

Javanese phoneme and Javanese people pronounce the letter D using emphasis with a typical Javanese accent. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**Brother**” to “Brader”. The appropriate pronunciation of it is / 'brʌðər /

The word “**Eighteen**” in the results of this study, students said “**Eigtin**”. Because “**er**” is called **vowels** in English it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**Eighteen**” to “Eigtin”. The appropriate pronunciation of it is /er'tin/

The word “**English**” in the results of this study, students said “**Englis**”. Because “**f**” is called **consonants** in English it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**English**” to “Englis”. The appropriate pronunciation of it is /'ɪŋɡlɪʃ/.

The word “**Javanese**” in the results of this study, students said “**Japanis**”. Because “**ɟ**” called **Consonant** in English does not exist in Javanese phonemes, so that students read according to the existing letters. In addition, Javanese people find it difficult to pronounce the letter V, they will

pronounce V into P. So in this word students are indicated to phonological interference because the student transfer from their mother tongue in English . Therefore, students said “**Javanese**” menjadi “Japanis”. The appropriate pronunciation of it is /dʒavə'niz/

The word “**Music**” in the results of this study, the student said “**Musik**”. Because “**ɢ**” is called **Consonant** in English it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**Music**” to “Musik”. The appropriate pronunciation of it is /'mjuzɪk/

The word “**Much**” in the results of this study, the student said “**Mas**”. Because “**ʃ**” is called **Consonant** in English it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**Mas**” to “Much”. The appropriate pronunciation of it is / mʌʃ /

The word “**Science**” in the results of this study, the student said “**Sains**”. Because “**ɪ**” is called **vowels** in English, it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore,

students said “**Science**” to “Sains”. The appropriate pronunciation of it is /saɪəns /

The word “**Badminton**” in the results of this study, the student said “**Badminton””. Because “æ and ə” is called **Vowels** in English, it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**Badminton**” to “Badminton”. The appropriate pronunciation of it is /bæd,mɪntən /**

The word “**Difficult**” in the results of this study, the student said “**Dipicult””. Because Javanese people find it difficult to pronounce the letter F, they will pronounce F into P. So in this word students are indicated to phonological interference because the student transfer from their mother tongue in English . Therefore, students said “**Difficult**” to “Dipicult”. The appropriate pronunciation of it is / dɪfəkəlt /**

The word “**Accent**” in the results of this study, the student said “**Aksen””. Because “æ” is called **Vowel** in English, it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**Accent**” to “Aksen”. The appropriate pronunciation of it is /æksent /**

The word **“Fishing”** in the results of this study, the student said **“Pishing”**. Because Javanese people find it difficult to pronounce the letter F, they will pronounce F into P. So in this word students are indicated to phonological interference because the student transfer from their mother tongue in English . Therefore, students said **“Fishing”** to “Pishing”. The appropriate pronunciation of it is / fɪʃɪŋ/.

The word **“Online”** in the results of this study, the student said **“Onlen”**. Because **“ar”** is called **vowels** in English, it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said **“Online”** to “Onlen”. The appropriate pronunciation of it is /ɔn,lam/.

The word **“Hat”** in the results of this study, the student said **“Hat”**. Because **“æ”** is called **Vowel** in English, it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said **“Hat”** to “Hat”. The appropriate pronunciation of it is / hæ t /

The word **“Campus”** in the results of this study, the student said **“Kampus”**. Because **“æ”** is called **Vowel** in English, it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore,

students said “**Campus**” to “Kampus”. The appropriate pronunciation of it is /kæmpəs/

The word “**Lamb**” in the results of this study, the student said “**Lem**”. Because “æ” is called **Vowel** in English, it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**Lamb**” to “Lem”. The appropriate pronunciation of it is /læm /.

2. The Most Common Phonetic Interference in Students English Performance

Based on the research, the writer found the type of interference that occurs the most is phonological interference. This happens because there are many vowels and consonants are not in Javanese pronunciation. /aʊ/ there are 8 students, /oʊ/ are 4 students, /æ/ are 6 students, /ɜ/ are 4 students, /ə/ is 1 students, /ɔ/ are 8 students, /ɑ/ are 9 students, /ʌ/ are 2 students.

B. Discussions

In the results of this study, the writer analyzed the results of the study using qualitative methods. The writer rewrote the interference that occurred to students according to the recordings when the writer conducted research at SMAN 1 Angsana. In this chapter, writer categorize the types of interference, including; Phonological focus on vowel and consonant.

1. Types of interference

Phonological interference

According to Weinrich. 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 /bʌtən/, but often pronounced as /bʊtən/ considering that there is no rule of phoneme /u/ will be pronounced /ʌ/ in Javanese. This phonological interference phenomenon sometimes results on negative impact on the occurrence of phonological error then producing inappropriate pronunciation of English word.

The word "**Thank you**" in the results of this study, students said "**Teng you**". Because "**θ**" is called a **Consonant** in English, it is not in the Javanese phoneme. Students pronounce the letter T, it should be according to the manner of articulation in phonology, the pronunciation is "θ" where the sound comes out of the dental or this sound is formed from the tip of the tongue and the upper front teeth by pronouncing it called fricative or blowing air from the mouth through the gaps between the teeth. formed by the tongue, teeth and lips. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said "Thank You" to "Teng you". The appropriate pronunciation of it is /θæŋk ju/ .

The word “**Brother**” in the results of this study, students said “**Brader**”. Because “**ð**” is called a **Consonant** in English, it is not in the Javanese phoneme and Javanese people pronounce the letter D using emphasis with a typical Javanese accent. Students pronounce the letter T, it should be according to the manner of articulation in phonology, the pronunciation is "ð" where the sound comes out of the dental or this sound is formed from the tip of the tongue and the upper front teeth by pronouncing it called fricative or blowing air from the mouth through the gaps between the teeth. formed by the tongue, teeth, and lips. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**Brother**” to “Brader”. The appropriate pronunciation of it is / 'brʌðər/

The word “**Eighteen**” in the results of this study, students said “**Eigtin**”. Because “**ei**” is called **vowals** in English it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**Eighteen**” to “Eigtin”. The appropriate pronunciation of it is / ei'tin/

The word “**English**” in the results of this study, students said “**Englis**”. Because “**j**” is called **consonant** in English it is not in the Javanese phoneme. The student is indicated to phonological

interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**English**” to “Englis”. The appropriate pronunciation of it is / 'ɪŋɡlɪʃ/.

The word “**Javanese**” in the results of this study, students said “**Japanis**”. Because “**ɟ**” called **Consonant** in English does not exist in Javanese phonemes, so that students read according to the existing letters. In accordance with the results of the interview, students pronounce the letter J, it should be according to the manner of articulation in phonology, the pronunciation is "ɟ" where the sound is located on the palate or the hard palate and the way to pronounce it is called affricate or through a combination of stop and fricative, namely the air pressure increases, such as stopping but instead of exploding, the air flows through the gaps like friction. In addition, Javanese people find it difficult to pronounce the letter V, they will pronounce V into P. So in this word students are indicated to phonological interference because the student transfer from their mother tongue in English . Therefore, students said “**Javanese**” menjadi “Japanis”. The appropriate pronunciation of it is / ɟʌvə'niz/

The word “**Music**” in the results of this study, the student said “**Musik**”. Because “**j**” is called **Consonant** in English it is not in the Javanese phoneme. In accordance with the results of the interview, students pronounce the letter U according to the letters in the word, it

should be in accordance with the manner of articulation in phonology. The location of the pronunciation should be on the palate or hard palate. The way to pronounce it should be that the air flow moves relatively freely around the tongue or is called an approximant. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**Music**” to “Musik”. The appropriate pronunciation of it is /'mjuzɪk /

The word “**Much**” in the results of this study, the student said “**Mas**”. Because “**ʃ**” is called **Consonant** in English. In accordance with the results of the interview, students pronounce “ʃ” into S, this is because there is no consonant “ʃ” in Javanese phonemes. In accordance with the manner of articulation in phonology. The location of the pronunciation of “ʃ” is on the palate or hard palate, and the way of pronouncing it is called fricative or blowing air from the mouth through the gaps formed by the tongue, teeth, and lips. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**Mas**” to “Much”. The appropriate pronunciation of it is / mʌʃ /

The word “**Science**” in the results of this study, the student said “**Sains**”. Because “**ɪə**” is called **vowals** in English, it is not in the Javanese phoneme. The student is indicated to phonological

interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**Science**” to “Sains”. The appropriate pronunciation of it is /saɪəns /

The word “**Badminton**” in the results of this study, the student said “**Badminton**”. Because “æ and ə” is called **Vowels** in English, it is not in the Javanese phoneme. vowels are different from consonants. vowels have no place of articulation. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**Badminton**” to “Badminton”. The appropriate pronunciation of it is /bæd,mɪntən /

The word “**Difficult**” in the results of this study, the student said “**Dipicult**”. Because Javanese people find it difficult to pronounce the letter F, they will pronounce F into P. So in this word students are indicated to phonological interference because the student transfer from their mother tongue in English . Therefore, students said “**Difficult**” to “Dipicult”. The appropriate pronunciation of it is /dɪfəkəlt /

The word “**Accent**” in the results of this study, the student said “**Aksen**”. Because “æ” is called **Vowels** in English, it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their

mother tongue in English. Therefore, students said **“Accent”** to **“Aksen”**. The appropriate pronunciation of it is /æksɛnt/

The word **“Fishing”** in the results of this study, the student said **“Pishing”**. Because Javanese people find it difficult to pronounce the letter F, they will pronounce F into P. So in this word students are indicated to phonological interference because the student transfer from their mother tongue in English . Therefore, students said **“Fishing”** to **“Pishing”**. The appropriate pronunciation of it is /fɪʃɪŋ/.

The word **“Online”** in the results of this study, the student said **“Onlen”**. Because **“ar”** is called **vowals** in English, it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said **“Online”** to **“Onlen”**. The appropriate pronunciation of it is /ɔnlam/.

The word **“Hat”** in the results of this study, the student said **“Hat”**. Because **“æ”** is called **Vowels** in English, it is not in the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said **“Hat”** to **“Hat”**. The appropriate pronunciation of it is /hæt/

The word **“Campus”** in the results of this study, the student said **“Kampus”**. Because **“æ”** is called **Vowel** in English, it is not in

the Javanese phoneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**Campus**” to “Kampus”. The appropriate pronunciation of it is /kæmpəs/

The word “**Lamb**” in the results of this study, the student said “**Lem**”. Because “æ” is called **Vowel** in English, it is not in the Javanese ph oneme. The student is indicated to phonological interference in this word because the student transfer from their mother tongue in English. Therefore, students said “**Lamb**” to “Lem”. The appropriate pronunciation of it is /læm/

2. Phonetics Interference

According to the table above, the writer have analyzed the results of research in schools. It was found that the most interference experienced by students was on vowels and consonants, including the following: vowels interference are vowel /aʊ/ are eight students, /oo/ are four students, /æ/ are six students, /ɜ/ are four students, /ə/ is one student, /ɔ/ are eight students, /ɑ/ are eight students, /ʌ/ are two students. In consonants /tʃ/ is one student, /dʒ/ is one student, /f/ is one student, /θ/ is one student. in consonant letters there are only a few students who experience interference. this is because other students are able to pronounce the existing consonants correctly, as well as vowels.