

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In Indonesia, the usage of Standard Chinese is developing rapidly due to various supporting factors. One of factors is the growing of multiple Chinese-based companies that often require their employees to be able to speak in Standard Chinese. Another supporting factor is the increasing numbers of native Chinese speakers that have moved to Indonesia. Often their reason is to find a better living in the country. The other factor, meanwhile, was rooted when Abdurrahman Wahid, the former president of Indonesia, permitted the Indonesian citizens of Chinese descent to apply their ancestral culture and language in their daily lives.

According to Jacobsen (2003, p.3), after President Suharto bowed out his presidential duty on May 21 1998, the interim President Habibie and the following two Presidents Abdurrahman Wahid and Megawati Sukarnoputri allowed the ethnic Chinese to practice their traditions, especially the Chinese New Year, learn Chinese language, and publish newspaper and books in Chinese. In daily communication, native Chinese speakers communicate using Indonesian language to Indonesian people. They commonly do mispronunciations when they speak Indonesian language as their L2. There are many reasons which cause native Chinese speakers may pronounce incorrectly Indonesian language such as the differences of Indonesian's alphabets. Therefore, the native Chinese

speakers try to find the easiest ways to pronounce Indonesian sounds. Another reason is that some tones which occur in Standard Chinese do not exist in Indonesian language. Native Chinese speakers get confused to pronounce Indonesian sounds correctly.

Originated in China, Standard Chinese itself is one of the languages in the world that commonly uses logographic writing system. The Chinese writing in the Roman alphabet is known as Han Yu Pin yin. The system adopted by the People's Republic of China in 1958 is called Han Yu Pin Yin 'Chinese Spelling System' or 'Pin Yin for short (Duanmu, 2007, p. 6).

Additionally, Pin Yin is used to write out Chinese names in Roman alphabets. For example, <bèi jǐng> pronounced [pei tɕiŋ]. bèi jǐng is spelled by Pin Yin and [pe:i tɕiŋ] is the pronouncing of bèi jǐng. Pin yin helps learners of Standard Chinese to pronounce the words easier. Meanwhile, phonetics transcription is different from pin yin. Pinyin is graphemes of Chinese language, while IPA refers to sound in articulation. Ashby, Michael and J. Maidment (2005, p.194) stated that IPA (International Phonetic Alphabet) is a set of internationally agreed symbols used to represent speech sound.

The segmental features of language are the sounds that consist of the vowel and consonant sounds. In Indonesian language vowel system, there are ten different vowels and diphthongs identified, such as /a/, /i/, /u/, /e/, /ə/, and /o/ and also include several diphthongs, such as /ai/, /au/, and /oi/ (Alwi, Hasan, S. Dardjowidjojo, H. Lapoliwa and A.M Moeliono, 2003, pp.56-58). On the other hand, Standard Chinese has different vowels and several diphthongs. Identified

Standard Chinese vowel phonemes are high /i,y,u/, mid /ə/ and low /a/ while the diphthongs include /ai/, /an/, /aŋ/, /ian/, etc. (Duanmu, 2007, p.35).

Another difference between Indonesian language and Standard Chinese is that Indonesian language has twenty-two consonants: /p/, /b/, /t/, /d/, /k/, /g/, etc (Alwi et al, 2003, p.66), while Standard Chinese does not occur consonant cluster. Standard Chinese has eighteen consonants /p/, /b/, /t/, /d/ /h/, /l/, etc (Yang, 2006, pp 10- 14).

Moreover, in Standard Chinese pronunciation, the consonant /b/ is pronounced as unaspirated [p], for example word <bā>八 (eight) “is pronounced [pa:] by native Chinese speakers. In Bahasa Indonesia, <ba> is pronounced [ba] by Indonesians. Other example in Standard Chinese; 篇 <piān> ‘writings’ is pronounced [p<sup>h</sup>i:an]. Pin Yin, /b/ in <piān> is pronounced as [p<sup>h</sup>] aspirated and written with small h of sound [p] and pinyin /p/ in <bā> is pronounced as [p] unaspirated (Kang and Siping. 2010, p.43). There is another difference between Standard Chinese and Indonesian language concerning the sound [g] and [k]. In Standard Chinese, the word 哥哥 <gēge> ‘older brother’ is pronounced [‘kə; kə] but in Indonesian language it is pronounced as [gəgə]. On the other hand, the word 看 <kàn> is pronounced as [g<sup>h</sup>an] by native Chinese speakers but it is pronounced as [gan] by Indonesians. Pin Yin, <g> in <gēge> is pronounced as [k] and pin yin <k> in <kàn> is pronounced as [g<sup>h</sup>] aspirated (Kang and Siping. 2010, p.43).

Regarding the phenomenon explained she writer is interested in conducting a study to analyze mispronunciations of Indonesian Language that

occurred to Chinese native speakers. The study focuses on the pronunciation incorrectly of Indonesian language produced by Native Chinese speakers in Surabaya considering the influence of Standard Chinese. Avery and Ehrlich (1992, p.3) pointed out that the sound system of the native language could influence the learners' pronunciation of a target language.

This study is conducted by observing L1 (Standard Chinese) Influence on the production on L2 (Indonesian language) sounds by Native Chinese speakers in Surabaya. Wondering that, the writer asked her teachers as her participants. The participants of the study are Native Chinese speakers who are a Standard Chinese Teacher at SSHS Surabaya and a lecturer at Univ. Widya Mandala Surabaya. For instance, the participants deleted [n] in the word *kontan* 'cash' pronounced [kɔnta]. Focusing on the word *kontan* 'cash', the participants substituted vowel [ɔ] to [ɒ]. The word *kontan* should be pronounced [kɔn'tan]. Another example is that the participants substituted [g] to [k] in the word *komplek* pronounced as [gom'plek]. The word *komplek* should be pronounced [kom'plek].

Ellis (2000, p.51) stated that, L1 transfer refers to the interference that the learner's L1 exerts over the acquisition of an L2. Ellis said that the patterns of the learner's mother tongue get in the way of learning the patterns of the L2. The knowledge of the L2 was connected in all sorts of ways to L1 knowledge. The participants transferred features from their L1 into L2.

Learning from previous study, the writer uses a similar study that was carried out by Prananingrum (2006) as a reference. The previous study has inspired the writer to observe and to analyze the similar phenomenon. Regarding

her study, Prananingrum discussed the English consonant and vowel sounds which were pronounced incorrectly by the students of the English Diploma Program of Airlangga University, Indonesia. Nevertheless, the study focuses on Indonesian language sounds which pronounced incorrectly by native Chinese speaker who live in Surabaya.

### **1.2 Statement of the Problems**

Based on the phenomenon of the L1 interference on L2 in the pronunciation of the sounds, the research questions are formulated as follows:

1. What Indonesian language consonant and vowel sounds are mispronounced by native Chinese speakers in Surabaya?
2. Why are they mispronounced incorrectly?

### **1.3. Objectives of the Study**

The objective of the study is to find out what Indonesian language sounds are pronounced incorrectly by the native Chinese speakers in Surabaya and why these sounds are pronounced incorrectly by native Chinese speakers in Surabaya. This study investigates the reasons why native Chinese speakers pronounce Indonesian language incorrectly.

### **1.4. Significance of the Study**

This study is expected to give theoretical contribution to linguistic especially in regard to phonetics and phonological study. It is also expected to be

useful information for linguistic observers. Moreover, the writer divides the significance of this study into theoretical and practical contributions.

In theoretical contribution, this study is expected to enrich knowledge and expand the field of research in second language acquisition as well phonology as linguistics field. It is also expected to be useful information for linguistic observers, teachers or other researchers.

Besides, in practical contribution, this study is expected to give information to the teachers who want to teach how to pronounce correctly Indonesian language. Furthermore, this study aims to give clearer additional information to the reader especially native Chinese speakers of how native Chinese speakers' articulate Indonesian language sounds.

### **1.5. Scope and Limitation**

This study focuses on the mispronunciation of Indonesian language spoken by native Chinese speakers due to the influence of Standard Chinese (L1) by native Chinese speakers in Indonesian language as its subject. Furthermore, this research relates to with phonetic and phonological study. The writer just focuses on phonetic and phonological study. The limitation of this study is that the writer does not discuss or describe on psycholinguistic concerning SLA or FLA specifically.

### **1.6. Definition of Key Terms**

Not to make misperception by the readers, definition of some key terms which are used in this study are listed as follow:

- **Standardized Chinese:** Standard spoken language, an alphabetic writing system, and vernacular writing which is based on the Beijing dialect.
- **Indonesian Language:** The standard language used by people who live in Indonesia.
- **Influence:** The result of the negative transfer for language transfer by language learner.

# CHAPTER II

## LITERATURE REVIEW