CHAPTER I
INTRODUCTION

1.1 Background of The Study

Most people in Waru, Sidoarjo, speak Javanese as their mother tongue. Despite having their own dialect and accent which are a little bit different from Javanese spoken in Central Java, the stop voices are basically the same—the differences are usually in the vowel, intonation, and some vocabulary.

Nowadays due to the global influence, many educated Javanese learn to speak English as a tool of communication throughout the world. The role of English in Indonesia especially in Surabaya is still as the first foreign language that is learned through formal school. While as the lingua franca, as in other parts of Indonesia, they use Indonesian.

Javanese and Indonesian are categorized as Western Austronesian Languages (Crystal, 1987). Javanese has the largest number of mother-tongue speakers in the area over 60 millions. It is spoken throughout the Island of Java, and to some extent in Malaysia. While Indonesian, which has a dialec: of the South Malay Peninsula, constitutes the standard language in Indonesia and has been the official language of Indonesia since 1949(Crystal, 1987).

The fact that English has widely spread all over the world and changed naturally depending on the speaker and also the condition where it remains and interacts, it brings about many alterations. Let us take some examples Singlish(Singaporean English), Spanglish (Spanish English), American English,

and Australian English. Perhaps some of you disagree with the last two varieties in a sequence of English alteration. However, we must remember that before the big migration of the British to America in the beginning of the spring of 1587 and the discard of unwanted people to Australia about 200 years ago, of course the only alive English was British English plus some local dialects and accents.

It is obvious that the changes of English do exist. The current related study about the changes of English has been done by Augustin Simo Bobda--the Professor of the English Language and Linguistics at the higher Teacher Training School, University of Yaonde I, Cameroon. His study was published in *Modern English Teacher* magazine vol 10 no 2 2001 page 13-17. He wrote about the changes in African and Asian Englishes. There, he noticed some aspects: the pronunciation, the prepositional usage, and the plurality.

Another related study, which is closer to this thesis, is about Singapore Colloquial English (Singlish) written by Anthea Fraser Gupta (publicly shown on internet). Gupta wrote about the background, the vocabulary, the sounds, and the Grammar—interference of Malay, Chinese and Indian.

Singlish, of course, it is different from English with Javanese interference. We cannot say that there is Javanese English because unlike Singlish, which exists and is regularly used in Singapore, there is no certain rule to admit its existence. Some people are trying very hard to speak the standard one (either American or British standard), some are mixed up, and some are pretty confident with their own style.

1.2 Statement of the problem

The writer has defined the statement of the problem for this study:

What are the vowel qualities in English when some Javanese students of Junior High School speak them?

1.3 Objective of the Study

The writer wants to notice the changes of English vowels in pronunciation with the interference of Javanese mother tongue.

1.4 Significance of the Study

There are three significances based on three different groups of people: for students, for English teachers, and for researchers.

The writer does expect that this study may make students aware of their vowel qualities in English and speak it not necessarily perfect but fairly well.

Since the role of the English teacher is very important to encourage students to have better vowel qualities, it is crucial for English teachers to be aware of the changes of the vowel qualities made by their Javanese students and to be able to teach them to pronounce the English vowels correctly/properly.

As a follow-up to this thesis and other similar theses, the writer expects that this thesis can enrich the research world so that there will be further researches about vowel qualities particularly and the changes of some English vowels spoken by non-native speakers.

1.5 Scopes and Limitation

The only aspect observed in this thesis is the vowel qualities in English spoken by some of the Junior High School students and counting out a number of mispronounced words. The English vowels observed are in monosyllabic words. The writer uses British English (i.e. RP) as a standard of English vowels.

The writer has limited the informants by selecting those who meet these following qualifications, such as:

1.   Those whose mother tongue is Javanese.

2.   Those who have been living in Waru-Sidoarjo for 5 years, at least.

3.   Those who are 12-15 years old.

4.   Those whose parents do not speak English.

5.   Those who do not speak English at home.

1.6 Theoretical Framework

The theories which frame this thesis are mostly from Ladefoged (1975) , Fromkin & Rodman (1988) for the English vowels; Uhlenbeck (1949) in Subroto (1991) for the Javanese vowels.

1.6.1 The Phonetic Symbol Used in this Thesis

There are several authors who have devised sets of symbol for identifying English vowels as cited in Crystal (1995): Grimson (1962), Jones (1917), Fromkin and Rodman (1974). Not to mention Ladefoged (1975) has his own particular symbols.

The phonetic symbols used to transcribe English vowels in this thesis are the ones used in Ladefoged's (1975). The writer's reason to choose Ladefoged's symbol is because the writer was introduced about phonetics thoroughly by using Ladefoged's book, *A course in Phonetics* While, the phonetic symbols used for transcribing Javanese vowels in this thesis are the ones used by Uhlenbeck (1949) cited in Subroto (1991).

1.6.2 Standard Language

When the non-native speakers of English learn to speak English, they are mostly led to speak the standard one. It is understandable since they use some written sources, such as, dictionary and grammar books. Actually Standard English is one kind of dialects but it is used in the vast area (Crystal, 1987).

Haugen (1966) cited in Hudson (1980) stated that a typical standard language will have passed through four processes: selection, codification, elaboration of function, and acceptance.

1.6.3 Dialect and Accent

It often happens that people cannot differ what is called dialect with what is called accent—the two terms are mixed up. Nevertheless, it is obvious that dialect has greater extent than accent. *Accent* refers to nothing but pronunciation and *dialect* refers to every other aspect of language (Wells 1982).

This allows us to distinguish between the standard dialect and non-standard dialects, while making separate statements about pronunciation in terms of accents (Wells 1982).

Thus in Britain we may say that many people use a regional accent but standard dialect, and a select few use an RP accent with the same standard dialect. Great confusion results if the standard dialect, which is a matter of vocabulary, syntax and morphology, is referred to as 'RP' (Hudson, 1980).

1.6.4 Received Pronunciation (RP)

Received pronunciation (RP) is southeast accent of British English, which tells us only about a person's social or educational background. Now it is no longer the preserve of a social elite. It is best described as an educated accent.

BBC adopted RP when Radio broadcasting began in 1920's. However, It has been altered over just a few decades. It gives evidence that no accent is immune to change (Crystal, 1995).

RP has long been the chief accent taught to foreigners who wish to learn a British model, and is thus widely used abroad. It has also been valuable as a standard for linguistic research (Crystal, 1995).

1.7 Method of the Study:

The method used in this study is a qualitative descriptive since it is attempted to gain description of the English vowel qualities which are produced by some Javanese Junior High School Students.

Besides, this thesis is a case study or a study of the particular case. Researchers seek out both what is common and what is particular about the case, but the end result regularly presents something unique (Stouffer, 1941, cited in Denzin & Lincoln, 1994). Uniqueness is likely to be pervasive, extending to

1. the nature of the case
2. its historical background
3. the physical setting
4. other contexts, including economic, political, legal, and aesthetic
5. other cases through which this case is recognized
6. those informants through whom the case can be known

To study the case, many researchers will gather data on all the above

1.7.1 Definition of the Key terms

- Diphthong: A vowel in which there is a change in quality during a single syllable, as in English |aɪ| in "high".

- Monophthong: A vowel in which there is no appreciable change in quality during a syllable, as in English [ɑ] in father.

- Open syllable: A syllable without a consonant at the end, as the first syllable in English "beehive, bylaw, sawing."

- Closed syllable: A syllable with a consonant at the end, as the first syllable in English "magpie, pantry, completion."

- New Englishisms: a term used for African and Asian varieties of English which share features, called variably 'common mistake', 'deviation', 'peculiarities', etc.

1.7.2 Location, Population, and Sample of the Study

The location where the informants live is Waru Sidoarjo and the population is Junior High School Students (with some qualifications). There are five informants taken as the samples for this study.

Kecamatan Waru is one of the eighteen Kecamatans, which belongs to Kabupaten Sidoarjo. Kabupaten Sidoarjo itself has 13,153,681 people. The vast of the area is 630 km2 divided into 18 Kecamatans and 535 Villages. The capital city is Sidoarjo.

There are five informants in this study who have met the requirements. However, each has his/her own background and characteristics.

Informant 1 is a 14-year-old male Junior High student. He was born in Malang and has been growing up in Surabaya and Sidoarjo. Javanese and Indonesian are the languages used at home and among friends. Malang is his parents' origin.

Informant 2 is a 13-year-old female Junior High student. She was born in Surabaya and has been growing up in Sidoarjo. Javanese and Indonesian

are the languages used at home and among friend. Gresik is her father's origin whereas Nganjuk is her mother's origin.

Informant 3 is a 13-year-old female Junior High student. She was born in Surabaya and has been growing up in Surabaya and Sidoarjo. Javanese and Indonesian are the languages used at home and among friends. Lamongan is her father's origin whereas Surabaya is her mother's origin.

Informant 4 is a 13-year-old female Junior High student. She was born in Surabaya and has been growing up in Sidoarjo. Javanese and Indonesian are the languages used at home and among friends. Ponorogo is her father's origin whereas Surabaya is her mother's origin.

Informant 5 is a 15-year-old male Junior High student. He was born in Surabaya and has been growing up in Sidoarjo. Javanese and Indonesian are the languages used at home and among friends. Madiun is his father's origin whereas Surabaya is his mother's origin.

1.7.3 Technique of Data Collection

In collecting data, first, the writer had to make selection toward the informants. The selection was simple. The writer just picked five junior high school students who meet the requirement mentioned in *Scopes and Limitation*. Randomly, to know whether or not they meet the requirements, the writer did a little interview to some Junior High School Students. It did not take much time because it was very easy to find students with the required criteria.

It is important to let the students not to know in what aspect they will be observed to keep the validity of the data. Second, the writer prepared twenty sentences in which each sentence contains a word with a particular vowel in it. So the target vowels have been disguised and the students do not know the focus of the observation.

Third, the writer had the students read the twenty sentences aloud and record their pronunciation on the audiotape.

Fourth, to get accuracy, the writer listened to the data recorded carefully and repeatedly.

Fifth, the data recorded on the audiotape was transcribed by using Ladefoged's phonetic symbol.

In short, the steps that have been made to collect the data are:

1. Selecting informants based on the requirements.

2. Collecting twenty words in which per word contains one particular English vowel.

3. Having the selected students to read the words aloud and record their pronunciation on tape.

4. Listening to the recorded data carefully and repeatedly.

5. Transcribing their pronunciation accurately.

1.7.4 Technique of Data Analysis:

In analyzing the data, first, the writer transcribed vowel by vowel not student per student. What the writer means is that he analyzed one vowel and

listened to what it would be pronounced by every student, instead of analyzing one student and how he/she pronounced the twenty vowels. The writer considered it as the best way since the focus of attention was the quality of the vowels produced.

Second, the writer compared his pre-assumptions and the data collected. The writer wanted to know whether or not the pre-assumptions are proved.

At last, the writer did the thorough analysis about the quality of the vowels produced and how they were produced.

In short, to analyze the data, the writer did three steps, as follows:

1. Observing the data vowel by vowel.

2. Comparing the pre-assumption with the data collected.

3. Analyzing the quality of the vowels produced and how they were produced thoroughly.

1.8 Organization of the Thesis

This thesis consists of four chapters: Chapter I Introduction; Chapter II Literature Review; Chapter III Presentation and Analysis of the Data; and Chapter IV Conclusion and Suggestion.

Chapter I is the chapter of introduction which covers background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, theoretical framework, and method of the study.

Chapter II is the literature review. It covers the review of English vowels and Javanese vowels plus the review of some literatures where the theories come from.

Chapter III is the chapter where the data are presented and analyzed.

Chapter IV is the final chapter where the writer made his conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW