

CHAPTER I

INTRODUCTION

I.1 Background of the Study

Madurese language is widely used in many regions all over Madura island and some regions in Java such as Pasuruan, Probolinggo, Bondowoso, and Situbondo. But in a certain community in Probolinggo, Madurese is not only spoken by Madurese people, but also spoken by Malaysians who live there. But the Madurese language spoken by these Malaysians show some differences with one spoken by Madurese people. This interesting phenomenon, which may only happen in Probolinggo, challenged the writer to do a linguistic research in that community.

In Probolinggo, those Malaysians live in a religious institution called pesantren. They came to this pesantren to study religion and became the *santris* (students of pesantren who also live in the same pesantren for a certain time).

One interesting phenomenon is that these Malaysian *santris* integrate in pesantren society by using Madurese as communication language in their activities. According to Leonard Bloomfield, a group of people who lived in one speech community interact by means of speech (Leonard Bloomfield, 1933 :42). In this case, Madurese is the key to getting acquainted with the people who live there, to getting an education and social purposes.



Malaysians as the language learners here have task that consists of figuring out and learning the full system of linguistic, social, and pragmatic rules that govern the language behavior of the speech community. As member of one language community, they know what sorts of things people talk about, and they know in general what kinds of verbal behaviors are appropriate for a variety of social situations and settings. In learning Madurese as the new language, they will be looking for ways to express, and to achieve the communicative goals they customarily accomplish in their primary speech community.

As Madurese language has social function within the community where it is learnt, it can be stated as a second language for those Malaysian santris. Based on two basic kinds of motivation for second language learning stated by Robert Garner and Wallace Lambert (1972), these Malaysians can be categorized as learners with integrative motivation. They want to learn Madurese language in order to communicate with the Madurese people more satisfactorily and gain closer contact with them and their culture.

It can be seen at a glance that Madurese language of these Malaysian santris show some mixing as well as changes, as revealed by Weinreich (1974:1) :

“ In the present study, two or more languages will be said to be in contact if they are used alternately by the same person. If two or more languages met, it cause influence process with each other and it will involve some changes in some ranks like syntax, morphology, and phonology “

Their speech show articulatory patterns that are different from the Madurese language. Articulation and phonology are subsystems of language and occur concurrently with the use of other language systems. There is a wide range

of articulatory and phonologic patterns that are within the normal limits of acceptability depending on the dialect, the speaking situation, and the age of the individual (Curtis, 1980 : 183).

As dialect is one factor influencing judgement of normalcy of communicative patterns, the following results of some preceding researches are provided. Byrne and Shervanian (1977) mentioned the substitution of / r / for / l / by English-speaking Japanese or of / j / for / d / by speakers of Swedish origin. They found some misarticulation phonemes because the speakers substituted the place of articulation and changed the manner of articulation. The other researches deal more with transfer or grammatical categories and word order rules.

On the contrary, a study of Madurese language transfer that has similar characteristics with the phenomena found in Nurul Jadid Pesantren has actually never been carried out so far, either by foreign linguists or Indonesian linguists. So far, they have never attempted to reveal the fact or linguistic phenomenon of Madurese.

The following are some related studies focusing on Madurese language that are partially implemented in terms of references for the analysis later :

(a) Madurese Phonology & Morphology (Steven, Allan : 1968)

This book contains various views about the Madurese phonological aspects. The discussion is partially about phoneme, vowel, consonant, and the likes.

(b) Morfologi dan Sintaksis Bahasa Madura (Mochmilabib, M : 1979)

This book is a monograph outline of Madurese Morphology and Syntax. This book also provides significant informations about certain principles of aspects of Madurese phonetics for the purpose of understanding the close relationship between morphology and phonology. This book rather emphasizes the discussion on the aspects of forming Madurese words.

(c) Bahasa Melayu Pada Golongan Masyarakat Jawa (Hasyim, Norita : 1996)

This thesis provides Malay Language used by Javanese who lived in certain area in Malaysia. The objective of the study of this thesis is to provide many sound changes occurring among Javanese people's speech. This thesis is useful as we have arisen similar topic.

I.2 Statements of the Problem

Based on the background of the study, I state the problem as follows :

How is the interference of the sounds of Malay with Madurese spoken by the Malaysians who study in Nurul Jadid Pesantren in Probolinggo ?

I.3 Objective of the Study

By this study the writer intends to find out a number of changes or intereferece pertaining to vowels and consonants occuring in Madurese words spoken by Malaysians so that the reader will achieve an understanding of such phenomenon. More precisely, this study is aimed at revealing the influence of

Malay vowels and consonants towards Madurese used by the Malaysians who study in Nurul Jadid Pesantren of Probolinggo.

I.4 Significance of the Study

Theoretically this research probably would give contribution to new thoughts on the studies of Phonology and Language Interference.

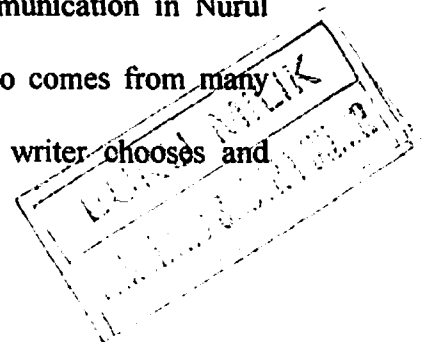
This research can make the area of the study to be better known from its linguistic aspect. As far as the writer knows, there is no linguistic study which have been done in this area, so, it is the first linguistic study in this area. It is a useful contribution to the other researchers who want to know further about the area of the study.

Hopefully this study can give some information that might challenge further researches in Madurese, either from pure linguistics or sociolinguistic side and also gives useful contribution to the research of languages interference.

I.5 Scope and Limitation

As this study concerns many aspects, it is impossible to observe all of them. So, in doing this research the writer limits the study, so that the analysis could be more specific.

On behalf of this research, the writer takes all Madurese dialects considering there is no specific dialect used in daily communication in Nurul Jadid Pesantren. This condition caused by most santri who comes from many region of East Java and Madura Island. Meanwhile, the writer chooses and



determines *enjaq – iya* level as object to be analyze because this level, in fact, lexically and structurally is the most complete language level among the three language level of Madurese. It means that in all structural and lexical of *engghi-enten and engghi-bhunten*, we can find their synonymous in *enjaq – iya* level, but not on the contrary.

In this study, the writer considers Malay Language, the National Language of Malaysia, as the object of the research, regardless some dialects in Malay itself.

The sound system enables us to express meaning in speech in both verbal and nonverbal ways. *Verbal meaning* ('what we say') relies on vowels and consonants to construct words, phrases, and sentences. *Nonverbal meaning* ('the way that we say it') makes use of such factors as intonation, rhythm, and tone of voice to provide speech with much of its structure and expressiveness.

This study will discuss only the segmental phonemes (based on the verbal meaning) modification or changes in Madurese by Malaysian, and do not discuss the suprasegmental phonemes (concerning with nonverbal meaning).

I.6 Theoretical Framework

In analyzing the data, the writer uses some theories of Phonology , Language Acquisition of Second Language Learning and Interference.

Phonological rules are implemented to reveal linguistically significant generalizations in phonology converting phonological representations into phonetic ones (Hyman, 1973 : 12).

In addition, Hyman said (1973 : 14) that some phonological rules are obligatory, while others are optional. It means that in some cases, in a given language the presence of a given phonological rule may or may not be required depending on the speaker who pronounces it.

However, in other cases the presence of a given phonological rule can be applied to almost all languages in the world. The nasalised vowels, for instance, is one of the obligatory phonological rules exist in almost all languages in the world. Almost all languages will nasalize vowels if the vowels occur before nasals. Therefore, the rule is obligatory.

Given to this explanation, the study of Madurese vowels and consonants will be subjected to the phonological rules of segment in which based on the field observations. The presence of such rule can be classified into optional, since the use of Madurese language by Malaysian is restricted only in Nurul Jadid Pesantren of Probolinggo.

The following are different kinds of operation that phonological rules can perform :

1. Phonological rules can change segments.
2. Phonological rules can delete segments.
3. Phonological rules can insert segments.
4. Phonological rules can coalesce segments.
5. In occasional cases, phonological rules can permute or interchange segments.

Phonetics is closely linked to phonology as the linguistic representation is expressed in phonological units, in phonemes or allophones. But the fact of

knowing what the phonemes of a language are is no guarantee of phonetic proficiency in that language ; each language has specific and different phonetic ways of realizing its phonemes in different context (Nolan, 1989).

At the segmental level of consonants and vowels, the overall inventory of consonant phonemes of a given dialect makes up its consonant system, and vowel phonemes its vowel system (Laver, 62:1994). Differences between dialects as well as accents which involve the number and type of word-differentiating phonemic distinctions available to the dialects and accents are called systemic differences (Laver and Trudgill, 16:1979). Madurese has 26 consonant types, 9 vowel types, and 11 diphtong types (Steven, 1968). Malay has 19 consonant types, 6 vowel types and three diphtong types (Asmah, 1985).

Another theory concerning with Second Language Learning is also stated by Selinker and John Laver. Learning a language other than one's own native language is always a process in which the patterns of the first language interfere with the learning of the second language. At acquisition of a second language, the linguistic competence underlying the utterances performed by the learner will show some amalgam of the patterns of the two languages (Selinker, 1972). The deviations in performance of a foreign language by a speaker from native-speaker-like norms of pronunciation are almost all directly attributable to the influence of differences between the phonetic and phonological patterns of the foreign language and the speaker's own native language (John Laver, 1994).

Wong Fillmore (1985) has investigated the extent to which variation in language learning stems from differences in target-language speakers and in the

settings which bring learners and speakers together. Variation in language learning cannot be explained or predicted without a consideration of the complex interaction among the many factors that are involved in language learning. For the second and foreign language learning, there are three major necessary components: (1) *learners* who realize that they need to learn the target language (TL) and are motivated to do so ; (2) *speakers of the target language* who know it well enough to provide the learners with access to the language and the help they need for learning it ; and (3) *a social setting* which brings learners and TL speakers into frequent enough contact to make language learning possible.

There is variation to be found among second language learners (Nelson, 1981; Peters, 1977,1983). Variation in language learning is also affected by age variable. Research has shown that older learners have an advantage over younger learners with certain aspects of second language (Ervin-Tripp,1974 ; Krashen, Long. & Scarcella, 1979 ; Snow & Hoefnagel-Hohle, 1978).

According to William Littlewood (1984 : 61), children are often more successful than adults in natural learning situations because their minds are simpler. They are exposed to speech which is likewise simpler, more related to concrete matters, and therefore, more comprehensible. Adults, on the other hand, are often expected to understand speech that is more complex. He found that the older learners seem to learn more efficiently.

The effect of one language on the learning of another is called TRANSFER (Taylor, 1975 : 73). In the case of TRANSFER, the learner uses his previous mother tongue experience as a means of organizing the second

language data. Barry Tylor found transfer errors to be more frequent with beginners than with intermediate students. The beginner has less previous second language knowledge to draw on in making hypotheses about rules, and might therefore be expected to make correspondingly more use of his first language knowledge.

If the first language habit hinder the learner in learning the new one, this is a case of negative transfer or, in the most common terminology, **INTERFERENCE**.

According to Hoffman in *An Introduction to Bilingual Children* (1993: 85), interference is the process where by a speaker introduces errors into one language as a result of contact with another language, typically while learning a foreign language or while living within a multilingual situation. Hoffman divides interference into four levels : phonology, lexical, grammatical, and cultural.

Another theory about INTERFERENCE is provided by Robert Lado in *Linguistics Across Cultures* (1957). He stated that differences between two languages lead to interference, which is the cause of learning difficulties and errors. He summed up the learner's problem in a well-known formulation :

“ Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult. Speakers prefer sequences of similar sounds, which are thought to be easier to pronounce than sequences of very different ones.”

However, there is also evidence that the learner's mother tongue knowledge influences the sequences. From the learner's viewpoint, this strategy of transfer is another way of generalizing rules acquired by previous learning.

In doing the research of this study, I use some steps mentioned by Robert Lado (1957 : 2) about Second Language Treatment Methods :

1. Doing contrastive analysis by comparing the learner's first language (Malay Language) with the second language he is trying to learn (Madurese Language).
2. Doing the contrastive analysis hypothesis by predicting the language item that will cause difficulty and errors that the learner will be prone to make from the differences that emerge from this analysis. In this case, I compare the vowel and consonant systems of Malay and Madurese.
3. Using this prediction in deciding which items need to be given special treatment in the interview.

Errors are the product of learning (Littlewood, 1984 : 24). In analyzing the data , I use four types of **Phonologic Errors** classified by Curtis in *Clinical Management of Articulatory and Phonologic Disorder* (1980: 88). The types of errors include : (1) omission, (2) substitution, (3) distortion, and (4) addition. An individual may have one or a combination of these types of errors.

1. An omission is an articulatory error in which a phoneme is not produced at a place where one should occur, for example, / neik / for / sneik / in the word of 'snake'.
2. A substitution is a misarticulation in which a standard or nonstandard phonemes replaces the correct phoneme. It substitute one phoneme into another, for example, / tæɪt / for / kæt / and / θit / for / sit /

3. A distortion is an articulatory error in which the standard phoneme is modified so that it is approximated although incorrect, for example, / mebrɪo / for / embriɔ /.
4. An addition is a misarticulation in which a phoneme is added, for example, / tə ru / for / tru /.

Attitudes and beliefs held by the second language speakers can affect the role they need to play in language learning. These second language speaker's variables affect communication and learning in all settings. Variables such as personality, social style, social competence, motivation, and attitudes in both learners and speakers of the target language can affect language learning, in fact (Wong Fillmore, 1985).

I.7 Methodology

In this study, the writer uses qualitative descriptive analysis method. The corpus have been obtained through several techniques in a field research. The principle aim for the writer to get directly involved into the field research is to approach the corpus objectively so reliable data can be collected. Then the data collected are analyzed phonetically.

I.7.1 Definition of Key Terms

Pesantren : Religious institution for Moslem students, which mostly located in rural area. It is divided into three types : Salafiah (traditional), Modern and combination between both of them.

Santri : Student of pesantren who also lives in the same pesantren for a certain time

Language Transfer : The effect of one language on the learning of another.

Language Interference : The process where by a speaker introduces errors into one language as a result of contact with another language, typically while learning a foreign language or while living within a multilingual situation. It is also known as a case of negative transfer occurred if the first language habit hinder the learner in learning the new one.

Dialect : The way a language is spoken in a particular region.

I.7.2 Location and Population

The location taken for this research is Nurul Jadid Pesantren that is located in Karanganyar Paiton, Probolinggo. The reason is that Nurul Jadid is one of the biggest and the most modern pesantren in Probolinggo in which many Malaysians study there. Most of the santris are Madurese people.

I.7.3 Sampling

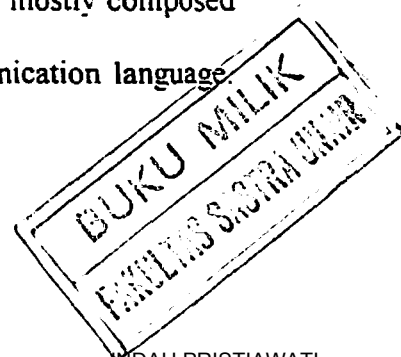
As described earlier the features of data used for analysis is closely correlated to and dependent upon the characteristics of respondents which will be taken for granted. So, here are the characteristics of the people need to reveal their real response for the data analysis :

- *Malaysia borned children
- *Capable of speaking Madurese and Malay
- *Having been staying in Nurul Jadid pesantren at least four months
- *Female aged 7-12 years old
- *Education of range Ibtidaiyah to Tsanawiyah (Elementary to Junior High School)

I.7.4 Technique of Data Collection

There are some steps used by the writer to collect the data. First, the writer observes the location. Second, she chooses the respondents with the characters mentioned in the sampling. Third, the writer makes a list of Madurese words and prepares some questions. Forth, she interviews the respondents using face to face interview (elicitation). Fifth, she records their speech. Sixth, she transcribes their speech.

The questions to elicitate their real speech sounds, are mostly composed of Madurese. This is to the fact that it is their daily communication language.



Furthermore, the writer thinks it more effective when we are trying to socialize with them so they would not hesitate to respond.

Shortly, the technique of data collection can be stated as follows :

1. Observing the location
2. Choosing the respondents
3. Making a list of Madurese words and questions
4. Interviewing the respondents
5. Recording their speech
6. Transcribing their speech

I.7.5 Technique of Data Analysis

After collecting and selecting the data, the writer began to analyze the data. The data were analyzed in terms of the theories proposed in the theoretical framework.

First, the writer classifies the data based on the phonemic classes. Second, she analyzes the data from every respondent based on four types of Phonologic Errors. Third, the writer puts the phoneme which undergo changes along with the intended one in tables. Fourth, she makes a conclusion.

Briefly, the techniques of data analysis are :

1. Classifying the data based on the phonemic classes
2. Analyzing the data from every respondent based on four types of Phonologic Errors

3. Putting the phoneme which undergo changes along with the intended one in tables
4. Making a conclusion

BAB II

GENERAL DESCRIPTION OF THE OBJECT OF THE STUDY