

## CHAPTER IV

### CONCLUSION AND SUGGESTION

Interference errors that are found in Madurese language spoken by Malaysians are very individual. There is no general systematic value to predict their occurrences based on speakers' age and duration of study, because second language acquisition process of speakers depends on individual characteristics.

No type of phonologic error is consistently present : some types found in some speakers and other types are probably absent in other speakers, for example what happens with Respondent B and Respondent C. Although both speakers' ages are not far different and their duration of stay in the pesantren is same (nine months), their language shows different development. Respondent B tends to change many more phonemes than Respondent C does. Therefore, there is individual variation in the details of the development.

Based on four types of Phonologic Errors, *the substitution and omission types* are frequently present among Malaysians' pronunciation. The addition type only occurs in Respondent D's pronunciation.

In general, substitutions of the respondents indicate that the most frequent substitution involves distinctive position and place of articulation. It seems that the phonemes they transfer are difficult to produce for them. Therefore, these were substituted by phonemes which are thought to be easier to pronounce.

In pronouncing consonants, these Malaysians transfer the phonemic system rules of their mother tongue. It seems that the errors they produce are attributable to the influence of differences between the phonemic differences of Malay and Madurese languages.

In general, the type of interference of consonants by Malaysians who speak Madurese is *substitution* of *voiced stop consonants* / b, g, z / for *aspirated stop consonants* / bh, gh, zh /. It seems that they find it difficult to pronounce the *aspirated consonants*, which they never use in their mother tongue. They prefer sequences of similar sounds, which are thought to be easier to pronounce.

The type of interference of vowel occurs on *low vowels* such as / ɔ, ɛ, a /. They substitutes *low vowels*, which they seldom produce in their mother tongue, with *higher vowels* such as / o, e, ə /.

The type if interference error that rarely occurs is *addition*. One respondent adds the *breath* / h / if it occurs after the low vowels such a / ɔ, ɛ, ə /. It shows that some respondents substitute and omit some vowels occurring in certain position.

Besides *substitution*, *omission*, and *addition* the interference of Malay sounds with Madurese in Nurul Jadid Pesantren leads into phonemic inventory, especially the diphthong / ɛ I /, which is not found in both languages' phonemic systems.

Variables such as personality, social style, and attitudes of the learners can affect language learning. There are more errors found in introvert learners such as in Respondent A and B.

The variation found among those Malaysians who speak Madurese is also affected by age variable. The most frequent transfer error is found in Respondent A as the youngest respondent, although she has been staying in Nurul Jadid Pesantren longer than Respondent B and C.

The most successful learners in Respondent is Respondent D because besides she is an extrovert person, she has been staying in Nurul Jadid Pesantren longer than the other respondents.

It is difficult to learn such a phoneme which is only slightly different from a corresponding phoneme in the mother tongue, since there is often very subtle difference that produces confusion and interference. Both the differences and the similarities between two systems may lead to interference which hampers the acquisition process.

After the writer has observed what errors learners actually make, contrastive analysis ( comparing the learner's first language with the second language he is trying to learn ) can help to *explain* some errors, namely, those which are due to transfer.

## SUGGESTIONS

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. The Malaysians such as personality, social style, social competence, motivation, and attitudes in both learners and speakers of the target language can affect language learning

As Malaysians who study in Nurul Jadid Pesantren learn Madurese language in order to communicate with the Madurese people more satisfactorily and gain closer contact with them and their culture, they should have more contact with the Madurese; not only with other Malaysians. In order to be able to speak Madurese well, they should also practice more and try to learn some new sounds which do not occur in their mother tongue.

# **BIBLIOGRAPHY**