THE INFLUENCE OF MADURESE L1 BACKGROUND ON THE STUDENT'S ENGLISH CONSONANTAL SOUNDS PRODUCTION

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Abstract
This research is eager to find the English consonantal sounds influenced by Madurese L1 background of students. It employs a qualitative design. The data of the research were recordings of students' performances during the speaking class collected through observation with snowball technique which followed three phases: description, reduction, and selection, and analysed through three activities: data reduction, data display, and conclusion drawing/ verification. The findings obtained from this research show that tthee were twelve English consonantal sounds that tend to be influenced by students' first language background. They are the fricatives [v, θ, ð], the voiceless stops [p, t, k], the voiced stops [b, d, g], the alveolar stops [t, d], and the alveolar fricative [s]. The influence caused students to delete or substitute some consonant sounds and also pronounce the aspirated sounds un-aspirated or un-aspirated sounds aspirated. Those difficulties emerged mostly due to the difference in the existence of consonant sounds, the rules of consonant distribution, and the difference in consonant clusters between English and Madurese.

***Keywords*:** influence, Madurese, production, English consonantal sounds

INTRODUCTION

According to (Abdullah 2012: 3) Language is the epitome of sound arbitrary system that use by the members of social groups to work together, communicate and identify themselves. First, the language as a means of cultural activities. Second, the language as a result of the activity culture product itself. But language is the terms of the sound in general that always repeated with a fixed and regular, and also can move in accordance with an agreement with the community. And language is a system of sound signals. English language is still as a foreign or second language in Indonesia. The students start to learn English Language since elementary level. But, during the teaching-learning process in the class, the researcher found that the students tended to produce their second or foreign language which has typical accent to their first language that is Madurese. As we know the first language has long been considered the villain in second language learning, the major cause of a learner's problem with the new language. Contrastive analysis (CA) took the position that a learner's first language "interferes" with his or the acquisition of a second language. The CA hypothesis held that structures in the L1 differed from those in L2, errors that reflected the structure of the L1 would be produced (Dulay, 1982, p. 97). Present research results suggest that the major impact the first language has on second language acquisition may have to do with accent, not with grammar or syntax (Dulay, 1982, p. 96).

The previous study by Bada (2001, p. 1) described the phonological analysis through the English phonemic production of Japanese speakers who learned English. It concluded that some learners found difficulties in producing some sounds that attributable to the L1. For example, Japanese learners tend to use voiceless alveolar stop [t] to replace voiceless dental fricative [θ] and substitute the voiced dental fricative [ð] with the voiced alveolar stop [d].

Similar study conducted by Prananingrum and Kwary (2006, p. 1) proved that Indonesian learners also faced difficulties in producing English sounds since English and Indonesian have different sounds distribution. For example, Indonesian learners tend to produce [s] for [z] when the sound occurs in final position of the word because, unlike English which has the sound [z] in word-final position, Indonesian only has the sound [z] in word-initial and medial and never occurs in word final. The studies show that the interference of L1 to L2 does exist. The interference indicates that tthee is the first language (L1) background that is involved in learning a second language (L2).

Sounds, linguistically, are called phones or speech sounds. They could be studied from segmental features and suprasegmental features. Segmental features are the sounds that consist of vowel and consonantal sounds. English has twenty one vowels including several diphthongs. They are: [iː], [i] or [ɪ], [e], [æ], [ə], [ʌ], [əː], [aː], [uː], [u], [ɔ], [ɔː], [ei], [ai], [ɔi], [au], [ɔə], [iə], [uə], [eə], and [ɔu]. Madurese vowel system according to Ghofur (2008) just as follow: [i], [u], [I], [æ], [O], [ʌ],and eight diphthongs, [ay], [ai], [au], [oi], [uɛ], [uə], [ua], and [uɔ]. There are also noticeable differences in consonantal distribution between English and Madurese. English has twenty four consonants: [p], [b], [t], [d], [k], [g], [m], [n], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [ʧ], [ʤ], [h], [ŋ], [l], [r], [w], and [j].

The suprasegmental features, in English, degrees of stress, intonation and pitch, and also pause determine the meaning of the word or sentence. However, in Madurese, the segmental features play more important role in determining the meaning than the suprasegmental. There are only intonation and pause which determine the meaning of the sentence.

The finding and the studies above interest the researcher to carry out a similar research to know how the Madurese first language (L1) background of the students influences their production of English sounds. Since the research focuses on the oral production of sounds, the researcher perceives that it will be easy to observe the influences by focusing on the segmental features that is the pronunciation.

METHODS

This research employed a qualitative design which observed the English oral production of third semester students of English Department in Madura University Pamekasan as the primary phenomenon. The recordings of students' performances during the speaking class become the research data, and the source of the data is the performances of the students at English Department Madura University Pamekasan. The respondents of the research should have Madurese L1 background and have Madurese accent during the production of English sounds, the respondents should be active students who participates often during the class, and the sentences produced are grammatically correct and contains various vocabularies. Based on those criteria above the researcher then selected two students as the respondents.

By turn, the researcher observed and collected the data from the students of 2015. Each of the observation and data collection followed the three phases (Spradley in Sugiyono, 2011, p. 230): 1) Description phase which was done by the researcher when she entered the speaking class and observed the English oral production of the students; 2) Reduction phase, wthee the researcher reduced the focus of the research and focused on the students who seem to have Madurese accent on their oral production of English sounds; and 3) Selection phase, wthee the researcher started to select and analyze the data which focused on the English sounds which were influenced by the students' Madurese accent.

During the observation process the researcher did data analysis by selecting and transcribing the English sounds which are influenced by the speakers' Madurese accent and making interim hypothesis from the finding. Next, the researcher did another observation to find a new finding, analyzed it and made another interim hypothesis. When no new finding or information is forth-coming then the finding is terminated. And so forth.

RESULTS

English Consonantal Sounds Influenced by Madurese L1 Background

From the data analysis the researcher found tendencies of respondent 1 and 2 to pronounce the sounds [t^h] and [k^h] un-aspirated. For example, when the respondents pronounced the [t^h] sound in the words *time, stereotype, tacky, team, turning,* and *sometimes*; and the [k^h] sound in the words *country, can, culture, networking, cancelling,* and *can't.* The tendency of pronouncing aspirated sounds un-aspirated was also shown by both respondents in pronouncing [p^h] sound. For example, the [p^h] sound in the words *people, point, impossible, plane, play, part, planned, applied,* and *people*. On the otthe hand, they pronounced the [d], [b], and [g] sounds, which are un-aspirated, aspirated.

Those happened when they pronounced the words *do, believe, be, developed, great, big, best, about, difference, dream, doing, directly, goal,* and *agree*. Another case happened when the respondents pronounced the words *believe, developed, gives, over, various, very, however, have, even, creative, beloved, live, everything, vie,* and *ever*. The [v] sound in those words was replaced by [f] sound.

The next cases found were about the tendency of respondent 1 to replace [d] sound in word-final position with [t] sound as in the words *attitude, wide, outside, read, afraid, made, need,* and *mood,* or to omit it as in the words *developed, beloved, planned, applied,* and *struggled* (the omission happened especially in the words ended with –ed), the tendency in pronouncing [θ] sound in the words *thank, something, everything, nothing,* and *think* as [t] sound; and pronouncing [ð] sound in the words *the, their, this, that, they, tthee, brotthe, otthe,* and *than* as [d] sound. It was also found that the respondents tended to omit [t], [d], and [s] sounds in word-final position. For example, the [t] sound in the words *first, want, most, sunburnt, exist, contrast, point, mostly, west, don't, can't, must,* and *best*; [d] sound in the words *and, friend, trend,* and *end*; and the [s] sound in the words *gives, definitions, emergence, let's,* and *changes*.

Differences in English and Madurese Consonantal Sounds

There are actually some differences between the consonantal sounds in English and Madurese. First is the difference of place of articulation in the production of /t/, /d/, /tʃ/, /dʒ/ sounds in English and /t/, /d/, /c/, /j/ sounds in Madurese. The organs of speech used to produce the sound /t/ and /d/ in English are the front part of the tongue on the alveolar ridge, the rough, bony ridge behind and above the upper teeth, but in Madurese these sounds are formed with the tip of the tongue touching the upper teeth. Second is the difference of manner of articulation in the production of /tʃ/, /dʒ/ sounds in English and /c/, /j/ sounds in Madurese. The sounds /tʃ/ and /dʒ/ in English are affricate sounds which are perceived as a sequence of a stop and fricative while in Madurese the sounds /c/ and /j/ are stop sounds which are produced by stopping or blocking the air stream from the lungs.

Besides some of English consonantal sounds do not exist in Madurese and the otthe way around some of Madurese consonantal sounds never appear in English words. English has five consonantal sounds which do not exist in Madurese. They are: /v/, /θ/, /ð/, /ʃ/, and /ʒ/.

Classification of the Phonological Processes

During the observation the researcher figured out that the influence of Madurese accent could be clearly seen from the sound changes of particular consonantal known as phonological process. The phonological processes happened to the respondents include deletion, substitution, and aspiration.

Deletion. Tthee were three English consonant sounds that tended to be omitted by the respondents. The sounds were [d], [t], and [s], especially when they were in word-final position as in *friend, planned, first, best, emergence,* and *changes*.

Substitution. The substitutions found by the researcher were: substitution of [f] for [v] such as in the words *have, give,* or *believe*; the substitution of [d] for [ð] for example in the words *the, tthee,* and *they*, the substitution of [t] for [θ] as in the words *think* and *thank*, and the substitution of [t] for [d] as in the words *wide, outside, afraid* and *made*.

Aspiration. The researcher found two kinds of tendencies related with aspiration. The first was the tendency to pronounce the aspirated voiceless stops [p^h], [t^h], [k^h] un-aspirated as in the words *people, time,* and culture. And the second was the tendency of pronouncing the un-aspirated voiced stops [b], [d], [g] aspirated as in the words *best, dream,* and *agree*.

DISCUSSION

From the findings displayed it can be seen that the influence of Madurese L1 Background does occur in the oral production of English consonantal sounds by the respondents. Dulay (1982, p. 96) said that the first language has long been considered as the major cause of a learner's problems with the new language. And the results of present research suggest that the major impact of first

language may have to do with accent, not with grammar or syntax.

Dulay (1982, p. 97) also said that the Contrastive analysis (CA) took the position that a learner's first language interferes his or the acquisition of a new language. This hypothesis is in accordance with the research findings which show that the respondent's first language, Madurese, tend to interfere their production of English sounds. The term interference is used by psychological to refer to the influence of old habits when new ones are being learned. This process is labelled as negative transfer (Dulay, 1982, p. 97-98). The researcher figured out that actually the phenomena happened as tthee are some differences in Madurese and English consonant rules. This situation, of course, affects the respondents' pronunciation of English consonantal sounds.

First is the difference in the existence of consonant sounds. If we pay more attention to the sounds, actually English has some consonant sounds which do not exist in Madurese and Madurese itself also has some consonant sounds which do not exist in English. This condition is the cause of substitution cases done by respondents, and the major cause is the condition wthee the consonant sounds only exist in English but not in Madurese such as the voiced labiodental fricative [v], the dental fricatives [θ] and [ð].

Second is the difference in the rules of consonant distribution. This kind of difference is the main cause of substitution of [t] for final [d] since in Madurese the voiced apico-dental stop [d] should be pronounced voiceless if it is distributed in word final position as in the words *mhored* and *jilid* which should be pronounced as [morIt] and [j^{h}ilIt] instead of [murId] or [j^{h}ilId]; and the aspiration cases which include un-aspirated [p], [t], [k], which should be aspirated when they are in the initial syllable, and aspirated [b^{h}], [d^{h}], [g^{h}] which should be un-aspirated (Ladefoged and Johnson, 2011, p. 73). Those cases happened as Madurese has the opposite rules for the voiceless stops and the voiced stops. Different from English whose voiceless stops are aspirated, the aspiration in Madurese accompanies the pronunciation of voiced stops [b], [d], [g] in the initial position of words or syllables

And third is the difference in consonant clusters. The English consonant clusters consist of combination of two consonants, three consonants, and four consonants. According to Syaefi (1988, p. 19-20), the clusters may occur at the beginning of words, in the middle of words, and at the end of words. While the clusters in Madurese, consist of combination of two consonants and combination of three consonants. And those clusters appear only in the initial and medial position and never in the final position. This condition affects the respondents' pronunciation very much. The respondents found difficulties in pronouncing the clusters especially when they exist at the end of the words and tended to omit or delete some of consonant sounds in the clusters. Usually the respondents tended to delete the last consonant sound in the clusters.

The change of the original pattern of the sounds is known as phonological process (Birjandi and Nodoushan, 2005, p. 131). The classification of phonological processes mentioned in the previous sub-section is based on the classification by O'Grady (1989, p. 41-44), Birjandi and Nodoushan (2005, p. 131), and Bowen (1998).

CONCLUSION

Referring to the findings and discussion it can be concluded that the English consonantal sounds influenced by Madurese L1 background of the students are: the fricatives [v], [θ], [ð] tend to be substituted with the sounds [f], [t], [d]; the voiceless stops [p], [t], [k] in the words initial position tend to be pronounced un-aspirated; the voiced stops [b], [d], [g] tend to be pronounced aspirated; the alveolar stops [t], [d], and alveolar fricative [s] at the end of clusters located at the end of words tend to be omitted; and the voiced alveolar stop [d] at the end of words tends to be substituted with voiceless alveolar stop [t]. Those tendencies are type of phonological process which can be classified into deletion process, substitution process, and aspiration. The phonological processes happened to the students are caused by the difference in the existence of consonant sounds, the rules of consonant distribution, and the difference in consonant clusters between English and Madurese as their first language.

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