

CHAPTER I

INTRODUCTION

1.1 Background of the study

Language belongs to a specific linguistic system. Every country has a language that is used to communicate every day. Language is a system of sound symbols used by social groups or communities to communicate, cooperate, and understand themselves. A language is a communication tool or sound symbol used by humans to interact with each other quickly in society [1]. Language can also be used to store information in written or spoken form. The language will bring people together to get ideas express expressions and meanings that will be conveyed. Language is also the most crucial instrument for society; humans cannot communicate with other social beings without language. In life, language and communication cannot be separated from life. Language has several aspects that must be applied: education, politics, economy, society, and culture.

Communication is an integral part of everyday life. It can even be said that communication is an expression of life itself. Communication is also a means of establishing relationships between one person and another in social life. The role of communication in education is significant, and even its position is very influential in education. Even today, it is often said that the quality of education, both high and low, will be influenced by communication. Success in teaching and learning activities will depend on the communication process's effectiveness. Therefore, strategies in building communication in the learning process are the primary keys to success for teachers and students in the classroom. Therefore, language and communication have a close relationship in learning.

In Indonesia, we communicate in two languages, namely Indonesian and local languages. Indonesian has bilingualism involved, namely the first language (L1) and the second language (L2). The first language is usually called the national

language (mother tongue), and the second language is usually called a foreign language or can be called an international language (English). Indonesian or local languages often influence Indonesian students in learning English. In learning at school, when students pronounce English words, they are often influenced by their mother tongue (Indonesian). Pronunciation is an integral part of learning English. Pronunciation is expected to recognize the dynamics behind spoken communication between speaker and audience. Pronunciation is a critical ability in facilitating a language. Therefore, when students say words in English, it will be affected by Indonesian or the local language they often use in communicating because Indonesian students are bilingual and will affect students' pronunciation, especially in terms of phonology [2].

In English, phonology is the sound produced. *Phonology* is a science included in the branch of linguistics that discusses the sound of a word produced. Phonology is a branch of science that studies specific linguistic fields that examine certain languages' sounds according to their function to distinguish lexical meanings in a language [3]. In students' English pronunciation, there can be interference in speaking English. These disturbances can lead to misconceptions in students' reading. Misconceptions are always closely related to students' competence in understanding concepts because misconceptions can interpret inaccuracies in understanding concepts [4]. There are often misconceptions in pronunciation in reading, which can cause phonological interference. Phonology is one of the types of interference is divided into four types, namely phonological interference, lexical interference, morphological interference, and semantic interference [5]. While the definition of interference, interference is one of the events of the entry of other language elements into the language that is being used without changing the original. Interference also occurs when the bilingual speaker enters two languages at once in the speech, in terms of clauses, morphemes, phonemes, and words, sentences, and phrases [6].

The researcher found problems in students' pronunciation in learning English in teaching and learning activities. On average, students experience

phonological interference in the pronunciation of English words. *Phonological interference* is a sound disturbance spoken by students. Phonological interference occurs when bilinguals receive and then reproduce a second language using their first language's standard and sound system [7].

Based on observations from researcher in class, researcher got problems from class X students, especially in X-KA 1 at SMKN 1 Mojoanyar in learning English. Students of SMKN 1 Mojoanyar are multilingual, with Indonesian as the language of instruction, Javanese as their mother tongue, and English as a foreign language that students must learn. However, this research focuses on students of class X-KA 1 at SMKN 1 Mojoanyar who tend to have phonological interference in Indonesian against English. Therefore, the pronunciation of English in class X-KA 1 at SMKN 1 Mojoanyar is still influenced by the first language, namely Indonesian, which affects sounds that are different from the original sound. This is what underlies the researchers to research because they want to know whether there is interference in the pronunciation of class X-KA 1 and what causes it. From all classes X at SMKN 1 Mojoanyar, the researcher have X – KA 1 as a data source because that class lacks an understanding of English, especially speaking skills. In this study, the researchers aimed to determine what types of interference in teaching English to tenth graders at SMKN 1 Mojoanyar are and what causes tenth graders to experience this interference. Therefore, this research can be implicated in learning English because it can help add new vocabulary, improve the quality of student learning and help change the mindset of learning English at SMKN 1 Mojokerto.

Therefore, phonological interference is involved in learning English because it can cause students to often experience changes in the pronunciation of sounds in a word. If this happens continuously, students will always say the wrong words in English. This has to be investigated because most people normalize and dismiss English, especially its pronunciation, just because they cannot speak English. Some people also think that English is unnecessary because it is not included in their daily language.

Researcher want to carry out research interference because there have been previous studies that have examined interference. Therefore, the researcher wants to examine interference at SMKN 1 Mojoanyar, Especially in the tenth grade, which can be taught with good and correct English pronunciation.

1.2 Problem of the Study

Based on the background described above, the researcher focuses on interference in learning English, so the formulation of the problem in this research is:

1. What kinds of phonological interference occurs in the pronunciation of English sounds by the student of Tenth Grade at SMKN 1 Mojoanyar?
2. What are the factors contributing to the students' phonological interference?
3. How are the Indonesian language interferences found can be implied to English learning?

1.3 Objective of the Research

Based on the formulation of the problem above, this study aims to examine:

1. To explain types of phonological interference that occur in students' pronunciation.
2. To describe what factors contribute to phonological interference in students.
3. To explain the Indonesian language interference found can be implied in English learning.

1.4 Significance of the Research

The author expects several benefits to meet the objectives of the research conducted. The benefits of the research will be stated as follows:

1. For Students

After knowing the results of phonological interference in English pronunciation, hopefully, students can improve their pronunciation, especially in sound and vocabulary.

2. For Teachers

The Research hopes that this research can provide information and develop the process of learning English, especially in phonological problems related to students.

3. For next Researchers

The Research hopes to help another researcher provide relevant information about the result of research that has been done. The researcher hopes this can be a reference for other researchers who research similar problems.

1.5 Scope of the Research

This study focuses on interference, especially in phonological interference in tenth-grade students at SMKN 1 Mojoanyar. This study uses the theory of previous research to describe the data and samples in the form of descriptive [8].