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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of English sounds

Generally, English sounds are divided into three groups: vowels, consonants, and diphthongs (Bukhori, 2008). In this regard, Sloat (1978) explains that vowels are speech sounds made by shaping the oral cavity while allowing free passage of air from lung. The sounds are /ɪ/, /e/, /æ/, /ɒ/, /ʌ/, /ʊ/, /ə/, /i/, /u/, /i:/, /a:/, /ɔ:/, /u:/, and /ɜ:/. Jones (1987) classifies vowels into three classes based on the part of tongue raised, namely: front vowels, back vowels and central vowel. Front vowels are those in the formation of which the front of the tongue is raised in the direction of the hard palate. The sounds are /ɪ/, /i:/, /e/, /æ/, /i/, and /a:/. Back vowels are those in the formation of which the back of the tongue raised in the direction of the soft palate. Back vowels consist of /ʊ/, /u/, /ɔ:/, and /u:/. While, vowel in which the highest point of the tongue is in the centre part are called central vowels. The sounds are /ə/, /ʌ/, and /ɜ:/>

Diphthongs are sounds produced by beginning at one position of the vowel quadrilateral and end in another. The sounds are /ei/, /ai/, /oi/, /əu/, /au/, /uə/, /eə/ and /iə/. Sloat (1978) classifies into three categories, diagonal diphthongs, vertical diphthongs, and centering diphthongs. Diagonal diphthongs are sounds produced by moving of sounds across the vowel quadrilateral. The sounds are /oi/, /əu/, and /au/. Vertical diphthongs

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are sounds produced by moving the vowel within in the same region. They include /ei/, and /ai/. Then, centering diphthongs are sounds produced by moving vowel from periphery to the mid central region of the vowel quadrilateral. The sounds are /uə/, /eə/ and /iə/.

Meanwhile, according to Thornbury (2006) consonants are speech sounds produced by constricting the vocal tract at some points thereby diverting, impeding, or completely shutting off the flow of air in the oral cavity. The sounds are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /χ/, /ʧ/, /ʤ/, /m/, /n/, /ŋ/, /w/, /l/, and /j/.

Based on manner of articulation, Jones (1987) classifies consonants into seven classes. They are stops (plosive), nasal, fricatives, affricates, lateral, retroflex and semi vowels. Stops are sounds made by a complete blockage of the air stream at the some points in the vocal tract. The sounds are /p/, /b/, /t/, /d/, /k/, and /g/. Nasals are sounds produced by complete diversion of the airstream through the nasal cavity. It consists of /m/, /n/, and /ŋ/. Then, fricatives are sounds formed by a narrowing of the air passage at some points so that when air is expelled by pressure from the lungs, it escapes with a kind of hissing sounds. The sounds are /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, and /χ/. Affricates are sounds made by completing the flow of air and then releasing them into fricatives, namely /tʃ/, and /dʒ/. Lateral is sound made by allowing the air to flow out around the tongue. The sound is /l/. Retroflex is sound produced by constricting the pharynx while at the same time articulating with either the apex or the tongue root.

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It is /r/. Lastly, semi vowels (glides) are sounds produced by gliding the tongue toward or away from a more prominent adjacent vowel. The sounds are /w/ and /j/.

There are thirteen place of articulation namely, bilabial, labiodental, dental, alveolar, postalveolar, retroflex, palatal alveolar, palatal, velar, uvular pharyngeal, epiglottal and glottal. (Skandera 2005)

- 1) Bilabial sounds are produced with both lips. There is only one fortis bilabial in English, namely / p / as in “peach”, whereas there are two lenis bilabials, / b / as in “banana” and /m/ as in “mango”.
- 2) Labiodental sounds are produced by a movement of the lower lip against the upper teeth. There is one fortis labiodental in English, /f/ as in “film”, and one lenis labiodental /v/ as in video. The bilabials and labiodentals form one larger group, the labials, because they all make use of the lips.
- 3) Dental, or interdental, sounds are made with the tongue tip and rims between the upper and lower teeth or against the upper teeth. The two dentals in English are often popularly called "tecaitch" because of their spelling. They are the fortis /θ/ as in “thin” and the lenis /ð/ as in “this”.
- 4) Alveolar sounds are made with the tongue tip coming near or touching the bony ridge behind the upper teeth, called the alveolar ridge [Zahndamm, Zahnfdcher, Zabnfortsatz]. The two fortis alveolars are /t/ as in “tiger” and / s / as in “snake”. The four lenis alveolars are /d/

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as in “dolphin”, /z/ as in zebra, /n/ as in /nightingale/, and /l/ as in “leopard”.

- 5) Postalveolar sounds are made with the tongue tip approaching or touching the rear of the alveolar ridge or the area just behind it. There is only one postalveolar in English namely the lenis /r/ as in “red”.
- 6) Retroflex sounds [from Latin retroflexus, 'bent backwards'] are produced when the tip of the tongue is curled back to approach or make contact with the front part of the roof of the mouth, called the hard palate [Harter Gaumen, Gaumendach] just behind the alveolar ridge. There are no retroflex phonemes in English. There is, however, a retroflex pronunciation variant (pertaining to parole or performance) of the /r/ phoneme in most American accents, in Irish English, and in accents of south-west England in words like “worse” and “hard”. This retroflex /r/ is phonetically transcribed as $\text{\textbackslash} \text{r}^{\text{h}} \text{\textbackslash}$.
- 7) Palatoalveolar sounds are made with the tongue tip touching the alveolar ridge, and with a simultaneous raising of the blade of the tongue [Zungenblatt] towards the hard palate. They therefore belong to the group of laminal sounds [from Latin lamina, 'thin plate*']. The two fortis palatoalveolars in English are //tʃ/ as in “cheese” and /ʃ/ as in “sherry”. The two lenis palatoalveolar are /dʒ/ as in “gin” and /ʒ/ as in “measure”.

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- 8) Palatal sounds are produced when the body of the tongue comes near or touches the (hard) palate. The lenis /j/ as in “yes” is the only palatal in English.
- 9) Velar sounds are made by placing the back of the tongue [Hinterzunge] against or near the velum, or soft palate [weicher Gaumen, Gaumenseget], There is one fortis velar in English, namely /k/ as in “Canada”, whereas there are three lenis velars, /g/ as in “Greenland”, /ŋ/ as in “England”, and /w/ as in “Wales”.
- 10) Uvular sounds are made by moving the root or back of the tongue against the uvula [Gaumenzdpfchen], which is the appendage that hangs down from the velum. There are no uvular phonemes in English.
- 11) Pharyngeal, also pharyngeal, sounds are made when the root of the tongue is pulled back in the pharynx. There are no pharyngeal consonant phonemes in English. The palatal, the velar, the uvular, and the pharyngeal sounds are grouped together as dorsal sounds because they all use the body of the tongue [from Latin dorsalis, 'of the back'].
- 12) Epiglottal sounds are produced by a movement of the epiglottis [Kehldeckel] against the lower pharynx. Such sounds do not exist in English.
- 13) Glottal sounds are produced in the larynx when air passes through the glottis. The only English phoneme that is articulated in this way is the fortis /h/ as in “hat”. The glottal stop, [ʔ] also belong in this



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category, but it is not an English phoneme. In some non-standard British accents, it is a pronunciation variant of the /t/ phoneme in certain phonetic environments, as in the words “better” and “butter”.

2. Nature of Riau Malay Kampar Dialect language Sounds

a. History of Riau Malay Kampar Dialect

The history of Riau Malay Kampar dialect referring to Martius (2012) Indonesian language is a language derived from Malay, especially Riau Malay. Meanwhile Baidudu in Martius (2012) said that Indonesian language from Riau Malay Language.

The development of the Malay language in the Sriwijaya Kingdom era, which in history is mentioned that the kingdom was originally centered in Muaratakus. When centered in Muaratakus, the kingdom of Sriwijaya was named the Kingdom of Muara Takus. The Muaratakus kingdom originally from Kelantan in the Eastern Peninsula.

Then they held a spread of territory to Sumatra and established a royal on the banks of the Kampar River, precisely in the Muaratakus area. In this area later they established a temple which is now called the Muaratakus Temple. In year 682 the center of the Muaratakus Kingdom finally moved to South Sumatra on the banks of the Musi River. In other versions, according to Chinese record, the Sriwijaya Kingdom was originally called the kingdom of Malay and the language of instruction used in the community was Malay. The Malay language of the Sriwijaya era developed very rapidly. This was supported by the custom of the

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Sriwijaya empire who always expanded his power, so that the Malay language used in the Srivijaya era (which was called Old Malay), spread alongside the expansion of the political, economic and cultural aspects of the kingdom. With such conditions, the Malay language finally spread to various parts of the archipelago, especially the Kampar area which was very close to the central area of worship of the Malay Kingdom at that time, namely Muaratakus.

In the history of the development Malay language which began since the reign of the Sriwijaya kingdom, then entered the Andiko Nan 44 government, then came the influence of the Malacca Kingdom, then Melaka was seized by the Portuguese, so that finally the center of the Malay Kingdom was moved to Johor, then from Johor was moved to Riau, All of that has contributed greatly to the development of the Malay language at that time (which is called the High Malay language). The historical range of the development of Malay language was also extended by the use of Malay as a tool of struggle in opposing the colonialist. Because in the framework of preparation of independence, Indonesia needed a language of the country, it finally triggered Malay language as Indonesian at the Youth Oath Event on October 28, 1928.

The relatively long and tortuous process of decline would cause various language symptoms or phonemic symptoms, such as symptom prothesis, epithesis, paragog, and so on.

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b. Phonemic symptoms that occurred between Riau Malay Language Kampar Dialect and Indonesian language

There are six phonemic symptoms between Riau Malay Kampar dialect and Indonesian language as follows (Martius, 2012):

1. Phoneme Addition

Based on its position, the phoneme addition symptoms consist of three types, namely: symptom prothesis, episodes of symptoms, and symptoms of paragog. The form of each symptoms can be seen in the following sections:

(a) Symptom of the prosthesis

Symptom of the prosthesis is a symptom of language where new words in the derivative language (in this case Indonesian) get a phoneme added to the initial position of the word, when compared with the language (in this case the Riau Malay language Kampar dialect). The symptom of adding phonemes consists of two types, namely adding phonemes / h / and / r /. These symptoms can be seen in the following description.

(b) Phoneme / h- / Indonesian language ↔ / Ø- / Riau Malay Kampar Dialect

Phoneme / h / at the initial position of the word in Indonesian language which corresponds to zero (0) with Riau Malay Kampar dialect can be seen in the following example:

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No. Riau Malay Kampar Dialect Indonesian Language

- | | |
|-----------|--------|
| 1. abi | habis |
| 2. anyui? | hanyut |
| 3. angui | hangus |

In the example above it can be seen that the phoneme / h / in the initial position of the word, in Indonesian Language, has a zero correspondence in Riau Malay Kampar dialect.

(c) Phoneme / r- / Indonesian Language ↔ / Ø- / Riau Malay Dialect Kampar language.

The phoneme / r / in the initial position of the word in Indonesian Language which corresponds to zero with Riau Malay dialect Kampar language also can be seen in the following example:

- | No. Riau Malay Kampar Dialect | Indonesian Language |
|-------------------------------|---------------------|
| 1. imbo | rimbo |
| 2. ibu | ribu |
| 3. usuo | rusuh |

From the example above it can be seen that the phoneme / r / in the initial position of the word, in Indonesian language, has a zero correspondence in Riau Malay Kampar dialect. This zero correspondence occurs because the derivative language, in this case the Indonesian language, experiences the addition of phonemes in the initial position of the word.

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2. Symptom of Epentesis

Symptom of Epentesis is a language symptom in which new words in the derivative language get a phoneme added to the middle position of the word, when compared to the proto language. Symptoms of addition in the middle of this word consist of two types, namely addition with phoneme / r / and / n /. Each of these symptoms can be seen in the following description:

- (a) Phoneme / -r- / Indonesian language ↔ / -Ø- / Riau Malay Kampar dialect.

Phoneme / r / in the middle position of the word in Indonesian language which corresponds to zero (0) with Riau Malay Kampar Dialect can be seen in the following example:

No. Riau Malay Kampar Dialect Indonesian Language

- | | |
|-----------|--------|
| 1. sobuo? | serbuk |
| 2. kobau | kerbau |
| 3. tona? | ternak |

In the example above, it can be seen that the phoneme / r / in the middle position of the word, in Indonesian Language, correspondence with Riau Malay Kampar Dialect.

- (b) Phoneme / -n- / Indonesian Language ↔ / -Ø- / Riau Malay Kmapr Dialect.

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Special phoneme / n / at the middle position of word in Indonesian Language there is only one word which corresponds zero in Riau Malay Kampar Dialect. The word can be seen in the following example:

No. Riau Malay Kampar	Dialect Indonesian language
1. Muta	muntah
2. -	-

In the example above it can be seen that the phoneme / r / in the middle position of the word, in Indonesian language, corresponds to zero with Riau Malay Kampar dialect.. This is called epentesis of symptom.

3. Paragog Symptom

Paragog symptom is a symptom of language in which new words in the derivative language get a phoneme added to the final position of the word, when compared to the proto language. The symptom of adding phonemes consists of three types, namely the addition of phonemes / h /, / r /, and / s /. Each of these symptoms can be seen in the following description.

- (a) Phoneme / -h / Indonesian language ↔ / -Ø / Riau Malay Kampar dialect.

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Phoneme / h / at the end of the word position in Indonesian language which corresponds to zero (0) with Riau Malay Kampar dialect can be seen in the following example:

No. Riau Malay Kampar Dialect	Indonesia language
1. bua	buah
2. loma	lemah
3. uma	rumah

In the example above it can be seen that the phoneme / h / at the end of the word position, in Indonesian language, corresponds to zero (0) with Riau Malay Kampar dialect. This happened because the derivative language experiences the addition of a phoneme / h / in the final position of the word.

(b) Phoneme / -r / Indonesian Language ↔ / -Ø / Riau Malay Kampar dialect.

Phoneme / r / at the word end position in Indonesian language which corresponds to zero (0) with Riau Malay Kampar dialect can be seen in the following example example:

No. Riau Malay Kampar dialect	Indonesian Language
1. ancu	hancur
2. ansu	ansur
3. cuku	cukur

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From the example above it can be seen that the phoneme / r / at the end of the word position, in Indonesian language , corresponds to zero with Riau Malay Kampar dialect.

(c) Phoneme / -s / Indonesian language ↔ / -Ø / Riau Malay Kampar dialect.

Phoneme / s / at the final position of the word in Indonesian language which corresponds to zero with Riau Malay Kampar Dialect can be seen in the following example:

No.	Riau Malay Kampar dialect	Indonesian Language
1.	ale	alas
2.	bate	batas
3.	kipe	kipas

In the example above it can be seen that the phoneme / s / at the end of the word position, in Indonesian language , corresponds to zero (0) with Riau Malay Kampar dialect. This happen because the derivative language has added phonemes / s / at the end of the word position. Addition of the phoneme in language is called the symptoms of paragog.

2. Phonetic changes

Based on its position, the phoneme changes symptoms consist of three types, namely: symptoms of phoneme changes in the initial position of the word, symptoms of phoneme changes in the middle position of the word, and symptoms of

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phoneme changes in the final position of the word. The form of each symptom can be seen in the following section:

(a) Changes in phonemes

At the initial position of words Symptoms of phoneme changes in the initial position of the word is a symptom of language where new words in the derivative language (in this case Indonesian) undergo a phoneme change in the initial position, when compared to the protective language (in this case the Malay language Kampar dialect). The phoneme changes in this initial position consist of three types, namely phoneme / i / → / e /, phoneme / u / → / o /, and phoneme / o / → / e /. The explanation of each phoneme pair can be seen in the following description:

(b) Phoneme / i- / in Riau Malay Kampar dialect → / e- / in KBI Phonemic

phoneme / i- / symptoms in Riau Malay kampar dialect become phonemes / e- / in Indonesian only in one pair of words, as in the following example:

No.	Riau Malay Kampar dialect	Indoneisan language
-----	---------------------------	---------------------

- | | | |
|----|-----|------|
| 1. | Iku | ekor |
|----|-----|------|

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- (c) Phoneme / u- / in Riau Malay Kampar dialect → /o/ in Indonesian Language .

As the pair of phonemes / i / → / e / that are said to be very limited, phoneme pairs / u / → / o / also experience limitations, which only consist of three pairs of words. The pair can be seen in the following example:

No. Riau Malay Kampar dialect	Indonesian language
1. urang	orang
2. uta?	otak
3. ube?	obat

- (d) Phoneme / o- in KBMRDK → / e- / in KBI

The pair of phoneme /o/ at the final position of the word in the Riau Malay dialect of Kampar being phoneme / e / in Indonesian also suffers limitation, which only consist of three pairs of word. The pair can be seen in the following example:

No. Riau Malay Kampar dialect	Indonesian Language
1. onau	enau
2. ompe?	empat
3. onam	enam

In the example above it can be seen that the phoneme / o / in the initial position of the word, in Riau

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Malay Kampar Dialect becomes the phoneme / e / in Indonesian language.

(e) Phonological Changes in the Middle Position of Word.

Symptom of phoneme changes in the middle position of the word is a symptom of language where new words in the derivative language (in this case Indonesian) experience a phoneme change in the middle position of the word, when compared to the language (in this case the Riau Malay Kampar dialect language). The phoneme change in the middle position of the word consists of changes to phoneme / e / → / a /, / ie / → / a /, / io / → / i /, / o / → / a /, / o / → / e /, / ui / → / u /, and / uo / → / u /. the explanation of each pair can be seen in the following description

(f) Phoneme / -e- / in Riau Malay Kampar dialect → / -a- / in Indonesian language.

The Changing of phoneme / -e- / in Riau Malay Kampar dialect becomes phoneme / -a / in Indonesian, it can be seen in the following example:

No. Riau Malay Kampar Dialect Indonesian Language

- | | |
|----------|-------|
| 1. cope? | cepat |
| 2. doke? | dekat |
| 3. kose? | kesat |

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(g) Phoneme / -ie- / in Riau Malay Kampar dialect → / - / in Indonesian language.

The change of phoneme / -ie- / in Riau Malay kampar dialect becomes a phoneme / a- / in Indonesian, can be seen in the following example:

No. Riau Malay Kampar dialect	Indonesian language
1. borie?	berat
2. borie?	berat
3. dorie?	deras

(h) Phoneme / -io- / in Riau Malay Kampar Dialect → / -i- / in Indonesian language

Changes in phonemes / -io- / in Riau Malay language Kampar dialect become phonemes / -i / in Indonesian, can be seen in the following example:

No. Riau Malay Kampar dialect	Indonesian Language
1. ambio?	ambil
2. bilio?	bilik
3. caciong	cacing

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(i) Phoneme / -o- / in Riau Malay Kampar Dialect → / a-/ in Indonesian Language

Changes in phonemes / -o- / in Riau Malay Kampar dialect become phonemes / -a / in Indonesian, can be seen in the following example:

No. Riau Malay Kampar dialect	Indoesian language
1. aso?	asap
2. ato?	atap
3. aro?	arap

(j) Phoneme / -o- / in Riau Malay Kampar dialect → /e/ in Indonesian language.

The phonemic syptom / -o- / in Riau Malay kampar dialect become phonemes / -e- / in Indonesian can be seen in the following example :

No. Riau Malay Kampar dialect	Indonesian language
1. cope?	cepat
2. doke?	dekat
3. kobau	kerbau

Except for word “kobau ”and “sobau”, each of whom turned into “kabar” and “sabar”.

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(k) Phonemes / -ui- / in Riau Malay Dialect Kampar → / - / in Indonesian language

Changes in phonemes / -ui- / in Riau Malay kampar dialect become phonemes / u- / in Indonesian, can be seen in the following example:

No. Riau Malay Kampar dialect	Indonesian Language
1. cabui?	cabut
2. idui?	hidup
3. kabui?	kabut

(l) Phoneme / -uo- / in Riau Malay Kampar dialect → / -u / in Indonesian language

In addition phoneme / -ui- / change to / u /, there are also phonemes / u / which are derivatives / changes of phoneme / uo /. The phoneme changes can be seen in the following example words:

No. Riau Malay Kampar dialect	Indonesian Language
1. apuoŋ	apung
2. bujuo?	bujuk
3. busuo?	busuk

(m) Phoneme Changes in the Final Position of Words

The phoneme changes in the final position of this word there is only one pair of sounds, namely the

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sound / o / → / a /. The sound change can be seen in the following example:

No. Riau Malay kampar dialect	Indonesian language
1. apo	apa
2. baco	baca
3. gilo	gila

5. Combination (Marger)

Marger is a process of sound change in which two or more proto phonemes combine into one new phoneme in the derivative language. We can see that phonemes / g /, / R /, / u / and / w /, undergo the process to be the phoneme / r / in Indonesian language. Explanation of each of these marginal phonemes can be seen in the following description:

- (a) Phoneme / g / in Riau Malay Kampar dialect corresponds to phoneme / r / in Indonesian language

The phoneme / g / and / r / corresponds can be seen in the example of the following word pairs:

No. Riau Malay Kampar dialect	Indonesian language
1. gamai	ramai
2. gambai	rambai
3. ganum	ranum

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One thing that needs to be known that phonemes /g/ which are in the initial position, in Riau Malay kampar dialect are sometimes pronounced phonemes / R /. This happens because between phoneme / g / and / R / is produced by the same utterance or articulation and articulation point, namely the dorsal and soft palate (velum). The difference in sound between / g / and / R / occurs only because of differences in the process of expelling air exhaled from the lungs when reciting the phoneme.

- (b) Phoneme /r/ in Riau Malay Kampar dialect corresponds to the phoneme /r/ in Indonesian language

The phoneme /r/ and /r/ correspondence can be seen in the example of the following word pair.

No.	Riau Malay Kampar	dialect Indonesian language
1.	barang	barang
2.	dara	darah
3.	kiri	kiri

From the example above it can be seen that the phoneme /r/ in Riau Malay Kampar dialect which is in the middle position of the word, corresponds to the phoneme /r/ in Indonesian language.

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- (c) Phoneme /u/ in Riau Malay kampar dialect corresponds to phoneme /r/ in Indonesian language.

The correspondence of phoneme / u / and / r / can be seen in the following pair of words.

No.	Riau Malay Kampar dialect	Indonesian language
1.	akau	akar
2.	pagau	pagar
3.	putau	putar

From the example above it can be seen that the phoneme / u / in Riau Malay Kampar dialect which is at the end of the word, corresponds to the phoneme / r / in Indonesian language.

- (d) Phoneme /w/ in Riau Malay Kampar dialect corresponds to phoneme /r/ in Indonesian language .

The correspondence of phoneme / w / and / r / can be seen in the example of the following word pairs:

No.	Riau Malay Kampar dialect	Indonesian language
1.	bawu	new
2.	biwu	biru
3.	towi	terus

From the example above it can be seen that the phoneme / w / in the Riau Malay Kampar dialect in the

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middle position of the word corresponds to the phoneme / r / in Indonesian language.

6. Split

- (a) Phoneme /ʔ/ in Riau Malay Kampar dialect corresponds to phoneme /p/ in Indonesian language.

The correspondence of phonem /ʔ/ And / t / can be seen in the example of the following word pairs:

No.	Riau Malay Kampar dialect	Indonesian Language
1.	atoʔ	roof
2.	asoʔ	asap
3.	isoʔ	hisap

From the example above, it can be seen that the phoneme /ʔ/ In Riau Malay Kampar dialect which is at the end of the word, corresponds to the phoneme / p / in Indonesian language.

- (b) Phoneme /ʔ/ In Riau Malay Kampar dialect corresponds to phoneme /t/ in Indonesian Language

The phoneme correspondence /ʔ/ And /t/ can be seen in the example of the following word pairs:

No.	Riau Malay Kampar dialect	Indonesian language
1.	ambeʔ	hambat
2.	angkeʔ	angkat
3.	dapeʔ	dapat

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So, it can be concluded that sound in Riau Malay Kampar Dialect divided into three groups: vowels, consonants and diphthong. First consonants of Riau Malay Kampar dialect sound are: /h/,/?/, /p/. /g/,/r/,/w/, /n/. Second vowels of Riau Malay Kampar dialect sound are : /i/, /e/,/u/, /o/,/a/. Third diphthong of Riau Malay Kampar dialect sound are : /ie/,/io/, /ui/,/uo/.

3. Nature of Interference

a. Definition of interference

It can take some definitions of interference from some resources. Interference is a language phenomenon where the first language affects the learning of the second language. (Yuniar,2013). Weinrich (1968) The term of interference implies the rearrangement of patterns that result from the introduction of foreign elements into more highly structured domains of language, such as the bulk of phonemic system, a large part of the morphology and syntax , and some areas of the vocabulary (kinship, color, weather, etc). Richard (1992) said that interference is the use of a native language pattern or rule which leads to an error or inappropriate form in the target language.

The same idea printed out by Dulay and Burt (in Elis 1986) interference is kind of error. In other hand Ellis (1986) interference is not negative transfer but borrowing. Actually borrowing same with negative transfer because, using l1 sound to pronoun nce l2 sound.

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Interference is study of linguistics. According to Weinrich, There are 3 types of interference, namely phonological interference, grammatical interference, and lexical interference.

In this research, the researcher follows Weinrich's statement in which phonological interference belongs to the types of interference phenomena.

b. Factors causing interference occur

As Ellis (1986) states that interference occurs when learner experience difficulty in communicating an idea because they lack the necessary target language resources, they will resort to their L1 to make up the insufficiency. Also as stated by Wode (in Ellis 1986) interference occurs when there is a crucial similarity measure between the first and second language.

Brooks (in Ellis 1986) states that mother tongue interference are caused by the student does not know the structural pattern and so makes a random response, the correct model has been insufficiently practiced and the student may follow a general rule which is not applicable in a particular instance. This statement also supported by Dulay and Burt (in Ellis 1986) mother tongue interference are caused that reflect native language structure and are not found in first language acquisition and do not reflect native language structure but are found in first language acquisition data.

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In other hand interference may occur for any of the reasons stated below: (Chaira, 2015)

- a. English and Indonesia use similar orthography (the Latin alphabet) indicating that almost all vowels and consonants of both languages are pronounced similarly so that learners generalize all of them to sound the same.
- b. Some English users have zero awareness that several phonemes in English have completely different sounds from those in Indonesian and that English has certain special sounds that are not produced in Indonesia.
- c. Many English dictionaries produced in Indonesia are not written with proper pronunciation method or standard transcriptions for some words.
- d. Habitual behavior in correlation with the place and manner of articulation in sounding L1 may affect the production of sounds in English
- e. EFL learners imitate the pronunciation used by their mentor such as senior students and researchers then pronounce sounds the same way they do. This is acceptable as long as the pronunciation is correct but it will be in error if the mentor does not use correct pronunciation.

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There are nine kinds of phonological rules by Fromkin (2014).

1. Assimilation rules

Assimilation is a phonological process in which of neighboring segments more similar by copying or spreading a phonetic property from one segment to the other. Assimilation has the function of changing the value of phonemic features. There are three types of assimilation. First is assimilation occur when a sound is influenced by the preceding sound, such as in the phrase “ten books”, “ten” is seems to be pronounced /tem/ instead of “ten”. Then, second is assimilation occurs when a sound influenced by the preceding sound. Such as when pronounce “bridge score”, the second word is pronounced /ʃkɔ:/ due to the influence of the palatal in the preceding affricate. And the last is, assimilation occurs when there are two sounds fuse into a single new segment, such in phrase “don’t you”, the segment t and y become affricate / tʃ /. It is pronounced / dəuntʃu /.

2. Dissimilation Rules

Dissimilation is the opposite of assimilation process. Dissimilation means a phonological rule which a segment becomes less similar to another segment. For example in the word fifth and sixth, where there is a fricative dissimilation rule. This rule applies to the sequences /fθ/ and /sθ/, changing

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them to /ft/ and /st/. Here the fricative /θ/ becomes dissimilar to the preceding fricative by becoming a stop. Then, the word “fifth” pronounced /fift/, and the word “sixth” pronounced /sikst/.

3. Flapping

Flapping is the process of voiles alveolar stop changes into a voiced flap between vowels. Flapping often occurs in American accent, such as “cutter”, “butter”, and “fatter”. The sound heard is not voiceless /t/ and voiced /d/ but the voiced flap /r/.

4. Addition Rules

Some of linguists call it epenthesis which means the insertion or addition of a vowel or a consonant occurs within existing string of segments. For example, “sense” is pronounced as /sents/. Here, the speaker ads the voiceless stop /t/ after nasal /n/ followed by a voiceless consonant.

5. Deletion

Phonological rules may delete or add entire phonemic segments. Deletion often occurs in fast speech. The speaker deletes sounds in a string in this phonological process. For example in French, / pətɪlivr / “small book” is pronounced /pətɪlivr/. It is delete /t/ before the liquid /r/.

6. Metathesis

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Metathesis or movement is the phonological process that reorders segments, often by transposing two segmental sounds. It is often appeared in children pronunciation rather than in adult, for example word nuclear /nukli`r/ >nucular /nukj`l`r/.

7. Feature changing rules

Feature changing rules is a phonological rule that change feature value of segments, either to make them more similar. For example, In Akan language, there is nasal assimilation rule, that nasalizes voiced stops when they follow nasal consonants, as shown in the following example :

/ɔba/ [ɔba] = he come

/ɔ m ba/ [ɔmma]= he not come

The /b/ of the verb “come” becomes an [m] when it follows the negative morpheme /m/.

8. Lenition and fortion

Lenition Is the Process that makes the sound weaker or softer. For example, stop sound change fricatives. While, fortion means the process that makes the sounds become stronger. For example, fricatives change into stop sounds.

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9. Substitution

Substitution is the process of replacing one sound to another sound. It occurs because of the unfamiliarity of the speaker in pronouncing the word correctly. Then, the learners tend to pronounce the sound based on the sound system which is their mother tongue.

c. **Solution to avoid interference**

There are several solutions overcome and prevent the students from applying LI interference in their speech. The teacher may select the most suitable one depending on their aims and the characteristics of the students. Overall, it is recommended to use a teacher-centered approach (Chaira 2015).

First, teachers may apply the audio-lingual method that emphasizes correct pronunciation of the TL word. In applying audio-lingual method, they can effectively teach the most accurate sounds for English. They should also be required to use “minimal pair’s exercise” which has students to closely differentiate between two different phonemes in order that the students become familiar with the different phonemes and avoid the errors.

Second, the phonetic method is another appropriate method that focuses on detailed pronunciation of every sound. Unlike other, this method suggests that teacher employ phonetic transcription as their writing

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system. Mathew (in Chaira 2015) also recommends that learners use narrow phonetic transcription to avoid errors in pronunciation. Another expert Nunan (in Chaira 2015) proposes mastering segmental features through pronunciation drills. In this way, the learners will notice the distinction between L1 learners and the pronunciation of native speakers.

In addition, sound imitating is another suitable method to acquire a (target) language. In his research, Davutoglu (2011, p. 220 in Chaira 2015) suggests the behaviorist leaning theory that demands learners to imitate with their best accuracy and practice reinforcement to construct sentences with correct pronunciation.

According to Matthew (in Chaira 2015) strongly recommends using aural and oral practice to improve the accuracy of English pronunciation of students.

Lastly, according to Justice (in Chaira 2015) suggest that professional educators use Phonic-based Approach, which is also employed by native speakers, to teach pronunciation to beginners to pronounce the sounds correctly since English has no precise correspondence between its spelling and its sounds.

B. Relevant Research

According to Syafi'i (2013, p. 94) "relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research". In this research, there are several researches relevant to the research:



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1. Setyowati and Damhuri (2014) entitled: The Javanese Interference towards English in Al-Amanah Islamic Modern College. The result of this research shows that there are some English consonants and vowels are interfered by the Javanese. The English consonants that interfere by the Javanese are: /ð/, /θ/, /z/, /v/, /d/, /k/, /dʒ/, and /ʃ/. The students are difficult to produce the sound /ð/, /θ/ and /dʒ/. Then, the students also change some diphthong into a vowel; /æ/ into /e/, /au/ into /ɔ/, /ai/ into /e/, and /au/ into /ɔ/.
2. Yuniar (2013) entitled: Korean Phonological Interference in Indonesian Language as Second Language. The conclusion is Korean native also inserted vowel [i] in coda position after central [r] as it cannot be coda. It is more preferred to use [l] coda as might cause confusion and make the word sounds unnatural. However, modification of syllable structure does take place. When the syllable ends with [r] or [s], which cannot be as codas according to Korean phonological rule, they tend to insert vowel [i] instead of neutralizing it to [t]. This is due to an interference language which in Korean loanwords from English also inserted vowel [i] when the syllable ends with [s].
3. Utami, Wello and Atmoardoyo (2017) Entitled: The phonological interference of students' First Language in pronouncing English sounds (A case Study on Buginese and Makassarese students).The result of this research that there are some English consonants and

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vowels are interfered by Buginese and Makassarrese students. The English consonants are interfered by Buginese and Makassarrese /ʒ/, /ʃ/, /θ/, /t/, /dʒ/, /n/, /v/, /tʃ/, /z/, /m/. The English vowels are interfered by Buginese and makassarrese /ɒ/, /ɪ/, /ə/, /ɔ/, /æ/, /ɑ/, /e/, /ʌ/, /a/, /i:/, /ɜ:/, /u:/. Also this research showed that the main factor that influences the students while pronouncing English words is interlanguage transfer.

4. Subandowo (2017) Entitled : The Language Interference In English Speaking Ability for EFL Learners The Language Interference In English Speaking Ability For EFL Learners. The result of this study shows that most of the students made error in their pronunciation, 2% of consonants / tʃ / and / ʒ / and 3% of vowel /u/. The sound production of students did many mistakes in their pronunciation started from consonant to vowel sounds. The mistakes in consonant sounds caused by the mother tongue were highly interfered. The pronunciation in manner of articulation occurred in consonants such as, /p/, /t/, /d/, /k/, /g/ in plosive and /m/ in nasal. Moreover, for the place of articulation, the mistakes appeared on /θ/ and /ð/ in dental and /ʒ/ and /ʃ/ palate-alveolar. The factors influencing mother tongue interference to the students' pronunciation are the environment, students' motivation, and its sound dynamics.

In conclusion, there can be seen relevance of the research and this research about interference. The previous research about phonological

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interference has been focused of a number of previous research. They includes Korean phonological interference in English, Javanese phonological interference in English. Meanwhile, in this research is focused on the interference of Indonesian students' mother tongues in pronouncing English sounds.

C. Conceptual Framework

Based on the theories and previous research above, then it is necessary to clarify the phenomenon used in this research. So in this research, the phenomenon is mother tongue interference in pronouncing English sound. In this research, the theoretical frameworks above are to generate an understanding of students' mother tongue interference in pronouncing English sound and the conceptual frameworks are needed as the foundation to address the method of the research in this research. Therefore, students mother tongue interference in pronouncing English sound will be conceptualized into following conceptual frameworks.

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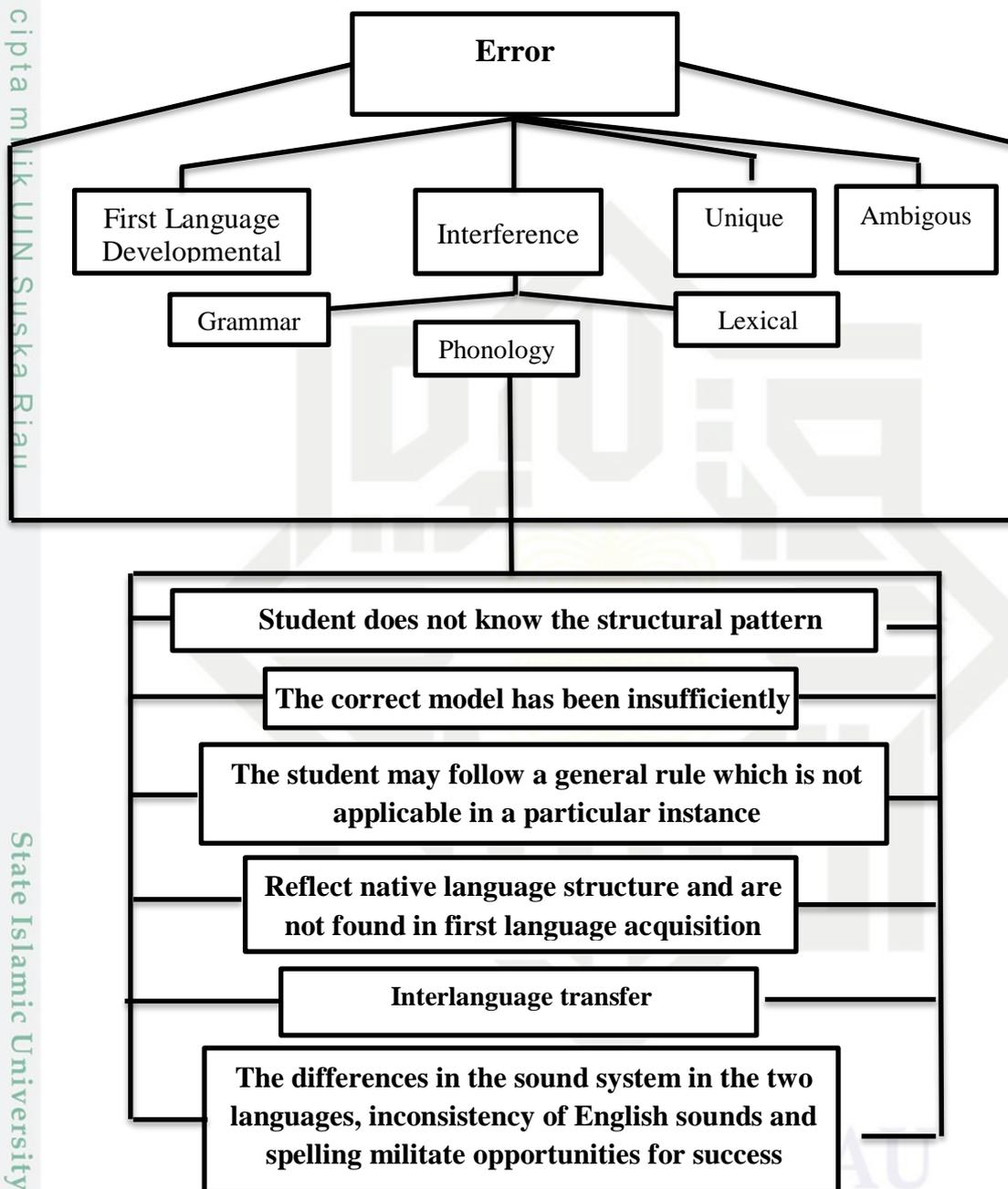


Figure II.1 Conceptual frameworks of student's mother tongue interference and factors influencing student's mother tongue interference