Chapter Two

Literature Review

The aims of the research are to provide an analysis regarding how the participants of this research pronounce certain phones in English words provided in the research. Furthermore, the research also tries to find out English words that have been adapted in Indonesian are pronounced similarly as it is pronounced in Indonesian. In order to frame the issue, this literature review discusses important aspects related to the study. Hence, this chapter consists of several sub-chapters to facilitate a better understanding about this *skripsi*.

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Phonetics is a branch of linguistics that consists of the study of the sounds of human speech, and their production, combination, description, and representation by written symbols. In the department of oral language, Allan, Bradshae, and Finch (2010, p. 31) mention that phonetics has three main branches: acoustic phonetics which focuses on the variations in air pressure that are sent out as a result of vocal organ activity; auditory phonetics which is related to how the phones are received by the listener; and articulatory phonetics which is a branch that investigates how the phone is produced, the anatomy and physiology of speech, the process, and the description and classification of phones. To classify and organize the phonetic symbols, International Phonetic Association created International Phonetic Alphabets (IPA).

International Phonetic Alphabets (IPA).International Phonetic Alphabet or IPA is essentially a set of symbols to represent every possible phones occur in languages in the world (Landefoged, 1990). The International Phonetic Association (2003) mentioned that the IPA is based on Roman alphabet with some letters and other symbols. Roman alphabet is chosen

because it has the advantage of being widely known, however the variety of phones in languages in the world is greater than the number of letters in Roman alphabet, thus, the additional letters and symbols. Bischoff and Fountain (2011) state that IPA was developed as a way for writing phones so there exactly one letter for exactly one phone. However, not every and each of the phonetic symbol shown on the IPA chart is used in English. Figure 2.1 shows how phonetic symbols are.

Figure II.1. The International Phonetic Alphabet (2013)

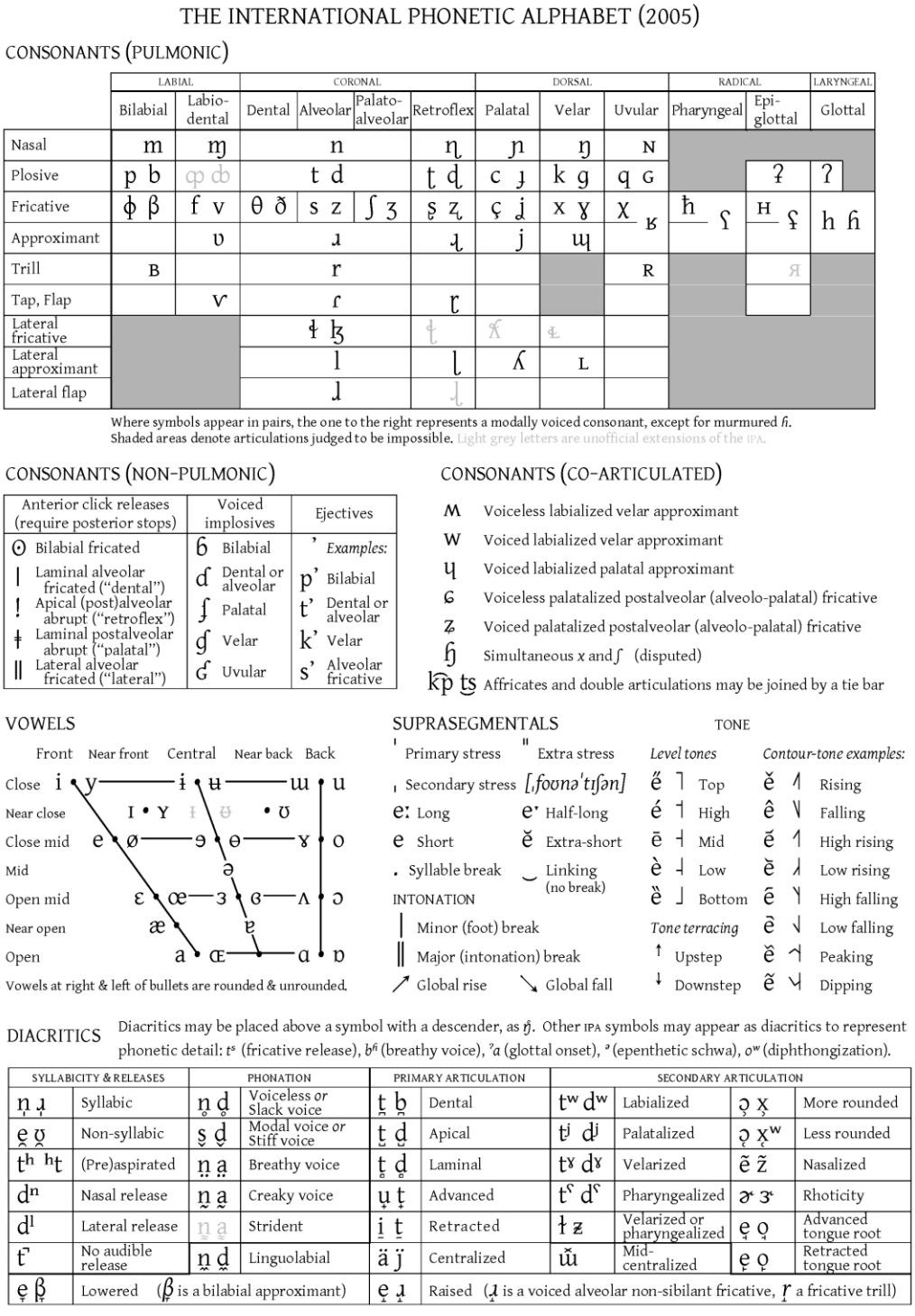

Figure II.1 refers to symbols to represent every possible sound exists in human language. However, English does not use all of the sounds on the IPA (figure II.1).

Language transfer. The theme of this research is pronunciation from language transfer point of view. Language transfer, sometimes referred as L1 interference, or cross-linguistic influence, or linguistic interference is associated when one applies knowledge from one's L1 into target language (Weinreich, 1953). Language transfer can be either positive or negative. In two languages with similar pattern, such as Portuguese and Spanish, language transfer may help the speaker or writer in the proses.

Language transfer may appear in grammatical, lexical and phonological level (Wells, Overcoming phonetic interference, 2000). This research concerns on the phonological interference, in which one may lean to pronouncing target language into a more familiar pronunciations.

Phone. This research focuses on phone as an individual in oppose to its role in word meaning (phonemic).Bischoff and Fountain write that phone is a single speech sound unit and each phone is represented by one particular symbol in IPA chart (2011). For example, "M-I-N-D" is an orthographic representation, which means it is a standard spelling of the word "mind", phone on the other hand is every individual sounds produce by a speaker and represented by IPA symbols. In this case, the word "mind" has four phones or sounds represented by /m/ - /aɪ/ - /n/ -/d/, /maɪnd/.

Comparison of the sounds of English and Indonesian. Unlike English, Indonesian language has less ways of pronouncing each letters, especially on the vowel departments.

Although both English and Indonesian share some similarity, there are sounds that can be found in English but not in Indonesian and vice versa. There are sounds that are in English but not in Indonesian, such as ʒ, ʃ, θ, and ð and so on. Indonesian has sounds such as ʧ, like in the word "cari" /ˈʧɑri/ which almost similar with the pronunciation of ch in "chart" /tʃɑː(r)dʒ/ with less plosive. Indonesian also has nj in the word "nyai" /ˈnjɑi/, a sound that is not found in English. In term of single vowel phones (monophthongs), Indonesian recognizes eight monophthongs (shown in table 2.1) while English has more variations. Indonesian also has less double vowel phones (diphthongs) compared to English and does not possess triple vowel phones (thriphthongs). Table 2.1 is a comparison of the sounds in English and in Indonesian.

Table 2.1. English-Indonesian Phones comparison (Adapted from Yiing (2011) *and Whiteman* (2010)

	English	Indonesian
Consonants	b, p, d, t, g, k, v, f, θ, ð, z, s, ʒ, ʃ, m, n, ŋ, l, r, dʒ, tʃ, j, w, h	b, ʧ, d, t, g, k, p, h, ʤ, l, f, m, n, r, s, t, w, ks, j, ŋ, nj
Vowels	Monophthongs ʌ, ɑː, æ, e, ə, ɜː, ɪ, iː, ɒ, ɔː, ʊ, uː diphthongs aɪ, aʊ, əʊ, eɪ, ɔɪ, eə, ɪə, ʊə (triphthongs) eɪə, aɪə, ɔɪə, əuə, auə	Monophthongs ɑ, e, ə, ɜ, i, o, ɔ, u diphthongs ɑi, ɑu, io, iu, uɑ

Table 2.1 shows the phones that appear in both English and Indonesian. From the table, it is clear that both language share numbers of phones in the vowels and consonants department. However, there are sounds that appear in English that Indonesian does not possess. In the consonant department, there are phones such as /θ/ in the word “theme”, /ð/ in the word “they”, /z/ in the word “zoo”, / ʒ/ in the word “pleasure”, /ʃ/ in the word “shy”, /dʒ/ in the word “joint”, and /tʃ/ in the word “teacher”. Indonesian does not recognize thriphthongs, while there are five recognized thriphthongs in English: /eɪə/ in the word “layer” or “player”, /aɪə/ in the word “liar” or “fire”, /ɔɪə/ in the word “loyal”, /əuə/ in the word “mower” or “lower”, and /auə/ in the word “power”.

Loanwords

Loanword is essentially word that are adapted by a language from different language or languages and transformed into well form words as stated by Peperkamp and Dupoux (2003), with or without adjustment in spelling or pronunciation (Suwarto, 2004).Indonesia has a long history regarding its rich use of loanwords. The timeline of borrowing numbers of words from different languages has had emerged from the ancient Java. Gondaet all as mentioned by Harimoto (2007) in Lexical Strata of Indonesian Vocabulary described the historical of loanwords in Indonesia coming from Arabic, Chinese, Dutch, English, Hindi, Sanskrit, etc.

Jones in 1984 in Harimoto (2007) stated Indonesia started to borrow English word mainly after 1965, when Indonesia opened up to western economic and cultural influences. This research focuses on how participants pronounce English words that has been adapted into Indonesian language and which words are pronounced similarly to how it is pronounced in Indonesian. The following table is examples of English loanwords in Indonesian.

Table 2.2 Example of English words that is borrowed in Indonesian

English	IPA	Indonesian	IPA
Access	/ˈækses/	Akses	/ɑkses/
Essay	/ˈeseɪ/	Esai	/esɑi/
Target	/ˈtɑːrgɪt/, /ˈtɑːgɪt/	Target	/tʌrget/, /tʌrdʒet/
Calendar	/ˈkælɪndər/,ˈkælɪndə/	Kalender	/kʌlendər/
Camera	ˈkæmərə/,/ˈkæmrə/	Kamera	/kʌmerʌ/
etc.			

Received Pronunciation and General American

One of the main difficulties a foreigner student may face while learning English pronunciation is the numerous varieties of accents (Paakki, 2013). Yogyakarta, Indonesia –in which the researcher conducted her research–, is exposed by various English accents. It is almost impossible to exclusively use one particular accent as a comparison toward the participants' pronunciations. However, there are two frequent Standard English pronunciations used universally when it comes to English accents, RP (Received Pronunciation and GA (General American). The researcher uses these two standards as comparisons.

Received Pronunciation (RP) refers to an accent of Standard English in the United Kingdom (UK), sometimes referred as Queen's English (Pearshall, 1999). It is also described as typically English and being mainstreamly recognized by the rest of the world as "English accent". Although RP is probably the most widely known English accent, only 2% of the UK populations use it in actively (2010). General American (GA), on the other hand, refers to the variety of American English spoken by majority of Americans and deprived from any distinctive region al, ethnic, or socioeconomic characteristics (Kovecses, 2000) (Wells, 1982). The

differences between RP and GA can be heard distinctively in their respective word flow or intonation, word choice or diction, as well as vowel phones in certain words such as “after”.

Related Studies

Yiing (2011) wrote a research project about how the mother tongue of six Chinese students affects their English pronunciation. In “An Analysis of Pronunciation Errors in English of Six UTAR Chinese Studies Undergraduates”, the researcher found that Chinese students tend to change short sounds, such as /ʌ/, /ɪ/, /ʊ/ into long sounds, such as /ɑ:/, /u:/, /i:/. Not unlike English, Chinese has time-based vowels which intrigued Yiing to choose six Chinese students as her participants in the research. Although the researcher did not relate the case with certain ethnic, nor does the researcher of this research focus merely on the vowels, this case study helps the researcher tremendously because of the similarity of the research themes, which is pronunciations and focusing on the individual phones.

In 2014, Araujo conducted a research for undergraduate theses regarding loanwords phonology in comparison to second language phonology. The researcher participants were four Brazilian Portuguese speakers, and an English speaker as the control. Two Brazilian Portuguese speakers were not exposed to English or had very little exposure of English, while the other two were living in Long Island, New York and spoke English proficiently. Araujo’s research focused on mispronounced consonants in English words. The research revealed the research subjects adapted first language pronunciation into the English pronunciation of loanwords. This research helped the researcher of this research with rudimentary understanding regarding how loanwords may obstruct the pronunciation of the original words.

Yulianti (2014) on her paper addressed Indonesian English learners' tendency on adding schwa, omitting, or replacing phones on consonant clusters. Yulianti mentioned that Indonesian learners lean toward simpler pronunciations than try to pronounce the consonant clusters as they should be pronounced. The research is fundamental for the researcher of this research as a platform in analyzing the patterns that occur in the findings of this research.

Conceptual Framework

The researcher conducted this research to find out how certain phones are pronounced differently from Standard English pronunciation by students of ELED of a private university. The researcher meant to categorize phones that are pronounced differently from the Standard English pronunciation and in the process, find which English words are pronounced as in Indonesian Language. Therefore, the conceptual framework is as following:

Figure II.2 Conceptual Framework