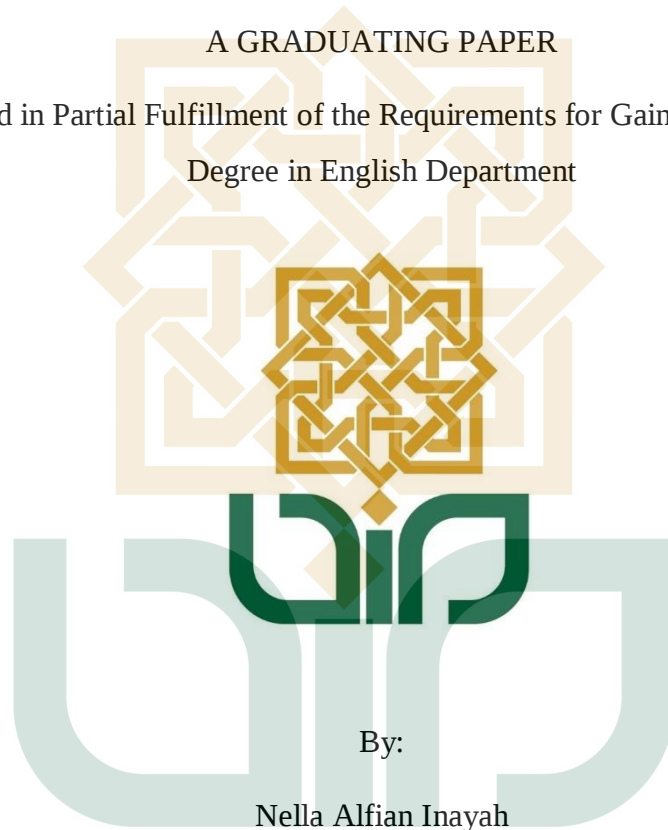


**JAVANESE AND BAHASA INDONESIA PHONOLOGICAL
INTERFERENCE IN THE PRONUNCIATION OF ENGLISH VOWELS
/ə/, /ɑ/, AND /æ/ IN THE YAHYA CHOLIL STAQUF INTERVIEW**

A GRADUATING PAPER

Submitted in Partial Fulfillment of the Requirements for Gaining the Bachelor
Degree in English Department



By:

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kami menyatakan bahwa skripsi tersebut sudah dapat diajukan pada sidang Munaqosyah untuk memenuhi salah satu syarat memperoleh gelar Sarjana Sastra Inggris.

Atas perhatiannya, kami mengucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Yogyakarta, 28/04/2025
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A FINAL PROJECT STATEMENT

I certify that this graduate paper is definitely my own work. I am completely responsible for the content of this graduating paper. Other researcher's opinion or finding included in this research is quoted or cited accordance with ethical standards.

Yogyakarta, 28 April 2025

The Researcher



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MOTTO

Everything doesn't have to be the way we want it to be.

(mom)



DEDICATION

I dedicated my graduating paper to:

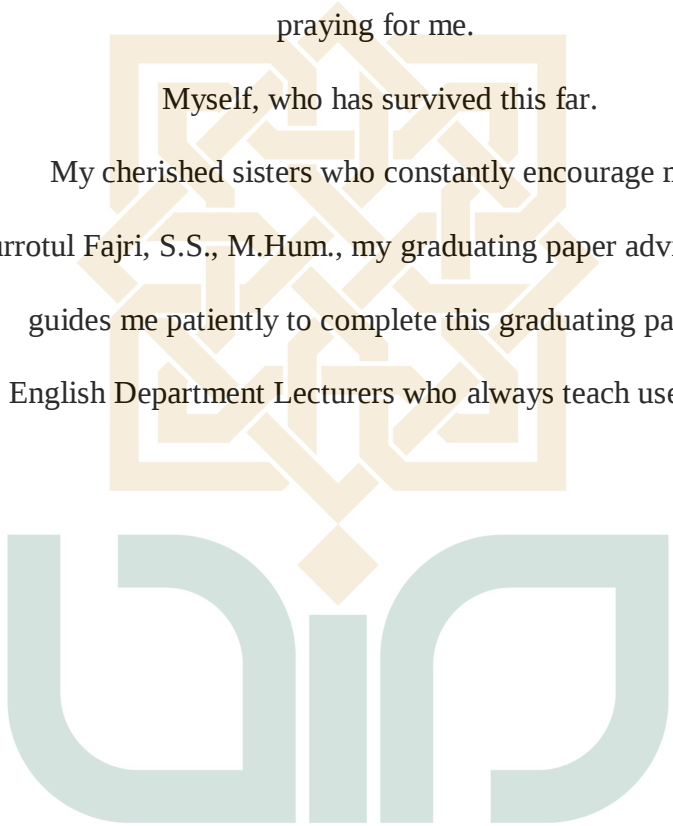
My eternal love, my mother and father, who are always patient in educating and
praying for me.

Myself, who has survived this far.

My cherished sisters who constantly encourage me.

Anisah Durrotul Fajri, S.S., M.Hum., my graduating paper advisor, who always
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**Javanese and Bahasa Indonesia Phonological Interference in the
Pronunciation of English Vowels /ə/, /ɑ/, and /æ/ in the Yahya Cholil Staquf
Interview**

By: Nella Alfian Inayah
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ABSTRACT

Indonesia has diverse languages in every province. Most Indonesians master two languages, including local and national languages. One of many local languages is Javanese. In addition, English is regarded as a foreign language and has a prominent status in Indonesia. Therefore, phonological interference of local and national languages occurs in English as a foreign language. This research examines the phonological interference of Javanese and Bahasa Indonesia on vowels /ə/, /ɑ/, and /æ/. This research aims to investigate how English vowels /ə/, /ɑ/, and /æ/ are realized, how Javanese and Bahasa Indonesia interfere the pronunciation of English vowels /ə/, /ɑ/, and /æ/, and what factors contribute to phonological interference in Yahya Cholil Staquf speech. This research applies qualitative research with a case study approach as the method of research. The data collected is obtained by observation. As a result, the realization of English vowels /ə/, /ɑ/, and /æ/ is influenced by L1 and L2. Vowels /ə/ and /ɑ/ experienced the positive and negative transfer. Yet, the vowel /æ/ is the most common and is only experienced in negative transfer. Positive transfer is most prevalent in vowel /ə/ in the middle of the word. Interference of English vowels /ə/ experienced an actual phone substitution. Then, the vowels /ɑ/ and /æ/ experienced an under-differentiation of phonemes. However, segment deletion also happens due to the interference of vowel /ə/. The most influential factor influencing the interference is because orthography system or pronouncing English words according to the spelling or letter, because of L1 and L2 habit. Besides that, the different phonemic system because of the absence of /ɑ/ and /æ/ vowels in L1 and L2 phonetic systems is also another factor that influences the phonological interference in Yahya Cholil Staquf.

Keywords: *phonological interference, local and national language, vowel*

Javanese and Bahasa Indonesia Phonological Interference in the Pronunciation of English Vowels /ə/, /ɑ/, and /æ/ in the Yahya Cholil Staquf Interview

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ABSTRAK

Indonesia mempunyai beragam bahasa di setiap provinsi. Sebagian besar masyarakat Indonesia menguasai dua bahasa, yaitu bahasa daerah dan bahasa nasional. Salah satu contoh dari bahasa lokal adalah Bahasa Jawa. Selain itu, Bahasa Inggris dipandang sebagai bahasa asing dan memiliki status yang penting di Indonesia. Maka dari itu, interferensi fonologi dari bahasa lokal dan bahasa nasional terjadi di Bahasa Inggris sebagai bahasa asing. Penelitian ini meneliti interferensi fonologi Bahasa Jawa sebagai bahasa pertama dan Bahasa Indonesia sebagai bahasa kedua dalam vokal /ə/, /ɑ/, dan /æ/. Penelitian ini bertujuan untuk meneliti bagaimana vokal Bahasa Inggris /ə/, /ɑ/, dan /æ/ direalisasikan, bagaimana Bahasa Jawa dan Bahasa Indonesia mempengaruhi pelafalan vokal Bahasa Inggris /ə/, /ɑ/, dan /æ/, dan apa saja faktor yang mempengaruhi interferensi fonologi dalam pengucapan Yahya Cholil Staquf. Penelitian ini menggunakan kualitatif dengan pendekatan studi kasus sebagai metode penelitian. Pengambilan data diperoleh dari observasi. Hasilnya, realisasi vokal Bahasa Inggris /ə/, /ɑ/, dan /æ/ terpengaruh oleh bahasa pertama dan bahasa kedua. Vokal /ə/ dan /ɑ/ mengalami perpindahan positif dan negatif. Akan tetapi, vokal /æ/ hanya mengalami perpindahan negatif dan merupakan yang paling banyak. Perpindahan positif paling sering terjadi dalam vokal /ə/ di posisi tengah kata. Interferensi dari vokal Bahasa Inggris /ə/ mengalami actual phone substitution. Kemudian, untuk vokal /ɑ/ dan /æ/ mengalami under-differentiation of phonemes. Meskipun demikian, segment deletion juga terjadi dalam interferensi vokal /ə/. Sebagian besar faktor yang mempengaruhi interferensi adalah sistem orthography atau pengucapan kata Bahasa Inggris sesuai dengan hurufnya karena kebiasaan penggunaan sistem bahasa pertama dan bahasa kedua. Selain itu, perbedaan sistem fonetik dikarenakan tidak adanya vokal /ɑ/ dan /æ/ dalam sistem fonetik bahasa pertama dan bahasa kedua juga merupakan faktor lain yang mempengaruhi interferensi fonologi dalam Yahya Cholil Staquf.

Kata Kunci: *interferensi fonologi, bahasa lokal dan nasional, vokal*

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Yogyakarta, 24 April 2025

The writer

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Nella Alfian Inayah

TABLE OF CONTENTS

COVER	i
NOTA DINAS	ii
A FINAL PROJECT STATEMENT.....	iii
MOTTO	iv
DEDICATION	v
VALIDATION	vi
ABSTRACT	vii
ABSTRAK.....	vii
ACKNOWLEDGMENTS	viii
TABLE OF CONTENTS.....	x
LIST OF TABLES	xii
CHAPTER I INTRODUCTION	1
1.1 Background of Study.....	1
1.2 Research Questions	3
1.3 Objectives of Study	4
1.4 Scope of Study	4
1.5 Significances of Study	4
1.6 Literature Review	5
1.7 Theoretical Approach	6
1.8 Method of Study.....	8
1.8.1 Type of Research.....	8
1.8.2 Data Sources.....	8
1.8.3 Data Collection Technique.....	9

1.8.4	Data Analysis Technique	10
1.9	Paper Organization	11
CHAPTER II THEORETICAL FRAMEWORK		12
2.1	Interference	12
2.2	Phonological Interference	13
2.3	Phonological Rules	14
2.4	Factor Causing Phonological Interference	16
2.5	Phonological System in English, Javanese, and Bahasa Indonesia	18
CHAPTER III FINDING AND DISCUSSION		20
3.1	Findings	20
3.2	Discussion	36
CHAPTER IV CONCLUSION AND SUGGESTION		52
4.1	Conclusion	52
4.2	Suggestion	54
REFERENCES		55
APPENDIXES		61
ABBREVIATIONS		77

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LIST OF TABLES

Table 1. Phonological System in English, Javanese, and Bahasa Indonesia..	18
Table 2. Classification of data on the correct pronunciation of vowel /ə/	20
Table 3. Data Classification of Vowel Replacement /ə/ to /a/	21
Table 4. Classification of data on the correct pronunciation of vowel /ə/	22
Table 5. Data Classification of Vowel Replacement /ə/ to /u/	23
Table 6. Data Classification of Vowel Replacement /ə/ to /i/	24
Table 7. Data Classification of Vowel Replacement /ə/ to /o/	24
Table 8. Data Classification of Vowel Replacement /ə/ to /a/	25
Table 9. Data Classification of Vowel Replacement /ə/ to /e/	26
Table 10. Data Classification of Vowel Deletion /ə/	26
Table 11. Data Classification of Inconsistency Transfer	26
Table 12. Classification of data on the correct pronunciation of vowel /ə/	27
Table 13. Data Classification of Vowel Replacement /ə/ to /a/	28
Table 14. Data Classification of Vowel Replacement /ə/ to /i/	28
Table 15. Data Classification of Vowel Replacement /a/ to /o/ and /ɔ/	29
Table 16. Data Classification of Vowel Replacement /a/ to /a/	30
Table 17. Classification of data on the correct pronunciation of vowel /a/	30
Table 18. Data Classification of Vowel Replacement /a/ to /o/	31
Table 19. Data Classification of Vowel Replacement /a/ to /ə/	31
Table 20. Data Classification of Vowel Replacement /a/ to /a/	32
Table 21. Data Classification of Vowel Replacement /a/ to diphthong /aʊ/ ...	32
Table 22. Data Classification of Inconsistency Transfer	33
Table 23. Data Classification of Vowel Replacement /æ/ to /ə/ and /e/	33
Table 24. Data Classification of Vowel Replacement /æ/ to /a/	34
Table 25. Data Classification of Vowel Replacement /æ/ to /a/	35
Table 26. Data Classification of Vowel Replacement /æ/ to /e/ and /ə/, /ɛ/	35

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Indonesia comprises 38 provinces, and every province has a diverse language. Indonesia has 750 local languages (Siqoyah & Latifah, 2021). Most Indonesians use two languages for daily communication, including the local language and the national language. Local languages are the identity of a region and are part of the regional culture (Rakhmyta, 2022). For example, in Java, most people use Javanese in society. People use Javanese mostly in casual communication. Meanwhile, in formal situations, such as when at school, in the office, or other formal situations, Javanese people use Bahasa Indonesia for communication (Ipan Dwi Nata, 2021). Those people who live in Indonesia are mostly bilingual because they can speak both the local language and Bahasa Indonesia. Besides that, some Indonesians also master not just the local language and Bahasa Indonesia, but also can speak English as a foreign language. Indonesians who can speak more than two languages are commonly called multilingual.

English is regarded as a foreign and common international language to study in Indonesia. Nonetheless, English holds a prominent status in Indonesia. English is the sole foreign language taught in schools in Indonesia, starting from the elementary level up to university (Maduwu, 2016). Since the establishment of Basic Education in 1994, English has become a subject lesson from grade IV (four) of elementary school. However, with the implementation of the Merdeka curriculum,

currently, English is only an optional subject taught for 70 minutes each week. Consequently, proficiency in English is relatively low (Lie, 2023).

Learning English from elementary school to high school or college takes more or less 9 years. This is a long time to learn a language. However, most students still cannot speak fluently in English conversations. Students also have little knowledge of English (Andayani, 2022). Indonesia ranks 79 out of a total of 113 countries. This shows that the English language skills of Indonesians are classified as 'low proficiency' (Education First, 2023). Most Indonesian people who learn English face difficulties, including pronouncing English appropriately. One of the causes is the interference of the local language and Bahasa Indonesia (L1).

Interference happens because there are variations between the first and second languages, with the foreign language (Wardani & Suwartono, 2019, p. 15). There are various forms of interference, be it in terms of phonology, morphology, lexicon, or semantics (Astuty, 2022). This research is focused on phonological interference. Phonological interference is when elements like accent, stress, pronunciation, intonation, and speech sound from the first or second languages impact the foreign language (Berthold et al., 1997). In Indonesia, English as a foreign language is acquired together with local and national languages, which affects the way individuals articulate and pronounce English terms (Yatmikasari et al., 2023, p. 1). Thus, Indonesians struggle to grasp and make errors while communicating in English (Altalarik et al., 2024, p. 2).

Regarding the aforementioned problems on phonological interferences among Indonesians, this study aims to investigate the interference of Javanese and

Bahasa Indonesia as first language (L1) in pronouncing English vowels in Yahya Cholil Staquf's speech. Yahya Cholil Staquf serves as general chairman of Nahdlatul Ulama, the largest Muslim organization globally, based in Indonesia. Yahya Cholil Staquf is a descendant of Javanese *ulama*. Yahya Cholil Staquf is a co-founder, board member, and executive leader at US-based organizations Bayt ar-Rahmah and the Center for Shared Civilizational Values (Ar-Rahmah, 2025). According to the background of Yahya Cholil Staquf, the researcher chose Yahya Cholil Staquf because Yahya Cholil Staquf is active abroad. So, Yahya Cholil Staquf can speak English for communication. In this study, the researchers limit the study to pronouncing vowels /ə/, /ɑ/, and /æ/.

The researcher then developed several research questions including, how English vowels /ə/, /ɑ/, and /æ/ are realized by Yahya Cholil Staquf, how Javanese and Bahasa Indonesia interfere the pronunciation of English vowels /ə/, /ɑ/, and /æ/ in Yahya Cholil Staquf speech, and what factors contribute to phonological interference in Yahya Cholil Staquf's speech.

1.2 Research Questions

Drawing from the background of the aforementioned study, the researcher developed the following research questions:

1. How are English vowels /ə/, /ɑ/, and /æ/ realized by Yahya Cholil Staquf?
2. How do Javanese and Bahasa Indonesia interfere with the pronunciation of English vowels /ə/, /ɑ/, and /æ/ in Yahya Cholil Staquf's speech?
3. What factors contribute to phonological interference in Yahya Cholil Staquf's speech?

1.3 Objectives of Study

Based on the background of the study and the research questions mentioned earlier, the researcher formulated the objectives of the study as outlined below:

1. To find the realization of English vowels /ə/, /ɑ/, and /æ/ in Yahya Cholil Staquf's pronunciation.
2. To identify how Javanese and Bahasa Indonesia of Yahya Cholil Staquf interfere with his English pronunciation of the vowels /ə/, /ɑ/, and /æ/.
3. To analyze factors that contribute to phonological interference in Yahya Cholil Staquf's speech.

1.4 Scope of Study

This study focuses on Javanese and Bahasa Indonesia interfering with the English vowels /ə/, /ɑ/, and /æ/ of Yahya Cholil Staquf's pronunciation in the YouTube video entitled "*Conversation with Yahya Cholil Staquf*". This research will analyze Javanese and Bahasa Indonesia interference of English vowels /ə/, /ɑ/, and /æ/ using Ellis (1994), Weinreich (1966), Fromkin et al. (2011). In addition, the factors that influence interference will be analyzed using Weinreich (1966) and Edwards & Zampini (2008).

1.5 Significances of Study

This study has significance in Javanese and Bahasa Indonesia interference that occurs in English pronunciation comprehension. Thus, this study can propose new insights that can be a reference to expand the study of phonological interference. In addition, this study will give information and contribute to the

readers through the results of this research about the Javanese and Bahasa Indonesia interference.

1.6 Literature Review

Research on the phonological interferences in the Indonesian context has also been conducted, but compared to the research on consonants and vowels, they were outnumbered. Altalarik et al. (2024), Alfansyah & Rahmat (2023), Yanti (2022), Fauzia et al. (2022), Wardani & Suwartono (2019), Ambalegin & Hulu (2019). However, the researcher found one previous study that focused on vowels. The research investigating vowels was conducted by Mujtaba et al. (2023) researched the difference in back vowels between the Madura language and English. This study focused on the pronunciation of English back vowels by five English Education students from Madura. The proficiency level of the subject was at an intermediate level. The result of this study is that the vowel /ʊ/ was pronounced similarly to the vowel /u/ by Madurese speakers to make pronunciation easier. Then, the vowel /ɒ/ was pronounced similarly to the vowel /ɔ/. This is because Madurese only has two back vowels, namely /u/ and /ɔ/. The vowel /o/ pronunciation is almost the same as the native speaker's pronunciation. Factors affecting the interference in this study were first-language phonology rules and the lack of vocabulary ownership in the second target language. The difference between the previous and present studies is that the present study will discuss the Javanese and Bahasa Indonesia interference in Yahya Cholil Staquf's English vowel with the theories used. Meanwhile, the previous study discussed the pronunciation of English back vowels by five English Education students from Madura.

Regarding the theory used, most researchers did not highlight certain theories, rather, they descriptively discussed the phoneme productions. However, there is one study that applied Weinreich's (1966) concept of phonological interference, which is the study conducted by Yatmikasari et al. (2023), researching Indonesian phonological interference, which occurs in “Media Briefing on COVID-19 Vaccine Development in Indonesia” on MoFA Indonesia’s YouTube channel. This research applies Weinreich's (1966) theory of phonological interference. The researcher found four types of phonological interference: under-differentiation of phonemes, over-differentiation of phonemes, reinterpretation of distinctions, and actual phone substitution. Similar to the previous study, the researcher examines phonological interference in pronouncing English vowels and uses Weinreich (1966).

1.7 Theoretical Approach

Interference is the deviation from the norms of either language, which happens in bilingual speakers as a result of their knowledge of multiple languages (Weinreich, 1966). Dulay et al. (1982) stated that interference is an automatic transfer that takes place because of habit, with overlap between the first language and the target language. Interference may happen in different linguistic areas, such as phonology, morphology, syntax, semantics, pragmatics, and lexicon. Phonological interference will be a limitation in this research. Phonological interference occurs when a bilingual recognizes the phoneme from the secondary language within the primary language and subsequently applies it according to the phonetic rules of the first language (Weinreich, 1966). Meanwhile, according to Ellis (1994) the phenomenon of phonological interference happens when a sound

in the target language is substituted with a sound that is either phonetically similar or identical to that in the source language. Based on two theories of phonological interference, Weinreich (1966) is appropriate for this research because this research examines first and second-language phonological interference.

This research will apply certain theories to analyze the research questions. First, Ellis (1994), Weinreich (1966), Fromkin et al. (2011), and Edwards & Zampini (2008) are used to analyse how Javanese and Bahasa Indonesia interfere with the pronunciation of English vowels /ə/, /ɑ/, and /æ/ in Yahya Cholil Staquf. Ellis (1994) stated that there are two language transfers: positive and negative transfers. Negative transfer or interference occurs when the rules in the first language (L1) are different from the target language. Positive transfer is when the first language (L1) is similar to the target language (Ellis, 1994, p. 29). Meanwhile, Weinreich (1966, pp. 18–19) stated that there are four types of the phenomena of phonological interference, including under-differentiation of phonemes, over-differentiation of phonemes, reinterpretation of distinctions, and actual phone substitution. In addition, the researcher also utilizes the rules of phonology by Fromkin et al. (2011) for the term unclassified in Weinreich (1966), which are assimilation rules, dissimilation rules, feature-changing rules, segment insertion and deletion rules, and movement (metathesis) rules (Fromkin et al., 2011, pp. 244–253).

Second, the researcher refers to Weinreich (1966) to analyze factors that contribute to phonological interference in Yahya Cholil Staquf's speech. Weinreich (1966) stated that there are kinds of phonological factors influencing the

interference, including the absence of corresponding distinctions in the primary language, the presence of distinctions (only) in the primary language, a different phonemic system, and a different pronunciation of equivalent phonemes. The researcher also uses Edwards & Zampini (2008) to analyze the factor that stated that orthography influences the interference. The theories are suitable for this study because the theories enable the researcher to analyze the data and draw more appropriate conclusions.

1.8 Method of Study

1.8.1 Type of Research

Qualitative research is used in this study. Qualitative research primarily focuses on examining the significance of individuals' experiences (Yin, 2016). This study is qualitative because it investigates the significance of individuals' experiences, that is, Yahya Cholil Staquf's English pronunciation in his speech. This research involves a case study approach, which involves a case for an individual, a community, a decision process, or an event (Creswell & Poth, 2018, p. 153). In this case, this study will analyze and describe one case, which is the L1 phonological interference in Yahya Cholil Staquf and the factors that influence it based on the theories used.

1.8.2 Data Sources

The data in this study is drawn from Yahya Cholil Staquf's English Pronunciation, which was taken from YouTube videos entitled "*Conversation with Yahya Cholil Staquf*" on the American Jewish Committee YouTube channel. The video has a duration of 14 minutes. Yahya Cholil Staquf is ulama from Central

Java and the Chairman of Nahdatul Ulama (PBNU). Yahya Cholil Staquf is known to be active in world peace in Europe and the Middle East. In addition, Yahya Cholil Staquf is active in international forums, one of which is a speaker at the American Jewish Committee (AJC) in Jerusalem (Habiburrahman, 2021). The researcher chose this object because the presence of English pronunciation in the speech that influenced by L1.

1.8.3 Data Collection Technique

Qualitative data collection can utilize sounds, visual materials, or digital text messages (Creswell, 2007). Yahya Cholil Staquf's English pronunciation data is collected using observations. Observation is one of the types of collecting data in qualitative research. Observation is a method in which the researcher takes field notes to analyze the behaviour and activities of individuals (Creswell, 2009). Field notes represent an attempt to record on paper that can be recalled. Field notes are taken after each observation (Taylor et al., 2016, p. 79). Observation can use all senses, including sight, sound, touch, smell, and taste (Creswell & Poth, 2018, p. 232). In this study, the researcher observes using sound from Yahya Cholil Staquf's speech to collect the data.

In the first step, the researcher observes and listens to the object to find out the focus of the research. After the researcher determines the research focus, namely the vowels /ə/, /ɑ/, and /æ/, the researcher makes observations to collect words containing the vowels /ə/, /ɑ/, and /æ/. The researcher transcribes the speech by GA (General American) using <https://tophoneitics.com/>. To determine the English and Bahasa Indonesia vowels' IPA standard, the researcher takes vowel charts from

Whitman (2022). As well as the Javanese vowels are from Moran et al. (2019). Those vowels are classified according to the placement of the vowel at the beginning, middle, or end of the word. After the data is collected, the data is entered into a table to compare GA (General American) with the realization.

1.8.4 Data Analysis Technique

The data analysis technique is done by processing the results of the observation. The data are analyzed according to the interactive model of analysis by Miles & Huberman (1994). The interactive model is a component of data analysis that has three activities, including data reduction, data display, and drawing and verifying conclusions (Miles & Huberman, 1994). The first is data reduction, a type of analysis that involves categorizing, removing, and organizing data. The researcher chooses the relevant data of the study and focuses on the data directed to solve a problem or answer the research question.

Then, a data display is an organized collection of data information. The researcher discusses the data in the form of a description. In this case, the researchers describe the data by classifying it based on positive and negative transfers, according to Ellis (1994). In addition, the researcher utilizes Weinreich (1966) to analyze the variations in sound vowel changes. The researcher also uses the theory by Fromkin et al. (2011) to analyze the term uncategorized in Weinreich (1966). Moreover, the researcher uses Weinreich (1966) to examine the factors influencing interference in Yahya Cholil Staquf's English pronunciation, such as the absence of corresponding distinctions in the primary language, the presence of distinction (only) in the primary language, different phonemic systems, and

different pronunciation of equivalent phonemes. Besides that, the researcher also utilizes Edwards & Zampini (2008) to analyze the factor that stated that orthography influences the interference unstated in Weinreich (1966). Conclusion drawing is the last technique used, in which the researcher decides the essential variables to draw in the conclusion.

1.9 Paper Organization

The researcher divides this graduating paper into four chapters. The first chapter is an introduction part including the background of the study, the research question, the objectives of the study, the significances of the study, literature review, the theoretical approach, the method of study, and the paper organization. The second chapter will explain the theoretical framework. The theoretical framework in the second chapter will discuss the theory used in this research. Then, the third chapter will explain the analysis that the researcher conducted. The discussion analysis will be divided into three discussions, where the first discussion will analyze the first research question, that is realization of English vowels /ə/, /ɑ/, and /æ/ by Yahya Cholil Staquf. The second discussion will discuss how Javanese and Bahasa Indonesia interfere with the pronunciation of English vowels /ə/, /ɑ/, and /æ/ in Yahya Cholil Staquf's speech. The third discussion will analyze the factors that contribute to phonological interference in Yahya Cholil Staquf's speech. The last chapter, or fourth chapter, contains the conclusion and suggestions.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

Based on the discussion of the study, the realization of English vowels /ə/, /ɑ/, and /æ/ by Yahya Cholil Staquf's speech as follows. Vowel /ə/, at the beginning, vowel /ə/ substituted the vowel /a/. In the middle of the word, vowel /ə/ is substituted with vowel /u/, /i/, /o/, /a/, and /e/. At the end of the word, vowel /ə/ is substituted with vowel /a/. Besides, Yahya Cholil Staquf also realizes vowel /ə/ as GA in the beginning, middle, and end of the words. Then, vowel /ɑ/, at the beginning of the word, the vowel /ɑ/ is substituted with vowel /o/, /ɔ/, and /a/. In the middle of the word, vowel /ɑ/ is substituted with vowels /o/, /ə/, /a/, and diphthong /aʊ/. Yet, Yahya Cholil Staquf realized the vowel /ɑ/ precisely in the middle of the word. Last, vowel /æ/, at the beginning of the word, vowel /æ/ is substituted with /ə/, /e/, and /a/. In the middle of the word, vowel /æ/ is substituted with vowel /a/, /e/, /ə/, and /ɛ/.

Javanese and Bahasa Indonesia influence the English pronunciation of Yahya Cholil Staquf. It can be seen that there are positive and negative transfers in Yahya Cholil Staquf's English pronunciation of vowel /ə/, /ɑ/, and /æ/. Most positive transfer occurred in the vowel /ə/. Positive transfer of vowel /ə/ in three positions: at the beginning, middle, and end of the words, because of the existence of vowel /ə/ in the phonetic system of Javanese and Bahasa Indonesia. In addition, positive transfer also happened in the vowel /ɑ/ in the middle of the word because it is not

difficult to pronounce for Indonesians. In addition to positive transfer, the negative transfer in vowel /ə/ also occurred in three positions: at the beginning, middle, and end of the words. The negative transfer of vowel /ə/ is called actual phone substitution. The negative transfer can happen in vowel /ə/ because Yahya Cholil Staquf pronounces the letter <u> with a pronunciation similar to the vowel /ʌ/, spelling the word as the letter, and Yahya Cholil Staquf is influenced by the pronunciation of [ði]. There is also deletion of vowel /ə/, which is caused by diphthong /aɪ/ influencing vowel deletion. Furthermore, negative transfer of vowel /ɑ/ occurred in two positions: at the beginning and middle of the word. The substitution of vowel /ɑ/ in the two positions is under-differentiation of phonemes, because of the orthography factors and different phonemic systems in L1 and L2. Most of the negative transfer occurs in vowel /æ/, which happens at the beginning and the middle of the word. All the negative transfer in vowel /æ/ is under-differentiation of phonemes and caused by the different phonemic systems, which is the absence of the vowel /æ/ in the Javanese and Bahasa Indonesia phonetic systems, and the orthography factors.

The factors that influenced the phonological interference of English vowels /ə/, /ɑ/, and /æ/ are the dissimilarity of the orthography system between L1 and L2. Besides that, the different phonemic system between L1 and L2 also influenced the phonological interference of English vowels /ɑ/ and /æ/ in Yahya Cholil Staquf.

4.2 Suggestion

Based on the analysis and the conclusion above, the researcher would like to propose the following suggestions as follows:

1. This study has a vowel limitation which only focuses on the vowels /ə/, /a/, and /æ/. Therefore, the following research can develop the discussion of phonological interference by focusing on more vowels.
2. This study does not discuss orthographic systems specifically in phonological interference. Subsequent research can address the influence of orthography on phonological interference.

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