CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Background

2.1.1 Linguistics

Linguistics is the scientific study of human's language. Linguistic term was used in England in 1837 at the first time. Linguistics comes from the Latin *lingua* means language. Ferdinand de Saussure, a Swiss scholar, is the father of modern linguistics. Saussure in his book entitled *“Cours de Linguistique Generale”* published in 1916. Now, linguistics is defined as one of the social sciences such as sociology, psychology, anthropology, geography and more. Linguistics is often called as general linguistics because linguistics not only discusses specific language but general language.

Wardhaugh (1972:21) in Alwasilah (1993:63) mentions that linguistics is the scientific study of language. In The New Oxford Dictionary of English (2003), linguistics is defined as follows: "the scientific study of language and its structure, including the study of grammar, syntax and phonetics. Specific branches of linguistics include sociolinguistics, dialectology, psycholinguistics, computational linguistics, comparative linguistics and structural linguistics.

Webster’s New Collegiate Dictionary (1981:664) in Alwasilah (1993:62) states that “linguistics is the study of human speech including the units, nature, structure, and modification of language”.
So it can be concluded that linguistics is a science which examines the written language and spoken language as the object. Linguistics is a systematic, rational, empirical, and general, as the description of reality, the division, the parts and the rules of the language. (Alwasilah, 1993:63).

Crystal (1997) in his book, *Linguistic* proposes as follows characteristics:

a) Explicitness

Linguistics is the explicit means the there is no linguistic rules collide, all thoroughly prepared to not create a double meaning.

b) Systematic

Systematic means everything has rules and patterns. There is a generalization and there are not separate. Linguistics must be aligned and all support one whole. This is because the language as an object of study of linguistics is a system.

c) Objectivity

Linguistics is an objective science that is free from subjective opinion, should not be any opinions, views or personal feelings towards the analysis of a language. All must be real.

The object of linguistics is language. In this point, language as an object of study of linguistics is not the language that is used as a metaphor, like the dance language, natural language and so on. The language is intended as an object of study of linguistics is language in the literal sense, for example, English, Korean and so on. Language as a linguistic object is also distinguished as a spoken language and written language. Spoken language or oral language is the primary object of linguistic while written language is derived from speech language.
Written language is a secondary object of linguistics. The most important thing is that every language basically in the form of spoken language. Only secondarily, language is in the form of the written language. (Verhaar, 2010: 7).

Language may be analyzed in terms of its phonology, morphology, and lexicon, syntax, semantic and pragmatic. Sometimes that term is used to the language studies focusing on the internal elements of language. The studies namely Phonetics and phonology (sound structure of language), morphology (word structure), syntax (Structure between words in a sentence) and semantics (about the meaning or significance), pragmatic (the things relating to inter-person communication tactics in parole, or the use of language, and also involves the relationship between speech language with matters discussed).

In its development, linguistic paired with various other disciplines, such as psychology, sociology, neurology and others. This raises a new science such as sociolinguistics, psycholinguistics, neurolinguistics and others.

2.1.2. Sociolinguistic

Sociolinguistics is an interdisciplinary science of sociology and linguistics. According to Dittmar (1976: 127) in Chaer and Agustina (2005: 6) sociolinguistic term was first used by Haver C. Currie an article “A Various Language” in 1952. Currie suggests a study on the relationship between the behaviors of the speech with the social status.

Therefore, to understand the sociolinguistic, we need to understand what sociology and linguistics are. According to Rebach and Bruhn (2001: 5) in Stolley
(2005:1) the study of sociology starts from the basic premise that human life is social life. ... Sociology is objective and scientific study about humans in society and of the institutions, and social processes that exist in society (Chaer and Agustina, 2005: 2-3). Sociology will also help humans in studying and resolving social problems and to know how to socialize in the community. … linguistic is a science that studies the language, or science that takes language as an object of study. (Chaer and Agustina, 2005: 3). So, sociolinguistics is an interdisciplinary science that studies the language and its relation to the use of language in society (Chaer and Agustina, 2005: 3).

Sociolinguistics is one of study about language related by social condition. Shortly, sociolinguistic is study of relationship between language and society. Hudson (1980:4) says, “sociolinguistics is study of language in relation to society”.

Nababan (1984:2) in Chaer and Agustina (2005: 4) says language assessment with social dimension is called sociolinguistics.

Kridalaksana (1978:94) in Chaer and Agustina (2005:4) states that sociolinguistics commonly defined as the study of the characteristics and various variations of the language, as well as the relationship between the linguists to characterize the function of language variation within a language community.

According to Fishman (1972:4) in Chaer and Agustina (2005:4) sociolinguistic is the study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of their speaker as these
three constantly interact, change and change one another within a speech community.

Hickerson (1980: 81) in Chaer and Agustina (2005:5) says that sociolinguistic is a developing sub field of linguistics which take speech variation as its focus, viewing variation or it social content. Sociolinguistic concerned with the correlation between such social factors and linguistics variation.

According to C. Criper and H.G. Widdowson in J.P.B. Allen and S. Piet Corder (Ed) in Chaer and Agustina (2005:5) sociolinguistics is the study of language in operation, its purpose is to investigate how the conventions of the language usage relate to other aspects of social behavior.

Rene Appel, Gerad Hubert, Greus Meijer (1976:10) in Chaer and Agustina (2005:5) state that sociolinguistics is the study of language and its usage in the social and cultural context.

G. E. Booij, J.G. Kersten and H.J. Verkuyl (1975: 139) in Chaer and Agustina (2005:5) state that sociolinguistics is sub disciplines of linguistics that studies the social factors that play a role in the use of language and social interaction.

Wardaugh (1998:12) states that sociolinguistics concern with investigating the relationships between language and society with the goal being a better understanding of the structure of language and how languages function in communication. Sociolinguistic includes three things, namely language, society,
and the relationship between language and society. Sociolinguistics discusses or review connection with the speakers of the language, language as a member of society. How language is used to communicate between members of the community with each other to exchange ideas and interact with each other individual.

From all the definitions of sociolinguistics could be concluded that sociolinguistics is a branch of science which discusses the relationship between language and society. ... Sociolinguistics is the branch of linguistics, which is interdisciplinary with sociology, with the object the study was the relationship between languages with social factors within a speech community (Chaer and Agustina, 2005:5).

Sociolinguistic is not only learning about the language but also learn about aspects of the language, which is used by the public. Fishman said in Chaer and Agustina (2005: 9) that the most important thing in sociolinguistics is, "who speak, what language, to whom, when, and to what for". Language and language usage is not only determined by linguistic factor but also nonlinguistic factors, such as social status, education level, age, economic level, gender, and etc.

Language as a tool of human’s verbal communication has rules or principles that need to be considered in society. And, sociolinguistic have knowledge about the use of language in society. Sociolinguistics can be used to communicate or interact. Sociolinguistics will give guidance to people in communicating with language, a variety of language or style of the language should we use when we talk to certain people. (Chaer and Agustina, 2005: 9).
Sociolinguistics focus on how language is used, so the language can function well and properly in society. The role of sociolinguistic is to manage the language as the functions well.

Sociolinguistic analyze the language as a tool of public communication. This means that we must understand the position of the language in society. So it is clear that sociolinguistics is the branch of linguistics that takes the language and its relationship with the community as an object of study.

2.1.3. Language Contact

Sociolinguistics is the science which discusses relationship between language and speech community. Closed speech community would be the monolingual speech community. The closure of the community because they are isolated or they do not want to open up and interact with other societies, while the open speech community would have relationships with other communities. They want to interact with other speech community. They received another speech community and would have language contact.

According to Thomason (2001: 1) argues that the use of language contact is the event more than one language in the same place and time. The use of this language does not require speakers to speak fluently as bilingual, but the communication between speakers of two different languages was already categorized as language contact.

The result of language contact is pidgins, creol and bilingual language mix. Pidgin and creol occur naturally and together. Thomson (2001: 159) states
that “traditionally pidgin is the language that appears in contact with new situations involving more than two language groups”. Pidgin does not have native speakers. Pidgin is used only for limited purposes such as trade. Pidgin grammar is not selected from one language but rather a compromise or a combination of the two languages in contact language.

Creol contrasted with pidgin because creol has native speakers. Creol formed in contact more than two languages. Creol specifically describe the lexicon not grammar and creol grammar same as pidgin which is a combination of languages in contact language. Someone who may or may not incorporate native speakers of a language lexifier but in fact, some creol languages are native speakers of pidgin language.

Thomason (2001: 198) says that the final result of language contact is bilingual mixed language. This term refers to the fact that the language created by bilingual but slightly skewed because basically there is no limit how many languages can be combined to make mixed bilingual language. Thomason said that he did not know any stable mixed language in which all components are reflected more than two languages.

Thomason (2001: 17-21) explains that the factors that lead to language contact can be grouped into five, namely

a) Meeting of two groups that moved into uninhabited areas
b) Displacement one group to another group region
c) The practice of exchange of slave and labor
d) The existence of close cultural ties among old neighbors
e) The existence of education or commonly called learning contact

2.1.4 Bilingualism

Bilingual first introduced by Bloomfield (1933: 56) which is defined as the mastery of two languages as native speakers. Nababan (1984: 27) in Kusumawati (2004: 8) differs bilingualism and bilingually. According to him, bilingualism is a habitual to use two languages to interact with other people. Bilingually is an ability to use two languages. So, we can conclude that bilingualism is a habitual; bilingually is ability and bilingual is the person. In sociolinguistics, in general, bilingualism is defined as the use of two languages by a speaker with others interchangeably (Mackey 1962: 12, Fishman 19975: 73) in Chaer and Agustina (2005: 112).

Bloomfield (1933: 56) says that bilingualism is the ability of a speaker to use two languages equally well. This means that, someone said bilingual if the speaker can use a second language as good as the first language. Halliday said that “the person who can use first language and second language equally well called ambilingual” (Fishman, 1968: 141). By Oksaar this called ekulingual (Sebeok, 1972: 481) and by Diebold (Hymes, 1964: 490) called the coordinate bilingual.

In fact the ability of using first language and second language equally is much questionable because there is no way to measure the ability of a person who is bilingual. In fact, the possibility for someone to use second language as well as
first language (B1) was very little, if any, perhaps rare. Bilingualism is not measured by its use but enough to know both languages. For Jaugen ability of second language will always be under the native speakers of second language.

Ridjin argues (1981: 12) bilingualism means quite understand both languages, bilingual person does not have to use two languages at once. If someone has the same capabilities between first language and second language, it means the person has an equal opportunity to learn and use both languages. Normally, someone will have a greater opportunity to use the first language rather than a second language. But it could have been someone separated from his first language speech community, meaning that this person has a greater chance of using a second language. It is very rare to find someone who has the same opportunity to use the first language and second language.

Bilingualism is the use of two or more language by an individual or community (Kridalaksana 1993: 31).

Weinreich (in Rusyana, 1988: 1) states that bilingual as used two languages interchangeably by the same speaker. Weinreich is not restricting bilingual person from the mastery, but rather the use of both languages.

However, Haugen (in Rusyana, 1988: 2) states that the person is said bilingual if that person knows enough of both languages. Bilingualism is the ability to say meaningful utterances in other languages. So based on the opinion of Haugan, someone is said bilingual if that person already knows a second language, although not actively used it as a communication.
From all definition, it can be concluded that bilingualism is related to speaking two languages in the life of a speaker.

Mackey (1970: 555) says that bilingualism is the use two languages or more interchangeably by the same individual. Mackey (1968: 554-555) in Chaer and Agustina (2005: 120) argues that “bilingualism not the symptoms but the nature of the use of language which done interchangeably by bilingual speakers”. According to Mackey, a language belongs to a group or community, while bilingualism is the property of individual speakers.

In bilingualism, first language may affect second language or vice versa. Second language can affect first language. It depends on the fluency of speakers using both languages as well the opportunity to use it. The most common assumption is the ability of first language speakers better than a second language. Generally, speaker learns a second language, after mastering the first language plus, the chance to use the first language more than the second language. Speaker will affect second language.

The opposite can happen when a speaker does not have the opportunity to use their first language. Speakers use second language in a long time. By the time speaker has the opportunity to use the first language but first language of the speaker is mixed with a second language. One of important thing is the ability and knowledge of speakers in determining when to use the first language and second language. It depends on the speaker.
Nababan (1984: 3) divides bilingualism into parallel bilingualism and compound bilingualism. The term was first introduced by Orvin and Osgood (1965). Parallel bilingualism is a full of ability and balance between the two languages, the ability and behavior of the two languages is separately and work independently. Compound bilingualism is a condition that the ability of second language is not as good as the first language. And the use of the second language is much influenced by first language. Ohuiwutun (2004: 211-23) in Maryam (2011:1213) divides bilingualism into three, i.e. parallel bilingualism, compound bilingualism and complex bilingualism. Compound bilingualism is a situation where the mastery of the one language by speakers is better than another one. Parallel bilingualism is a condition which speakers master in both languages well. Complex bilingualism is mastery of speakers to the both language are equally unfavorable. So when using a second language, it will be influenced by the first language and vice versa.

Bilingualism cannot be separated from language contact. Bilingualism is a form of language contact. Bilingual speakers are very likely to have interference. So that, language contact, bilingualism and interference have very close related.

Bilingualism divides into several types based. Pohl (via Ohuiwutum, 2004: 24) in Maryam (2011: 13) divide bilingualism into three types:

a. Horizontal Bilingualism

This bilingualism is the use of two different languages, but each language has equal status both in formal situations or informal situations, such as with family.
b. Vertical Bilingualism

This bilingualism is the use of two languages when the standard language and
dialect, whether related or separately owned by a speaker.

c. Diagonal Bilingualism

This bilingualism is the use of two languages or non-standard dialects
together but they do not have a genetic relationship to the standard language
used by the community.

According to Arsenan bilingualism divided by language skills speakers.
Arsenan states bilingualism divides into two, namely:

a. Productive Bilingualism or Active Bilingualism or Symmetrical Bilingualism,

This bilingualism is the use of language by a speaker on all aspects of
language skills, such as listening, writing, reading, speaking.

b. Receptive Bilingualism or Passive Bilingualism or Asymmetrical
Bilingualism

This is the opposite productive bilingualism bilingualism or active
bilingualism or symmetrical bilingualism. This bilingualism is a mastery of
language by speakers without using it in aspects of language skills.

Mackey (in Rusyana, 975: 33) states that there are four aspects that affect
bilingualism. These aspects are:

1. Function

Function point is the purpose and intent of the language speakers.

2. Level
Level means the extent to which speakers know and understand both the language and the extent to which the speakers are bilingual.

3. Substitution

Substitution means the extent of exchange speakers of those languages, how and circumstances as to what language speakers move from one language to another.

4. Interference

Interference is how the speaker to keep those languages apart, how far the speakers of those languages mix and about the influence of one language to another.

2.1.5 Interference

In the speech of someone who is bilingual sometimes encountered any deviation from the norms of language that occurs as a result of the habit of using more than one language (Weinreich, 1968: 1). This is called interference. In sociolinguistics, the term interference is not something unfamiliar.

Kridalaksana (1993: 84) divides the interference by definition. First, the interference in terms of bilingualism, meaning interference that occurs in individuals who use two languages interchangeably. Speakers use characteristics or rules of a language in the use of other languages. Interference is defined as the use of elements of language by bilingual speakers individually in a language and other language features are still visible Second, in terms of language teaching interference means the deviation that occur in their own language as a result.
influenced by the language being studied. Interference is defined as language deviation in the first language elements that are brought into another language or dialect. This thesis only analyzes the interference in term of bilingualism.

Interference is one of the mechanisms of language. Interference is a disruption that occurs in speakers due to language contact between the first languages with a second language. Interference occurs because of language contact as the result of bilingualism. Someone who knows two languages can use these languages interchangeably. Selection of the language depends on the speaker and listener, the existing situation, the topic and many more. The use of language interchangeably will lead to interference. Basically, the interference depends on the ability of speakers to use the language. In essence, interference can occur only in bilingual or multilingual speakers.

Interference is the use of elements of other languages in the use of a language, which is a mistake because it deviated from the rules of the language used. Language is a system and language has a system. Changing the system of a language is considered to have violated the rules of the language. Each language has its own system and use a system of one language for a language other languages considered as a disruption. Interference can occur when the speaker uses two systems at once on a language, be it a phoneme, morpheme, word or other. Interference term was first used by Weinreich (1953). According to Weinreich (1970:1) in (Chaer and Agustina, 2005/1995: 159) “interference is a deviation in the use of the language to the norms as a result of language contact or further comprehension of a language and used interchangeably by the speakers”.
In this thesis, the interference occurs because ability of first language and ability of second are not same on the speaker. In sociolinguistics, Weinreich (1952) in his book "Language in Contact" says that the interference is the most talked about and discussed. According to Weinreich, interference changes the system of a language with another. Therefore, the interference commonly also referred to as systematic interference. Interference will change the system language, whether it is the system of phonology, syntax, morphology and other systems.

Mackey (1970: 569) says that “the interference is the use system of a language when speaking and writing in another language. This means that irregularities in the use language”.

Grasjean (1982) in Hoffman (1991: 90) says that “the interference is the use a language system unintentionally in other languages”.

Hartman & Stork (in Alwasilah, 1985: 131) mention the interference as a "mistake" caused by habits of mother language or mother dialect into a second language or second dialect. Interference is not intentional by speakers but because the speaker is not adept at using the language systems. Mastery of language by a bilingual speaker unbalanced, first language is more advanced than a second language or vice versa. Indeed, interference can occur when the system of first language is mixed with system of second language.

Robert Lado (1957: 217) states that the interference is the difficulties that arise in the process of second language usage in sound, word or construction as a result of differences in habit with the first language.
Chaer (1994: 6) states “interference is when the elements of other languages mix into language that is being used, so that the deviations of rules of the language used is happen”

Interference is a deviation done by bilingual speakers in the use of a second language in sounds, words or grammatical due to the difference between the first language and second language. Interference can be said as a language system changes due to the influence from other languages. It is already common for bilingual speakers. Interference is a common phenomenon in language usage because speaker know or mastery in the system of first language or mother tongue and second language. In other words, interference only occurs in bilingual speaker. Generally, bilingual speaker is much better in first language than second language. Accordingly, interference occurs in one direction only, namely the first language interfere the second language. Interference is an interruption or deviation. As Abdulhayi opinion, et al (1985: 8) in Maryam (2006: 14) that the interference is negative transfer from native language to the target language.

In Dictionary of Linguistics (Kridalaksna, 2008: 95) states that the definition of interference is the use of elements of other languages by bilingual speakers individually in a language.

Ternes in Siregar (2009: 17) says that “interference occurs when a bilingual speaker replace the system of first language into a second language”. Interference is a bad influence for the second language. Ternes (1976: 7) in Siregar (2009: 17) explains that the interference caused by the displacement systems of mother tongue or first language into a second language. When
bilingual speaker replace the system the second language into the system of first language correctly, it is called positive transfer. Instead, when a bilingual speaker replace the system of second language into a first language and a deviation occurs, it was negative transfer or interference.

Based on the theory and opinion from the experts about the interference, it can be concluded that the interference is a linguistic phenomenon that arises as a result of language contact on bilingual. Interference is an event which appears in bilingual speakers due to language contact so that there are a deviation elements and norms of language. Interference is a deviation of language as a result of the speakers does not have the same capabilities between the first language and second language. Interference may take reciprocal, meaning that both the first language and second language can be mutually affecting each other.

The process of interference can occur in all language and to all people. This thesis analyzes the interference of Spanish into English in Marc Marquez. In this thesis the Spanish language is the source language and English is the language that gets interference from source language. The interferences of Spanish in English gives rise to disturbances and irregularities rules of English due to the influence of the Spanish.

According to Weinreich (1970: 64-65) there are several factors that are considered as background of interference, including:

a. speakers are bilingual

b. lack of loyalty in recipient language usage
c. insufficiency vocabulary of receiver language in facing progress and renewal

d. disappearance of the words that are rarely used

e. needs synonymous

f. prestige of source language and style

Garvin and Mathiot (1981: 8) in Pujiono (2006: 20) states that interference can occur because the speaker does not have the following attitudes:

a. Language loyalty, that loyal attitude and loyalty to the language speakers

b. Language pride, the proud attitudes on language

c. Awareness of the norm, that is aware of the attitude of the language norm

Huda (1982: 17) with reference to the opinion of Weinreich identifies the interference into four types, namely:

a. Transferring elements of a language into another language

b. There is change of functions and categories due to displacement

c. Application of the elements of a second language different from the first language

d. Lack of attention to the structure of a second language in view that there is no equivalent structure in the first language.

Chaer (1994: 66) in Pujiono 2006: 1) says that the interference can occur at all levels of language, started from the phonology, morphology, syntax and even lexical.
Jendra (1991: 108) distinguishes interference into five aspects of language. These five aspects of language in the language interference are:

a) Interference in the field of system sounds (phonology).

b) Interference with the formation of the word grammar (morphology).

c) Interference on the sentence grammar (syntax).

d) Interference with vocabulary (lexicon).

e) Interference in other areas of the meaning (semantics).

Weinreich (Pujiono, 2006: 14-15) divides the interference of some kind

a) Interference in sound elements (Phonology Interference)

Phonological interference is the infiltration of source language sound system intrusion into the recipient language, thus disturbing the recipient language phonemic system.

b) Interference in grammatical elements (Syntactic interference and morphological interference)

On the syntactic interference occur infiltration source language structures into recipient language, thus disrupting the structure of the recipient language. At morphology encountered interference infiltration elements forming the source language words into the language of the recipient.

c) Interference in the lexical items (Lexical Interference)

At the lexical interference encountered any intrusion or use of lexical elements from the source language into the language of the recipient.
Based on this classification, this thesis only analyzes the phonological interference in the pronunciation of the speaker. Interference, basically, going to affect a language. Influence exerted a negative influence that would undermine the norm of a language. This thesis will only focus on one type of interference, namely phonological interference assessed at interview bilingual speakers named Marc Marquez. Interference on the phonological level is often called or known as a foreign accent. Phonological form of interference is most easily seen from those of other forms of interference.

2.1.5.1. Phonological Interference

Weinreich (1968: 14) says that the phonological interference or sound interference occurs when a bilingual speaker identify a sound system of second language to the sound system of first language. Usually to generate a sound of second language, speakers will use his or her sound system of native language. Phonological interference occurs when a bilingual speaker uses phonemes system or identifies a second language with the rules of first language. In phonology, phonemes of a language play a very important role.

Interference at the level of sounds or interference phonology is an aberration at the level of sounds the language elements that focus on pronunciation. Therefore, phonological interference is a type of interference that can be studied in spoken language. In any language system are vocal and consonant. And there is a difference between the two languages sound system of a language. This difference raises deviation of pronunciation made by bilingual speakers. It is categorized as phonological interference.
Ternes divides phonological interference into several types (Siregar: 2011, 19-20)

a. Identification

This type of interference is not a negative transfer but positive transfer. For example, a bilingual speaker has a German as a first language and French as a second language. Sound (f, s, m, l, o :) in French is pronounced same as the German language. For example the word *lassen* in German is pronounced [lasən] and in French *laisser* pronounced [lese]. Voiceless dental fricative phoneme / s / in the German consonant system is same as in the French language consonant system.

b. Replacement phoneme with another phoneme

This type of interference occurs if in the second language, there are phonemes that do not exist in the first language or mother tongue. Therefore, bilingual speakers'll match and pronounce the phonemes in accordance with phonemes that exist in the native language system.

c. Sorting a phoneme into two phonemes

This type of interference occurs because bilingual speakers replace the sound in a second language consisting of one phoneme with mother tongue consisting of two phonemes.

d. Sorting a phoneme into three phonemes

This type of interference occurs because bilingual speakers replace the sound in a second language consisting of one phoneme with the sound of the first
language or mother tongue into three phonemes. However, the replacement of the phoneme is rare.

e. Deletion of a phoneme

This type of interference occurs because bilingual speakers can not hear the sound or catch a second language. This is because there are very strong differences between the second languages sound with the sound of the first language, so that the sound is removed or is not pronounced.

f. The merger of two phonemes into one phoneme

This type of interference occurs because bilingual speakers replace the sound of the second language that consists of two phonemes into sound that consists of one phoneme in first language.

In this thesis, the writer uses the phonological interference classification according to Ternes. This is because the classification is based on phoneme, auditory interference or differences of phonological system between first language and second language.

According to Lado (1967) and Fries in Siregar (2009: 22-23) argued that bilingual speakers will look for similarities and differences between the first language to a second language. If the norms or rules of the first language with a second language are same, then there is no problem. Speakers will be able to use the second language well. However, if there are difference between the systems of first language with system of second language, bilingual speakers will have difficulty in using the second language and often make mistakes. These deviations and mistake cause interference. Phonological interference in pronunciation occurs
because of differences between sound systems of first language with a sound system of a second language. This thesis will only examine the phonological interference from Spanish to English.

2.1.6 Phonological System of Spanish and English

Speaking in another language, speaker must be able to pronounce the sound of a language properly. Description of each language should include the important things, namely the phonetic characteristics of phonemes language. Spanish uses the Latin alphabet like English. The vowels can take an acute accent, and there is the additional letter ñ. The letter ñ is pronounced different than the letter n. This difference in alphabets does not present a problem for native Spanish speakers speaking English.

There are many similarities between the Spanish and English consonant systems, the differences between the vowel systems and sentence stress present significant difficulties for Spanish speaker. The phonological system of Spanish is significantly different from that of English, particularly in the aspects of vowel sounds and sentence stress. Spanish has 5 pure vowels and 5 diphthongs. The length of the vowel is not significant in distinguishing between words. This contrasts with English, which has 12 pure vowel sounds and 8 diphthongs. The length of the vowel sound plays an important role. Therefore, that Spanish speaker may have great difficulty in producing or even perceiving the various English vowel sounds. Specific problems include the failure to distinguish the sounds in words such as *ship/sheep, taught/tot, fool/full* or *cart/cat/cut*.
Producing English consonant sounds is not so problematic for many Spanish learners, but difficult enough. They may have problems in the following aspects:

a) Failure to pronounce the end consonant accurately or strongly enough; e.g. cart for the English word card or brish for bridge or ‘thing’ for ‘think’

b) Problems with the /v/ in words such as vowel or revive

c) The tendency to prefix words beginning with a consonant cluster on s- with an /e/ sound; so, for example, school becomes eschool and strip becomes estrip

Table 2.1. The Alphabet in Spanish and English

<table>
<thead>
<tr>
<th>Spanish</th>
<th>a b c d e f g h i j k l m ñ o p q r s t u v w x y z</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>a b c d e f g h I j k l m n o p q r s t u v w x y z</td>
</tr>
</tbody>
</table>

Spanish uses the Latin alphabet like English. The vowels can take an acute accent, and there is the additional letter ñ. The letter ñ is pronounced different than the letter n. This difference in alphabets does not present a problem for native Spanish speakers speaking English.

The letter "k" and "w" do not occur in Spanish native words, but the words were adopted in Spanish like ‘karate’, ‘sandwich’ and ‘washateria’. There is a strong correspondence between the sound of a word and its spelling in Spanish. The irregularity of English causes problems when Spanish speaker write
a word they first encounter in spoken language or say a word first introduced in written language. Spanish vocabulary is phonetic and is written how it sounds.

A specific problem concerns the spelling of English words with double letters. Spanish has only 3 double-letter combinations - cc, ll, rr. English, in comparison, has 5 times as many. “Spanish learners often reduce English double letters to a single one, or overcompensate by doubling a letter unnecessarily” (Coe, 1987, p.99) in Steier (2012, p.7).

In any language system there are vowels and consonants. In general, the system sounds are distinguished on vocals and consonants (Chaer, 2007: 113). Vocal sounds produced by the vocal cords open slightly and the air coming out is not an obstacle. Vocal sounds are classified on the position of the tongue and mouth shape. The position of the tongue can be vertical and horizontal, vertically divided into high vocal, vocal middle and low vocals, classified horizontally on the front vocals, middle or center vocal and back vowel, then based on the shape of the mouth distinguished vocals are rounded and unrounded.

While the consonant sounds occur after the air flow through the vocal cords open slightly or a bit wide, forwarded to the oral cavity or nasal cavity with challenged in certain places of articulation. There are voiceless consonant sounds that do not exist, while all the vocal sound has it. Chaer (2007: 116) says that the consonant sounds can be divided into three, the position of the vocal cords, place of articulation and manner of articulation.
The position of the vocal cords consonant divided into:

a. Voiced, occurs when the vocal cords are only open slightly, causing vibrations in the vocal cords.

b. Voiceless sound, occurs when the vocal cords a bit open rather wide, so there is no vibration of the vocal cords.

According to Rahyono (in Siregar, 2009: 11) in outline, how to articulate can be grouped into seven types of articulation. This grouping is based on inhibition of the air flow and the articulation of the role in make sounds. Type these obstacles are as follows:

a) Plosive / Stop

This articulation is done by blocking the total air flow or shut down completely and releasing the air flow by the active articulator suddenly, causing the explosion.

b) Fricative

This articulation is done by blocking the air flow portion. Fixed air can flow through a narrow gap formed by the active articulator and passive articulator. Active Articulator will approach the passive articulator, forming a narrow gap so that air passing over a disruption.
c) **Affricative**

This is a blend between the articulator articulation blast (plosive) and shear (fricative). Air flow is fully inhibited by the active articulator, then make explosion in total through a narrow slit formed passive articulator.

d) **Nasal**

Articulator is done by blocking the flow of air through the mouth full and open air flow path toward the nasal cavity. Air out through the nasal cavity freely.

e) **Trill**

This articulation is done by touching the active articulator to passive articulator in a row to form a like vibration. Active articulator streak will make contact with the passive articulator so that the sound vibrations occur repeatedly.

f) **Lateral**

These articulations is done by blocking the air flow in the center of the mouth by the active articulator, then give way for air flow or let the air out through the side of the tongue.

g) **Approximate**

This articulation is done with articulator active and passive articulator form spaces that approached the open position as in the formation of vocals, but not narrow enough to produce shear. Active articulator move towards passive articulator and then moving away back in when the air flows out. This sound is often also called semi-vocal sounds.
h) Continuant

Continuant is a speech sound produced with an incomplete closure of the oral vocal tract. Among consonants, there are two broad categories of continuants: fricatives and approximants.

i) Flap

Flap is a type of consonantal sound, which is produced with a single contraction of the muscles so that one articulator (such as the tongue) is thrown against another.

Based on the passive articulator, can generally be grouped into six areas articulator, namely:

a) Labial, the articulation is done on the upper lip
b) Dental, the articulation is done in top gear
c) Alveolar, the articulation is done in the gums above
d) Palatal, the articulation is done in the hard palate
e) Velar, namely articulation generated in the soft palate
f) Glottal, which are not produced by the articulator, but by closing the glottis in total. (Siregar, 2009: 12)

g) Post alveolar consonants (sometimes spelled post-alveolar) are consonants articulated with the tongue near or touching the back of the alveolar ridge, further back in the mouth than the alveolar consonants, which are at the ridge itself, but not as far back as the hard palate (the place of articulation for palatal consonants)
h) Labio dentals are consonants articulated with the lower lip and the upper teeth.

There are five vowel sounds in Spanish with corresponding sound in English a as in father, e as in step, i as in machine, u as in ooze and o as in over. But vowel sound o it’s roughly corresponding with sound ɔː in English. When hearer or audiences listen it carefully, it’s different.

**Table 2.2. Vowel of Spanish**

<table>
<thead>
<tr>
<th></th>
<th>Front</th>
<th>Central</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close</td>
<td>i</td>
<td></td>
<td>u</td>
</tr>
<tr>
<td>Mid</td>
<td>e</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>Open</td>
<td></td>
<td>a</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Wikipedia*
## Table 2.3. Vowel of English

<table>
<thead>
<tr>
<th></th>
<th>Front</th>
<th></th>
<th>Central</th>
<th></th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>long</td>
<td>short</td>
<td>long</td>
<td>short</td>
<td>long</td>
</tr>
<tr>
<td>Close</td>
<td>iː</td>
<td>i</td>
<td>uː</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>Mid</td>
<td>e</td>
<td>ɔː</td>
<td>ɔː</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open</td>
<td>æ</td>
<td>ʌ</td>
<td>ɑː</td>
<td>ɒ</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Wikipedia*
### Table 2.4. Consonant of English

<table>
<thead>
<tr>
<th></th>
<th>Bilabial</th>
<th>Labio-dental</th>
<th>Dental</th>
<th>Alveolar</th>
<th>Post-alveolar</th>
<th>Palatal</th>
<th>Velar</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nasal</td>
<td>m</td>
<td></td>
<td>n</td>
<td></td>
<td></td>
<td>η</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stop</td>
<td>p b</td>
<td>t d</td>
<td></td>
<td></td>
<td></td>
<td>k g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affricate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>tf dʒ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fricative</td>
<td>f v 0 ð ʒ</td>
<td>s z ḵ ʒ x h</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approximant</td>
<td></td>
<td>r j w</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lateral</td>
<td></td>
<td>l</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 2.5. Consonant of Spanish

<table>
<thead>
<tr>
<th></th>
<th>Labial</th>
<th>Dental</th>
<th>Alveolar</th>
<th>Palatal</th>
<th>Velar</th>
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</thead>
<tbody>
<tr>
<td>Nasal</td>
<td>m</td>
<td>n</td>
<td>η</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stop</td>
<td>p b</td>
<td>t d</td>
<td>c* j k g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuant</td>
<td>f (θ) s (ʃ)</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lateral</td>
<td>l (ʎ)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flap</td>
<td></td>
<td>r</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trill</td>
<td></td>
<td></td>
<td>r</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Wikipedia*
Notes:
* This phoneme can also be transcribed with the IPA (International Phonetics Association) symbol /ʃ/.

Phoneme ɲ is the phonetic symbol of letter ‘ñ’
Phoneme θ is the phonetic symbol for “ce”, “ci” and “z”
Phoneme ʎ is the phonetic symbol for “ll”
Letter “s” can also be transcribed as [ʃ].

In Spanish, the position is very important phonemes in the phoneme writing, although it does not affect the sound of the phoneme. The following is a phoneme which has certain provisions about the position of the phoneme

**a) Position of /b/, /d/, /g/**

It is a characteristic of Spanish and all its varieties to pronounce /b/, /d/ and /g/ soft (fricative) when they are between vowels or in consonant clusters.

/b/

[b] at the beginning of the word after a pause and after /m/, /n/: enviar: /enˈbias/ > [emˈbiaɾ]; ámbito: /ˈambito/ > [ˈambito].


/d/

[d] at the beginning of the word after a pause and after /n/ or /l/: andar: /anˈdar/ > [anˈdar]; toldo: /tolˈdo/ > [tolˈdo].
[ð] rest of positions (like “the” in English): *hada: /'ada/ > [aða]; tarde: /'tarme/ >
[ˈtarme]; ajedrez: /axeˈdreθ/ > [axeˈdreθ] or [axeˈdres].

[-] elision of "d" in the colloquial register of Peninsular Spanish and Canary Islands, mainly in the combination /-ado/: cansado: /kanˈsad̪o/ > [kanˈsaðo] or
[kanˈsaθo].

/g/

[g] at the beginning of the word after a pause and after /m/, /n/: mango: /ˈmango/ > ['mango].


b) "ll" and "y"

[j] ~ [ʝ] in the majority of the Spanish-speaking world (Spain (cities) and Latin America). "Yeismo" is the non distinction of "ll" and "y". They are pronounced the same: cayado – callado: /kaˈjaðo/ > [kaˈjaðo] or [kaˈjaðo].

[ʎ] is the pronunciation of "ll" in rural areas of Spain. In these areas, this sound is different from "y" [ʝ]: cayado: /kaˈjaðo/ > [kaˈjaðo] vs. callado: /kaˈjaðo/ >
[kαˈjaðo]. It sounds like "lj".

[ʃ]* (or [ʒ]). In Argentina and Uruguay both "ll" and "y" are pronounced [ʃ] (or voiced [ʒ]). This phenomenon is called "rehilamiento": callado – cayado:
/kaˈjaðo/ > [kaʃaθo] or [kaˈʒaθo].