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Balai Bahasa Provinsi Jawa Tengah



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“The Role of Indigenous Languages in Constructing Identity”

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NOTE

This international seminar on Language Maintenance and Shift V (LAMAS V for short) is a continuation of the previous LAMAS seminars conducted annually by the Master Program in Linguistics, Diponegoro University in cooperation with *Balai Bahasa Provinsi Jawa Tengah*.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this compilation of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists 92 papers presented at the seminar. Of these papers, 5 papers are presented by invited keynote speakers. They are Prof. Aron Reppmann, Ph.D. (Trinity Christian College, USA), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, USA), Dr. Priyankoo Sarmah, Ph.D. (Indian Institute of Technology Guwahati, India), Helena I.R. Agustien, Ph.D. (Semarang State University, Indonesia), and Dr. M. Suryadi, M.Hum. (Diponegoro University, Indonesia).

In terms of the topic areas, the papers are in sociolinguistics, psycholinguistics, theoretical linguistics, antropolinguistics, pragmatics, applied linguistics, and discourse analysis.

NOTE FOR REVISED EDITION

There is a little change in this revised edition, which as the shifting of some parts of the article by Tatan Tawami and Retno Purwani Sari entitled “Sundanese Identity Represented by the Talents of *Ini Talkshow* A Study of Pragmatics” on page 166 to 167. This has an impact on the change of table of contents.

**SCHEDULE OF THE INTERNATIONAL SEMINAR LANGUAGE MAINTENANCE AND SHIFT V
"The Role of Indigenous Languages in Constructing Identity"**

WEDNESDAY, SEPTEMBER 2, 2015					
TIME	NAME	TITLE	PAGE	ROOM	CHAIR PERSON
07.00 - 08.00	REGISTRATION			LOBBY	Committee
08.00 - 08.15	SPEECH FROM THE COMMITTEE			KRYPTON	Head of Committee
08.15 - 08.30	OPENING			KRYPTON	Dean of FIB Undip
08.30 - 10.30	PLENARY SESSION 1			KRYPTON	Dr. Nurhayati, M.Hum.
	Prof. Aron Reppmann, Ph.D.	CODE SWITCHING IN CARTHAGE: AUGUSTINE'S USE OF THE PUNIC LANGUAGE AS AN INSTRUMENT OF CULTURAL UNITY	1 - 7		
	Prof. Yudha Thianto, Ph.D.	LOAN WORDS AS SHAPERS OF IDENTITY IN SEVENTEENTH-CENTURY MALAY: A HISTORICAL LINGUISTICS STUDY OF CHRISTIAN SONGS INTRODUCED BY THE VOC	19 - 27		
	Dr. Priyankoo Sarmah, Ph.D.	LANGUAGE MAINTENANCE AND SHIFT: THE ASSAM SORA PERSPECTIVE	8 - 18		
10.30 - 11.00	COFFEE BREAK			RESTO	
11.00 - 12.30	PARALLEL 1 A			KRYPTON I	Committee
	Nasariah Mansor, Nooriza Wahab	ANALISIS KESALAHAN BAHASA: PERBANDINGAN ANTARA PELAJAR KELAS CEMERLANG DAN PELAJAR KELAS KURANG CEMERLANG	328 - 331		
	Deli Nirmala	ATTITUDES TOWARDS JAVANESE LANGUAGE AND ITS MAINTENANCE BY THE ENGLISH DEPARTMENT STUDENTS OF DIPONEGORO UNIVERSITY	58 - 62		
	Pradnya Permanasari	WILL JAVANESE LANGUAGE BECOME EXTINCT?	114 - 118		
	Siti Suharsih	PENGUNAAN BAHASA JAWA DIALEK BANTEN DI KALANGAN MAHASISWA (STUDI KASUS PADA DUA PTN DI PROPINSI BANTEN)	378 - 381		
	PARALLEL 1 B			KRYPTON II	Committee
	Ahmad Jazuly	IMPLEMENTASI PENGEMBANGAN BAHASA PADA ANAK USIA DINI	201 - 205		
	Eric Kunto Aribowo	SELAMATKAN PERKAWINANMU, SELAMATKAN BAHASAMU: CATATAN MENGENAI DAMPAK POSITIF PERKAWINAN ENDOGAMI TERHADAP BAHASA MASYARAKAT KETURUNAN ARAB DI PASAR KLIWON SURAKARTA	271 - 275		
	Sudirman Wilian	PELESTARIAN BAHASA DAERAH MELALUI PENULISAN DAN PENERBITAN BUKU	387 - 391		
Ika Inayati	PEMERTAHANAN BAHASA DAERAH DALAM PUISI TERJEMAHAN	296 - 299			

TIME	NAME	TITLE	PAGE	ROOM	CHAIR PERSON
11.00 - 12.30	PARALLEL 1 C			KRYPTON III	Committee
	Jumharia Djamereng	INFLUENTIAL FACTORS IN THE MAINTENANCE OF TAMIL LANGUAGE AMONG INDIAN SOCIETIES IN MEDAN, NORTH SUMATERA	77 - 80		
	Masruddin	WOTU LANGUAGE IN ENDANGERED PHASE : SOLUTION FOR REVITALIZING WOTU LANGUAGE	91 - 94		
	Siti Fitriati	GAYA BAHASA DALAM SASTRA LISAN LAMPUNG PEPANCOGH	374 - 377		
	Sofi Aulia Rahmania	RAGAM DIALEK PADA MASYARAKAT TUTUR KABUPATEN DEMAK	382 - 386		
	PARALLEL 1 D			MATRIX	Committee
	Ribut Surjowati	NEWSPAPER IDEOLOGY: CRITICAL DISCOURSE ANALYSIS ON 2002 BALI BOMBING AND PAPUA CONFLICT REPORTED BY SYDNEY MORNING HERALD	129 - 133		
	Risha Devina Rahzanie	KEBERPIHAKAN BAHASA JURNALISTIK MEDIA MASSA DALAM KERAJAAN JOKOWI	365 - 368		
	Nurhayati	POLITICAL DISCOURSE ANALYSIS OF MEGAWATI'S SPEEC IN THE OPENING OF THE FOURTH CONGRESS OF THE PDIP	105 - 109		
P. Ari Subagyo	JEJAK KUASA DALAM SABDA RAJA DAN DHAWUH RAJA: TINJAUAN ANALISIS WACANA KRITIS	350 - 354			
12.30 - 13.30	LUNCH BREAK			RESTO	
13.30 - 15.00	PARALLEL 2 A			KRYPTON I	Committee
	Rosida Tiurma Manurung	ANALISIS DIMENSI SOSIAL, BUDAYA, DAN EKONOMI DALAM FENOMENA ALIH KODE DI RUSUNAWA	369 - 373		
	Antonius Suratno, Cecilia T Murniati, Emilia N Aydawati	A STUDY OF THE PERCPtual BELIEFS AND THE USE OF INFORMAION AND COMMUNICATION TECHNOLOGY FOR LANGUAGE LEARNING	39 - 43		
	Pradiptia Wulan Utami	ALIH KODE DAN CAMPUR KODE DALAM ACARA "BUKAN SEKEDAR WAYANG" DI NET TV: SUATU KAJIAN SOSIOLINGUISTIK	355 - 359		
	Rin Surtantini, Teguh Imam Subarkah	LANGUAGE INFERIORITY OF NON-MAINSTREAM VERNACULAR: A CASE OF NGAPAK AND BANDHEK DIALECTS	124 - 128		
	PARALLEL 2 B			KRYPTON II	Committee
	Agus Hari Wibowo	PERMASALAHAN PENGUCAPAN BUNYI VOKAL BAHASA INGGRIS	197 - 200		
	Apriliya Dwi Prihatiningtyas	PENGARUH SISTEM FONOLOGI BAHASA PERTAMA TERHADAP PEMBELAJARAN BAHASA KEDUA: STUDI KASUS PADA PENUTUR BAHASA CINA DAN JEPANG	229 - 232		
	Eko Widiyanto	INTERFERENSI BAHASA ARAB DAN BAHASA JAWA PADA TUTURAN MASYARAKAT PONDOK PESANTREN SEBAGAI GEJALA PERGESERAN BAHASA	262 - 266		
Taufik Suadiyatno	MOTHER-TONGUE (L1) PHONOLOGICAL INTERFERENCEIN THE SPOKEN ENGLISH OF SOUVENIR SELLERS IN LOMBOK	170 - 174			

TIME	NAME	TITLE	PAGE	ROOM	CHAIR PERSON
13.30 - 15.00	PARALLEL 2 C			KRYPTON III	Committee
	Amy Sabila	SEBAMBANGAN CULTURAL SOCIETY IN THE DISTRICT OF LAMPUNG PEPADUN KIBANG BUDI JAYA UNIT 6 TULANG BAWANG LAMPUNG	210 - 214		
	Pininta Veronika Silalahi	LANGUAGE AND IDENTITY IN THE WEDDING CEREMONY OF BATAK TOBA	110 - 113		
	Raheni Suhita, Djoko Sulaksono, Kenfitria Diah Wijayanti	DAYA PRAGMATIK DAN FUNGSI MANTRA PENGLARISAN BAGI MASYARAKAT JAWA	360 - 364		
	Adam Damanhuri	MADURESE PROVERBS (A SOCIOLINGUISTICS COGNITIVE PERSPECTIVE OF MADURESE MEANING OF LIFE)	28 - 29		
	PARALLEL 2 D			MATRIX	Committee
	Angga Cahyaning Utami	REALISASI TUTURAN EKSPRESIF TENAGA KERJA WANITA DALAM FILM MINGGU PAGI DI VICTORIA PARK	215 - 219		
	Rosaria Mita Amalia, Rani Sitifitriani	APPLICATION OF PERFORMATIVE CONCEPT ON ENGLISH LEGAL DOCUMENTS: A STUDY OF PRAGMATICS	134 - 138		
	Athiyah Salwa	THE INFLUENCE OF MULTICULTURAL SOCIETY IN INDONESIAN SONG LYRICS	248 - 252		
	Cahyo Ramadani, Aris Munandar	PRESERVING VERNACULARS IN INDONESIA: A BILINGUAL VERNACULAR-ENGLISH DICTIONARY APPROACH	49 - 53		
15.00 - 16.30	PARALLEL 3 A			KRYPTON I	Committee
	Titi Puji Lestari	PERILAKU SOSIAL MASYARAKAT INDONESIA AKIBAT KOSA KATA SERAPAN BAHASA ASING DALAM BIDANG TEKNOLOGI DAN KULINER	399 - 403		
	Eny Setyowati, Sri Pamungkas	PERSINGGUNGAN ANTARBAHASA MASYARAKAT NELAYAN DI PESISIR PANTAI SELATAN PACITAN	267 - 270		
	Clara Herlina Karjo	IMPACTS OF SOCIAL MEDIA TOWARDS LANGUAGE SHIFT AMONG UNIVERSITY STUDENTS	54 - 57		
	Melor Fauzita Binti Md. Yusoff	AMALAN KESANTUNAN BERBAHASA BAHASA ARAHAN GOLONGAN MAHASISWA	308 - 312	KRYPTON II	Committee
	PARALLEL 3 B				
	Nursyifa Azzahro	MAKNA SIMBOLIK PERMAINAN CINGCIRIPIT SERTA MANFAATNYA BAGI PENDIDIKAN KARAKTER ANAK	345 - 349		
	I Nengah Suandi	PENYUSUNAN KAMUS SERAPAN SEBAGAI UPAYA PEMERTAHANAN BAHASA DAERAH DI INDONESIA	291 - 295		
	Favorita Kurwidaria	KEUNIKAN DAN KEESTETISAN PEMAKAIAN BAHASA RINENGA DALAM WACANA PANYANDRA UPACARA ADAT PERNIKAHAN MASYARAKAT JAWA	286 - 290		
	Lalu Ari Irawan, Susanto, Suharsono	THINK IN SASAK, SPEAK IN ENGLISH	86 - 90		

TIME	NAME	TITLE	PAGE	ROOM	CHAIR PERSON
15.00 - 16.30	PARALLEL 3 C			KRYPTON III	Committee
	Faizah Ahmad, Hishamudin Isam, Mashetoh Abd Mutalib	PERSEPSI GURU TERHADAP PENGGUNAAN DATA KORPUS DALAM PENGAJARAN TATA BAHASA BAHASA MELAYU	285 - 289		
	Suparto	ADJECTIVISH INDONESIAN VERBS: A COGNITIVE SEMANTICS PERSPECTIVE	161 - 165		
	Mulyadi	CATEGORIZATION OF EMOTION VERBS IN BAHASA INDONESIA	95 - 99		
	Siyaswati	POLITENESS STRATEGY IN AMERICAN FOLKTALES: "JACK AND THE BEANSTALK"	143 - 146	MATRIX	Committee
	PARALLEL 3 D				
	Prihantoro	PROPER WORDS TO COMMON WORDS CONVERSION: THE FAMOUS, THE INFAMOUS AND THE GROWTH OF INFORMAL LEXICON	119 - 123		
	Tri Wahyu Retno Ningsih	PERSEPSI HIGH FUNCTIONING AUTISM TERHADAP ASPEK FONEMIS	409 - 412		
	Netty Nurdiani	NAMA DIRI ANAK JAWA DI ERA GLOBAL	332 - 335		
Ani Rachmat	ISTILAH KEKERABATAN SEBAGAI FRAGMENT DARI NATIONAL WORLD-VIEW	220 - 223			
16.30 - 17.00	COFFEE BREAK			RESTO	
19.00 - 21.00	DINNER			KRYPTON	
THURSDAY, SEPTEMBER 3, 2015					
07.30 - 08.00	REGISTRATION			LOBBY	Committee
08.00 - 10.00	PLENARY SESSION 2			KRYPTON	Drs. Pardi, M.Hum. & Herudjati Purwoko, Ph.D.
	Prof. Dr. Mahsun, M.S.	-			
	Helena I.R. Agustien, Ph.D.	PENINGKATAN LITERASI SEKOLAH: APA IMPLIKASINYA BAGI PARA PENDIDIK?	187 - 191		
	M. Suryadi	TRIPILAR PELURUSLERESAN BASA ALUS SEMARANGAN UPAYA TERHADAP PELESTARIAN BAHASA IBU	192 - 196		
10.00 - 10.30	COFFEE BREAK			RESTO	
10.30 - 12.30	PARALLEL 4 A			KRYPTON I	Committee
	Asrofah, Festi Himatu Karima, Larasati	FETISME BAHASA DALAM LAGU POPULER	243 - 247		
	Y.B. Agung Prasaja	REVISITING MODEL OF READING COMPREHENSION IN LANGUAGE ACQUISITION	180 - 182		
	Nungki Heriyati, M. Rayhan Bustam	PEMENANG VS "ORANG YANG KALAH": REFLEKSI IDENTITAS DAN BUDAYA BANGSA	336 - 340		
	Susi Machdalena	KEUNIKAN ANTROPONIM RUSIA KAJIAN ANTROPONIMIKA	396 - 398		
Ali Badrudin	MENGUNGKAP PENGETAHUAN LOKAL MASYARAKAT JAWA DALAM BERINTERAKSI DENGAN LINGKUNGAN MELALUI SASMITA JAWA	206 - 209			

TIME	NAME	TITLE	PAGE	ROOM	CHAIR PERSON
10.30 - 12.30	PARALLEL 4 B			KRYPTON II	Committee
	Asih Prihandini, Novian Denny Nugraha	KONSUKSI BAHASA DALAM SLOGAN (TAGLINE) IDENTITAS TUJUAN WISATA (DESTINATION BRANDING) DI ENAM KOTA DI INDONESIA	238 - 242		
	Welsi Damayanti	FONOLOGI BAHASA MELAYU PROVINSI RIAU DAN BAHASA MINANG TANAH DATAR SUMATERA BARAT	426 - 429		
	Antonio Constantino Soares	PASSIVE-LIKE CONSTRUCTIONS IN MAKASAE LANGUAGE	35 - 38		
	Indrawati Pusparini	THE LANGUAGE STYLE ANALYSIS IN JOB ADVERTISEMENT FOUND IN KOMPAS NEWSPAPER	72 - 76		
	Mohd. Rasdi bin Saamah, Abu Hassan Abdul	PERSAMAAN LAMBANG DAN MAKNA DALAM PERIBAHASA SEMAI DAN PERIBAHASA MELAYU	313 - 317		
	PARALLEL 4 C			KRYPTON III	Committee
	Asep Burhan Nurdin, Dina Manda Putri, Dina Rosdiana, Prifita Alina Pergiwati	THE PRESERVATION OF SUNDANESE LANGUAGE IN MULTI-ETHNIC FAMILIES: THE RESEARCH OF SOCIOLINGUISTICS IN SAWARNA VILLAGE, BAYAH SUB-DISTRICT, LEBAK REGENCY	233 - 237		
	Veria Septianingtias	MORFOFONEMIK BAHASA INDONESIA DAN BAHASA LAMPUNG: KAJIAN MORFOLOGI KONTRASTIF	417 - 420		
	Trisnowati Tanto	LANGUAGE PLAY AND ITS FUNCTIONS IN CHILDREN'S FICTION	175 - 179		
	Herudjati Purwoko	LET'S "HAVE A LISTEN" TO A RADIO TALK	67 - 71		
	Juanda	"PUPUH" SEBUAH PROYEKSI PENGEMBANGAN KARAKTER SISWA	300 - 303		
	PARALLEL 4 D			MATRIX	Committee
	Kasno Pamungkas	WORD FORMATION AND PRODUCT NAMING STRATEGY: A STUDY OF MORPHOLOGY	81 - 85		
	Tubiyono	PENG-IKON-AN WANITA KARIR DALAM MEDIA CETAK	413 - 416		
Afritta Dwi Martyawati	SIKAP BAHASA ETNIS JAWA TERHADAP BAHASA JAWA DI LUAR HOMELANDNYA	193 - 196			
Nunung Supriadi	PERAN BAHASA JAWA DIALEK BANYUMAS TERHADAP PERKEMBANGAN BAHASA MANDARIN DI PURWOKERTO	341 - 344			
12.30 - 13.30	LUNCH BREAK			RESTO	
13.30 - 15.30	PARALLEL 5 A			KRYPTON I	Committee
	Andi Rizki Fauzi	PROMOTING OUTCOME BASED LEARNING (OBL) IN A LINGUISTICS COURSE	30 - 34		
	Baharuddin	NATURALNESS IN TRANSLATION OF ENGLISH NOVEL INTO INDONESIAN	44 - 48		
	Farikah	THE IMPLEMENTATION OF TALKING STICK TECHNIQUE IN TEACHING WRITING OF HORTATORY EXPOSITION TEXTS	63 - 66		
	Nani Sunarni	PEMAKNAAN LEKSIKON GERAKAN TARI TRADISI SEBAGAI IDENTITAS MASYARAKAT SUNDA (LC)	323 - 327		
	Euis Kurniasih	KATA SAPAAN DALAM SAWALA LUHUNG MASYARAKAT ADAT KARUHUN URANG	276 - 280		

TIME	NAME	TITLE	PAGE	ROOM	CHAIR PERSON
13.30 - 15.30	PARALLEL 5 B				
	Annisa Herdini	STRUKTUR SILABEL BAHASA INDONESIA: KAJIAN TEORI OPTIMALITAS	224 - 228	KRYPTON II	Committee
	Desie Natalia	SUNDANESE VOCABULARIES IN KAMUS URBAN INDONESIA: AN EFFORT TOWARD POSITIVE LANGUAGE ATTITUDE THROUGH LEXICOGRAPHIC TRANSLATION	253 - 256		
	Wati Kurniawati	AKOMODASI TUTURAN MASYARAKAT SAMBAU DI WILAYAH PERBATASAN	421 - 425		
	Suharno	TRANSLATION AND CROSS CULTURAL UNDERSTANDING (CCU)	156 - 160		
	Widyatmike Gede Mulawarman	PERAN INTEGRASI LEKSIKAL BAHASA MELAYU MALAYSIA KE DALAM BAHASA INDONESIA PADA MASYARAKAT DESA TANJUNG ARU KECAMATAN SEBATIK TIMUR	430 - 433		
	PARALLEL 5 C				
	Subur Laksmono Wardoyo, Ririn Ambarini, Sri Suneki	DEVELOPMENT OF MORAL VALUES AND CONSTRUCTIVISM THROUGH THE BILINGUAL LEARNING MODEL WITH A BCCT APPROACH (BEYOND CENTER AND CIRCLE TIME) IN EARLY CHILDHOOD EDUCATION IN SEMARANG1	151 - 155	KRYPTON III	Committee
	Sri Rejeki Urip	PRAGMATICS IN THE FRENCH CLASSROOM AS A FOREIGN LANGUAGE	147 - 150		
	Djarmika	KUALITAS KETERAMPILAN BERBAHASA JAWA PENUTUR BELIA DI SURAKARTA: SEBUAH FENOMENA PEMEROLEHAN BAHASA	257 - 261		
	Muhammad Iqbal Suhartomo, Riza Taufiq Rizki	BENTUK PERCAKAPAN WACANA HUMOR PADA ACARA PSBUKERS ANTV : SEBUAH KAJIAN PRAGMATIK	318 - 322		
	Tatan Tawami, Retno Purwani Sari	SUNDANESE IDENTITY REPRESENTED BY THE TALENTS OF INI TALKSHOW A STUDY OF PRAGMATICS	166 - 169		
	PARALLEL 5 D				
	Kahar Dwi Prihantono	PEMERTAHANAN DAN REVITALISASI BAHASA DAERAH DALAM PENERJEMAHAN TEATRICAL	304 - 307	MATRIX	Committee
	Titin Lestari	KONSEP PENGETAHUAN DALAM PUPUJIAN SUNDA KANGJENG NABI: KAJIAN ANTROPOLINGUISTIK DI DESA GIRI ASIH KAB. BANDUNG BARAT	404 - 408		
Mytha Candria	THE ENGLISH DEPARTMENT STUDENTS' USE OF JAVANESE LANGUAGE	100 - 104			
Rukni Setyawati	REALIZING THE GREAT NATION THROUGH CULTURAL LITERACY	139 - 142			
Sumarlam, Djarmika, Sri Pamungkas	GANGGUAN EKSPRESI BERBAHASA PADA PENDERITA DEMENSIA DI KOTA SURAKARTA	392 - 395			
15.30 - 16.00	CLOSING			KRYPTON	Head of Balai Bahasa Provinsi Jawa Tengah

TABLE OF CONTENTS

Note	iii
Note for Revised Edition	v
Schedule of the International Seminar Language Maintenance and Shift V	vii
Table of Contents	xiii
CODE SWITCHING IN CARTHAGE: AUGUSTINE'S USE OF THE PUNIC LANGUAGE AS AN INSTRUMENT OF CULTURAL UNITY	
Aron Reppmann	1
LANGUAGE MAINTENANCE AND SHIFT: THE ASSAM SORA PERSPECTIVE	
Priyankoo Sarmah	8
LOAN WORDS AS SHAPERS OF IDENTITY IN SEVENTEENTH-CENTURY MALAY: A HISTORICAL LINGUISTICS STUDY OF CHRISTIAN SONGS INTRODUCED BY THE VOC	
Yudha Thianto	19
MADURESE PROVERBS (A SOCIOLINGUISTICS COGNITIVE PERSPECTIVE OF MADURESE MEANING OF LIFE)	
Adam Damanhuri	28
PROMOTING OUTCOME BASED LEARNING (OBL) IN A LINGUISTICS COURSE	
Andi Rizki Fauzi	30
PASSIVE-LIKE CONSTRUCTIONS IN MAKASAE LANGUAGE	
Antonio Constantino Soares	35
A STUDY OF THE PERCEPTUAL BELIEFS AND THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY FOR LANGUAGE LEARNING	
Antonius Suratno, Cecilia T Murniati, Emilia N Aydawati	39
NATURALNESS IN TRANSLATION OF ENGLISH NOVEL INTO INDONESIAN	
Baharuddin	44
PRESERVING VERNACULARS IN INDONESIA: A BILINGUAL VERNACULAR-ENGLISH DICTIONARY APPROACH	
Cahyo Ramadani, Aris Munandar	49
IMPACTS OF SOCIAL MEDIA TOWARDS LANGUAGE SHIFT AMONG UNIVERSITY STUDENTS	
Clara Herlina Karjo	54
ATTITUDES TOWARDS JAVANESE LANGUAGE AND ITS MAINTENANCE BY THE ENGLISH DEPARTMENT STUDENTS OF DIPONEGORO UNIVERSITY	
Deli Nirmala	58

THE IMPLEMENTATION OF TALKING STICK TECHNIQUE IN TEACHING WRITING OF HORTATORY EXPOSITION TEXTS	
Farikah	63
LET'S "HAVE A LISTEN" TO A RADIO TALK	
Herudjati Purwoko	67
THE LANGUAGE STYLE ANALYSIS IN JOB ADVERTISEMENT FOUND IN KOMPAS NEWSPAPER	
Indrawati Pusparini	72
INFLUENTIAL FACTORS IN THE MAINTENANCE OF TAMIL LANGUAGE AMONG INDIAN SOCIETIES IN MEDAN, NORTH SUMATERA	
Jumharia Djamereng	77
WORD FORMATION AND PRODUCT NAMING STRATEGY: A STUDY OF MORPHOLOGY	
Kasno Pamungkas	81
THINK IN SASAK, SPEAK IN ENGLISH	
Lalu Ari Irawan, Susanto, Suharsono	86
WOTU LANGUAGE IN ENDANGERED PHASE : SOLUTION FOR REVITALIZING WOTU LANGUAGE	
Masruddin	91
CATEGORIZATION OF EMOTION VERBS IN BAHASA INDONESIA	
Mulyadi	95
THE ENGLISH DEPARTMENT STUDENTS' USE OF JAVANESE LANGUAGE	
Mytha Candria	100
POLITICAL DISCOURSE ANALYSIS OF MEGAWATI'S SPEECH IN THE OPENING OF THE FOURTH CONGRESS OF THE PDIP	
Nurhayati	105
LANGUAGE AND IDENTITY IN THE WEDDING CEREMONY OF BATAK TOBA	
Pininta Veronika Silalahi	110
WILL JAVANESE LANGUAGE BECOME EXTINCT?	
Pradnya Permanasari	114
PROPER WORDS TO COMMON WORDS CONVERSION: THE FAMOUS, THE INFAMOUS AND THE GROWTH OF INFORMAL LEXICON	
Prihantoro	119
LANGUAGE INFERIORITY OF NON-MAINSTREAM VERNACULAR: A CASE OF NGAPAK AND BANDHEK DIALECTS	
Rin Surtantini, Teguh Imam Subarkah	124
NEWSPAPER IDEOLOGY: CRITICAL DISCOURSE ANALYSIS ON 2002 BALI BOMBING AND PAPUA CONFLICT REPORTED BY SYDNEY MORNING HERALD	
Ribut Surjowati	129

APPLICATION OF PERFORMATIVE CONCEPT ON ENGLISH LEGAL DOCUMENTS: A STUDY OF PRAGMATICS Rosaria Mita Amalia, Rani Sitifitriani	134
REALIZING THE GREAT NATION THROUGH CULTURAL LITERACY Rukni Setyawati	139
POLITENESS STRATEGY IN AMERICAN FOLKTALES: "JACK AND THE BEANSTALK" Siyaswati	143
PRAGMATICS IN THE FRENCH CLASSROOM AS A FOREIGN LANGUAGE Sri Rejeki Urip	147
DEVELOPMENT OF MORAL VALUES AND CONSTRUCTIVISM THROUGH THE BILINGUAL LEARNING MODEL WITH A BCCT APPROACH (BEYOND CENTER AND CIRCLE TIME) IN EARLY CHILDHOOD EDUCATION IN SEMARANG1 Subur Laksmono Wardoyo, Ririn Ambarini, Sri Suneki	151
TRANSLATION AND CROSS CULTURAL UNDERSTANDING (CCU) Suharno	156
ADJECTIVISH INDONESIAN VERBS: A COGNITIVE SEMANTICS PERSPECTIVE Suparto	161
SUNDANESE IDENTITY REPRESENTED BY THE TALENTS OF INI TALKSHOW A STUDY OF PRAGMATICS Tatan Tawami, Retno Purwani Sari	166
MOTHER-TONGUE (L1) PHONOLOGICAL INTERFERENCEIN THE SPOKEN ENGLISH OF SOUVENIR SELLERS IN LOMBOK Taufik Suadiyatno	170
LANGUAGE PLAY AND ITS FUNCTIONS IN CHILDREN'S FICTION Trisnowati Tanto	175
REVISITING MODEL OF READING COMPREHENSION IN LANGUAGE ACQUISITION Y.B. Agung Prasaja	180
PENINGKATAN LITERASI SEKOLAH: APA IMPLIKASINYA BAGI PARA PENDIDIK? Helena I.R. Agustien	183
TRIPILAR PELURUSLERESAN BASA ALUS SEMARANGAN UPAYA TERHADAP PELESTARIAN BAHASA IBU M. Suryadi	188
SIKAP BAHASA ETNIS JAWA TERHADAP BAHASA JAWA DI LUAR HOMELANDNYA Afritta Dwi Martyawati	193
PERMASALAHAN PENGUCAPAN BUNYI VOKAL BAHASA INGGRIS Agus Hari Wibowo	197

IMPLEMENTASI PENGEMBANGAN BAHASA PADA ANAK USIA DINI Ahmad Jazuly	201
MENGUNGKAP PENGETAHUAN LOKAL MASYARAKAT JAWA DALAM BERINTERAKSI DENGAN LINGKUNGAN MELALUI SASMITA JAWA Ali Badrudin	206
SEBAMBANGAN CULTURAL SOCIETY IN THE DISTRICT OF LAMPUNG PEPADUN KIBANG BUDI JAYA UNIT 6 TULANG BAWANG LAMPUNG Amy Sabila	210
REALISASI TUTURAN EKSPRESIF TENAGA KERJA WANITA DALAM FILM MINGGU PAGI DI VICTORIA PARK Angga Cahyaning Utami	215
ISTILAH KEKERABATAN SEBAGAI FRAGMENT DARI NATIONAL WORLD-VIEW Ani Rachmat	220
STRUKTUR SILABEL BAHASA INDONESIA: KAJIAN TEORI OPTIMALITAS Annisa Herdini	224
PENGARUH SISTEM FONOLOGI BAHASA PERTAMA TERHADAP PEMBELAJARAN BAHASA KEDUA: STUDI KASUS PADA PENUTUR BAHASA CINA DAN JEPANG Apriliya Dwi Prihatiningtyas	229
THE PRESERVATION OF SUNDANESE LANGUAGE IN MULTI-ETHNIC FAMILIES: THE RESEARCH OF SOCIOLINGUISTICS IN SAWARNA VILLAGE, BAYAH SUB-DISTRICT, LEBAK REGENCY Asep Burhan Nurdin, Dina Manda Putri, Dina Rosdiana, Prifta Alina Pergiwati	233
KONSTRUKSI BAHASA DALAM SLOGAN (TAGLINE) IDENTITAS TUJUAN WISATA (DESTINATION BRANDING) DI ENAM KOTA DI INDONESIA Asih Prihandini, Novian Denny Nugraha	238
FETISME BAHASA DALAM LAGU POPULER Asrofah, Festi Himatu Karima, Larasati	243
THE INFLUENCE OF MULTICULTURAL SOCIETY IN INDONESIAN SONG LYRICS Athiyah Salwa	248
SUNDANESE VOCABULARIES IN KAMUS URBAN INDONESIA: AN EFFORT TOWARD POSITIVE LANGUAGE ATTITUDE THROUGH LEXICOGRAPHIC TRANSLATION Desie Natalia	253
KUALITAS KETERAMPILAN BERBAHASA JAWA PENUTUR BELIA DI SURAKARTA: SEBUAH FENOMENA PEMEROLEHAN BAHASA Djarmika	257
INTERFERENSI BAHASA ARAB DAN BAHASA JAWA PADA TUTURAN MASYARAKAT PONDOK PESANTREN SEBAGAI GEJALA PERGESERAN BAHASA Eko Widiyanto	262

PERSINGGUNGAN ANTARBAHASA MASYARAKAT NELAYAN DI PESISIR PANTAI SELATAN PACITAN	
Eny Setyowati, Sri Pamungkas	267
SELAMATKAN PERKAWINANMU, SELAMATKAN BAHASAMU: CATATAN MENGENAI DAMPAK POSITIF PERKAWINAN ENDOGAMI TERHADAP BAHASA MASYARAKAT KETURUNAN ARAB DI PASAR KLIWON SURAKARTA	
Eric Kunto Aribowo	271
KATA SAPAAN DALAM SAWALA LUHUNG MASYARAKAT ADAT KARUHUN URANG	
Euis Kurniasih	276
PERSEPSI GURU TERHADAP PENGGUNAAN DATA KORPUS DALAM PENGAJARAN TATA BAHASA BAHASA MELAYU	
Faizah Ahmad, Hishamudin Isam, Mashetoh Abd Mutalib	281
KEUNIKAN DAN KEESTETISAN PEMAKAIAN BAHASA RINENGGGA DALAM WACANA PANYANDRA UPACARA ADAT PERNIKAHAN MASYARAKAT JAWA	
Favorita Kurwidaria	286
PENYUSUNAN KAMUS SERAPAN SEBAGAI UPAYA PEMERTAHANAN BAHASA DAERAH DI INDONESIA	
I Nengah Suandi	291
PEMERTAHANAN BAHASA DAERAH DALAM PUISI TERJEMAHAN	
Ika Inayati	296
"PUPUH" SEBUAH PROYEKSI PENGEMBANGAN KARAKTER SISWA	
Juanda	300
PEMERTAHANAN DAN REVITALISASI BAHASA DAERAH DALAM PENERJEMAHAN TEATRIKAL	
Kahar Dwi Prihantono	304
AMALAN KESANTUNAN BERBAHASA BAHASA ARAHAN GOLONGAN MAHASISWA	
Melor Fauzita Binti Md. Yusoff	308
PERSAMAAN LAMBANG DAN MAKNA DALAM PERIBAHASA SEMAI DAN PERIBAHASA MELAYU	
Mohd. Rasdi Bin Saamah, Abu Hassan Abdul	313
BENTUK PERCAKAPAN WACANA HUMOR PADA ACARA PSBUKERS ANTV : SEBUAH KAJIAN PRAGMATIK	
Muhammad Iqbal Suhartomo, Riza Taufiq Rizki	318
PEMAKNAAN LEKSIKON GERAKAN TARI TRADISI SEBAGAI IDENTITAS MASYARAKAT SUNDA (LC)	
Nani Sunarni	323
ANALISIS KESALAHAN BAHASA: PERBANDINGAN ANTARA PELAJAR KELAS CEMERLANG DAN PELAJAR KELAS KURANG CEMERLANG	
Nasariah Mansor, Nooriza Wahab	328

NAMA DIRI ANAK JAWA DI ERA GLOBAL Netty Nurdiyani	332
PEMENANG VS “ORANG YANG KALAH”: REFLEKSI IDENTITAS DAN BUDAYA BANGSA Nungki Heriyati, M. Rayhan Bustam	336
PERAN BAHASA JAWA DIALEK BANYUMAS TERHADAP PERKEMBANGAN BAHASA MANDARIN DI PURWOKERTO Nunung Supriadi	341
MAKNA SIMBOLIK PERMAINAN CINGCIRIPIT SERTA MANFAATNYA BAGI PENDIDIKAN KARAKTER ANAK Nursyifa Azzahro	345
JEJAK KUASA DALAM SABDA RAJA DAN DHAWUH RAJA: TINJAUAN ANALISIS WACANA KRITIS P. Ari Subagyo	350
ALIH KODE DAN CAMPUR KODE DALAM ACARA “BUKAN SEKEDAR WAYANG” DI NET TV: SUATU KAJIAN SOSIOLINGUISTIK Pradiptia Wulan Utami	355
DAYA PRAGMATIK DAN FUNGSI MANTRA PENGLARISAN BAGI MASYARAKAT JAWA Raheni Suhita, Djoko Sulaksono, Kenfitria Diah Wijayanti	360
KEBERPIHAKAN BAHASA JURNALISTIK MEDIA MASSA DALAM KERAJAAN JOKOWI Risha Devina Rahzanie	365
ANALISIS DIMENSI SOSIAL, BUDAYA, DAN EKONOMI DALAM FENOMENA ALIH KODE DI RUSUNAWA Rosida Tiurma Manurung	369
GAYA BAHASA DALAM SASTRA LISAN LAMPUNG PEPANCOGH Siti Fitriati	374
PENGGUNAAN BAHASA JAWA DIALEK BANTEN DI KALANGAN MAHASISWA (STUDI KASUS PADA DUA PTN DI PROPINSI BANTEN) Siti Suharsih	378
RAGAM DIALEK PADA MASYARAKAT TUTUR KABUPATEN DEMAK Sofi Aulia Rahmania	382
PELESTARIAN BAHASA DAERAH MELALUI PENULISAN DAN PENERBITAN BUKU Sudirman Wilian	387
GANGGUAN EKSPRESI BERBAHASA PADA PENDERITA DEMENSIA DI KOTA SURAKARTA Sumarlam, Djatmika, Sri Pamungkas	392
KEUNIKAN ANTROPONIM RUSIA KAJIAN ANTROPONIMIKA Susi Machdalena	396

PERILAKU SOSIAL MASYARAKAT INDONESIA AKIBAT KOSA KATA SERAPAN BAHASA ASING DALAM BIDANG TEKNOLOGI DAN KULINER	
Titi Puji Lestari	399
KONSEP PENGETAHUAN DALAM PUPUJIAN SUNDA KANGJENG NABI: KAJIAN ANTROPOLINGUISTIK DI DESA GIRI ASIH KAB. BANDUNG BARAT	
Titin Lestari	404
PERSEPSI HIGH FUNCTIONING AUTISM TERHADAP ASPEK FONEMIS	
Tri Wahyu Retno Ningsih	409
PENG-IKON-AN WANITA KARIR DALAM MEDIA CETAK	
Tubiyono	413
MORFOFONEMIK BAHASA INDONESIA DAN BAHASA LAMPUNG: KAJIAN MORFOLOGI KONTRASTIF	
Veria Septianingtias	417
AKOMODASI TUTURAN MASYARAKAT SAMBAU DI WILAYAH PERBATASAN	
Wati Kurniawati	421
FONOLOGI BAHASA MELAYU PROVINSI RIAU DAN BAHASA MINANG TANAH DATAR SUMATERA BARAT	
Welsi Damayanti	426
PERAN INTEGRASI LEKSICAL BAHASA MELAYU MALAYSIA KE DALAM BAHASA INDONESIA PADA MASYARAKAT DESA TANJUNG ARU KECAMATAN SEBATIK TIMUR	
Widyatmike Gede Mulawarman	430

MOTHER-TONGUE (L1) PHONOLOGICAL INTERFERENCE IN THE SPOKEN ENGLISH OF SOUVENIR SELLERS IN LOMBOK

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Abstract

This study aimed to examine the mother-tongue (L1) phonological interference in the spoken English of Souvenir Sellers in Lombok. Language and human are inseparable and since the languages of the world used in communication, there is bound to be a problem like mother tongue interference. The study reveals some troublesome contrasts in the two languages. The data of this study was collected through participant observation and interview. The findings proved that interference at the phonological level become one of the problems in the spoken English of souvenir sellers in Lombok. The English language teachers have to be aware and pay particular attention to the differences in the phonological systems of the first language (L1) and the foreign language (FL) which can cause interference.

Key words: Mother-tongue, First language, Interlanguage, and Interference.

INTRODUCTION

Language whether written, spoken, sign or through any means is a tool for communication and English language, out of many languages of the world has emerged the most used language all over the world. The global village use this language (English) and it stands to be the language of the net.

As the international language, English accords respect and pride to its speakers. But, some have been left with the effective use of this language especially in the countries where the language (English) is not the mother tongue or the first language one comes in contact with, for instance in countries like Indonesia and many others.

Indonesian people, especially *Sasak* people face some problems in learning English, their speaking is influenced by their vernacular with giving any changes of English pronunciation such as the intonation, spelling, dialect, phonetic and phoneme. This mistake always appear in some kinds of English word, for examples; the word that [ðæt] always be pronounced [dæt], word father [fɑ:ðə(r)] becomes [PΛdə] because there is the similarity in *Sasak* word *pade*, and the sound of 'f' and 'th' are difficult to pronounce.

In terms of first language interference in second language learning, Brown (2000 : 95) states that it has been common in second language teaching to stress the role of interference, that is, the interfering effect of native language on the target language. It is of course not surprising that this process has been so singled out, for native language interference is surely the most immediately noticeable source of error among second language learners. The saliency of interference has been so strong that some have viewed second language learning as an exclusively involving the overcoming of the effects of the native language. It is clear from the learning theory that a person will use whatever previous experience he or she has had with language to facilitate the second or foreign language learning process.

This study focuses on the phonological interference of souvenir sellers' mother-tongue (L1) into their spoken English. The souvenir sellers use English to communicate with their foreigner customers.

RESEARCH METHOD

This present study is a qualitative research. The researcher plays as the observer or the main instrument. In this case, the researcher collected the data directly and naturally from the research subjects.

The subjects of this present study are the souvenir sellers in three locations of tourism objects in Lombok; Senggigi, Kuta, and Gili Trawangan. Those sellers sell souvenirs such as T-shirts, pearls, necklaces, bracelets, sarongs, watches, masks, potteries, and other local products. The research subjects were selected based on certain criteria; (1) they speak English, (2) they are *Sasak* people, (3) they have experience become sellers at least two years.

The data in this research were collected through participant observation and interview methods. In investigating the subjects of this study who get involved in conversation with buyers, the researcher

did not only watch them but also recorded the event through recording and note taking techniques. After collecting the data, the researcher had to reduce some data findings and analysed the significant data. Since the data of this study are qualitative data, the researcher applied four phases of analytical process based on Dörnyei's theory (2007: 246) such as (a) transcribing the data, (b) pre-coding and coding, (c) growing ideas–memos, vignettes, profile, and other forms of data display, (d) interpreting the data and drawing conclusion.

FINDING AND DISCUSSION

Language Transfer and Interference

It is not an arguable matter that in the process of second language learning the mother tongue and the first language of learner are considered as a barrier of second or foreign language use. Learners often transfer the elements of their native language when they perform target language. This transfer is referred to as negative transfer or interference. However, the learner's native language can also facilitate L2 acquisition, for instance, when L1 syntactical structure is similar to that of L2, it is so-called positive transfer.

Transfer is a general item describing the carryover of previous performance or knowledge to subsequent learning. Positive transfer occurs when the prior knowledge benefits the learning task – that is, when a previous item is correctly applied to present subject matter. Negative transfer occurs when previous performance disrupts the performance of a second task. The latter can be referred to as interference. In that previously learned material interferes with subsequent material – a previous item is incorrectly transferred or incorrectly associated with an item to be learned (Brown, 2000: 94). Brown (2000: 94-97) classifies language transfer into positive transfer and overgeneralization and negative transfer or interference.

Transfer in Phonology

Pronunciation errors have long been thought to be caused by the transfer of phonological aspects from the L1 to the L2. For instance, when a language learner attempts to produce an L2 sound, their relative success at approaching the target is reliant on their ability to disassociate their L2 utterance from their repertoire of L1 phonemes and allophones. Disassociation is often necessary because two languages may contain sounds which seem to be the same but are produced by differing articulatory motions. They are therefore acoustically different and may be perceived to be divergent from the target by the listener (Saville and Troike 2002: 142-143).

Systemic Differences

In this section, the consonantal phonemes of both languages are compared. The researcher displayed the consonant charts of English. The consonant sound charts are divided into rows and columns. The columns show manner of articulation, while the rows show place of articulation. The consonant charts also show whether sounds are voiced or voiceless by placing voiceless sounds to the left of the centre of the column and then voiced sounds to the right of the centre of the column. The glottal sounds like [h] are however placed wide in the centre because they are neither voiced nor voiceless.

Table 1: English Consonant Chart

	<i>Bilabial</i>	<i>Labioden-tals</i>	<i>Dental</i>	<i>Alveolar</i>	<i>Post-alveolar</i>	<i>Palatal</i>	<i>Velar</i>	<i>Glottal</i>
Plosive/Stop	p b			t d			k g	
Affricates					tʃ dʒ			h
Fricatives		f (v)	(θ ð)	s (z)	ʃ (ʒ)			
Nasals	m			n			ŋ	
Laterals				l				
Approximants	w			r		j		

Table 2: Mapping of phonetic realisation between Souvenir Sellers' English and British (Received Pronunciation):

SS	RP	Example
ɪ	ɪ	give, business, milk, busy
	i:	speak, people, please, feel
	eɪ	Take, make
ɛ	e	very, friend, ready, many
	eə	where, care, fair
	æ	happy, angry, hand, have
E	eɪ	day, eighty, maybe
ɒ	ɒ	possible, stop
	ɔ:	four, morning, story
	əʊ	know, so, low
ə	ə	better, again
ɑ	ʌ	hundred, honey, brother, mother, trust, customer
	ɑ:	father, ask, far, heart, sharp, bargain
	æ	balance
ʊ	ʊ	put, full, good, look
	u:	two, choose
	ʊə	poor, tourist
ɒ	ɒ	from, long, frog
	aʊ	discount, go
ɛ	Aɪ	price, size, write, arrive, high, try, buy
ɑʊ	aʊ	out, house
ɪə	ɪə	here, near

Note: SS = Souvenir Sellers, RP = Received Pronunciation (British)

The table above shows how the difference between souvenir sellers phonetic realisation to British phonetic realisation of English. The sound for phonetic realisation of RP [ɪ], [i:], [eɪ] will be one sound in souvenir sellers' English [ɪ] for some words as shown in the table above. So, sound [ɪ] remain in souvenir sellers' English as in words 'give', 'business', 'milk', 'busy'. English people pronounce word 'people' [pi:pəl] whereas souvenir sellers in Lombok will say [pɪpəl].

The researcher found one phonetic of RP that might be same sound as two different phonetic of SS in two different words. The researcher considered this as the exception. They write these exceptions phonetic in **bold** as shown in the table above. Sound [eɪ] will be sound [ɪ] in the word **take** [tɪk] and becomes [e] as in **day** [de], **eighty** [etɪ], and **maybe** [meɪ]. Sound in RP will be [ɛ] in SS for words **happy** [hɛpɪ], **angry** [ɛŋrɪ], but accepts for word **balance** which is in RP [bæləns] becomes [bələn] in SS English. The exception is also for [aʊ], it sounds like [ɒ] in word **discount** [diskɒn] and in words **house** [haʊs] and **out** [aʊt].

Monophthongs [e] remain in SS English, whereas [eə] and [æ] in RP merge into [ɛ] in SS English. Word **where** in RP [weə] and in SS English [wɛr], word **happy** in RP [hæpi] and in SS English [hɛpi]. Sound [ɒ], [ɔ:], and [əʊ] in RP will be [ɒ] in SS as in words **possible** [pɒsɪbəl], **four** [pɔr], **know** [knɒ]. Souvenir sellers pronounce word 'price': [praɛs] instead of saying [praɪz], [bae] instead of [baɪ] for word **buy**. The phonetic realisation in words such as **day** becomes [de], **know** becomes [knɒ], **take** = tɪk, **poor** = [pɔr], **discount** = [diskɒn] are pronounced with less glide than the comparable diphthongs in RP, so they can be regarded as monophthongs – i.e. vowels with no glide.

Referring to Sasak-Indonesian dictionary (Balai Pustaka: 2001), there are some phonetic mentioned such as: [i], [e], [ε], [a], [o], [ɔ], [u], [ə] . Phonetically the vowel in *Sasak* is different to English phonetics that shown by Meyerhoff (2006: xv-xvii). Thus, the phonetic realisation of the vowels in *Sasak* is less than what they have in Received Pronunciation (RP) and General American (GenAm). This is caused the souvenir sellers find difficulties to pronounce some vowel in English correctly.

The other consideration of the pronunciation of souvenir sellers' English in Lombok is how they pronounce consonants. It is the same as in pronouncing some vowels; they also find difficulties in pronouncing some consonants. The following table shows the differences between souvenir sellers (SS) and RP English consonant sound.

Table 3: Mapping of Consonant Sounds between Souvenir Sellers's English and British (RP)

SS	Symbol (RP)	Example
P	P	Pen
	F	fifty, five, father, fun, finish, for, four, etc
	V	View
B	B	big, brother
	V	very, every, even
T	T	tell, ten
	θ	thirteenth, three, thank, thing, think
D	D	die, day
	ð	then, this, that
K	K	Camera
G	G	Good
C	t	Church
S	S	six, seven
Z	Z	Zoo
S	ʃ	Ship
	ʒ	Measure
H	H	hundred
M	M	Moon
N	N	Nine
ŋ	ŋ	Sing
L	L	Like
R	R	Run
J	J	Yellow
W	W	Wine

The labiodentals fricatives 'f (v)' sounds like 'p' for example: **fifty**: [pɪftɪ] , **five**: [paɪf] , **four**: [paʊə] , **forty**: [pɔːrtɪ] , **different**: [dɪfərənt] , **for**: [pɔː] , **friend**: [frɛnd] , **have**: [hæv] . The exception for words **very**, **every** and **even**, the labiodentals fricatives '(v)' sounds like 'b' [bɛrɪ] , [ɛbəri] , [ɪbən]. Bilabial plosive 'p and b' remain, it is same as velar stop 'k and g' which also remain.

The dental fricatives – [θ] and [ð] – merge with [t] and [d] , therefore word **three** = [tri] and **then** = [dɛn] . In syllable-final position, **-th** is pronounced as **-t** t , so **with** and **birth** are pronounced [wɪt] and [bɛt] respectively. Under the influence **without** is often pronounced with [d] in place of [ð] : [wɪdaɪt] , **father**: [pɑːdər] , mother: [mɑːdər] . Thus, all of souvenir vendors in Lombok cannot pronounce sound [θ] and [ð] ; **mouth**: [maʊt] , **think**: [tɪŋ] , **thank**: [tɪŋ] , **mother**: [mɑːdər] , **the**: [dɛ]. The 'r' standing at the end of the word is pronounced and is rhotic. We can see in words **father**:

[pɑːdər] , **mother**: [mɑːdər] , **letter**: [lɛtər] , **your**: [jɔːr] .

The problem in pronouncing sound labiodentals fricative [f] , [v] , and dental fricative [θ] and [ð] correctly are happened to all research subjects of the study as we can see in some words in the table 2. It

is also happened for velar nasal , they will produce the same sound for words 'think' and 'thing'; **'think'**: [tɪŋ] and **'thing'**: [tɪŋ] . The velar plosive k which stands after velar nasal [ŋ] is voiceless. The conversation below shows the example of souvenir sellers' pronunciation of English:

"Okay, mom. Because you stay here for long long time, I give you friend price, I give hundred sixty."

[oʊke] [mɑm] [bɪkɒs] [jʊ] [ste] [hɪər] [pɒr] [lɒŋ] [lɒŋ] [tæm] , [æ] [gɪp] [jʊ] [prɛn] [præɪs] , [æ] [gɪp] [hændrɛt] [sɪkti] .

The phenomena of sound labiodentals fricative 'f' and 'v' seem become a problem for *Sasak* people, not only for souvenir sellers in Lombok. In *Sasak* language they do not have consonant 'f' and 'v'. The problem of pronouncing sound 'f', 'v', is not only happened for English words, but also for Indonesian words such as '*manfaat*': [mɑnpɑɑt] , *mufakat*: [mupɑkɑt] , Taufik becomes [tɑupik] , the word **fonemik** sounds like [ponemiʔ] , etc.

CONCLUSION

The souvenir sellers in Lombok find difficulties in pronouncing some vowels and consonants sound of English. The dental fricatives – [θ] and [ð] – merge with [t] and [d] . The phenomena of sound labiodentals fricative 'f' and 'v' seem become a problem for *Sasak* people, not only for souvenir sellers in Lombok. The interference at the phonological level is a major problem in the spoken English of souvenir sellers in Lombok. Therefore, the English language teachers have to be aware and pay particular attention to the differences in the phonological systems of the first language (L1) and the foreign language (FL) which can cause interference.

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