

## **CHAPTER I INTRODUCTION**

### **1.1 The Background of the Study**

The necessity to pronounce Indonesian correctly by Niasnese native speakers is not easy. Indonesian as national language is compulsory to be used by society also Niasness native speakers. The majority of the Niasnese native speakers in Sibolga are incapable to pronounce their words correctly when they express their thoughts and ideas. Especially in speaking interaction, many of them got difficulty to pronounce the words in their utterance.

Nias people have constantly communicate via language, particularly their family language which they use to communicate with others and in order to be able to live as a social community. A language is often identified as ‘a group of people’ (Finegan 1997:6). For instance, Indonesians are people who speak Indonesian, Germans are people who speak German, the English are people who speak English, etc. Such language identification is called “people’s mother tongue” or native language, or home language, because these languages are primarily used in families where the people grow up.

Mother tongue is a language which is potentially mastered when people were born or some say that even before we were born. It is acquired informally and unconsciously. It is “the language learned as a child because it is the one used in the child’s environment” (Tomlinson, 1984:95). This is known as first language acquisition, which according to Krashen (1988:64) is “an unconscious process, the sort of spontaneous ‘picking up’ of a language that occurs in natural settings

where no formal classroom instruction is involved;” whereas a second language is the language learned formally and consciously as a foreign language, or the language acquired after the first language. It is “the study of how learners learn an additional language after they have acquired their mother tongue” (Ellis, 1985:5). Furthermore, first language acquisition refers to all people’s activities to master their mother tongue. The stream of activities could be done through both informal and formal education. Informal education is often named ‘learning a language at home or untutored or naturalistic acquisition,’ while formal education refers to ‘learning a language at school or tutored or classroom acquisition’ (Ellis 1985:5). Similarly, Tarigan (1988:4) argues that informal education is learning a language naturally, whereas formal education is learning a language scientifically. Moreover, people who speak two languages (bilingual) or more (multilingual) interchangeably may affect the use of each language because one can use the L1’s rules on L2’s, and vice versa. This language interference is most often discussed as a source of errors or negative transfer, although where the relevant feature of both languages are the same, it results in correct language production or positive transfer. The greater of the differences between the two languages, the more negative the effects of interference are likely to be.

However, ability to pronounce words is very fundamental for Niasnese speakers to express their thoughts or ideas in words using their voice to build a conversation with another person. Using Indonesian with correct pronouncing is very important to avoid misunderstanding by the hearers. Therefore, practicing

Indonesian as often as possible is very necessary to improve pronunciation capability.

According to Varshney (1995:283) in Saniago Dakhi (2011:3), the lexical change can be in the forms of lexical loss (or a phenomenon in which a particular lexicon disappears), semantic change ( or the shifting meaning in language) and creation of new lexical item (or the proces of creating a new lexical item to name an object, concept and place through the internal and eksternal borrowings of words).

The theories proposed by Moyna (2009) and Varshney (1995), of course, were not from the research result executed on *Li Niha* ( Nias Language), but totally derived from the scientific researchers on English which had been studied hundreds years ago by the experienced historical linguists. Thus there will be a tendency that these theories are not completely applicable in *Li Niha* due to the differences between the two languages. For instance, (1) the consonant is dependent in *Li Niha* but it is independent in English, (2) the sound [p] is absent in *Li Niha* but it is present in English and (3) Predicate+subject+object structure in *Li Niha* but not in English. These three fundamental distinctions, which serves as determining factors of deciding whether or not *Li Niha* is consider as a new phenomenon of language change.

The writer argues that practicing is very important for having pronunciation capability. Practicing to prononunce Indonesian correctly will reduce Nias speakers' problems and diffuculties in pronouncing words of language. It takes courage and it will practice the Nias speakers' Pronunciation.

Therefore, Nias speakers should be encouraged to practice their competence in pronouncing Indonesian.

Based on the writer's observation, most of the Niasnese native speakers have low capability in pronouncing Indonesian. Basically, the incapability of Niasnese speakers in pronouncing ability is caused by internal and external factors. Internal factor consists of physical factors and psychology factors. Physical factor means the speakers have imperfect body's function, for example: stiff tongue and low response. In this case, Niasnese speakers are not included in this problem but their capability are influenced by psychology factors includes lack of interest and motivation to recorrect their error pronouncing because they consider that what they utter can be understood by the hearers, and most of the Nias speakers who are enable to pronounce Indonesian language correctly are adult uneducated people, and also children aged between 5-12 years who are not familiar with Indonesian language at home, plus the primary school teachers mostly use Nias languages. So when the children move to Sibolga they made a mistake in the pronouncing of Indonesian.

However, there is a question which is always in the writer's mind is, what makes Nias speakers tend to make these errors? Is there any connection with the place where the origin Nias come from? Nias speakers or Niasnese that come from Nias island is one of tribe in North Sumatera. This island location is a little bit in an isolated area in the centre of North Sumatera. They live dominantly in Nias Island, but part of them spread in other regions of every province in Indonesia, such as Sibolga. When they stay in different regions, automatically

they do not use their own language. Errors in language is divided into two errors: error in pronouncing and error in spoken. Spoken errors are also made by someone in writing, but the real mistake was not speaking only be classified on two series of analysis errors in language, that language errors include errors to the removal, addition, one of stacking faults morphology, lexical and phonology.

In accordance with the writer's observation that in this case Nias speakers pronounce Indonesian as both the most happening removal letters in the words are saying. And sometimes also by an additional well in the letters or words at the end of the spoken word in the language phonology Indonesia.

If the writer see or even listen to a single ethnic such as Niasnese, Bataknese, Javanese it will show consistency when they are speaking, eventhough they are in the formal ceremony, example Javanese speak Indonesian, Bataknese speak Indonesian, Niasnese Speak Indonesian, even Javanese or Niasnese speak other vernacular that they master, in this case will appear the pronunciation error in phoneme.

But in this study the writer focuses on the pronunciation error interference Nias L1 in L2 Indonesian that often occur in their daily conversation. This happens especially when they involve in speaking interaction. They should use Indonesianas National Language. In this case there are some pronunciation error interference when they pronounce some words in Indonesian language.

For example : The word "*kawan sakit*" in Indonesia language will be uttered "*kawasaki*", The word "*kurang-kurang*" in Indonesian language will be stated

“kura-kura”. The word “sabun-sabun” will be stated “sabu-sabu”.The word “kangkung” will be stated “kaku”.

Beside Indonesian language, and as a comparison mostly the Niasnese speakers in Sibolga are able to speak out Batak, Pesisir, Java or other vernacular and they make same mistakes in using those vernacular like in using Indonesian language. Example : The word “Manuk siam” in Batak language means as ayam siam will be pronounced as “manusia”

The majority of the Nias speakers in Sibolga are incapable to pronounce their words correctly when they express their thoughts and ideas in daily conversation, many of them got difficulty to pronounce the word when they are talking each other.

However, ability to pronounce words is very fundamental for Niasnese native speakers to build a conversation with another person. Using Indonesian with correct pronouncing needs the deep attention. Therefore, practicing Indonesian as often as possible is very necessary to improve their pronunciation in the right way.

The writer argues that practicing is very important for having pronunciation capability. Practicing to pronounce Indonesian correctly will reduce Nias speakers problem and difficulties in pronouncing words of Indonesian language. It takes courage and it will practice the Nias speakers' Pronunciation. Therefore, Nias speakers should be encouraged to practice their competence in pronouncing Indonesian.

Based on the writer's observation, most of the Niasnese speakers who have low capability in pronouncing Indonesian are uneducated of Nias native speakers

and the children who have not familiar in Indonesian at home, and in their environment most of Niasnese community, so they seldom to use Indonesian. Basically, the incapability of Nias speakers in pronouncing Indonesian is caused by internal and external factors. Internal factor consists of physical factors and psychology factors. Physical factor means the speakers have imperfect body's function, for example: stiff tongue and low response. In this case, Niasnese speakers are not included in this problem but their capability are influenced by psychology factors includes lack of interest and motivation to recorrect their pronouncing error because they consider what they utter can understand by the hearers, and most of the Niasnese speakers who are enable to pronounce Indonesian language correctly are adult uneducated people, and also children aged between 4-12 years who are not familiar with Indonesian language at home, plus the primary school teachers mostly use Nias language. So when the children were to Sibolga they made a mistake in the pronouncing of Indonesian.

While, external factors consists of the district, habitual, education, the process of learning Indonesian. Therefore, pronunciation error may occur naturally by Niasnese speakers. In this case, the writer assumes that increasing the correctness in pronouncing is very important and it can done by receiving input from the educated people or people who have good Indonesian pronunciation especially educated Niasnese or Niasnese speakers who has born in Sibolga of course have good pronounce in Indonesian.

The way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in Indonesian are more likely



to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect. We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. Many adult learners found that pronunciation is one of the most difficult aspects to acquire English, and need explicit help from the teacher (Morley 1994; Fraser 2000). From the statement, this also happens to the children of Niasese native speakers at school in Sibolga. Surveys of student needs consistently show that our learners feel the need for pronunciation work in class (eg Willing 1989). Thus some sort of pronunciation work in class is essential.

Based on the previous explanation, the writer thinks that to increase Niasese native speakers' ability in pronouncing Indonesian as the L2 is very necessary which means that to improve pronouncing ability for the native speakers of Niasese in Indonesian language especially the students of State elementary school south Sibolga. In addition, the people or the teachers who have good pronouncing in Indonesian should help them and recorrect the Nias students' utterance when they do the mistaken to get their pronouncing improvement in Indonesian.

There are many things that should be done by the Niasese speakers in order to master the good pronouncing. They have to manage internal and external factors. The Niasese native speakers are opened and motivated to progress their way of pronouncing Indonesian to avoid misunderstanding.



Finally, based on the previous explanation, the writer is very interested to discuss “The Pronunciation Errors Interference of Niasness L1 In L2 Indonesian” in Sibolga.

### **1.2 The Problems of the Study**

Based on the previous background of the Pronunciation Errors Interference of Niasness L1 in L2 Indonesian are formulated as the following:

1. What factors affect pronunciation errors interference of Niasnese L2 Indonesian?
2. What types of pronunciation errors interference are dominantly made by Niasnese in L2 Indonesian?
3. Why do the pronunciation errors interference happen to the Niasnese L2 Indonesian, the way they are?

### **1.3 The Objective of the Study**

In relation to the problem, the objectives of study are:

1. To see how affect pronunciation errors interference of Niasness L2 Indonesian.
2. To describe the types of pronunciation errors interference dominantly used by Niasnese speakers in L2 Indonesian.
3. To understand why the pronunciation errors interference happen to the Niasnese L2 Indonesian.

#### **1.4 The Scope of Study**

This study attempts to investigate the Pronunciation Errors Interference of Niasnese L1 in L2 Indonesian when they express their thought or ideas in everyday situation specially in spoken language. The main aspects to be observed is the pronunciation errors of the writer's students in primary school such as: (1) the affect of pronunciation errors in their utterance, (2) The types of error that often occur in their utterance and (3) the causes of pronunciation error interference of Niasness L2 Indonesian.

#### **1.5 The Significance of the Study**

The Findings of study are expected to be signnificantly relevant to theoretical and practical aspects. Theoritically, the research findings are expected to enrich the theories of pronunciationerrors of Niasness speakers L2 Indonesian language or any research about Nias native speakers, specifically the spoken language in whole Niasness marginal or uneducated community mainly the students of Niasness speakers in Sibolga.This study considers being useful initially to provide the information of pronunciation errors interference of Niasness speakers in L2. Consequently, it will give better understanding and new insights to the next researchers, or Niasness native speakers.

Practically, since this research focuses on Niasness native speakers' utterance which is connected to the Niasness speakers'phonology, it is also hoped to be useful for all Niasness to realize that it is important to improve their capability in pronouncing Indonesian to avoid jeer and mockery from other people

who has competence to pronounce Indonesian correctly and also keep confidence and authority in communication case.



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