

ISBN 978-602-73769-1-5



**4th ENGLISH LANGUAGE TEACHING, LITERATURE, AND TRANSLATION
International Conference 2015**

Conference Proceedings

*“Perspectives in English Language Teaching,
Literature, and Translation”*

*Unnes in collaboration with
AWEJ, RELO, and The University of Auckland*



**Faculty of Languages & Arts
State University of Semarang**



ELTLT

CONFERENCE PROCEEDINGS

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Faculty of Languages and Arts, Unnes

Published by:

Faculty of Languages and Arts

State University of Semarang

Gedung Dekanat FBS, Jl. Raya Sekaran Gunungpati

Semarang, Jawa Tengah 50229

Email: eltlt.unnes@gmail.com

Web: www.eltlt.org

Telp & Fax: (024) 8508071

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First published in January 2016

Editors: Siti Wachidah, Dewi Rochsantiningsih, Issy Yuliasri, Khairi Obaid Al-Zubaidi, Mirjam Anugerahwati

Layout: Thomas Sugeng H

Cover Design: Thomas Sugeng H

Library of cataloguing in Publication Data:

ELTLT Conference Proceedings published by English Department of the Faculty of

Languages and Arts, Unnes

includes bibliographical references

Series **ISBN 978-602-73769-1-5**

Distributed by:

English Department of Unnes

B3 Building, Faculty of Languages and Arts, Unnes

Jl. Raya Sekaran, Gunungpati, Semarang 50229

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Preface

ELTLT conference is one of a bridge that channels bond amongst academics, especially the expertise of English language teaching, literature, and translation. Last year, we discussed about The Global Trends in English language Teaching, Literature and Translation. Right now, we discuss about Perspectives in English Language Teaching, Literature, and Translation.

As the chair of the 4th English Language Teaching, Literature, and Translation International Conference 2015, I would like to extend our sincere gratitude to all presenters, especially a representative speaker from AWEJ, Dr. Joseph G. Mallia from the University of Malta, Malta, besides that, thank you to Jennifer Uhler from RELO and Dr. John Hope from The University of Auckland, New Zealand for accepting the invitation to speak as the keynote speakers. At present, we have 3 keynote speakers and 117 presenters from abroad and domestic. Besides that, we also have many participants not only abroad but also domestic.

We would like to do best for the smooth of the programs. The committee would also like to thank the rector of State University of Semarang, Prof. Dr. Fathur Rokhman, M.Hum. and the Dean of Languages and Arts Faculty, Prof. Dr. Agus Nuryatin, M.Hum. for their full support. The last, we expect all presenters and participants to have wonderful conference at present and we hope all of you would like to join 5th ELTLT next year

Bambang Purwanto, S.S., M.Hum

Chair of ELTLT Committee

Faculty of Languages and Arts

State University of Semarang

Welcome from the Dean of Languages and Arts Faculty

As the Dean of Languages and Arts Faculty, we are proud to have an annual international conference such as ELTLT 2015.

To be chosen as presenters for the parallel presentation in this conference is a considerable honor and achievement. I would like to congratulate the presenters who have been selected, as well as the reviewers who have chosen the successful presenters. Obviously not everyone interested in the chosen topic could attend this conference, so the post-conference proceeding will present to a much wider audience issues related to the topic. The proceeding is also a proof that the contributions of presenters are valued.

I also would like to offer my congratulations and appreciation to the organising committee who have been working hard to prepare the conference, and to all keynote speakers, presenters, and participants for such an impressive conference.

We hope that through this annual ELTLT conference, there will be a stronger bond amongst academics, especially those with the expertise of English language teaching, literature, and translation. I wish you a wonderful conference.

Semarang, October 2015

Prof. Dr. Agus Nuryatin, M. Hum
The Dean of Languages and Arts Faculty
State University of Semarang

Welcome from the Head of English Department

We are privileged to organize this annual conference on English Language Teaching, Literature, and Translation. This year is our 4th year, and we have learned a lot from our previous experiences, and so we are now doing our best to minimize weaknesses. We have received quite a lot of abstracts, a lot more than the previous years. This means that more academics are interested in our conference and trust us as organizer of the conference. We are happy that we can accommodate most proposed papers for presentations. However, with regrets, we had to reject some due to time constraints and limited quota. We do hope that next year we can accommodate more.

I would like to congratulate the organizing committee who has been working hard to prepare the conference. I also would like to extend my deepest gratitude to all keynote speakers, presenters, and participants for their contribution to our conference.

I also wish that this annual ELTLT conference could serve as a bridge that connects academics, especially those with the expertise of English language teaching, literature, and translation.

With best wishes for a rewarding and successful conference!

Dr. Issy Yuliasri, M.Pd

Head of English Department

Faculty of Languages and Arts

State University of Semarang (UNNES)

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PHONOLOGICAL FOSSILIZATION OF THE JAVANESE ADULT LEARNERS OF ENGLISH: R&D OF A MODEL OF TEACHING MATERIALS OF ENGLISH PHONOLOGY FOR EFL LEARNERS

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Abstract

This paper presents preliminary study of R&D on Teaching Materials Model of English Phonology for EF2L. The preliminary study aims at finding out the phonological fossilization of adult learners of English in Javanese context and figuring out the factors influencing them. 25 fourth-semester Javanese students of English Departement from 5 universities in Semarang municipality were selected as respondents. The data were collected from observation, interview and documentation. The results show that phonological fossilizations occur on vowel (/e/ instead of /i/ in 'english' /'ɪŋ.ɡlɪʃ/, /a/ instead of /æ/ in 'aspect' /'æs.pekt/, it also occurs in /ʌ, e, ə/ mostly in initial sound), consonant (/nð/ instead of /ð/ in 'the' /ðə/, /ŋ/ instead of /tʃ/ in 'change' /tʃeɪndʒ/, also in /tʃ, θ, ð, ʃ, v, ʒ, z, j, k, g, suffix -ed and -es, and silent letter), and diphthong (/o/ instead of /əu/ in 'over' /əuvər/ and in 'power' /paʊər /, also in /ei, au/). Factors affecting the occurrence of phonological fossilization are 1) the interference of respondents' mother tongue, such as Javanese tends to add sound /n/ in /nðəlɔk/ 'ndelok' and it interferes in pronouncing 'the' to /nðə/ instead of /ðə/; 2) the learning materials of English Phonology course does not yet accommodate the learner's errors and or learner's fossilizations. These findings can be used as recommendation to develop teaching materials of English Phonology for EF2L.

Keywords: Phonological fossilization, English phonology, teaching materials.

Introduction

The aims of teaching English for non-native English learners emphasize on communicative competence, considering the learner's proficiency in using English to participate in English speakers' society. Celce-Murcia et al. (2007) indicate that main competence in

communicative competence is discourse competence. Discourse competence will be achieved not only by the fulfillment of socio-cultural competence, strategic competence, formulaic competence, and interactional competence, but also linguistic competence.

Linguistic competence refers on understanding and mastery on using language aspects like pronunciation, spelling, arranging words into phrases, arranging phrases into clause, clauses into paragraph in target language. The linguistic competence has prominence factor for the speakers to express their ideas, thought, and feeling when they communicate in that language. Nevertheless, there are still many issues that Indonesian learners have to deal with, one of those is fluency in pronouncing words or phrases according to target language pronunciation.

In spoken interactional communication, words or phrases pronunciation is considered important, because mistaken on pronouncing words or phrases would be an obstruction on inter-speaker communication. The very basic problem that is faced by non-native English learners in pronouncing words or phrases is how to pronounce between mother tongue and English differently.

Mother tongue factor will affect learners in English language acquisition process that is being learned. Pronouncing words or phrases is much influenced by learner's cognitive and psychomotor ability in distinguishing phonemes on English and those on mother tongue. Some experiences as English lecturers for Javanese adult learners, mistaken pronunciation in English was found on such as the word 'the'. 'The' is one of the English words that often mispronounced by English learners among Javanese background. They tend to pronounce (n)ðə/ for the word 'the' with the sound /n/ that precedes /ðə/, instead of /ðə/ alone. It also happens on the word 'wear', which is pronounced /wir/, instead of /weər/. This kind of mispronunciation is affected by learner's mother tongue on pronouncing the word '*ndelok*' (see), '*ndemok*' (touch), '*ndelik*' (hide), and also the absence of vocal / eə/.

A previous research conducted by Nani and Arlene (2008) on English phonological errors produced by Indonesian university students found that the learner's phonological mistakes or difficulties are on pronouncing some consonants in English. There are thirty four kinds of mistakes made by learners, i.e. the pronunciation of [v] replaced with [f], [ð] with [d], [t], [θ]

and [th], [θ] pronunciation replaced with [t], [d], [th], [ð] and [s], and sound [θ] that tends to be omitted, substitute [tʃ] with [c], [h], [s], [ʃ] and [kh], pronunciation of [dʒ] replaced with [g], [j], [d], [tʃ], [ʃ], [k], [s] and [f], and the replacement of [ʒ] with [d], [z], [s], [j], [tʃ], [ʃ], [dʒ], [g] and [k] and the deletion of [ʒ]. This research also found that specific English sounds, which is affricate palatal sound, [ʒ], creates lots of difficulties for learners compared with another five English consonants that have been observed. .

The phonological mistakes need to be minimalized so that English learners could represent their skills in communication on English language correctly and effectively. This kind of mistakes are still occurred on adult learners (college students), although they are studying English but still experiencing difficulties in correcting these mistakes, although in cognitive part, they realize the mistake. This kind of mistake will later be called *Phonological Fossilization*.

There are many researches about phonological mistakes on English learners, but there are not much that reveals learner's mother tongue background factor and connecting with language learning process on in-class English teaching context. No specific teaching material discusses and gives more information about this. The scarcity of teaching material that specialized on treating *phonological fossilization* on English learners inspires the researcher on the teaching material of phonology. The fact revealed that fossilization still happens on adult learners (college students). It is obvious that teaching material is the main component in teaching and learning process. To get the expected teaching material, it needs to find out factors that affect student's fossilization.

It will be more interesting to be discussed that adult English learners (college students) in Semarang city comes from different areas with different dialect that have different accents. It needs a deep identification about the similarity and difference of their accent interference in pronouncing English words and phrases. This research focuses on English learners majoring in English in universities in Semarang city. This paper aims at finding out the phonological fossilization of adult learners of English in Javanese context and figuring out the factors influencing them.

Phonological Fossilization

An effective learning implies that the learners have to interact with every language aspects (lexicon, grammar, phonology, etc) through different teaching methods. The first who raises the fossilization idea is Selinker. He records that 95 percent of L2 learners are failed to reach the same pronunciation level as the real L1 speakers. Such phenomenon is defined as fossilization by Selinker (1972). Fossilization is a mechanism that grounds every surface of linguistic materials where speakers will tend to keep producing their L1, No matter what is the learner's age and how long does the speaker studies or speaks by using target language (L2). Selinker adds if usually, individual fossilization consists of two aspects: error appearance and language competence fossilization. Error appearance refers to interlanguage structures that considered as inappropriate that has been estimated to have fixed but still keeps appeared regularly. This often found on low-competence learners. While the second aspect, language competence fossilization, refers to learner's L2 phonology development, grammatical competence, lexical, and pragmatics. These can be found on L2 learners that has been learning target language for a long time and on a relatively high level.

It will be worse if such language mistakes keep repeatedly continually so that it forms a community and a fossilization group will be exist. The Indians community and Singaporean community that speak English is an example of existing fossilization group.

Fossilization is a linguistic phenomenon in an individual and realized as a form of deviation from target language. This happens on all levels, from phonologic level through pragmatics level.

Phonology difference is the biggest inter-language difference. Phonology fossilization refers to phonologic mistakes that come from L2 pronunciation mistakes acquisition, usually influenced by L1. Some morphological changes happened on English and thus makes English has many grammatical morpheme. The most common trouble is on two aspects, inflectional morpheme and article. Different language has different syntax rules. Syntax fossilization happens the most on Chinese college students. It happens because Chinese do not have a clear difference while English has a general *present tense* and *past tense* than can be divided into sixteen category. China tends to use instinct to make a clear difference to explain about time.

Therefore, fossilization is often occurred. Semantic fossilization refers to the usage of language forms that exists in the target language but does not represent the meaning that interpreted by the L2 learner. For example, Dragon is a symbol of evil in western culture but it is a symbol of power in China. Since pragmatic and semantic are closely related, fossilization in these two aspects is tied and even overlaps. Thomas (1983) states that a pragmatic deviation is also called “pragmatic failure”. In his vision, pragmatic failure happens on cross culture communication and refers to “inability to understand what is referred to and what is said”. Result of inappropriate language usage in misunderstanding, embarrassment, and even humiliation.

English adult learners have *phonological fossilization* in pronouncing expressions (words, phrases, sentences) on the right way, where they are always pronounce anything the way their mother tongue pronounced. *Phonological fossilization* is influenced by many factors, one of which is the learner’s language background. The first language’s interference towards the currently learned language will be so significant, especially on adult learner. Pronunciation mistakes corrections for adult learners is more difficult than for young learners. *Fossilization* occurs on adult learners or it can be said the language brain development tends to freeze on adult learner’s age. *Phonological fossilization* occurs on adult learners on specific phonemes which influenced by habit and mother tongue phoneme pattern pronunciation.

Pronunciation or articulation should be put on the same level as other aspects in English competence, such as vocabulary, grammar, reading, writing, etc., because pronunciation or articulation is an important part of communication, especially through listening and speaking. Therefore, pronunciation components should be included on teaching material, learning activities, and learning evaluation. Morley (1991) explained that pronunciation that is being studied by the learners should be in aim to make their pronunciation understandable, so pronunciation is considered as an important component of a communicative competence. In other words, English pronunciation study as a foreign language should be put as an important component of a communicative competence. And for the teaching materials should be aimed to help the learners to gain pronunciation meaningfulness.

English Phonology course generally contains about sound structures and manners of sound articulation in English. All this time, this course discuss about how the speech sounds are represented and has the same function as a dynamic system, includes focus specifically on basic competence development that is needed to analyze phonology data. The purpose of this course should for giving an understanding for the learners about the theoretical background about the English sound systems compared to the learner's mother tongue; giving an understanding to the learners how to use contextual guides.

When listening towards native English speaker, it helps the learner to identify their own pronunciation mistakes and gives them guidance on how to improve their pronunciation or articulation competence so that their oral production perhaps would be more understandable for the native speaker and close to the native speaker's pronunciation; and also to help the learners to identify their pronunciation or articulation mistakes and deviations and how to eliminate those mistakes.

Meanwhile, the acquired preliminary data shows that the current *English Phonology* courses is still oriented on phonology concepts and fundamentals understanding, which discusses about problems like speech *organ*, *segmental features*, *consonant: voiced and voiceless*, *consonant: plosive and fricative*, *affricative*, *nasal*, *lateral*, *semi vowel*, *vowels*, *diphthongs*, *supra-segmental features*, *phonological process*, *the value of sounds*, *how to solve phonological problems*, *phonemic analysis problems*, and *substitution and phonotactics*. Furthermore, it also discusses about how the sound is produced, how the language sounds are realized, and everything about English sounds systems. There is no much discussion on the pronunciation systems in English correlated to the language pronunciation systems that backgrounds the English learners.

English Phonology course should be able to help students, teachers, and syllabus designer to understand how important is the pronunciation study of a word or a phrase of a language that is being studied. It is considered really necessary since the study of pronunciation or articulation is often avoided in language studies.

Research Methodology

The preliminary study aims at finding out the phonological fossilization of adult learners of English in Javanese context and figuring out the factors influencing them. 25 fourth-semester Javanese students of English Department from 5 universities in Semarang municipality were selected as respondents. The respondents were the students who had already got phonology course for one semester. They are assumed that they have knowledge on all aspects of phonetics and phonology. The data of phonological fossilization were collected from field observation by recording their short speech on a certain topic and reading aloud on manipulated short text. The recorded data were identified in accordance with the mispronouncing words or phrases and classified into phonological mistakes or phonological fossilization. The data of the factors influencing their phonological fossilization were collected from the interview and documentation.

Results and Discussion

Based on the findings, *phonological fossilization* is still obviously occurs on English learners. It is proven by so many incorrectly pronounced sounds that are not appropriate with the target language, the English. For example there are 88% respondents that pronounced vowel /ɔ:/ on the word “Thought” becomes /ou/ appropriate to *orthographic writing*. In this example, *single vowel* pronounced as *diphthong* by the respondent. On the word “Power” the opposite thing happened, the sound /aʊ/ were pronounced /ou/ even /a:/ by 80% of the respondents. Another *vowel phonological fossilization* occurs on every beginning of a word, like “aspect” and “Additional”. 88% and 72% of respondents pronounce those *vowels* with *sound* /a/ even /æ/. The most mistaken occurs on the beginning of the word “English”. As an adult learner on a university with an English education major, the word “English” should not be strange with those words, however *phonological fossilization* mistakes keeps on occurring . they pronounce with /e/ according to *orthographic writing*.

Diphthong is a sound that confuses the respondents on how to use it with a single vowel. It seems not much of the respondents who realize that English does not have a complete /o/ sound like “loro” (two) in Javanese. It can be seen on the “over” pronunciation which only 2 respondents that pronounce it the correct way, that is /əʊvər/. Diphthong change on the word

“doubt” and “remain” is not recognized by the respondents, and the result, they pronounce according to *orthographic writing*

Consonant phonological fossilization is still frequently occurs, it occurs because there are many phonetic symbols that aren't exist on their mother tongue, like the sound /dʒ/ in the end of the word (change), and in the middle (technological). Those two words pronounced with /ŋ/ and /g/. The sound /tʃ/ in the middle of the word (structure, eventual, centuries) is also incorrectly pronounced with /t/, as well as the sound /θ/. More than 50% of the respondents ignore the word /v/ and /z/ and tends to pronounce with /s/ and /f/ like “very” /very/ becomes /feri/ and “result” /rɪ 'zʌlt/ becomes /rɪ 'sʌlt/. the appearance of the sound /n/ in the beginning of the word /the/ become /nðə/ is very related to the respondent's mother tongue.

Other *phonological fossilization* occurs on the silent letter /b/ on the word “doubt”, always pronounced by 64% of the respondent. Suffix –ed and –es which is always ignored by the respondents. 84% or 21 respondent read suffix –ed in the word “paralleled” becomes /ed/, and again, according to the *orthographic writing*. Besides, the word “language” which is shouldn't be strange for them, *phonological fossilization* is still occurred by eliminating the sound /g/ in the middle of the word.

Pronunciation is closely related to the usage of speech organs that includes manner of articulation and point of articulation. Those differences make difficulties for adult learners to pronounce in the target language. The followings are the differences between Javanese and English influencing the *phonological fossilization*.

- a. Javanese reads according to *orthographic writing*.
- b. Javanese tends to add a sound in front of a word, for example “bali” become “mbali”, “delok” become “ndelok”
- c. Javanese language doesn't have variation /a/ like /æ, ʌ/.
- d. Javanese language doesn't have long vowel.
- e. Javanese language doesn't have diphthong /eə, əu, uə, ei, iə/.
- f. Javanese language doesn't have consonant /θ, ð, ʒ/.
- g. /p, t, k/ in Javanese language is never “aspirated”

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- h. /tʃ, tʃ/ in Javanese language never appears on the end of a word.
 - i. /r/ in Javanese language is clearly pronounced while in English isn't
 - j. Javanese language does not have suffix like –ed and –es that have variations /d,t,id/ and /s,z,is/.

Conclusion and Recommendation

Psychological factor is another factor to interfere the *phonological fossilization*. The age of adult learner has passed the brain maturation period where the period to develop the second language was over. Therefore, they tend to use their prior knowledge of their mother tongue. This is caused by phoneme difference factor where Javanese language tends to add sounds in front of /d,b,g,r/ phoneme. The sound /d/ has the most influence towards the respondent's pronunciation especially when pronouncing the word “the”. Phonological fossilizations occur on vowel (/e/ instead of /i/ in ‘english’ /'ɪŋ.ɡlɪʃ/, /a/ instead of /æ/ in ‘aspect’ /'æ.spekt/, it also occurs in /ʌ,e, ə/ mostly in initial sound), consonant (/nð/ instead of /ð/ in ‘the’ /ðə/, /ŋ/ instead of /tʃ/ in ‘change’ /tʃeɪndʒ/, also in /tʃ, θ,ð,ʃ,v,ʒ,z,j,k,g, suffix –ed and –es, and silent letter), and diphthong (/o/ instead of /əu/ in ‘over’ /əuvər/ and in ‘power’ /paʊər /, also in /ei,au/).

Factors affecting the occurrence of phonological fossilization are 1) the interference of respondents' mother tongue, such as Javanese tends to add sound /n/ in /nðəlɒk/ ‘ndelok’ and it interferes in pronouncing ‘the’ to /nðə/ instead of /ðə/; 2) the learning materials of English Phonology Course does not yet accommodate the learner's errors and or learner's fossilizations.

These findings can be used as recommendation to develop teaching materials of English Phonology course for English as foreign language learner (EF2L).

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