The Students' Interference in Multilingual Class at MAN Kota Palangka Raya

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Abstrak. The phenomenon of interference occurs in sociolinguistics when one language or dialect impacts another. This study was conducted with the objective to shed light on the specific types of phonological interference experienced by students in a multilingual class at MAN Kota Palangka Raya. Employing a descriptive qualitative research design, this investigation focused on the phonological aspects influenced by students' native languages—Banjarese and Dayakese. The research revealed that students exhibit tendencies of Sound Addition, Sound Omission, and Sound Replacement across both language groups as they navigate between their mother tongues and English. The findings stress the complexities involved in English language teaching in environments where students' linguistic backgrounds are diverse. Understanding the nature of phonological interference can equip educators with the necessary tools to develop pedagogical strategies that are attuned to the linguistic challenges faced by multilingual students. This, in turn, can aid in fostering a more effective and inclusive approach to language education that helps diminish language acquisition barriers attributed to the influence of the learners' first languages.

Keywords: *Interference, Multilingual, Sound Addition, Sound Omission, Sound Replacement.*

INTRODUCTION

The proficiency in acquiring and comprehending two languages that are not identical can frequently result in deviations or interference symptoms (Grosjean, 2020). A student will never be able to become fluent in a foreign language or a second language without the influence of his or her first language, also known as their mother tongue.

According to Smith (2014), language is constantly evolving and changing. The presence of another language can cause a language to be affected. This is an unavoidable process. Language is a culture that is inextricably linked to other languages. Examples include dialect, vocabulary, wording, and the acquisition of new vocabulary.

Siregar (2021) stated that interference as a deviation from the rules of language that occurs when two languages are used against other languages. Interference, on the other hand, is a shift in linguistic hierarchy and what seems to be this break from linguistic conventions. Interference is regarded as a flaw in the application of the initial language system to the intended tongue (Watcharapunyawong & Usaha, 2013). Learning a foreign language is more difficult than learning one's native tongue. This is due to the fact that foreign languages are not widely spoken. Using a foreign language cannot thus become a habit. The mastery of the mother tongue then causes some of this interference, which can affect students' abilities in other languages, such as English.

English pronunciation is difficult to master. The fact that not all phonetic sounds present in the English language are found in other languages is one of the primary reasons why English is so distinct. This condition may result in interference, also known as error production. A process in which the utilization of the second language is influenced by the individual's proficiency in their first language.

Indonesia is home to many different ethnic groups, each with its own language and way of life. People in this country speak Indonesian (Bahasa), which is the national language. However, each ethnic group in every part of Indonesia has its own local language, called a vernacular (Paauw, 2009). So, when they try to learn English as a foreign language, they have trouble mastering it and make mistakes when speaking English. Psychologically, it's important to know if people who use the individual's primary language or native language as a habit get in the way of foreign language. Sociolinguistics, on the other hand, is about how people use their mother tongue in communities and how that affects how they speak in a foreign language (Agustine et al., 2021). So, it's hard for students or other people to learn a foreign language.

According to Turdaliyevich (2022), the term "interference" pertains to the alteration in the linguistic system of a language resulting from the interaction between that language and other language aspects, as observed in bilingual individuals. Bilingual speakers are individuals who proficiently utilize two languages, whereas multilingual speakers possess the ability to fluently employ many languages interchangeably. Interference refers to the times in which bilingual speakers deviate from the linguistic norms of a particular language due to their knowledge with many languages, resulting from language interaction.

The phenomenon of interference, often known as language transfer, exhibits similarities to behaviorist theories of second language (L2) acquisition. It is generally acknowledged that language transfer, resulting from the impact of the learner's first language (L1), is a common occurrence. The utilization of the native language has exerted an influence on the speaker's inclination to engage in interactions utilizing second or third languages inside the educational setting. One of the prevailing challenges in the acquisition of a foreign language is linguistic interference. Interference can occur across various linguistic domains, including phonology, morphology, syntax, semantics, pragmatics, and lexicon (Lennon, 2008).

Derakhshan & Karimi (2015) stated that interference refers to the obstacles that arise from the tendency to rely on one's mother tongue or first language while acquiring proficiency in a second or learnt language. Consequently, there is a transfer of negative aspects from the mother language or the first language into the target language. The extent of interference has been sufficiently pronounced to prompt certain individuals to perceive second language acquisition as primarily centered around mitigating the influence of one's original language. Individuals often leverage their prior linguistic expertise to enhance the process of acquiring a new language. According to Al-Khresheh (2016), interference arises as a result of the transfer of spoken language or dialectal patterns from the source language to the target language, thereby leading to an error. Interference is regarded as a speech symptom that exclusively manifests in bilingual individuals, and it is perceived as a departure from the norm.

The process of incorporating language patterns from one language into another language is referred to as interference. Interference refers to the challenges that arise during the acquisition of a second language, particularly in relation to sounds or linguistic structures, due to the influence of previously established habits from the individual's first language (Mu'in, 2017). In a community characterized by bilingual or multilingualism, linguistic interference frequently occurs when aspects from one language infiltrate the other, resulting in a departure from the established language norms. Moreover, interference can manifest at various linguistic levels, including phonology, morphology, lexicon, and syntax. Based on the aforementioned definition, it can be inferred by the researchers that interference refers to an error or deviation in the utilization of linguistic materials between two languages, whether in oral or written form.

Types of Interference

According to Mahendra & Marantika (2020), phonological interference can be categorized into three types of interference. These are the sound addition, sound omission, and sound replacement categories.

a. The first type of situation is when the second language learner inserts an additional sound or phoneme to the seemingly phonetic sound. What is the common characteristic observed among Indonesian learners is inserting the phoneme /k/ in the pronunciation of the word 'know'. As a result, rather than saying /nəʊ/, students say /knəʊ/. This problem may arise due to lack of exposure to the target language, combined with an inadequate grasp of the

phonological principles governing the target language. Furthermore, the pronunciation of Indonesian words is predominantly consistent with their written form, making it challenging to adjust to the new phonological element of the language to be learned.

b. The next type is sound omission. Within this particular category, the L2 learners often have a tendency to exclude certain phonemes that should be pronounced. It is most common in the pronunciation of diphtongs that have been reduced to include only short vowels. For instance, the word "out" is phonetically transcribed as /aʊt/ but is pronounced as /ɒt/. Similarly, the word "home" is phonetically transcribed as /həʊm/ but is pronounced as /hɒm/.

c. The last type of phonological interference is sound replacement. This particular category is distinguished by the act of replacing the normal phoneme with an alternative phoneme. The substitution involves the phoneme /eɪ/ found in the term "date" /deɪt/ being substituted with /e/, resulting in /ded/ or a similar sound to "dead".

Building upon established theories on linguistic interference, this study introduces a novel perspective by examining phonological interference phenomena within the unique multilingual context of MAN Kota Palangka Raya, Indonesia. Unlike prior research, which predominantly focuses on the general effects of first language influence on second language acquisition, this investigation dives deeper into the specific mechanisms of phonological interference—sound addition, sound omission, and sound replacement—among students who navigate between English and their native languages, Banjarese and Dayakese. Additionally, the researchers explore not only how these interferences manifest but also their potential implications for English language education in a predominantly multilingual society.

This research aims to dissect and analyze phonological interference phenomena among English language learners at MAN Kota Palangka Raya, Indonesia, specifically targeting students who are native speakers of Banjarese and Dayakese. The study seeks to investigate the types and occurrences of phonological interference, understand the influence of learners' first languages on English pronunciation, and thus propose targeted pedagogical strategies to mitigate these interference effects. By focusing on sound addition, omission, and replacement, this study aspires to illuminate the nuanced ways in which first languages shape English language acquisition in a multilingual context.

The anticipated outcomes of this study hold significant implications for both theory and practice within the realm of language education. Theoretically, it aims to enrich the academic discourse on bilingualism and language interference by offering fresh insights into how multilingual learners navigate the complexities of English phonology. Practically, the findings are expected to inform the development of innovative language teaching methodologies that are attuned to the linguistic diversity and needs of learners. Ultimately, by addressing the specific challenges of phonological interference, this research strives to enhance the effectiveness of English language education programs, promoting greater linguistic competence and

confidence among multilingual learners in Indonesia and similar contexts worldwide.

RESEARCH METHOD

The descriptive qualitative research design was used by the researchers. Mohajan (2018) stated that qualitative research is a form of social inquiry that centers on the examination of individuals' interpretations and sense-making processes, with the aim of comprehending the social reality they inhabit. The population of this study was all the students of the 10th grade at MAN Kota Palangka Raya, meanwhile the sample of this research was the students from the 10th grade who made a video and had the highest score video of material of self-introduction.

Data was collected using two types of instruments: video recording and field notes. The video recordings were collected from students introducing themselves, a method which was chosen to capture the authentic usage and pronunciation of English language by the students. The field notes were taken by the researchers throughout the data collection process to record immediate impressions, interpretations, and initial analyses (Sutton & Austin, 2015).

The data analysis process involved transcribing the students' verbal expressions from the video recording into a phonemic transcription, based on the International Phonetic Alphabet (IPA). This transcription enabled the researchers to convert the students' spoken English into a format suitable for detailed phonetic analysis. The transcriptions were then cross-referenced with the Oxford English Dictionary to identify instances of divergence from Standard English pronunciation, including sound additions, omissions, and replacements.

Each mispronounced word was coded according to the type of phonological interference, categorized according to their native languages — Banjarese and Dayakese. These languages were prioritised due to their prevalent usage in Kalimantan, particularly in Palangka Raya.

The theory used this research is the Contrastive Analysis Hypothesis (CAH), which posits that the primary difficulties in second language acquisition arise due to the contrast between the learner's first language and the target language (Kuo & Lai, 2006). This theoretical approach is employed in this study to frame the analysis of phonological interference observed in the English pronunciation of students who are native speakers of Banjarese and Dayakese.

By integrating the data collected through video recordings and field notes within the theoretical framework of CAH, the study can explore the manifestation of phonological interference in students' English language practices and how their native languages influence their English pronunciation.

RESULT AND DISCUSSION

Findings

The findings of a comprehensive examination of the video of the Students' Interference in Multilingual Class at MAN City of Palangka Raya, some of the students' interference was found as:

Banjarese

Banjarese, also known as Banjar, is an Austronesian language that is spoken by the Banjar people. The language is closely related to Malay and shares many similarities with it. Here are the results of the Banjarese Students' Interference:

Sound Addition

Based on the analysis result, the Banjarese student still pronounced the word 'film' as /filəm/. Consider the English word "film" in Englis has only one syllable: /fɪlm/. This interference occured because when this word is adopted into Indonesian, Banjarese people add a vowel sound in the word, because the word 'filem' is familiar to Banjarese people, they usually say that word when they make a conversation among Banjarese people using their native language. It makes them habit and accidentally saying the same pronunciation when using English.

Sound Omission

For sound omission, there was still any interference when the Banjarese student tried to speak English. There was an absence of diphthong /oʊ/. They tended to make an interference of /oʊ/ into /o/. When Banjarese student want to say a word 'robe', she pronounced /rob/ instead of /roʊb/. The lack of gliding sounds in the Banjarese language sound system prompted students to create their own sound system for the language. Consequently, they employed phonetic elements that were perceived to bear resemblance to diphthongs.

Sound Replacement

Banjarese student also made any interference and they made a sound replacement. When Banjarese student want to say 'lazy', she pronounced as /leiji/ instead of /leɪzi/. She replaced the consonant /z/ to /j/. It was happened because in Banjar language, they do not have 'z' alphabet as their consonant.

Dayakese

The term "Dayakese" pertains to individuals who are affiliated with the Dayak ethnic community, an indigenous population residing on the island of Borneo. Here are the results of the Dayakese Students' Interference:

Sound Addition

Sound addition was made by the Dayakese student when she wanted to speak English. When she wanted to say a word 'smart', she pronounced '/semɑrt/ instead of /smɑrt/. She added a vowel /e/ after the consonant /s/. This phenomenon occurs as a result of Dayakese speakers potentially exhibiting a proclivity to introduce a vowel sound in order to connect consonant clusters, hence rendering the pronunciation more comfortable and in accordance with their native phonological patterns.

Sound Omission

Dayakese student also made any Interference when he tried to speak English. When he wanted to say a word /name/, he pronounced /nem/ instead of /neɪm/. This

phenomenon demonstrates the transition from a diphthong to a monophthong. Monophthongization refers to the process by which a diphthong undergoes sound alterations and becomes a monophthong.

Sound Replacement

An interference in sound replacement also happened when a Dayakese student wanted to say a word 'from', he pronounced /prom/ instead of /frəm/. The student changed the vowel /ə/ to /o/, plus he also changed the consonant /f/ to /p/. It is happened because there is no consonant /f/, so Dayaknese mention it consonant to /p/.

Discussion

Multilingualism refers to the capacity of an individual or a collective group to engage in communication utilizing a repertoire of languages that exceeds the count of two (Sharifian, 2013). This phenomenon is globally pervasive, with millions learning multiple languages due to socio-cultural, educational, or professional impetuses (Mostafa, 2016). Language interference, defined as the influence of a first language (L1) on the acquisition of a subsequent language (L2), is a critical component of multilingualism, affecting phonology, syntax, semantics, and pragmatics (Schwieter, 2011).

In the multilingual city of Palangka Raya, Central Kalimantan, interference is notably prevalent amongst the Banjarese and Dayakese language speakers. Drawing on studies by Galvan & Roxas (2006) and Mubarok & Nur'aisyah (2020), who found that language interference is common in regions with prevalent bilingualism, our results confirm similar patterns of phonological interference, characterized by Sound Addition, Sound Omission, and Sound Replacement.

The researchers observed instances of Sound Addition, where a Banjarese student pronounced 'film' as /filəm/, inadvertently adopting the Indonesian pronunciation structure. Such errors align with the findings of Utami et al. (2017), who reported an instance of "interlingual identification," where L1 phonological rules override those of L2 (Javadi-Safa, 2018). On the other hand, the Dayakese speaker's pronunciation of 'smart' as /semɑrt/ signifies an influence from the phonological environment, reminiscent of Kang's (2010) insights on language transfer effects.

Sound Omission, or elision, involves dropping certain sounds for pronunciation ease. In our context, a Banjarese student's rendition of 'robe' as /rob/ and a Dayakese learner's utterance of 'name' as /nem/ underscores a transition from a diphthong to a monophthong, supporting previous research that recognizes the role of linguistic economy in language processing (Syarif, 2016).

The phenomenon of Sound Replacement captures how learners may substitute unfamiliar phonemes with familiar ones from their L1, as evidenced by a Banjarese learner's pronunciation of 'lazy' as /leiji/ and a Dayakese learner's pronunciation of 'from' as /prom/. This corresponds with Dollmann et al.'s (2020) Ontogenetic Model, which asserts the natural tendency for language learners to use L1 phonological properties to produce L2 sounds when faced with linguistic constraints (Dollmann et al., 2020).

Evidence of phonological interference eventually diminishes with continual exposure to the target language and dedicated phonetic training (Robin, 2022). Pedagogical strategies must, therefore, calibrate for these interference types to facilitate improved L2 acquisition (Sujono, 2020).

This study contributes to the extant literature on multilingualism and language interference, providing case-specific insight that may inform language education curriculums within similar multilingual contexts. The intricate interplay between L1 and L2 phonological systems highlights the need for targeted pronunciation training that proactively addresses and mitigates interference phenomena (Upor & Olomy, 2021)

CONCLUSION

The findings reveal that Banjarese and Dayakese students demonstrate distinctive patterns of phonological interference, such as sound additions, omissions, and replacements in their spoken English, which clearly ties back to the linguistic structures of their native languages. For instance, the Banjarese students' tendency to add a vowel in the word "film" as /filəm/, omit diphthongs as seen in their pronunciation of "robe" as /rob/, and replace sounds, such as pronouncing "lazy" as /leiji/, are rooted in the phonological features of the Banjar language. Similarly, Dayakese students showed a pattern of adding extra vowel sounds, such as pronouncing "smart" as /semɑrt/, and converting diphthongs to monophthongs, evident in their pronunciation of "name" as /nem/. These linguistic occurrences are emblematic of the inherent challenges faced by Dayakese speakers as they navigate the complex sound structures of English.

This research extends beyond simple identification of phonological issues and provides novel insights into the origins within the unique linguistic environments of Banjarese and Dayakese speakers. This specificity not only allows educators to fine-tune instruction, achieving linguistic sensitivity and pedagogical effectiveness, but also equips teachers in multilingual settings such as Palangka Raya with valuable insights to inform pronunciation exercises. The uniqueness of this study lies in its integration of the International Phonetic Alphabet with the Contrastive Analysis Hypothesis to delve into a demographic that has not been thoroughly explored in linguistic research. By bridging this gap, the study adds a new dimension to the literature, offering a model for examining phonological interference in other multilingual scenarios and illuminating the need for language education that is tailor-made to different linguistic backgrounds.

The practical implications of this study are profound for language education. By pinpointing specific areas of phonological difficulty, educators can tailor their teaching strategies to address and mitigate these linguistic hurdles. For language teachers in multilingual environments such as Palangka Raya, these insights are invaluable. They enable the adaptation of pronunciation exercises that take into consideration the native linguistic background of students, fostering a more inclusive and effective language learning experience.

This research creates critical insights into the specific nature of linguistic interference encountered by Banjarese and Dayakese learners. This study not only enriches the academic landscape of multilingual class but also serves as a guiding

light for pedagogical practices, advocating for tailored approaches that respect and support the language patterns of multilingual students.

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