# PHONOLOGICAL INTERFERENCES IN INDONESIAN UTTERANCES SPOKEN BY A JAPANESE (KOTARO) IN "KELAS INTERNASIONAL" TV PROGRAM

**A THESIS**

**In Partial Fulfillment of the Requirements**

**forS-1 Degree Majoring Linguistics in English Department**

**Faculty of Humanities Diponegoro University**

**Submitted by :**

**JUZAILI RASIS**

**NIM : 13020113190097**

**FACULTY OF HUMANITIES**

**DIPONEGORO UNIVERSITY**

**SEMARANG**

**2017**

# PRONOUNCEMENT

In the name of God, I honestly declare that thisthesis entitled "Phonological Interferences in Indonesian Utterances Spoken by a Japanese (Kotaro) in *KelasInternasional* TV Program" is totally my own work and ithas been arrangedwithout taking any results from other researchers. I did not quote or take any material from someone's work except those that have been mentioned in the references.

Semarang, November, 13<sup>th</sup>2017

Juzaili Rasis

# MOTTO AND DEDICATION

"Knowledge is that which benefits, not that which is memorized."

-Imam Ash-Shafi'ee -

"You have to study hard!"

-My father's last quote before his death, 2011-

*This thesis is dedicated to my beloved parents, siblings, lectures, and education world.*

# APPROVAL

## PHONOLOGICAL INTERFERENCES IN INDONESIAN UTTERANCES SPOKEN BY A JAPANESE (KOTARO) IN "KELAS INTERNASIONAL" TV PROGRAM
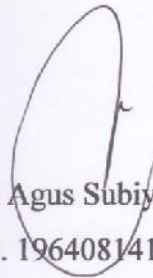
**Written by:**

**Juzaili Rasis**

**NIM: 13020113190097**

is approved by Thesis advisor,

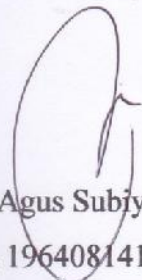onNovember, 13<sup>th</sup>2017

Thesis Advisor,

Dr. Agus Subiyanto, M.A.

NIP. 196408141990011001

The Head of the English Department,

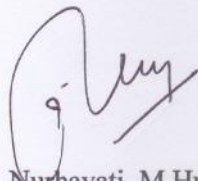Dr. Agus Subiyanto, M.A.

NIP. 196408141990011001

# VALIDATION

Approved by

Strata 1 Thesis Examination Committee

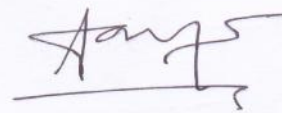Faculty of Humanities Diponegoro University

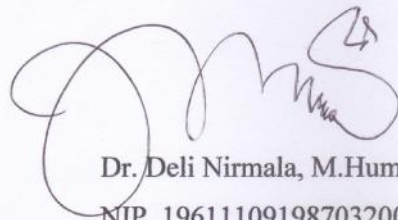On November13$^{th}$, 2017

Chair Person

Dr. Nurhayati, M.Hum
NIP. 196610041990012001

First Member

Drs. Catur Kepirianto, M.Hum
NIP. 196509221992031002

Second Member

Dr. Deli Nirmala, M.Hum
NIP. 196111091987032001

Third Member

Drs. Mualimin, M.Hum
NIP.196111101987101001

# ACKNOWLEDGEMENT

All praises to Allah, the Almighty, the Merciful,for giving me the miracle and blessing me so that this thesis entitled "Phonological Interferences in Indonesian Utterances Spoken by a Japanese (Kotaro) in *KelasInternasional* TV Program" can be successfully finished. Peace and salutation be upon our Prophet Muhammad SAW (blessings and peace of Allah be upon him), who has brought us from the darkness to the brightnessand guided us into the right way of life.

The deepest gratitude and appreciation are proudly presented to my family, brothers and sisters, friends, and all people who supported me to finish this thesis. In addition, I would thank to these following people.

1. Dr. Redyanto Noor, M. Hum., as the Dean of Faculty of Humanities, Diponegoro University.

2. Dr. AgusSubiyanto, M. A., as the Chairman of English Department Faculty of Humanities, Diponegoro University and also my advisor. I respect him for his generosity, patience, broad knowledge, motivation and wise. I learned many things for him and I adore him so much.

Juzaili Rasis

# TABLE OF CONTENTS

Pages

# ABSTRAK

Skripsiiniberisipembahasanmengenaikesalahanatauinterferensifonologis orang Jepang yang telah lama tinggal di Indonesia ketikamenuturkanujaranbahasa Indonesia. Kebiasaanmenggunakansistembunyibahasapertama (bahasaJepang) padasaatberbicaradenganbahasa Indonesia, sertaperbedaansistembunyiantarabahasa Indonesia danbahasaJepangmenjadifaktorutamapenyebabterjadinyainterferensi. Data penelitianinidiperolehdaripercakapanobjekpenelitianpada program televisi yang diunduhmelalui situs internet *youtube.*Metodepengumpulan data yang digunakanadalahmetodeobservasidenganteknikcatat.Teorifiturdistingtif yang digagasolehSchane (1973) digunakanuntukmenganalisainterferensi yang dilakukanolehobjekpenelitian. Dari hasilpenilitian, ditemukanadanyaempatjenisfenomenaberdasarkanklasifikasiinterferensiolehWeinreich (1979). Jenispertamaadalahpergantianbunyi yang disebabkanolehperbedaaninventarisbunyiantarabahasaJepangdan Indonesia. Jeniskeduaadalahpengucapanbunyi yang tidakdiperlukansepertisistemasimilasibunyi nasal dalambahasaJepang.Jenisketigaadalahperbedaanantaraduafonempadabahasakedua danjenis yang terakhiradalahpenerapanbunyi yang tidakberlakudaribahasapertamakedalambahasakedua yang menyebabkanpenghapusanpadasuatubunyitertentu.

**Kata kunci**: interferensifonologi, fonologikomparatif, fiturdistingtif

# CHAPTER I

# INTRODUCTION

## 1.1. Background of the Study

Defined as the system of words or signs that people use to express thoughts and feeling to each other by Merriam Webster online dictionary, language becomes a basic need for human being. However, the diversity of language varieties makes a compulsion for someone who needs to speak another language. For instance, exchange students or immigrants who want to stay studying or working in Indonesia, have to learn the Indonesian Language as their second language (L2) for daily communication.

During the process of acquiring *Bahasa Indonesia*, people might produce improper utterances that deviate from the norm of the language as what we call interference. Language interference that might commonly occur is syntactical, phonological, or even morphological interference. In this study, the researcher tends to concern with phonological interferences toward Indonesian language.

I took Kotaro, a Japanese, who has been living in Indonesia for more than 26 years, as the object of this study. Phonological interference occurring when he uses Indonesian utterances might be found since he has Japanese language as his mother tongue. This research examines spoken language in *KelasInternasional* TV program.

*KelasInternasional*(English: International Class) is an Indonesian sitcom program aired by Net.TV Channel. The program is about a School Teacher of Indonesian Language teaching a class composing of students from many different countries such as Japanese, Korean, Spanish, Indian, and Chinese. This research only focuses on the Japanese phonological interferences.

In the process of acquiring a second language, language interference usually happens to second language learners. For example, when Indonesian people learn foreign languages, they will obviously make deviation toward the language itself. That phenomenon can also be obtained by foreigners who are learning *Bahasa Indonesia* as their second language (L2). Indonesian learners, like Japanese people in Indonesia, are still in the state of learning where they have many possibilities to make interference in both phonological and morphological aspects even though they have been in Indonesia for a long time. Therefore, I take Kotaro's case because he represents a Japanese learner who has possibilities in making interference.

Based on the phenomenon mentioned above, I am interested in investigating phonological interferences of Indonesian utterances produced by a Japanese actor in *KelasInternasional*TV Program and observing their factors. Thus, I chose the thesis entitle "Phonological Interferences in Indonesian Utterances Spoken by a Japanese (Kotaro) in *KelasInternasional* TV Program"

## 1.2.  Research Questions

Based on the background of the study, there are two research questions as follows:

1 What are the kinds of phonological interferences that are made by a Japanese (Kotaro)?

2 What are the factors that influence Japanese people in making interference when producing Indonesian utterances?

## 1.3. Purpose of the Study

This study aims to reach some purposes as follows:

1 To describe the kinds of phonological interferences made by a Japanese (Kotaro).

2 To identify the factors that influence Japanese in making phonological interference when producing Indonesian utterances.

## 1.4. Previous Studies

Language interference is a topic in linguistic domain. Many researchers have done their research about this topic such as phonological interference, phonological processes, and morphological interference of a certain language. Below are some previous studies about language interference that become the consideration in making this research.

The first research was written by Reni SitiYuniar(2013) entitled "Korean Phonological Interference in Indonesian Language as Second Language". Her research is also about the interference produced by Korean people who live in Indonesia. However, the focus of her research is different from my research. Reni

chose Korean phonological interference as the main focus of her study, but my research focuses on Japanese phonological interference.

Another study was conducted by NurvitaAnjarsari (2015), entitled "Phonic Interference of First Language into Second Language: a Case Study of non-Indonesian Native Speaker". Her research is also about the interference produced by Turkish, Malaysian, and English speakers when learning Indonesia. She used the theories on interference and used the subject of the research in order to make the result reliable.

The next research is a thesis that was written by KhairunnisaRahma (2015) entitled "The Morphological Interference of Twitter Statuses of Javanese University Students". Her research is about the interference of Javanese students' statuses in social media Twitter. The focus of his research is morphological aspects such as affixes and prefixes that affect Javanese students in making interference in their statutes on Twitter. Her idea was quite good yet the analysis of data was not comprehensive.

The last research was written by Abdul Latif Zen (2016), entitled "*PerubahanFonologisKosakataSerapanSansekertadalam Bahasa Jawa*", who conducts an analysis of distinctive feature theory in generative transformative phonology. His research is about phonological changes in Sanskrit loan words. He attached many tables with perfect data and clear explanations to support his research that has successfully made his writing easy to understand. My research also uses distinctive feature theory to analyse phonological interferences done by a Japanese.

Those researches that had already existed before this research are very useful for me to prevent any kinds of plagiarism. This research will concern on the phonological interferences that are produced by a Japanese who is speaking in Indonesian language.

## 1.5. Writing Outline

In order to make this research well-organized and meet the standard qualification, I arrange this writing in such a way that can make this study easy to read. This writing consists of five chapters that can be described as follows; Chapter I is Introduction containing the background of the research, research questions, the aims of the research, previous studies that show the research gap, and writing outline.

Chapter II deals with theoretical framework containing the review of related previous literature that will be used in conducting research, such as Distinctive Feature theory.

The next is Chapter III, the research method. This chapter contains the description of research design, sample, population, and the method of collecting and analyzing the data.

Chapter IV is Result and Discussion. It provides the result and discussion of phonological interference experienced by a Japanese speaking in Indonesian language.

The last is Chapter V. This chapter is the final chapter of the study which contains the summary and the conclusion of this study.

# CHAPTER II

# THEORETICAL FRAMEWORK

In conducting this research, I reviewed some books about English, Indonesian, and Japanese phonology. In this chapter I would like to explain the concepts and theories related to the research: (1) Interference (2) Phonological Interference (3) Phonological process (4) Phonological Rules (5) Distinctive Features (6) The Contrast between Phonological System of Indonesian and Japanese.

## 2.1 Interference

Weinreich (1953), an American linguist, introduced the term interference in his book. He explains that Interference is a systematic change in any kinds of language system that occurs in bilinguals speaking their second language as a result of language transfer (the process by people who is learning a second language). Meanwhile, Yule (1985:191) said that interference is a term used to call negative transfer or using first language (L1) sounds, expressions, and structures from L1 while using second language (L2). Interference happens because the tendency of habitual pronunciation in L1 is used in L2.

From the concepts of interference above, it can be said that interference is a language error that happens to a native speaker of a certain language performing the L2 that has some differences from the L1. It is cited that "transfer" may be due

to different structures or sounds. For example, Indonesians who are trying to use English adjective, may place it after noun as is typical in Indonesian constructions. In addition, there are three kinds of interference according to Weinreich (1953) which are phonological, lexical, and grammatical interference.

## 2.2 Phonological Interference

Phonological Interference is an interference that relates to the sounds. Weinreich (1979:14) defined phonological interference as the phenomenon when a bilingual received and then reproduced the second language by using his first language sound norm and system. Furthermore, Weinreich (1979:18-19) noticed phonological interference into four basic categories: (1) Under-differentiation of phoneme, (2) Over-differentiation of phoneme, (3) Reinterpretation of distinctions, and (4) phone substitution.

The first is Under-differentiation of phonemes. It happens when two phonemes of the second language that are not distinguished in the first language cause confusion. For example, the Romansh speaker who is confused with /y/ and /i/ in Schwyzertütsch and the Schwyzertütsch speaker who is confused with /i/ and /I/ in Roman.

The second is over differentiation of phonemes. It happens when a bilingual involves phonemic distinctions of his first language system into the second language system that is not required like [k] and [k$^/$] are over-differentiated and interpreted as separate phonemes in German but not in Lettish.

The third is the reinterpretation of distinctions which happens when someone distinguishes second language phonemes by features which are redundant in that language but still relevant in his first language. For example, the Romansh word /mesa/ 'Mass', can be interpreted as /mesa/ in Schwyzertütsch since /ss/ does not occur in its language system.

The last is phone substitution that happens when first language phonemes are similar to second language phonemes but different in phonetic realizations or pronunciation like Schwyzertütsch [b] substituted by [B] in Romansh.

In addition, the four kinds of interference mentioned above can be related to phonological processes that can affect second language learner in making interference.

## 2.3 Phonological Processes

Schane (1973: 49-61) explained that phonological process is any kind of segment change that occurs in a word. He classified phonological processes into four main categories: assimilation, syllable structure, weakening and strengthening, and neutralization.

Assimilation is a process when a segment is taking features from its neighboring or environment. A consonant may take features of another consonant or a vowel, a vowel can pick up features from another vowel or a consonant. For instance, English alveolar nasal /n/ in the prefix /in-/ becomes nasal bilabial /m/ in word 'impossible' [ɪm p sɪb l].

Syllable structure is a process that affects relative distribution of vowels within a word. Both consonants and vowels can be deleted or inserted. In France, a final consonant is deleted when it is followed by a word begins with a consonant. In Hanunoo, the Philippines, the word [usai] becomes [usahi]. In this word, the consonant /h/ is inserted to break up a vowel cluster.

Weakening and strengthening include the deletion of a final unstressed vowel or apocope, vowel shift and reduction, and diphthongization. Neutralization is a reduction process of phonological distinctions in a particular environment.

## 2.4 Distinctive Features

Everything has its feature that can distinguish from one thing into another thing. Speech sound is no exception. Distinctive feature in phonology is phoneme's attributes that can differentiate the meaning of word and distinguish from a phoneme into another (Simanjuntak, 1990: 12-14).

Initially, the smallest unit of a language was a phoneme. It can be proven by doing minimal pair strategy or changing a phoneme into another phoneme that can distinguish the meaning of some words like [busa] and [bisa] are different in meaning. In 1968, Chomsky and Halle wrote a book entitled "The Sound pattern of English" that became the main reference in generative phonology. Chomsky and Halle refuted the previous statement about phoneme as the smallest unit and then proposed distinctive theory (Simanjuntak, 1990: 2 and 4).

Katamba (1989: 35) discussed that the distinctive features are needed since those essential elements are the ingredients of a phoneme. Katamba (1989: 42-55)

then summarized distinctive features based on Chomsky and Halle's book into seven categories: major class features, cavity features, tongue body features, tongue root features, laryngeal features, manner features, and prosodic features. Those features have two values; plus (+) that indicates the presence of a feature and minus (-) that indicates the absence of a feature. In the following, I explain the important part of each category that will be used in the analysis.

### 2.4.1 Major Class Features

There are three major class features: consonant and non-consonant (±cons), syllabic and non-syllabic (±syllabic), sonorant and non-sonorant (±sonorant). Consonantal sounds are produced with an obstruction such as obstruents, nasals, and liquids sound while non-consonantal sounds are produced without obstruction such as vowels and glides sounds.

Another feature is syllabic and non-syllabic. Syllabic sound is a consonant that forms a syllable on its own such as [l] in *candle*, [m] in *bottom*, and [n] in *cotton*. The last feature is sonorant and non-sonorant or obstruent. Sonorant is stated as voiced since it is produced with the vibration of vocal folds such as vowels, nasals, and liquids whereas non-sonorant or obstruent is stated as voiceless.

### 2.4.2 Cavity Features

Cavity features refer to where the production of sound takes place. Those features include coronal (Dental, alveolar, alveo-palatal, retroflex, and palatal sounds) and non-coronal features (labial, velar, uvular, and pharyngeal sounds), anterior

(labials, dentals, and alveolar sounds) and non-anterior features, rounded ([o], [u], and [w]) and unrounded features.

### 2.4.3   Tongue Body Features

These features include high and non-high (± high), low and non-low (± low), back and non-back (± back).

### 2.4.4   Tongue Root Features

There are two tongue root features. The first is advanced and non-advanced tongue root and the second is tense and lax. Tense refers to long vowel and its sounds are produced with a bit pressure that makes them long such as [i, e, u] in Indonesian. Furthermore, every long vowel is considered as [+tense].

### 2.4.5   Laryngeal Features

Laryngeal features include spread glottis and non-spread glottis, constricted glottis and non- constricted glottis, voiced and voiceless. Voiced sounds are produced by the vibration of vocal cords; voiceless sounds are produced without vibration.

### 2.4.6   Manner Features

Manner features refer to the way the consonant sounds are produced. They are continuant and non-continuant (affricatives, nasals, stops, and lateral), lateral ([l]) and non-lateral, nasal ([m], [n], [  ]) and non-nasal.

**2.4.7 Prosodic Features**

Prosodic features include long and short, stress, and tone. Long and short refer to the duration of a sound like in the contrast between [i] and [I] which [i] is longer than [I]. Stress feature refers to the raise of syllable. Tone feature is used in a certain *tonelanguage* to distinguish lexical meaning of a word.

**2.5 The Contrast between Phonological Systems of Indonesian and Japanese**

There are several differences between Indonesian and Japanese phonological system. I will present the phonological system of Indonesian according to *Fonologi Bahasa Indonesia* (Chaer, 2009). As for the phonological system of Japanese, I will present it according to *an introduction to Japanese Linguistics* (Tsujimura, 2002), *Dasar-DasarLinguistik Bahasa Jepang* (Sutedi, 2008), and *LinguistikJepang* (Soepardjo, 2012). Then, I will discuss the comparison between them according to some books listed in the references.

**2.5.1 Consonant Contrast**

The table below lists the sets of consonants in Indonesian and Japanese according to place and manner of articulation. There are some different phonemes, allophones, and systems that will be discussed in the next paragraph.

Table 2.1 Consonant Contrast between Indonesian and Japanese

| Manner/ Place | language | Bilabial | | Labio-dental | | Alveolar | | Alveo-palatal | | Palatal | | Velar | | Uvular | | Glottal | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | I | J | I | J | I | J | I | J | I | J | I | J | I | J | I | J |
| Stops | V | b | b | | | d | d | | | | | g | g | | | | |
| | Vs | p | p | | | t | t | | | | | k | k | | | ( ) | |
| Affricatives | V | | | | | | | j | j | | | | | | | | |
| | Vs | | | | | | | c | c | | | | | | | | |
| Fricatives | V | | | | | z | z | | | | | | | | | | |
| | Vs | | | f | | s | s | | | | | x | | | | h | h |
| Nasal | V | m | m | | | n | n | | | | | | | | | | |
| | Vs | | | | | | | | | | | | | | | | |
| Lateral | V | | | | | l | | | | | | | | | | | |
| | Vs | | | | | | | | | | | | | | | | |
| Approximants | Trill | | | | | r | r | | | | | | | | | | |
| | Semi Vowel | w | w | | | | | | | y | y | | | | | | |

Adapted from Chaer (2009:50), Muslich (2008:95), Soepardjo (2012: 39), and Tsujimura (2002:16)

Note:  V= Voiced     Vs= Voiceless     I= Indonesian     J= Japanese

Indonesian has consonants: /k/, /g/, /s/, /z/, /j/, / t/, /d/, /n/, /   /, /  /,/h/, b/, /p/, /m/, /r/, /c/, /f/, /l/, /y/ and /x/. In Indonesian, the transcription of a word is almost the same as its writing in alphabet. For instance, the transcription of word "*baca*" <read> is [baca], word "*makan*" is [makan]. In addition, velar stop /k/ in Indonesian has two allophones i.e., [k] and [  ].

Japanese has consonants: /k/, /g/, /s/, /z/, /c/, /j/, /t/, /d/, /n/, /   /, /h/, /b/, /p/, /m/, /r/, /y/, /w/, and /  /. There is no /l/ sound in Japanese. However, Japanese has similar sound /r/ to substitute it.

Consonants in Japanese are always followed by either vowel or semi vowel. It can be proven by looking into Japanese vocabulary that there is no consonant can be functioned as a coda in syllable except the alveolar nasal /n/which can be realized as [n or   ].

## 2.5.2  Vowel Contrast

There are only two contrasts between Japanese and Indonesian vowel. The first is Japanese does not have / / sound and the second is Japanese has back height unrounded /  / instead of height back rounded /u/ like in Indonesian. Below is the table describing the sets of vowels in Indonesian and Japanese according to place and manner of articulation.

Table 2.2 Vowel Contrast between Indonesian and Japanese

| Backness | | Front | | Central | | Back | |
|---|---|---|---|---|---|---|---|
| Height | language | I | J | I | J | I | J |
| Height | R | | | | | u | |
| Height | Ur | i | i | | | | u |
| Mid | R | | | | | o | o |
| Mid | Ur | e | e | | | | |
| Low | R | | | | | | |
| Low | Ur | | | a | a | | |

Adapted from Chaer (2009:50), Sutedi (2008: 17), and Tsujimura (2002:16)
Note: I= Indonesian   J= Japanese   R= Rounded   Ur= Unrounded

## 2.5.3   Semi-Vowel Contrast

Indonesian has a similar set or semi-vowel as in Japanese. They are /y/ and /w/. However, Japanese /y/ only can stand by /a,   , or o/ vowel and Japanese /w/ only can stand by either vowel /a/ or /o/.

## 2.5.4   Syllable Contrast

Japanese has its own syllabary system called "*Mora*". This system allows one Japanese character as one syllable.  Therefore, while a native speaker of many languages divides words into syllables, Japanese native speakers divide words into *mora*s. For example, the word "Jakarta" is said to have three syllables but it has four *mora*s. We can illustrate it by making syllable structure that has three sub units i.e., onset, nucleus, and coda (Tsujimura, 2002:64).
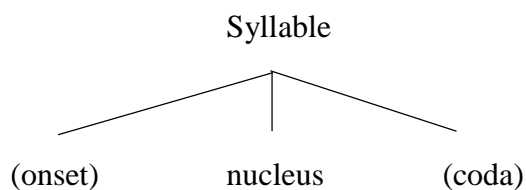
Syllable



Figure 2.1 syllable structure elements

The table above describes the elements of a syllable. Onset refers to an initial consonant(s) and it is optional. Nucleus refers to vowel and it is a compulsory element in a syllable. Coda is also an optional unit that that refers to a syllable-final consonant. Below are the syllable structure and Japanese Syllable structure (*mora*) of word "Jakarta".
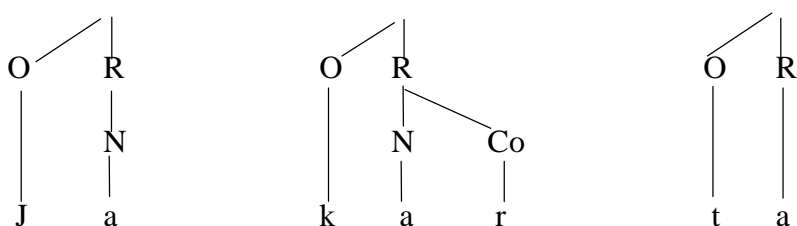


Figure 2.2 syllable structure of word "Ja-ka-rta"
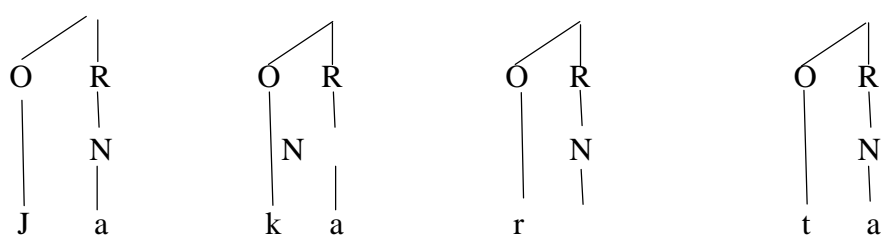


Adapted from Tsujimura (2002:16)
Note:    = syllable,   O = onset,      R = rhyme,     N = nucleus,   Co = coda

Figure 2.3 Japanese syllable (*mora*) structure of word "Ja-ka-r    -ta"

The two figures above also illustrate the difference between syllable and *mora* (Japanese syllabary). In Japanese, there is no syllable that consists of more

than two segments and consists of one consonant without a vowel except for alveolar nasal /n/ in the final position. It is proved by the separation of /r/ into a new other syllable and by the additional /   / after /r/.

The Japanese word or character is called '*Hiragana*' or '*Katakana*'. Each character consists of three types of syllable structures: (1) vowel like character い [i] and え[e] in "いいえ" &lt;not&gt;[i:e] , (2) a consonant and a vowel like か [ka], and consonant vowel consonant like ば [ba], and ん[n] in "かばん" &lt;bag&gt; [kaban].

# CHAPTER III

# RESEARCH METHOD

This chapter contains the explanation about: (1) the type of the research, (2) data and population of this research, (3) the description of the methods used in collecting the data, and (4) method of analysing the data.

## 3.1 Type of the Research

In conducting this research, I use a descriptive qualitative approach by using a case study strategy. According to Cresswell, qualitative research is used to investigate and comprehend either the sense of individuals or groups attribute to a social problem. It is processed by issuing questions and procedures, interpreting the meaning of the data, and then structuring the final written report (2009:4).The meaning of descriptive here is that the researcher gives the description and analysis about the finding  (Alwasilah, 1983: 87).

The case study is a strategy to process the questions about phenomena that happen in a certain program, event, or activity that is bounded by the time and activity (Stake, 1995 in Cresswell, 2009: 13). Furthermore, the theory is used by deductive approach as it is illustrated below.

| The researcher tests or verifies the theory |
| --- |

↓

| The researcher tests hypotheses or research questions from the theory |
| --- |

↓

| The researcher defines and operationalizes variables derived from the theory |
| --- |

↓

| The researcher measures or observes variables using an instrument to obtain scores |
| --- |
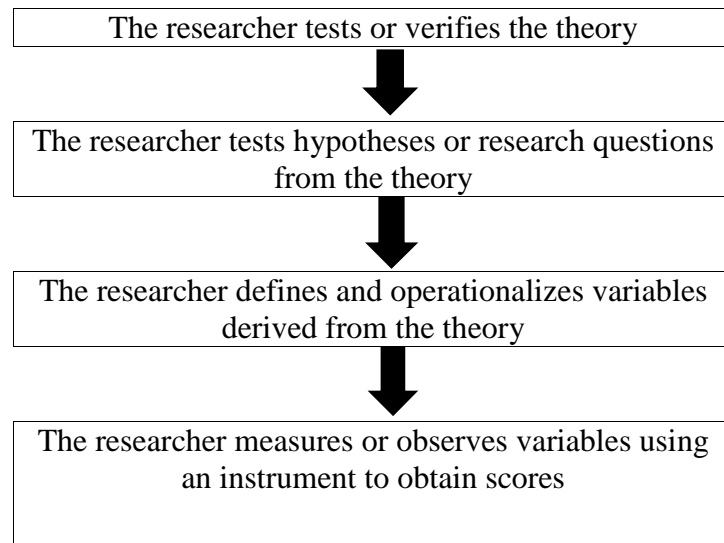
Adopted from Cresswell (2009:57)

Figure 3.1. Deductive approach in qualitative study

## 3.2 Data, Population, Sample, and Sampling Technique

A Japanese who has been living in Indonesia for more than 26 years, Nobuyuki Suzuki that acts as Kotaro in *KelasInternasional*Tv program, becomes the single population of this study. He was chosen because even though he has been living in Indonesia for a long time, he still makes interference in his speaking. In this case, a number of Kotaro's error utterances in this program become the sample of the data. I took the sample of data by using listening and note taking technique. I choose eight episodes that take Kotaro as the main topic of those episodes. All of the population's error utterances are used as the sample of the data.

## 3.3 Method of Collecting Data

In collecting the data, I used *Simakbebaslibatcakap* (non-participant observation). It is chosen because I did not participate in the dialogue; I am only as an observer (Sudaryanto, 2001: 134-135). Moreover, I used record and note taking technique in order to get the data.

*Simakbebaslibatcakap*(Non Participant Observation)method is the method that the researcher of the study will not be involved in the conversation (Sudaryanto, 1993: 134-135). I just collected the data by listening to the conversation.

Recording technique plays the important role in this study because I will never miss the conversation. If it happens, I can simply play the recording. Furthermore, the recording can be used as concrete data evidence. I watch and download the selected episodes to get the recording. The recording can be watched in *KelasInternasional's* channel in www.youtube.com.

After getting the recording, I take note to the recording. In this case, Itranscript the data from the record and convert it into phonetic transcription. Then the transcription is classified and analysed.

**3.4 Method of Analysing Data**

In the process of analysis, I use *Padan* method proposed by Sudaryanto (2001:13). He said that *Padan* is a method used to find a technique in analysing the data and its determiner is not a part of the language itself. This method is used by *PilahUnsurPenentu* technique which phoneme and allophone become the media

to determine a lingual unit system. The other technique is *Hubung Banding Menyamakan* (comparative technique) and IPA becomes the standard of comparison.

The data are also analysed by using the Agih method in which its determiner is a part of the language itself. This method is used by *using ganti* (changing technique). In this technique, the suspicious phone will be changed by another phone that has similarity in articulation (2001: 48-54).

The result of the analysis is presented by using both formal and informal delivery method. According to Sudaryanto (2001: 145), the informal method is delivered by using simple ordinary words while the formal method is delivered by using ideal symbols such as plus (+), minus (-), brackets ({ }), etc

# REFERENCES

Alwasilah, A. Chaedar. (1993). *Beberapa Madhab & Dikotomi Teori Linguistik.* Bandung: Angkasa.

Anjarsari, Nurvita. (2015). "Phonic Interference of First Language into Second Language: a Case Study of non-Indonesian Native Speaker". Thesis, Diponegoro University, Semarang.

Chaer, Abdul. (2009). *Fonologi Bahasa Indonesia.* Jakarta: Rineka Cipta.

Creswell, John W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Third Edition.* Los Angeles: Sage Publications, Inc.

Katamba, Francis. (1989). *An Introduction to Phonology.* London: Longman

Muslich, Masnur. (2008). *Fonologi Bahasa Indonesia: Tinjauan Deskriptif Sistem Bunyi Bahasa Indonesia.* Jakarta: Bumi Aksara.

Rahma, Khairunnisa. (2015). "The Morphological Interference of Twitter Statuses of Javanese University Students". Thesis, Diponegoro University, Semarang.

Schane, Sanford A. (1973). *Generative Phonology.* Englewood Cliffs, NJ: Prentice-Hall.

Simanjuntak, Mangantar. (1990). *Teori Fitur Distingtif dalam Fonologi Generatif: Perkembangan dan penerapannya.* Jakarta: Gaya Media Pratama

Soepardjo, Djodjok. (2012). *Linguistik Jepang*. Surabaya: Bintang.

Sutedi, Dedi. (2009). *Dasar- dasar Linguistik Bahasa Jepang.* Bandung: Humaniora.

Sudaryanto. (1993). *Metode dan Aneka Teknik Analisa Bahasa: Pengantar Penelitian Kebudayaan Secara Linguistik.* Yogyakarta: Duta Wacana University Press.

Tsujimura, Natsuko. (2002). *An Introduction to Japanese Linguistics, Second Edition.* USA: Blackwell Publishers Ltd.

Weinreich, Uriel. (1979). *Languages in Contact.* New York: The Hague Mouton

Yule, George. (2010) *The Study of Language, Fourth Edition.* New York: Cambridge University Press.

Yuniar, R.S. (2013). "Korean Phonological Interference in Indonesian Language as Second Language". Thesis, Diponegoro University, Semarang.

Zen, A. Latif. (2016)."Perubahan Fonologis Kosakata Serapan Sansekerta dalam Bahasa Jawa". Thesis, Diponegoro University, Semarang.

**Internet Source**

https://www.merriam-

webster.com/dictionary/language?utm_campaign=sd&utm_medium=serp

&utm_source=jsonld

**Data Sources**

*Kelas Internasional Episode 2*. Retrieved April 20, 2017 from youtube.com

Download: https://www.youtube.com/watch?v=9dDPM0E6iRM

*Kelas Internasional Episode 5*. Retrieved April 20, 2017 from youtube.com

Download:https://www.youtube.com/watch?v=GGGhteHoR0M

*Kelas Internasional Episode 35*. Retrieved April 20, 2017 from youtube.com

Download:https://www.youtube.com/watch?v=QXiHbl7aByA

*Kelas Internasional Episode 62*. Retrieved April 20, 2017 from youtube.com

Download:https://www.youtube.com/watch?v=YWjHqIuJCpM

*Kelas Internasional Episode 94*. Retrieved April 20, 2017 from youtube.com

Download:https://www.youtube.com/watch?v=NP0pbV44BKs

*Kelas Internasional Episode 106*. Retrieved April 20, 2017 from youtube.com

Download:https://www.youtube.com/watch?v=Vt_ioPLBLPQ

*Kelas Internasional Episode 122*. Retrieved April 20, 2017 from youtube.com

Download:https://www.youtube.com/watch?v=l5s-HCOAUh8

*Kelas InternasionalEpisode 152*. Retrieved April 20, 2017 from youtube.com

Download:https://www.youtube.com/watch?v=pGpwVijKu5Y

# APPENDIXES

## 1. List of words and phrases

| # | Word | # | Word | # | Word |
|---|------|---|------|---|------|
| | Episode 2 | 26 | ke kantin | 52 | Lagi |
| 1 | Boleh | 27 | sebentar | 53 | Terima kasih |
| 2 | Benar | 28 | kelas | 54 | Sekali |
| 3 | Betul | 29 | Kenapa | 55 | Dulu |
| 4 | Lapar | 30 | Dulu | 56 | Boleh |
| 5 | Jepang | 31 | Boleh | 57 | Lagi |
| 6 | Mengambil | | | 58 | Menemani |
| | | | Episode 62 | 59 | Malu |
| | Episode 5 | 32 | Tidak | 60 | Menemani |
| 7 | Begitu | 33 | Bilang | 61 | Dulu |
| 8 | Cerita | 34 | Terima kasih | 62 | Ternyata |
| 9 | Kesalahanya | 35 | Telat | 63 | Bertemu |
| 10 | Kenapa | 36 | Ke kelas sekarang | 64 | Betul |
| 11 | Kelas | 37 | Tidak pesan | 65 | Sedikit |
| 12 | Kalau | 38 | Kelas | 66 | Selalu |
| 13 | Begitu | 39 | Sendiri | 67 | Sedang |
| 14 | Lee | 40 | Terima kasih | 68 | Lagi |
| | | 41 | Kalian baik | 69 | Teman |
| | Episode 35 | 42 | Kalian mempersiapkan | 70 | Kenapa |
| 15 | Lewat | 43 | Ling ling | 71 | Kalian |
| 16 | tidak bisa | 44 | Sedih | 72 | Ke sini |
| 17 | pergi | 45 | Lagi | 73 | Malu |
| 18 | selalu | | | 74 | Kalau |
| 19 | jepang | | Episode 94 | 75 | Kalian mau |
| 20 | paling | 46 | Berani | 76 | Silakan mencoba |
| 21 | Besar | 47 | Jalan | 77 | Mereka |
| 22 | Atlet | 48 | Boleh | 78 | Terlalu |
| 23 | Langsing | 49 | Senang | 79 | Semangat |
| 24 | Semua | 50 | Kalau | 80 | Tersedak |
| 25 | Lagi | 51 | Pulang | 81 | Soal |

| | | | | | |
|---|---|---|---|---|---|
| 82 | Mengantar | 120 | Penipu | 158 | Kesalahannya |
| 83 | Pulang | 121 | Empat puluh | 159 | Tidak bisa |
| 84 | Adalah | 122 | Lalu | 160 | Dimaaafkan |
| 85 | Laki-laki | 123 | Menjadi | | |
| 86 | Selalu | 124 | Renta | | Episode 152 |
| 87 | Menepati | 125 | nenek-nenek | 161 | Gaul |
| 88 | Pulang | 126 | ke | 162 | Kalau |
| 89 | Lama | 127 | Paling | 163 | Cerita |
| 90 | Menunggu | 128 | maafkan | 164 | Kesal |
| | | 129 | dengarkan | 165 | Jangan marah |
| | Episode 106 | 130 | Ring ling | 166 | Seperti itu |
| 91 | Valakh | 131 | dulu | 167 | Jangan cemberut |
| 92 | Tidak | 132 | ling ling | 168 | Pesan dulu |
| 93 | Menolong | 133 | loker | 169 | Maaf |
| 94 | Ling ling | 134 | salah paham | 170 | Kali |
| 95 | Perjodohan | 135 | tidak selingkuh | 171 | Tidak akan salah lagi |
| 96 | Menuduh | 136 | ling ling | 172 | Tinggal |
| 97 | Perempuan (di) foto | 137 | Tyson | 173 | Selalu bersalah |
| 98 | Bukan | 138 | Jauh lebih | 174 | Seenaknya |
| 99 | Pilihan | 139 | Lee | 175 | Mengatur |
| 100 | Tidak | 140 | Silahkan | 176 | Sudah lama |
| 101 | Cerita | | | 177 | pendam |
| 102 | ke | | Episode 122 | 178 | lama lama |
| 103 | Ling ling | 141 | Kelas | 179 | seperti ini |
| 104 | Maaf | 142 | Tolong bantu | 180 | berontak |
| 105 | Bukan untuk | 143 | Pak Budi | 181 | lagi |
| 106 | Melucu | 144 | Suruh saya | 182 | Tidak usah |
| 107 | Kalian pernah | 145 | Ambil | 183 | Lanjut |
| 108 | Galau | 146 | Berkas | 184 | Lagi |
| 109 | Karena | 147 | Bukan pak Budi | 185 | Sedang |
| 110 | Menikah | 148 | Urusan ling ling | 186 | Terus |
| 111 | Oleh | 149 | Kenapa | 187 | Itu kan pekerjaan |
| 112 | Selalu | 150 | Menyalahkan | 188 | Pekerjaan perempuan |
| 113 | Minum | 151 | Valakh | 189 | Tidak tahan lagi |
| 114 | Lagi | 152 | Ular | 190 | Dan kalian dengar |
| 115 | Makan | 153 | Tenang dulu | 191 | Cerita |
| 116 | Padahal | 154 | Jangan main | 192 | Teman |
| 117 | Berdua | 155 | Sendiri | | |
| 118 | Telefon | 156 | Sudah | | |
| 119 | Menangis | 157 | Mengakui | | |

## 2. Standard Indonesian Transcription

| | | | | | |
|---|---|---|---|---|---|
| | Episode 2 | 31 | [boleh] | 62 | [tərɲata] |
| 1 | [bol h] | | | 63 | [bərtəmu] |
| 2 | [b nar] | | Episode 62 | 64 | [bətul] |
| 3 | [b tul] | 32 | [tidak] | 65 | [sədikit] |
| 4 | [lapar] | 33 | [bilaŋ] | 66 | [səlalu] |
| 5 | [j pa ] | 34 | [tərima kasih] | 67 | [sədaŋ] |
| 6 | [m  ambil] | 35 | [tərat] | 68 | [lagi] |
| | | 36 | [kə kəlas səkaraŋ] | 69 | [təman] |
| | Episode 5 | 37 | [tidak pəsan] | 70 | [kənapa] |
| 7 | [b gitu] | 38 | [kəlas] | 71 | [kalian] |
| 8 | [c rita] | 39 | [səndiri] | 72 | [kə sini] |
| 9 | [k salaha a] | 40 | [tərima kasih] | 73 | [malu] |
| 10 | [k napa] | 41 | [kalian baik] | 74 | [kalo] |
| 11 | [k las] | 42 | [kalian mempersiapkan] | 75 | [kalian mau] |
| 12 | [kalau] | 43 | [liŋ liŋ] | 76 | [silakan məncoba] |
| 13 | [b gitu] | 44 | [sədih] | 77 | [məreka] |
| 14 | [le:] | 45 | [lagi] | 78 | [tərlalu] |
| | | | | 79 | [səmaŋat] |
| | Episode 35 | | Episode 94 | 80 | [tərsədak] |
| 15 | [lewat] | 46 | [bərani] | 81 | [soal] |
| 16 | [tidak bisa] | 47 | [jalan] | 82 | [məŋantar] |
| 17 | [p rgi] | 48 | [boleh] | 83 | [pulaŋ] |
| 18 | [s lalu] | 49 | [sənaŋ] | 84 | [adalah] |
| 19 | [j pa ] | 50 | [kalo] | 85 | [laki-laki] |
| 20 | [pali ] | 51 | [pulaŋ] | 86 | [səlalu] |
| 21 | [b sar] | 52 | [lagi] | 87 | [mənəpati] |
| 22 | [atlit] | 53 | [tərima kasih] | 88 | [pulaŋ] |
| 23 | [la si ] | 54 | [səkali] | 89 | [lama] |
| 24 | [s mua] | 55 | [dulu] | 90 | [mənuŋgu] |
| 25 | [lagi] | 56 | [boleh] | | |
| 26 | [k kantin] | 57 | [lagi] | | Episode 106 |
| 27 | [s b ntar] | 58 | [mənəmani] | 91 | [falak] |
| 28 | [k las] | 59 | [malu] | 92 | [tidak] |
| 29 | [k napa] | 60 | [mənəmani] | 93 | [mənoloŋ] |
| 30 | [dulu] | 61 | [dulu] | 94 | [liŋ liŋ] |

| | | | | | |
|---|---|---|---|---|---|
| 95 | [pərjodohan] | 135 | [tidak seliŋkuh] | 171 | [tidak akan salah lagi] |
| 96 | [mənuduh] | 136 | [liŋ liŋ] | 172 | [tiŋgal] |
| 97 | [pərəmpuan foto] | 137 | [tayson] | 173 | [səlalu bersalah] |
| 98 | [bukan] | 138 | [jauh ləbih] | 174 | [səənakɲa] |
| 99 | [pilihan] | 139 | [li:] | 175 | [məɲatur] |
| 100 | [tidak] | 140 | [silahkan] | 176 | [sudah lama] |
| 101 | [cərita] | | | 177 | [pəndam] |
| 102 | [kə] | | Episode 122 | 178 | [lama lama] |
| 103 | [liŋ liŋ] | 141 | [kəlas] | 179 | [səpərti ini] |
| 104 | [maaf] | 142 | [toloŋ bantu] | 180 | [berontak] |
| 105 | [bukan untuk] | 143 | [pak budi] | 181 | [lagi] |
| 106 | [məlucu] | 144 | [suruh saya] | 182 | [tidak usah] |
| 107 | [kalian pərnah] | 145 | [ambil] | 183 | [lanjut] |
| 108 | [galau] | 146 | [bərkas] | 184 | [lagi] |
| 109 | [karəna] | 147 | [bukan pak budi] | 185 | [sədaŋ] |
| 110 | [mənikah] | 148 | [urusan liŋ liŋ] | 186 | [tərus] |
| 111 | [oleh] | 149 | [kənapa] | 187 | [itu kan pəkərjaan] |
| 112 | [səlalu] | 150 | [məɲalahkan] | 188 | [pəkərjaan pərəmpuan] |
| 113 | [minum] | 151 | [falak] | 189 | [tidak tahan lagi] |
| 114 | [lagi] | 152 | [ular] | 190 | [dan kalian dəŋar] |
| 115 | [makan] | 153 | [tənaŋ dulu] | 191 | [cərita] |
| 116 | [padahal] | 154 | [jaɲan main] | 192 | [təman] |
| 117 | [bərdua] | 155 | [səndiri] | | |
| 118 | [tələfon] | 156 | [sudah] | | |
| 119 | [mənaɲis] | 157 | [məɲakui] | | |
| 120 | [pənipu] | 158 | [kəsalahaɲa] | | |
| 121 | [əmpat puluh] | 159 | [tidak bisa] | | |
| 122 | [lalu] | 160 | [dimaafkan] | | |
| 123 | [mənjadi] | | | | |
| 124 | [rənta] | | Episode 152 | | |
| 125 | [nɛnɛk nɛnɛk] | 161 | [gaul] | | |
| 126 | [kə] | 162 | [kalo] | | |
| 127 | [paliŋ] | 163 | [cərita] | | |
| 128 | [maafkan] | 164 | [kəsal] | | |
| 129 | [dəŋarkan] | 165 | [jaɲan marah] | | |
| 130 | [liŋ liŋ] | 166 | [səperti itu] | | |
| 131 | [dulu] | 167 | [jaɲan cəmberut] | | |
| 132 | [liŋ liŋ] | 168 | [pəsan dulu] | | |
| 133 | [lokər] | 169 | [maaf] | | |
| 134 | [salah paham] | 170 | [kali] | | |

## 3. Informant Transcription of phrase and wordlist

| | | | | | |
|---|---|---|---|---|---|
| | Episode 2 | 31 | [bore:] | 62 | [t r ata] |
| 1 | [bor :] | | | 63 | [b rt m ] |
| 2 | [b nar] | | Episode 62 | 64 | [b t r] |
| 3 | [b t r] | 32 | [tida] | 65 | [s dikit] |
| 4 | [rapar] | 33 | [bira ] | 66 | [serar ] |
| 5 | [japa ] | 34 | [t rima kasi] | 67 | [s da ] |
| 6 | [m ambir] | 35 | [t rat] | 68 | [ragi:] |
| | | 36 | [k k ras s kara ] | 69 | [t man] |
| | Episode 5 | 37 | [tida p sa ] | 70 | [k napa] |
| 7 | [b git ] | 38 | [k ras] | 71 | [karia ] |
| 8 | [c rita] | 39 | [s ndiri] | 72 | [k sini] |
| 9 | [k saraha a] | 40 | [t rima kasi] | 73 | [mar ] |
| 10 | [k napa] | 41 | [kariam baik] | 74 | [karo:] |
| 11 | [k ras] | 42 | [kariam m mp rsiapkan] | 75 | [kariam ma ] |
| 12 | [karo:] | 43 | [rin di ] | 76 | [sirakam m ncoba] |
| 13 | [b git ] | 44 | [s dih] | 77 | [m reka] |
| 14 | [ri:] | 45 | [ragi] | 78 | [t rar ] |
| | | | | 79 | [s ma at] |
| | Episode 35 | | Episode 94 | 80 | [t rs dak] |
| 15 | [rewat] | 46 | [brani] | 81 | [soar] |
| 16 | [tida bisa] | 47 | [jaran] | 82 | [m antar] |
| 17 | [p rgi] | 48 | [bor :] | 83 | [p ra ] |
| 18 | [s rar ] | 49 | [s nan] | 84 | [adarah] |
| 19 | [japan] | 50 | [karo:] | 85 | [raki raki] |
| 20 | [pari ] | 51 | [p ra ] | 86 | [s rar ] |
| 21 | [b sar] | 52 | [ragi] | 87 | [m n pati] |
| 22 | [atrit] | 53 | [t rima kasi] | 88 | [p ra ] |
| 23 | [ra si ra si ] | 54 | [s kari] | 89 | [rama] |
| 24 | [s m a] | 55 | [d r ] | 90 | [m n g ] |
| 25 | [ragi] | 56 | [bore:] | | |
| 26 | [k kantin] | 57 | [ragi] | | Episode 106 |
| 27 | [s b ntar] | 58 | [m n mani] | 91 | [parak] |
| 28 | [k ras] | 59 | [mar ] | 92 | [tida:] |
| 29 | [k napa] | 60 | [m n mani] | 93 | [m noro ] |
| 30 | [d r ] | 61 | [d r ] | 94 | [ri ri ] |

| | | | | | |
|---|---|---|---|---|---|
| 95 | [p rjodohan] | 135 | [tida s ri k ] | | |
| 96 | [m n d ] | 136 | [rin di ] | | |
| 97 | [p r mp a poto] | 137 | [tayso ] | | |
| 98 | [b ka ] | 138 | [ja r bih] | | |
| 99 | [pirihan] | 139 | [ri:] | | |
| 100 | [tida] | 140 | [sirakan] | | |
| 101 | [c rita] | | | | |
| 102 | [k ] | | Episode 122 | | |
| 103 | [ring ding] | 141 | [k ras] | | |
| 104 | [map] | 142 | [torom bant ] | | |
| 105 | [b ka nt k] | 143 | [pa b di] | | |
| 106 | [m r c ] | 144 | [s r saya] | | |
| 107 | [kariam p rna] | 145 | [ambir] | | |
| 108 | [gara ] | 146 | [b rkas] | | |
| 109 | [karna] | 147 | [b kam pa b di] | | |
| 110 | [m nika] | 148 | [ r sa ri ri ] | | |
| 111 | [ore] | 149 | [k napa] | | |
| 112 | [s rar ] | 150 | [m arakan] | | |
| 113 | [min ] | 151 | [parak] | 171 | [tida aka sara ragi] |
| 114 | [ragi] | 152 | [ rar] | 172 | [ti gar] |
| 115 | [makam] | 153 | [t nan d r ] | 173 | [s rar b rsarah] |
| 116 | [padahar] | 154 | [ja a main] | 174 | [s nak a] |
| 117 | [b rd a] | 155 | [s ndiri] | 175 | [m at r] |
| 118 | [terepo ] | 156 | [s da] | 176 | [s da rama] |
| 119 | [m na is] | 157 | [m ak i] | 177 | [p ndam] |
| 120 | [p nip ] | 158 | [k saraha a] | 178 | [rama rama] |
| 121 | [ mpat p r ] | 159 | [tida bisa] | 179 | [s perti ini] |
| 122 | [rar ] | 160 | [dimapkan] | 180 | [brontak] |
| 123 | [m njadi] | | | 181 | [ragi] |
| 124 | [r nta] | | Episode 152 | 182 | [tida sah] |
| 125 | [nene nene] | 161 | [ga r] | 183 | [ranj t] |
| 126 | [k ] | 162 | [karo] | 184 | [ragi] |
| 127 | [pari ] | 163 | [c rita] | 185 | [s da ] |
| 128 | [maapka ] | 164 | [k sar] | 186 | [t r s] |
| 129 | [d arkan] | 165 | [ja am mara] | 187 | [it kam p kerjaan] |
| 130 | [ring ring] | 166 | [s perti it ] | 188 | [p kerjam pr mp a ] |
| 131 | [d r :] | 167 | [ja an c mb r t] | 189 | [tida taha ragi] |
| 132 | [ri ri ] | 168 | [p san d r ] | 190 | [da karian d ar] |
| 133 | [roka] | 169 | [map] | 191 | [c rita] |
| 134 | [sara paham] | 170 | [kari] | 192 | [t man] |