

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Sociolinguistic Theory**

Sociolinguistics is a branch of linguistics that studies the relationship between language and society, including dialect variation, language varieties, and the social factors that influence them. According to Holmes (2013). In line with that Wardhaugh, R., & Fuller, J. M. (2021) stated that sociolinguistics is concerned with investigating the relationship between language and society with the goal of understanding the structure of language and how language functions in communication. Furthermore, Sociolinguistics is that part of linguistics which is concerned with language as a social and cultural phenomenon by Trudgill, P. (2021).

#### **2.2 Phonological Theory**

Phonology is a branch of linguistics that studies the sound system in a language. Giegerich (2004) explains that phonology is concerned with how sounds are used and organized in a language. In second language (L2) learning, the phonology of the first language (L1) often influences the pronunciation of a foreign language. For example, students who are accustomed to using the Malangan or Surabayaan dialect tend to have distinctive intonation and articulation in English, such as inappropriate word stress, overly strong vowel pronunciation, or omission of final sounds.

## **2.3 Dialect: Definitions**

A dialect refers to a particular form of a language that is peculiar to a specific region or social group. It includes variations in pronunciation (accent), grammar, vocabulary, and intonation. Dialects are not inferior or incorrect forms of a language, but rather legitimate variations that reflect a community's cultural and geographical identity (Chambers & Trudgill, 2004). A dialect is a variety of a language that is characteristic of a particular group of the language's speakers. *Wardhaugh, R., & Fuller, J. M. (2021)*. A dialect is a variety of a language which differs from other varieties in grammar, pronunciation, and vocabulary, and which is associated with a particular geographical area or social group. *Trudgill, P. (2021)*. Dialects are generally categorized into two main types:

### **2.3.1 Regional Dialect (Geographical Dialect)**

A regional dialect is spoken in a particular geographical area and differs from other forms of the same language mainly in terms of pronunciation and vocabulary. For instance, Javanese speakers from Banyumas (Ngapak), Malang (Arekan), or Solo (Krama) each exhibit distinct phonological patterns. These dialects have different sound systems and rhythmical structures that may influence how speakers articulate English.

### **2.3.2 Social Dialect**

A social dialect (or sociolect) is associated with a particular social group, class, or profession, rather than geography. For example, speakers from rural areas may use different dialect features than those from urban areas, even within the same region. Social dialects often reflect factors such as level of education, economic

status, and age (Holmes, 2013). In the context of Javanese, social dialects are particularly evident in the use of language levels like *Ngoko*, *Madya*, and *Krama*, which reflect politeness, hierarchy, and social relationships.

## 2.4 Characteristics of Javanese Dialect

The Javanese language has a rich and complex structure, with multiple dialects and speech levels. Each dialect carries unique phonological traits that may influence how speakers learn and use other languages, including English.

Some key phonological characteristics of major Javanese dialects include:

**Ngapak (Banyumas):** Known for open vowels and clear articulation. This dialect tends to substitute the English sounds /f/ with /p/ (e.g., "*fifty*" becomes "*pipty*") and /v/ with /b/, which can interfere with English pronunciation. These patterns are supported by Rochman and Suhendra (2022), who highlighted these substitutions as common traits of Ngapak speakers.

**Arekan (Malang/Surabaya):** Characterized by strong and assertive intonation. Speakers of this dialect frequently replace the English sound /θ/ with /t/ (e.g., "*think*" becomes "*tink*"), which is a form of segmental phonological interference. This phenomenon is explained by Surotun Siqoyah and Nur Latifah (2021) in their study on Arekan phonological features.

**Krama (Solo/Yogyakarta):** This dialect features soft and flat intonation and emphasizes speech politeness. However, it may cause under-articulation of stress when speaking English, making the speech sound monotonous or less dynamic. This is also discussed by Surotun Siqoyah and Nur Latifah (2021) in their comparative analysis of Krama speech.

Kediri and Blitar: These regions exhibit soft Arekan characteristics, including milder intonation and articulation compared to urban Arekan dialects. Nonetheless, they still display similar types of phonological interference when producing English sounds. This was observed in research by Thorisyam (2019) and further supported by Laila Kartika Sari (2021).

These dialectal features often remain active even when speakers switch to using Bahasa Indonesia or English, resulting in noticeable interference in second-language (L2) speaking, particularly in pronunciation and intonation.

## **2.5 The Influence of Dialect on English Speaking**

The influence of a native dialect on second language speaking is a well-documented phenomenon in second language acquisition. Dialectal features, especially phonological patterns, can significantly affect learners' ability to speak English fluently and accurately. According to Derwing and Munro (2005), accent and intelligibility are often shaped by the speaker's L1 phonological system.

In the case of Javanese dialect speakers, some commonly observed issues when speaking English include:

- Mispronunciation of specific consonants (e.g., /θ/, /ð/, /f/, /v/).
- Monotonous or exaggerated intonation patterns.
- Misplaced stress in multisyllabic words.
- Rhythm that mirrors Javanese speech tempo.

These deviations may not only affect intelligibility but also lead to reduced confidence, especially in academic or formal settings.

## 2.6 Language Transfer and Interference Theory

Language interference is a negative influence that occurs when the structure of the first language is carried over into the second language, especially when structural features of L1 are incorrectly applied to L2. This often results in errors in pronunciation, grammar, or usage. As Ellis (2021) explains, transfer can be positive—when L1 and L2 structures align—or negative, leading to interference when they differ significantly. In this context, students who use Javanese dialect in their daily lives are likely to experience phonetic interference when speaking English, such as pronouncing the sound /θ/ into /t/ or the sound /v/ into /f/, which are common characteristics of Javanese speakers. Moreover, studies by Wang and Wen (2020) have shown that phonological interference is more persistent than grammatical interference, especially when learners are not explicitly trained to recognize and correct their L1-influenced pronunciation errors. Furthermore, in a study by Setiawan and Nurhidayat (2022), it was revealed that regional dialects within Indonesia significantly affect English pronunciation and speaking fluency. Their findings support the idea that the stronger the attachment to the local dialect in daily communication, the more likely phonetic interference will occur when switching to English, especially in informal settings. Thus, in the qualitative study of students from the English Department at the University of Muhammadiyah Malang, dialect-based interference is an essential phenomenon to observe in understanding their English language performance.

## 2.7 Previous Studies on Dialect and English Speaking

Several recent studies have investigated the influence of Javanese dialects on students' English-speaking performance. These studies, conducted using qualitative approaches, have helped highlight both phonological and sociolinguistic aspects of dialectal interference in English communication.

- **Aulia, R. (2021)** conducted a descriptive qualitative study titled *The Influence of Local Dialects on Students' English Pronunciation*. The research focused on students from dialect-rich areas, including Surabaya and Banyumas (Ngapak). The study found that local dialects significantly affected students' speaking skills, particularly in the areas of fluency, accuracy, pronunciation, coherence, and intonation. For instance, students frequently mispronounced sounds such as /f/ and /θ/, showed disrupted fluency due to pauses for word searching, and lacked coherence in structuring ideas. Additionally, dialectal rhythm patterns interfered with appropriate English intonation, leading to unnatural speech delivery.
- **Putra and Hartanto (2022)** carried out a sociolinguistic analysis of East Javanese students' use of English in informal contexts. Using in-depth interviews and participant observation, they discovered that students' native dialects impacted their speaking style, including intonation and speech pacing. More importantly, the study noted that students' social perceptions of their dialect influenced their self-confidence when speaking English.
- **Sari, M. (2023)** focused on students who speak the Banyumasan (Ngapak) dialect. The study emphasized that excessive use of open vowels led to

inappropriate rhythm and intonation in spontaneous English conversation. This phonological interference often caused students' speech to sound exaggerated or monotonous.

- **Ramadhani et al. (2024)** explored how students who speak the Solo dialect (Krama) apply their speech habits when learning English. The study revealed that these students tend to exhibit flat intonation and overly smooth articulation, which, although clear, reduced the expressiveness and effectiveness of oral communication.
- **Yunita, N. (2020)** investigated students' strategies for managing dialectal interference in English speaking. This qualitative study found that students who possessed strong phonological awareness—the ability to recognize and understand the sound patterns of their native dialect—were better able to correct their pronunciation and improve fluency and coherence in speaking.

These studies collectively reinforce the idea that dialect plays a crucial role in shaping students' English speaking performance. However, most of the studies focused on individual dialects or singular aspects of speaking skills. This current research seeks to provide a more comprehensive and comparative exploration, examining multiple Javanese dialects and their influence across various dimensions of speaking, including pronunciation, intonation, fluency, and student perception—within an everyday communication context.

## **2.8 Conceptual Framework**

Based on the literature reviewed, this study is grounded in the following conceptual framework:

- Javanese Dialects (Ngapak, Arekan, Krama, etc.)
- Phonological Features (substitution, intonation, rhythm)
- Language Interference (negative transfer from L1 to L2)
- Speaking Skills in English (affected in terms of pronunciation, fluency, confidence, intelligibility)

This framework illustrates how the phonological and sociolinguistic characteristics of Javanese dialects influence English speaking ability, particularly in everyday conversation.

To support this, Brown (2020) defines *speaking skill* as “the ability to use language accurately and appropriately in real-time communication,” which includes four key components:

- Pronunciation – clarity and accuracy of sounds and stress patterns.
- Fluency – the smooth flow of speech without unnatural pauses or hesitation.
- Accuracy – correct use of grammar and vocabulary.
- Communicative Competence – the ability to be understood and to understand others effectively.

In line with this, Goh & Burns (2012) emphasize that speaking is both a cognitive and social skill, requiring learners to manage linguistic forms while simultaneously engaging with context, audience, and purpose. Therefore, when dialect-based phonological features interfere—such as sound substitutions or intonation mismatches—they may compromise intelligibility, lower fluency, and affect confidence, which are central to effective speaking performance.

## 2.9 Speaking Skills

Speaking is a productive language skill that requires learners to construct meaningful utterances fluently, accurately, and appropriately in real-time communication. In second language learning, speaking is not only a matter of vocabulary or grammar, but also of pronunciation, intonation, rhythm, and interactional competence.

According to Luoma (2014), speaking involves constructing oral messages that are meaningful and understandable in a particular context. This process includes organizing ideas, managing interaction, and producing correct and intelligible sounds.

Goh and Burns (2012) define speaking as "An interactive and dynamic process involving the integration of linguistic, cognitive, and affective components."

This definition highlights three core elements in speaking:

1. Linguistic competence: mastery of grammar, vocabulary, and pronunciation.
2. Sociolinguistic competence: using appropriate expressions based on context and audience.
3. Strategic competence: the ability to overcome communication breakdowns using strategies.

In a more recent study, Derakhshan et al. (2021) emphasize that speaking skills are deeply affected by factors such as:

- Pronunciation clarity
- Fluency and natural pacing
- Grammatical and lexical accuracy
- Use of appropriate stress and intonation
- Self-confidence and anxiety levels

In the context of students influenced by Javanese dialects, these components can be challenged by L1 phonological interference. As supported by Tuan and Mai (2015), pronunciation difficulties often arise from the inability to produce unfamiliar L2 sounds due to native language habits, which may affect learners' fluency and confidence.

In this study, the aspects of speaking analyzed include:

- Pronunciation – how accurately students produce English sounds, especially those absent in their dialect.
- Fluency – the smoothness and continuity of speech.
- Accuracy – correct use of language forms.
- Coherence – logical structure and clarity of ideas.
- Intonation – variation in pitch and stress used to convey meaning.

These elements are assessed to understand how deeply Javanese dialects influence the performance of students in daily English conversations.