A KOREANIZATION OF ENGLISH NOUN WORDS IN THE KOREAN COURSE TEXTBOOK EPS TOPIK: CONTRASTIVE ANALYSIS

THESIS

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ABSTRACT

Saputri, Priscillia Ika. 2023. A Koreanization of English Noun Words in The Korean Course Textbook EPS TOPIK: Contrastive Analysis. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisors: (I) Dr. Alfan Zuhairi, M.Pd (II) Dr. Imam Wahyudi K., S.S., M.A.,

Keywords: Contrastive Analysis, Koreanization, Textbook, English words, Phonolgy

The objective of the study was to analyze differences and similarities of English and Korean language with used contrastive analysis. CA is the systematic comparison of two or more languages, with the aim of describing their similarities and differences. This research conducted CA research between English and Korean. This study intended to explore about Koreanization of English noun words in Korean course text book in the term of vocabulary to find phonology different among two languages. This study attempted to examine kinds of Koreanization of English noun words and the rules how to pronounce the English noun words in the Korean course text book when it change into written Korean as *hangeul*. The Korean alphabets. The Korean textbook the title *Panduan Belajar Mandiri Untuk Orang Indonesia* consisting of 60 chapters, Published by HRD Korea.

The methodology, researcher used analysis text to analyse what kind of Koreanization of English words in the Korean textbook. The aim of this study is to describe How the process of English words change into written Korean found in the Korean textbook. The instrument was the researcher itself to collect and analysis the data. There were several steps of data collection. They were reading, identifying, grouping, analyzing and elaborate. There were three steps of analyzing data of qualitative data used in this research. They were data reduction, data display, and conclusion.

The result of this research, it was report that there were 104 types of English words that experienced Koreanization in the 60 chapters of the Korean course textbook and only 28 chapters that had Koreanization of English noun words. The kinds of English noun words found getting Koreanization are deletion, insertion and code-mix combination. Meanwhile, in the rules of changing English words to be written in Korean. It is divided into three, namely deletion, insertion and code-mix combination. Differences in pronunciation that occur between English and Korean occur due to several phoneme differences between English and Korean, there are 8 consonants /r/, /v/, /z/, /f/, /c/, /sh/,/h /,/l/ and 5 vowels /u/, /e/ eu/, /ae/, /i/ which

changed from English to Korean and, there are 10 words that mix English and Korean words so that they become Korean. Those are *Sinyong-khadeu, Woegugin-sentho, Phisi-bang, Menyu-phan, Eumsik-menyu, Khompyutho-suob, Bose-jongnyujang, Inthonet-jonhwa, Saengil-phathi and Yeneung-pheurogeuram.* Example, Credit card in in English, in Korean is 신용카드 (*sinyeong-khadeu*), *sinyeong* is words from Korean and *khadeu* is from English (card). Then, combined become Korean words credit card.

In teaching and learning English as second language or learning English as foreign language, contrastive analysis is really helpful for both the teachers and the students, because we will know the differences and similarities between source language (L1) and target language (L2). Especially for English teachers who teach with two languages and international students. Like English to Korean or Korean to English. This makes it easier to communicate and understand with L1 or L2 when teaching international students who speak English with their native language pronunciation such as Korean students to England or English students to Korea. This research will help the teacher notice their pronunciation correct or wrong and correct the students with the standard pronunciation to the target language.

And also, for international students who want to learn other languages other than their source language or polyglot students. Therefore, it is easy for them to learn and adjust to the target language. So that, they do not incorporate the system of our source language to target language, because each language has distinct system. Because, Korean here has more limited sounds than English, making Korean speakers who learn English or English speakers who learn Korea feel the strenuous effort to find the right point.
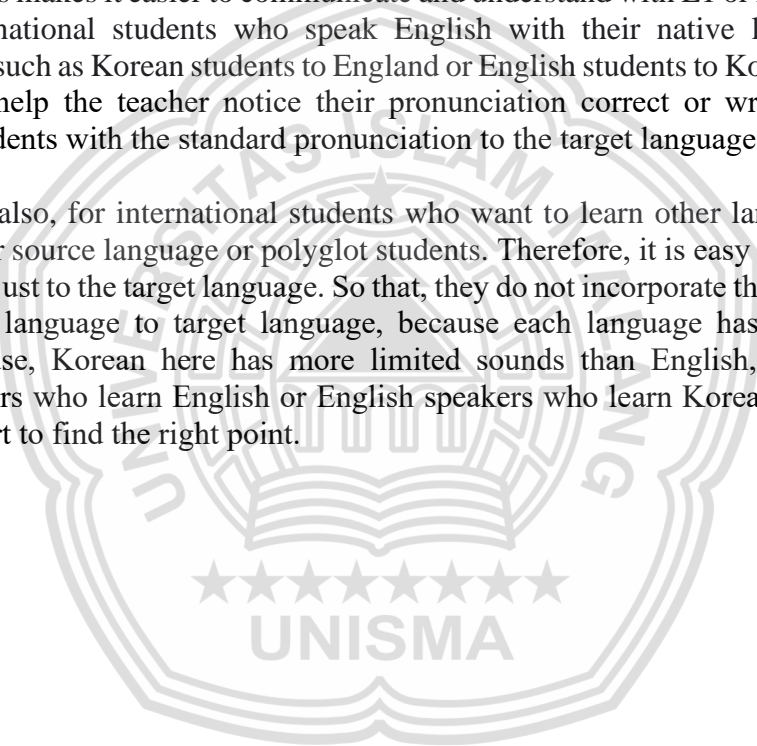
ABSTRAK

Saputri, Priscillia Ika. 2023. A Koreanization of English Noun Words in The Korean Course Textbook EPS TOPIK: Contrastive Analysis. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisors: (I) Dr. Alfan Zuhairi, M.Pd (II) Dr. Imam Wahyudi K., S.S., M.A.,

Keywords: Analisis Kontrastif, Koreanisasi, Buku Pelajaran, Kata-kata Bahasa Inggris, Ponologi.

Tujuan dari penelitian ini adalah untuk menganalisis perbedaan dan persamaan bahasa Inggris dan bahasa Korea dengan menggunakan analisis kontrastif. CA adalah perbandingan sistematis dari dua atau lebih bahasa, dengan tujuan untuk menggambarkan persamaan dan perbedaannya. Penelitian ini melakukan penelitian CA antara bahasa Inggris dan Korea. Penelitian ini dimaksudkan untuk mengeksplorasi tentang Koreaisasi kata benda bahasa Inggris dalam buku teks kursus bahasa Korea dalam hal kosa kata untuk menemukan perbedaan fonologi antara dua bahasa. Penelitian ini mencoba untuk mengkaji jenis-jenis Koreaisasi kata benda bahasa Inggris dan aturan bagaimana mengucapkan kata benda bahasa Inggris dalam buku teks kursus Bahasa Korea ketika diubah menjadi tulisan Korea sebagai hangeul abjad Korea. Buku teks Korea judulnya title *Panduan Belajar Mandiri Untuk Orang Indonesia* terdiri dari 60 bab, Diterbitkan oleh HRD Korea

Metodologinya, peneliti menggunakan teks analisis untuk menganalisis seperti apa kata Koreaisasi kata bahasa Inggris dalam buku teks bahasa Korea. Tujuan dari penelitian ini adalah untuk mendeskripsikan Bagaimana proses perubahan kata bahasa Inggris menjadi tulisan Korea yang ditemukan dalam buku teks bahasa Korea. Instrumennya adalah peneliti sendiri untuk mengumpulkan dan menganalisis data. Ada beberapa langkah pengumpulan data. Mereka membaca, mengidentifikasi, mengelompokkan, menganalisis dan menguraikan. Ada tiga langkah analisis data kualitatif yang digunakan dalam penelitian ini. Yaitu reduksi data, display data, dan penarikan kesimpulan.

Hasil dari penelitian ini, dilaporkan bahwa terdapat 104 jenis kata bahasa Inggris yang mengalami Koreaisasi dalam 60 bab buku pelajaran bahasa Korea dan hanya 28 bab yang mengalami Koreaisasi kata benda bahasa Inggris. Jenis kata benda bahasa Inggris yang ditemukan mengalami Koreaisasi adalah deletion, insertion dan code-mix combination. Sementara itu, dalam aturan mengubah kata bahasa Inggris menjadi ditulis dalam bahasa Korea. Dibagi menjadi tiga, yaitu penghapusan, penyisipan, dan kombinasi campur kode. Perbedaan pelafalan yang terjadi antara bahasa Inggris dan Korea terjadi karena beberapa perbedaan fonem antara bahasa Inggris dan Korea, yaitu terdapat 8 konsonan /r/, /v/, /z/, /f/, /c/, /sh/,/h /,/l/ dan 5 vokal /u/, /e/ eu/, /ae/, /i/ yang diubah dari bahasa Inggris menjadi bahasa Korea dan, ada 10 kata yang menggabungkan bahasa Inggris dan bahasa Korea

sehingga menjadi bahasa Korea. *Sinyong-khadeu, Woegugin-sentho, Phisi-bang, Menyu-phan, Eumsik-menyu, Khompyutho-suob, Bose-jongnyujang, Inthonet-jonhwa, Saengil-phathi and Yeneung-pheurogeuram.* Contohnya, kartu kredit pada Bahasa Inggris, dalam Bahasa Korea adalah 신용카드 (*sinyeong-khadeu*), *sinyeong* adalah Bahasa Korea dan *khadeu* adalah Bahasa Inggris (Kartu). Kemudian disatukan menjadi Bahasa Korea kartu kredit.

Dalam pengajaran dan pembelajaran bahasa Inggris sebagai bahasa kedua atau pembelajaran bahasa Inggris sebagai bahasa asing, analisis kontrastif sangat membantu baik bagi guru maupun siswa, karena kita akan mengetahui perbedaan dan persamaan antara bahasa sumber (L1) dan bahasa sasaran (L2). Terutama untuk guru bahasa Inggris yang mengajar dengan dua bahasa dan siswa internasional. Seperti Bahasa Inggris ke Bahasa Korea atau Bahasa Korea ke Bahasa Inggris. Ini membuatnya lebih mudah untuk berkomunikasi dan memahami dengan L1 atau L2 saat mengajar siswa internasional yang berbicara bahasa Inggris dengan pengucapan bahasa asli mereka seperti siswa Korea ke Inggris atau siswa Inggris ke Korea. Penelitian ini akan membantu guru memperhatikan pengucapan mereka benar atau salah dan benar siswa dengan pengucapan standar ke bahasa target.

Dan juga, untuk siswa internasional yang ingin belajar bahasa lain selain bahasa sumber atau siswa poliglot. Oleh karena itu, mudah bagi mereka untuk belajar dan menyesuaikan diri dengan bahasa target. Sehingga mereka tidak menggabungkan sistem bahasa sumber kita dengan bahasa sasaran, karena setiap bahasa memiliki sistem yang berbeda. Sebab, bahasa Korea di sini memiliki bunyi yang lebih terbatas daripada bahasa Inggris, membuat penutur bahasa Korea yang belajar bahasa Inggris atau penutur bahasa Inggris yang belajar bahasa Korea merasakan upaya keras untuk menemukan poin yang tepat.
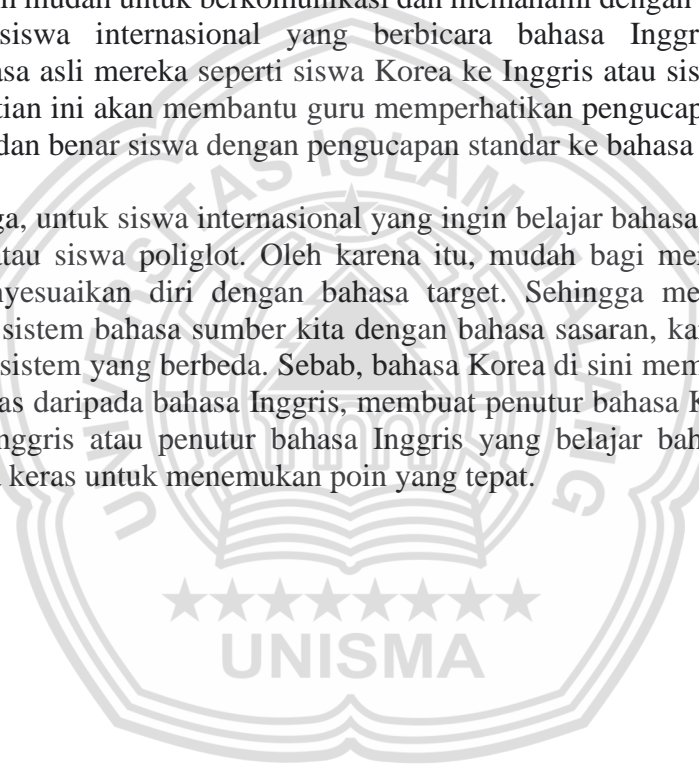
CHAPTER 1
INTRODUCTION

In this chapter, the researcher provides an explanation of the study, research question, objective research, research significance, scope and limitation, and definition of key terms.

1.1 Research Context

Contrastive analysis has become research that has been extensively researched in the field of language lately. Babiker and Ahmed (2022) contrastive analysis (CA) is the systematic comparison of two or more languages, with the aim of describing their similarities and differences. Comparisons that were examined by previous research to look for similarities and differences that exist between two or more languages have developed rapidly. From year to year there are many studies that compare international languages, namely English with various languages around the world. Among them are English and Arabic, Rizarni & Sari (2022) it is known that nouns in English and Arabic have some types. Types of nouns in both languages have differences and similarities in the meaning, specification, gender, number, form, and the form of other part of speech. Olimovna (2022) describes somatic lexical units in English and Uzbek, containing in their composition a component with the meaning "head". This article considers cases of using lexical units with somatic component "head" / "bosh" in English and Uzbek languages.

In Philippine schools, the standard use of English and Tagalog is emphasized; code switching is discouraged, Lumabi & Maleon (2022) this case study contrasted

the lexical and contextual features of L1 and L2 learned vocabulary words of pre-schoolers (male and female) to recognize their L2 acquisition difficulty and contextual cues as perceived by the parents of the subjects based on children's personal, cognitive, and cultural attributes. Different from, Orts & Sierra (2021) evaluates the set of potentially persuasive lexical items and emotional implicatures used by two quality newspapers, i.e. *The Guardian* (UK edition) and *El País* (Spain edition), to report on the pandemic during the three waves—the periods between the onset and trough of virus contamination—that occurred until March 2021. On the other hand, Kigel (2022) collect and analyze English, Russian, and Hebrew idioms with the lexeme black/черный/ שחור (hereinafter – BLIS). It is the first study implementing the collection of Hebrew idioms and the comparison of these three languages as the subject of scientific research. The article proposes a systematization of BLIS based on microsystems consisting of meaning associative chains with logically and semantically related meanings. The material under study comprises about 440 idioms (including about 180 English, 160 Russian, and 100 Hebrew idioms) collected from trilingual electronic lexical, phraseological sources, and Internet searches.

Of all the studies that have discussed English CA with other languages in the world. Researchers are interested in conducting CA research between English and Korean. As English has become South Korea's primary source of borrowing since the Second World War. Around 1882, when Korea and the USA signed a treaty of amity, English was introduced to Korea (Song, 2005). And now, Korean language being popular language around the world. It's no secret that there's been an increase in Korean language popularity over the last few years (Tzoneya, 2020).

The popularity of Korean media, such as K-pop, K-dramas, and films, is increasing worldwide, and government organizations as well as foreign institutions are utilizing this development to create and broaden Korean language instruction programs (Soo, 2022). This popularity is called the Korean wave or *Hallyu.* Hayanda (2022) said that the phrase "Korean wave" describes how Korean pop culture has been influencing people all around the world since the 1990s. The "Korean Wave" has garnered more global followers and has permeated Korean literature, cuisine, culture, and traditional languages. This existence, many people around the world are interested in everything about Korea. With the borrowing language from English to Korean, it is possible for many similarities to occur between the two languages.

This phenomenon of adopted language for loan language from English to Korean is called Koreanization. The existence of Western cultural imperialism which has turned into Korean cultural imperialism (Wahyuningratna & Laura, 2022). What is meant by western culture is, the culture of western people, including their language culture, namely English, is adopted by Koreans, so that it becomes a more Korean look. In the case of a foreign text being transformed into a Korean setting or cultural background. In this case, Fayzrakhmanova (2016) English vocabulary in the Korean language comprises a words stock that consists, on the one hand, of real English words derived either from US and British English. the Korean language imports many English (mostly US English) words which reflect various aspects of Western culture.

- 인터넷 /inteonet/ Internet

- 슬리퍼 /seullipeo/ slippers

- 하이힐 /haihil/ heels

- 씨유 /ssi yu/ see you

By analyzing English vocabulary in Korean one can observe an interesting layer of English, or pseudo-English words that could hardly be called loanwords. These "English" words are uniquely Korean. They are usually created by Korean speakers using English material for their own communicative purposes. Kim (2022) Words that are adopted from one language and incorporated into another generally undergo modification processes to conform to the phonological restrictions of the borrowing language.

Several studies discuss the Koreanization of English words from a phonological perspective. Based on the results of Kang (2003) perceptual similarity in loanword adaptation, English postvocalic word-final stops in Korean. The paper provides strong evidence that non-contrastive phonetic details of lending or borrowing languages are relevant in the process of loanword adaptation and at the same time suggests a richer view of loanword phonology, one which involves the interaction of phonetic, phonemic and morphophonemic factors. Therefore, it is very important to learn pronunciation between English and Korean so that there are no mistakes due to differences in phonetic/phonological structures between the two languages. This is supported by Cho and Park (2006) there are patterns and problems in Korean students' English pronunciation due to the different phonetic/phonological structures and processes between Korean and English. Therefore, having a proper knowledge of these contrastive analyses of phonetic/phonological structures and processes and having a daily practice following the given tips will assist advanced students of English such as

interpretation trainees in acquiring better speech delivery and interpretation quality including English pronunciation. Then, Nabila (2016) from this research Korean variety show, there are three main reason did happen in English borrowing words in Korean language as Korean do not have /f/ and /v/ words, also most of [er] changed to be [eo] in Korean. Other studied, Kapitančíková (2018) did the comparison of phonetic charts and core sound properties of both English and Korean language among Czech students of English. The research clearly shows that the Korean speakers indeed have difficulties with English pronunciation, especially concerning the prosodic features and the few predetermined words.

Next, Chauhan (2022) with research on drama and movie titles which have an English name but are written in Korean. Phonetic inventories of English and Korean vary and these differences become apparent when words from English are spoken and/or written in Korean. Through a contrastive analysis of English and Korean phonology, consonant clusters, and assimilation rules, this paper aims to analyze how English words change in spoken Korean. It also seeks to acquaint speakers of English with Korean pronunciations of English words. Then, Cho (2022) this study compared the similarity distances between English and Korean speakers' /rl/ productions using the dynamic time warping (DTW) algorithm. The words with /rl/ (*pearl*, *world*) and without /rl/ (*bird*, *word*) were recorded by four English speakers and four Korean speakers, and compared pairwise.

From the current research lately, studies about koreanization with contrastive analysis phonology between English and Korean have been widely conducted, such as drama and movie, Korean and English speakers, Korean students and Korean reality show. Even so, none of the previous studies examined

Contrastive Analysis English Korean in the Korean course text book. To catch the gap, this study intended to explore about Koreanization of English noun words in Korean course text book in the term of vocabulary to find phonology different among two languages. This study attempted to examine kinds of Koreanization of English words in the Korean course text book and the process English word change into written Korean in the Korean course text book. Having a proper knowledge of these contrastive analyses of phonetic/phonological structures and rules and having a daily practice following the given tips will assist advanced students of English such as interpretation trainees in acquiring better speech delivery and interpretation quality including English pronunciation.

1.2 Research Question

According to Adnan Latief (2012), research refers to the question provided in a research project, which determines what kind of answer is expected to be discovered through the research process. It means that all research issues must be raised by questioning to be more concrete. To limit the focus of this study, here are the research questions explored:

1. What kind of Koreanization of English noun words are found in Korean course textbook?

2. How do the rules of English noun words change into written Korean found in the Korean course textbook?

1.3 Objective of Research

The objective of the research are:

1. To found kinds of Koreanization of English noun words in the Korean course textbook.

2. To describe the rules of English noun words change into written Korean in the Korean textbook.

1.4 Research Significant

The research significance ins the research benefits or importance, which can be either scientific or social. Scientific benefits are aimed to advance knowledge, while social benefits are focused on solving societal problems. The research is significance because it provides an objective research. Every research that would be expected is significance. The significance can be determined both theoretically and practically. The term significance research refers to theoretical research in qualitative research.

Approach, in effort to expand person's knowledge. There are two important aspects to the research:

a. Theoretical Significance

The findings of the present study are expected to contribute some support to the contrastive analysis English and Korean. In other words, the finding of the present study is expected to add and complement the previous studies related to contrastive analysis between two or more languages, particularly on the significant about kinds of Koreanization of English words and the process of English words change into written Korean in the Korean course textbook.

b. Practical Significance

a) For Further Researcher

The findings are further expected to be used as a reference for other researchers, who are going to do similar research. They can conduct the

following study to investigate about contrastive analysis between English and Korean in the term of Koreanization, as English noun words.

b) For learners

The learner can develop a knowledge of English and Korean in terms of phonology aspect, and learn how to pronounce correctly between two languages, although they look similar but they different in pronounce it. It can also improve the student pronunciation in English and Korean as foreign language, and making Korean speakers who learn English or English speakers who learn Korea feel the strenuous effort to find the right point.

## 1.5 Scope and Limitation of Research

The scope is a range of thing is a subject organization and limitation is fact or condition that limits something (Stevenson, 2010). This research was conducted to comparing two language, English and Korean. The Korean textbook the title *Panduan Belajar Mandiri Untuk Orang Indonesia* consisting of 60 chapters, Published by HRD Korea. The limitation was focus on kind of Koreanization of English noun words and the rules of English words change into written Korean especially in the terms phonology aspect.

1.6 Definition of Key Term

To avoid any confusion of unclear meaning, a definition of key terms is needed. This thesis research needed the use of a keyword to explain a topic. In this term, the researcher will explain the term that can be used by the researcher will explain the term that can be used by the researcher will explain the term that can be used by the

researcher will explain the term that can be used by the researcher will explain the term that's used by the researcher: As describes:

1. Koreanization is the existence of English words which has turned into Korean language.

2. Textbook is one of the basic teaching and learning resources that assist the student to achive and collect the information and knowledge about the languages. The Korean textbook the title *Panduan Belajar Mandiri Untuk Orang Indonesia* consisting of 60 chapters, Published by HRD Korea.

3. English words is a collection of English vocabularies consisting of noun words in this research.

4. Rules here how the way to pronounce correctly from English to Korean, and Korean to English as a foreign language.
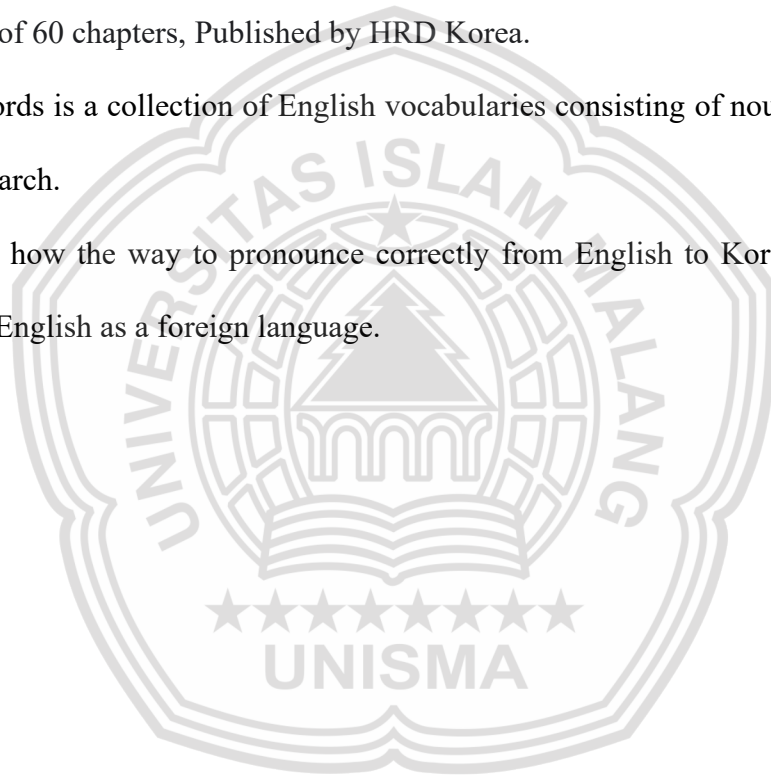
CHAPTER VI
CONCLUSION AND SUGGESTION

This chapter deals with two parts namely, conclusion and suggestion. The first part presents the conclusion derived from this study. The second part presents suggestions intended for further researchers and learners.

6.1 Conclusion

Contrastive analysis means the comparison of two languages by paying attention to differences and similarities between languages being compared. This research focuses on searching for kinds of Koreanization of English noun words and the rules of changing English words into written Korean found in the Korean course textbook. It was found that there were 104 types of English words that experienced Koreanization in the 28 chapters that had Koreanization of English noun words. The kinds of English noun words found on Koreanization are deletion, insertion and code-mix combination.

Meanwhile, From the results of kinds of English nouns that have undergone Koreanization in the previous finding. There were deleted, added letters and mixed English and Korean words so that they became the Korean language used by Korean people. There are 6 consonants /r/, /v/, /z/, /f/, /c/, /sh/ and 2 vowels /u/, /e/ which differ between English and Korean in deletion, in addition there are 2 consonants /h / /l/ and 3 vowels /eu/ /ae/ /i/ which differ between English and Korean, and there are 10 words that mix English and Korean words so that they become Korean.

In teaching and learning English as second language or learning English as foreign language, contrastive analysis is really helpful for both the teachers and the students, because we will know the differences and similarities between source language (L1) and target language (L2).

Especially for English teachers who teach in two languages and international students. Like English to Korean or Korean to English. Making it easier to communicate and understand with L1 or L2 when teaching international students who speak English with their source language pronunciation like Korean students to English or English students to Korean. This research will help the teacher notice their pronunciation correct or wrong and correct the students with the standard pronunciation to the target language.

And also, for international students who want to learn other languages other than their source language or polyglot students. Therefore, it is easy for them to learn and adjust to the target language. So that, they do not incorporate the system of our source language to target language, because each language has distinct system. Because, Korean here has more limited sounds than English, making Korean speakers who learn English or English speakers who learn Korea feel the strenuous effort to find the right point.

6.2 Suggestions

This part of the chapter presents some suggestions that will hopefully provide more insight into the teaching and learning process of Contrastive analysis

between two languages English and Korean. The first suggestion is intended for future researchers who would conduct research related to this study.

1. For Researchers

Textbook analysis can be an alternative in determining research, this research can also be developed on the scope of research and other specific expertise, such as English verb words, English adjective words and others.

2. For Learners

Students before studying foreign languages such as English and Korean. They must identify their mistakes. They should assess needs listening comparative analysis of Korean-English phonological structures, and to increase learners' English speaking ability Korean people have to know more vocabulary with their phonological process. So, they don't speak those English words with Korean pronunciation

3. For teachers

The teacher should help students understand why such idiosyncratic pronunciation mistakes are made. Presentation of the comparative analysis of phonology and phonetics between Korean and English can be particularly beneficial to students of interpretation since they are advanced students of English. Then, the teacher should develop a syllabus integrating pronunciation objectives into the overall syllabus and choose commercially made textbooks or make their own materials that will suit the students' needs.

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