

**AN ANALYSIS ON THE INTERFERENCE OF JAVANESE IN
THE ENGLISH PRONUNCIATION OF IAIN KEDIRI
STUDENTS**

THESIS

Presented to
State Islamic Institute of Kediri
in Partial Fulfillment of the Requirements
for the Degree of *Sarjana* in English Language Education



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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute of Kediri.

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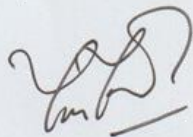
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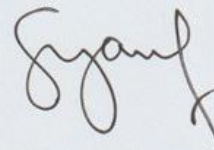
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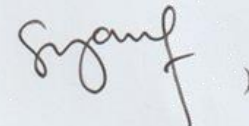
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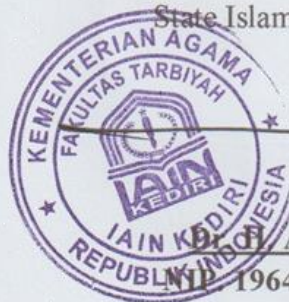
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Demikian agar maklum dan atas kesediaan bapak, kami mengucapkan terima kasih.

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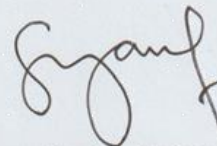
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Setelah diperbaiki materi dan susunannya sesuai dengan beberapa petunjuk dan tuntunan yang telah diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 20 Mei 2019 kami dapat menerima dan menyetujui hasil perbaikan.

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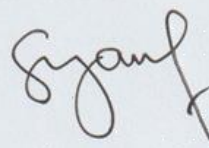
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MOTTO

“Whatever you are, be a good one”

— Abraham Lincoln

DEDICATION

With all of my love, I dedicate this thesis to:

- *My one and only love, My mother. Who never stops to support me however my condition is. Thank you for always being with me, for loving me, for praying for me, for telling me that I have done my best and for everything you have done for me. You are the one who taught me the value of hard work. Thus, this thesis happens because of you. I love you mah.*
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Subsequently, I express my great appreciation and thank to those who have a big contribution in helping me finishing the thesis. It is my pleasure to acknowledge:

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At last, the author realizes that this thesis still has many weaknesses. The suggestion and criticism for the author are very expected. Hopefully this thesis can be useful for us and become the input for the parties in need.

Kediri, May 8th 2019

Researcher

ABSTRACT

Thorisyam, Nanda Dakualita. (2019). *An Analysis on the Interference of Javanese in the English Pronunciation of IAIN Kediri Students*. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute of Kediri, Advisors: (I) Dr. Toyyibah, SS., M.Pd and (II) Burhanudin Syaifulloh, M.Ed

Key words: *Pronunciation, Javanese, Interference*

This study examines the interference of Javanese in the pronunciation of IAIN Kediri students. There are two problems to be discussed in this study. The first is what the interferences of Javanese vowels in the pronunciation of English vowels. The second is what the interferences of Javanese consonants in the pronunciation of English consonants. The aim of both problems is to know what Javanese vowels and consonants which give interference to English vowels and consonants.

This study employs descriptive qualitative aiming at describing how Javanese vowels and consonants interfere students' English pronunciation. The subjects are represented by Javanese students' at the fourth semester of Department of English Language Education in IAIN Kediri. Their mother tongue is Javanese language. The subjects are twenty Javanese students. Fourteen students are female and the rest are male. The subjects are asked to read the words on the list given by the researcher. The list of words contains all vowels and consonants in English. Then, the English vowels and consonants which are mispronounced are analysed through the differences of vowels and consonants feature change.

This study revealed that the subjects encountered a number of pronunciation problems consisting of Javanese interference in English vowels and consonants. The result of the test showed that there were six English vowels which were mispronounced by Javanese students. They are: [u:], [ə], [ɜ:], [ɔ:], [æ], [ɑ:] and [ɒ]. However, only three out of six vowels which are indicated to be interfered by Javanese. They are: [æ], [ɑ:] and [ɒ]. These English vowels are interfered by Javanese vowels [e], [a] and [u]. Furthermore, there were sixteen English consonant sounds which were mispronounced by Javanese students. They are: [p], [b], [t], [d], [k], [g], [tʃ], [dʒ], [f], [v], [θ], [ð], [z], [ʃ], [ʒ] and [ŋ]. However, not all the consonants mispronounced because of the interference of Javanese consonant. Three out of sixteen consonant sounds were not interfered by Javanese. They are: [dʒ], [f] and [z]. While the other thirteen consonants were interfered by Javanese. They are: [p^h], [b], [t^h], [d], [k^h], [g], [tʃ], [v], [θ], [ð], [ʃ], [ʒ] and [ŋ]. Furthermore, Javanese consonant sounds which gave interference in producing English consonants are: [p], [b^h], [t], [d], [k], [g^h], [c], [f], [t], [s] and [ŋ]. This study also revealed some major causes which lead the respondents' English mispronunciation. They are: borrowing, overgeneralization, deletion and devoicing.

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CHAPTER 1

INTRODUCTION

This chapter elaborates background of the study, the problem of study, the objective of study, the scope and limitation, the significance of study and the definition of key terms.

A. Background of the Study

Language is a tool for us to communicate with other people. It is an important role in our life. As we are growing up we learn how to communicate by remembering the signs and the sounds of language. There are so many languages in the world and one of them is English. English is considered as international language. Nowadays, English is the language that is used and studied by most countries in the world. By having the ability to speak English, people can communicate with other people from different country easily.

In Indonesia, each place has its own native language. One of kind is Javanese language. There are almost 2,5 million people who speak Javanese. According to Elinor C. Horne (1961), Javanese belongs to Malayo-Polynesian group which consists of Javanese, Sundanese, Malay and Maduranese (p. xxi). Javanese is not the national language of Indonesia but it is the regional language in some provinces such as Central Java, East Java and Yogyakarta.

In learning English, students need to have 4 skills. They are : writing, reading, listening and speaking. All of them are important for them to be understood. According to Allen (1960), one of the element of language that gives a big effect for better English speaking is pronunciation (p.35). Pronunciation is essential to learn, supposing that we have a decentpronunciation, our English can be understood easily. When we talk about the nature of speech sound as voluntary pronunciation, Jones (1983) referring to speech length, stress, and pitch as some aspects in speech that the speakers automatically produce with the appropriate points of articulation (p.1-8). Learning pronunciation is not a simple and easy as we think. e have to remember a few things that can be mapped on to first language. The facts confirm that articulation is significant in oralcommunication. If someone speaks in wrong pronunciation, the listeners might not understand what the speakers are saying.

In the process of learning of foreign language, the students will learn about the rules and the system from the target language. Meanwhile, the students have already mastered the rules of their own language automatically, which is called source language. Because English will be learned later, interference occurs from both mother tongue and lingua franca.

Ellis (1997) emphasized that Interference is a process that occurs during learning a language. He referred Interference as ‘transfer’, which is the effect of bilingualism or multilingualism. It is where the features of the first language are negatively exchanged or transferred to the target language (p. 51). According to

Adedimiji (2007), the negative transfer of what acquires in the source languages or Javanese language to the target language is called interference (p. 160).

There are some interferences during learning foreign language. One of them is pronunciation. Jones (1972) states that it is hard for the non-spoken English students to make the foreign sounds with his own speech organs (p. 2). In learning English as a foreign language, some learners have problem in pronunciation; especially in the way they pronounce the sounds of target language. If they pronounce the sounds differently in manners, there will be different in meaning and also writing. According to Ramelan (1988) when a student wants to learn English, he should learn to speak it. He should speak the way native speakers speak English. The only way to achieve it is by imitating and mimicking them until his pronunciation is accepted by the natives (p. 4). Dewi (2015) states that the reason which is possible for the interferences are made based on the similar characteristics in the place of articulation, state of vocal cords and manner of articulation (p. 10).

Ramelan (1988) states that there are some reasons for pronunciation problems that is categorized as: 1). The habit of the way the first language is spoken, 2). The degree of difference between the two languages, 3) The same sounds in phonetic features in both languages yet different in their distribution, 4). The different elements that are found between the target language and the first language (p. 3-4).

Sahulata (1988) stated that two languages cannot be exactly phonologically identical. It can lead to a serious interference problem in speaking the target language. It can happen when Javanese people find some English sounds that are not similar with Javanese. It may be caused by some factors such as the fossilization of mother tongue and different system of sounds between English and Javanese (p. 58-59).

When Javanese people speak in Javanese, they do not find it difficult because it is their own language. But, when they try to speak other languages, they need to learn to produce a new sound. Horne states that some Javanese sounds are just exactly like English sounds, and some of them are only a little different; a few are entirely dissimilar. Every speech sound is a complex action involving simultaneous movements of the vocal equipment (lips, teeth, tongue, top of the mouth, nasal passages, back of the throat, larynx or vocal cords and lungs), so that two sounds may be alike in some respects but unlike in others (Horne, 1961, p. xxi)

When Javanese people speak English, they might find some difficulties in certain consonants. It can be seen when they say 'together', they pronounce it */tu'geder/* when it should be pronounced */tə'geðər/*. Another word is 'verb' which has phonetic transcription */vɜrb/*. Javanese cannot pronounce it well. They pronounce it as */fɜ:b/*. The initial consonant changes from labiodental voiced fricative */v/* changes into labiodental voiceless fricative */f/*.

The phonetic transcriptions of Standard English that are written in the dictionary are not the same as the phonetic transcriptions that Javanese produce. According to Jones in 1962, the task of learning to remember what is the appropriate sequence of sounds to use in any given word or sentence is greatly facilitated by the use of phonetic transcription. Phonetic translation can be characterized as a vague framework by methods for writing, the fundamental standard being to relegate one and only a single letter to every phoneme of the language (p.6).

Indriani (2001) states that English phoneme is divided into two: twenty four consonants and twelve vowels (p.8-13). Meanwhile according to Mulyani (2008), there are seven vowels and eighteen consonants in Javanese (p.45). It will be really interesting to analyze English sounds that are mispronounced by Javanese students.

Related to the background, this research discusses the interference which Javanese speakers make in producing the English sounds.

B. The Problem of Study

Based on the background of the study above, the researcher formulates the research problems as follows :

1. What are the interferences of Javanese vowels in students' pronunciation of English vowels?

2. What are the interferences of Javanese consonants in students' pronunciation of English consonants?

C. The Objective of Study

In line with the research problem above, the aim of this study is to discover what the interferences of Javanese vowels and consonants in students' pronunciation of English vowels and consonants.

D. The Scope and Limitation

In a research, there must be one problem or more investigate, it will be confusing for the researcher if there is no limit on scope on her study. The study focused on the interference of Javanese in the pronunciation of IAIN Kediri students. In discussing about pronunciation, there are segmental and suprasegmental aspect. The scope of study in this research is only the analysis for phonological interference on segmental aspect (vowel and consonant) of Javanese in the pronunciation of IAIN Kediri students.

E. The Significance of Study

The significance of this research can be presented as follows :

1. For the students, this research can hopefully help them to improve their study in learning pronunciation.

2. For the teacher, hopefully this research can be used as reference to improve their learning method in teaching English pronunciation, so the teacher can be easier to teach the students and get the best result in their learning process.
3. For the next researcher, this study is expected to be useful as a reference to conduct her/his research.

F. The Definition of Key Terms

To avoid confusion, the researcher gives the definition of some key terms, as follows :

1. Pronunciation

Pronunciation is the way in which a word is pronounced.

2. Interference

In linguistic, interference means the use of native language or native language pattern or rule which causes an error or inappropriate form in the target language that can lead into mispronunciation.

3. Phonology

Phonology is the part of linguistics that deals with systems of sounds (including or excluding phonetics), especially in a particular language.

4. Javanese

Javanese is communication tool for Javanese people.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Pronunciation

1. The Definition of Pronunciation

As cited by Hakim (2012), Harmer (2001) states that pronunciation is the knowledge of how to say a word – that is how to pronounce it. There are many speakers of English and none of them speak exactly the same as others– we can always hear differences between them – and the pronunciation of English is different in eachdifferent geographical area (p.245).

Nunan and Carter (2001) stated that when we talk about articulation in language learning what we mean is that to accomplish importance in settings of language use, the generation and impression of the critical hints of a specific language are required.This consists of the production and perception of stressed and unstressed syllables, of the 'speech melody',or intonation and of segmental sounds (p.56).

Based on the statements above, the researcher can conclude that pronunciation is also the production and perception of the significant

sounds of a particular language in order to achieve meaning in contexts of language use.

2. The Problems of Pronunciation

In our country, English plays as a foreign language. It means that people use English only in school when they have the lesson in the classroom. Since it is rarely used by people as medium of communication, students may find many difficulties in pronunciation of English.

Kelly (2000) makes a brief and clear explanation about the individual learners' difficulties in learning English language. They are:

- 1) The learner's first language may have a one-to-one relationship between sounds and spelling. The concept of there not being such a relationship may be new.
- 2) Even if such a concept is not new for the learner, they will have to become familiar with new sound-spelling relationships.
- 3) There may be sounds, and combinations of sounds in L1, which do not occur in English.
- 4) There may be sounds, and combinations of sounds, used in English which do not occur in L1.
- 5) English may use stress and intonation patterns which feel strange to the learner (p.8).

From the explanation above, we know that there are some problems of pronunciation. They are may be sounds in English, which do not occur in first language and may be sounds, and combinations of sounds in L1, which do not occur in English. In this case, the researcher found that some of the words of English are still influenced and combined with the sound of L1.

3. Factors Affecting Pronunciation

According to Kenworthy (1987) in learning to pronounce, native language plays an important factor. English has a portion of the sound attributes of the learner's local language that is obviously exhibited by the reality. These are frequently clear enough to make a person's sources recognizable by untrained just as trained individuals. In recommending a specific language "showing through" their spoken English, a couple of features are unquestionably enough. Thus, there are some factors that affect pronunciation (p.4).

- a. The native language. We previously looked in certain subtleties at the impact of the main language or mother language on the sound arrangement of a second.
- b. The age factor. According to Kenworthy the commonly held belief that there is a strong relationship between second language pronunciation ability and age. The question of whether there is an age-related limit on the mastery of pronunciation has been well researched, but like many

other areas in language teaching, the results are rather mixed, and it is too early to state that there is a simple straightforward link between age and pronunciation ability.

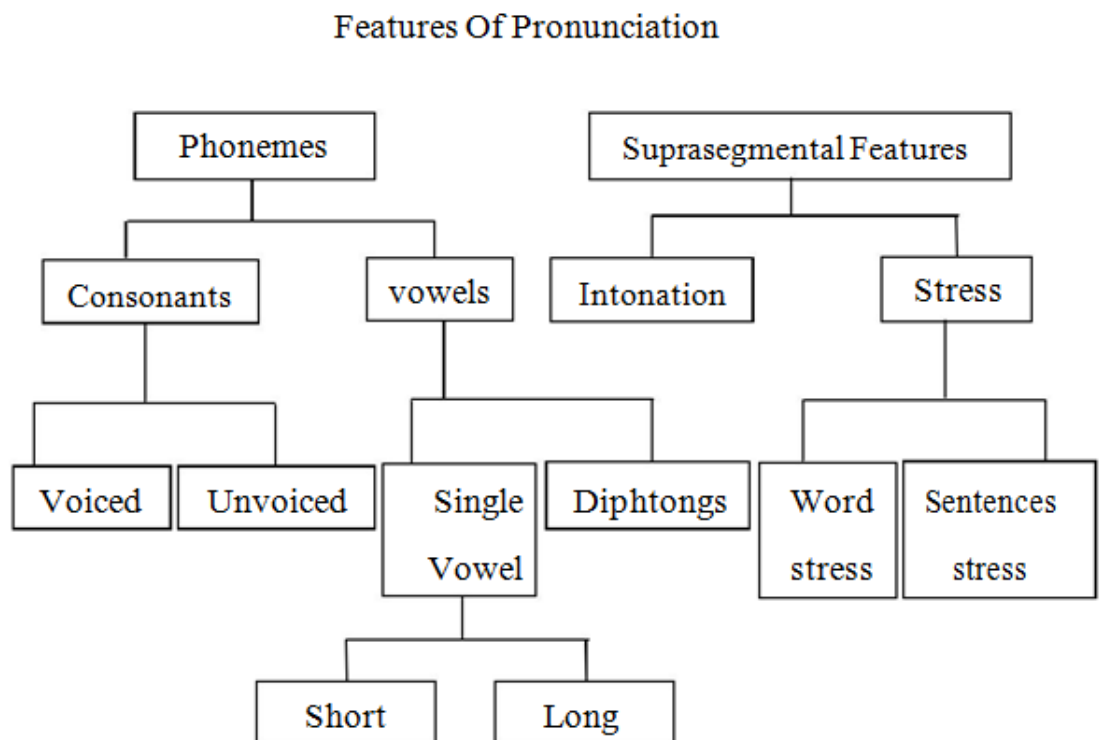
- c. Amount of exposure. Once again, there are problems with this factor, not the least of which involves quantifying 'amount of exposure'. Many people living in the target country hear little of the target language, while others living in their own native country may have significant exposure to a foreign language. Kenworthy concludes that while amount of exposure is a contributory factor, it is not an important factor in the development of pronunciation.
- d. Phonetic ability. 'phonetic ability' refers to whether someone has an 'ear' for a foreign language, and tests have been developed to measure this factor (which is generally referred to as 'phonetic coding ability' or 'auditory discrimination ability'). There are some proofs that God discriminators are not. Kenworthy points out that this is an ability which the learner brings to the learning situation, and claims that is a result that is beyond the control of the teacher (although this is something with which many would disagree).
- e. Attitude and identity. The ability to adopt and develop a foreign pronunciation has also been linked with the extent to which the learner wants to identify with the target culture. This factor may be cross-related to other factors such as age and length of residence in the target country.

- f. Motivation and concern for good pronunciation. This final factor is probably also related to personality. A few students appear to be unconcerned about committing errors, by the syntactic or phonological, similarly as long as they communicate successfully. Others are very worried about accuracy, which may stem from a craving to relate to the objective culture, or on the grounds that they have a characteristic tendency to speak effectively.

4. Features of Pronunciation

According to Kelly (2000), pronunciation has two main features.

The following diagram shows the main features of pronunciation (p.1).



(Kelly, 2001, p.1)

There are two pronunciation features: phonemes (segmental phonemes) and suprasegmental features. The first feature of pronunciation is phonemes. The diagram above shows that there are two categories in a set of phonemes. They are consonants and vowels. Consonants consist of two categories, they are voiced and unvoiced consonants. On the other hand, vowels have two types, they are single vowels and diphthong. There are two kinds of single vowels, they are short single vowels and long single vowel.

As shown in the diagram above, the second feature of pronunciation is suprasegmental features. There are two categories of suprasegmental features, they are intonation and stress. Stress consists of two categories, they are word stress and sentence stress.

5. Fields of Pronunciation

Kelly (2000) explains that the study of pronunciation comprises of two fields, to be specific phonetics and phonology. Phonetics deals with the investigation of discourse sounds. In the event that phonetics manages the physical truth of discourse sounds, at that point phonology, then again, is essentially worried about how we interpret and systematize sounds. Phonology manages the framework and example of the sounds which exist inside specific language (p.9).

Phonetics deals with speech in its purely physical aspects in which sounds are enunciated by the speaker, the acoustic properties of sound

waves, and the impacts that these have on the ear of the listener (and on the ear of the speaker, besides). Phonology is concerned about the manner in which discourse sounds are sorted out into a framework, the sound arrangement of a particular language. Phonology relates the physical certainties of discourse to other semantic information which speakers have, learning of vocabulary and language (Kreidler, 2004, p.5).

Therefore, we can make the simple description of phonetics and phonology. Phonetics refers to the investigation of discourse sounds. While, Phonology is concerned about the manner in which discourse sounds are sorted out into a framework, the sound arrangement of a particular language.

B. English Phonemes

According to Kelly (2000), phonemes are the distinctive sound inside a language. In spite of the fact that there are slight contrasts in how people articulate sounds, we can at present depict sensibly precisely how each sound is produced. For instance, the word rat has the phonemes /ræt/. On the off chance that we change the middle phoneme, we get /rɒt/ rot, a different word. The set of phonemes comprise of two classifications, they are vowel sounds and consonant sounds (p.1).

Table 2.1 The set of phonemes

Vowels		Diphthongs		Consonants			
i:	be <u>a</u> d	eɪ	ca <u>k</u> e	p	pin	s	s <u>u</u> e
ɪ	h <u>i</u> t	ɔɪ	to <u>y</u>	b	b <u>i</u> n	z	zoo
ʊ	bo <u>o</u> k	aɪ	h <u>i</u> gh	t	to	ʃ	sh <u>e</u>
u:	fo <u>o</u> d	ɪə	be <u>e</u> r	d	do	ʒ	mea <u>s</u> ure
e	l <u>e</u> ft	ʊə	few <u>e</u> r	k	c <u>o</u> t	h	h <u>e</u> llo
ə	ab <u>o</u> ut	eə	wh <u>e</u> re	g	g <u>o</u> t	m	m <u>o</u> re
ɜ:	sh <u>i</u> rt	əʊ	g <u>o</u>	tʃ	ch <u>u</u> rch	n	n <u>o</u>
ɔ:	call	aʊ	hou <u>s</u> e	dʒ	jud <u>g</u> e	ŋ	s <u>i</u> ng
æ	h <u>a</u> t			f	f <u>a</u> n	l	l <u>i</u> ve
ʌ	r <u>u</u> n			v	v <u>a</u> n	r	r <u>e</u> d
ɑ:	f <u>a</u> r			θ	th <u>i</u> nk	j	y <u>e</u> s
ɒ	dog			ð	th <u>e</u>	w	w <u>o</u> od

From the table above, we can see the set of English phonemes. English phonemes are divided into two categories, they are vowels and consonants. English has at least 12 vowels, 8 diphthongs, and 24 consonants.

1. Vowels

According to Kelly (2000), vowels are verbalized when a voiced airstream is molded utilizing the tongue and the lips to adjust the overall state of the mouth. English speakers for the most part use twelve pure vowels and eight diphthongs (p.29).

a. The Pure Vowel Sounds

Kelly (2000) states that the word 'pure' here is utilized to separate single vowel sound from diphthong. Based on the basic lip

positions which are utilized in depicting the articulation of vowel sounds, there are three classes. They are rounded, spread, and neutral (p.30).

It is called 'rounded' when the lips are pushed forward into the state of a hover, for instance sound: /ʊ/. It is called 'spread' when the edges of the lips are moved far from one another, as when grinning, for instance sound: /i:/. and after that, it is called 'neutral' when the lips are not noticeably rounded or spread, for instance sound: /ə/.

1) Close Vowel

For close vowels, the tongue is quite high in the mouth.

There are four vowel sounds that are included to close vowel, they are /i:/, /I/, /ʊ/, and /u:/.

2) Mid Vowels

For mid vowels, the tongue is neither high nor low in the mouth. There are four vowel sounds that are incorporated to close vowel, they are /e/, /ə/, /ɜ:/, and /ɔ:/.

3) Open Vowels

For open vowels, the tongue is low in the mouth. There are four vowel sounds that are incorporated to close vowel, they are /æ/, /ʌ/, /ɑ:/, and /ɒ/.

b. Diphthong

An unrefined meaning of diphthong might be 'a combination or a blend of vowel sounds'. A marginally close investigation demonstrate to us that there is a 'glide' (movement of the tongue, lips, and jaw) starting with one pure vowel sound then onto the next. The first sound in every phoneme is longer and more intense than the second in English, however not in all languages.

English is normally portrayed as having eight diphthongs, and they can be helpfully gathered in the accompanying ways:

- 1) Centring diphthongs end with a glide towards /ə/. They are called 'centring' because /ə/ is a central vowel. The diphthongs that are included into centring diphthong are /ɪə/, /ʊə/, and /eə/.

Examples:

- *Clearing* /ɪə/
- *Sure* /ʊə/
- *There* /eə/

- 2) Closing diphthongs end with a glide towards /ɪ/. The glide is towards a higher position in the mouth. The diphthongs that are included into centring diphthongs are /eɪ/, /ɔɪ/, and /aɪ/.

Examples:

- *They* /eɪ/
- *Boy* /ɔɪ/
- *Mighty* /aɪ/

3) Closing diphthongs end with a glide towards /ʊ/. The glide is towards a higher position in the mouth. The diphthongs that are included into centring diphthong are /əʊ/, and /aʊ/. Examples:

- *Go*/əʊ/
- *Now*/aʊ/

There are twelve vowels that is used in English and those vowels can be divided into several categories. The first category is pure vowels, that is divided into three parts, they are close vowel, middle vowels, and open vowels. The second category of vowels is diphthong. Diphthong is combination of vowel sounds. There are eight diphthongs that are used in English as explained above.

2. Consonants

Kelly (2000) stated that consonant sounds might be voiced or unvoiced. It is conceivable to distinguish numerous sets of consonants which are basically the equivalent aside from the component of voicing (for instance /f/, as in fan, and /v/, as in van) (p.2).

As indicated by Kelly (2000), consonants are shaping by interrupting, restricting, and diverting airflow in a variety of ways (p.47). There are three different ways of portraying the consonant sounds:

a. The Manners of Articulation

It refers to the interaction between the different articulators and the airstream. With regard to the manner of articulation, the vocal tract might be totally shut so the air is briefly unfit to go through (Kelly, 2000, p.6). There are six classes in the manner of articulation, they are :

- 1) Plosive: It occurs when a complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively', e.g. /p/, /b/, /t/, /d/, /k/, /g/.
- 2) Affricate: It occurs when a complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then discharged more gradually than in plosives, e.g. /tʃ/ and /dʒ/.
- 3) Fricative: It occurs when two vocal organs approach enough together from the development of air to be heard between them. e.g. /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/.
- 4) Nasal: It occurs when a complete closure is made somewhere in the mouth, the soft palate is lowered, and air escapes through the nasal cavity, e.g. /m/, /n/, and /ŋ/.
- 5) Lateral: It is so called, in light of the fact that, in this sound the air stream is around the sides of the tongue, for example /l/.

- 6) Approximant: it occurs when one articulator moves close to another, but not close enough to cause friction or to stop the airflow, e.g. /r/, /j/, and /w/.

b. The Places of Articulation

It gives information about what the articulators actually do.

The fundamental movements of the different articulators are:

- 1) Bilabial: using closing movement of both lips, e.g. /p/ and /m/.
- 2) Labio-dental: using the lower lip and the upper teeth, e.g. /f/ and /v/.
- 3) Dental: the tongue tip is used either between the teeth or close to the upper teeth, e.g. /θ/ and /ð/.
- 4) Alveolar: the blade of tongue is used close to the alveolar ridge, e.g. /t/ and /s/.
- 5) Palato-alveolar: the blade of the tongue is used just behind the alveolar ridge, e.g. /tʃ/ and /dʒ/.
- 6) Palatal: the front of the tongue is raised close to the palate, e.g. /j/.
- 7) Velar: the back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/.
- 8) Glottal: the gap between the vocal cords is used to make audible friction, e.g. /h/.

c. The Forces of Articulation

With regard to the force of articulation, there are two terms used here. They are *fortis* or strong, and *lenis* or weak. In spoken English, 'fortis' happens to compare with unvoiced sounds, which required a more forcefully expelled airstream than 'lenis' sounds, which in English happens to be voiced. An example pair is /p/ (unvoiced, and fortis), and /b/ (voiced, and lenis).

In this way, we can infer that there are three different ways to describe the consonant sound. The manner of articulation refers to the interaction between the various articulators and the airstream. Besides, the place of articulation gives information about what the articulators actually do. On the other hand, with regard to the force of articulation, there are two terms, they are *fortis* or strong, and *lenis* or weak.

C. Javanese

Mulyani (2007) states that Javanese is a communication tool for Javanese people (p.45). According to Abdullah and Handayani (2007), Javanese is a part of archipelago language, and it is included to Austronesian language. Javanese has a long history, a very large usage area and it has many speakers. Javanese speakers are scattered all over the island of Java, in the transmigration of Javanese people, other provinces and other countries that there is a settlement of Java (p.11)

Abdullah and Handayani (2007, p.11) state that from the historical side, Javanese can be sorted by time of application, they are :

- a. Old Javanese
- b. Middle Javanese
- c. New Javanese
- d. Modern Javanese

Mardiwasito and Kridalaksana in Abdullah and Handayani (2007) stated that Old Javanese as one of a part of Austronesian language is an old language literature. It is begun from 9th century. Based on the usage time of Javanese, Old Javanese is one of temporal dialect of Javanese. The literary works of the Old Javanese has been influenced by *Sansekerta* language (p.13).

Middle Javanese is begun from 13th century. The literary works of this period is written by the traditional author, with characteristics still use literary language or standard language, but was unable to avoid the influence of public language usage.

New Javanese is identified based on the literary works that appear since the early period of *Surakarta Hadiningrat* kingdom (\pm at the year of 1740) untill now. In the literary works of this period, there are many new words or olds words in the new form.

The term of Modern Javanese is used only to take the finish line between the elements of Javanese that has been identified as New

Javanese. Eventhough the periodization of New Javanese is began on the early period of Surakarta and the time is not restricted, but potentially it has been showed the differences on the language elements and the literary works.

In this research, the researcher analyzes the modern Javanese in her topic. It is because the kind of Javanese that is used in our daily conversation is modern Javanese.

D. Javanese Phonemes

According to Mulyani (2008), phoneme is the smallest sound that is capable to show contrasting meaning. A phoneme has a function to distinguish the meaningof the word (p.45). For example, in Javanese the word *putu* ‘grandchild’ and the word *puthu* ‘the name of food’ , both are the words with different meaning. The different meaning is caused by the different sound in the beginning of both syllables /t/ and /t̚/ of each word.

1. Javanese Vowels

According to *Tata Bahasa Mutakhir* book, there are 7 vowels in Javanese, they are /i/, /e/, /a/, /ə/, /u/, /o/, and /ɔ/. (Wedhawati, 2001, p.65)

a. Phoneme /a/,

It is a low, front, unrounded and opened vowel. The examples as follow:

- *Aku* [aku] ‘I’
- *Alas* [alas] ‘forest’
- *Kalah* [kalah] ‘lose’

b. Phoneme /ɔ/

It is a low, neutral and opened vowel. The examples as follow:

- *Kana* [kɔnɔ] ‘there’
- *Kula* [kulɔ] ‘I’
- *Tamba* [tɔmbɔ] ‘drug’

c. Phoneme /i/

It is a high, front, rounded and closed vowel. The examples are follow:

- *Iwak* [iwak] ‘fish’
- *idu* [idu] ‘saliva’
- *Pira* [pirɔ] ‘how many’

d. Phoneme /u/

It is a high, back, neutral, and closed vowel. The examples as follow:

- *Upa* [upɔ] ‘a rice’
- *Uga* [ugɔ] ‘also’
- *Sapu* [sapu] ‘broom’

e. Phoneme /ə/

It is a middle, unrounded, and half closed vowel. The examples as follow:

- *Eri* [əri] ‘thorn’
- *Merga* [mərgɔ] ‘because’

- *Kembang* [kəmbaŋ] ‘flower’

f. Phoneme /e/

It is a middle, front, unrounded and half closed vowel. The examples as follow:

- *Ember* [ɛmbɛr] ‘bucket’
- *Kene*[kɛne] ‘here’
- *Pare* [paɾɛ] ‘pare’

g. Phoneme /o/

It is a middle, back, round, and half opened vowel. The examples as follow:

- *Okol* [ɔkɔl] ‘muscle’
- *Coro* [coro] ‘cockroach’
- *Loro* [lɔrɔ] ‘two’

2. Javanese Consonants

According to *Tata Bahasa Jawa Mutakhir* book, there are twenty three consonants. They are [p, b, m, f, w, t, d, n, l, r, ʈ, ɖ, s, z, c, j, h, y, ŋ, g, k, ŋ, ʔ] (Wedhawati, 2001:65).

Table 2.2 Javanese consonant manner and place of articulation

		Bilabial	Labio-dental	Apiko-dental	Apiko-alveolar	Lamino-alveolar	Apiko-Palatal	Medio-palatal	Velar	Glottal
Stop	yl	p		t			t̚	t̚	k	ʔ
	yd	b		d			d̚	d̚	g	
Nasal	yd	m			n			ɲ	ŋ	
Fricative	yl		f*			s				h
	yd					z*				
Affricate	yd				r					
Glide	yd		w					j		
Liquid	yd				l					

yd = voiced yl = voiceless

(Wedhawati, 2001, p.42)

*adoption from English words

a. Place of Articulation

Based on *Tata Bahasa Jawa Mutakhir*, place of articulation in Javanese is divided into nine. They are bilabial, labiodental, apiko-dental, apiko-alveolar, apiko-palatal, lamino-alveolar, medio-palatal, dorso-velar, glottal/laryngeal (Wedhawati, 2001:43-64).

- a. Bilabial consonant : /p/, /b/ and /m/
- b. Labio-dental consonant : /w/ and /f/
- c. Apiko-dental consonant : /t/ and /d/
- d. Apiko-alveolar consonant : /n/, /l/, and /r/
- e. Apiko-palatal consonant : /t̚/, /d̚/
- f. Lamino-alveolar consonant : /s/ and /z/

- g. Medio-palatal consonant : /tʃ/, /dʒ/, /ɲ/, and /j/
- h. Dorso-velar consonant : /k/, /g/, and /ŋ/
- i. Laringal consonant : /h/
- j. Glottal stop consonant : /ʔ/

b. Manner of Articulation

Javanese manner of articulation is classified into seven types.

Here are just the examples of each type.

1) Voiced and Voiceless sound

Voiced sounds = /b/, /d/, /dʒ/, /g/, /m/, /n/, /ɲ/, /ŋ/, /l/,
/z/, /r/, /w/, /j/

Voiceless sounds = /p/, /t/, /tʃ/, /c/, /k/, /ʔ/, /f/, /s/, /h/
(Wedhawati, 2001, p.42).

2) Stop and Nasal

Based on *Tata Bahasa Jawa Mutakhir*, stop or plosive consonants are represented by [p, b, t, d, tʃ, dʒ, y, k, g, ʔ]. They are called stop because when it is formed, the airstream stops for a moment (Wedhawati, 2001, p.42).

Nasal sounds can be classified as continuant. The consonants are [m, n, ɲ, ŋ] (Wedhawati, 2001, p.42).

3) Fricative

There are four consonants of fricative. They are [f, s, z, h]

4) Affricate

The sound is only [r]. The example is ‘raga’ /r^hɔg^hɔ/ ‘body’
(Wedhawati, 2001, p 42).

5) Glide

Javanese glide sounds are [w, j]. There is a little airstream in the mouth when it is produced (Wedhawati, 2001, p.42).

6) Liquid

Liquid sound is [l], as can be seen through the word ‘lara’ /lɔrɔ/ ‘sick’ (Wedhawati, 2001, p.42).

E. Interference

Language interference is one of the current problems in foreign language teaching. Lekova (2010) states that from a linguistic point of view, interference is an interaction or a change in linguistic structures and structural elements. It appears to be a deviation from linguistic norms in the spoken and written language. From the perspective of psycholinguistics, it is a negative exchange of language propensities and aptitudes from the primary language or from a foreign language to another foreign language (p.320).

The term interference is derived from a learning theory approach that explains about the process of habit formation constitutes in language learning (Sinha, Banerjee & Shastri, 2009, p. 119).

According to Ellis (1986), the notion of interference has a central place in behaviourists accounts of SLA. Interference was the aftereffect of what was called proactive restraint (p. 22). This is concerned with way in which previous learning prevents or inhibits the learning of new habits. In SLA it works as follows. Where the first and second language share a meaning but express it in different ways, an error is likely to arise in the L2 because the learner will transfer the realization device from his first language in to the second . Ellis (1997) refers to interference as 'transfer', which he says is 'the impact that the student's L1 applies over the obtaining of a L2'. He believes that impedance can be comprehended as blunders in the student's utilization of the foreign language that can be traced back to the mother tongue (p. 57).

As we see, language interference can be understood as a process when one language affects another language and when individual is encountering language exchange. We can talk about negative exchanges, typically known as interference, when the involvement in one language muddles the utilization of another language.

Language interference is one of the current problems in foreign language teaching. It is a habit from native language to the second language that can be a mistake when we use the second language. One of the aspects that can appear interference is the first language accent. English is the second foreign language in Indonesia. On the other hand, Indonesian speakers speak with some accents. One of them is Javanese

accent, it can interfere the Javanese speakers when they speak English. Javanese student have very great chance in experiencing cultural interference in their learning English activity. This is because the accent and also the rule of the grammar which are quite different from English. Javanese speakers have some habits when they pronounce the words.

CHAPTER III

RESEARCH METHOD

To get the accurate data, the setting of the research method is outlined and directed to answer the problems. This chapter presents the description of the research methodology. It discusses some aspects which are very important and can support the analysis of the research problems. It includes research design, subject of study, location of research, data collection, instrument of collecting data and data analysis.

A. Research Design

Research is the formal systematic application of the scientific method to the study of problems (Gay, 1992, p. 7). This study is conducted to get some information concerning with some problems which are usually faced by the students in pronouncing English words. Here, the researcher wants to describe the interference of Javanese vowels and consonants in students' pronunciation of English vowels and consonants. This description is done naturally in normal and real condition.

“the research which is designed to obtain information concerns to the current status of phenomenon and directed toward determining the nature of situation as I exist at the time of the study is called descriptive qualitative” (Arikunto, 2000, p. 353)

Based on the statement above, the research which will be done by the researcher is called Descriptive Qualitative.

B. Subject of Study

This research was administered at IAIN Kediri in which took English Department as the participants. The participants were from 4th semester and they were heterogeneous. Bogdan and Biklen (1992) stated that in the qualitative research, the characteristic of subject is small and nonrepresentative (p. 51). Therefore, for this research, the researcher took 20 students whose first language is Javanese at the fourth semester. The researcher wanted to know the interference of Javanese vowels and consonants in their pronunciation of English words.

C. Data Sources

Data source is very important for a research. There are two kinds of data sources in this research. It is primary data source and secondary data source. The primary data source is the pronunciation error of the students and the secondary data is the *Oxford Advanced Learner's Dictionary*.

D. Location of Research

The location of the research was at IAIN Kediri which is located on Jl. Sunan Ampel No. 7 Ngronggo Kediri Jawa Timur. IAIN Kediri is Islamic collage which has three faculties namely Ushuludin, Tarbiyah, and Syariah. Each faculty is divided into some departments. English department is one

of department in faculty of Tarbiyah. In English department, the students learn English either in the form of spoken or written. They learn all skills in English such as speaking, writing, listening and reading. They also learn four elements in English, one of them is pronunciation. Pronunciation is one of linguistic area which has relationship with another subject such as speaking. English students of IAIN Kediri especially fourth semester has learned about pronunciation and phonology so they have the knowledge and the ability to pronounce well. That is why, the researcher chose IAIN Kediri as the location to do her research.

F. Data Collection

Data is very important in conducting a scientific research; since the scientific problem can resolved only on the basic of the research design capability of providing data can be lead to the solution of the problem. There are some techniques and ways in collecting the data.

In this research, the researcher applied direct observation. The first step of collecting the data is that the researcher made an appointment with the participants who are Javanese students at the fourth semester of IAIN Kediri and asked permission to them to be the object of her research. After that the researcher asked the Javanese students to produce their sounds by reading the list of words which consist of English vowels and consonants and recorded their pronunciation by using voice recorder. The next step is that the researcher transcribed the Javanese students' pronunciation into phonetic

transcription and the last is the researcher described the Javanese students' mistakes in producing the vowels and consonants in English through the differences of feature change.

G. Instrument of Collecting Data

In the qualitative research, the main instrument is researcher herself. Bogdan and Biklen (1992) state that one of qualitative research's characteristic is that qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. Researcher enter and spends considerable time is full, families, neighborhoods and other locales learning about educational concerns (p. 29).

In this research, the researcher used documentation as an instrument to collect the required data. The researcher collected the data by recording the students' pronunciation of the list of words that was given by the researcher. The list of words consists of two tables (vowels and consonants) which in each vowel and consonant consist of six words and two words for each position: initial, medial and final (some vowels or consonants may not consist of six words since some vowels or consonants do not occur in initial or final position) it is stated in Appendix 1.

H. Data Analysis

After getting the data from the test, the next step is analyzing the data by transcribing the record of the participants' utter words. To make it systematic, the researcher arranged some steps as follows :

Firstly, the researcher played back the recorded pronunciation of Javanese students by using audio speed changer application to make their voice slower and clearer. Secondly, while listening to the recorded pronunciation, the researcher transcribed the students' recorded pronunciation into phonetic transcription (stated in Appendix 3). The researcher replayed the recorded pronunciation more than four times to ensure what she listened to were correct. Thirdly, the researcher compared the incorrect pronunciation made by the students with dictionary transcription. The next is she classified the mistakes the kind of mistakes made by the students based on the list of pronunciation of English words given. Finally, the researcher described and discussed the mistakes in producing English vowels and consonants made by Javanese students by comparing the feature change of both languages.

I. Triangulation

Triangulation is useful for making the validity of the data become more comprehensive. In this research, the researcher uses *data triangulation*.

It is the triangulation that involves using different sources of information in order to increase the validity of a study.

This research was conducted to know the students' English vowels and consonants pronunciation, therefore the researcher recorded the students' voice as a data gathering. To make data is valid, the researcher *uses Oxford Advanced Learner's Dictionary*. Meanwhile to make the data in Javanese language valid the researcher uses herself as the native speaker of Javanese language.