

An analysis of L1 Jogja Javanese accent interference in students' English pronunciation

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ABSTRACT

Students typically struggle to erase the accent of their original language when studying a foreign language since the language has been tied to them for a long time. Interference is the term used to describe mixing when the pronunciation is mixed. When studying a second or foreign language, interference is a deviation. The goals of this study are to determine the phonological influence of Javanese accent in students' pronunciation. This study used qualitative methods, and the subjects were students from Ahmad Dahlan University Yogyakarta who were originally from Yogyakarta, hence their first language was Jogja Javanese. In this study, the researcher collects data using tests, interviews, and recording. In this study, the researcher employed the triangulation technique to enhance the credibility and validity of the results. there are several errors in student pronunciation such as /æ/ changed to /ʌ/, /ə/ to /e/, /ɑ/ adding /h/, /o/ to /a/o/, /i/ to /e/, /e/ to /i/, /ʌ/ to /u/, students often adding /h/ in /d/, /p/, /b/, /dʒ/ or it is h-dropping, interference in the consonants' pronunciation are /v/ to /f/, /θ/ to /c/, /s/ to /k/, /z/ to /s/, /ʒ/ to /syu/.

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1. Introduction

Students typically struggle to erase the accent of their original language when studying a foreign language since the language has been tied to them for a long time. Interference is the term used to describe mixing when the pronunciation is mixed. When studying a second or foreign language, interference is a deviation. The difference in the system between the first and second languages is what generates interference (Mustikawati, 2013). Interference is described as a modification in the language system utilized in another portion of the language that is seen as a mistake because it deviates from the language's rules (Chaer, Abdul and Agustina, 1995). According to (Hassan, 2014) the learner's challenges in learning a second language (L2) might be predicted based on systematic disparities between the bilinguals, and students from diverse first linguistic backgrounds would face varied challenges attempting to learn a foreign language.

One of the regional languages spoken in Indonesia is Javanese, which is also used as a first language. The first language utilized in everyday social contact by the speakers has affected the second and native language that they are learning. Learning English would be challenging for

Javanese people owing to disparities in the linguistic systems of both languages. The speakers have been speaking in their mother tongue from childhood, and the habit is firmly ingrained. As a result, responding to changes in producing foreign language sounds is difficult. One of Indonesia's civilizations is the Javanese language. Javanese is the traditional or first language of the Javanese people (Damanhuri, 2007). According to (Wardani & Suwartono, 2019) It has a strong and distinct accent, dialect, intonation, and diction, demonstrating that the Javanese language is pronounced clearly, unambiguously, with brief intonation and emphasis in some cases. This explains why Javanese pupils have a distinct difficulty

We all recognize that English is turning into greater broadly used in lots of factors of life, each formal and informal, inclusive of schooling, commerce, and communications in this era. (Gunantar, 2016) contends that, in addition to its worldwide relevance, English now has permeated Indonesian individuals' everyday lives and be a part of social conversation, even if in specific areas such as government, commerce, travel, and media. Furthermore, there are additional supporting skills in terms of speaking, such as pronunciation, which, while just a supporting talent, is vital to develop. Recording to Allen as cited In (Wardani & Suwartono, 2019) Pronunciation is one of the language abilities that has a significant impact on speaking. However, many people who study English solely focus on comprehension.

From previous study, (Purwaningsih, 2019) on her research "The Influence of Javanese Accent toward the Students' English Consonant Pronunciation at English Education Study Program Peradaban University" the aims of the research is this study were to identify the Javanese students' pronunciation of English consonant, and The author conducted interviews with Javanese students and the Pronunciation course speaker. Finally, based on the results of the pronunciation test and interview, it is possible to conclude that the Javanese accent used by the Javanese students of Peradaban University's English education study program is the Banyumas accent. The participants' English consonant pronunciation was influenced by the fact that their English pronunciation was still impacted by the Javanese accent. (Tiono & Yosta, 2008) discovered that Indonesian students will pronounce those using the accents that are similar from them in Bahasa Indonesia. According to (Yuliati, 2014), Indonesian English speakers may have difficulty pronouncing several English consonant clusters, such as <squeeze>, <structure>, and <screw>. English supports three consonants, such as /s/, that can be succeeded by other voiceless stops consonants /p/, /t/, or /k/ and one of the approximants /l/, /r/, /w/, or /j/. (Chaira, 2015) detects interference from the L1 as in pronunciation of English segment sounds generated by Acehnese pupils at Darul Ulum Islamic Boarding School in several parts of Indonesia. They are /ph/, /th/, /kh/, /f/ for grapheme /ph/, /v/, /l/, /z/ for morpheme /s/, /l/, /ks/ for morpheme /x/, and /i/, /u/, /ae/, and /e/.

According to (Mulyani, n.d.) A phoneme is defined as the smallest sound capable of conveying differentiated meaning. A phoneme aids in distinguishing the meaning of a word. In Javanese, for example, the terms *putu* (grandchild) and *puthu* (food name) have polar opposite meanings. The Java accent emphasizes several phonetics, such as b, d, g, j, and. Some words in that language are often spoken with more reliance, which has a significant influence on how individuals talk, particularly in their pronunciation. Then language becomes a crucial component that has a huge impact on our ability to build our identity. It is up to each individual to decide where they belong in order to demonstrate their social life level. (Bresnahan & Brynjolfsson, 1998) researched the diversity in intelligibility and role identification among foreign-accented English speakers. According to this study, an understandable foreign accent elicited a more good opinion and affective reaction from listeners (native speakers) than an intelligible foreign accent.

The researcher discovered the interference of the students' English pronunciation, and as a result of the problem, the researcher wishes to analyze the Javanese language interference in the English pronunciation of Javanese students at Ahmad Dahlan University, as well as the phonological interference in students' pronunciation. The researcher hoped that this study would be beneficial for English teachers who believe that pronunciation is an essential ability to have, for students who will be able to identify and solve difficulties connected to their first language and pronunciation, and for other researchers.

2. Method

This research is a descriptive qualitative because the researcher aims to explain and analyze the interference of Javanese Jogja accent in students' pronunciation. According to (Creswell, 2003) qualitative research is a method for studying and comprehending the meaning that individuals or groups attach to a social or human situation. The subjects in this study were the students of Ahmad Dahlan University who came from the original Yogyakarta so their first language was Jogja Javanese Language. The researcher only choose 5 students for sampling. The writer employed a record player to conduct a pronunciation test as one of the data gathering techniques in this study.. In this style of interview, the goal is to reach particular information that may be related to data obtained in previous interviews. To complete the data, the writer took documentation in the form of a recording of a pronunciation test given to Javanese students.

3. Findings and Discussion

This findings is to find out the phonological interference of Javanese accent in students pronunciation. The researcher gives the students 50 random word in English and students pronounce it, while the students pronounce the 50 word the researcher record it. After recording, the researcher transcribed and analyzed the data. (Frazer et al., 1984) provided a hypothesis on phonological principles that will be used to evaluate Javanese-English interference. Internal elements that impact someone's interference of foreign pronunciation, according to (Zhang, 2009), include natural factors are age, auditory sense, intellect, and ability. Other elements that affect individual variances include an individual's behavior, perspective, motivation, identity, and efforts. According to (Gilakjani, 2012), one major component that affects someone's pronunciation of a different language is attitudes.

Table 1. Students' vowel pronunciation

No	Symbols	Word	Phonetic Writing (American)	Students Pronunciation	Errors
1	/æ/	Average	/ˈævərɪdʒ/	/ʌvəreg /	/æ/ to /ʌ/
2	/ə/	Significance	/sɪɡˈnɪfɪkəns/	/sɪɡˈnɪfɪkəns /	/ə/ to /e/
3	/ɑ/	Honest	/ˈɑːnɪst/	/ˈhɑːnest /	/ɑ/ adding /h/
4	/ʊ/	Doubtful	/ˈdaʊtfl/	/ˈdabtfl / /ˈdobful /	/ʊ/ to /a/ /o/
5	/ɪ/	Especially	/ɪˈspeʃəli/	/eˈspeʃəli /	/ɪ/ to /e/
6	/e/	Beggar	/ˈbeɡər/	/ˈbiɡər /	/e/ to /i/
7	/ʌ/	Culture	/ˈkʌltʃər/	/ˈkultʃər /	/ʌ/ to /u/

Table 1 is a table that shows students vowel pronunciation which consists of 7 vowels and the respondents is 5 students. If seen from the table above, there are several errors in student pronunciation such as /æ/ changed to /ʌ/, /ə/ to /e/, /ɑ/ adding /h/, /ʊ/ to /a//o/, /i/ to /e/, /e/ to /i/, /ʌ/ to /u/. According to (Al Abdely & Thai, 2016) research, particular English vowels are more difficult to recognize than others.

Table 2. Students' Consonant pronunciation

No	Symbols	Word	Phonetic Writing (American)	Students Pronunciation	Errors
1	/b/	Body	/ˈbɑːdi/	/ˈbhaːdi/	/b/ adding /h/
2	/t/	Beautiful	/ˈbjuːtɪfl/	/ˈbjuːtɪfl/	-
3	/d/	Adore	/əˈdɔːr/	/əˈdhɔːr/	/d/ adding /h/
4	/k/	Confidence	/ˈkɑːnfɪdəns/	/ˈkoːnfɪdən/	/a/ to /o/
5	/g/	Glass	/ɡlɑːs/	/ɡlæs/	-
6	/f/	Famous	/ˈfeɪməs/	/ˈfeməs/	/e/ without /v/
7	/v/	Leave	/liːv/	/lef/	/v/ to /f/
8	/θ/	Think	/θɪŋk/	/cɪŋk/	/θ/ to /c/
9	/p/	Peanut	/ˈpiːnʌt/	/ˈphiːnʌt/	/p/ adding /h/
10	/ð/	Breathe	/briːð/	/ˈbriːð/	-
11	/s/	Certainly	/ˈsɜːrtɪnli/	/ˈkɜːrtɪnli/	/s/ to /k/
12	/z/	Apologize	/əˈpɑːlədʒaɪz/	/əˈpalogɪz/	/z/ to /s/

13	/f/	Organization	/,ɔ:rqənə'zeɪfn/	/,ɔ:rqəni'zeɪfn/	/ə/ to /i/
14	/z/	Pleasure	/'pleʒər/	/'plesyur/	/z/ to /syu/
15	/h/	Hobby	/'hɑ:bi/	/'hɑ:bi/	-
16	/t/	Culture	/'kʌltʃər/	/'kʌltur/	Bold t
17	/dʒ/	Jealous	/'dʒeləs/	/'dʒheləs/	Adding /h/
18	/m/	Jump	/dʒʌmp/	/dʒʌmp/	-
19	/n/	Handle	/'hændl/	/'hændl/	-
20	/ŋ/	Thing	/θɪŋ/	/θɪŋk/	Adding /k/
21	/w/	Would	/wʊd/	/wʊd/	-
22	/j/	Yesterday	/'jestərdeɪ/	/'jestərdeɪ/	-
23	/r/	Ordinary	/'ɔ:rdneri/	/'ɔ:rdneri/	-
24	/i/	Perfectly	/'pɜ:rfektli/	/'pɜ:rfektli/	/i/ to /e/

The interferences of phonological system in consonant (table 2) students often adding /h/ in /d/, /p/, /b/, /dʒ/ or it is h-dropping. (Murillo López, 2007) H-dropping is one of the most strong tropes in English is /h/-dropping, a dialectal trait connected with the phonological realization of letter h>. The lack of the /h/-phoneme –aspiration– in specific phonetic situations. Another interference in the consonants' pronunciation are /v/ to /f/, /θ/ to /c/, /s/ to /k/, /z/ to /s/, /ʒ/ to /syu/. Some English consonants change from Javanese consonants; for example, the English letter / θ/ may be pronounced as /c/ by some Javanese pupils. This is because Javanese has no consonant / in its speech sound. Because Javanese does not have the sound /θ/, this does not prevent Javanese pupils from being used.

Table 3. Students' diphtong pronunciation

No	Symbols	Word	Phonetic Writing (American)	Students Pronunciation	Errors
1	/ei/	Generation	/.dʒenə'reɪʃn/	/.dʒenə'raʃn/	/ei/ to /a/
2	/aɪ/	Buy	/baɪ/	/bhaɪ/	adding /h/
3	/əʊ/	Borrow	/'bɔ:reɪʊ/	/'bhɔ:reɪʊ/	adding /h/
4	/aʊ/	About	/ə'baʊt/	/ə'baʊt/	-

In the table 3 students find the difficult to pronounce /ei/ and they pronounce it to /a/. Another interference that found in the table 3 is adding /h/ after /b/.

There are various similarities between this study, according to the findings of this research. This conclusion is consistent with the study (Purwaningsih, 2019) that found that the sounds /b/, /d/, and /d/ were altered by Javanese accent by adding /h/ following spoken /b/, /d/, and /d/ or medhok. And, similarly to (Wardani & Suwartono, 2019), (Desi, 2019; Senowarsito & Ardini, 2019) the detect error in sounds /ae/ to /a/, /v/ to /f/, /z/ to /s/, / to //, /to/u/, /to/o/, /d/to/g/, /t/ Javanese pupils find it difficult to pronounce.

4. Conclusion

When they developed some English words, the Javanese pupils continued to use their original language. They were unaware of the words they had to create and were heavily impacted by their original language, therefore their pronunciation suffered as a result. The mistake of pupils speaking directly came from their first language. (Senowarsito & Ardini, 2019) agreed that even if the students have a lot of English pronunciation knowledge and have been training it, they would pronounce certain English words in their native tongue. The learners have a tough time excluding blunders at the unconditional moment. This is because the target of the second language has not yet been raised. Because they speak English, they have Javanese interference toward English in several ways. First, they have difficulty pronouncing some English words which do not exist in Javanese because their speaking parts are difficult to move. Next they don't know how to say particular words, and finally, it's tough for them to distinguish comparable sounds in English (Andika et al., 2018).

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