

The Impact of Javanese Language to English Pronunciation Error: How and Why?

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Abstract: The aim of this research is to investigate how and why Javanese language has impact on to English Pronunciation Error? The design of the research was a case study in the form of qualitative research using the principle of contrastive analysis to analyze the data. The participants were chosen regarding to Javanese native speaker who learn English for the foreign language in semester three and five of English Education Department in STKIP Muhammadiyah Pringsewu Lampung. Recording pronunciation test and interview were used to collect the data. Phonetics transcription online were used to find the error and transcribe it into phonetics symbol. As the findings, this research focuses on 50% errors. Javanese committed errors on /d/, /b/, /p/, /g/, stressing words at the middle, last. Moreover, their problem in long vowel, voiced consonant, stressing word at the first, middle, and last, and falling and rising intonation as the result of their Javanese language. Moreover, the error were also influenced by age. Despite of the impact of mother tongue to English pronunciation was strong enough. Some method and technique can be applied to reduce students' problem in pronouncing English words.

Keywords: *Pronunciation Error, Javanese Language, Case Study*

1. INTRODUCTION

English is a valuable language to be learnt by Indonesian. No wonder that it becomes subject to be taught in formal and informal education. The ultimate point of choosing English as the foreign language is to make Indonesian people can communicate with the English language user without any problem. In order to have a good communication, pronunciation should be considered despite of vocabulary and grammar. Based on Previous research by (Gilakjani, 2012), Pronunciation has the most important role in language use, language development, and language learning. It competence can impact the

desire to use the language as well as the quality and quantity of input received and output produced. Moreover, pronunciation also can created impairment in speaking English. It caused misunderstanding and misinterpretation during the conversation. Realizing the importance of pronunciation, the curriculum for english department in university states to include it as the prerequisite subject and as one of fundamental components in speaking. As stated in the result pervious research by (Zhang & Yin, 2009), in teaching pronunciation the lecturers should help learners in categorizing or conceptualizing sounds in a way appropriate to English. Simply seeing a speech-wave or a diagram

of the articulation of a sound, however 'animated' and however accurate, will not help them unless they are also helped to understand what features of the sound are significant and given appropriate ways of thinking about the sound so that they can reproduce it.

However, teaching pronunciation for Third Language Acquisition (TLA) like Javanese people is not a mere of teaching students to sing an English song or simply seeing and following the speech wave described in the book. TLA here by meaning that individual might have sequentially acquired two languages (the native language firstly, and then a second and third non-native languages) or at the same time as bilingual speakers and later on an L3 (Estudis Anglesos Supervisor & Capdevila Batet Javiera Paz Duhalde Solís, 2015). Javanese speakers have master two languages already, those are Indonesian language as the national language and Javanese language as the mother tongue. Although they have master the languages, in many occasion they tend to speak and use broken language or error. This has meaning that the transfer from mother tongue to the first language was not completed enough. This statement in line with the statement which mention that students who learn English, no matter which area they come from, always find difficulties in learning pronunciation since his target language is very different with his mother tongue. It is also the fact that their difficulties are varied from their linguistic background. Richards (1971:54) states that the learner of foreign language makes some mistakes in the target language by effecting of his/her mother tongue that is called as inter-lingual errors. According to Nunan (1991:23) the difficulty of pronouncing English basic sounds might be caused by the learners' mother tongue that influences the learners' acquisition of English as a foreign language in some ways

such as transference and interference. In other words, Javanese language always has the portion to be used and mixed in speaking Indonesian language. This phenomenon caused severe impacts on the third language they have to master, English language.

Without investigation on the impacts of interlanguage to the third language acquisition, it is hard for the lecturers that has duty to teach Pronunciation to TLA students to identify and to give the solution. As mentioned on previous research by (Gilakjani, 2012) that the major change towards pronunciation instruction is indispensable and it is their job to speed up change. Thus, an investigation that has concern on the impact of Javanese language to English Pronunciation Error that is likely to reveal how and why Javanese language can caused the error of English pronunciation.

2. METHOD

This research used a case study approach, since it is in line with its purpose that is to understand a case or cases in full and in depth. In this research, in order to get the data, the researcher used test of pronouncing English words and recording of each participant's performance. Pronunciation test was design to measure students' errors in aspects of phonetics and phonology. It had four parts, they are consonants, vowel, stressing words, and intonation. The consonant consists of voiced and voiceless. The vowel consists of short, long, and diphthong. The stressing word consists of first, middle, and last stressing in every word. The last, intonation consists of falling intonation and raising intonation. Population of the study consisted the third and fifth semester of English education in STKIP Muhammadiyah Pringsewu Lampung in the academic year of 2016/2017. Purposive sampling technique used to select the students' native speaker of

Javanese. Later, the subject named JAV1, JAV2, JAV3, JAV4, JAV5, JAV6, JAV7, JAV8, JAV 9, JAV 10. Thus, subjects were asked to pronounce word lists, sentences or passages which have been an abundance of particular sounds in representative environments. Further, the recordings of participants' pronunciation were analyzed by using error analysis procedure. Interview was done to get more detailed information. Both results were transcribed, coded, and analyzed to answer the research questions.

3. FINDINGS AND DISCUSSION

The result of the data analysis showed that the JAV had difficulty in pronouncing English words in vowel, consonant, stressing word, intonation, and complementary dist. It was proven from JAV 1 in short, long, and diphthongs vowel. JAV 1 committed error in short vowel /ə/ in "ago", /ɒ/ in "gone". The long vowels /i:/ in "see" and "hit", /u:/ in "blue", /ɜ:/ from "learn", and /i:/ in "am". The diphthongs were /ɔɪ/ in "boy", /eə/ in "hear", /ɪə/ in "niece", and /ʊə/ in "tourist". The consonant, JAV 1 committed error in voiced /g/ in "got". She committed error in stressing word in first "syllabus, substitute, technical, qualify", in the middle "engagement, phonetic, humidity, thermometer", and the last "require, decide, understand, present, export". The falling intonation, JAV 1 committed error in "she lives in London", "where's the nearest post office?", "what time does the film finish?", "I think we are completely lost", "ok, here's the magazine". And rising intonation in sentences "is that the new doctor?", "do you like your new teacher?", "have you finished already?", "may I borrow your dictionary?". The complementary dist, she committed error in vowel /ʊ/.

JAV 2 committed error in long vowels were /ɑ:/ of "father", /ɔ:/ of "call" and "for",

/ɜ:/ of "turn" and /u:/ of "food". The diphthongs were /aʊ/ of "now", /eɪ/ in "pay". The consonant, she committed error in voiced /v/ in "vain", /z/ in "zoo" and unvoiced /p/ in "pin", /f/ in "fine"/t/ in "too" and "town", /k/ in "knock". She committed error in stressing word in the first "brother, water, table, coffee, and paper, in the middle "revelation, geology, democracy" and in the last "begin, record, permit". The intonation, JAV 2 committed in falling intonation in sentences "nice to meet you", "i'll be back in a minute", "she doesn't live here anymore", "dad wants to change his car", here is the weather forecast". And rising intonation in sentences "do you have any magazine?", "do you sell stamp?", "you like fish, don't you?", "you are a new student, aren't you?", "the view is beautiful, isn't it?". The complementary dist, she committed error in vowel /əʊ/, /ɑ:/, and /i:st/.

JAV 3 committed error in short vowel /ɛ/ in "bed", /ə/ in "ago", /ɒ/ in "gone". The long vowels /i:/ in "see" and "hit", /u:/ in "blue", /ɜ:/ from "learn", and /i:/ in "am". The diphthongs were /aɪ/ in "five", /ɔɪ/ in "boy", and /ʊə/ in "tourist". The consonant, JAV 3 just committed error in voiced /b/ in "bad" and "bat", and /r/ in "rate". JAV 3 committed error in stressing word in first "syllabus, substitute, technical, qualify", in the middle "banana, engagement, phonetic, humidity, thermometer", and the last "require, decide, understand, present, export". The falling intonation, JAV 3 committed error in "where's the nearest post office?", "what time does the film finish?", "I think we are completely lost", "ok, here's the magazine". And rising intonation in sentences "are you thirsty?", "is that the new doctor?", "do you like your new teacher?", "have you finished already?", "may I borrow your dictionary?". The complementary dist, she committed error in vowel /ɪ/, /ɪ/, /i:/, /u:/, /ʊ/, /ɪ/, /əʊ/, /aɪ/, /ɑ:/, and /i:st/.

JAV 4 committed error in short vowel /ɪ/ in word “beat”/ ʊ / from word “good”. The long vowels were /ɑ:/ of “father”, /ɔ:/ of “call” and “for”, /ɜ:/ of “turn” and /u:/ of “food”. The diphthongs were /aʊ/ of “now”, /eɪ/ in “pay”/əʊ/ of “home”, /aɪ/ of “buy”. The consonant, she committed error in voiced /b/ in “bin”, /v/ in “vain”, /z/ in “zoo”, /n/ in “neck”, and /d/ in “down” and unvoiced /f/ in “fine”/t/ in “too”. She committed error in stressing word in the first “brother, water, table, coffee, and paper, in the middle “television, revelation, relation, geology, democracy, and in the last “ begin, record, permit, address, believe. The intonation, JAV committed in falling intonation in sentences “ nice to meet you”, “i’ll b back in a minute”, “she doesn’t live here anymore”, dad wants to change his car”, here is the weather forecast”. And rising intonation in sentences “do you have any magazine?”, do you sell stamp?”, you like fish, don’t you?”, you are a new student, aren’t you?”, “the view is beautiful, isn’t it?”. The complementary dist, she committed error in vowel /i:/, /u:/, /ʊ/, /əʊ/, /i:/, / /ɑ:/, and /i:st/.

JAV 5 committed error in short vowel /ɛ/ in “bad”, /ʌ/ in “come”, /ʊ / from word “good” and / ɪ / from word “hit”. The long vowels were /ɑ:/ of “father”, /ɔ:/ of “call” and “for”, /ɜ:/ of “turn” and /u:/ of “food”. The diphthongs were /aʊ/ of “now”, /əʊ/ of “home”, /aɪ/ of “buy”, and /ʊə/ of “pure”. The Consonant, she committed error in voiced /v/ in “vain”, /d/ in “down” and unvoiced t/ in “too” and “town”. She committed error in stressing word in the first “water, table, coffee, and paper, In The Middle “television, revelation, relation, geology, democracy, and in the last “begin, record, permit, address, believe. The Intonation, JAV 5 committed in falling intonation in sentences “ nice to meet you”, “i’ll b back in a minute”, “she doesn’t live here anymore”, dad wants to change his

car”, here is the weather forecast”. And rising intonation in sentences “do you have any magazine?”, do you sell stamp?”, you like fish, don’t you?”, you are a new student, aren’t you?”, “the view is beautiful, isn’t it?”. The complementary dist, JAV 5 committed error in vowel /ɪ/, /ʊ/, /əʊ/, /i:/ /aɪ/, /ɑ:/.

JAV 6 committed error in short vowel / ʊ / from word “good” and / ɪ / from word “hit”. The long vowels were /ɑ:/ of “father”, /ɔ:/ of “call” and “for”, /ɜ:/ of “turn” and /u:/ of “food”. The diphthongs were /aʊ/ of “now”, /eɪ/ in “pay”/əʊ/ of “home”, /aɪ/ of “buy”, and /ʊə/ of “pure”. The consonant, she committed error in voiced /v/ in “vain”, /d/ in “down” and unvoiced /t/ in “too” and “town”, /k/ in “knock”. She committed error in stressing word in the first “brother, water, table, coffee, and paper, in the middle “television, revelation, relation, geology, democracy, and in the last “ begin, record, permit, address, believe. The intonation, JAV committed in falling intonation in sentences “ nice to meet you”, “i’ll b back in a minute”, “she doesn’t live here anymore”, dad wants to change his car”, here is the weather forecast”. And rising intonation in sentences “do you have any magazine?”, do you sell stamp?”, you like fish, don’t you?”, you are a new student, aren’t you?”, “the view is beautiful, isn’t it?”. The complementary dist, she committed error in vowel /ɪ/, /ʊ/, /aɪ/, /ɑ:/.

JAV 7 committed error in short vowel /ɛ/ in “bad”, /ɪ/ in word “beat”/ ʊ / from word “good”. The long vowels were /ɑ:/ of “father”, /ɔ:/ of “call” and “for”, /ɜ:/ of “turn” and /u:/ of “food”. The Diphthongs Were /aʊ/ of “now”, /eɪ/ in “pay”/əʊ/ of “home”, /aɪ/ of “buy”, and /ʊə/ of “pure”. The Consonant, JAV 7 committed error in voiced /v/ in “vain” and unvoiced / t/ in “town”,. JAV 7 committed error in stressing word in the first “water, table, coffee”, in the middle “television, revelation, relation,

geology, democracy, and in the last “record, permit, address, believe. The Intonation, JAV committed in falling intonation in sentences “ nice to meet you”, “i’ll b back in a minute”, “she doesn’t live here anymore”, dad wants to change his car”, here is the weather forecast”. And rising intonation in sentences “do you have any magazine?”, do you sell stamp?”, “you are a new student, aren’t you?”, “the view is beautiful, isn’t it?”. The complementary dist, JAV 7 committed error in vowel /ʊ/, /əʊ/, /ɑ:/, and /i:st/.

JAV 8 committed error in SHORT vowel /ɒ/ in “gone”. The long vowels/ i:/ in “see” and “hit”, /u:/ in “ blue”, /ɜ:/ from “learn”, and /i:/ in “am”. The diphthongs were /eə/ in “hear”, and /ʊə/ in “tourist”. The consonant, she just committed error in voiced /r/ in “rate”. JAV 8 committed error in stressing word in first “syllabus, substitute, technical”, in the middle “engagement, phonetic, humidity, thermometer”, and the last “decide, understand, export”. The falling intonation, JAV 8 committed error in “I think we are completely lost”. And rising intonation in sentences “is that the new doctor?”, “may I borrow your dictionary?”. The complementary dist, JAV 8 committed error in vowel /ɪ/, /ʊ/, /əʊ/, /aɪ/, / /ɑ:/, and /i:st/.

JAV 9 committed error in short vowel /ɛ/ in “bad”, /ɪ/ in word “beat”/ ʊ / from word “good” and / ɪ / from word “hit”. The long vowels were /ɑ:/ of “father”, /ɔ:/ of “call” and “for”, /ɜ:/ of “turn” and /u:/ of “food”. The diphthongs were /aʊ/ of “now”, /eɪ/ in “pay”/əʊ/ of “home”, and /ʊə/ of “pure”. The consonant, she committed error in voiced /v/ in “vain”, /n/ in “neck”. JAV 9 committed error in stressing word in the first “brother, water, table, coffee, and paper, in the middle “television, revelation, relation, geology, democracy, and in the LAST “begin, record, permit, address, believe. The Intonation, JAV committed in falling

intonation in sentences “ nice to meet you”, “i’ll b back in a minute”, “she doesn’t live here anymore”, dad wants to change his car”, here is the weather forecast”. And rising intonation in sentences “do you have any magazine?”, do you sell stamp?”, you like fish, don’t you?”, you are a new student, aren’t you?”. The complementary dist, she committed error in vowel /i:/, /u:/, /ʊ/, /ɑ:/, and /i:st/.

JAV 10 committed error in short vowel /ɛ/ in “bad”, /ʌ/ in “come”. The long vowels were /ɑ:/ of “father”, /ɔ:/ of “call” and “for”, /ɜ:/ of “turn” and /u:/ of “food”. The diphthongs were /aʊ/ of “now”, /əʊ/ of “home”, /aɪ/ of “buy”, and /ʊə/ of “pure”. The Consonant, she committed error in voiced /v/ in “vain”, /d/ in “down” and unvoiced t/ in “too” and “town”. She committed error in stressing word in the first “water, table, coffee, and paper, In The Middle “television, revelation, relation, geology, democracy, and in the last “begin, record, permit, address, believe. The Intonation, JAV 5 committed in falling intonation in sentences “ nice to meet you”, “i’ll b back in a minute”, “she doesn’t live here anymore”, dad wants to change his car”, here is the weather forecast”. And rising intonation in sentences “do you have any magazine?”, do you sell stamp?”, you like fish, don’t you?”, you are a new student, aren’t you?”, “the view is beautiful, isn’t it?”. The complementary dist, she committed error in vowel i: ʊ əʊ ɑ:st i:st. Those description of results are wel described in the table.

Table 1: Analysis of Javanese students

Partic ipant	Error in Pronunciation Aspects				
	Vo wel	C on so na nt	Stressi ng word	Intonati on	Complim entary dist
JAV 1	ə ɒ	g	'sɪləbə s 'sʌbstɪt	lændən	ʊ
			pəʊst, ɒf		

			ju:t	is	
			'teknik	fɪnɪʃ	
			əl		
			'kwɒlɪf	kəm'pli	
			aɪ	:tli	
				mægə'z	
				i:n	
	i:		m'geɪ	'dɒktə	
	u:		dʒmənt	'ti:ʃə	
	ɜ:			ɔ:l'redi	
			fəʊ'net	'dɪkʃ(ə)	
			ɪk	n(ə)ri	
			hju(:)'		
			mɪdɪti		
			θə'mə		
			mɪtə		
	ɔɪ		Last		
	eə		stressi		
	ɪə		ng is		
	ʊə		error		
JAV 2	Cor rect all	v z	First stressi ng is error	All intonati on is error	ɪ ʊ
	ɑ:	p f	revɪ'leɪ		
	ɔ:	t n	ʃən		
	ɜ:		dʒɪ'plə		
	u:		dʒi		
			dɪ'mɒk		
			rəsi		
	əʊ		bigín		
	eɪ		rəkórd		
			pərmít		
JAV 3	ε ə ɒ	V oi ce d (b)	All stressi ng is error	pəʊst, pɪ is fɪnɪʃ kəm'pli :tli mægə'z i:n	ɪ i: ʊ əʊ aɪ ɑ:
	i: u:			'θɜ:sti	
	ɜ:			'dɒktə	
	eə			'ti:ʃə	
	ɪə			ɔ:l'redi	
				'dɪkʃ(ə)	
				n(ə)ri	
JAV 4	i: ʊ	V z d n	All stressi ng is error	All intonati on is error	i: ʊ ɪ əʊ ɑ:
	ɑ:	f t			
	ɔ:				
	ɜ:				
	u:				

			əʊ		
			eɪ		
			əʊ		
			aɪ		
			ʊə		
JAV 5	ʊ ɪ	d	'wɔ:tə	All	i: əʊ aɪ
			'teɪbl	intonati	ɑ:
			'kɒfi	on is	
			'peɪpə	error	
	ɑ:	t n	téləvɪʒ		
	ɔ:	t	ən		
	ɔ:		rɛnvələʃ		
	ɜ:		ən		
	u:		rɪléʃən		
			dʒɪáləd		
			ʒi		
			dɪmákr		
			əsi		
	əʊ		bigín		
	əʊ		rəkórd		
	aɪ		pərmít		
	ʊə		ædrəs		
			bəlív		
JAV 6	ʊ ɪ	d	'wɔ:tə	All	i: əʊ aɪ
			'teɪbl	intonati	ɑ:
			'kɒfi	on is	
			'peɪpə	error	
	ɑ:	t n	téləvɪʒ		
	ɔ:	t	ən		
	ɔ:		rɛnvələʃ		
	ɜ:		ən		
	u:		rɪléʃən		
			dʒɪáləd		
			ʒi		
			dɪmákr		
			əsi		
	əʊ		bigín		
	əʊ		rəkórd		
	aɪ		pərmít		
	ʊə		ædrəs		
			bəlív		
JAV 7	ε i: ʊ	v	'wɔ:tə	All	ʊ əʊ
			'teɪbl	intonati	ɑ:st i:
			'kɒfi	on is	
	ɑ:	t	téləvɪʒ	error	
	ɔ:		ən		
	ɔ:		rɛnvələʃ		
	ɜ:		ən		
	u:		rɪléʃən		
			dʒɪáləd		
			ʒi		
			dɪmákr		
			əsi		
	əʊ		rəkórd		
	eɪ		pərmít		

	əʊ		ædrəs		
	aɪ		bəlɪv		
	ʊə				
JAV 8	ʊ	Al	'sɪləbə	lɒst	i: ʊ əʊ aɪ
		l	s		i:st
		co	'sʌbstɪt		
		ns	ju:t		
		on	'tɛknɪk		
		an	əl		
	ɑ:	t	ɛngédʒ	'dɒktə	
	ɔ:	is	mənt	'ti:ʃə	
	ɔ:	err	fənétɪk		
	ɜ:	or	hjumɪd		
	u:		əti		
			θərmá		
			mətər		
	eə		dəsájd		
	ʊə		əndərst		
			ænd		
			ekspə':		
			t		
JAV 9	ɛ	I	V	All	i:ʃ ʊ
	ʊ		oi	stressi	a:st i:st
			ce	ng is	
			d	error	intonati
			(v,	on is	
			n)	error	
	ɑ:			mægə'z	
	ɔ:			i:nz	
	ɔ:			stæmps	
	ɜ:			a:nt ju:	
	u:			'ɪznt ɪt	
	eɪ				
	əʊ				
	ʊə				
JAV 10	ɛ	ʌ	v	'brʌðə	i: ʊ əʊ
			z	'wɔ:tə	a:st i:st
				'teɪbl	
				'kɒfi	on is
				'peɪpə	error
	ɑ:	t		revələf	
	ɔ:	m		ən	
	ɔ:	t		dʒiələd	
	ɜ:			ʒi	
	u:			dɪmákr	
				əsi	
	əʊ			bɪgín	
	əʊ			rəkórd	
				pərmít	

To know the factors of students in producing errors, the researcher interviewed the students. The interviewed consisted several questions such as do you have problem pronouncing English words?,

Mention consonants do you think hard to be pronounced, Mention vowels do you think hard to be pronounced, What do you know why some ethnics in Indonesia can't pronounce well in English words as native speaker? What do you think influence from mother tongue become one of the problems in pronouncing English word and why? What do you think age' factor influence language learners in learning English especially in pronouncing word? When do language learners can learn English ideally, children or adult?

From the result of interview JAV 1, researcher found that JAV 1 had problem in pronouncing English words. When interview asked problem in consonant, JAV 1 answered there was problem in B and T but JAV 1 had no problem in pronouncing vowel. JAV 1 realized that learning English especially pronunciation was hard and JAV 1 told the problem was influenced by mother tongue/ first language. When interviewer asked about what first language influenced your pronunciation. JAV 1 answered that it influenced. JAV 1 also answered "agree" that interviewer asked about age influenced in learning English. The last question relating what time ideally learning English child or adult, JAV 1 answered learning English was started on child ideally.

From the result of interview JAV 2, researcher found that JAV 2 had problem in pronouncing English words. When interview asked problem in consonant, JAV 2 answered there was problem in M and D but JAV 2 had no problem in pronouncing vowel. JAV 2 realized that learning English especially pronunciation was hard and JAV 2 told the problem was influenced by mother tongue/ first language. When interviewer asked about what first language influenced your pronunciation. JAV 2 answered that it influenced. JAV 2 also answered "agree" that interviewer asked about age influenced in learning English. The last question

relating what time ideally learning English child or adult, JAV 2 answered learning English was started on child ideally.

From the result of interview JAV 3, researcher found that JAV 3 had problem in pronouncing English words. When interview asked problem in consonant, JAV 3 answered there was problem in F and V but JAV 3 had no problem in pronouncing vowel. JAV 3 realized that learning English especially pronunciation was hard and JAV 3 told the problem was influenced by mother tongue/ first language. When interviewer asked about what first language influenced your pronunciation. JAV 3 answered that it influenced. JAV 3 answered “disagree” that interviewer asked about age influenced in learning English. The last question relating what time ideally learning English child or adult, JAV 3 answered learning English was started on child ideally.

From the result of interview JAV 4, researcher found that JAV 4 had problem in pronouncing English words. When interview asked problem in consonant, JAV 4 answered there was problem in G but JAV 4 had no problem in pronouncing vowel. JAV 4 realized that learning English especially pronunciation was hard and JAV 4 told the problem was influenced by mother tongue/ first language. When interviewer asked about what first language influenced your pronunciation. JAV 4 answered that it influenced. JAV 4 also answered “agree” that interviewer asked about age influenced in learning English. The last question relating what time ideally learning English child or adult, JAV 4 answered learning English was started on child ideally.

From the result of interview JAV 5, researcher found that JAV 5 had problem in pronouncing English words. When interview asked problem in consonant, JAV 5 answered there was problem in B and T and JAV 5 had problem in pronouncing short and long vowel. JAV 5 realized that learning

English especially pronunciation was hard and JAV 5 told the problem was influenced by mother tongue/ first language. When interviewer asked about what first language influenced your pronunciation. JAV 5 answered that it influenced. JAV 5 also answered “agree” that interviewer asked about age influenced in learning English. The last question relating what time ideally learning English child or adult, JAV 5 answered learning English was started on child ideally.

From the result of interview JAV 6, researcher found that JAV 6 had problem in pronouncing English words. When interview asked problem in consonant, JAV 6 answered there was problem in B, G, K, and L but JAV 6 had no problem in pronouncing vowel. JAV 6 realized that learning English especially pronunciation was hard and JAV 6 told the problem was influenced by mother tongue/ first language. When interviewer asked about what first language influenced your pronunciation. JAV 6 answered that it influenced. JAV 6 also answered “agree” that interviewer asked about age influenced in learning English. The last question relating what time ideally learning English child or adult, JAV 6 answered learning English was started on child ideally.

From the result of interview JAV 7, researcher found that JAV 7 had problem in pronouncing English words. When interview asked problem in consonant, JAV 7 answered there was problem in B and D but JAV 7 had no problem in pronouncing vowel. JAV 7 realized that learning English especially pronunciation was hard and JAV 7 told the problem was influenced by mother tongue/ first language. When interviewer asked about what first language influenced your pronunciation. JAV 7 answered that it influenced. JAV 7 also answered “agree” that interviewer asked about age influenced in learning English. The last question relating what time ideally learning English

child or adult, JAV 7 answered learning English was started on child ideally.

From the result of interview JAV 8, researcher found that JAV 8 had problem in pronouncing English words. When interview asked problem in consonant, JAV 8 answered there was problem in B and D but JAV 8 had no problem in pronouncing vowel. JAV 8 realized that learning English especially pronunciation was hard and JAV 8 told the problem was influenced by mother tongue/ first language. When interviewer asked about what first language influenced your pronunciation. JAV 8 answered that it influenced. JAV 8 also answered “agree” that interviewer asked about age influenced in learning English. The last question relating what time ideally learning English child or adult, JAV 8 answered learning English was started on child ideally.

From the result of interview JAV 9, researcher found that JAV 9 had problem in pronouncing English words. When interview asked problem in consonant, JAV 9 answered there was problem in B, P, and D but JAV 9 had no problem in pronouncing vowel. JAV 9 realized that learning English especially pronunciation was hard and JAV 9 told the problem was influenced by mother tongue/ first language. When interviewer asked about what first language influenced your pronunciation. JAV 9 answered that it influenced. JAV 9 also answered “agree” that interviewer asked about age influenced in learning English. The last question relating what time ideally learning English child or adult, JAV 9 answered learning English was started on child ideally.

From the result of interview JAV 10, researcher found that JAV 10 had problem in pronouncing English words. When interview asked problem in consonant, JAV 10 answered there was problem in B and D but JAV 10 had no problem in pronouncing vowel. JAV 10 realized that learning English especially pronunciation was hard and JAV

10 told the problem was influenced by mother tongue/ first language. When interviewer asked about what first language influenced your pronunciation. JAV 10 answered that it influenced. JAV 10 also answered “agree” that interviewer asked about age influenced in learning English. The last question relating what time ideally learning English child or adult, JAV 10 answered learning English was started on child ideally.

4. CONCLUSION

JAV actually had strongly point was in stressing words. JAV almost all word in stressing words were not correct on middle and last but sometime in reading English word still pronounced double d, b, p, g. Those sometimes brought in unvoiced consonant /p/ in word” pin” they produced double g. Javanese students, they committed errors at the consonant [b], on words “bat”, [d] on words “dad”, [g] on words “got”, and [ð] on words “too”. The long vowel sometime is read short. For the stressing words, almost words with consonant b, d, and g are read with stressing while they are first, middle, and last stressing. And also the intonation, they read the sentences not focusing on the rising and falling intonation. For the sentence” Are you thirsty?” they read using flat. I mean no stressing on the word “thirsty”. This result also supported the previous research by Hakim (2012) that students who speak Javanese language as native speaker still did stressing in Phonetics that researched as follows: / b / : 26, 67% , / d / : 80%, / g / : 16, 67%, / j / : 13, 34%, / ð / : 83, 34%. The concluding from 6 Phonetics that researched, there were 2 Phonetics that are difficult, to be lost by Java students, such as: / d / and / ð /. This result also empowered the statement that is stated by Gilbert (2008:05), he mentions that the problem in language learning is to add new sounds. It

means that, in the third language learners meet the difficulties to pronounced new sounds that never appear in their first language. The factors caused students error in pronouncing English words was the influencing from mother tongue and the age in learning English and also differences of phonetics transcriptions. It was inferred from the result of interviews.

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