

## **UNDERSTANDING ENGLISH PRONUNCIATION OF JAVANESE STUDENTS IN UNIVERSITAS DUTA BANGSA SURAKARTA**

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### **ABSTRACT**

*It is obvious that ESL students in Indonesia have differences in their pronunciation. The aim of this paper is to depict the differing qualities of elocution which analyze in phonetics, and why the differing qualities exist, with center on ESL students' major issues in articulating (Q), (d), (f), (3), (tf), (d), that phonemes are articulated by ESL understudies in Solo Central Java. The research method is based on the principle of descriptive qualitative research. This paper is not talking about the term of error examination or contrastive analysis in articulation but it examines the term interlanguage. The result shows that they can pronounce phonemes (Q), (d), (f), (3), (tf), (d) if they do much practice, and also the subjects has difficulties in removing their mother tongue dialect. In this manner, their mistake is not taken as a mistake but as progress when ESL students learn a second language.*

*Keywords: Pronunciation, Phonetics, Javanese ESL Students.*

### **INTRODUCTION**

Indonesia has 749 locale dialects (Nasir, 2015), and numerous societies and races (Hafil, 2015), this definitely becomes Indonesia's luck but in term of learning language, this can be a weakness. ESL students from Indonesia are for the most part affected by their mother tongue, they have troubles to decrease the mother tongue impact. For illustration, when Indonesian EFL learners articulated "go" that ought to be articulate /gau/ but Indonesian learners more often than not articulated /go/, this matters since the sound /au/ does not exist in Indonesian (Riyani & Prayogo, 2013). This case was moreover demonstrated by Muhaji & Sholeh (2015), in the College of Kanjuruhan Malang, they explored pronunciation issues confronted by English Program Students. The result appeared that the understudies have challenges in expelling their mother tongue impact, trouble articulating the English phonetics, difficulty in determining the stressed and

unstressed syllables, difficulty in recognizing and pronouncing weak sounds, difficulty in pronouncing the suffix of a word correctly,

In this research, the writer gives another point of view, the writer do not explains in the term of error analysis or problems in pronunciation but it examines in the term of interlanguage. Selinker (1972) referred interlanguage as second language systematic knowledge independent of both first language and second language (Fauziati, 2011). Therefore, their mistake is not taken as a problem but as an advance when ESL students learn the second language.

In an attempt to make different research from the existing, the writer takes data from Surakarta, Central Java. Surakarta was taken by the writer as setting of place of this research because Surakarta has special-specific characteristics region language (known as *medhok* language), with focus on ESL students' major problems in articulating (9), (d), (f), (3), (if), (^),. Therefore this paper try to describe the glides which make by ESL students in Cilacap in articulating (9), (d), (f), (3), (if), (^), and what are the causes.

Pronunciation is the way of articulating words; utterance of speech. In other words, it can also be stated as an act of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation involves the production and reception of speech sound and the achievement of the meaning (Kristina & Rarasteja, 2006). This definition gives a briefer pronunciation's definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable, in order get the understandable, people should have clear knowledge about phonetics.

Phonetics, like any other science, evolves over time. New facts emerge, new theories are created, and new solutions to old problems are invented (The International Phonetics Association, 2007). The notational system of any science shows facts and theories, and so it is natural that from time to time the Alphabet should be modified to aid innovations.

As stated by Ogden 2009, phonetics itself means the study of the sounds of speech. For further more phonetics provides objective ways of describing and analyzing the range of sounds humans use in their languages (McMahon, 2002). Those people give a clear definition and according to them, phonetics is study of how sounds are produced and the position of mouth when the sounds are produced. Meanwhile, according to Laver (1994) phonetics refers to any learnable aspect of use of the vocal apparatus. Based on the definitions, the writer concluded that phonetics is the study of sound and how they are produced. Phonetics has the organization which focus in standardized them, it is called The International Phonetics Association or IPA. Although they have standard, the world is so complex, when they learn about second language (especially English as International language) some phonemes cannot pronounced because of some causes, finally comes

variation.

Here are the examples of some pronunciation variation in some country based on Lin (2014) research, in Vietnamese, they are hard to pronounce (t) and (d) in the final words because the final consonant does not exist in Vietnamese and then Japanese, in Japanese the entire words end with vowel so they have problems in pronouncing consonant in the final words, and so many more.

As stated before, eventhough the standard was established to make all equal but the word is too complex, therefore interlanguage is needed as the subject to examine the variation. Selinker (1972) referred interlanguage as second language systematic knowledge independent of both first language and second language (Fauziati, 2011).

### RESEARCH METHODOLOGY

This paper explains the glides which is produced by ESL students in Surakarta inarticulating (ŋ), (d), (f), (θ), (tʃ), (ʌ), and what are the causes based on the principle of descriptive qualitative research. Therefore, to make sure there is no manipulation of data the writer asked the subject to read the text which contained (ŋ), (d), (f), (θ), (tʃ), (&), and to record their voice.

### RESULT AND DISCUSSION

(ŋ)	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
Initial	✓	✓	✓	✓	✓
Middle	-	-	-	-	-
Final	✓	✓	✓	✓	✓

In this case the subjects asked to pronounce thing, think, three, thief and thought to identify (ŋ) in the initial, something, anything, everything, ethic and ethnic to identify (ŋ) in the middle and both, with, math, north, south to identify (ŋ) in the final. Phoneme (ŋ) is pronounced fricative, interdental and voiceless. The subjects are mostly good in the initial and final but in the middle the subjects are mostly different in pronouncing the phoneme (ŋ). They mostly shifted from (ŋ) to (t) which pronounced stop, alveolar and voiceless.

(ŋ)	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
Initial	✓	✓	✓	✓	✓
Middle	-	✓	-	✓	✓
Final	-	-	✓	-	-

In this part, the subjects pronounce the, this, that, these, those to identify (d) in the initial, brother, father, mother, neither and either to identify (d) in the middle and breathe, loathe, smooth, scythe and seethe to identify (d) in the final. Phoneme (d) is pronounced by fricative, interdental and voiced. The subjects are mostly good in pronounce (d) in the initial and middle but in the final the subjects are mostly different in pronouncing the phoneme (d). They mostly shifted (d) to (t) which pronounced stop, alveolar and voiceless.

(f)	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
Initial	✓	✓	✓	✓	✓
Middle	✓	✓	✓	✓	-
Final	✓	✓	✓	✓	✓

Here, the subjects order to pronounce she, show, sure, shoulder, should to identify (f) in the initial, patient, pressure, creation, fashion and national to identify (f) in the middle and gosh, wish, push, trash and English to identify (f) in the final. Phoneme (f) is pronounced by fricative, alveopalatal and voiceless. The subjects are good in pronouncing (f) in the initial, middle and final.

(3)	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
Initial					
Middle	-	-	✓	-	-
Final					

This session, the writer only found the phoneme (3) in the middle therefore subjects are asked to pronounce vision, version, luxury, decision and television to identify phoneme (3) in the middle. Phoneme (3) is pronounced by fricative, alveopalatal and voiced. The

result shows us that phoneme(3) are good enough pronounced by subject three and the other subjects are shifted from (3) become (f).

(J)	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
Initial	✓	✓	✓	-	✓
Middle	✓	✓	✓	-	-
Final	✓	✓	✓	✓	✓

In this case the subjects must pronounce child, charge, change, cheeks and choice to identify (if) in the initial, teacher, mature, nature, teaching and watching to identify (if) in the middle and such, which, watch, match and march to identify (if) in the final. Phoneme (if) is pronounced by affricative, alveopalatal and voiceless. The subjects are good enough in pronouncing (if) in the initial, middle and final though there is pronunciation which is not precise.

(^)	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
Initial	✓	✓	✓	-	✓
Middle	-	-	✓	-	-
Final	-	✓	✓	-	✓

The subjects asked to pronounce job, joke, giant, jam and general to identify (dj) in the initial, ages, pager, major, region, budget to identify (dj) in the middle and bridge, usage, language, prestige and village to identify (dj) in the final. Phoneme (dj) is pronounced by affricative, alveopalatal and voiced. Phoneme (dj) are mostly shifted by four of the subject, it shifted into (if) which pronounced affricative, alveopalatal and voiceless. Only subject three is good enough to pronounce (^).

The aims of this study are to describe the sound shift of (9), (d), (f), (3), (t), (dj) and why they are shifted. The writer sees that phoneme (9), in the initial and final word

which pronounced by the

five subjects sounds clear, but the issue comes when (ŋ) take place in the middle, the sound are shifted from (ŋ) become (t) which articulated by stop, alveolar and voiceless. It also happen in the final word of phoneme (d). Moreover, the writer found new outcome when subject read “think” (ŋɪgk), the subject missed the final (k), therefore they pronounce “think” like pronounce “thing”, the writer argued that ESL students in Indonesia are unaccustomed to pronounce (gk) and (d) in the final because it does not exist in Indonesian alphabet.

Next are (f) and (θ), the subjects pronounce well (f) both in initial and middle or final, but the shift arise when subjects pronounce (θ) which should be pronounced by fricative, alveopalatal and voiced it shifted become (f) which pronounced fricative, alveopalatal and voiceless. Then, there are (tʃ) and (ʌ), like above phoneme (tʃ) are clear enough pronounced by the subject but the shift arise when the subject pronounce (ʌ), it should be pronounce affricative, alveopalatal and voiced but shifted become (tʃ) which pronounced affricative, alveopalatal and voiceless. The writer believed that this issues happened because the manner of articulation of alveopalatal voiced phonemes is limited in Indonesia.

## CONCLUSION

This paper is made to discover the variations of pronunciation in Indonesia in brief explanation. It should be seen as a progress when ESL students in Indonesia learn second language. The outcome is glide phonemes found in the middle (ŋ), final (d), middle (θ), and in the final and middle (ʌ). The glides not found in phoneme (f) and (tʃ). The writer believed that it is caused by the not-existence of phonemes (ŋ), (d), (f), (θ), (tʃ), (ʌ) in Indonesia, however, if they can pronounce phonemes (ŋ), (d), (f), (θ), (tʃ), (&) it should be done by much practice, and also the subjects has difficulties in removing their mother tongue dialect.

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