PHONOLOGICAL INTERFERENCE OF JAVANESE TOWARD ENGLISH PRONUNCIATION

THESIS

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FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2020**

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THESIS

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2020**

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I state that the thesis entitled **"Phonological Interference of Javanese toward English Pronunciation"** is my original work. I do not include any any material previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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MOTTO

Goals never end

DEDICATION

I proudly present this thesis to :

My self for always struggle behind this research and never stop to trust if I can finish my thesis

My father, Purwadi who gives me me all his attentions, and my mother, (alm) Siti Uswahtul Aminah for her kindness

My siblings, Wisnu Rozaan Sukma, Ilma Rodhiya Annisa, and Zaki Muhammad Ibrahim for giving me a support in finishing my thesis

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Surotun Siqoyah

ABSTRACT

Phonology is divided into two aspects in terms of English pronunciation; those are segmental and suprasegmental aspects. Those two aspects can be easily used in daily conversation. Nevertheless, the occurrence of phonological interference can be found if native able to acquire multilingually. The research aims to reveal the phonological aspects caused phonological interference and establish the strategies for avoiding interference. Students of the English literature department that take English Language Teaching (ELT) and speak Java, Indonesia, and English language become the primary sources of this research. The reason for choosing students as respondents because phonological intereference can be found in educational level.

The methodology used in this research is a descriptive qualitative as research design and researcher as the main research instrument. The researcher presented the data in a form table and description and used the theory of Geoffry S. Nathan to ease the analysis of research. The data is divided into two phonological aspects. Those are segmental, which used 3 of speech implementation such as *assimilation*, *insertion*, and *deletion*, and suprasegmental, which focused on *word stress* in several syllables. Meanwhile, to ease getting the finding, the researcher used the Marsono theory to compare with vocal, diphthong, and consonant in Java language.

The finding shows that phonological interference comes from a segmental aspect, totaling errors up to 99 and 189 in the suprasegmental aspect. In the segmental aspect, errors of English pronunciation were found on the *assimilation* of speech implementation based on vowel, diphthong, and consonant. Meanwhile, in the suprasegmental aspect, *word stress* on the second syllable with 2, 3, and 4 syllable words become the most errors. Therefore, phonological interference can be avoided by doing more individual practice in looking for difficult vocabularies and using English as the main language in doing enjoyable activities such as listening to music and watching movies.

ABSTRAK

Siqoyah, Surotun (2020) *Gangguan Fonologi terhadap Orang Jawa dalam Pengucapan Bahasa Inggris*. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Nur Latifah, M.A. TESL

Kata Kunci: Gangguan fonologi, pengucapan bahasa Inggris

Fonologi memeliki dua aspek utama dalam pengucapan bahasa Inggris, yaitu aspek segmental dan suprasegmental. Dua aspek tersebut dapat diaplikasikan untuk memudahkan dalam pengucapan bahasa Inggris. Namun, gangguan fonologi dapat terjadi saat pengucapan bahasa Inggris apabila pengguna bahasa memiliki kemampuan mempelajari banyak bahasa. Tujuan dari penelitian skripsi ini adalah untuk mengetahui aspek fonologi yang menyebabkan gangguan fonologi dalam pengucapan bahasa Inggris dan strategi untuk menghindari gangguan tersebut. Objek dalam penelitian ini adalah rekaman responden dari mahasiswa Sastra Inggris UIN Malang dengan profesi keguruan dan memiliki kemampuan dalam berbahasa Jawa, Indonesia, dan Inggris. Peneliti menggunakan mahasiswa sebagai subjek utama karena gangguan fonologi mudah ditemui dalam ranah pendidikan dan bahasa Jawa merupakan bahasa daerah yang paling sering digunakan.

Metode dalam penelitian ini menggunakan metode deskriptif dan kualtitatif sebagai desain penelitian utama dan peneliti sebagai alat instrumen dalam melakukan penelitian. Peneliti menyajikan bentuk data dalam bentuk tabel dan diuraikan dalam bentuk deskripsi, kemudian menggunakan teori Geoffry S. Nathan dalam memudahkan peneliti untuk menganalisis data tersebut. Data dibedakan menjadi dua aspek fonologi yaitu secara segmental dengan menggunakan strategi dari 3 implementasi percakapan yaitu *assimilation*, *insertion*, dan *deletion*; dan aspek suprasegmental dengan fokus pada regangan kata atau *word stress* yang dibagi dalam beberapa suku kata. Sedangkan untuk mempermudah mendapatkan hasil penelitian, peneliti membandingkan dengan teori dari Marsono dalam pembagian vokal, diftong, dan konsonan dalam bahasa Jawa.

Hasil penelitian ini menunjukkan bahwa gangguan fonologi berasal aspek segmental dengan jumlah kesalahan hingga 99 kali dan suprasegmental mencapai 189 kali. Dalam aspek segmental, ditemukan kesalahan pengucapan bahasa Inggris dari kategori *assimilation* berdasarkan vowel, diftong, dan konsonan. Sementara itu, dari aspek seuprasegmental ditemukan kesalahan dalam regangan kata atau *word stress* pada beberapa kata bahasa Inggris yang memiliki 2, 3, dan 4 suku kata dengan peletakan *word stress* di suku kata kedua. Oleh karena itu, gangguan fonologi dapat dihindari dengan cara melakukan banyak latihan secara mandiri dalam pencarian beberapa kosa kata bahasa Inggris yang sulit dan membiasakan diri untuk menggunakan bahasa Inggris sebagai bahasa utama dalam melakukan kegiatan menyenangkan seperti mendengarkan lagu dan menonton film.

مستخلص البحث

سقاية، سورة. ٢٠٢٠. اضطرابة الصوتية للجاويّ في نطق اللغة الإنجليزية. بحث جامعي، قسم الأدب الإنجليزي،كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية

المشرفة : الدكتورة نور لطيفة، الماجستير

الكلمة المفتاحية : اضطرابة الصوتية، نطق اللغة الإنجليزية

علم الأصوات له جانبان رئيسيان في نطق اللغة الإنجليزية وهما، الجانب القطع وفوق القطع. يمكن تطبيق هذين الجانبين لتسهيل نطق اللغة الإنجليزية. ومع ذلك، يمكن أن تحدث اضطرابة الصوتية عند ناطق اللغة الإنجليزية لدى استطاعة التعليم اللغات الكثيرات. وأمّا الغرض من هذا البحث هو لتعريف الجوانب الصوتية التي تسبب الاضطرابات الصوتية في نطق اللغة الإنجليزية و ستراتيجية لإبتعاد عن الاضطرابات. الهدف من هذا البحث هو تسجيل المستجيبين من طلاب الأدب الإنجليزي في جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمهنة التدريس ولديهم القدرة على النطق اللعة الجاوية، اللغة الإندونيسية، واللغة الإنجليزية. تستخدم الباحثة الطلاب كموضوع رئيسي لأنّها تجد الإضطرابات الصوتية في مجال التعليم واللغة الجاوية هي اللغة الإقليمية الأكثر استخدامًا.

طريقة البحث التي تُستخدم الباحثة هي البحث النوعي الوصفي باعتباره التصميم الرئيسي للبحث والباحثة كأداة في إجراء البحث. تعرض الباحثة البيانات في شكل جدول ثم تصفها في شكل وصف، وتستخدم الباحثة نظرية جيفري س. ناثان لتسهيلها على تحليل البيانات. تنقسم البيانات إلى جانبين صوتيين، أي بشكل مقطعي باستخدام استراتيجيات من ٣ تطبيقات محادثات وهي الاستيعاب والإدراج والحذف؛ والجانب فوق القطع مع التركيز على إجهاد الكلمة الذي ينقسم إلى عدة مقاطع لفظية. ولتسهيل الحصول على نتائج الدراسة، قابلتها الباحثة بنظرية مارسونو في تقسيم حروف العلة، والأغنام، والحروف الساكنة في الجاوية.

إنتاج نتائج هذه الدراسة تدلّ على أن الاضطرابات الصوتية تنشأ من جوانب القطع بمبلغ الأخطاء فيها إلى ٩٩ مرة و١٨٩ مرة فوق القطع. في جانب القطع، تمّ العثور على أخطاء في النطق اللغة الإنجليزية من فئة الاستيعاب بناءً على حروف العلة، والأغنام، والحروف الساكنة. وإلى جانب ذالك، من الجانب فوق القطع تمّ العثور على أخطاء في إجهاد الكلمة في بعض الكلمات الإنجليزية التي تحتوي على ٢، ٣، و٤ مقاطع بوضع إجهاد الكلمة في المقطع الثاني. لذلك ، يمكن أن تجتنب الاضطرابات الصوتية بكثرة الممارسة النفسيّة في العثور على بعض المفردات الإنجليزية الصعبة والتعود على استخدام اللغة الإنجليزيةكلغة الرئيسية في الاعمال الممتعة كاستماع الأغنية ومشاهدة الأفلام.

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CHAPTER I

INTRODUCTION

A.   Background of the Study

Over than billion people can speak more than one language alternately. The use of multi languages can be found in countries that have the potential to become a tourism destination such as Indonesia. Setiawan (2017) states that Indonesia has a variety of regions that are endowed with various kinds of natural and language resources that attract both foreign and domestic tourists. As an example, Java island as the center of government has various kinds of tourist attractions and languages to be used as tourist's interest. Harwan (2019), said that there are 750 regional languages in Indonesia and there are about 15 regional languages on Java island. Meanwhile, Javanese language becomes the dominant language and used in various regions on the island of Java, such as West Java, Banten, Central Java, Yogyakarta and East Java.

Otherwise, in addition to the use of regional languages, Indonesia language is the main language used to communicate with local residents who come from outside Java or those who do not speak Javanese well and correctly. Besides, since people can acquire two languages for communication, the first language will interfere with the second language. Moreover, when children start entering the educational level, more than one foreign language will be acquired during school and will be interfered with by their native language. So, the deviation from the norms of either language, which occurs in speech bilinguals due to their

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familiarity with more than one language, will be referred to as interference phenomena (Weinrich, 1953: 1).

Javanese is a complex language that has several arrangements. Sudarmawan (2005) in his undergraduate thesis states if Java language has language arrangements in spoken and written way. As an example, in speaking way there are *Tutur Ngoko* used to speak with the same age*, Tutur Madya* used between the age of teenagers and elders *, and *Tutur Krama* for the elders and it is used in several occasions. While in written way, Javanese has *Aksara Jawa* similar to alphabetic to write a letter or announcement long time ago and still exist for learning section in several schools in Java. So that, Java language has more rich data as the consideration to conduct the research.

On the other side, language acquirements occur during educational level. Students will acquire various languages such as local language that is Javanese used in daily communication as the first language, national language that is Indonesia language to be used in formal situation as the second language, and foreign language that is English used for extra language as it is international language and used as the third language. The situation of students able in doing multilingual will interfere their communication in speaking way. This condition called as phonolgical interference where the students can be interfered by the languages that they use. Therefore, this research proves that acquiring multi/trilingualism can cause interference from the first language.

Several previous studies about phonological interference presented to help the researcher conduct the research. Firstly, Utami et al. (2017), Subandowo (2017), and Wardani & Suwantoro (2019) investigate similar research about kinds of phonological interference of students in pronouncing English sounds/phonemes and factors affecting phonological interference. The findings of those studies are almost similar in that the segmental aspect, such as vowels and consonants, becomes the most errors found in students' English pronunciation. In contrast, the most factors affecting the phonological interference are student's motivation, first language, and environment.

Secondly, another study about phonological interference was conducted by Muhyidin (2016), which investigate kinds of phonological interference of elementary students in English pronunciation. The finding reveals that phonological interference those are segmental (vowels and consonants) and suprasegmental (stress) found in students' errors in pronouncing English. Thirdly, the previous study was conducted by Renaldi et al. (2016) about the phonological difficulties of students in learning English. The finding shows that the only errors of phonological problems found are the segmental aspect (consonants).

According to the previous studies as described, the aforementioned researchers researched to find the phonological interferences/difficulties of students in pronouncing English sounds/phonemes to reveal phonological interference and factors affecting the pronunciation. However, this study also focuses on the phonological interference of Javanese students toward English pronunciation because since Reynold et al. (1933) (in Flores: 1982, p. 8) states

that the educational problem facing the school was bilingualism, the pronunciation of the students who acquire more than two languages (bilingual) becomes the main object.

Meanwhile, the interference phenomena in the way of speech are called phonological interference in which phonology becomes the study's main topic. Phonology deals with how sounds are selected and fitted into the environment (segmental such as vowel, diphthong, and consonant) then constructed into the larger units, such as syllable, feet, words (suprasegmental aspect such as stress, rhythm, and intonation), and so on (Nathan, 2008:1). Otherwise, phonological interference will appear if people are mastering more than one language and pronounce sounds that contras the phonological aspects (segmental and suprasegmental). Nevertheless, Corder (1967) states that errors are a result of interference in learning a second language from the habits of the first language.

Besides, instead of revealing the factors affecting the pronunciation, the strategies more useful to increase the speaking ability and the awareness of phonological interference in pronouncing English.

B.   Problems of the Study

According to the background of the study, the researcher finds some problems those are:

1. What are the aspects found on the phonological interference of Javanese toward English pronunciation?

2. What are the strategies to avoid the occurrence of phonological interference of Javanese toward English pronunciation?

C. Objectives of the Study

Based on the problems of the study, the aims of the study are formulated as follows:

1. To reveal the aspects of phonological interferences of Javanese toward English pronunciation.

2. To establish the strategies in avoiding the phonological interference toward English pronunciation.

D. Significance of the Study

This study discusses the aspects of phonological interference found in Javanese students toward English pronunciation. Besides, this study contributes both theoretically and practically. Theoretically, this research will contribute to Phonology work's scope, mainly to do research using a similar theory with replacing the other objects. Meanwhile, practically this study is significant to be learned in terms of phonological aspects by English Learners (EL) to enhance the awareness in avoiding phonological interference.

E. Scope and Limitation

This study focus on the phonological interference of Javanese students and the strategies to avoid the phonological interference. Besides, the reseacher using the main theory of phonological aspects (Nathan: 2008) to find the interference in pronouncing English.

Moreover, to observe the research, the researcher determines several characteristics in conducting the research. Those characteristics are: First, the main of the participants must be students who already took the courses of phonology and advance speaking (sixth semester) in the English Literature Department of UIN Malang because since the students already passed the courses, it means the students aware the phonological aspects and can speak in advance level.

Second, the researcher selects the students (boys and girls) who have a background from Javanese and can speak the Java language fluently and acquire the Indonesian and English languages. Third, the researcher limits the amount of the participants by only taking English Language Teaching Class (ELT) (consists of around 14 students but 2 of them uncontactable) because since the ELT students learn about how to teach the students in a school, it is crucial to enhance the speaking skill of ELT's students by knowing how they pronounce English to avoid the interference in the future when the ELT's students become the teacher.

F. Definition of Key Terms

To avoid misunderstanding, there are terms that are defined as follows:

1. Phonological interference: a condition of being able to speak more than one language and interfered by the phonological aspects in pronouncing English.

2. English pronunciation: an activity of being able to pronounce/utter English terms.

G.   Previous Studies

Several previous studies about phonological interference are presented to help the researcher in conducting the research. Firstly, Wardani and Suwantoro (2019) have been researched the language interference of Javanese in pronouncing English phonemes. The study investigates the difficulties encountered by Javanese students in college when pronouncing the English phonemes and identifying the factors affecting the pronunciation. The result explains that the difficulties in pronouncing English phonemes by the Javanese students are the segmental aspect of phonology, such as consonants and vowels. Also, there are four factors affecting the pronunciation those are; age, first language, exposure, and motivation.

Secondly, a study has been conducted by Subandowo (2017) about language interference in English speaking ability for EFL learners. The study is similar to the research of Wardani and Suwantoro (2019) that examines language interference in speaking English and the factors affecting the language. The results explain that the students made errors in segmental aspects such as 2% of vowel /ʧ/ and /ʒ/, and 3% of vowel /u/. The other error is consonants, which consist of the manner of articulation, plosive, and nasal, and place of articulation; dental and palate-alveolar.

Thirdly, other previous studies have been conducted by Utami et al. (2017). The study aims to indicate the phonological interference of Buginese and Makasaresse in pronouncing English sounds and factors which affect the pronunciation. The result of the study is the phonological interference found in the

segmental aspect that is the manner of articulation, vowels (32), and consonants (14). The main factor that influences the students is the interlanguage transfer.

Fourthly, Muhyidin (2016) conducted research about phonological interference in English pronunciation. The study aims are to know the kinds of phonological interference that occur in the English pronunciation of students in Elementary school. The result shows that there are 19 types of segmental aspects those are: 9 vowel substitution and two vowel shortenings, and four consonants substitutions, two deletions of consonants, and two addition of consonant. While on the suprasegmental aspect (stress), there were 20 misplaced stresses.

Fifthly, the journal of phonological difficulties in learning English by Renaldi et al. (2016). The study aims to find the kinds of phonological difficulties of English learners. The results show that most the phonological interference problems found are consonant sounds such as voiced dental fricative, voiceless dental fricative, voiceless post-alveolar fricative, and voiced alveolar approximant sounds.

In conclusion, after exploring several previous studies, the researcher assumes that this study different from the previous studies as described above. First, the previous studies focus on the segmental aspect (Wardani & Suwantoro (2019), Subandowo (2017), Utami et al. (2017), Reynaldi et al. (2016)) except Muhyidin (2016), which focus on both segmental and suprasegmental. Second, previous studies also focus on the factors affecting pronunciation. Meanwhile, this study will focus on phonological aspects to classify the interference in detail

(segmental and suprasegmental aspects). Instead of finding the factors affecting the pronunciation, the researcher focuses on establishing the strategies to avoid phonological interference. English learners can also be aware more to avoid phonological interference by knowing and understanding the kinds of phonological aspects.

H.   Research Method

This part discusses the methods and steps of the researcher in collecting and classifying the data. The purposes of this study aim to find the aspects of phonological interference of Javanese students in pronouncing English and the strategies to avoid interference according to the theory of phonological aspects (Nathan: 2008).

1.   Research Design

This research uses a qualitative descriptive approach. According to Cresswell (2019), he states if qualitative is an approach to exploring human phenomena. Besides, in this research, the researcher describes and explains Javanese students' phonological interference in pronouncing English. Since the study uses a qualitative approach so that the analysis belongs to constructivism. The study does not construct the theory but generates and proves the existing theory by providing a further explanation in findings and discussions. This research aims to reveal the aspects of Javanese students' phonological interference in pronouncing English word lists and the strategies to avoid the interference using the theory of phonological aspects (Nathan: 2008).

2.   Research Instrument

The main research instrument for this present study is the researcher itself because collecting, analyzing, identifying, and classifying the research data will be done by the researcher. Besides, the data which indicates phonological interference will be analyzed using phonological aspects theory (Nathan: 2008).

3. Data Source

The data will be obtained through the object to be examined; those are the English sounds pronunciation and the interview answers in giving the suggestions to avoid interference. The data will be taken online by providing a questioner to be selected as participants with various categories such as; students from sixth semester from English Letters Department of UIN Malang, taking English Langauge Teaching (ELT) program, finished Phonology and Advance Speaking class courses and B+ grade, and use Javanese as daily communication. Then, the fitted participants will record several English words given by the researcher. Lastly, the researcher will interview the participants to ask the strategies in avoiding interference.

4. Data Collection

The researcher has several stages in collecting the data. Those stages are: First, the questionnaire is given to the participants to help the researcher get the answer from the questionnaire and select the participants' suitable characteristics in conducting the research.

Second, the researcher will contact the suitable participants by chatting on WhatsApp application from participants' phone numbers is mentioned in questioner to record the researcher gives English word lists. The English word

lists taken from McMahoon (2002) books entitled "An Introduction to English Phonology" according to kind of phonological aspects.

Third, after getting the English word lists recording, the researcher will interview the participants to avoid interference, especially in terms of phonological aspects, according to participants experienced.

5. Data Analysis

After collecting the data, the researcher will listen to the students' English pronunciation continuously to find interference in pronouncing English words. After finding the interference, the researcher will classify into the segmental and suprasegmental aspects using Nathan's theory (2008).

For the next, after classifying the pronunciation's interference, the researcher will conclude how to avoid the phonological interference by comparing the answers from students according to the interview. The highest responses from the students who already give the suggestions will be considered useful suggestions for the contribution in avoiding interference.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Phonology

The organization and structure of the sounds are known as phonology (Nathtan, 2008). Phonology is one of the main subdisciplines in linguistics. McMahoon (2002) describes that sound in linguistics comprises of two, namely phonetics and phonology. Phonology is language-specific (McMahoon, 2002), which involves reducing the essential information between speakers and hearers in transferring information (conversation).

The research's main focus is the phonological process in producing or pronouncing a word towards the English phonological aspects. Meanwhile, phonological backgrounds differ in each country. So that in pronouncing English words can cause the interference of the first language owned by the speakers in uttering a word to convey a message to the hearers. Therefore, studying phonological aspects is essential to avoid interference. Further discussion is presented about phonological aspects (segmental aspects (implementations of speech) and suprasegmental aspect) and phonological interference.

B. Consonants and Vowels of English

Nathan (2008) describes that the world languages' sounds comprise two types, known as consonants and vowels.

1. **Vowel** deals with a vocal tract relatively open. Commonly, the vowel is voiced, and the results are an amplified of a set of regular, systematic

vibrations. Vowels are divided into three terms, namely, **high**, **mid**, and **low**. Those are:

a. High vowels are:

  1.) /i:/ for example of a word *beef*

  2.) /ɪ/ for example of a word *pit*

  3.) /u:/ for example of a word *boon*

  4.) /ʊ/ for example of a word *book*

b. Mid vowels are:

  1.) /e/ for example of a word *pet*

  2.) /ə/ for example of a word *mother*

  3.) /ɜ:/ for example of a word *burn*

c. Low vowels are:

  1.) /æ/ for example of a word *pat*

  2.) /ɒ/ for example of a word *pot*

  3.) /ʌ/ for example of a word *but*

  4.) /ɑ:/ for example of a word *barn*

  5.) /ɔ:/ for example of a word *born*

2. In addition, the traditional vowels which have 'two-sounds' known as **a diphthong**. Diphthongs generally have the beginning and ending sound and start with a low vowel. Those are:

  a. /aɪ/ for example of a word *bite*

  b. /eɪ/ for example of a word *bait*

  c. /ɔɪ/ for example of a word *boy*

d. /əʊ/ for example of a word *toe*

e. /aʊ/ for example of a word *house*

f. /ʊə/ for example of a word *poor*

g. /ɪə/ for example of a word *ear*

h. /eə/ for example of a word *air*

3. **Consonant** sound deals with a vocal tract are relatively closed. The vocal tract in producing consonants sound in an intermediate state of approximants. Approximants are sound which shares qualities both of consonants and vowels. Those are:

a. /p/ for example of a word *pack*

b. /b/ for example of a word *can*

c. /k/ for example of a word *big*

d. /f/ for example of a word *free*

e. /s/ for example of a word *vice*

f. /t/ for example of a word *try*

g. /d/ for example of a word *dig*

h. /g/ for example of a word *good*

i. /l/ for example of a word *look*

j. /n/ for example of a word *night*

k. /m/ for example of a word *mine*

l. /r/ for example of e word *write*

m. /v/ for example of a word *never*

n. /w/ for example of a word *well*

o. /j/ for example of a word *new*

p. /z/ for example of a word *size*

q. /ʃ/ for example of a word *fish*

r. /θ/ for example of a word *this*

s. /ʧ/ for example of a word *chair*

t. /ʤ/ for example of a word *major*

u. /ʒ/ for example of a word *usual*

v. /ŋ/ for example of a word *sing*

C. Consonants and Vowels of Javanese

According to Marsono (2013), phonetics is a branch of phonology containing how sounds can be produced, used, and conveyed through Javanese without looking out of the function to differentiate Javanese's meaning. While phonemic is a sound to differentiate the meaning of Javanese words. Phonemic is divided into several types, those are:

1. Phoneme of Vocal

Phoneme of Javanese vocals are classified into several types, those are:

a. /i/ consists of two allophones those are *i* (*i jejeg*) and ɪ (ɪ *miring*)

b. /e/ consists of two allophones those are /e/ (e *swara jejeg*/ e *taling*)

c. /ə/ is not an allophone of /e/ but it is a phoneme because both sounds can distinguish the meaning in Javanese words. For example, the word *kere* [kere] means poor, and *geger* [gəgər] means back (of the body).

d. /a/ has not an allophone.

e. /ɔ/ is not an allophone of /o/ but a phoneme itself; for example of the word *amba* [ɔmbɔ] means wide.

f. /o/ does not exist an allophone; for example, the word of *obah* [obah] means to move.

g. /u/ consists of two allophones are /u/ *swara jejeg* like *urip* [urɪp] means life and /ʊ/ *swara miring* like *parut* [parʊt] means grater.

2. Phoneme of Consonant

There are several consonants of Javanese; those are :

a. /p/ for example of a word *pring*, which means kind of bamboo.

b. /b/ for example of a word *mboh*, which means do not know.

c. /g/ for example of a word *ndugal*, which means naughty.

d. /d/ for example of a word *idu*, which means saliva.

e. /t/ for example of a word *medit*, which means stingy.

f. /th/ for example of a word *tuthuk*, which means strike.

g. /dh/ for example of a word *sadhuk*, which means kick.

h. /c/ for example of a word *pancen*, which means right.

i. /k/ for example of a word *ringkih*, which means weak.

j. /h/ for example of a word *perih*, which means poignant.

k. /n/ for example of a word *amben*, which means bed.

l. /r/ for example of a word *aran*, which means known.

m. /y/ for example of a word *ayu*, which means beautiful.

n. /j/ for example of a word *jeneng*, which means name.

o. /l/ for example of a word *luru*, which means search.

p. /m/ for example of a word *adem*, which means cold.

q. /s/ for example of a word *isi*, which means content.

r. /w/ for example of a word *watu*, which means stone.

s. /ny/ for example of a word *anyep*, which means cool.

t. /ng/ for example of a word *kenceng*, which means straight.

3. **Phoneme of Diphthong**

There are several diphthongs in Javanese; those are :

a. /aɪ/ for example of a word *rai*, which means face.

b. /ae/ for example of a word *kae*, which means that.

c. /au/ for example of a word *mau*, which means ago.

d. /oe/ for example of a word *koe*, which means you.

e. /ao/ for example of a word *laos*, which means galangal.

f. /ue/ for example of a word *sue*, which means long (of duration).

g. /ie/ for example of a word *pie*, which means how.

D. **Suprasegmentals (Stress)**

According to Nathan (2008), suprasegmental units are traditionally known as units of syllables, which stretch across more than one segment. Stress is one of the types of suprasegmentals units. Sahulata (1988) states that suprasegmental is an element of the sound system that gives a characteristic language quality. The listener can identify the language even though he/she cannot distinguish the individual words. For example, in word *literature*, the word stress placed on the second syllable (lɪ|**trə**│ʧə(r)), which means giving more tension to pronounce the syllable of '**trə**' in a word of *literature*.

E.   Implementations of Speech (Assimilations, Deletions, and Insertions)

According to Nathan (2008), the implementations of speech are classified into assimilative and reductive processes.

1.   **Assimilation**, similarly to sound, becomes its neighbor. It occurs to anticipate the following sound or maintaining the appearance of the next sound. For example of a word *pat* (pæt) is assimilated into sound 'pɑt' which vowel 'ɑ' is a neighbor of vowel 'æ' and it sounds similar.

2.   **Deletions** are categorized as more extreme processes because a syllable within a word is deleted. Commonly, deletion occurs in deleting the vowel in the middle of the word, such as the word 'family' becomes [fæmli].

3.   **Insertions** contrast by deletions, which a process in inserting a syllable within a word. For an example, in word *literature* (lɪtrəʧə(r)) is inserted into vowel 'ə' sounded becomes 'lɪtərəʧə(r).'

F.   Phonological Interference

As phonology deals with sound structure (Nathan, 2008), English phonological aspects become an essential reference to constructing sound. Kinds of phonological aspects create a structural sound and can be learned by non-native English. However, the first language of non-native English can interfere with English pronunciations because Weinrich (1953) defines that interference occurs in bilinguals forms. People who acquire more than two

languages commonly interfere in pronouncing English as second or third languages.

CHAPTER III

FINDING AND DISCUSSION

Errors of speaking occur when people can acquire more than one language. Especially when people start to their educational level. The error called interference phenomena, in which people acquire local language (Javanese) as daily communication, national language (Indonesian) for communicating with non-local people, and international language (English) as they start to learn it at the educational level. So, when students enter their high level of education (college), moreover the English Language Teaching's (ELT) students they should more be aware to avoid the interference. The interference in pronouncing English language can be avoided by establishing strategies to enhance speaking skills.

A. Finding

1. Phonological Interference

a. Segmental aspect

1.) Assimilation

Assimilation is a kind of implementations speech that belongs to the segmental aspect of phonology. Assimilation occurs when ELT's students (respondents) assimilate vowel, diphthong, and consonant to its neighbor's sound.

1.1.) Vowel and diphthong

Table 3.1

Identification of Phonological Interference in recorder

	Interference

Respondents	Assimilation
R1	3
R2	6
R3	5
R4	4
R5	5
R6	4
R7	5
R8	5
R9	4
R10	5
R11	6
R12	4
Total	56

1.1.1.) Assimilation of vowel

At this point, the interference occurs in these following words:

First, the word *pat* (pæt) was assimilated from the vowel 'æ' to various vowels and diphthongs. The vowel 'æ' was assimilated to some vowels. Those are: 5 respondents pronounced sound 'pæt' into 'pɜ:t', one respondent pronounced sound 'pæt' into 'pet', and one respondent pronounced sound 'pæt' into 'pa:t'. Besides, vowel 'æ' also assimilated to diphthongs, and those are:

one respondent pronounced sound 'pæt' into 'paɪt', and also one respondent pronounced sound 'pæt' into 'peɪt'.

Second, the word *pot* (pɒt) was assimilated from vowel to vowel. Of the 12 respondents, all of them pronounced vowel 'ɒ' to vowel 'ɔ'. Besides, there are two differences in assimilation in pronouncing vowels; those are: long vowel and short vowel. Nine respondents assimilated the vowel 'ɒ' into the long vowel of 'ɔ:' and three respondents assimilated the vowel 'ɒ' into the short vowel of 'ɔ'.

1.1.2.) Assimilation of diphthong

At this point, the interference occurs in these following words:

First, the word *toe* (təʊ) was assimilated from diphtong to various vowels and diphthongs. The diphthong 'əʊ' was assimilated to some vowels; those are: four respondents pronounced sound 'təʊ' into long vowel sound 'tu:', three respondents pronounced sound 'təʊ' into short vowel sound 'tɔ', and two respondent pronounced sound'təʊ' into long vowel sound 'tɔ:'. Besides, the diphthong 'əʊ' also was assimilated into some diphthongs; those are: one respondent pronounced sound 'təʊ' into sound 'tʊə', and one respondent pronounced sound 'təʊ' into sound 'toʊ'.

Second, the word *air* (eər) was assimilated from diphthong to vowel and diphthong. The diphthong 'eə' was assimilated to vowel 'e', and one respondent pronounced sound 'eər' into sound 'er'. Besides, the diphthong 'eə' was assimilated into diphthong 'eɪ', and there are eight respondents pronounced sound 'eər' into sound 'eɪr'.

1.2) Consonant

Table 3.2

Identification of Phonological Interference in recorder

Respondents	Interference
	Assimilation
R1	2
R2	5
R3	4
R4	5
R5	2
R6	4
R7	4
R8	1
R9	2
R10	6
R11	2
R12	2
Total	39

1.2.1.) Assimilation of consonant

In this section, the interference occurres in these following consonants:

First, there are several consonants that assimilated into consonant 's'. There are four words pronounced in unappropriate sound into consonant 's': the word *fish* (fi:ʃ) which consonant 'ʃ' in the last word assimilated into consonant 's'. There are one respondent pronounced sound 'fi:ʃ' into 'fi:s' and the rest pronounced well; the word *size* (saɪz) which consonant 'z' in the last word assimilated into consonant 's'. There are eight respondents pronounced sound 'saɪz' into 'saɪs', and the four respondents pronounced well; the word *this* (θi:z) which consonant 'z' in the last word assimilated into consonant 's'. There is one respondent pronounced sound 'θi:z' into 'θi:s' and the rest pronounced well, and the last word is *usual* (ju:ʒuəl) which consonant 'ʒ' in the middle word assimilated into consonant 's'. There seven respondents pronounced the sound 'ju:ʒuəl' into 'ju:suəl' and the others pronounced well.

Second, there are several consonants that assimilated into consonant 'k'. There are three words which have been pronounced in inappropriate sound into consonant 'k'; those are: the word *big* (bɪg), which consonant 'g' in the last word assimilated into consonant 'k'. There are two respondents pronounced sound 'bɪg' into 'bɪk' with the rest of respondents

pronounced appropriate sound; the word *dig* (dɪg) which consonant 'g' in the last word assimilated into 'k'. There is one respondent pronounced the sound 'dɪg' into 'dɪk' with the others pronounced well; and the word *night* (naɪt) which consonant 't' in the last word assimilated into 'k'. There are three respondents pronounced the sound 'naɪt' into 'naɪk', and the nine respondents pronounced well.

Third, there are two words which assimilated into the same consonant from consonant 'v' into 'f'; those are: there are three respondents pronounced the word *vice* (vaɪs) which sounded 'vaɪs' into 'faɪs' and nine respondents pronounced appropriate sound, and there are two respondents pronounced the word *never* ('nevər) which sounded ''nevər' into ''nefər' with the other 11 respondents pronounced well.

Fourth, the consonant 'ʤ' assimilated in the middle word into consonant 'j' in a word *major* (meɪʤər). Four respondents pronounced the sound 'meɪʤər' into 'meɪjər' and eight respondents pronounced appropriate sound.

Fifth, the consonant 'θ' assimilated in the first word into consonant 'd' in a word *this* (θiːz). Five respondents pronounced the sound 'θiːz' into 'diːz' and seven respondents pronounced well.

Sixth, the consonant 'z' assimilated in the last word into consonant 'ʃ' in a word *this* (θi:z). There is one respondent pronounced the sound 'θi:z' into ''θi: ʃ' and 11 respondents pronounced appropriate sound.

2.) Insertion

Insertion is kind of the implementations speech that belongs to the segmental aspect of phonology. Insertion occurres when ELT's students (respondents) insert/add vowel, diphthong, and consonant inside the word.

2.1.) Vowel and diphthong

Table 3.3

Identification of Phonological Interference in recorder

Respondents	Interference
	Insertion
R1	1
R2	-
R3	-
R4	-
R5	-
R6	-
R7	-
R8	-
R9	-
R10	-
R11	-

R12	-
Total	**1**

2.1.1.) Insertion of vowel

In this section, there is only one word pronounced by one respondent who inserted/added by vowel inside a word. The word *barn* (bɑːrn), which has vowel 'ɑ:' between consonant 'b' and 'r' was inserted/added the vowel 'e' became sound 'berɜːn' and the other 11 respondents pronounced appropriate sound.

2.1.2.) Insertion of diphthong

In this section, the researcher did not find the respondents' wrong pronunciation according to the diphthong's insertion.

2.2.) Consonant

Table 3.4

Identification of Phonological Interference in recorder

Respondents	Interference
	Insertion
R1	-
R2	-
R3	1
R4	-
R5	-
R6	-
R7	-
R8	-

R9	-
R10	-
R11	-
R12	-
Total	**1**

2.2.1.) Insertion of consonant

There is only one word pronoounced by one respondent who inserted/added consonant in a first word in this section. The word *write* (raɪt), which has consonant 'r' in a first word was, inserted/added by consonant 'v' before the consonant 'r' became sound 'vraɪt' and the other 11 respondents pronounced appropriate sound.

3.) Deletion

Deletion is a kind of implementations speech that belongs to the segmental aspect of phonology. Deletion occures when ELT's students (respondents) delete/omit vowel, diphthong, and consonant inside the word.

3.1.) Vowel and diphthong

Table 3.5

Identification of Phonological Interference in recorder

	Interference
Respondents	**Deletion**
R1	-

R2	-
R3	-
R4	-
R5	-
R6	-
R7	-
R8	-
R9	-
R10	-
R11	-
R12	-
Total	**0**

3.1.1.) Deletion of vowel and diphthong

At this point, there is no one respondent pronounced the whole words in inappropriate sound. According to respondents' recording, the researcher did not find the implementation of speech called deletion in vowel and diphthong. Besides, there are some interferences found by researcher in other aspects or implementations of speech.

3.2.) Consonant

Table 3.6

Identification of Phonological Interference in recorder

	Interference
Respondents	**Deletion**

R1	-
R2	-
R3	-
R4	-
R5	-
R6	-
R7	1
R8	1
R9	-
R10	-
R11	-
R12	-
Total	2

3.2.1.) Deletion of consonant

At this point, there are two different words pronounced by two different respondents who delete/omit consonants inside the word; those are: first, the word *chair* (ʧær) which consonant 'ʧ' and 'r' between vowel 'æ' became sound 'ʧæ' with one respondent delete/omit the consonant 'r' in the last word and the other 11 respondents pronounced appropriate sound; and second, the word *never* ('nevər) which consonant 'n' and 'v' between vowel 'e', and consonant 'r' in the previous word was deleted/omitted by one respondent became sound 'nevə' with

vowel 'ə' sounded in the last word. Besides, the rest respondents pronounced the word *never* appropriate sound.

b. Suprasegmental aspect

1.) Stress

Stress is one of the types ofs suprasegmental units. Stress referred to how someone giving the tension inside a word or called word stress. Besides, word stress is classified into four parts, which are divided by the amount of syllable. These are the following parts which word stress located in several locations of syllable, those are:

1.1.) Stress on the first syllable

Table 3.7

Identification of Phonological Interference in recorder

Respondents	Interference		
	Two syllables	Three syllables	Four syllables
R1	2	-	-
R2	-	-	1
R3	2	1	1
R4	-	-	1
R5	-	2	1
R6	-	2	1
R7	-	1	1
R8	-	1	1
R9	-	2	-
R10	1	2	1

R11	-	-	1
R12	-	-	1
Total	**5**	**11**	**10**

1.1.1.) Two syllable words

In this section, the misplaced word stress occurred in the following words:

First, there are three words from the words *husband*, *dozen*, and *stupid* misplace pronounced by put on word stress in the second syllable, those are: 2 respondents misplace pronounced word stress from the word [h∧z│bənd] into [h∧z│bənd], two respondents misplace pronounced word stress from the word [d∧│zən] into [d∧│zən], and one respondent misplace pronounced word stress from the word [stʃu: │pɪd] into [stʃu: │pi:d] and the vowel 'ɪ' became longer to vowel 'i:'.

Second, there is one word from a word *splendid* misplace pronounced by put no stress anywhere. one respondent pronounced [splen│dɪd] into [splendɪd] with unstressed syllable word while the rest pronounced appropriate syllable word stress.

1.1.2.) Three syllable words

In this section, the misplaced word stress occurred in the following words:

First, there are four words from the word *literature*, *character*, *industry*, and *atmosphere* misplace pronounced by put

word stress on the second syllable; those are: 2 respondents
misplace pronounced word stress from the word [l̲ɪ│trə│ʧə(r)]
into [lɪ│t̲r̲ə̲│ʧə(r)], one respondent misplace pronounced the word
stress from the word [k̲æ̲│rɪ│ktər] into [kæ│r̲ɪ̲│ktər], three
respondents pronounced misplace pronounced word stress from
the word [ɪ̲n̲│dəs│tri:] into [ɪn│d̲ə̲s̲│tri:], and two respondents
misplace pronounced word stress from the word [æ̲t̲│məs│fɪər]
into [æt│m̲ə̲s̲│fɪər].

Second, there is one word from the word *advertise,* which
misplace pronounced by put stress on the third syllable. There is
one respondent misplace pronounced word stress from the word
[æ̲d̲│vər│taɪz] into [æd│vər│t̲a̲ɪ̲z̲] while the other respondents
put the word stress in appropriate syllable.

1.1.3.) Four syllable words

In this section, the misplaced word stress occurred in the
following words:

First, there are four words from the word *literature*,
character, *industry*, and *atmosphere* misplace pronounced by put
word stress on the second syllable; those are: 2 respondents
misplace pronounced word stress from the word [l̲ɪ│trə│ʧə(r)]
into [lɪ│t̲r̲ə̲│ʧə(r)], one respondent misplace pronounced the word
stress from the word [k̲æ̲│rɪ│ktər] into [kæ│r̲ɪ̲│ktər], three
respondents pronounced misplace pronounced word stress from

the word [ɪn│dəs│tri:] into [ɪn│<u>dəs</u>│tri:], and two respondents misplace pronounced word stress from the word [<u>æt</u>│məs│fɪər] into [æt│<u>məs</u>│fɪər].

Second, there is one word from the word *advertise,* which misplace pronounced by put stress on the third syllable. There is one respondent misplace pronounced word stress from the word [<u>æd</u>│vər│taɪz] into [æd│vər│<u>taɪz</u>] while the other respondents put the word stress in appropriate syllable.

1.2.)   Stress on the second syllable

Table 3.8

Identification of Phonological Interference in recorder

Respondents	Interference		
	Two syllables	Three syllables	Four syllables
R1	-	2	-
R2	1	2	2
R3	1	4	4
R4	2	5	3
R5	1	2	1
R6	3	3	1
R7	2	3	2
R8	4	2	-
R9	-	-	-
R10	2	1	-
R11	2	3	-

R12	3	3	-
Total	21	30	13

1.2.1.) Two syllable words

In this part, the misplaced word stress occurred in the following words:

First, there are five words from the word *narrate*, *ballon*, *begin*, *drawer*, and *rupee* misplace pronounced by put stress on the first syllable; those are: 1 respondent misplace pronounced word stress from the word [nə|reɪt] into [nə|reɪt], three respondents misplace pronounced word stress from the word [bə|luːn] into [bə|luːn], two respondents misplace pronounced word stress from the word [bɪ|gɪn] into [bɪ|gɪn], six respondents misplace pronounced word stress from the word [drɔː|ə(r)] into [drɔː|ə(r)], and one respondent misplace pronounced word stress from the word [ruː|piː] into [ruː|piː].

Second, there are three words from the word *ballon*, *drawer*, and *rupee* misplace pronounced by put all stressed in a word, those are: 1 respondent misplace pronounced word stress from the word [bə|luːn] into [bə|luːn], one respondent misplace pronounced word stress from the word [drɔː|ə(r)] into [drɔː|ə(r)], and one respondent misplace pronounced from the word [ruː|piː] into [ruː|piː].

Third, there are two words from the word *narrate* and *begin* to misplace pronounced by put unstressed syllable word; those are: 1 respondent misplace pronounced word stress from the word [nə│reɪt] into [nəreɪt], and 1 respondent misplace pronounced word stress from word [bɪ│gɪn] into [bɪgɪn].

1.2.2.)   Three syllable words

In this part, the misplaced word stress occurred in the following words:

First, there are five words from the word *appendix*, *efficient*, *develop*, *saliva*, and *antenna* misplace pronounced by put word stress on the first syllable, those are: 2 respondents misplace pronounced word stress from the word [ə│pen│dɪks] into [ə│pen│dɪks], three respondents misplace pronounced word stress from the word [ɪ│fɪ│ʃənt] into [ɪ│fɪ│ʃənt], ten respondents misplace pronounced word stress from the word [dɪ│ve│ləp] into [dɪ│ve│ləp], three respondents misplace pronounced word stress from the word [sə│laɪ│və] into [sə│laɪ│və], and five respondents misplace pronounced word stress from the word [æn│te│nə] into [æn│te│nə].

Second, there is only one word from word *develop* misplace pronounced by put word stress on the third syllable. one respondent misplace pronounced word stress from the word

[dɪ│ve│ləp] into [dɪ│ve│ləp] while the other respondents pronounced the word stress in appropriate syllable.

Third, there is one word from word *antenna* misplace pronounced by put stress on the second and third syllables. 3 respondents adding word stress in third syllable and misplace pronounced word stress from word [æn│te│nə] into [æn│tenə].

1.2.3.) Four syllable words

In this part, the misplaced word stress occurred by put stress on the first syllable. There are five words from word *participant*, *ridiculous*, *responsible*, *appreciate*, and *rhinoceros* pronounced incorrectly, those are: five respondents pronounced word stress from [pɑ:r│tɪ│sɪ│pənt] into [pɑ:r│tɪ│sɪ│pənt], one respondent pronounced word stress from [rɪ│dɪ│kjʊ│ləs] into [rɪ│dɪ│kjʊ│ləs], three respondents pronounced word stress from [rɪs│pɒn│sə│bəl] into [rɪs│pɒn│sə│bəl], one respondent pronounced word stress from [ə│pri:││ʃɪ│et] into [ə│pri:││ʃɪ│et], and four respondents pronounced word stress from [raɪ│nɒ│sə│rəs] into [raɪ│nɒ│sə│rəs].

1.3.) Stress on the third syllable

Table 3.9

Identification of Phonological Interference in recorder

Respondents	Interference		
	Three syllables	Four syllables	Five syllables

R1	-	1	-
R2	2	4	3
R3	1	3	-
R4	3	4	-
R5	-	3	1
R6	3	4	1
R7	-	2	-
R8	1	4	-
R9	2	2	-
R10	2	4	-
R11	-	4	-
R12	1	3	-
Total	**15**	**38**	**5**

1.3.1.) Three syllable words

At this point, the misplaced word stress occured in the following words:

First, there are three words from word *cigarette*, *engineer*, and *correspond* misplace pronounced by put stress on the first syllable, those are; four respondents pronounced word stress from [sɪ│gə│ret] into [sɪ│gə│ret], two respondents pronounced word stress from [en│ʤɪ│nɪər] into [en│ʤɪ│nɪər], and one respondent pronounced word stress from [kɒ│rɪs│pɒnd] into [kɒ│rɪs│pɒnd].

Second, there are two words from word *engineer* and *correspond* misplace pronounced by put stress on the second

syllable; those are: three respondents pronounced word stress from [en│ʤɪ│<u>nɪər</u>] into [en│<u>ʤɪ</u>│nɪər], and three respondents pronounced word stress from [kɒ│rɪs│<u>pɒnd</u>] into [kɒ│<u>rɪs</u>│pɒnd].

Third, there is only one word from word *guarantee* pronounced by one respondent and put all stressed in a word. The respondent pronounced from word stress [gæ│rən│<u>ti:</u>] into [<u>gærənti:</u>] while the rest respondents pronounced word stress correctly.

Fourth, there is one word from word *correspond* pronounced by one respondent and put unstressed syllable anywhere. The respondent pronounced from word stress [kɒ│rɪs│<u>pɒnd</u>] into [kɒrɪspɒnd], and the 11 respondents pronounced word stress in appropriate syllable.

1.3.2.) Four syllable words

At this point, the misplaced word stress occurred in the following words:

First, there are two words from word *application,* and *apparatus* misplace pronounced by put stress on the first syllable, those are one respondent mispronounced word stress from thw word [æ│plɪ│<u>keɪ</u>│ʃən] into [<u>æ</u>│plɪ│keɪ│ʃən], and two respondents mispronounced word stress from the word [æ│pə│<u>reɪ</u>│təs] into [<u>æ</u>│pə│reɪ│təs].

Second, there four words from word *application*, *opposition*, *apparatus*, and *correspondence* misplace pronounced by put stress on the second syllable, those are: eight respondents mispronounced word stress from the word [æ│plɪ│keɪ│ʃən] into [æ│plɪ│keɪ│ʃən], seven respondents mispronounced word stress from the word [ɒ│pə│zi│ʃən] into [ɒ│pə│zi│ʃən], nine respondents mispronounced word stress from the word [æ│pə│reɪ│təs] into [æ│pə│reɪ│təs], and five respondents mispronounced word stress from the word [kɒ│rɪs│pɒn│dəns] into [kɒ│rɪs│pɒn│dəns].

Third, there are three words from word *opposition*, *apparatus*, and *correspondence* misplace pronounced by putting no stress anywhere in a word, those are: one respondent mispronounced word stress from [ɒ│pə│zi│ʃən] into no stress [ɒpəziʃən], one respondent mispronounced word stress from [æ│pə│reɪ│təs] into no stress [æpəreɪtəs], and two respondents mispronounced word stress from [kɒ│rɪs│pɒn│dəns] into no stress [kɒrɪspɒndəns].

1.3.3.) Five syllable words

At this point, the misplaced word stress occurred by put stress on the second syllable within the words. There are three words from word *irreproachable*, *irresponsible*, and *electricity* pronounced incorrectly, those are one respondent mispronounced

word stress from [ɪ │ ɾɪ │ <u>prəʊ</u> │ ʧə │ bəl] into [ɪ │ <u>ɾɪ</u> │ prəʊ │ ʧə │ bəl],

one respondent mispronounced word stress from

[ɪ │ ɾɪs │ <u>pɒn</u> │ sə │ bəl] into [ɪ │ <u>ɾɪs</u> │ pɒn │ sə │ bəl], and two

respondents mispronounced word stress from [ɪ │ lek │ <u>tri</u> │ sə │ ti]

into [ɪ │ <u>lek</u> │ tri │ sə │ ti].

1.4.) Stress on the fourth syllable

Table 3.10

Identification of Phonological Interference in recorder

Respondents	Interference		
	Four syllables	Five syllables	Six syllables
R1	1	-	1
R2	2	1	1
R3	-	2	-
R4	1	2	1
R5	1	4	1
R6	1	4	1
R7	1	-	-
R8	1	4	-
R9	1	3	1
R10	-	-	1
R11	1	1	1
R12	-	2	-
Total	10	23	8

1.4.1.) Four syllable words

At this point, the misplaced word stress occurred in a word *dedicatee,* which was classified into four syllables word. There is four misplaced word stress occurred in a word, those are: five respondents pronounced wrong word pronunciation from a word *dedicatee* into three syllables word of *dedicate*, two respondents mispronounced word stress from the word [de│dɪ│kə│<u>ti:</u>] into [de│dɪ│<u>kə</u>│ti:], one respondent mispronounced word stress by adding another stress on first and second syllables from the word [de│dɪ│kə│<u>ti:</u>] into [<u>dedɪ</u>│kə│ti:], and one respondent mispronounced word stress by put unstressed word anywhere from [de│dɪ│kə│<u>ti:</u>] into [dedɪkəti:].

1.4.2.) Five syllable words

At this point, the misplaced word stress occurred in the following words:

First, there are two words from the word *participation* and *mechanization* misplace pronounced by put stress on the first syllable, those are: five respondents mispronounced word stress from the word [pɑːr│tɪ│sɪ│<u>peɪ</u>│ʃən] into [<u>pɑːr</u>│tɪ│sɪ│peɪ│ʃən], and one respondent mispronounced word stress from the word [me│kə│naɪ│<u>zeɪ</u>│ʃən] into [<u>me</u>│kə│naɪ│zeɪ│ʃən].

Second, there are four words from the word *examination*, *participation*, *civilization*, and *mechanization* misplace pronounced by put stress on second syllable, those are: nine

respondents mispronounced word stress from word [ɪg│zæ│mɪ│neɪ│ʃən] into [ɪg│zæ│mɪ│neɪ│ʃən], one respondent mispronounced word stress from word [pɑ:r│tɪ│sɪ│peɪ│ʃən] into [pɑ:r│tɪ│sɪ│peɪ│ʃən], one respondents mispronounced word stress from word [sɪ│və│laɪ│zeɪ│ʃən] into [sɪ│və│laɪ│zeɪ│ʃən], and four respondents mispronounced word stress from word [me│kə│naɪ│zeɪ│ʃən] into [me│kə│naɪ│zeɪ│ʃən].

Third, there are two words from the word *civilization,* and *mechanization* misplace pronounced by put stress on the third syllable, those are: four respondents mispronounced word stress from the word [sɪ│və│laɪ│zeɪ│ʃən] into [sɪ│və│laɪ│zeɪ│ʃən], and one respondent mispronounced word stress from the word [me│kə│naɪ│zeɪ│ʃən] into [me│kə│naɪ│zeɪ│ʃən].

1.4.3.) Six syllable words

At this point, the misplaced word stress occurred in word *inferiority*. There is three incorrect word stress found in a word; those are: two respondents mispronounced word stress by put stress on the first syllable from the word [ɪn│fɪə│ri:│ɒ│rə│ti:] into [ɪn│fɪə│ri:│ɒ│rə│ti:], five respondents mispronounced word stress by put stress on the second syllable from [ɪn│fɪə│ri:│ɒ│rə│ti:] into [ɪn│fɪə│ri:│ɒ│rə│ti:], and one respondent do not put any stress from the word [ɪn│fɪə│ri:│ɒ│rə│ti:] into [ɪnfɪəri:ɒrəti:].

2. Strategies

According to the respondents, the reseacher found the strategies to avoid the occurrence of phonological interference by uprgading speaking skills. There are 22 strategies from 12 respondents, those are:

Table 3.11

Identification the strategies of respondents

Respondents	Strategies
R1	Doing exercise by talking in the mirror, watching movies using English subtitle
R2	Searching any related sources from social media, install oxford dictionary to pronounce the words well.
R3	Googling using google translate, watching movies using English subtitle and listening to music (in English).
R4	Listening English music or watching English movie, doing more exercise from any sources.
R5	Doing more practice by searching English lessons in any resources.
R6	Learning all English lessons from any sources.
R7	Doing more practice by searching English lessons in any resources.
R8	Doing more practice by searching

	English lessons in any resources.
R9	Learning English by itself through any media, taking English course, finding partner in doing speaking exercise.
R10	Doing more practice by searching English lessons in any resources, ask someone to correct the wrong pronunciation.
R11	Looking for the latest update related to English speaking skills, doing more practice through social media.
R12	Sing an English song to pronounce some words, using social media as the resources in learning English, doing more exercise in speaking English.

B. Discussion

According to the analysis and classification from the findings, the researcher found several aspects in which various interferences occcurred from the ELT's students (respondents) of the seventh semester from the English Literature department. There are two major aspects of phonology those are segmental and suprasegmental aspects. In the segmental aspect is classified into three implementations of speech. those are assimilation, insertion, and deletion. Each implementation of speech is divided into two categories of vowel and diphthong and consonant.

In the segmental aspect, specifically in assimilation, researcher found there are two types of interference which occurred according to respondents recording, those are an assimilation of vowel and diphthong, and assimilation of the consonant. Firstly, in the asssimilation of vowel and diphthong, there were one vowels and one diphthong, which mostly interference by other vowels and diphthongs. The vowel is 'æ' which interferenced by vowels 'ɜ:', 'e', and 'ɑ:' and diphthongs 'aɪ' and 'eɪ'.

Related to those interferences, it can be claimed that the interference of vowel 'æ' from a word *pat* (pæt) was not available in Javanese vowels. The vowel 'æ' in English is categorized as a diphthong in Javanese. Moreover, the word 'pat' which pronounced 'pæt' in English, is quite different from being pronounced by respondents who used Javanese as daily communication. Because Javanese will pronounce a word similar to what is written. For example, the word *pat* will be pronounced 'pat' in Javanese. However, when respondents recorded the word *pat*, it was interference into vowels of 'ɑ:', 'e', and 'ɜ:' also diphthongs of 'aɪ' and 'eɪ' because respondents focus on vowel 'a' within word *pat* which in English alphabetic it pronounced 'eɪ'. Most respondents who focus in pronouncing vowel 'a' from a word *pat* were interference by English alphabetic of vowel 'a' which pronounced 'eɪ'. So that the interference can not be avoided by mispronounced from vowel 'æ' into vowels 'ɑ:', 'e', and 'ɜ:' and diphthongs 'aɪ' and 'eɪ'.

Meanwhile, the diphthong 'əʊ' in a word *toe* was assimilated into several vowels and diphthongs. The word *toe* (təʊ), which diphthong 'əʊ' as the center of a word, was assimilated into vowels 'u:' and 'ɔ:', and diphthongs 'ʊə' and 'oʊ'.

Besides, diphthong 'əʊ' was not available on Javanese diphthong, but according to the interferences of several vowels and diphthongs that respondents pronounced similar vowel of 'e', 'u', and 'ɔ' in pronouncing a word *toe*. In Javanese, there is diphthong 'oe', which similar to vowel 'o' and 'e' in a word *toe,* and as Javanese will pronounce similar from what is written. However, the word *toe,* which pronounced 'təʊ' is pronounced 'toe' in Javanese. So that the interference from diphthong 'əʊ' was closest to Javanese diphthong 'oe' and the result is most respondents were assimilated diphthong 'əʊ' into vowels 'uː' and 'ɔː', and diphthongs 'ʊə' and 'oʊ'.

Secondly, in the assimilation of consonant, there were several consonants which were assimilated into consonant 's', those are consonants 'ʃ', 'z', and 'ʒ' in words *fish*, *size*, and *usual*. The researcher found that the respondents pronounced those consonants ('ʃ', 'z', and 'ʒ') into 's' consonant. The interference occurred because Javanese only has one consonant that is 's' no matter it was placed in first, middle, and last word. As it is written, Javanese will pronounce in a similar way. So that when a word consists of consonant 's' in the English word, the interference can not be avoided even though it should be pronounced and sounded into consonant 'ʃ', 'z', and 'ʒ'.

Then, other implementation of speech in the segmental aspect is insertion. Kind of this interference occurred when respondents insert or added an extra vowel into a word. The interference of insertion is divided into two categorized those are insertion vowel and diphthong and insertion of a consonant. In insertion of vowel and diphthong, the reseacher found a respondent insert vowel 'ə' into a

word *barn,* which should be pronounced as 'bɑːrn'. The respondent pronounced in an unappropriate way which mispronounced from word 'bɑːrn' become 'bərɜːn' and insert vowel 'ə' before consonant 'r'. Javanese usually put vowel 'ə' before consonant 'r' as an example in a word *mripat,* which pronounced as 'məripat' means *eye*. Therefore, the respondent pronounced in anunappropriate way from 'bɑːrn' into 'bərɜːn'. Meanwhile, in the insertion of consonant, there is a respondent insert or add a consonant in first of word. According to the data, a word *write* (raɪt) was inserted a consonant 'v' in the first word becomes 'vraɪt'.

Lastly, deletion is the last implementation of speech. Based on the data, the reseacher found deletion of consonant from a word *chair* (ʧær) and *never* ('nevər). There are several respondents who pronounce both words in an unappropriate way and delete the consonant 'r' in the last words. Comparing to Javanese consonant, consonant 'r' was sounded no matter the place is in first, middle, or last word. So that deleting the consonant 'r' in the words of *chair* and *never* were not related on Javanese pronunciation, but respondent only mispronounced it.

In suprasegmental aspect is classified into four sections in which each section is categorized according to the place of word stress (first, second, third, and fourth syllable on each word). The first section contains 14 words, which are classified into 2, 3, and 4 syllables words where the word stress is placed on the first syllable. Then, the second section is classified into 15 words, which contain of 2, 3, and 4 syllable words where the word stress is placed on the second syllable. In contrast the third section placed the word stress on the third syllable,

which 13 words served as divided into 3, 4, and 5 syllable words. Last, there are

six words contain 4, 5, and 6 syllable words which the stress word placed on the

fourth syllable in fourth section.

From those classifications, the reseacher found various errors in

pronouncing the appropriate word stress placed in several words. In the first

section, there are three errors of word stress misplaced on the first syllable, which

are classified into 2, 3, and 4 syllable words. According to the categorized of

syllable word, most errors found in a word which contains three syllable word

with the highest error on word *literature*. From 14 participants, half of partcipants

pronouncing a word *literature* which several ways. There are some participants

put the word stress on second and third syllable words but most the misplaced

word stress placed on the second syllable (lɪ|**trə**│ʧə(r)) which the appropriate

word stress placed on the first syllable (**lɪ**|trə│ʧə(r)). While in the first syllable

word, the highest error was from the words *husband* and *dozen,* which misplaced

word stress put the stress on second syllable word. The last error was on four

syllable words in which word stress put on the first syllable, and most error found

on the word *melancholy,* which all misplaced word stress placed on the second

syllable.

There are three errors found in the second section, which word stress

placed on second syllable, and the words served were categorized on 2, 3, and 4

syllable words. The most error found in a word contains 3 syllable words in a

word *develop* (dɪ|**ve**│ləp) with the highest error put the word stress on the first

syllable (**dɪ**|ve│ləp). While from 2 syllable word, most the error found in a word

drawer, which misplaced stress placed on the first syllable. Then in 4 syllable words, most errors found in a word *participant* with all error word stress placed on the first syllable.

In the third section, there are three errors found by the reseacher in which appropriate word stress is placed on the third syllable. Most errors found in a word contains 4 syllable word in a word *apparatus* (æ│pə│**reɪ**│təs) with most misplaced word stress placed on the second syllable (æ│**pə**│reɪ│təs). In contrast other errors were on three syllable word which most errors found in a word *engineer* with most misplaced word stress placed on the second syllable. And last error was on five syllable word in word *electricity* with the most misplaced error was on misplaced word stress in the second syllable.

Lastly, in the fourth section, there are three errors that contains longer words from 4 to 6 syllable words. The appropriate word stress on the fourth section is placed on the fourth syllable, and most errors are found in a word contains 5 syllable words in a word *examination* (ɪg│zæ│mɪ│**neɪ**│ʃən). The error found that misplaced word stress placed in the fourth syllable turns into the second syllable (ɪg│**zæ**│mɪ|neɪ|ʃən). While other errors were found in 4 syllable words in the word *dedicatee,* which most misplaced word stress placed on the third syllable, and 5 participants pronounced the wrong pronunciation from *dedicatee* into *dedicate,* which replaced the five syllable word into four syllable word. The last error found in 6 syllable words is a word of *inferiority* with the most misplaced word stress placed on the second syllable.

Related to the errorss produced according to the participants, there are some strategies to avoid the occurrence of phonological interference in speech way. Based on the interview from all of the participants, the researcher found two most answers given by the participants. The first is doing more practice (exercise) by speaking individually with looking for the difficult related to any resources. This strategy can less the phonological interference such as deletion and insertion where those aspects can be avoided by looking for the correct pronunciation in dictionary. The second strategy is changing all of the non-English language into English in listening kinds of music and watching movies. This strategy can less the phonological interference such as assimilation beacause as the definition of assimilation that is sound which similar from its neighbor, so in repeating activities like listening musics and watching movies in English can avoided the interference because there are many words can be pronounced from the song lyrics or English movie subtitles.

Hence, several errors of phonological interference were found according to phonological aspects. The researcher found that the highest error found in the segmental aspect was in assimilation with total errors up to 95 and the most word which interference by Javanese was a word *pat* [pæt] which focus on vowel 'æ'. While in suprasegmental aspect, the highest error was found in stress placed on the third syllable in 4 syllable words with total errors up to 58, which most word errors was a word *apparatus* [æpəreɪtəs]. Meanwhile, in avoiding the occurrence of phonological interference, the researcher selected the highest answers from the participant that there are two major strategies those are doing more practice by

speaking individually with looking for the difficult vocabularies related to any resources and changing all of the non-English language into English in listening kinds of music and watching movies.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

This research is an analysis of phonological interference toward Javanese in pronouncing English words. Several English words recording from 12 participants according to various syllables, and some strategies noted by the researcher from the interview section are the data used to be analyzed. After analyzing the data using Nathan and Marsono's theories, the researcher found two significant phonological aspects total of 99 errors in segmental aspects, including assimilation of the vowel, and diphthong and consonant, insertion of vowel and diphthong and consonant; and deletion of the consonant. Meanwhile, there are 189 total errors in the suprasegmental aspect, including stress on the first syllable with 2, 3, and 4 syllable words, stress on the second syllable with 2, 3, and 4 syllable words, stress on the third syllable with 3, 4, and 5 syllable words, and stress on the fourth syllable with 4, 5, and 6 syllable words. However, the researcher did not find an error in the segmental aspect, specifically on the deletion of vowel and diphthong.

The dominant errors found in segmental aspect spesifically on the implementation of speech that is assimilation with total errors up to 56 times. Assimilation referred to a sound similar to its neighbor, which means that vocal, diphthong, or consonant can be sounded similar. So that in pronouncing English words, participants who acquire more than one language, especially Javanese,

which become the main focus of this research, will experience interference by mixing various vowel, diphthong, and consonant that they learn.

According to the research analysis, phonological interference can be experienced for those who acquire more than one language and used it as daily communication. However, the researcher found several strategies to avoid interference by selecting the most answers from the participants' interviews. Those strategies are doing more practice by speaking individually, looking for difficult vocabularies related to any resources, and changing all of the non-English languages into English in listening to music and watching movies.

Hence, phonological interference can be found in Javanese students even though they already learn English. The interference can be avoided by using several strategies in upgrading the speaking skill.

B. Suggestion

After doing the analysis, according to the findings and conclusion, the researcher hopes that the next researcher can continue this research to do research deeper on analysis in the suprasegmental aspect consisting of intonation and rhythm. Using a similar object of Javanese students can make it easier to do the next study, or researcher can do similar research by changing the other ethnicities in Indonesia. So, that the research about phonoloical aspect will be various in spesific field and the researcher expected that this study could be additional references for doing similar research in the same or other field.

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Recording of respondents

1. Table 1 (vowels and diphthongs)

English words	Respondents											
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
Pit /pɪt/ (ɪ)	-	-	-	-	-	-	-	I → i:	-	-	I → i:	-
Pet /pet/ (e)	-	-	-	-	-	-	-	-	-	-	e → ɜ:	-
Pat /pæt/ (æ)	-	-	æ → ɜ:	æ → ɜ:	æ → e	-	æ → ɜ:	æ → ɜ:	æ → eI	æ → ɑ:	æ → aI	-
Pot /pɒt/ (ɒ)	ɒ → ɔ:	ɒ → ɔ:	ɒ → ɔ:	ɒ → ɔ:	ɒ → ɔ:	ɒ → ɔ:	ɒ → ɔ:	ɒ → ɔ:	ɒ → ɔ:	ɒ → ɔ:	ɒ → ɔ:	ɒ → ɔ:
But /bʌt/ (ʌ)	-	ʌ → ɑ:	-	-	-	-	-	-	-	-	ʌ → ɑ:	-
Book /bʊk/ (ʊ)	-	-	-	-	-	-	-	-	-	-	ʊ → u:	-
Mother /'mʌðər/ (ə)	-	ə → e	ə → ɜ:	ə → ɜ:	-	-	-	-	-	-	-	-
Beef /bi:f/ (i:)	-	-	-	-	-	-	-	-	-	-	i: → I	-
Burn /bɜ:rn/ (ɜ:)	-	-	-	-	-	-	-	-	-	-	ɜ: → ɔ:	-
Barn /bɑ:rn/ (ɑ:)	add (e)	-	-	ɑ: → ɜ:	-	ɑ: → ɜ:	-	ɑ: → ʌ	-	-	ɑ: → ɜ:	-
Born /bɔ:rn/ (ɔ:)	-	-	-	ɔ: → ɑ:	-	-	-	-	-	-	-	-
Boon /bu:wn/ (u:)	u: → ʊ	-	-	-	-	-	-	-	-	-	-	-
Bite /baɪt/	-	-	-	-	-	-	-	-	-	-	-	-

	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
(aI)												
Bait /beIt/ (eI)	-	-	-	-	-	-	-	-	-	-	-	-
Boy /bɔI/ (ɔI)	-	-	-	-	-	-	-	-	-	-	-	-
Toe /təʊ/ (əʊ)	əʊ → u:	əʊ → u:	əʊ → ɔ:	əʊ → u:	-	əʊ → ʊə	əʊ → ɔ	əʊ → ɔʊ	əʊ → ɔI	əʊ → ɔʊ	əʊ → u:	əʊ → ɔ:
House /haʊs/ (aʊ)	-	-	-	-	-	-	-	-	aʊ → ɔʊ	-	-	-
Poor /pʊər/ (ʊə)	-	-	-	ʊə → u:	ʊə → u:	-	ʊə → u:	ʊə → u:			-	ʊə → u:
Ear /Iər/ (Iə)	-	-	-	Iə → eI	-	-	-	-	-	-	-	-
Air /eər/ (eə)	-	eə → eI		eə → eI	eə → eI	eə → eI	eə → eI	-	eə → eI	eə → eI	-	eə → eI

2. Table 2 (consonants)

English Words	Respondents											
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
Pack /pɑk/ (p)	-	-	-	-	-	-	-	-	-	-	-	-
Can /kɑn/ (k)	-	-	-	-	-	-	-	-	-	-	-	-
Big /bIg/ (b/g)	-	-	g → K	-	-	-	g → k	-	-	-	-	-
Free /frIə/ (f)	-	-	-	-	-	-	-	-	-	-	-	-
Vice /vaIs/ (v/s)				s → z			s → z					s → Z
Try		t										

/traI/ (t)		→ʧ										
Dig /dIg/ (d/g)					g →k							
Good /gu:d/ (g)	-	-	-	-	-	-	-	-	-	-	-	-
Look /lʊk/ (l)	-	-	-	-	-	-	-	-	-	-	-	-
Night /naIt/ (n/t)		t →K	t →k								t →k	
Mine /maIn/ (m)	-	-	-	-	-	-	-	-	-	-	-	-
Write /raIt/ (r)	-	-	add v	-	-	-	-	-	-	-	-	-
Never /'nevər/ (v/r)	-	-	-	v →f	-	-	-	del r	-	v →f	-	-
Well /wel/ (w)	-	-	-	-	-	-	-	-	-	-	-	-
New /'njuw/ (j)	-	-	-	-	-	-	-	-	-	-	-	-
Size /saIz/ (z)	z →s	z →s	z →s	z →s	-	-	z →s	z →s	z →s	z →s	-	-
Fish /fi:ʃ/ (ʃ)	-	-	-	-	-	-	-	-	-	ʃ →s	-	-
This /θi:z/ (θ/z)	θ →d	z →ʃ	-	Θ →d	-	z →S	Θ →d	θ →d	-	-	Θ →d	Θ →d
Chair /ʧær/ (ʧ)	-	-	-	-	-	-	-	del r	-	-	-	-

English Words	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
Major /meɪdʒər/ (dʒ)	-	-	-	dʒ → j	dʒ → j	dʒ → j	-	-	-	-	dʒ → j	-
Usual /juːʒuəl/ (ʒ)	-	ʒ → s	ʒ → s	ʒ → s	-	ʒ → s	-	-	ʒ → s	ʒ → s	-	ʒ → s
Sing /sɪŋ/ (ŋ)	-	-	-	-	-	-	-	-	-	-	-	-

3. Table 3 (stress on the first syllable)

English Words	Respondents											
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
Husband	/band	-	-	-	-	-	-	-	-	-	-	-
Stomach	-	-	-	-	-	-	-	-	-	-	-	-
Dozen	/zen	-	/zen	-	-	-	-	-	-	-	-	-
Stupid			/pid	-	-	-	-	-	-	-	-	-
Splendid	-	-	-	-	-	-	-	-	-	un stre ssed	-	-
Literature		-	/te	/te	/te	/te	/ra	-	/te	/te	-	-
Character	-	-	-	-	-	-	-	/ra	-	-	-	-
Advertise	-	-	-	-	-	/ti	-	-	-	-	-	-
Industry	-	-	-	-	/du	-	-	-	/du	/du	-	-
Atmosphere	-	-	-	-	/mos	/mos	-	-	-	-	-	-
Benefactor			/ne									

	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
	-	-		-	-	-	-	-	-	-	-	-
Comprehension												
	-	-	-	-	-	-	-	-	-	-	-	-
Melancholy	/me lan	/la	-	/la	/la	-	/la	/la	-	/la	/la	/la
Pomegranate	/po me	-	-	-	-	-	-	-	-	-	-	-

4. **Table 4 (stress on the second syllable)**

English Words	Respondents											
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
Narate	-	un stre ssed	-	-	/na /te	-	-	/na	-	-	-	-
Balloon	-	-	-	-	-	/ba	all str ess ed	/ba	-	-	/ba	-
Begin	-	-	-	un stre ssed	-	/be	-	-	-	un stre ssed	-	/be
Drawer	-	-	all str ess ed	-	/dra	/dra	/dra	/dra	-	-	/dra	/dra
Rupee	-	-	-	-	-	-	-	/ru	-	/ru	-	all str ess ed
Appendix	-	-	/ap	/ap	-	-	-	-	-	-	-	-
Efficient	-	-	/ef	/ef	-	/ef	-	-	-	-	-	-
Develop	/de	/de	/de	/de	/de	/de	/de	/de		/lop	/de	/de

English Words	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
									-			
Saliva	-	-	-	/sa	-	-	-	-	-		/sa	/sa
Antenna	-	-	/an	/an	/an	/ten /na	/ten /na	/ten /na	-	-	/an	/an
Participant	/par	/par	/par	/par	-	-	/par	-	-	-	-	-
Ridiculous	-	-	/cu -	-	-	-	-	-	-	-	-	-
Responsible	-	/res	/res	/res -	-	-	-	-	-	-	-	-
Appreciate	-	-	-	/ap -	-	-	-	-	-	-	-	-
Rhinoceros	-	-	/rhi	-	/rhi	/rhi	/rhi	-	-	-	-	-

5. Table 5 (stress on the third syllable)

English Words	Respondents											
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
Guarantee	-	-	-	-	-	-	-	-	-	all str ess ed	-	-
Cigarette	-	/ci	-	/ci	-	/ci	-	-	/ci	-	-	-
Engineer	-	-	/gi	/en		/en		/gi	/gi	-	-	
Correspond	-	/res	-	/co	-	/res	-	-	-	un stre ssed	-	/res
Application	-	/pli	/pli	/pli	/pli	/pli	-	/pli	-	/a	/pli	/pli
Opposition		/po	/po	/po		/po		/po		un	/po	/po

	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
	-			-		-		-	stre ssed			
Apparatus	/pa	/pa	/pa	/pa	/pa	/pa	/pa	/ap	/pa	-	/pa	/ap
Correspondence	-	/res	-	/res	/den ce	/res	un stre ssed	/res	/res	un stre ssed	-	-
Irreproachable	-	/re	-	-	-	-	-	-	-	-	-	-
Irresponsible	-	/re	-	-	-	-	-	-	-	-	-	-
Satisfactory	-	-	-	-	-	-	-	-	-	-	-	-
Irrepressible	-	-	-	-	-	-	-	-	-	-	-	-
Electricity	-	/lec	-	-	/lec	-	-	-	-	-	-	-

6. Table 6 (stress on the fourth syllable)

English Words	Respondents											
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
Dedicatee	/ca	wrong pronunciation	-	un stre ssed	wrong pronunciation	wrong pronunciation	/ca	wrong pronunciation	/ca /te	-	wrong pronunciation	-
Examination	-	/xa	/xa	/xa	/xa	/xa	-	/xa	/xa	-	/xa	-
Participation	-	-	/par	-	/par	/ti	-	/par	/par	-	-	/par
Civilization	-	-	/li	-	/vi	/li	-	/li	/li	-	-	-
Mechanization		/cha	/ni	/cha	/cha	/me		/cha				

	-						-		-	-	-	-
Inferi_o_rity	un stre ssed	/fe	-	/fe	/fe	/in	-	-	/fe	/in	/fe	-

CURRICULUM VITAE

Surotun Siqoyah was born in Malang on July 26, 1998. She graduated from Surya Buana of Islamic Senior High School in 2016. During the study at High School, she participated as the coordinator of the education department in OSIS. She started her higher education in 2016 at UIN Maulana Malik Ibrahim Malang and finished in 2020. During the study at University, she actives in any activities related to teaching and learning. She teaches English in a private lesson at her house. She also joined the organization of Himpunan Mahasiswa Jurusan (HMJ) of the English Literature Department. She actives as the committee in several events of the English National Competition held on in UIN Maulana Malik Ibrahim Malang.