

Thesis

**Malang vs English Language Pronunciation : The Interference of
Students First Language Toward Their English Pronunciation**

By

Nizma Amelia Putri

NIM. 210107110083



ENGLISH EDUCATION DEPARTEMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

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2026

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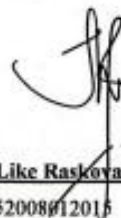
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1. This Undergraduate thesis is the sole work of the author and has not be writen in collaboration with another person, not does it include, without due acknowledgement, the result of any other person.
2. This undergraduate thesis has never been submitted to any other tertiary education institution for academic degree.
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Malang, 1 June 2026

The Researcher,


Nizma Amelia Putri

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DEDICATION

First and foremost, I offer my deepest gratitude to Allah SWT, who has granted me strength, patience, and guidance, so that this long journey could reach its conclusion. Peace and blessings be upon the Prophet Muhammad SAW, whose light of knowledge has always been an inspiration and guide in every step of my search for identity and truth.

I proudly dedicate this work to my dearest parents, Mr. Awing and Mrs. Megawati, whose unconditional love, countless sacrifices, and continuous prayers have been the foundation of my success and my greatest motivation in finishing my undergraduate studies. Words will never be enough to thank both of you for working so hard to provide me with the best education and for always believing in me even when I doubted myself. I also express my deepest and most sincere gratitude to my honorable advisor, Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed., for her profound guidance, patience, and invaluable feedback in directing my research, as her insightful knowledge and continuous encouragement have deeply inspired my academic journey. Lastly, I proudly dedicate this thesis to myself. Thank you for being so strong, for not giving up when the process got overwhelmingly tough, for embracing all the tears and sleepless nights, and for continuously pushing through every challenge until the finish line. I am truly proud of myself for making it this far.

MOTTO

وَعَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ وَعَسَىٰ أَنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ

But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah Knows, while you know not.

(Q.S. Al-Baqarah : 216)

“I am built from my parents' endless prayers and my own trembling courage”

"Half terrified, half reckless. Yet, here I am, surviving and thriving."

ACKNOWLEDGEMENT

All praise is for Allah SWT, who always gives mercy, kindness, and guidance. Because of that the author has been given the ability and chance to gain valuable knowledge. With this knowledge, the author can complete this thesis and hopes to make a positive difference in society. May blessings and peace be upon our beloved Prophet Muhammad SAW, who guided humanity from ignorance to understanding. Not only shared important religious teachings but also showed us how to live good lives. May we all try to follow his example and values to lead more meaningful and helpful lives. With this gratitude, the author hopes that every step and effort will always receive Allah SWT's blessing and guidance.

The thesis entitled “Malang vs English Language Pronunciation : The Interference of Students' First Language Toward Their English Pronunciation” would not have been possible without the support, help, and prayers from various parties who always accompany and encourage. For that, with great respect and sincerity, the author would like to express his deepest gratitude to:

1. Prof. Dr. Hj Ilfi Nur Diana, M.Si, CAHRM, CRMP., as the Rector of Universitas Islam Maulana Malik Ibrahim Malang.
2. Prof. Dr. H. Muhammad Walid, MA., as the Dean of the Faculty of Education and Teacher Training.
3. Maslihatul Bisriyah, M. TESOL., as the Head of the English Education Department and my academic advisor, who has been incredibly helpful throughout my academic journey.
4. Harir Mubarak, M.Pd., as the secretary of the Department of English Education.
5. Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed., as my supervisor who has accompanied and taken the time to guide during this thesis work, providing invaluable support and direction, so that this thesis could be completed.
6. All of the lecturers and staff of the Department of English Education at Universitas Islam Maulana Malik Ibrahim Malang for their knowledge and experiences giving to me.

7. A big thank you to my parents, Mr. Awing and Mrs. Megawati. Thank you so much for everything. Thank you for your endless love, everyday prayers, and support since the beginning. You are my biggest motivation. I pray that Allah always protects you, gives you a healthy life, and I hope I can always make you proud.
8. Special thank you to my dearest sister, Vella Dwi Ainis Suffa, and my two cute nephews, Atan and Alka. Thank you for always being there for me, making me laugh, and bringing so much happiness to our home. I pray that you all stay healthy, happy, and always surrounded by good things
9. To the respondents who have participated and given their valuable contribution to this research.
10. To my day one bestie, Andini Pratama, S.Psi., thank you so much for everything. Thank you for always being a very good listener and the most fun childhood friend. Growing up with you has been a true blessing for me. May Allah always bless you with happiness, ease all your steps, and keep our beautiful friendship strong for a very long time.
11. My best partner ever Mochammad Ziddan Fadhillah, S.Pd., thank you so much for always supporting me until I finished this thesis. Thank you for staying by my side through the hard days and the good days. I really appreciate your help, patience, and kindness. I pray for your success, and I hope we can always support each other in the future.
12. To Sarada, Shinta, and Ma Jaki thank you for being my very first friends in the English Education Department. Thank you for your kindness. You made it so easy for me to adapt and feel welcomed here
13. To my roommate and thesis buddy, Sabrina Mirza Azmi, S.Pd., thank you for always accompanying me through this long journey. And to my Belimbing group (Eca, Dina, Arin, Naya, Fatimah, Gandhes, Jaya, Anang, and Saad), thank you for all the laughter and happy moments we shared. I pray that you all will always be happy, successful, and that our friendship lasts forever.
14. Lastly, I want to thank myself. Thank you for staying strong and not giving up when things got hard. Thank you for wiping your own tears and

continuing to type even when you were exhausted. Thank you for fighting your own doubts and showing up every single day to finish this. Thank you for always trying your best and believing in yourself until the end. You finally did it!

Finally, the researcher realized that this thesis is not perfect. Suggestions and constructive criticism are most welcome. The researcher hopes that this thesis will be beneficial for the readers and the development of English Education. May Allah SWT bless all the people who have helped the researcher in finishing this work.

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = z	غ = g	ي = y
ر = r.	ف = f	

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphthong Vocal

أو = aw

أي = ay

أو = û

إي = î

TABLE OF CONTENT

APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
THE OFFICIAL ADVISOR NOTE.....	iv
DEDICATION.....	vii
MOTTO	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT.....	xiii
LIST OF TABLE	xv
Table 2.1 English Vowels Chart 14.....	xv
Table 2.2 English Consonants Chart 15.....	xv
LIST OF ABBREVIATION.....	xvi
ABSTRACT	xvii
ABSTRAK	xviii
مستخلص البحث.....	xix
CHAPTER I.....	1
INTRODUCTION.....	1
1.1. Background of The Study	1
1.2 Research Question	5
1.3 Research Objectives	5
1.4 Significance of the Study.....	6
1.5 Scope and Limitation of Study	6
1.6 Research Originality	7
1.7. Definition of Key Terms.....	8
CHAPTER II	11
LITERATURE REVIEW	11
2.1 Pronunciation.....	11
2.1.1 Theories of Pronunciation.....	11
2.2 English Pronunciation.....	12
2.2.2 Vowel.....	13
2.2.3 Consonants	15

2.3 Malang Dialect.....	17
2.3.2 Consonants in Malang Dialect.....	21
2.4 The Influence of First Language (Malang Dialect) on Second Language Acquisition	23
2.5 First Language Interference.....	24
2.6.3 Addition	29
2.7 Contrastive Analysis.....	29
2.8 Similarities and Differences of Malang and English Pronunciation	31
2.9 Previous Study	34
CHAPTER III	38
METHODOLOGY.....	38
3.1 Research Design.....	38
3.2 Subject of the Research.....	39
3.4 Data Collection Techniques	43
3.5 Data Analysis Technique	46
CHAPTER IV.....	49
FINDINGS AND DISCUSSION	49
4.1 Research Finding.....	49
4.2 Result Discussion	61
CHAPTER V	69
CONCLUSION AND SUGGESTION	69
5.1 Conclusion.....	69
5.2 Suggestion.....	71
REFERENCES.....	73
APPENDICES	80

LIST OF TABLE

Table 2.1 English Vowels Chart.....	14
Table 2.2 English Consonants Chart.....	15
Table 2.3 Malang Vowels Chart	17
Table 2.4 Javanese Consonant Chart.....	18
Table 2.5 The similarities of Malang and English Pronunciation	23
Table 2.6 Differences between Malang and English Pronunciation.....	25
Table 2.7 Summary of Related Studies	26
Table 4.1 The Percentage of Students' Pronunciation Errors	41
Table 4.2 Participants' Daily Language Use.....	46
Table 4.3 The Influence of the First Language.....	47
Table 4.4 Difficult English Sounds	48
Table 4.5 Difficult Words in the Pronunciation Test.....	49
Table 4.6 Factors Causing Mispronunciation	50
Table 4.7 Students' Efforts to Improve Pronunciation	51

LIST OF ABBREVIATION

Abbreviation	Meaning
EFL	English as a Foreign Language
SLA	Second Language Acquisition
L1	First Language
L2	Second Language

ABSTRACT

Putri, Nizma Amelia 2026. Malang vs English Language Pronunciation : The Interference of Students First Language Toward Their English Pronunciation. Thesis, English Education Departement. Faculty of Education and Teacher Training. The Islamic State University of Maulana Malik Ibrahim Malang.

Advisor : Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed.

Keywords: Malang dialect, English pronunciation, first language interference, error analysis, contrastive analysis.

This study investigates how the Malang Javanese dialect interferes with university students' English pronunciation. English has a different sound system from Javanese, which often leads to pronunciation difficulties. This research uses a qualitative case study design. Data were collected through a pronunciation test of 30 words involving 20 students and interviews with 5 participants. The data were analyzed using Contrastive Analysis, Error Analysis, and Interlanguage theories. The findings show that the Malang dialect strongly influences students' English pronunciation due to their daily use of Javanese, a thick "medok" accent, the influence of glottal stops, and "Boso Walikan" habits. Additionally, the tendency to read words exactly as spelled caused further interference. The study identified three systematic error types: substitution, omission, and addition. Substitution was the most common error, where students replaced unfamiliar English sounds with familiar Javanese ones, such as changing /θ/ and /ð/ into thick /t/ and /d/. Omission occurred when students dropped weak sounds like the schwa /ə/, while addition errors happened when students pronounced silent letters or added hard consonants based on English spelling.

ABSTRAK

Putri, Nizma Amelia. 2026. Malang vs English Language Pronunciation: The Interference of Students First Language Toward Their English Pronunciation. Skripsi, Program Studi Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Dosen Pembimbing: Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed.

Kata Kunci: dialek Malang, pengucapan bahasa Inggris, interferensi bahasa pertama, analisis kesalahan, analisis kontrastif.

Penelitian ini menginvestigasi interferensi dialek bahasa Jawa Malang terhadap pengucapan bahasa Inggris mahasiswa. Karena sistem bunyi bahasa Inggris berbeda dengan bahasa Jawa, mahasiswa sering kesulitan mengucapkan kata-kata bahasa Inggris dengan benar. Penelitian ini menggunakan desain studi kasus kualitatif. Data dikumpulkan melalui tes pengucapan 30 kata pada 20 mahasiswa, dilanjutkan dengan wawancara terhadap 5 partisipan. Data dianalisis menggunakan teori Analisis Kontrastif, Analisis Kesalahan, dan *Interlanguage*. Hasil penelitian menunjukkan bahwa dialek Malang sangat memengaruhi pengucapan mahasiswa karena dominasi penggunaan bahasa Jawa, aksen "medok" yang kental, pengaruh *glottal stop*, dan budaya "Boso Walikan". Selain itu, kecenderungan membaca kata persis sesuai tulisannya juga memicu interferensi tambahan. Akibatnya, mahasiswa melakukan tiga jenis kesalahan pengucapan: substitusi, omisi, dan adisi. Substitusi adalah kesalahan paling umum, di mana mahasiswa mengganti bunyi bahasa Inggris dengan bunyi bahasa Jawa yang akrab bagi mereka, seperti mengubah /θ/ dan /ð/ menjadi /t/ dan /d/ yang tebal. Omisi terjadi saat mahasiswa menghilangkan bunyi lemah seperti *schwa* /ə/, sementara kesalahan adisi terjadi saat mahasiswa membaca huruf diam atau menambahkan konsonan keras karena terpengaruh ejaan tulisan.

مستخلص البحث

بوتري، نيزما أميليا. ٢٠٢٦. تأثير تداخل لهجة مالانج في نطق اللغة الإنجليزية لدى الطلاب. رسالة جامعية. قسم تعليم اللغة الإنجليزية،

كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.
المشرفة: أ. د. لايك راسكوف أوكنايرلينا، الماجستير

. الكلمات المفتاحية: لهجة مالانج، نطق اللغة الإنجليزية، التداخل اللغوي، تحليل الأخطاء، التحليل التقابلي

يهدف هذا البحث إلى دراسة تأثير تداخل لهجة جاوة المالانجية في نطق اللغة الإنجليزية لدى طلاب الجامعة. ونظرًا لاختلاف النظام الصوتي بين اللغة الإنجليزية واللغة الجاوية، يواجه الطلاب صعوبة في نطق الكلمات الإنجليزية بشكل صحيح. استخدم هذا البحث المنهج النوعي بتصميم دراسة الحالة. وتم جمع البيانات من خلال اختبار نطق اشتمل على ٣٠ كلمة شارك فيه ٢٠ طالبًا، تلاه إجراء مقابلات مع ٥ طلاب. تم تحليل البيانات باستخدام نظريات التحليل التقابلي، وتحليل الأخطاء، واللغة أظهرت النتائج أن لهجة مالانج تؤثر بشكل كبير في نطق الطلاب، ويرجع ذلك إلى (Interlanguage) البيئية، وعادة "بوسو واليكان" (Glottal stop) استخدامهم اليومي للغة الجاوية، ولهجة "ميدوك" القوية، وتأثير "الوقفة الحنجرية" كما أن ميل الطلاب لقراءة الكلمات بناءً على كتابتها الإملائية تسبب في تداخل إضافي. وبناءً على (Boso Walikan)، حيث استبدل الطلاب الأصوات الصعبة (Substitution) ذلك، تم تحديد ثلاثة أنواع من الأخطاء النظامية: الإبدال، حيث حذف الطلاب الأصوات الضعيفة (Omission)؛ والحذف /d/ و /t/ بـ /ð/ و /θ/ بأصوات جاوية مألوقة مثل، حيث أضاف الطلاب أصواتاً ساكنة قوية أو قرأوا الحروف الصامتة بناءً على (Addition)؛ والزيادة /ə/ مثل "الشوا الإملاء

CHAPTER I

INTRODUCTION

This chapter consists of an introduction, which includes the background of the study, research questions, research objectives, the significance, research originality, the scope and limitations, and definitions of the key terms.

1.1. Background of The Study

Pronunciation is an essential aspect of English speaking ability. It plays an important role in conveying meaning and ensuring effective communication. Pronunciation, as defined by Rahmania & Mandasari (2021) and Tejedor-García et al. (2020), is the act of transforming sound into meaningful words. It is a crucial component of speaking ability that requires learners to articulate sounds accurately in order to convey meaning effectively (Maulida et al., 2023). Therefore, pronunciation is not only about producing sounds, but also about ensuring clarity and intelligibility in communication.

When communicating in English, pronunciation is as important as grammar and vocabulary. Andini & Zaitun (2023) state that pronunciation is fundamental and must be understood by anyone who wants to communicate or is learning English. However, English pronunciation is often considered difficult for learners because of differences in phonological systems between English and their first language. Maiza (2020) explains that English pronunciation is complex because its vowel and consonant systems contain many different sounds, as well as differences in articulation and sound production.

These phonological differences often lead to pronunciation difficulties among English as a Foreign Language (EFL) learners. In Indonesia, English is learned as a foreign language rather than a second language (Gunantar, 2016). This means that learners have limited exposure to English in daily communication, which increases the possibility of interference from their first language. Syafutri & Saputra (2021) explain that the first language is the language acquired in childhood and used in daily communication, which strongly influences how individuals learn and produce other languages.

In the context of language learning, first language interference plays an important role in pronunciation errors. Octaviani et al. (2024) state that L1 features are often transferred into second language learning, especially when the phonological systems between L1 and English differ significantly. The influence of the mother tongue on pronunciation can affect the accuracy and fluency of speaking English, particularly in vowel and consonant systems, stress, intonation, and articulatory positions. These differences often cause learners to substitute unfamiliar English sounds with sounds from their native language. This combination of native language interference and a strong local accent naturally leads to pronunciation errors. Since this study looks closely at these errors, Error Analysis is used as the supporting theory. According to Brown (2014) and Ellis (1997), Error Analysis is useful for identifying and explaining students' errors to find out why they happen during the learning process.

The importance of clear and accurate pronunciation is also reflected in religious and communicative perspectives. In Islamic teaching, Surah Al-

Muzzammil verse 4 emphasizes the concept of *tartil*, which refers to reciting the Qur'an in a clear, measured, and correct manner:

أَوْزِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلاً

“...and recite the Qur'an with *tartil* (measured recitation)” (QS. Al-Muzzammil: 4).

This concept highlights the importance of proper articulation in producing sounds correctly. This is further supported in Surah Al-Isra' verse 106, which emphasizes reciting the Qur'an slowly and clearly:

وَقُرْآنًا فَرَقْنَاهُ لِتَقْرَأَهُ عَلَى النَّاسِ عَلَى مُكْثٍ وَنَزَّلْنَاهُ تَنْزِيلًا

“...so that you may recite it to the people slowly and with clear recitation” (QS. Al-Isra': 106).

This verse reinforces the importance of clarity, accuracy, and careful articulation in oral communication. In addition, the Prophet Muhammad SAW is described as speaking clearly and distinctly so that his speech could be easily understood by others, which reflects the importance of intelligibility in spoken communication.

In East Java, particularly in Malang City, students commonly use the Malang Javanese dialect in daily communication. This dialect has distinctive phonological characteristics, including unique accent and intonation patterns (Wardani & Suwartono, 2019). Unlike standard Javanese which is generally softer, the Malang dialect has its own specific phonological characteristics. Maryaeni

(2006) and Nurhuda et al. (2021) point out that Malang people tend to speak with a firmer tone and a heavier pronunciation of certain consonants compared to other Javanese speakers. It is also characterized by a rough intonation style and the use of “walikan” slang as part of its linguistic identity (Fiaji, 2021; Nurhuda et al., 2021). These features may influence how students pronounce English words, especially when English sounds do not exist in their native phonological system.

As a result, students may apply their native pronunciation patterns when speaking English. For example, English sounds such as /θ/ in “think” and /ð/ in “this” are often replaced with /t/ and /d/. This phenomenon is known as native language interference, where the phonological system of the first language influences the production of the second language.

Several previous studies have explored the influence of the first language on English pronunciation. Wardani and Suwartono (2019) found that Javanese learners often have difficulties in pronouncing certain English sounds, such as /ʒ/, /v/, /θ/, /ð/, /æ/, and /ɔɪ/, because of differences between English and their native phonological system. In line with this, Dewi et al. (2019) reported that learners tend to replace unfamiliar English sounds with the closest sounds from Javanese, for example /v/ becoming /f/ and /ʒ/ becoming /ʃ/. Similarly, Rohmah et al. (2023) showed that Javanese interference also appears in final consonant pronunciation, where /d/ is often pronounced as /t/.

This indicates that there is still a gap in examining first language interference from the Malang dialect in the English pronunciation of university students in Malang. Although these students have learned English formally, their

local dialect may still contribute to pronunciation interference in their speech. Then, the novelty of this study lies in its specific focus on Malang dialect interference among university students and how this interference affects their English pronunciation in actual use. To analyze these errors, this study uses the Interlanguage framework instead of Contrastive Analysis. Contrastive Analysis focuses more on comparing two languages in theory to predict errors. Meanwhile, Interlanguage, as explained by Tarone (2018), is more suitable for this study because it looks at the students' actual, developing language system when they try to speak English with their Malang accent.

1.2 Research Question

1. How does the Malang dialect interfere with students' pronunciation of English?
2. What kinds of pronunciation errors are produced by students due to the interference of the Malang dialect?

1.3 Research Objectives

1. To analyze how the Malang dialect interferes with students' pronunciation of the English.
2. To identify the kinds of pronunciation errors produced by students due to the interference of the Malang dialect?

1.4 Significance of the Study

This study “Malang vs English Language Pronunciation : The Interference of Students' First Language Toward Their English Pronunciation” is expected to provide significant contributions to various stakeholders in the field of English Language Teaching (ELT) and linguistics.

1. For Students:

This study is expected to help students identify their pronunciation errors and improve their overall English pronunciation.

2. For Lecturers (Especially English Language Teachers):

This study is expected to provide information about common pronunciation problems faced by students with a Malang dialect background, so teachers can use better teaching strategies. By knowing these specific errors, English teachers can design better pronunciation drills and teaching materials that suit the students' cultural background, making the learning process more effective in the classroom.

3. For Future Researchers:

This study is expected to be used as a reference for further studies about pronunciation and first language interference.

1.5 Scope and Limitation of Study

However, this study has several limitations. First, it only focuses on the pronunciation of single words to find out the specific phonemic errors clearly. It does not analyze the pronunciation semantically or in full sentences, because

focusing on single words helps to avoid distractions from intonation or word meanings. Second, the number of participants is limited to a small group of students, so the findings cannot be generalized to all learners. Third, the data are collected through pronunciation tests and recordings, which may not fully represent students' natural speech in all contexts. Therefore, the results of this study are limited to the specific participants and context of this research.

1.6 Research Originality

Based on this research, there are several studies that have relevance to this research, including:

Aryanika (2025) conducted a study "The Influence of First Language on Second Language Pronunciation." The study explained that students' first language can affect the way they pronounce English words. This happens because some English sounds are different from the sounds in the students' first language. As a result, students often replace English sounds with sounds that are more familiar to them. However, the study only discussed the influence of the first language in general and did not focus on a specific dialect or certain English sounds.

Rahma et al. (2023) conducted a study entitled "An Analysis of Student's Javanese Language Interference in Pronunciation of English." The study focused on Javanese interference in English pronunciation, especially on the /d/ sound. The researchers found that Javanese students often changed the final /d/ sound into /t/ because this pattern is common in Javanese pronunciation. However, the study only focused on one English sound and discussed Javanese speakers in general.

Puspitasari and Sa'adah (2023) carried out a study entitled "Students' First Language: How Does It Influence Students' Pronunciation?" Their study showed that students often have difficulties pronouncing English sounds such as /ʒ/, /v/, /θ/, /ð/, /z/, /ʃ/, /d/, /tʃ/, and /dʒ/. This happens because some of these sounds do not exist in Javanese. Therefore, students often replace difficult English sounds with sounds from their first language. However, the study discussed many English sounds and did not specifically focus on students who use the Malang dialect in Malang.

Based on those previous studies, it can be seen that most research has discussed first language interference in English pronunciation in a general context or has focused on specific sounds only. In addition, previous studies have not specifically examined learners who use the Malang dialect in Malang, which has unique phonological characteristics that may influence English pronunciation differently. Therefore, this study aims to fill this gap by focusing on the interference of the Malang dialect on students' overall English pronunciation, providing a more specific and contextual analysis within the Malang setting.

1.7. Definition of Key Terms

1. First Language

In this study, the first language is the mother tongue that the students acquired from childhood and use in their daily communication. Specifically, it refers to the Malang Javanese dialect, which strongly shapes the students' speaking habits and phonological system before they learn English.

2. English Pronunciation

Pronunciation is the way students articulate and produce English sounds to communicate their intended meaning. In this research, it focuses on how accurately the students pronounce specific English target sounds in single words compared to the standard English phonetic rules.

3. Malang Dialect

The Malang dialect is a specific local variety of the Javanese language spoken by people in Malang. For this study, it is defined by its unique characteristics, such as a firmer tone and a heavier pronunciation of certain consonants compared to standard Javanese. This dialect acts as the primary linguistic background of the students.

4. Accent

Accent is the distinct local speaking habit or tone that students carry from their regional background. In this study, the Malang accent is the local phonetic flavor that automatically colors the students' voices when they attempt to produce English sounds.

5. Language Interference

Interference is the process where students unintentionally apply the rules, sounds, or speaking habits of their first language into English. While an accent is simply a local speaking style, interference is the actual disruption process where students replace unfamiliar English target sounds with the familiar sounds from their Malang dialect.

6. Pronunciation Errors

A pronunciation error is an incorrect sound production made by the students when they speak English. In the context of this study, it is seen as the final result or the outcome of the combination between the students' language interference and their strong local accent.

7. Interlanguage

Interlanguage is the temporary, developing language system that the students create while they are still in the process of learning English. It is the transitional phonetic system that is no longer pure Malang dialect, but not yet perfect English, reflecting their current stage of learning.

CHAPTER II

LITERATURE REVIEW

This chapter discusses literature review, which includes theories related to pronunciation, first language influence, Malang dialect, English Pronunciation, and previous studies to position this research among existing works, along with a conceptual framework that connects these theories to the research focus.

2.1 Pronunciation

This section discusses the concept of pronunciation, its definitions according to several experts, and its importance in effective oral communication.

2.1.1 Theories of Pronunciation

According to Hornby et al. (2005) Pronunciation is the way in which a language or a particular word or sound is pronounced. As same with another statement, Pronunciation is a technique for making specific sounds (Richards & Schmidt, 2013). The pronunciation of letter sounds in words, as well as syllable stress on sections of words, frequently dramatically alter the meaning and context of the words, irrevocably affecting the meaning of the statement being transmitted (Kobilova, 2022). It means that pronunciation plays an essential role in oral communication since it influences how clearly listeners understand a speaker's message. It involves not only the articulation of sounds but also the precision of creating them as intended in a given language. This is an important part of spoken communication since it has a direct impact on message clarity and the listener's capacity to understand the intended meaning.

Muhlisin & Widyanto (2019) argued that pronunciation is crucial for conveying the speaker, and it is essential for students to learn it because it significantly impacts the clarity and effectiveness of their communication. Therefore, good pronunciation increases students' confidence when speaking English, especially in formal or academic situations. It also helps them communicate more effectively with native speakers and avoid misunderstandings that may arise from mispronunciation.

2.2 English Pronunciation

This section discusses English pronunciation, focusing on vowels and consonants as the basic sounds required to produce clear and understandable spoken English.

2.2.1 Definition of English Pronunciation

Pronunciation is an important part of learning English since it requires the ability to make and understand sounds in order to successfully transfer meaning. English pronunciation is more than just correctly articulating sounds, it is also about using the right stress and intonation to express meaning clearly and naturally. Gilakjani, (2016) stated that pronunciation teaching should focus on intelligibility rather than producing a native-like accent.

Kelly (2001) explained that English pronunciation consists of two main components: segmental features and suprasegmental features. Segmental features refer to individual sounds or phonemes, such as vowels and consonants, while suprasegmental features include stress, rhythm, and intonation that influence the naturalness and meaning of speech. Similarly, Pennington and Rogerson-Revell

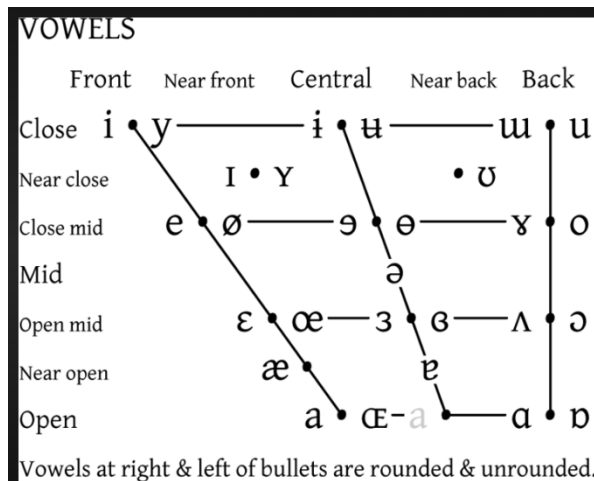
(2019) stated that English pronunciation includes both segmental and suprasegmental aspects, including connected speech, tone, intonation, stress, rhythm, and voice quality. Therefore, understanding vowels and consonants is important because they become the foundation of accurate English pronunciation.

2.2.2 Vowel

Vowels are "sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips" (Roach, 2009). Vowels are an important part of English pronunciation because differences in vowel sounds can change the meaning of words. English vowels are generally classified into monophthongs and diphthongs, and they are distinguished based on tongue position, tongue height, and lip shape. Compared to Indonesian and Javanese (Malang), English has a more complex vowel system, especially in distinguishing long and short vowel sounds. Therefore, Indonesian learners often experience difficulties in pronouncing certain English vowels accurately.

To systematically describe and categorize these sounds, this study refers to the International Phonetic Alphabet (IPA) Vowel Chart, as illustrated in the figure.

Table 2.1 English Vowels Chart



SUPRASEGMENTALS

- ˈ Primary stress ˌfəʊnəˈtɪʃən
- ˌ Secondary stress
- ː Long eː
- ˑ Half-long eˑ
- ◌ Extra-short ɛ̋
- | Minor (foot) group
- || Major (intonation) group
- Syllable break ˌi.ækt
- ◌ Linking (absence of a break)

TONES AND WORD ACCENTS

- | LEVEL | CONTOUR |
|-------------------|--------------------|
| ẽ or ˊ Extra high | ẽ or ˊ Rising |
| é ˋ High | ê ˋ Falling |
| ē ˊ Mid | ẽ ˊ High rising |
| è ˋ Low | ẽ ˋ Low rising |
| ẽ ˋ Extra low | ẽ ˋ Rising-falling |
| ↓ Downstep | ↗ Global rise |
| ↑ Upstep | ↘ Global fall |

This chart is shaped like a quadrilateral because it is designed to visually represent the physiological space inside the human oral cavity during speech production. The categorization of vowels on this chart relies on three primary articulatory parameters: tongue height, tongue backness, and lip rounding.

First, tongue height (vertical position) indicates how high or low the tongue is positioned relative to the roof of the mouth; *close* (high) vowels are produced with the tongue positioned near the palate, whereas *open* (low) vowels are produced with the jaw fully dropped to create more space. Second, tongue backness (horizontal position) refers to which part of the tongue is raised: *front* (e.g., /i/, /e/), *central* (e.g., /ə/, /ʌ/), or *back* (e.g., /u/, /o/). Third, lip rounding is indicated where symbols appearing on the right side of the IPA chart bullet points are articulated with rounded lips, while those on the left are produced with unrounded or neutral lips.

Some English vowel sounds such as /æ/ in *cat*, /ʌ/ in *cup*, and /ɜ:/ in *bird* are considered difficult for Indonesian learners because similar sounds are not commonly found in Indonesian or Javanese (Malang) phonological systems. For instance, the English vowel /æ/ requires a precise "near-open front" tongue position. Because this specific coordinate does not exist in the Malang dialect's phonological system, learners often substitute it with the more familiar "open central" /a/ sound. This phenomenon is known as first language interference, where learners transfer the sound system of their native language into English pronunciation. Therefore, understanding these detailed articulatory coordinates is essential for this research, as students with Javanese or Malang dialect backgrounds may experience significant interference when pronouncing English vowel sounds.

2.2.3 Consonants

Consonants are speech sounds produced when the vocal tract is closed or almost constricted (Proctor, 2011). These constrictions distinguish them from vowels by creating audible friction or a full halt of airflow at certain sites within the vocal tract. The phonetic classification of consonants is essentially based on how and where this obstruction occurs. As Fuchs & Birkholz (2019) explained, consonants are classified through four key features: airflow mechanism, voicing (the vibration of vocal cords), the place of articulation (the specific location where the obstruction occurs), and the manner of articulation (the way the airflow is manipulated).

To understand the classification of English consonant sounds more clearly, the English consonant chart based on the International Phonetic Alphabet (IPA) is presented below.

Table 2.2 English Consonants Chart

Classification of NAE Consonant Phonemes							
Manner of Articulation	Place of Articulation						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
Stop							
Voiceless	p			t		k	
Voiced	b			d		g	
Fricative							
Voiceless		f	θ	s	ʃ		
Voiced		v	ð	z	ʒ		h
Affricate							
Voiceless					tʃ		
Voiced					dʒ		
Nasal							
Voiced	m			n		ŋ	
Liquid							
Voiced				l	r		
Glide							
Voiced	w				y		

CONSONANTS (NON-PULMONIC)		
Clicks	Voiced implosives	Ejectives
◌ ɔ Bilabial	ɓ Bilabial	ʼ Examples:
◌ ǀ Dental	ɗ Dental/alveolar	pʼ Bilabial
◌ ǃ (Post)alveolar	ɟ Palatal	tʼ Dental/alveolar
◌ ǁ Palatoalveolar	ɠ Velar	kʼ Velar
◌ ǁ Alveolar lateral	ɠ Uvular	sʼ Alveolar fricative

OTHER SYMBOLS	
ɱ Voiceless labial-velar fricative	ɕ ʑ Alveolo-palatal fricatives
ɰ Voiced labial-velar approximant	ɭ Voiced alveolar lateral flap
ɥ Voiced labial-palatal approximant	ɧ Simultaneous ʃ and x
ħ Voiceless epiglottal fricative	Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.
ʕ Voiced epiglottal fricative	
ʡ Epiglottal plosive	

The chart organizes consonants based on three core articulatory coordinates. First, the place of articulation identifies exactly where the sound is obstructed, ranging from the *Bilabial* using both lips (/p/, /b/, /m/), *Labiodental* using lips and teeth (/f/, /v/), *Dental* involving the teeth and tongue (/θ/, /ð/), *Alveolar* at the tooth ridge (/t/, /d/, /n/, /s/, /z/, /l/, /r/), *Palatal* at the hard palate (/ʃ/, /ʒ/, /tʃ/, /dʒ/, /y/), *Velar* at the soft palate (/k/, /g/, /ŋ/), up to the *Glottal* at the throat (/h/). Second, the manner of articulation describes how the airflow is handled: *Stop* consonants force a complete closure and sudden release; *Fricatives* create narrow friction; *Affricates* combine stops and fricatives; *Nasal* sounds channel air through the nose; while *Liquid* and *Glide* sounds involve minimal obstruction. Finally, the voicing feature separates sounds into *Voiceless* (without vocal cord vibration, like /p/, /f/, /θ/, /s/) and *Voiced* (where the cords vibrate, like /b/, /v/, /ð/, /z/).

With this framework, we can identify various consonant sounds in English words such as /p/ (*mop*), /b/ (*back*), /t/ (*two*), /d/ (*do*), /k/ (*kick*), /g/ (*go*), /f/ (*fan*), /v/ (*very*), /θ/ (*think*), /ð/ (*this*), /s/ (*sick*), /z/ (*zoo*), /ʃ/ (*she*), /ʒ/ (*measure*), /h/ (*high*), /tʃ/ (*church*), /dʒ/ (*judge*), /m/ (*mine*), /n/ (*night*), /ŋ/ (*sing*), /r/ (*red*), /y/ (*yes*), and /w/ (*we*). However, Hidayatullah et al. (2024) noted that learners often face systematic difficulties in pronouncing these consonants, particularly the interdental fricatives /θ/ and /ð/. Because these sounds do not exist in the phonological system of Bahasa Indonesia or Javanese, students frequently replace them with /t/ and /d/. These articulatory differences are precisely why learners struggle, as the absence of certain sounds in their first language often triggers predictable pronunciation errors.

2.3 Malang Dialect

This section discusses the characteristics of the Malang dialect and its relation to English pronunciation. Javanese is one of the largest regional languages in Indonesia, with several dialects spread across East Java, such as the Surabaya, Malang, Jombang, Tengger, and Osing dialects. Among these, the Malang dialect is commonly used by people in Malang and its surrounding areas.

To understand the uniqueness of the Malang dialect, it is necessary to compare it with the standard Javanese dialect. Standard Javanese, often associated with the Mataraman region (such as Yogyakarta and Surakarta), is known for its polite, slow, and highly melodic intonation. It relies heavily on smooth transitions between syllables. In contrast, the Malang dialect which belongs to the Arekan cultural zone has a completely different nature. Fuad (2019) notes that the cultural environment of Malang makes its dialect more egalitarian, direct, and expressive.

People in Malang speak with a strong, firm, and sometimes gruff tone (Nurhuda et al., 2021; Wicaksana & Pratama, 2020).

From a phonological perspective, there are three specific characteristics that separate the Malang dialect from standard Javanese, which eventually affect how the students pronounce English. First, speakers of the Malang dialect tend to use heavy consonant articulation. They put a thicker stress on voiced consonants, especially /b/, /d/, and /g/. While standard Javanese speakers pronounce these sounds softly to maintain a smooth flow of speech, Malang speakers articulate them with stronger pressure from the vocal tract. As described by Wicaksana and Pratama (2020), this cultural speaking habit creates a rigid and firm rhythm. When applied to English, it often causes students to over-pronounce English consonants, making their speech sound less natural.

Second is the dominance of glottal stops (/ʔ/). In standard Javanese, word endings are usually pronounced softly with an unreleased airflow. However, the Malang dialect is heavily characterized by abrupt throat closures at the end of syllables. Dzahabiyyah (2022) identified the glottal stop (/ʔ/) as a prominent consonant feature in the Malang dialect, which is constantly used in daily local words like *gak* (no), *ndek* (at), *wes ta* (already), or *ojok* (don't). Because Malang students are physically accustomed to abruptly stopping the airflow at the end of words, they tend to replace English final plosives (like /k/ in *book* or /t/ in *cat*) with a hard glottal stop. As supported by Yuliati (2014), this habit prevents learners from performing connected speech smoothly, leading to clear pronunciation errors.

Third is the influence of *Boso Walikan* (Reversed Slang). Fiaji (2021) and Nurhuda et al. (2021) explain that the use of *Boso Walikan* is a strong linguistic identity in Malang, where words are naturally pronounced backwards, such as *Malang* becoming *Ngalam*, *arema* becoming *amera*, or *mangan* (eat) becoming *nanggam*. Reversing words forces speakers to frequently produce hard final consonants and unnatural syllable clusters that might not exist in their original forms. Over time, this daily practice trains their speech organs to hit final consonants heavily and independently. Consequently, their speaking rhythm becomes very "disconnected" or word-by-word. When speaking English, they naturally carry this habit, pronouncing sentences rigidly rather than with the fluid rhythm characteristic of native English speakers.

2.3.1 Vowels in Malang Dialect

To understand the vowel sound system in the Malang dialect of Javanese, it is important to note that vowels function as phonemic elements that differentiate meaning and show regional variation. According to Zuliyanti (2021), vowels are related to the position and movement of the tongue, as well as the shape of the lips and the openness of the mouth. Similarly, Sena et al. (2023) explained that vowels can be identified based on tongue position, lip shape, and mouth openness. High vowels are produced when the tongue is positioned high in the mouth, mid vowels when the tongue is in the middle position, and low vowels when the tongue is positioned low in the mouth.

Table 2.3 Malang Vowels Chart

	Front	Central	Back
High	/i/ , /ɪ/		/u/ , /ʊ/
Mid	/e/ , /ɛ/	/ə/	/o/ , /ɔ/
Low		/a/	

Based on research by Dzahabiyah (2022), vowels in the Malang dialect generally consist of /a/, /i/, /ɪ/, /u/, /ʊ/, /e/, /ɛ/, /ə/, /o/, and /ɔ/. These vowels are articulated in ways that reflect the specific regional character of Malang, which often differs from other Javanese dialects like Mataraman. In the Malang dialect, the vowel /o/ is typically produced with a much wider, more "open" mouth shape. For instance, in common daily words like *cokot* (to bite), *roso* (feeling), or *ngalam* (Malang), the vowel /o/ is articulated with a prominent rounding that sounds more forceful than the standard Javanese variant.

This dialect is also characterized by the use of distinct, thick vowels in words such as *macak* (to dress up), *cilik* (small), *pitik* (chicken), *dudu* (not), *kuthuk* (chick), *gede* (big), *meneh* (again), *tekan* (arrive), *sego* (rice), and *kerjo* (work). Particularly in words like *sego* or *kerjo*, the final vowel sound is produced with an emphatic and open quality that gives the Malang dialect its signature "Arekan" energy. Furthermore, the vowel /ə/ (schwa) is frequently produced with a more central and retracted tongue position in words like *tekan* (arrive) or *weruh* (to see), sounding deeper compared to the standard Mataraman pronunciation. This specific vowel realization—where the rounding and tongue positioning are more explicit—

creates a sound quality that is more energetic and "open" compared to the softer, melodic vowel articulation in standard Javanese. Because Malang speakers are physically accustomed to these wide and forceful vowel positions, they frequently struggle when forced to produce the more closed or centralized vowels required in standard English, which often leads to phonological interference.

2.3.2 Consonants in Malang Dialect

According to Purwaningsih (2018), consonant sounds are produced by completely or partially obstructing the airflow during speech production. In the Javanese language, consonants play an important role in distinguishing meaning and pronunciation patterns. Sena et al. (2023) explained that Javanese consonants consist of sounds such as /p/, /b/, /m/, /w/, /t/, /d/, /s/, /n/, /r/, /l/, /t̚/, /d̚/, /c/, /j/, /y/, /ñ/, /k/, /g/, /ŋ/, and /h/. Furthermore, Dzahabiyyah (2022) stated that the Malang and Mataraman dialects of Javanese contain around 29 consonant sounds, including /b/, /p/, /m/, /w/, /d/, /dh/, /t/, /n/, /l/, /r/, /ñ/, /j/, /c/, /s/, /g/, /k/, /ŋ/, /h/, and /ʔ/. These consonant characteristics may influence how Malang speakers pronounce English consonant sounds, especially sounds that do not exist in their first language.

To understand the consonant system in the Malang dialect more clearly, the consonant chart of the Malang dialect is presented below.

Table 2.4 Javanese Consonant Chart

	Bilabial	Dental/ alveolar	Palatal	Velar	Glotal
Plosive	/p/, /b/	/t/, /d/	/c/ [tʃ], /j/ [dʒ]	/k/, /g/	/ʔ/
Nasal	/m/	/n/	/ɲ/	/ŋ/	
Fricative		/s/			/h/
Lateral		/l/			
Trill		/r/			
Approximant	/w/		/y/		

Based on the Malang consonant chart, the consonant system in Javanese is generally similar to that of the Malang dialect, yet the articulation carries a distinct "Malang" character. The places of articulation include bilabial (/p, b, m/), alveolar (/t, d, n, l, r, s/), palatal (/c, j, ɲ, y/), velar (/k, g, ŋ/), and glottal (/h, ʔ/). In the Malang dialect, the plosives /b/, /d/, and /g/ are often produced with more tension and a heavier, more forceful pressure in the vocal tract compared to the standard Mataraman dialect.

Examples of these consonants in daily Malang speech include /b/ in *budal* (to leave), /p/ in *pait* (bitter), /m/ in *mlaku* (to walk), /w/ in *wes* (already), /d/ in *dadi* (become), /t/ in *tangi* (to wake up), /n/ in *ndelok* (to see), /r/ in *arep* (want to), /j/ in *jare* (said), /c/ in *cilik* (small), /g/ in *golek* (to search), /k/ in *kabeh* (all), /ŋ/ in *nggowo* (to bring), /h/ in *heleh* (expression of annoyance), and the highly frequent glottal stop /ʔ/ in *ndek'e* (his/hers) or *wes ta'* (just stop). Specifically, the glottal stop /ʔ/ in the Malang dialect is extremely prominent at the end of syllables—a feature that rarely occurs in the standard English system. Because Malang speakers

frequently use this throat-stopping mechanism in daily words like *ndek'* (at) or *ojok'* (don't), they often carry this habit into English, causing them to abruptly stop the airflow when pronouncing final English consonants like /t/ or /k/. This forceful articulation and reliance on abrupt glottal stops create a rigid, staccato rhythm that differentiates their English speech from native patterns.

2.4 The Influence of First Language (Malang Dialect) on Second Language Acquisition

According to Utami et al. (2024) students often experience difficulties in learning a second language (L2) due to the influence of their first language (L1) as well as environmental factors. In line with Rahmah et al. (2023), Javanese language is widely spoken in the neighborhood, and English reading materials for students at home are still limited, thus students are less able to pronounce language correctly. In addition, Puspitasari & Sa'adah (2023) stated that students' L1 has a strong influence on their pronunciation. They have difficulty pronouncing some English consonant sounds, such as /ʒ/ (vision), /v/ (love), /θ/ (anything), /ð/ (mother), /z/ (music), /ʃ/ (fashion), /dʒ/ (bridge), /tʃ/ (match). This influence often results in incorrect pronunciation patterns, making it difficult for students to be understood by native speakers. Furthermore, continuous L1 interference can affect their overall progress toward mastering correct English pronunciation.

Furthermore, Authar (2018) found that most members of the English Club at MTs Salafiyah Syafi'iyah Mumbulsari Jember experienced negative transfer from their first language, leading to errors in their use of English as a second language. This indicates that L1 interference becomes a major source of difficulty in

mastering L2. Beginning with language abilities (speaking, reading, listening, and writing), then moving on to language components including vocabulary, grammar, and pronunciation.

Khusna & Aliyah (2021) also highlighted how the L1 can influence the pronunciation of phrases in the L2. The study found that glottal sounds are used often, resulting in variations in the pronunciation of spoken words. As a result, it is recommended that students utilize Javanese accents less frequently when speaking English. These studies highlight how interference from the original language has a direct impact on the clarity of English pronunciation. When Javanese sound patterns are translated into English, students prefer to maintain their Javanese accents, making their speech less comprehensible. As a result, raising awareness of first language interference and offering proper pronunciation practice is important for assisting students in achieving more correct English pronunciation.

Overall, these studies demonstrate that the first language has a significant influence on the mastery of a second language, particularly in pronunciation. L1 interference may lead to difficulties in producing certain English sounds, result in incorrect pronunciation patterns, and reduce intelligibility. Therefore, it is important to raise learners' awareness of L1 interference and provide appropriate pronunciation practice to help them achieve more accurate English pronunciation.

2.5 First Language Interference

Interference is a phenomenon that occurs when the first language influences the use of a second language. This phenomenon commonly appears in the process of second language learning because learners tend to use language patterns that are

already familiar to them. In addition, Syafutri and Saputra (2021) stated that interference can occur in several aspects of language, including grammatical, lexical, and phonological aspects. This phenomenon is also common in Indonesia because speakers often use regional languages in daily communication, which may influence the way they use other languages (Susmita et al., 2023). Rizqiyah and Firmonasari (2024) also explained that interference may occur when learners have stronger mastery of their first language than the target language, causing them to rely more on the language system of their native language when producing the second language.

The concept of interference is closely related to the theory of interlanguage proposed by Gass & Selinker (2008) which defined that interlanguage is a transitional language system developed by learners during the process of learning a second language. In this process, learners develop their own language system influenced by both the first language and the target language. As a result, the language produced by learners may differ from standard English because it still carries patterns from their native language. Muliawan et al. (2025) also explained that the first language influences the development of the second language system, resulting in language forms that differ from standard usage.

In terms of pronunciation, interference often appears through sound substitution, stress, and intonation patterns. Rahmah et al. (2023) explained that learners tend to transfer the phonological patterns of their native language into English pronunciation. Similarly, Puspitasari and Sa'adah (2023) found that learners often replace unfamiliar English sounds with sounds that are more familiar

in their first language. For example, Javanese learners tend to pronounce the English sound /v/ as /f/ or /p/, and may also show differences in stress and intonation patterns (Siqoyah & Latifah, 2021). These findings indicate that learners' pronunciation errors are influenced by their first language and become part of their interlanguage development process rather than random mistakes.

Gass and Selinker (2008) also stated that interlanguage develops gradually through learning and experience. However, some pronunciation errors may continue to appear repeatedly because learners are still influenced by the phonological system of their first language. In line with this, Asri & Yoga (2021) found that students often still carry the influence of their first language even after repeated pronunciation practice.

This phenomenon is strongly supported by Yuliati (2014) in her study on the interlanguage phonology of Javanese learners. She found that Javanese speakers often substitute unfamiliar English consonants with the closest sounds available in their mother tongue because of the strong phonetic habits formed by their local dialects. From this perspective, it can be concluded that a pronunciation error is the final product of two combining factors: language interference and the speaker's accent. When the psychological process of language interference (the transfer of L1 rules) merges with the physical habit of the Malang accent (the heavy and firm articulation), it disrupts the production of English sounds. This combination inevitably leads to observable pronunciation errors.

2.6 Error Analysis

In identifying learners' pronunciation problems, this research applies the Error Analysis theory proposed by James (1998). He explains that errors are not just random mistakes caused by a lack of focus. Instead, they are systematic and show how a learner's first language (L1) rules actively interfere with the target language. For Malang speakers, this interference often happens because they unconsciously apply their local *medok* (heavy and thick articulation) speaking habits and spelling rules when trying to speak English. According to James (1998), these phonological errors generally fall into three main categories: Substitution, Omission, and Addition.

2.6.1 Substitution

Substitution happens when learners encounter an English sound that does not exist in their mother tongue. To solve this problem, they replace the unfamiliar target sound with a familiar sound from their own language. James (1998) refers to this missing sound as a "phonological void." In the context of Malang learners, this substitution error frequently happens in both consonant and vowel sounds.

When dealing with consonants, Malang speakers who are used to a thick and firm accent often substitute soft English sounds with heavy native ones. For example, local learners often struggle with the word "Mother". Instead of using the soft interdental sound /ð/, they replace it with a very thick /d/ sound, pronouncing it heavily as "Mader". Another common example is the word "Video". Since the /v/ sound does not naturally exist in the Javanese alphabet, learners substitute it with the /f/ sound, pronouncing it as "Fideo".

This substitution also frequently occurs with English vowel lengths (short vs. long vowels). In English, whether a vowel is short (like /ɪ/) or long (like /i:/) can completely change a word's meaning. However, since the Javanese language treats all vowel lengths equally, learners often substitute the target vowel with what feels natural to them. For example, learners often substitute the short vowel /ʊ/ in the word "Good" (/ɡʊd/) with a long vowel, dragging it out to sound like "Guuud". Similarly, the short vowel in "Full" (/fʊl/) is often pronounced as a long "Fuul".

On the flip side, they also shorten long vowels. They might pronounce the word "Sheep" (/ʃi:p/ - long vowel) exactly the same as the word "Ship" (/ʃɪp/ - short vowel). This happens because Javanese learners neutralize English vowel lengths to match their daily speaking habits, where making a sound longer is only used for emotional emphasis (like saying "Baaagus" or "Buaaanyak") rather than for changing the meaning of a word.

2.6.2 Omission

Omission is the process of deleting or dropping a sound that should be pronounced in a word. James (1998) notes that learners usually do this to simplify words that are hard to say, especially when dealing with long consonant clusters. Since the Javanese language rarely uses words that end with two or three stacked consonants, learners tend to drop the final letters to make the word easier to pronounce.

For instance, this frequently happens in the word "Friend". Javanese speakers usually omit the final /d/ sound, simply pronouncing it as "Fren" to fit their natural speaking rhythm. Similarly, in the word "Text", learners often drop the final

/t/ sound, pronouncing it as "Teks". By omitting the final sounds, the learners make the English words feel much more natural and easier for their native tongue to process.

2.6.3 Addition

Addition is the exact opposite of omission. It occurs when learners insert an extra sound into an English word that should not be there. According to James (1998), this type of error is heavily influenced by the spelling of the target language (orthographic interference) and local pronunciation habits. Because the Indonesian and Javanese writing systems dictate that every letter must be read clearly, learners tend to add extra sounds to English words.

The most iconic example of addition in the Javanese *medok* accent is adding a hard /g/ sound to words ending in "-ing". For example, words like "Morning" or "Sing" are often pronounced as "Morningg" and "Singg", with a very strong and thick 'g' at the end. Another common addition error is inserting a short vowel sound (schwa) between consonants to separate them. For example, the word "Film" is often pronounced as "Filem". The learners add the /e/ sound in the middle because it is physically difficult for them to transition directly from /l/ to /m/ without putting a vowel in between.

2.7 Contrastive Analysis

Contrastive Analysis (CA) is a systematic linguistic approach used to compare two languages the learner's first language (L1) and the target language (L2), to identify their structural similarities and differences. The fundamental concept of Contrastive Analysis was introduced by Lado (1957), who stated that

individuals naturally tend to transfer the forms, meanings, and structural patterns of their native language to the foreign language they are learning. This theory assumes that the difficulties experienced by language learners are primarily caused by the structural differences between their mother tongue and the target language.

In the recent Indonesian academic context, Contrastive Analysis is continuously used as an effective framework to understand pronunciation difficulties. According to Zuliyanti (2021), comparing the phonetic features of the learner's native language with the target language helps researchers systematically predict potential errors and identify the root causes of interference. The process of this language transfer can result in either positive or negative transfer. Syafutri and Saputra (2021) explain that positive transfer occurs when the L1 and L2 share similar linguistic features, which naturally facilitates the learning process. However, negative transfer commonly known as interference—happens when there are significant differences between the two language systems, causing confusion and leading to systematic errors.

From a phonological perspective, Contrastive Analysis is applied to map out the exact phonetic gaps between two languages. Susmita et al. (2023) highlight that when learners encounter a specific target sound that does not exist in their native phonological inventory, they will automatically substitute it with the closest equivalent sound from their mother tongue to ease the articulation process. This explains why pronunciation errors are not random, but rather highly predictable based on the speaker's L1 background.

In this study, Contrastive Analysis is applied to systematically compare the consonant and vowel structures of the Malang dialect and English. By mapping

these structural differences, the researcher can objectively explain why Malang students produce certain pronunciation errors. Therefore, Contrastive Analysis serves as the analytical foundation of this research. While the Interlanguage theory describes the transitional speech produced by the students during the pronunciation test, Contrastive Analysis acts as the theoretical tool to locate the exact source of their difficulties, which lies in the phonological gap between the Malang dialect and the English language.

2.8 Similarities and Differences of Malang and English Pronunciation

This section explains the comparison between Malangan Javanese dialect and English pronunciation. It is important to know the similarities and differences between these two languages to understand how the first language can interfere with the students' English pronunciation. The details of the similarities and differences are explained below.

2.8.1 The Similarities of Malang and English Pronunciation

Table 2.5 The similarities of Malang and English Pronunciation

Phonetic Category	Target Sound	Malang Dialect Example	English Example	Source
Vowels	/i/, /e/, /a/, /ə/, /u/, /o/	<i>iki, edan, bapak, emoh, kuru, loro,</i>	<i>see, ten, father, about, too, not</i>	Kusuma & Kurniati (2020)

Consonant	/b/, /d/, /g/, /p/, /t/, /k/, /m/, /ŋ/, /l/, /r/, /w/, /j/, /h/	<i>bedek, cino, gede, pitik, tego, kanggo , mumet, ngarep, lali, rakut, waluh, yowes, howo</i>	<i>baby, day, go, pen, take cat mind, sing, love, run, water, yes, hat</i>	Kusuma & Kurniati (2020)
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Table 2.5 shows the similarities between Malang dialect and English pronunciation. Based on Kusuma and Kurniati (2020), both languages share several vowel and consonant sounds. In terms of vowels, there are six similar sounds, namely /i/, /e/, /a/, /ə/, /u/, and /o/. These sounds can be found in words from both languages, such as *iki* and *see* for /i/, *emoh* and *about* for /ə/, and *kuru* and *too* for /u/, *loro* and *not* for /o/. The presence of these similar vowel sounds indicates that some English vowels are already familiar to Malang speakers, which may help them pronounce certain English words more easily.

Kusuma & Kurniati (2020) also explained that apart from the vowels there are the similarities in Malang and English pronunciation. Both languages has fourteen identical sounds which are; /b/, /d/, /g/, /p/, /t/, /k/, /m/, /ŋ/, /l/, /r/, /w/, /j/, /h/. These sounds are produced in almost the same way in both languages. For the example, /b/ sound in Malang word *bedhek* and the English word is *baby*, /d/ in *dino* and *day*, /g/ in *gede* and *go*, /p/ in *pitik* and *pen*, /t/ in *tego* and *take*, /k/ in *kanggo* and *cat*, /m/ in *mumet* and *mind*, /ŋ/ in *ngarep* and *sing*, The /l/ as in *lali* and *love*, /r/ as in *rakuat* and *run*, /w/ as in *waluh* and *water*, /j/ as in *yowes* and *yes*, /h/ as in *howo* and *hat*. The similarity of these sounds shows that most of the basic pronunciation systems in English can also be found in Malang, so that speakers tend to find it easier to imitate or produce some sounds in English correctly.

2.8.2 The Differences of Malang and English Pronunciation

Table 2.6 Differences between Malang and English Pronunciation

Phonetic Category	Target Sound	Malang Dialect Example	English Example	Source
Consonant Substitution	/f/ → /p/	<i>pis</i>	<i>fish</i>	Wardani & Suwartono (2019)
	/v/ → /f/	<i>fery</i>	<i>very</i>	
Final Consonant Cluster	Not available in Malang dialect	-	<i>milk (lk), world (rld)</i>	Wardani & Suwartono (2019)
Final Consonant Restriction	/ŋ/, /n/, /m/, /k/, /t/, /p/	<i>ngombe, nang, mangan, arek, metu, piye</i>	English allows various final consonants and clusters	Wardani & Suwartono (2019)

Despite these similarities, there are also significant differences between Malang and English Pronunciation. Wardani & Suwartono (2019) found that Indonesian students face difficulties in recognising English sounds and distinguishing between similar sounds, such as the sounds /f/ and /v/, which are pronounced without clear distinction. Similarly, the English consonants /f/ and /v/ are often pronounced as /p/ and /b/, as fish become “pis” or very become “bery/feri”.

Wardani & Suwartono (2019) also points out that English's syllable structure allows for more complex ending consonants, such as clusters. For example, the word “milk” and “world” end with two or more consonants (/lk/) (/rld/), different with Malang limits final consonants to only one and specific sounds. These include nasal consonants such as /ŋ/ in “ngombe” (drink), /n/ in “nang” (at), /m/ in “mangan” (eat), and /k/ in “arek” (kids), /t/ in “metu” (go out),

and /p/ in "piye" (how). This shows that English has more flexibility in syllable endings, while Malangan Javanese is more limited.

2.9 Previous Study

This section presents several previous studies related to first language interference in English pronunciation. These studies are reviewed to provide a theoretical background and to highlight how learners' native language influences their pronunciation of English sounds. The following studies focus on phonological interference, pronunciation difficulties, and the role of the first language in shaping learners' English pronunciation performance.

Table 2.7 Summary of Related Studies

No	Researchers	Focus	Findings
1.	Wardani & Suwartono (2019)	Javanese language interference in English phoneme pronunciation among Javanese learners	Students had difficulties pronouncing /ʒ/, /v/, /θ/, /ð/, /æ/, and /ɔɪ/. The findings showed that learners tended to pronounce English sounds based on the Javanese phonological system.
2.	Aryanika (2025)	The influence of first language on students' English pronunciation	Students experienced difficulties with sounds absent from their native language, especially /θ/ and /ð/. Phonological transfer and limited phonetic training contributed to pronunciation errors.
3.	Rohmah et al. (2023)	Javanese language interference in English pronunciation among English Education students	Students often pronounced the final sound /d/ as /t/. The findings indicated the influence of Javanese phonological patterns on

			English pronunciation.
4.	Dewi et al. (2019)	The influence of first language on English pronunciation and spelling among Brebes Javanese learners	Learners replaced unfamiliar English sounds with similar sounds from their first language, such as /v/ → /f/, /æ/ → /e/, and /ʒ/ → /ʃ/.
5.	Authar (2018)	First language interference on students' English pronunciation among English Club members	Students frequently showed native language influence when pronouncing English words, resulting in various pronunciation errors caused by differences between the two sound systems.

Wardani and Suwartono (2019) investigated Javanese language interference in the pronunciation of English phonemes among Javanese learners of English. Using a survey method through pronunciation tests and interviews, the study found that students experienced difficulties in pronouncing several English consonants and vowels, such as /ʒ/, /v/, /θ/, /ð/, /æ/, and /ɔɪ/. The findings showed that learners tended to pronounce English sounds based on the phonological system of Javanese, indicating strong influence from their first language.

Similarly, Aryanika (2025) examined the influence of the first language on students' English pronunciation, especially on sounds that do not exist in the learners' native language, such as /θ/ and /ð/. The study revealed that phonological transfer from the first language caused frequent pronunciation errors. It also showed that limited phonetic training and strong influence from the native language contributed to students' difficulties in producing accurate English pronunciation.

Another study by Rohmah et al. (2023) investigated Javanese language interference in English pronunciation among fourth-semester students of the English Education Program at Nurul Huda University. Using a qualitative descriptive method with a sociolinguistic approach, the study found that students experienced difficulties in pronouncing the final sound /d/, which was often pronounced as the voiceless sound /t/. The findings indicated that students' English pronunciation was influenced by the phonological patterns of Javanese, especially in pronouncing final consonant sounds. .

In line with Dewi et al. (2019) the influence of the first language on English pronunciation and spelling among Brebes Javanese learners. The study found that students tended to replace English sounds that do not exist in their first language with similar sounds from the Brebes Javanese phonological system. Several pronunciation changes were identified, such as /v/ becoming /f/, /æ/ becoming /e/, and /ʒ/ becoming /ʃ/. These findings indicate that the learners' first language strongly influenced their production of English sounds, especially sounds that were unfamiliar in their native language.

Moreover, Authar, (2018) explored the interference of first language on students' English pronunciation among members of the English Club at MTs Salafiyah Syafi'iyah Mumbulsari Jember. The study found that students frequently showed the influence of their native language when pronouncing English words, which led to several pronunciation errors. The findings also indicated that differences between the first language and English sound systems affected students' ability to produce correct English pronunciation.

Although the previous studies have shown that first language interference, particularly from Javanese, significantly affects students' English pronunciation, most of the research mainly focuses on identifying general pronunciation errors and phonological substitution patterns. These studies tend to describe the types of interference in a broad context without providing a more specific analysis based on a particular regional dialect context.

Therefore, there is still a gap in the existing research, especially in examining how the Malang dialect specifically influences students' English pronunciation. In addition, limited studies have analyzed pronunciation errors in a more focused setting that reflects the actual linguistic environment of learners in Malang.

The novelty of this research lies in its focus on the interference of the Malang dialect in students' English pronunciation. This study not only identifies the types of pronunciation errors caused by first language interference but also provides a more contextual analysis of how the local dialect influences English pronunciation in Malang. Thus, this research is expected to contribute a more specific understanding of regional dialect interference in English pronunciation learning.

CHAPTER III

METHODOLOGY

The research methodology employed in this study is covered in this chapter. The explanation covers the following topics: research design, subject of the study, research instrument, data collection

3.1 Research Design

This research used a qualitative research design with a case study approach. Qualitative research is used to explore and understand a phenomenon deeply through detailed description and interpretation. According to Creswell & Creswell (2018), qualitative research aims to understand social phenomena in natural settings. The researcher chose this design because this study focused on describing the interference of students' first language toward their English pronunciation, especially the phonological interference influenced by Javanese language.

This study applied a case study approach because the researcher investigated a specific phenomenon experienced by a particular group of students. The researcher analyzed students' pronunciation through pronunciation tests, recordings, and interviews to identify pronunciation errors and interference patterns. The findings were then interpreted using theories of language interference and pronunciation. Therefore, a qualitative case study was considered appropriate to analyze students' pronunciation interference deeply and descriptively (Yin, 2018). In analyzing the data, this research specifically adopted the interlanguage approach rather than contrastive analysis. Contrastive analysis was not used because it primarily focuses on comparing the theoretical rules of two languages to

predict errors. Meanwhile, the interlanguage approach was chosen because it allows the researcher to investigate the actual, dynamic, and transitional language system that the students produced during the test. This approach is more suitable for a qualitative case study because it focuses on what the learners actually say, rather than what theory predicts they will say.

3.2 Subject of the Research

The subjects of this research were university students from several universities in Malang who use the Malang dialect in their daily communication and learn English as a foreign language. The researcher selected the participants because they were considered appropriate subjects for investigating the interference of students' first language toward their English pronunciation. Most participants commonly use Malang dialect in social interaction, family communication, and campus environments, which potentially influences their English pronunciation patterns.

This research involved 20 university students as participants of the pronunciation recording test. Then, 5 students were selected for interviews to obtain more in-depth information about their pronunciation difficulties, speaking habits, and experiences in learning English pronunciation. The researcher used a purposive sampling technique in selecting the participants. According to Creswell & Creswell (2018) purposive sampling is commonly used in qualitative research because the participants are intentionally selected based on their ability to provide detailed information related to the phenomenon being studied.

The criteria of the participants in this research were:

1. The participants are originally from Malang.
2. The participants use the Malang dialect in daily communication.
3. The participants have learned English in academic settings.
4. The participants have taken English subjects or courses at their universities.
5. The participants are willing to participate in pronunciation tests and interviews.

To ensure all candidates accurately met these targeted criteria, the researcher distributed a preliminary survey before conducting the main test. This screening survey functioned to objectively identify whether the subjects are truly native to Malang and actively use the Malang dialect in their daily communication. The researcher considered that participants' daily exposure to the Malang dialect could influence the way they pronounce English words. According to Yin (2018), case study research focuses on investigating a phenomenon within its real-life context. Therefore, the selected participants were considered suitable for identifying and describing phonological interference toward English pronunciation

3.3 Research Instruments

This study used four main instruments to collect data relevant to the research objectives: a preliminary survey, a pronunciation test, audio recordings, and semi-structured interviews. These instruments were used to obtain detailed information regarding students' pronunciation errors and the interference of their first language toward English pronunciation. The use of several instruments also helped the

researcher obtain more complete and accurate data from different sources. The use of these instruments enabled the researcher to compare and confirm the data from different sources through data triangulation, so that the findings became more valid and reliable (Creswell & Creswell, 2018).

3.3.1 Preliminary Survey

A preliminary survey in the form of a demographic questionnaire was used as the initial screening instrument. This survey was distributed before any testing took place to identify whether the subjects are originally from Malang and to confirm their daily use of the Malang dialect. By utilizing this survey, the researcher could validate the participants' backgrounds and ensure they strictly met the purposive sampling criteria required for this research.

3.3.2 Pronunciation Test

The pronunciation test was used to identify students' pronunciation errors influenced by their first language. In this activity, the participants were asked to pronounce 30 English words prepared by the researcher. The words were selected based on several English sounds and pronunciation features that are commonly difficult for Indonesian learners, especially students who use the Malang dialect in daily communication.

The target pronunciation features analyzed in this research included English vowel and consonant sounds. The selected words were designed to identify pronunciation difficulties and phonological interference patterns produced by the participants during the pronunciation process.

The researcher analyzed students' pronunciation based on the correctness of the target sounds and pronunciation patterns. A score of 1 was given for correct pronunciation, while a score of 0 was assigned for incorrect pronunciation. The total score was calculated based on the number of correctly pronounced words out of 30 test items. Through this pronunciation test, the researcher identified students' pronunciation errors as well as the interference of their first language in English pronunciation.

3.3.3 Audio Recording

Audio recording was used to record students' pronunciation during the pronunciation test. The recordings helped the researcher analyze the data more carefully because the researcher could replay the audio several times during the analysis process. Recording was important in this research since pronunciation analysis requires detailed observation of speech sounds, articulation, consonant production, and stress patterns. The recordings also functioned as supporting evidence for the research findings.

3.3.4 Semi-structured Interview

Semi-structured interviews were used to obtain deeper information about students' pronunciation difficulties and the interference of first language toward English pronunciation. The interview questions were developed based on theories of language interference and pronunciation, particularly phonological interference proposed by (Gass & Selinker, 2008). The interviews focused on students' language background, speaking habits, pronunciation difficulties, and the influence of Malang dialect on their English pronunciation. The use of semi-structured

interviews allowed the researcher to explore students' experiences more deeply while still maintaining the focus of the study. This instrument was intended to gain richer explanations beyond the pronunciation test results.

The participants were selected purposively based on their pronunciation test results and their willingness to participate in the interview process. The selection also considered the variation of pronunciation performance among participants in order to obtain different experiences and perspectives related to pronunciation interference. A total of 5 students were chosen as interview participants in this study. Each interview was conducted individually in a relaxed situation so that participants could answer naturally and comfortably.

The interview data were used to support and strengthen the findings from the pronunciation test through data triangulation. The responses helped the researcher understand students' pronunciation difficulties, speaking habits, and the influence of local dialect on English pronunciation. All interview questions were prepared using simple language to make them easier for participants to understand and answer.

3.4 Data Collection Techniques

The data collection techniques in this study were designed to obtain comprehensive data about students' pronunciation errors and the interference of their first language toward English pronunciation. This study used three techniques, namely pronunciation tests, audio recordings, and semi-structured interviews. These techniques were used to complement each other through data triangulation in order to strengthen the validity of the findings (Creswell & Creswell, 2018). The

data collection process began with a pronunciation test, followed by audio recordings to ensure accurate pronunciation analysis. After that, semi-structured interviews were conducted to gain deeper information about the factors influencing students' pronunciation. This sequence helped the researcher identify pronunciation errors and understand the influence of students' first language on their English pronunciation.

3.4.1 Preliminary Survey

The data collection started with distributing a preliminary survey to potential participants. This step was crucial to objectively identify whether the candidates are native Malang people who consistently use the Malang dialect. Only the students whose survey results matched the predetermined criteria were selected to proceed to the pronunciation test stage.

3.4.2 Pronunciation Test

The pronunciation test was conducted to collect data regarding students' English pronunciation. In this activity, the participants were asked to pronounce 30 English words provided by the researcher individually. The selected words contained several English vowel sounds, consonant sounds, and word stress patterns that are commonly difficult for Indonesian learners, especially students who use the Malang dialect in their daily communication. During the test, the students' pronunciations were recorded by the researcher to support more accurate data analysis. The researcher listened carefully to each pronunciation and identified errors related to vowel sounds, consonant sounds, and word stress patterns influenced by the students' first language. The results of the pronunciation test were

used to identify the types of pronunciation errors and analyze the interference of students' first language toward their English pronunciation.

3.4.3 Audio Recording

Audio recordings were used during the pronunciation test to collect accurate pronunciation data from the participants. During the activity, the researcher recorded each participant's pronunciation while pronouncing the 30 English words provided in the test. The recordings allowed the researcher to replay the participants' pronunciation several times in order to obtain more detailed and accurate analysis results. Through the recordings, the researcher identified pronunciation errors related to vowel sounds, consonant sounds, and word stress patterns influenced by the students' first language. In addition, the use of audio recordings helped the researcher minimize errors during the analysis process and ensured that the pronunciation data could be examined consistently.

3.4.4 Semi-structured Interview

Semi-structured interviews were conducted with 5 selected participants to obtain deeper information regarding students' pronunciation difficulties and the influence of their first language on English pronunciation. In this activity, the researcher asked several open-ended questions related to students' experiences in learning English pronunciation, the difficulties they faced while pronouncing English words, and the influence of their daily language use on their pronunciation. The interviews allowed the participants to express their opinions and experiences more freely while still focusing on the research objectives. During the interview process, the researcher recorded the participants' responses to ensure accurate data

collection and analysis. The interview data were used to support and strengthen the findings obtained from the pronunciation test and audio recordings.

3.5 Data Analysis Technique

The data in this study were analyzed using the interactive model proposed by Miles et al. (2014), which consists of three stages: data reduction, data display, and conclusion drawing. This model was chosen because it is suitable for qualitative research and helps the researcher analyze the data systematically. The data obtained from pronunciation tests, recordings, interviews, and documentation were analyzed continuously throughout the research process to identify pronunciation interference patterns found in students' English pronunciation.

3.5.1 Data Reduction

Data reduction in this study was carried out by selecting and focusing on data related to the objectives of the research. The researcher listened to students' pronunciation recordings repeatedly to identify pronunciation errors influenced by students' first language. The pronunciation test results were then classified into several categories such as vowel errors, consonant errors, pronunciation influenced by spelling, and word stress errors.

The interview data were transcribed and selected based on important information related to students' pronunciation difficulties, speaking habits, and the influence of Malang dialect on English pronunciation. Unnecessary or repetitive data were reduced, while relevant findings were grouped based on pronunciation

interference patterns. Through this process, the researcher was able to organize the data more clearly before continuing to the next stage of analysis.

3.5.2 Data Presentation

After reducing the data, the researcher displayed the findings in the form of pronunciation score tables, pronunciation error classifications, and descriptive explanations. According to Miles et al. (2014), data display helps researchers understand the findings more easily and systematically.

The pronunciation test results were presented in tables showing students' pronunciation scores and types of pronunciation errors found during the test. Meanwhile, the interview results were presented descriptively to support the findings from the pronunciation test. Several interview responses were also included to explain students' pronunciation difficulties and the influence of Malang dialect on their English pronunciation. The participants' identities were written anonymously using codes such as S1, S2, S3, and so on to maintain confidentiality.

3.5.3 Drawing Conclusion

The last stage was drawing conclusions and verifying the findings. In this stage, the researcher interpreted the data to identify how students' first language influenced their English pronunciation. The researcher also identified pronunciation errors that frequently appeared and analyzed the interference patterns found in students' pronunciation.

To ensure the accuracy of the findings, the researcher compared the pronunciation test results, recordings, interview responses, and documentation. The researcher also replayed students' recordings several times during the analysis process. Finally, the researcher drew conclusions based on the findings related to the interference of students' first language toward English pronunciation.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion related to the interference of the Malang dialect toward students' English pronunciation. The findings were obtained from the pronunciation test, audio recordings, and semi-structured interviews conducted with the participants. The data were analyzed to identify the types of pronunciation errors produced by the students and to examine how the Malang dialect influenced their English pronunciation. Furthermore, the discussion section explains the findings by relating them to relevant theories and previous studies.

4.1 Research Finding

This section presents the research findings regarding the interference of the Malang dialect on the students' English pronunciation. The data were obtained through pronunciation tests, audio recordings, and semi-structured interviews conducted with the participants. The pronunciation test and audio recordings were used not only to identify the types of pronunciation errors produced by the students but also to calculate the error percentages. Presenting the data in percentages helps to clearly show the frequency of the errors and determine which specific English sounds are the most challenging for the students to articulate. Meanwhile, the interviews were conducted to support and strengthen the analysis by exploring the underlying reasons behind the influence of the Malang dialect. Overall, the findings are presented systematically based on the formulated research questions of this study.

4.1.1 Pronunciation Errors Produced by Students due to the Interference of the Malang Dialect

This section presents the findings from the pronunciation test conducted with 20 participants, which consisted of 30 English words containing specific vowel and consonant sounds that are commonly difficult for Indonesian learners. The students' pronunciation was analyzed based on the accuracy of the target sound, where a correct pronunciation received a score of 1 and an incorrect pronunciation received a score of 0. These scores were then calculated into total percentages to clearly identify the frequency of the errors. Overall, the results indicate that the students' first language significantly influenced their English pronunciation, particularly when they encountered unfamiliar sounds such as /θ/, /ð/, /v/, and /z/. To overcome these difficulties, the students tended to substitute the unfamiliar English sounds with phonemes that felt easier and more familiar to their tongue. The detailed calculation of the scores, the common error patterns, and the percentage of errors for each tested word are comprehensively presented in Table 4.1 below.

Table 4.1 The Percentage of Students' Pronunciation Errors

No	Word	Target Sound	Common Error Pattern	Percentage of Errors
1	Sharing	/ʃ/	/ʃ/ → /s/	10%
2	Destination	/ʃ/	/ʃ/ → /s/	15%
3	Distraction	/ʃ/	/ʃ/ → /s/	15%
4	Cherish	/tʃ/	/tʃ/ → /s/	10%

5	Future	/tʃ/	/tʃ/ → /t/	25%
6	Watch	/tʃ/	/tʃ/ → /t/	10%
7	Thousand	/θ/	/θ/ → /t/	85%
8	Anything	/θ/	/θ/ → /t/	90%
9	Mouth	/θ/	/θ/ → /t/	80%
10	These	/ð/	/ð/ → /d/	70%
11	Weather	/ð/	/ð/ → /t/	85%
12	Breathing	/ð/	/ð/ → /d/	90%
13	About	/aʊ/	/aʊ/ → /o/	25%
14	Boy	/ɔɪ/	/ɔɪ/ → /o/	5%
15	Excitement	/aɪ/	/aɪ/ → /e/	50%
16	Radiant	/eɪ/	/eɪ/ → /e/	65%
17	Gentle	/dʒ/	/dʒ/ → /j/	35%
18	Strangest	/dʒ/	/dʒ/ → /g/	55%
19	Arrange	/dʒ/	/dʒ/ → /g/	60%
20	Pleasure	/ʒ/	/ʒ/ → /ʃ/	40%
21	Garage	/ʒ/	/ʒ/ → /g/	55%
22	Above	/ə/	/ə/ not pronounced	30%
23	Silence	/ə/	/ə/ not pronounced	10%
24	Whisper	/ə/	/ə/ not pronounced	10%
25	Fantasy	/æ/	/æ/ → /a/	60%
26	Campus	/æ/	/æ/ → /a/	60%
27	Courage	/ʌ/	/ʌ/ → /o/	45%
28	Excitement	/ɪ/	/ɪ/ → /e/	50%
29	Value	/v/	/v/ → /f/	75%
30	Adventure	/v/	/v/ → /f/	70%

Based on the pronunciation test results presented in Table 4.1, the students produced a wide variety of pronunciation errors involving both English consonant and vowel sounds. Although this study employs a qualitative design, the frequencies of these errors were calculated into percentages to descriptively illustrate the students' error tendencies. The frequency of these errors varied significantly, ranging from as low as 5% to as high as 90%, which strongly indicates that the deviations were systematic patterns. Based on the types of deviations found in the data, the students' mispronunciations are categorized into three specific classifications: Substitution, Omission, and Addition.

4.1.1.1 Substitution Errors

Substitution was identified as the most dominant, consistent, and frequent type of error produced by the participants. This error occurred when the students replaced an unfamiliar English target sound with a different sound from their native phonetic inventory. The most prominent substitution errors were found in the articulation of interdental fricatives, specifically the voiceless /θ/ and the voiced /ð/.

For the voiceless /θ/, the error rates were remarkably high across all tested words: *thousand* reached 85%, *anything* reached 90%, and *mouth* reached 80%. The audio recordings revealed that the students consistently substituted the soft, airflow-based /θ/ sound with a sharp and clear alveolar plosive /t/ sound. As a result, the word *thousand* was heavily pronounced as "taosənd", *anything* became "enitɪŋ", and *mouth* was mispronounced as "maut". A similarly high error pattern occurred with the voiced interdental fricative /ð/. The word *these* generated 70% errors, *weather* generated 85% errors, and *breathing* reached the highest error rate at 90%. Instead of producing a soft, vibrating friction sound, the students substituted the /ð/

sound with a thick alveolar stop /d/ or /t/. Consequently, *these* was pronounced firmly as "dis", *weather* became "weder", and *breathing* was rigidly articulated as "britɪŋ".

Furthermore, substitution was also highly evident in labiodental fricatives. The students struggled significantly with the voiced /v/ sound in *value* (75% error) and *adventure* (70% error). They directly replaced the voiced /v/ with its voiceless counterpart /f/, resulting in pronunciations like "felju" and "adfentur". In addition to consonant problems, substitution errors frequently occurred in the English short vowel categories. The data shows that the students struggled to accurately pronounce specific short English vowels that are phonetically different from their native tongue. For example, the short vowel /æ/ in the words *fantasy* (60% error) and *campus* (60% error) was consistently substituted with a flat, open Indonesian /a/ sound. This modification caused the words to sound exactly like their Indonesian spelling ("fantasi" and "kampus"). Furthermore, the short vowel /ʌ/ in the word *courage* (45% error) was substituted with the vowel /o/. Another notable short vowel error occurred in the word *excitement*, where 50% of the students substituted the initial short /ɪ/ sound with an /e/ sound.

Besides short vowels, substitution also occurred massively in the pronunciation of English diphthongs. The students tended to simplify complex diphthongs into simpler monophthongs (single vowels). For instance, the diphthong /aɪ/ in *excitement* (50% error) was flattened into a single /e/ sound ("eksitement"), and the /eɪ/ sound in *radiant* (65% error) was shortened into /e/ ("radian"). Similar reductions were observed in other words, such as substituting the /aʊ/ in *about* (25% error) with /o/, and substituting the /ɔɪ/ in *boy* (5% error) with the single vowel /o/.

4.1.1.2 Omission Error

Omission errors occur when learners completely drop, delete, or fail to pronounce a specific phoneme that is structurally required in the target word. Based on the pronunciation test, omission errors were predominantly associated with the schwa sound /ə/, which represents the weak and unstressed vowel in English phonology. The students frequently omitted this sound in words such as *above* (30% error), *silence* (10% error), and *whisper* (10% error). The audio data showed that the students either skipped the weak syllable entirely or forced a full, stressed vowel sound based on the written letters, indicating their difficulty in producing relaxed sounds.

4.1.1.3 Addition Errors

Addition errors occur when students insert extra phonemes or syllables that are not supposed to be pronounced in the standard English phonetic transcription. In this study, addition errors were highly prevalent in words containing silent letters or specific consonant clusters. The most striking examples were found in the pronunciation of the affricate sound /dʒ/ in the words *strangest* (55% error) and *arrange* (60% error). The recordings showed that the students literally added a hard velar plosive /g/ sound at the end of the syllables, resulting in harsh, extra-consonant pronunciations like "strangges" and "əreng". A similar addition pattern was observed in the word *garage* (55% error), where the target sound /ʒ/ was altered by adding a strong /g/ or /j/ sound, leading to multi-layered variations such as "grage", "gerej", or "geraj".

4.1.2 The Interference of the Malang Dialect Toward Students' English Pronunciation

To support the findings obtained from the pronunciation test, semi-structured interviews were conducted with the participants. The interviews aimed to gather in-depth qualitative information regarding the students' experiences with the Malang dialect and its interference with their English pronunciation. The exact statements from the participants, along with their English translations, are presented in the tables below.

4.1.2.1 The Use of Javanese in Daily Communication

To understand the participants' linguistic background, the researcher asked the following question during the interview “What language do you use most often in your daily life? Do you usually speak in the Malang dialect in daily conversation?”. The participants' direct statements in response to this question are presented in Table 4.2.

Table 4.2 Participants' Daily Language Use

Participants	Answer
S1	<i>“I mostly use Javanese and Indonesian, thbut sometimes mix them with English”.</i>
S2	<i>“Javanese... It's more of a mix of Surabaya, Malang, and Kediri dialects because I used to live in Kediri.”</i>
S5	<i>“The language I frequently use is Javanese. Yes, I use the Malangan in daily conversation.”</i>

S7	<i>“Usually I mix them, Indonesian and sometimes Javanese.”</i>
S8	<i>“Javanese... (Malang dialect?) Yes.”</i>

Based on Table 4.2, the data shows that all participants predominantly use the Javanese language in their daily communication. Some participants, such as S5 and S8, actively use the Malangan Javanese dialect in their daily conversations. Meanwhile, participants S1, S2, and S7 stated that they tend to mix the Malang dialect with Indonesian or other East Java dialects depending on their environment. This confirms that the participants are native speakers who are highly exposed to Javanese on a daily basis.

4.1.2.2 The Influence of the Malang Dialect on English Pronunciation

The participants were further explored regarding their awareness of their first language's impact through the following question “In your opinion, does your first language influence your English pronunciation? In what way?”. Their direct responses are detailed in Table 4.3

Table 4.3 The Influence of the First Language

Participants	Answer
S1	<i>“Javanese is very influential for English pronunciation. And the most influencing factor is the heavy accent (medok).”</i>
S2	<i>“I think it influences it because Javanese has a very heavy accent (medok), so it affects it... that heavy accent makes it hard to speak.”</i>
S5	<i>“It is highly influenced because the accent is very different... What influences me the most is the accent.”</i>

S7	<i>“Javanese sometimes has a heavy accent (medok) where it is read clearly, whereas in English sometimes there are missing sounds.”</i>
S8	<i>“Right, it strongly influences. Especially when I first started learning English... It's more about the pronunciation.”</i>

As shown in Table 4.3, all participants agreed that their first language significantly influences how they pronounce English words. A recurring statement among the participants is the heavy and thick characteristic of the Javanese accent, locally known as *medok*. Because they are accustomed to speaking Javanese with clear and heavy articulation, the participants reported that it affects their English pronunciation.

4.1.2.3 Difficult English Sounds

The researcher also investigated the specific types of English sounds that the participants found most challenging through the following question: “Do you experience difficulties pronouncing English sounds that do not exist in Javanese?.”

The excerpts of their responses are presented in Table 4.4

Table 4.4 Difficult English Sounds

Participants	Answer
S1	<i>“The difficult ones to pronounce are usually those with the letters TH... Also, SH is hard to distinguish and pronounce... because they hardly exist in Javanese.”</i>
S2	<i>“It's hard because we are not used to it. Usually, we produce thick sounds, so making it thin is difficult.”</i>

S5	<i>“The difficult sounds in English are like 'de', 'te', and others. Because Javanese is very different from English.”</i>
S7	<i>“The sounds are maybe like THTH... it becomes like D so it is not soft, it is thicker (medok).”</i>
S8	<i>“I think it's... Like 'mouth'... Especially if that symbol is at the beginning... it's a bit hard to pronounce.”</i>

Table 4.4 reveals that the students struggled the most with English sounds that do not exist in their mother tongue, particularly the "TH" and "SH" sounds. The participants explicitly explained that their speech organs are used to producing thick consonant sounds in Javanese. Consequently, they found it extremely difficult to produce the soft or "thin" sounds required in English phonology, often turning them into thick 'D' or 'T' sounds.

4.1.2.4 Difficult Words in the Pronunciation Test

When asked to specify certain words from the test list that were considered the most difficult through the question: “What specific words from the pronunciation test were the most difficult for you? What makes those words difficult”), the participants provided various answers summarized in Table 4.5.

Table 4.5 Difficult Words in the Pronunciation Test

Participants	Interview Transcript
S1	<i>“Many words in the pronunciation test were difficult. Just a lot. Almost all of them were difficult.”</i>
S2	<i>“Like 'thousand' is difficult. Because it is different; we usually produce thick sounds, but this one must be thin.”</i>

S5	<i>“The hardest one for me is 'these', 'these'. I read it as 'dis'.”</i>
S7	<i>“‘strangest', 'arrange', maybe if I read them spontaneously, they might still be wrong... also the vowels like 'ae-ae'.”</i>
S8	<i>“‘Basically 'mouth'... and then 'breath, weather', I think the endings are similar but actually they are different.”</i>

The interview data in Table 4.5 supports the findings from the pronunciation test. Participants directly confirmed that words containing unfamiliar English sounds, such as *thousand*, *these*, *mouth*, and *smooth*, caused articulation confusion. In addition, participant S7 highlighted that words with affricate consonant combinations like *strangest* and *arrange* were challenging to pronounce spontaneously without any preparation.

4.1.2.5 Factors Causing Mispronunciation

To explore non-linguistic aspects deeper, the researcher asked about the underlying causes of the errors through the following question “In your opinion, what causes the English pronunciation errors that you make?.” The interview results are gathered in Table 4.6.

Table 4.6 Factors Causing Mispronunciation

Participants	Interview Transcript
S1	<i>“Because there are so many friends who judge or something. So we feel uncomfortable speaking English.”</i>
S2	<i>“It's lack of practice because we use Javanese every day to chat</i>

	<i>with friends. So English is rarely applied.”</i>
S5	<i>“The cause of the error is because I use Javanese too often. So it is difficult to adapt to English.”</i>
S7	<i>“Because I don't know the correct pronunciation... because in English, the pronunciation is sometimes unclear, like there is something missing in the words.”</i>
S8	<i>“The cause of mispronunciation is not practicing; we know we are lacking in this word... but we rarely practice.”</i>

Based on Table 4.6, the dominant factor behind the students' pronunciation errors is the lack of practice combined with high daily exposure to the Javanese language within their social circles. Participants S2, S5, and S8 admitted that the adaptation process to English phonology was slow because their daily communication relied completely on their first language. Another factor, such as the inconsistency between the English orthographic system (spelling) and phonetics (pronunciation), contributed to confusion for participants like S7. Aside from mechanical-linguistic factors, participant S1 revealed a psychological constraint involving a lack of confidence due to the fear of negative judgment or criticism (*judging*) from peers.

4.1.2.6 Students' Efforts to Improve English Pronunciation

The final part of the interview mapped out the actual actions taken by the students to improve their articulation quality through the following question “What ways do you usually do to improve your English pronunciation?”. The summary of these self-directed strategies is presented in Table 4.7

Table 4.7 Students' Efforts to Improve Pronunciation

Participants	Interview Transcript
S1	<i>"The usual way is YouTube, usually using English every day."</i>
S2	<i>"Usually I listen to music... Watching (movies). Yes, with subtitles, but I think it helps."</i>
S5	<i>"I have to study often to speak English in my daily life."</i>
S7	<i>"I usually learn through Google Translate to find out the correct pronunciation. I search for it first and then repeat it."</i>
S8	<i>"I type it on Google Translate or an Online Dictionary... Then I repeat it until I really figure it out and can pronounce it."</i>

Table 4.7 shows that the participants actively take independent initiatives by utilizing various popular media and digital tools to improve their English pronunciation accuracy. Participants S1 and S2 take a recreational approach by listening to Western music, watching YouTube videos, and watching foreign films with the help of subtitles. On the other hand, participants S7 and S8 use a direct correction method by checking the target vocabulary through platforms like Google Translate or online dictionaries, listening to the digital audio feature repeatedly, and practicing the sound imitation until it feels accurate.

4.2 Result Discussion

The discussion is structured to address the two research questions formulated in this study: how the Malang dialect interferes with the students' English pronunciation, and what specific kinds of pronunciation errors are produced due to this dialectal interference. By linking the empirical facts collected from the

field with relevant phonological theories and previous literature, a comprehensive understanding of this sociolinguistic phenomenon can be achieved.

4.2.1 The Interference of the Malang Dialect toward Students' English Pronunciation

The qualitative findings of this study demonstrate that the interference of the Malang dialect on students' English pronunciation operates through a combination of environmental, phonological, and cognitive factors. Based on the interview responses, the primary cause for this interference is the absolute dominance of the Javanese language in the participants' daily social interactions. This reality aligns with the framework of SLA proposed by Utami et al. (2024), which notes that a learner's target language production is heavily constrained by the linguistic habits deeply rooted in their immediate daily environment.

Because the participants have spoken the Malangan Javanese dialect since childhood, their speech organs have developed specific muscular and articulatory settings tailored to the phonetic rules of their mother tongue. According to Nurhuda et al. (2021) and Wicaksana & Pratama (2020), the Malang dialect is phonologically characterized by a firm, harsh, and gruff tone that relies heavily on solid, direct consonant stops. This local phonetic style, widely referred to as the *medok* accent, forces the speaker to articulate sounds with thick vibration. When these students attempt to produce English sentences spontaneously, they unconsciously transfer these heavy articulatory habits into the target language, creating a noticeable phonological friction where soft English sounds are hardened or modified to match Javanese speech rhythms.

This phenomenon serves as an empirical verification of the Interlanguage theory established by Gass and Selinker (2008). Interlanguage represents a dynamic, transitional linguistic system structurally situated between the learner's native phonology (L1) and the target language phonology (L2). In this study, the participants' English speech acts as an interim system where they actively negotiate the rules of English using the phonetic tools available in the Malang dialect. Since English is rarely utilized outside academic boundaries, the students lack the necessary natural exposure to fully restructure their interlanguage toward standard English forms.

Interestingly, the interview results show that university students nowadays do not only depend on the materials taught by the lecturers inside the classroom to improve their English skills. They independently learn outside the class hours by using current technology and digital media. The participants actively use applications like Google Translate, online dictionaries, and entertainment media such as YouTube and TikTok to find out and imitate the correct way to pronounce English words. This proves the existence of autonomous learning outside the campus environment, where students can practice their skills freely anytime and anywhere.

However, there is a unique thing found in this study: even though the students frequently hear the correct pronunciation through technology, the influence of the Malang dialect still appears when they speak spontaneously. This happens because activities like watching videos or listening to music are only passive listening, while speaking requires direct physical practice from our speech

organs. When speaking without preparation, the daily habit of the *medok* Malang accent automatically overrides the English pronunciation rules they just learned digitally. This indicates that daily language habits in the environment have a much stronger influence than independent practice through technology.

Furthermore, this interference process is exacerbated by orthographic or spelling-based habits. In Javanese and Indonesian, the orthographic system is highly transparent, meaning words are read exactly as they are written. When students encounter English words, their cognitive habit is to read the letters literally, leading to spelling interference where unpronounced letters are fully articulated, or complex vowel combinations are flattened.

When comparing these dynamics to previous literature, a comparison with the study conducted by Zahrotunnada (2023) highlights important areas of continuity. Zahrotunnada (2023) established that the Malang dialect significantly restricts students' phonetic accuracy, particularly across key consonant sounds such as /ð/, /d/, /b/, /dʒ/, and /g/. While the current study confirms that these specific consonants remain highly problematic, the qualitative depth of this research reveals that the interference is not merely a mechanical error of substituting individual phonemes. Instead, it is a multi-layered interlanguage negotiation where the student's daily Javanese exposure, structural spelling habits, psychological anxiety regarding peer judgment, and autonomous digital practices actively compete during the speech production process.

4.2.2 Pronunciation Errors Produced by Students due to the Interference of the Malang Dialect

To answer the second research question, it is clear from the findings that the students did not just make random pronunciation mistakes. Instead, the errors they produced which fall into substitution, omission, and addition were highly systematic. These linguistic deviations happened because the students were strictly bounded by the phonological rules of their first language. By combining Contrastive Analysis with James's (1998) Error Analysis framework, we can trace the exact root causes of these errors. Essentially, they stem from the phonetic and orthographic clashes between the Malang Javanese dialect and English.

Among all the identified problems, substitution was the most frequent error. This situation perfectly illustrates what James (1998) describes as a "phonological void," where learners face target sounds that simply do not exist in their native phonetic inventory. Contrastive Analysis proves this gap: the English interdental fricatives (/θ/ and /ð/) and the voiced labiodental fricative (/v/) are completely absent from the Javanese consonant system. When encountering these unfamiliar sounds, the students' cognitive system automatically searched for the closest native phonetic equivalents to replace them. Because the Malang dialect does not have dental friction sounds, the students naturally replaced the English /θ/ and /ð/ with the alveolar stops /t/ and /d/. This explains the extremely high error rates in words like *thousand* (85%), *breathing* (90%), and *weather* (85%).

This massive occurrence of substitution strongly aligns with several previous studies. For instance, Aryanika (2025) explicitly highlighted that learners

experience severe phonological transfer when dealing with /θ/ and /ð/ because these phonemes are missing from the Indonesian and Javanese language systems. Similarly, the students' habit of replacing the voiced /v/ with the voiceless /f/—as seen in the words *value* and *adventure*—directly mirrors Dewi et al.'s (2019) findings among Javanese speakers. Just like the participants in Dewi et al.'s study, the Malang dialect speakers instinctively relied on their nearest native sounds to overcome unfamiliar English targets.

What makes the substitution in this study unique is how it is worsened by the physical speaking habits of the Malang dialect. During the interviews, the participants admitted that they are sociolinguistically accustomed to the *medok* accent. Phonologically speaking, this local accent requires speakers to articulate consonants with a heavy, firm, and thick pressure from their vocal tract. So, when the students replaced the English interdental sounds with /t/ and /d/, they did not say them softly. Instead, they brought their native articulatory setting into English, pronouncing the substituted consonants very thickly. This cultural habit turned soft English words into rigid, abrupt sounds. It is the exact reason why *these* sounded like a hard "dis" and *mouth* became a blunt "maut".

A similar issue occurred in vowel production. James (1998) notes that learners often replace complex target vowels with simpler native ones to reduce articulatory effort. Contrastive Analysis shows that the Malang dialect relies heavily on basic, pure vowels. English, on the other hand, has a very complex vowel system, including unique short vowels (like /æ/ and /ʌ/) and gliding diphthongs (/aɪ/, /aʊ/, /eɪ/). Since the internal gliding motion required for diphthongs is not common

in their daily regional speech, the students unconsciously simplified these sounds. They swapped the complex short vowel /æ/ in *fantasy* and *campus* with a basic, flat Indonesian /a/ sound. Even more notably, they performed monophthongization by flattening double-vowel diphthongs into single vowels. This simplification strategy completely explains why the /aɪ/ in *excitement* turned into a flat /e/, the /aʊ/ in *about* became /o/, and the /eɪ/ in *radiant* was reduced to /e/.

Apart from substitution, the students also struggled with English syllable structures, leading to omission errors. James (1998) defines omission as a phonetic simplification strategy used to avoid uncomfortable phonological structures. The data revealed that students frequently dropped the weak schwa /ə/ sound in words like *above* and *silence*. From a Contrastive Analysis perspective, this makes perfect sense: Javanese and Indonesian speakers are culturally trained to pronounce every single syllable fully and clearly. Producing a relaxed, weak, and unstressed syllable goes entirely against the firm rhythm of their local dialect. Therefore, when forced to produce an unnatural "weak" sound, their articulatory organs either omitted it completely or forced a full vowel pronunciation.

This tendency to omit weak sounds or simplify word structures confirms the conclusions drawn by Wardani & Suwartono (2019). They pointed out that Javanese speakers have a highly restricted phonotactic system—especially regarding word endings and consonant clusters—which severely limits their ability to accurately pronounce complex English syllables. This finding also relates to Rohmah et al. (2023), who demonstrated how Javanese phonological patterns

actively drive learners to alter or omit specific English word endings to match their native speech rhythm.

Finally, the addition errors found in this study were exclusively caused by what James (1998) calls "orthographic interference". Contrastive Analysis highlights a massive structural difference in how the two languages are written. Javanese and Indonesian have a highly transparent orthography, meaning they are phonemically consistent; words are read exactly as they are spelled, and every written letter represents a sounded phoneme. English, however, has an opaque orthography full of silent letters and unpredictable phonetic rules. Because the students are so used to their native reading habits, they literally read English words based on their spelling. For example, when they saw the letter 'g' in *strangest* and *arrange*, their instinct commanded them to pronounce it. As a result, they added a hard Javanese /g/ sound at the end of the English affricate /dʒ/. This orthographic interference is the main reason behind the harsh, extra-consonant pronunciations like "strangges" and "əreng" that dominated the addition error category.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research based on the findings and discussion discussed in the previous chapter. The conclusion focuses on the interference of the Malang dialect toward students' English pronunciation and the pronunciation errors produced by the students due to the influence of their first language. In addition, this chapter also provides several suggestions for students, teachers, and future researchers related to English pronunciation learning and first language interference.

5.1 Conclusion

Based on the comprehensive data analysis from the pronunciation test and the in-depth interviews, this study draws several major conclusions regarding how the Malang dialect interferes with the students' English pronunciation. The interference is deeply rooted in three interconnected factors: the students' daily linguistic environment, their physical articulatory habits, and their native orthographic system. Since Javanese serves as their absolute dominant language in daily social interactions, the students' articulatory organs have been strongly conditioned to produce the *medok* accent., a local phonetic characteristic defined by firm, heavy, and thick consonant closures. Consequently, when the students attempt to speak English spontaneously, this ingrained muscle memory unconsciously takes over and overrides the standard English phonetic rules. Interestingly, the study found that although students actively use digital media to learn correct English

pronunciation, this autonomous learning is easily defeated by their native *medok* accent during spontaneous, unprepared speech.

Furthermore, the interference is heavily driven by structural reading habits. Because Javanese and Indonesian possess a transparent orthography where words are pronounced exactly as they are written, the students naturally transfer this cognitive habit when reading English words. They tend to read English vocabulary literally based on its spelling, completely ignoring the opaque phonetic rules and silent letters of the English language.

As a direct result of these dialectal interferences, the students produce highly systematic pronunciation errors that can be classified into substitution, omission, and addition. Substitution errors occurred massively due to phonological voids, demonstrating a strong negative transfer. Whenever the students encountered unfamiliar English sounds that do not exist in the Malang dialect, they automatically replaced them with the closest, heaviest Malangan equivalents. For instance, the interdental fricatives /θ/ and /ð/ in words like *thousand* and *these* were consistently substituted with thick alveolar stops /t/ and /d/. Similarly, complex English vowels and diphthongs were simplified, such as flattening the /aɪ/ in *excitement* into a single /e/ sound through a process called monophthongization.

Omission errors prominently occurred when students deleted the weak schwa /ə/ sound (e.g., in *above* or *silence*). This happened because producing a relaxed, unstressed syllable directly contradicts the firm and fully-pronounced rhythm of their local dialect. Meanwhile, Addition errors were exclusively driven by literal reading habits. The students forcefully added hard Javanese consonants to English words simply because the letters were written in the text, such as

articulating the letter 'g' in *arrange* and *strangest* with a thick velar stop. However, Contrastive Analysis also revealed that positive transfer occurred; sounds that perfectly matched the local phonetic clusters, such as /ʃ/ in *sharing*, were pronounced with exceptional accuracy.

Ultimately, this study confirms that the students' pronunciation errors are not random or careless mistakes. They are highly structured phenomena where the interlanguage process of the students is heavily constrained by the phonological and orthographic boundaries of the Malang Javanese dialect.

5.2 Suggestion

Based on the result of this research, the researcher would like to give several suggestions related to English pronunciation learning.

For students, it is important to practice English pronunciation more often, especially English sounds that are different from Malang dialect pronunciation. Students can practice by listening to English songs, watching movies, imitating native speakers, and using pronunciation tools such as Google Translate or online dictionaries. Besides that, students should be more confident when speaking English and not be afraid of making pronunciation mistakes because regular practice can help improve pronunciation ability gradually.

For Lecturers (English Teachers) can use the findings of this study to evaluate and improve their pronunciation teaching strategies. In the classroom, lecturers should give more practice focusing on the difficult sounds influenced by the local dialect, such as /θ/, /ð/, and /v/. In addition, lecturers should also remind

the students about the differences between English spelling and pronunciation to prevent reading-based errors.

Future researchers are suggested to involve more participants from different universities or backgrounds to get broader results. Since this study only focuses on vowel and consonant sounds (segmental features), future researchers can analyze how the Malang dialect influences English word stress and intonation (suprasegmental features). Comparing the Malang dialect with other Javanese dialects in East Java would also be a great topic for future research.

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APPENDICES

Appendix 1 The Research Instrument Used for The Pronunciation Test

1. Pronunciation Test

Name:

University :

Addressed :

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ˈʃerɪŋ/	/ʃ/		
2	Destination	/ˌdestɪˈneɪʃən/	/ʃ/		
3	Distraction	/dɪˈstrækʃən/	/ʃ/		
4	Cherish	/ˈtʃerɪʃ/	/tʃ/		
5	Future	/ˈfjuːtʃər/	/tʃ/		
6	Watch	/wɒtʃ/	/tʃ/		
7	Thousand	/ˈθaʊzənd/	/θ/		
8	Anything	/ˈeniθɪŋ/	/θ/		
9	Mouth	/maʊθ/	/θ/		
10	These	/ðiːz/	/ð/		
11	Breathing	/ˈbriːðɪŋ/	/ð/		
12	Weather	/ˈweð.ə/	/ð/		
13	About	/əˈbaʊt/	/aʊ/		
14	Boy	/bɔɪ/	/ɔɪ/		
15	Excitement	/ɪkˈsaɪtmənt/	/aɪ/		
16	Radiant	/ˈreɪdiənt/	/eɪ/		
17	Gentle	/ˈdʒentəl/	/dʒ/		
18	Strangest	/ˈstreɪndʒɪst/	/dʒ/		
19	Arrange	/əˈreɪndʒ/	/dʒ/		
20	Pleasure	/ˈpleʒər/	/ʒ/		

21	Garage	/gə'ra:ʒ/	/ʒ/		
22	Above	/ə'bʌv/	/ə/		
23	Silence	/'saɪləns/	/ə/		
24	Whisper	/'wɪspər/	/ə/		
25	Fantasy	/'fæntəsi/	/æ/		
26	Campus	/'kæm.pəs/	/æ/		
27	Courage	/'kʌrɪdʒ/	/ʌ/		
28	Excitement	/ɪk'saɪtmənt/	/ɪ/		
29	Value	/'vælju:/	/v/		
30	Adventure	/əd'ventʃər/	/v/		

2. Key Pronunciation Test

No	Word	IPA	Target Sound
1	Sharing	/ˈʃerɪŋ/	/ʃ/
2	Destination	/ˌdestɪˈneɪʃən/	/ʃ/
3	Distraction	/dɪˈstrækʃən/	/ʃ/
4	Cherish	/ˈtʃerɪʃ/	/tʃ/
5	Future	/ˈfjuːtʃər/	/tʃ/
6	Watch	/wɒtʃ/	/tʃ/
7	Thousand	/ˈθaʊzənd/	/θ/
8	Anything	/ˈeniθɪŋ/	/θ/
9	Mouth	/maʊθ/	/θ/
10	These	/ðiːz/	/ð/
11	Breathing	/ˈbriːðɪŋ/	/ð/
12	Weather	/ˈweð.ə/	/ð/
13	About	/əˈbaʊt/	/aʊ/
14	Boy	/bɔɪ/	/ɔɪ/
15	Excitement	/ɪkˈsaɪtmənt/	/aɪ/
16	Radiant	/ˈreɪdiənt/	/eɪ/
17	Gentle	/ˈdʒentəl/	/dʒ/
18	Strangest	/ˈstreɪndʒɪst/	/dʒ/
19	Arrange	/əˈreɪndʒ/	/dʒ/
20	Pleasure	/ˈpleʒər/	/ʒ/
21	Garage	/gəˈrɑːʒ/	/ʒ/
22	Above	/əˈbʌv/	/ə/
23	Silence	/ˈsaɪləns/	/ə/
24	Whisper	/ˈwɪspər/	/ə/
25	Fantasy	/ˈfæntəsi/	/æ/
26	Campus	/ˈkæm.pəs/	/æ/
27	Courage	/ˈkʌrɪdʒ/	/ʌ/
28	Excitement	/ɪkˈsaɪtmənt/	/ɪ/

29	Value	/'væljʊ:/	/v/
30	Adventure	/əd'ventʃər/	/v/

Note:

Point 1 = correct pronunciation and stress

Point 0 = wrong pronunciation and wrong stress

Appendix 2 The Research Instrument Used for the Interview

Instructions for Participants: The following questions are designed to gather information regarding your language background and the potential influence of the Javanese language on your English pronunciation. Please answer each question honestly based on your own experience. Your responses will be used solely for research purposes.

Participant's Name / Initial:

Date:

No	Indicator	Interview Question	Participant's Response
A. General Language Background			
1	Daily Language Usage	<i>“What language do you use most in your daily life?”</i>	
2	Local Dialect Usage	<i>“Do you usually speak Javanese (Malang dialect) in your daily conversations?”</i>	
B. First Language (L1) Interference			
3	Perception of L1 Influence	<i>“Do you think your first language (Javanese) influences your English pronunciation?”</i>	
4	Mechanisms of L1 Influence	<i>“In what way does your first language influence your pronunciation of English words?”</i>	
5	L1 Pronunciation Patterns	<i>“When speaking English, do you sometimes pronounce words based on Javanese pronunciation patterns?”</i>	

6	Phonological Differences	<i>“Do you notice differences between Javanese sound patterns and English sound patterns?”</i>	
C. Specific Pronunciation Difficulties			
7	General Sound Difficulty	<i>“What sounds in English are difficult for you to pronounce? Why?”</i>	
8	Absent Sounds in L1	<i>“Do you have difficulty pronouncing sounds that do not exist in Javanese (e.g., /θ/, /ð/)?”</i>	
9	Pronunciation Test Experience	<i>“Which words from the pronunciation test were the most difficult for you?”</i>	
10	Source of Word Difficulty	<i>“What made those words difficult to pronounce?”</i>	
D. Self-Awareness and Improvement			
11	Causes of Mispronunciation	<i>“What do you think causes your mispronunciation in English?”</i>	
12	Improvement Strategies	<i>“How do you usually try to improve your English pronunciation?”</i>	

Appendix 3 Validation Sheet

Validations Sheet	
Instrument Validation Sheet for Research Entitled	
"Malang vs English Language Pronunciation : The Interference of Students First Language Toward Their English Pronunciation"	
Validator	: Harir Mubarak, M.Pd
NIP	: 19870708 201802011152
Expertise	: English Speaking and Listening a Teaching Development
Instance	: Maulana Malik Ibrahim State Islamic University of Malang
Validation Date	:

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, assess by ticking (✓) with the following criteria to the columns bellow:
 - 1: Not Relevant
 - 2: Slightly Relevant
 - 3: Relevant
 - 4: Highly Relevant
2. Please give comments and suggestion in the columns below:

C. Validation Sheet

No	Aspect	Score			
		1	2	3	4
1.	Suitability of Instrument with basic competencies			✓	
2.	The test item accurately elicits the correct production of the intended consonant phoneme			✓	
3.	The test item accurately elicits the correct production of the intended vowel phoneme			✓	
4.	The test item minimizes the possibility of unintended phoneme substitution that could obscure accurate pronunciation.			✓	
5.	The research instrument can help the research find out students abilities in vocabulary mastery			✓	
6.	The minimal pair clearly contrasts two distinct phonemes that are auditorily distinguishable.			✓	
7.	The phonemic contrast is relevant and appropriate for Indonesian Junior High School EFL learners' pronunciation difficulties.			✓	
8.	The item appropriately represents voicing differences			✓	
9.	The contrast allows raters to clearly distinguish correct and incorrect pronunciation.			✓	
10.	The articulatory features (place and manner of articulation) are clearly represented in the item.			✓	

D. Suggestion

I hope this instrument can be used to
 dig up the data in the field based on
 your research questions.

E. Conclusion

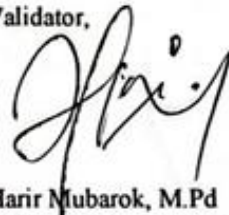
Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision.
- ☒ b. The instrument can be used with alight revision.
- c. The instrument can be used with many revisions.
- d. The instrument can be used.

Malang, 30th May 2026

Validator,



Harir Mubarak, M.Pd
NIP. 19870708 201802011152

Appendix 4 Hasil Skor 20 mahasiswa

Name: S₁ (Rina)

University: Polinema

Addressed: Sengkajenejo

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ʃeəriŋ/	/ʃ/	—	1
2	Destination	/destɪˈneɪʃən/		—	1
3	Distraction	/dɪˈstrækʃən/		—	1
4	Cherish	/tʃerɪʃ/	/tʃ/	—	1
5	Future	/ˈfjuːtʃər/		—	1
6	Watch	/wɒtʃ/		—	1
7	Thousand	/ˈθaʊzənd/	/θ/	[ˈtʰaʊzən]	0
8	Anything	/ˈeniθɪŋ/		[ˈenɪŋ]	0
9	Mouth	/maʊθ/		[ˈmaʊ]	0
10	These	/ðiːz/	/ð/	[ˈdiːz]	0
11	Weather	/ˈweðər/		[ˈweðer]	0
12	Breathing	/ˈbreɪθɪŋ/		[ˈbreɪŋ]	0
13	About	/əˈbaʊt/	/aʊ/	—	1
14	Boy	/bɔɪ/	/aʊ/	—	1
15	Excitement	/ɪkˈsaɪtmənt/	/aʊ/	[ˈeksɪtmen]	0
16	Radiant	/ˈreɪdiənt/	/aʊ/	—	1
17	Gentle	/ˈdʒentl/	/dʒ/	—	1
18	Strangest	/ˈstreɪndʒst/		—	1
19	Arrange	/əˈreɪndʒ/		—	1
20	Pleasure	/ˈpleɪʒər/	/ɪʒ/	[ˈpleɪʒər]	0
21	Garage	/ˈɡɑːrɪʒ/	/dʒ/	—	1
22	Above	/əˈboʊv/		—	1
23	Silence	/ˈsaɪləns/		—	1
24	Whisper	/ˈwɪspər/	/dʒ/	—	1
25	Fantasy	/ˈfæntəsi/	/aʊ/	[ˈfæntəsi]	0
26	Campus	/ˈkæm.pəs/	/aʊ/	[ˈkæmpəs]	0
27	Courage	/ˈkʌrɪdʒ/	/aʊ/	—	1
28	Excitement	/ɪkˈsaɪtmənt/	/aʊ/	[ˈeksɪtmen]	0
29	Value	/ˈvæljuː/	/aʊ/	[ˈfɛljʊ]	0
30	Adventure	/ədˈventʃər/	/aʊ/	—	1

Name: S₂ (Fira)

University: UIM

Addressed: Belimbing

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ʃeəriŋ/	/ʃ/	—	1
2	Destination	/destɪˈneɪʃən/		—	1
3	Distraction	/dɪˈstrækʃən/		—	1
4	Cherish	/tʃerɪʃ/	/tʃ/	—	1
5	Future	/ˈfjuːtʃər/		—	1
6	Watch	/wɒtʃ/		—	1
7	Thousand	/ˈθaʊzənd/	/θ/	[ˈtʰaʊzən]	0
8	Anything	/ˈeniθɪŋ/		[ˈenɪŋ]	0
9	Mouth	/maʊθ/		[ˈmʊθ]	0
10	These	/ðiːz/	/ð/	[ˈdɪz]	0
11	Weather	/ˈweðər/		[ˈwɛðer]	0
12	Breathing	/ˈbreɪθɪŋ/		[ˈbreɪŋ]	0
13	About	/əˈbaʊt/	/aʊ/	—	1
14	Boy	/bɔɪ/	/aʊ/	—	1
15	Excitement	/ɪkˈsaɪtmənt/	/aʊ/	—	1
16	Radiant	/ˈreɪdiənt/	/aʊ/	[ˈrædɪən]	0
17	Gentle	/ˈdʒentl/	/dʒ/	—	1
18	Strangest	/ˈstreɪndʒst/		—	1
19	Arrange	/əˈreɪndʒ/		—	1
20	Pleasure	/ˈpleɪʒər/	/ɪʒ/	[ˈpleɪʒər]	0
21	Garage	/ˈɡɑːrɪʒ/	/dʒ/	—	1
22	Above	/əˈboʊv/		—	1
23	Silence	/ˈsaɪləns/		—	1
24	Whisper	/ˈwɪspər/	/dʒ/	—	1
25	Fantasy	/ˈfæntəsi/	/aʊ/	—	1
26	Campus	/ˈkæm.pəs/	/aʊ/	[ˈkæmpəs]	0
27	Courage	/ˈkʌrɪdʒ/	/aʊ/	[ˈkʌrɪdʒ]	0
28	Excitement	/ɪkˈsaɪtmənt/	/aʊ/	—	1
29	Value	/ˈvæljuː/	/aʊ/	[ˈfɛljʊ]	0
30	Adventure	/ədˈventʃər/	/aʊ/	—	1

Name: Adah (13)

University: UMAA

Addressed: Ipo Sunda

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ʃeəriŋ/	/ʃ/	—	1
2	Destination	/destɪˈneɪʃən/		—	1
3	Distraction	/dɪˈstrækʃən/		—	1
4	Cherish	/tʃerɪʃ/	/tʃ/	[ˈtʰerɪʃ]	0
5	Future	/ˈfjuːtʃər/		—	1
6	Watch	/wɒtʃ/		—	1
7	Thousand	/ˈθaʊzənd/	/θ/	[ˈtʰaʊzən]	0
8	Anything	/ˈeniθɪŋ/		[ˈenɪŋ]	0
9	Mouth	/maʊθ/		[ˈmaʊ]	0
10	These	/ðiːz/	/ð/	[ˈdiːz]	0
11	Weather	/ˈweðər/		[ˈwɛðer]	0
12	Breathing	/ˈbreɪθɪŋ/		[ˈbreɪŋ]	0
13	About	/əˈbaʊt/	/aʊ/	—	1
14	Boy	/bɔɪ/	/aʊ/	—	1
15	Excitement	/ɪkˈsaɪtmənt/	/aʊ/	—	1
16	Radiant	/ˈreɪdiənt/	/aʊ/	[ˈrædɪən]	0
17	Gentle	/ˈdʒentl/	/dʒ/	—	1
18	Strangest	/ˈstreɪndʒst/		[ˈstreɪndʒ]	0
19	Arrange	/əˈreɪndʒ/		[ˈreɪndʒ]	0
20	Pleasure	/ˈpleɪʒər/	/ɪʒ/	—	1
21	Garage	/ˈɡɑːrɪʒ/	/dʒ/	[ˈɡereɪ]	0
22	Above	/əˈboʊv/		[ˈtʰɒp]	0
23	Silence	/ˈsaɪləns/		—	1
24	Whisper	/ˈwɪspər/	/dʒ/	—	1
25	Fantasy	/ˈfæntəsi/	/aʊ/	—	1
26	Campus	/ˈkæm.pəs/	/aʊ/	[ˈkæmpəs]	0
27	Courage	/ˈkʌrɪdʒ/	/aʊ/	[ˈkʌrɪdʒ]	0
28	Excitement	/ɪkˈsaɪtmənt/	/aʊ/	—	1
29	Value	/ˈvæljuː/	/aʊ/	[ˈfɛljʊ]	0
30	Adventure	/ədˈventʃər/	/aʊ/	[ˈædʒəntʃər]	0

Name: Shelly (14)

University: UIM Biologi

Addressed: Ngantong

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ʃeəriŋ/	/ʃ/	—	1
2	Destination	/destɪˈneɪʃən/		—	1
3	Distraction	/dɪˈstrækʃən/		—	1
4	Cherish	/tʃerɪʃ/	/tʃ/	—	1
5	Future	/ˈfjuːtʃər/		—	1
6	Watch	/wɒtʃ/		—	1
7	Thousand	/ˈθaʊzənd/	/θ/	[ˈtʰaʊzən]	0
8	Anything	/ˈeniθɪŋ/		[ˈenɪŋ]	0
9	Mouth	/maʊθ/		—	1
10	These	/ðiːz/	/ð/	—	1
11	Weather	/ˈweðər/		—	1
12	Breathing	/ˈbreɪθɪŋ/		[ˈbreɪŋ]	0
13	About	/əˈbaʊt/	/aʊ/	—	1
14	Boy	/bɔɪ/	/aʊ/	—	1
15	Excitement	/ɪkˈsaɪtmənt/	/aʊ/	—	1
16	Radiant	/ˈreɪdiənt/	/aʊ/	—	1
17	Gentle	/ˈdʒentl/	/dʒ/	—	1
18	Strangest	/ˈstreɪndʒst/		—	1
19	Arrange	/əˈreɪndʒ/		—	1
20	Pleasure	/ˈpleɪʒər/	/ɪʒ/	—	1
21	Garage	/ˈɡɑːrɪʒ/	/dʒ/	—	1
22	Above	/əˈboʊv/		—	1
23	Silence	/ˈsaɪləns/		—	1
24	Whisper	/ˈwɪspər/	/dʒ/	—	1
25	Fantasy	/ˈfæntəsi/	/aʊ/	[ˈfæntəsi]	0
26	Campus	/ˈkæm.pəs/	/aʊ/	—	1
27	Courage	/ˈkʌrɪdʒ/	/aʊ/	—	1
28	Excitement	/ɪkˈsaɪtmənt/	/aʊ/	—	1
29	Value	/ˈvæljuː/	/aʊ/	[ˈfɛljʊ]	0
30	Adventure	/ədˈventʃər/	/aʊ/	—	1

Name: Ziddan (55)

University: UINISMA

Addressed: LAMPUNG

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ˈʃeɪrɪŋ/	ʃ/	-	1
2	Destination	/ˌdestɪˈneɪʃən/		-	1
3	Distraction	/dɪˈstrækʃən/		-	1
4	Cherish	/ˈtʃerɪʃ/	tʃ/	-	1
5	Future	/ˈfjuːtʃər/		-	1
6	Watch	/wɒtʃ/		-	1
7	Thousand	/ˈθaʊzənd/	θ/	[ˈtəʊzən]	0
8	Anything	/ˈeniθɪŋ/		[ˈenɪŋɪŋ]	0
9	Mouth	/maʊθ/		[ˈmɒt]	0
10	These	/ðiːz/	ð/	[ˈdiz]	0
11	Weather	/ˈweðər/		-	1
12	Breathing	/ˈbreɪθɪŋ/		[ˈbrɪtɪŋ]	0
13	About	/əˈbaʊt/	tʃ/	-	1
14	Boy	/bɔɪ/		-	1
15	Excitement	/ɪkˈsaɪtmənt/		-	1
16	Radiant	/ˈreɪdiənt/	tʃ/	[ˈrɛdɪən]	0
17	Gentle	/ˈdʒentəl/		-	1
18	Strangest	/ˈstreɪndʒɪst/		-	1
19	Arrange	/əˈreɪndʒ/	tʃ/	[ˈrɛndʒ]	0
20	Pleasure	/ˈpleɪʒər/		-	1
21	Garage	/ɡəˈrɑːʒ/		-	1
22	Above	/əˈbʌv/	tʃ/	-	1
23	Silence	/ˈsaɪləns/		-	1
24	Whisper	/ˈwɪspər/		-	1
25	Fantasy	/ˈfæntəsi/	tʃ/	-	1
26	Campus	/ˈkæm.pəs/		[ˈkɑmpʊs]	0
27	Courage	/ˈkʌrɪdʒ/		-	1
28	Excitement	/ɪkˈsaɪtmənt/	tʃ/	-	1
29	Value	/ˈvæljuː/		[ˈfɛlyu]	0
30	Adventure	/ədˈventʃər/		[ˈɒdʒentʃər]	0

Name: Arul

University: UINISMA

Addressed: Tegal bendo

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ˈʃeɪrɪŋ/	ʃ/	[ˈserɪŋ]	0
2	Destination	/ˌdestɪˈneɪʃən/		[ˈdɛstɪˈneɪʃən]	0
3	Distraction	/dɪˈstrækʃən/		[ˈdɪstrɛkʃən]	0
4	Cherish	/ˈtʃerɪʃ/	tʃ/	-	1
5	Future	/ˈfjuːtʃər/		[ˈfɛtʃər]	0
6	Watch	/wɒtʃ/		[ˈwɒtɪ]	0
7	Thousand	/ˈθaʊzənd/	θ/	[ˈtəʊzən]	0
8	Anything	/ˈeniθɪŋ/		[ˈənɪŋɪŋ]	0
9	Mouth	/maʊθ/		[ˈmɒt]	0
10	These	/ðiːz/	ð/	[ˈdɪz]	0
11	Weather	/ˈweðər/		[ˈwɛðər]	0
12	Breath	/ˈbreɪθ/		[ˈbrɛθɪŋ]	0
13	About	/əˈbaʊt/	tʃ/	-	1
14	Boy	/bɔɪ/		[ˈbɔɪ]	0
15	Excitement	/ɪkˈsaɪtmənt/		[ˈɛkɪtmən]	0
16	Radiant	/ˈreɪdiənt/	tʃ/	[ˈrɛdɪən]	0
17	Gentle	/ˈdʒentəl/		[ˈʒentəl]	0
18	Strangest	/ˈstreɪndʒɪst/		[ˈstrɛndʒɪst]	0
19	Arrange	/əˈreɪndʒ/	tʃ/	[ˈrɛndʒ]	0
20	Pleasure	/ˈpleɪʒər/		[ˈplɛɪʒər]	0
21	Garage	/ɡəˈrɑːʒ/		[ˈgɑrɛʒ]	0
22	Above	/əˈbʌv/	tʃ/	[ˈabov]	0
23	Silence	/ˈsaɪləns/		-	1
24	Whisper	/ˈwɪspər/		-	1
25	Fantasy	/ˈfæntəsi/	tʃ/	-	1
26	Campus	/ˈkæm.pəs/		[ˈkɑmpʊs]	0
27	Courage	/ˈkʌrɪdʒ/		[ˈkʌrɪt]	0
28	Excitement	/ɪkˈsaɪtmənt/	tʃ/	[ˈɛkɪtmən]	0
29	Value	/ˈvæljuː/		[ˈfɛlyu]	0
30	Adventure	/ədˈventʃər/		[ˈɒdʒentʃər]	0

Name: Fahmah 57

University: UIN PBA

Addressed: Buring

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ˈʃeɪrɪŋ/	ʃ/	-	1
2	Destination	/ˌdestɪˈneɪʃən/		-	1
3	Distraction	/dɪˈstrækʃən/		-	1
4	Cherish	/ˈtʃerɪʃ/	tʃ/	-	1
5	Future	/ˈfjuːtʃər/		-	1
6	Watch	/wɒtʃ/		-	1
7	Thousand	/ˈθaʊzənd/	θ/	-	1
8	Anything	/ˈeniθɪŋ/		-	1
9	Mouth	/maʊθ/		-	1
10	These	/ðiːz/	ð/	-	1
11	Weather	/ˈweðər/		[ˈwɛðər]	0
12	Breathing	/ˈbreɪθɪŋ/		[ˈbrɪtɪŋ]	0
13	About	/əˈbaʊt/	tʃ/	-	1
14	Boy	/bɔɪ/		-	1
15	Excitement	/ɪkˈsaɪtmənt/		-	1
16	Radiant	/ˈreɪdiənt/	tʃ/	-	1
17	Gentle	/ˈdʒentəl/		-	1
18	Strangest	/ˈstreɪndʒɪst/		-	1
19	Arrange	/əˈreɪndʒ/	tʃ/	-	1
20	Pleasure	/ˈpleɪʒər/		-	1
21	Garage	/ɡəˈrɑːʒ/		-	1
22	Above	/əˈbʌv/	tʃ/	-	1
23	Silence	/ˈsaɪləns/		-	1
24	Whisper	/ˈwɪspər/		-	1
25	Fantasy	/ˈfæntəsi/	tʃ/	-	1
26	Campus	/ˈkæm.pəs/		-	1
27	Courage	/ˈkʌrɪdʒ/		-	1
28	Excitement	/ɪkˈsaɪtmənt/	tʃ/	-	1
29	Value	/ˈvæljuː/		-	1
30	Adventure	/ədˈventʃər/		-	1

Name: Diah (58)

University: UIN UIN

Addressed:

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ˈʃeɪrɪŋ/	ʃ/	-	1
2	Destination	/ˌdestɪˈneɪʃən/		-	1
3	Distraction	/dɪˈstrækʃən/		-	1
4	Cherish	/ˈtʃerɪʃ/	tʃ/	-	1
5	Future	/ˈfjuːtʃər/		-	1
6	Watch	/wɒtʃ/		-	1
7	Thousand	/ˈθaʊzənd/	θ/	-	1
8	Anything	/ˈeniθɪŋ/		-	1
9	Mouth	/maʊθ/		-	1
10	These	/ðiːz/	ð/	-	1
11	Weather	/ˈweðər/		[ˈwɛðər]	0
12	Breathing	/ˈbreɪθɪŋ/		-	1
13	About	/əˈbaʊt/	tʃ/	-	1
14	Boy	/bɔɪ/		-	1
15	Excitement	/ɪkˈsaɪtmənt/		-	1
16	Radiant	/ˈreɪdiənt/	tʃ/	-	1
17	Gentle	/ˈdʒentəl/		-	1
18	Strangest	/ˈstreɪndʒɪst/		-	1
19	Arrange	/əˈreɪndʒ/	tʃ/	-	1
20	Pleasure	/ˈpleɪʒər/		-	1
21	Garage	/ɡəˈrɑːʒ/		-	1
22	Above	/əˈbʌv/	tʃ/	-	1
23	Silence	/ˈsaɪləns/		-	1
24	Whisper	/ˈwɪspər/		-	1
25	Fantasy	/ˈfæntəsi/	tʃ/	-	1
26	Campus	/ˈkæm.pəs/		-	1
27	Courage	/ˈkʌrɪdʒ/		-	1
28	Excitement	/ɪkˈsaɪtmənt/	tʃ/	-	1
29	Value	/ˈvæljuː/		-	1
30	Adventure	/ədˈventʃər/		-	1

Name: Արմեն ՏԳ

University: ՄԻՍՏԱ

Addressed: Քոկ

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ˈʃeɪɪŋ/	/ʃ/	-	1
2	Destination	/ˌdestɪˈneɪʃən/		-	1
3	Distraction	/dɪˈstrækʃən/		[ˈdɪstrækʃən]	0
4	Cherish	/ˈtʃerɪʃ/	/tʃ/	[ˈtʃerɪʃ]	0
5	Future	/ˈfjuːtʃər/		-	1
6	Watch	/wɒtʃ/		-	1
7	Thousand	/ˈθaʊzənd/	/θ/	[ˈtʰaʊzən]	0
8	Anything	/ˈeniθɪŋ/		[ˈæniθɪŋ]	0
9	Mouth	/maʊθ/		[ˈmɒθ]	0
10	These	/ðiːz/	/ð/	[ˈðɪz]	0
11	Weather	/ˈweðər/		[ˈwɛðər]	0
12	Breathing	/ˈbreɪθɪŋ/		[ˈbrɛɪθɪŋ]	0
13	About	/əˈbaʊt/	/tʃ/	[ˈtʃəbaʊt]	0
14	Boy	/bɔɪ/		-	1
15	Excitement	/ɪkˈsaɪtmənt/		[ˈɛksɪtɪmənt]	0
16	Radiant	/ˈreɪdiənt/	/tʃ/	[ˈrædiənt]	0
17	Gentle	/ˈdʒɛntəl/		[ˈʒɛntəl]	0
18	Strangest	/ˈstreɪndʒɪst/		[ˈstrɛndʒɪst]	0
19	Arrange	/əˈreɪndʒ/	/tʃ/	[ˈarɛɪndʒ]	0
20	Pleasure	/ˈpleɪʒər/		[ˈplɛɪʃər]	0
21	Garage	/ˈɡærɪʒ/		[ˈgærɪʒ]	0
22	Above	/əˈboʊv/	/tʃ/	[ˈabov]	0
23	Silence	/ˈsaɪləns/		-	1
24	Whisper	/ˈwɪspər/		-	1
25	Fantasy	/ˈfæntəsi/	/tʃ/	[ˈfæntəsi]	0
26	Campus	/ˈkæm.pəs/		[ˈkæmpəs]	0
27	Courage	/ˈkʌrɪdʒ/		[ˈkʌrɛɪ]	0
28	Excitement	/ɪkˈsaɪtmənt/	/tʃ/	[ˈɛksɪtɪmənt]	0
29	Value	/ˈvæljuː/		[ˈpɛlyu]	0
30	Adventure	/ədˈventʃər/		[ˈædɛntʃər]	0

Name: Օրդույ

University: ՍԵ

Addressed: Նավոյան

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ˈʃeɪɪŋ/	/ʃ/	-	1
2	Destination	/ˌdestɪˈneɪʃən/		[ˈdɛstɪˈneɪʃən]	0
3	Distraction	/dɪˈstrækʃən/		[ˈdɪstrækʃən]	0
4	Cherish	/ˈtʃerɪʃ/	/tʃ/	-	1
5	Future	/ˈfjuːtʃər/		-	1
6	Watch	/wɒtʃ/		-	1
7	Thousand	/ˈθaʊzənd/	/θ/	[ˈtʰaʊzən]	0
8	Anything	/ˈeniθɪŋ/		[ˈɛniθɪŋ]	0
9	Mouth	/maʊθ/		[ˈmɒθ]	0
10	These	/ðiːz/	/ð/	[ˈðɪz]	0
11	Weather	/ˈweðər/		[ˈwɛðər]	0
12	Breath	/breɪθ/		[ˈbrɛɪθ]	0
13	About	/əˈbaʊt/	/tʃ/	-	1
14	Boy	/bɔɪ/		-	1
15	Excitement	/ɪkˈsaɪtmənt/		[ˈɛksɪtɪmənt]	0
16	Radiant	/ˈreɪdiənt/	/tʃ/	[ˈrædiənt]	0
17	Gentle	/ˈdʒɛntəl/		[ˈʒɛntəl]	0
18	Strangest	/ˈstreɪndʒɪst/		[ˈstrɛndʒɪst]	0
19	Arrange	/əˈreɪndʒ/	/tʃ/	[ˈarɛɪndʒ]	0
20	Pleasure	/ˈpleɪʒər/		[ˈplɛɪʃər]	0
21	Garage	/ˈɡærɪʒ/		[ˈgærɪʒ]	0
22	Above	/əˈboʊv/	/tʃ/	[ˈabov]	0
23	Silence	/ˈsaɪləns/		-	1
24	Whisper	/ˈwɪspər/		-	1
25	Fantasy	/ˈfæntəsi/	/tʃ/	[ˈfæntəsi]	0
26	Campus	/ˈkæm.pəs/		[ˈkæmpəs]	0
27	Courage	/ˈkʌrɪdʒ/		[ˈkʌrɛɪ]	0
28	Excitement	/ɪkˈsaɪtmənt/	/tʃ/	[ˈɛksɪtɪmənt]	0
29	Value	/ˈvæljuː/		[ˈpɛlyu]	0
30	Adventure	/ədˈventʃər/		[ˈædɛntʃər]	0

Name: Տի Դավիթ

University: Մերթոյոյ

Addressed: Մերթոյոյ

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ˈʃeɪɪŋ/	/ʃ/	[ˈʃeɪɪŋ]	0
2	Destination	/ˌdestɪˈneɪʃən/		-	1
3	Distraction	/dɪˈstrækʃən/		-	1
4	Cherish	/ˈtʃerɪʃ/	/tʃ/	-	1
5	Future	/ˈfjuːtʃər/		-	1
6	Watch	/wɒtʃ/		[ˈwɒts]	0
7	Thousand	/ˈθaʊzənd/	/θ/	[ˈtʰaʊzən]	0
8	Anything	/ˈeniθɪŋ/		[ˈæniθɪŋ]	0
9	Mouth	/maʊθ/		[ˈmɒθ]	0
10	These	/ðiːz/	/ð/	[ˈðɪz]	0
11	Weather	/ˈweðər/		[ˈwɛðər]	0
12	Breathing	/ˈbreɪθɪŋ/		[ˈbrɪθɪŋ]	0
13	About	/əˈbaʊt/	/tʃ/	[ˈabov]	0
14	Boy	/bɔɪ/		-	1
15	Excitement	/ɪkˈsaɪtmənt/		[ˈɛksɪtɪmənt]	0
16	Radiant	/ˈreɪdiənt/	/tʃ/	[ˈrædiənt]	0
17	Gentle	/ˈdʒɛntəl/		[ˈʒɛntəl]	0
18	Strangest	/ˈstreɪndʒɪst/		[ˈstrɛndʒɪst]	0
19	Arrange	/əˈreɪndʒ/	/tʃ/	[ˈarɛndʒ]	0
20	Pleasure	/ˈpleɪʒər/		[ˈplɪsər]	0
21	Garage	/ˈɡærɪʒ/		[ˈgærɪʒ]	0
22	Above	/əˈboʊv/	/tʃ/	[ˈabov]	0
23	Silence	/ˈsaɪləns/		-	1
24	Whisper	/ˈwɪspər/		-	1
25	Fantasy	/ˈfæntəsi/	/tʃ/	[ˈfæntəsi]	0
26	Campus	/ˈkæm.pəs/		[ˈkæmpəs]	0
27	Courage	/ˈkʌrɪdʒ/		[ˈkʌrɛɪ]	0
28	Excitement	/ɪkˈsaɪtmənt/	/tʃ/	[ˈɛksɪtɪmənt]	0
29	Value	/ˈvæljuː/		[ˈpɛlyu]	0
30	Adventure	/ədˈventʃər/		[ˈædɛntʃər]	0

Name: Աղիս

University: ՍՄՍՄ

Addressed: Գրոյսյան

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ˈʃeɪɪŋ/	/ʃ/	-	1
2	Destination	/ˌdestɪˈneɪʃən/		-	1
3	Distraction	/dɪˈstrækʃən/		-	1
4	Cherish	/ˈtʃerɪʃ/	/tʃ/	-	1
5	Future	/ˈfjuːtʃər/		-	1
6	Watch	/wɒtʃ/		-	1
7	Thousand	/ˈθaʊzənd/	/θ/	[ˈtʰaʊzən]	0
8	Anything	/ˈeniθɪŋ/		[ˈæniθɪŋ]	0
9	Mouth	/maʊθ/		[ˈmɒθ]	0
10	These	/ðiːz/	/ð/	[ˈðɪz]	0
11	Weather	/ˈweðər/		[ˈwɛðər]	0
12	Breath	/breɪθ/		[ˈbrɪθ]	0
13	About	/əˈbaʊt/	/tʃ/	[ˈabov]	0
14	Boy	/bɔɪ/		-	1
15	Excitement	/ɪkˈsaɪtmənt/		[ˈɛksɪtɪmənt]	0
16	Radiant	/ˈreɪdiənt/	/tʃ/	[ˈrædiənt]	0
17	Gentle	/ˈdʒɛntəl/		[ˈʒɛntəl]	0
18	Strangest	/ˈstreɪndʒɪst/		[ˈstrɛndʒɪst]	0
19	Arrange	/əˈreɪndʒ/	/tʃ/	[ˈarɛndʒ]	0
20	Pleasure	/ˈpleɪʒər/		-	1
21	Garage	/ˈɡærɪʒ/		[ˈgærɪʒ]	0
22	Above	/əˈboʊv/	/tʃ/	-	1
23	Silence	/ˈsaɪləns/		-	1
24	Whisper	/ˈwɪspər/		-	1
25	Fantasy	/ˈfæntəsi/	/tʃ/	[ˈfæntəsi]	0
26	Campus	/ˈkæm.pəs/		[ˈkæmpəs]	0
27	Courage	/ˈkʌrɪdʒ/		[ˈkʌrɛɪ]	0
28	Excitement	/ɪkˈsaɪtmənt/	/tʃ/	[ˈɛksɪtɪmənt]	0
29	Value	/ˈvæljuː/		[ˈpɛlyu]	0
30	Adventure	/ədˈventʃər/		[ˈædɛntʃər]	0

Name: S.13. Al.

University: UINisma

Addressed: Dau

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ʃeɪnɪŋ/	/ʃ/	-	1
2	Destination	/ˌdestɪˈneɪʃən/		-	1
3	Distraction	/dɪˈstrækʃən/		-	1
4	Cherish	/ˈtʃerɪʃ/	/tʃ/	-	1
5	Future	/ˈfjuːtʃər/		[ʃʃʊtʃər]	0
6	Watch	/wɒtʃ/		-	1
7	Thousand	/ˈθaʊzənd/	/θ/	[ʃaʊzən]	0
8	Anything	/ˈeniθɪŋ/		[enɪtɪŋ]	0
9	Mouth	/maʊθ/		[maʊt]	0
10	These	/ðiːz/	/ð/	[diz]	0
11	Weather	/ˈweðər/		[wether]	0
12	Breath	/breɪð/		[brɪtɪŋ]	0
13	About	/əˈbaʊt/	/aʊ/	about	0
14	Boy	/bɔɪ/	/aʊ/	-	1
15	Excitement	/ɪkˈsaɪtmənt/	/aɪ/	[eksaɪtmən]	0
16	Radiant	/ˈreɪdiənt/	/aɪ/	[radɪən]	0
17	Gentle	/ˈdʒəntəl/	/dʒ/	[dʒəntəl]	0
18	Strangest	/ˈstreɪndʒst/		[stɪrɪŋst]	0
19	Arrange	/əˈreɪndʒ/		[arɪŋ]	0
20	Pleasure	/ˈpleɪʒər/	/ɪʒ/	[plɪʒər]	0
21	Garage	/ɡəˈrɑːʒ/	/aʊ/	[gerɪʒ]	0
22	Above	/əˈbʌv/		[abov]	0
23	Silence	/ˈsaɪləns/		-	1
24	Whisper	/ˈwɪspər/	/aʊ/	-	1
25	Fantasy	/ˈfæntəsi/	/aɪ/	[fəntəsi]	0
26	Campus	/ˈkæm.pəs/	/aɪ/	-	1
27	Courage	/ˈkʌrɪdʒ/		[koreʒ]	0
28	Excitement	/ɪkˈsaɪtmənt/		[eksaɪtmən]	0
29	Value	/ˈvæljuː/	/aɪ/	[felju]	0
30	Adventure	/ədˈventʃər/		[adʒentʃər]	0

Name: Vika

University: UM

Addressed: Bandung Regi

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ʃeɪnɪŋ/	/ʃ/	-	1
2	Destination	/ˌdestɪˈneɪʃən/		-	1
3	Distraction	/dɪˈstrækʃən/		-	1
4	Cherish	/ˈtʃerɪʃ/	/tʃ/	-	1
5	Future	/ˈfjuːtʃər/		[ʃʃʊtʃər]	0
6	Watch	/wɒtʃ/		-	1
7	Thousand	/ˈθaʊzənd/	/θ/	[ʃaʊzən]	0
8	Anything	/ˈeniθɪŋ/		[enɪtɪŋ]	0
9	Mouth	/maʊθ/		[maʊt]	0
10	These	/ðiːz/	/ð/	[diz]	0
11	Weather	/ˈweðər/		[wether]	0
12	Breath	/breɪð/		[brɪtɪŋ]	0
13	About	/əˈbaʊt/	/aʊ/	about	0
14	Boy	/bɔɪ/	/aʊ/	-	1
15	Excitement	/ɪkˈsaɪtmənt/	/aɪ/	[eksaɪtmən]	0
16	Radiant	/ˈreɪdiənt/	/aɪ/	[radɪən]	0
17	Gentle	/ˈdʒəntəl/	/dʒ/	[ʒəntəl]	0
18	Strangest	/ˈstreɪndʒst/		[stɪrɪŋst]	0
19	Arrange	/əˈreɪndʒ/		[erɪŋ]	0
20	Pleasure	/ˈpleɪʒər/	/ɪʒ/	-	1
21	Garage	/ɡəˈrɑːʒ/	/aʊ/	[berɪʒ]	0
22	Above	/əˈbʌv/		-	1
23	Silence	/ˈsaɪləns/		[sɪləns]	0
24	Whisper	/ˈwɪspər/	/aʊ/	[wɪspər]	0
25	Fantasy	/ˈfæntəsi/	/aɪ/	[fəntəsi]	0
26	Campus	/ˈkæm.pəs/	/aɪ/	[kæmpəs]	0
27	Courage	/ˈkʌrɪdʒ/		-	1
28	Excitement	/ɪkˈsaɪtmənt/		[eksaɪtmən]	0
29	Value	/ˈvæljuː/	/aɪ/	[felju]	0
30	Adventure	/ədˈventʃər/		[adʒentʃər]	0

Name: Picti

University: UINisma

Addressed: Dau

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ʃeɪnɪŋ/	/ʃ/	-	1
2	Destination	/ˌdestɪˈneɪʃən/		-	1
3	Distraction	/dɪˈstrækʃən/		-	1
4	Cherish	/ˈtʃerɪʃ/	/tʃ/	[cerɪʃ]	0
5	Future	/ˈfjuːtʃər/		[ʃʃʊtʃər]	0
6	Watch	/wɒtʃ/		-	1
7	Thousand	/ˈθaʊzənd/	/θ/	[ʃaʊzən]	0
8	Anything	/ˈeniθɪŋ/		[enɪtɪŋ]	0
9	Mouth	/maʊθ/		[maʊt]	0
10	These	/ðiːz/	/ð/	[dɪz]	0
11	Weather	/ˈweðər/		[wether]	0
12	Breath	/breɪð/		[brɪtɪŋ]	0
13	About	/əˈbaʊt/	/aʊ/	-	1
14	Boy	/bɔɪ/	/aʊ/	-	1
15	Excitement	/ɪkˈsaɪtmənt/	/aɪ/	[eksaɪtmən]	0
16	Radiant	/ˈreɪdiənt/	/aɪ/	[radɪən]	0
17	Gentle	/ˈdʒəntəl/	/dʒ/	[ʒəntəl]	0
18	Strangest	/ˈstreɪndʒst/		[stɪrɪŋst]	0
19	Arrange	/əˈreɪndʒ/		[erɪŋ]	0
20	Pleasure	/ˈpleɪʒər/	/ɪʒ/	[plɪsər]	0
21	Garage	/ɡəˈrɑːʒ/	/aʊ/	[garɪʒ]	0
22	Above	/əˈbʌv/		-	1
23	Silence	/ˈsaɪləns/		[sɪləns]	0
24	Whisper	/ˈwɪspər/	/aʊ/	-	1
25	Fantasy	/ˈfæntəsi/	/aɪ/	[fəntəsi]	0
26	Campus	/ˈkæm.pəs/	/aɪ/	[kæmpəs]	0
27	Courage	/ˈkʌrɪdʒ/		[koreʒ]	0
28	Excitement	/ɪkˈsaɪtmənt/		[eksaɪtmən]	0
29	Value	/ˈvæljuː/	/aɪ/	[felju]	0
30	Adventure	/ədˈventʃər/		[adʒentʃər]	0

Name: Mita

University: UIN

Addressed: Dau

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ʃeɪnɪŋ/	/ʃ/	-	1
2	Destination	/ˌdestɪˈneɪʃən/		-	1
3	Distraction	/dɪˈstrækʃən/		-	1
4	Cherish	/ˈtʃerɪʃ/	/tʃ/	-	1
5	Future	/ˈfjuːtʃər/		-	1
6	Watch	/wɒtʃ/		-	1
7	Thousand	/ˈθaʊzənd/	/θ/	[ʃaʊzən]	0
8	Anything	/ˈeniθɪŋ/		[enɪtɪŋ]	0
9	Mouth	/maʊθ/		[maʊt]	0
10	These	/ðiːz/	/ð/	[dɪz]	0
11	Weather	/ˈweðər/		[wether]	0
12	Breath	/breɪð/		[brɪtɪŋ]	0
13	About	/əˈbaʊt/	/aʊ/	-	1
14	Boy	/bɔɪ/	/aʊ/	-	1
15	Excitement	/ɪkˈsaɪtmənt/	/aɪ/	-	1
16	Radiant	/ˈreɪdiənt/	/aɪ/	-	1
17	Gentle	/ˈdʒəntəl/	/dʒ/	[ʒəntəl]	0
18	Strangest	/ˈstreɪndʒst/		[stɪrɪŋst]	0
19	Arrange	/əˈreɪndʒ/		-	1
20	Pleasure	/ˈpleɪʒər/	/ɪʒ/	-	1
21	Garage	/ɡəˈrɑːʒ/	/aʊ/	[gerɪʒ]	0
22	Above	/əˈbʌv/		-	1
23	Silence	/ˈsaɪləns/		-	1
24	Whisper	/ˈwɪspər/	/aʊ/	-	1
25	Fantasy	/ˈfæntəsi/	/aɪ/	-	1
26	Campus	/ˈkæm.pəs/	/aɪ/	-	1
27	Courage	/ˈkʌrɪdʒ/		-	1
28	Excitement	/ɪkˈsaɪtmənt/		-	1
29	Value	/ˈvæljuː/	/aɪ/	[felju]	0
30	Adventure	/ədˈventʃər/		[adʒentʃər]	0

Name: Gardhes
 University : UM
 Addressed : Kasembon

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ʃeɪnɪŋ/	/ʃ/	-	1
2	Destination	/ˌdestɪˈneɪʃən/		-	1
3	Distraction	/dɪˈstrækʃən/		-	1
4	Cherish	/ˈtʃerɪʃ/		-	1
5	Future	/ˈfjuːtʃər/	/f/	-	1
6	Watch	/wɒtʃ/		-	1
7	Thousand	/ˈθaʊzənd/	/θ/	-	1
8	Anything	/ˈeniθɪŋ/		[enθɪŋ]	0
9	Mouth	/maʊθ/		-	1
10	These	/ðiːz/		-	1
11	Weather	/ˈweðər/	/w/	-	1
12	Breath	/breɪð/		[breɪθ]	0
13	About	/əˈbaʊt/		-	1
14	Boy	/bɔɪ/		-	1
15	Excitement	/ɪkˈsaɪtmənt/	/ɪ/	-	1
16	Radiant	/ˈreɪdiənt/		-	1
17	Gentle	/ˈdʒentəl/		-	1
18	Strangest	/ˈstreɪndʒst/		-	1
19	Arrange	/əˈreɪndʒ/	/ə/	-	1
20	Pleasure	/ˈpleɪʒər/		-	1
21	Garage	/ɡəˈrɑːʒ/		-	1
22	Above	/əˈbʌv/		-	1
23	Silence	/ˈsaɪləns/	/s/	-	1
24	Whisper	/ˈwɪspər/		-	1
25	Fantasy	/ˈfæntəsi/		[fæntəsi]	0
26	Campus	/ˈkæm.pəs/		-	1
27	Courage	/ˈkʌrɪdʒ/	/k/	-	1
28	Excitement	/ɪkˈsaɪtmənt/		-	1
29	Value	/ˈvæljuː/		-	1
30	Adventure	/ədˈventʃər/		[ədventʃər]	0

Name: Rara
 University : UM
 Addressed : Ngantong

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ʃeɪnɪŋ/	/ʃ/	-	1
2	Destination	/ˌdestɪˈneɪʃən/		-	1
3	Distraction	/dɪˈstrækʃən/		-	1
4	Cherish	/ˈtʃerɪʃ/		-	1
5	Future	/ˈfjuːtʃər/	/f/	-	1
6	Watch	/wɒtʃ/		-	1
7	Thousand	/ˈθaʊzənd/	/θ/	[ˈtaʊzən]	0
8	Anything	/ˈeniθɪŋ/		[ˈenɪŋ]	0
9	Mouth	/maʊθ/		[ˈmaʊk]	0
10	These	/ðiːz/		[ˈdɪz]	0
11	Weather	/ˈweðər/	/w/	[ˈweðər]	0
12	Breath	/breɪð/		[ˈbreɪθ]	0
13	About	/əˈbaʊt/		-	1
14	Boy	/bɔɪ/		-	1
15	Excitement	/ɪkˈsaɪtmənt/	/ɪ/	-	1
16	Radiant	/ˈreɪdiənt/		[ˈreɪdiən]	0
17	Gentle	/ˈdʒentəl/		-	1
18	Strangest	/ˈstreɪndʒst/		-	1
19	Arrange	/əˈreɪndʒ/	/ə/	[ˈreɪn]	0
20	Pleasure	/ˈpleɪʒər/		[ˈpleɪʒər]	0
21	Garage	/ɡəˈrɑːʒ/		-	1
22	Above	/əˈbʌv/		-	1
23	Silence	/ˈsaɪləns/	/s/	-	1
24	Whisper	/ˈwɪspər/		-	1
25	Fantasy	/ˈfæntəsi/		-	1
26	Campus	/ˈkæm.pəs/		kæmpʊs	0
27	Courage	/ˈkʌrɪdʒ/	/k/	-	1
28	Excitement	/ɪkˈsaɪtmənt/		-	1
29	Value	/ˈvæljuː/		[ˈfɛlyu]	0
30	Adventure	/ədˈventʃər/		-	1

Name: Fara
 University : Polinema
 Addressed : Turen

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ʃeɪnɪŋ/	/ʃ/	-	1
2	Destination	/ˌdestɪˈneɪʃən/		-	1
3	Distraction	/dɪˈstrækʃən/		-	1
4	Cherish	/ˈtʃerɪʃ/		-	1
5	Future	/ˈfjuːtʃər/	/f/	-	1
6	Watch	/wɒtʃ/		-	1
7	Thousand	/ˈθaʊzənd/	/θ/	[ˈtaʊzən]	0
8	Anything	/ˈeniθɪŋ/		[ˈenɪŋ]	0
9	Mouth	/maʊθ/		[ˈmaʊ]	0
10	These	/ðiːz/		-	1
11	Weather	/ˈweðər/	/w/	[ˈweðər]	0
12	Breath	/breɪð/		-	1
13	About	/əˈbaʊt/		-	1
14	Boy	/bɔɪ/		-	1
15	Excitement	/ɪkˈsaɪtmənt/	/ɪ/	-	1
16	Radiant	/ˈreɪdiənt/		-	1
17	Gentle	/ˈdʒentəl/		-	1
18	Strangest	/ˈstreɪndʒst/		-	1
19	Arrange	/əˈreɪndʒ/	/ə/	-	1
20	Pleasure	/ˈpleɪʒər/		-	1
21	Garage	/ɡəˈrɑːʒ/		-	1
22	Above	/əˈbʌv/		-	1
23	Silence	/ˈsaɪləns/	/s/	-	1
24	Whisper	/ˈwɪspər/		-	1
25	Fantasy	/ˈfæntəsi/		[ˈfæntəsi]	0
26	Campus	/ˈkæm.pəs/		[ˈkæmpʊs]	0
27	Courage	/ˈkʌrɪdʒ/	/k/	-	1
28	Excitement	/ɪkˈsaɪtmənt/		-	1
29	Value	/ˈvæljuː/		-	1
30	Adventure	/ədˈventʃər/		[ədventʃər]	0

Name: Najwa
 University : Polinema
 Addressed : Turen

No	Word	IPA	Target Sound	Error Word	Score
1	Sharing	/ʃeɪnɪŋ/	/ʃ/	-	1
2	Destination	/ˌdestɪˈneɪʃən/		-	1
3	Distraction	/dɪˈstrækʃən/		-	1
4	Cherish	/ˈtʃerɪʃ/		-	1
5	Future	/ˈfjuːtʃər/	/f/	-	1
6	Watch	/wɒtʃ/		-	1
7	Thousand	/ˈθaʊzənd/	/θ/	[ˈtaʊzən]	0
8	Anything	/ˈeniθɪŋ/		[ˈenɪŋ]	0
9	Mouth	/maʊθ/		[ˈmaʊt]	0
10	These	/ðiːz/		[ˈdɪz]	0
11	Weather	/ˈweðər/	/w/	[ˈweðər]	0
12	Breath	/breɪð/		[ˈbreɪθ]	0
13	About	/əˈbaʊt/		[ˈabot]	0
14	Boy	/bɔɪ/		-	1
15	Excitement	/ɪkˈsaɪtmənt/	/ɪ/	[ˈeksaɪtmən]	0
16	Radiant	/ˈreɪdiənt/		[ˈredien]	0
17	Gentle	/ˈdʒentəl/		-	1
18	Strangest	/ˈstreɪndʒst/		[ˈstreɪndʒ]	0
19	Arrange	/əˈreɪndʒ/	/ə/	[ˈreɪn]	0
20	Pleasure	/ˈpleɪʒər/		-	1
21	Garage	/ɡəˈrɑːʒ/		[ˈgɛrɛʒ]	0
22	Above	/əˈbʌv/		-	1
23	Silence	/ˈsaɪləns/	/s/	-	1
24	Whisper	/ˈwɪspər/		[ˈwɪspɛr]	0
25	Fantasy	/ˈfæntəsi/		[ˈfæntəsi]	0
26	Campus	/ˈkæm.pəs/		[ˈkæmpʊs]	0
27	Courage	/ˈkʌrɪdʒ/	/k/	[ˈkʌrɪdʒ]	0
28	Excitement	/ɪkˈsaɪtmənt/		[ˈkɔrɛ]	0
29	Value	/ˈvæljuː/		[ˈfɛlyu]	0
30	Adventure	/ədˈventʃər/		[ˈədventʃər]	0

Appendix 5 Transcript Interviews

Interview Question
A. General Language Background 1. What language do you use most in your daily life? Answer: S1 : "I mostly use Javanese and Indonesian, but sometimes mix them with English". S2 : "Mostly Javanese... It's more of a mix of Surabaya, Malang, and Kediri dialects because I used to live in Kediri" S5 : "The language I frequently use is Javanese". S7 : "typically use a mix of both, mostly Indonesian, but sometimes Javanese." S8 : "Javanese... (Malang dialect?) Yes". 2. Do you usually speak Javanese (Malang dialect) in your daily conversations? Answer: S1 : "I normally use the Malang dialect, but I sometimes mix it with other Javanese dialects because I have friends from outside Malang." S2 : "mix of Surabaya, Malang, and Kediri dialects, since I used to live in Kediri." S5 : "Yes, I use the Malang dialect in my daily conversations." S7 : "It depends on the person I'm speaking to. If they speak Javanese, I reply in Javanese, and the same goes for Indonesian". S8: "Yes." <i>1. Bahasa apa yang paling sering Anda gunakan dalam kehidupan sehari-hari?</i> Jawaban : <i>S1 : "Bahasa yang sering digunakan adalah Bahasa Jawa dan Bahasa Indonesia, tapi kadang-kadang tercampur dengan Bahasa Inggris".</i> <i>S2 : "Bahasa Jawa sih".</i> <i>S5 : "Bahasa yang sering saya gunakan adalah bahasa Jawa".</i> <i>S7 : "Biasanya sih aku campuran sih, biasanya pake bahasa indonesia kadang pake bahasa jawa".</i> <i>S8 : "Bahasa Jawa"</i> <i>2. Apakah Anda biasanya berbicara dalam bahasa Jawa (dialek Malang) dalam percakapan sehari-hari?</i> Jawaban : <i>S1 : "Biasanya menggunakan Bahasa Jawa dari Malang, tapi kadang campuran dengan Bahasa Jawa lain soalnya teman-teman juga ada yang dari luar Malang".</i> <i>S2 : "Lebih ke Surabaya juga, Malang, terus Kediri juga, soalnya dulu pernah di Kediri."</i> <i>S5 : "Iya, saya bisa menggunakan dialek malang dalam percakapan sehari-hari".</i> <i>S7 : "Kalau lawan bicara aku pake bahasa jawa, aku juga pake bahasa jawa, kalau lawan bicara aku pake bahasa indonesia ya pake bahasa Indonesia"</i> <i>S8 : "Ya."</i>

B. First Language (L1) Interference

3. Do you think your first language (Javanese) influences your English pronunciation?

Answer:

S1 : "Yes, Javanese heavily influences my English pronunciation."

S2 : "I think it does, because Javanese has a very thick accent (medok), so it naturally affects how I sound."

S5 : "It influences it a lot because the accents are very different."

S7 : "Yes, it probably causes some words to be pronounced incorrectly according to English rules."

S8 : "Absolutely, it has a strong influence, especially when I first started learning English."

4. In what way does your first language influence your pronunciation of English words?

Answer:

S1 : "The most prominent influence is the thick Javanese accent (medok), making my English sound very thick as well."

S2 : "It's definitely the thick accent, which makes it difficult to pronounce English words properly."

S5 : "The most significant factor is the accent."

S7 : "Javanese tends to have a thick accent and every letter is pronounced clearly, whereas in English, some sounds are often dropped or silent."

S8 : "It mostly affects my overall pronunciation."

5. When speaking English, do you sometimes pronounce words based on Javanese pronunciation patterns?

Jawaban

S1 : "I actually do it quite often; I tend to apply Javanese pronunciation patterns to English words."

S2 : "Yes, especially with words containing strong consonants like 'G' and 'B'. They end up sounding very thick and unnatural in English."

S5 : "Yes, I occasionally pronounce English words using Javanese phonetic patterns."

S7 : "Yes, sometimes I still get carried away by the Javanese accent or intonation."

S8 : Yes, I do."

6. Do you notice differences between Javanese sound patterns and English sound patterns?

Answer :

S1 : "Yes, I am highly aware of the differences between Javanese and English sound patterns."

S2 : "Honestly, I don't pay too much attention to it because I rarely speak English, so I don't really notice the differences."

S5 : "Yes, I strongly notice the differences in sound patterns between the two languages."

S7 : "Yes, the differences are very noticeable."

S8 : "Yes, I definitely realize that they are different."

3. Menurut Anda, apakah bahasa ibu Anda (Bahasa Jawa) memengaruhi pengucapan bahasa Inggris Anda?

Jawaban :

S1 : "Sangat berpengaruh ya Bahasa Jawa untuk pengucapan Bahasa Inggris."

S2 : "Menurut aku mempengaruhi sih Mbak, soalnya kan di bahasa Jawa itu kan lebih ke medok berat gitu, jadinya ya ngaruh sih."

S5 : "Sangat mempengaruhi karena aksennya sangat berbeda."

S7 : "Ya mungkin ada beberapa kata yang emang gak sesuai sama kaedah bahasa inggrisnya ya."

S8 : "Betul, sangat mempengaruhi, apalagi saat awal-awal belajar bahasa Inggris."

4. Dalam hal apa bahasa ibu Anda memengaruhi cara Anda mengucapkan kata-kata dalam bahasa Inggris?

Jawaban :

S1 : "Dan yang paling mempengaruhi adalah dialect medoknya itu, jadinya medok banget."

S2 : "Ya itu Mbak, medok-medoknya itu, jadi susah ya ngomongnya, nggak sesuai."

S5 : "Yang paling mempengaruhi itu adalah aksen."

S7 : "Kalau bahasa jawa itu kan kadang agak medok ya kayak jelas gitu kan dibacanya, nah kalau bahasa inggris kan kadang ada yang hilang-hilang."

S8 : "Lebih ke pronunciation sih."

5. Saat berbicara dalam bahasa Inggris, apakah Anda terkadang mengucapkan kata-kata berdasarkan pola pengucapan bahasa Jawa?

Jawaban :

S1 : "Bahkan sering ya cara pengucapan Bahasa Jawa di Bahasa Inggris kan, seperti itu."

S2 : "Iya Mbak, apalagi kayak kalimat-kalimat yang banyak G, B gitu kan, jadi medok gitu, nggak ikut."

S5 : "Iya, terkadang saya mengucapkan bahasa Inggris berdasarkan pola pengucapan bahasa Jawa."

S7 : "Ya kadang masih kebawah logat-logatnya atau susunan katanya."

S8 : "Ya, betul."

6. Apakah Anda memperhatikan perbedaan antara pola bunyi bahasa Jawa dan pola bunyi bahasa Inggris?

Jawaban :

S1 : "Ya sangat menyadari bahwa ada perbedaan pola bunyi Bahasa Jawa dan Bahasa Inggris."

S2 : "Wah, kayaknya nggak terlalu berhati-hati ya Mbak, soalnya kan kita jarang ya aku ngomong bahasa Inggris, jadi ya nggak sering terlalu memperhatikan gitu."

S5 : "Iya sangat menyadari adanya perbedaan antara pola bunyi bahasa Jawa dengan bahasa Inggris."

S7 : "Ya ada banget."

S8 : "Ya, sadar kalau itu memang berbeda."

C. Specific Pronunciation Difficulties

7. What sounds in English are difficult for you to pronounce? Why?

Answer :

S1 : “The most difficult sounds are usually the 'TH' and 'SH' sounds. They are hard to distinguish and challenging to pronounce correctly.”

S2 : “Based on the test, I struggled with the 's' or 'sh' sounds. They are difficult for me because I'm not used to them.”

S5 : “Sounds like 'd' and 't' are quite difficult because their articulation in Javanese is very different from English.”

S7 : “Probably the 'TH' sounds. They often slip into a 'D' sound, making it sound thick and harsh. And for the 'G' sound, it tends to be pronounced way too heavily.”

S8 : “Words like 'mouth' are unclear to me and very difficult to pronounce, especially when the 'TH' sound is at the beginning, like in the word 'three'.”

8. Do you have difficulty pronouncing sounds that do not exist in Javanese (e.g., /θ/, /ð/)?

Answer:

S1 : “Since those sounds barely exist in Javanese, I find it really hard to pronounce those specific phonemes accurately.”

S2 : “It's difficult because I'm really not used to it. I'm used to pronouncing consonants heavily, so having to make them sound softer is challenging.”

S5 : “Yes, I struggle a lot to pronounce English sounds that don't exist in Javanese.”

S7 : “Maybe a little, but it's not actually that difficult for me because learning Arabic letters (hijaiyah) like 'tsa' and 'dza' helps.”

S8 : “Yes, exactly. Those two specific sounds are the ones I find quite hard to pronounce.”

9. Which words from the pronunciation test were the most difficult for you?

Answer

S1 : “Many words in the pronunciation test were difficult; in fact, almost all of them were hard for me.”

S2 : “I think the difficult ones were words like 'smooth' and 'thousand'. Those were really tough.”

S5 : “The hardest one for me was the word 'this'. I mispronounced it as 'dis'.”

S7 : “Words like 'strangers' and 'arranged'. If I have to read them spontaneously, I'd probably still get them wrong. Also, words with complex vowel sounds.”

S8 : “Probably the words from number 7 to 9, particularly words like 'mouth' and 'smooth'.”

10. What made those words difficult to pronounce?

Answer :

S1 : “Because those sounds don't exist in Javanese, making them hard to pronounce. Plus, with my thick accent, it's difficult to articulate them accurately.”

S2 : “Because the articulation is different. We usually pronounce things heavily, but for these words, the sounds need to be softer.”

S5 : “Because I have to position my tongue in ways I'm not used to.”

S7 : “Indonesian and Javanese have very clear pronunciation rules. In English, some letters are silent, or the 'R' sound changes entirely.”

S8 : “It's difficult because they sound very similar to each other, but they are actually different. Overall, producing those specific sounds is just challenging.”

7. Bunyi apa dalam bahasa Inggris yang sulit kamu ucapkan? Mengapa?

Jawaban :

S1 : “Terus yang sulit diucapkan itu biasanya yang ada huruf TH, jadi kayak SH itu sulit dibedakan dan sulit cara mengucapkannya.”

S2 : “Kalau menurut aku dari tesnya itu susah kayak seh-seh gitu sih, ya itulah susah pengucapannya, nggak biasa.”

S5 : “Yang sulit dalam bahasa Inggris itu seperti de, te, dan lain-lain, karena di bahasa Jawa sangat berbeda dengan bahasa Inggris.”

S7 : “Mungkin kayak THTH gitu-gitu mungkin bisa jadi kepresidenya kayak D jadi kayak gak halus gitu lebih metok... kalau itu kayak G kayaknya jarinya kayak terlalu dimetokkan.”

S8 : “Kayak 'mouth', itu kan tidak terlalu jelas, itu menurutku terlalu sulit, apalagi kalau tanda itu ada di depan kayak 'three', tiga, kayak gitu.”

8. Apakah Anda mengalami kesulitan mengucapkan bunyi-bunyi yang tidak ada dalam bahasa Jawa (misalnya, /θ/, /ð/)?

Jawaban :

S1 (Ari): “Soalnya karena itu tuh hampir tidak ada di Bahasa Jawa, jadi kita juga kesusahan untuk mengucapkan sesuai fonem itu.”

S2 : “Susah Mbak, soalnya kan nggak biasa banget tuh ngucap... biasanya tebal jadi kan ditipis-tipis gitu Mbak, itu susah sih.”

S5 : “Iya, saya sangat kesulitan mengucapkan bunyi bahasa Inggris yang tidak ada dalam bahasa Jawa.”

S7 : “Mungkin sih, tapi sebenarnya tidak begitu sulit karena agak bagiku karena belajar huruf jaiya itu kaya huruf sas, samat, ta gitu ya.”

S8 : “Ya, betul. Dua kata itu atau dua bunyi itu yang menurutku agak susah untuk diucapkan.”

9. Kata-kata mana dari tes pengucapan yang paling sulit bagi Anda?

Jawaban :

S1 : “Pronunciation test yang susah banyak, hampir semuanya susah.”

S2 : “Menurut aku yang susah itu ya Mbak, ya kayak se-mau-itu itu susah sih Mbak, kayak 'thousand' itu susah sih.”

S5 : “Yang paling sulit menurutku adalah dis, dis, saya disitu membacanya dis.”

S7 : “Kayak 'strangers', 'arranged', nah itu mungkin kalau spontan baca kayaknya mungkin masih salah ya, terus... vokal-vokal ae-ae gitu lah.”

S8 : “Kata-kata yang kayaknya nomor 7 sampai 9 deh pokoknya yang 'mouth'... terus habis itu 'smooth'.”

10. Apa yang membuat kata-kata itu sulit diucapkan?

Jawaban :

S1 : “Karena di Bahasa Jawa tuh gak ada, jadi tuh sulit gitu loh buat mengucapin, kan apalagi medok itu, jadi kurang bisa untuk mengucapkan dengan tepat.”

S2 : “Soalnya itu beda ya, kita kan biasanya tebal, kalau ini harus tipis ya.”

S5 : “Karena harus menempatkan lidah pada tempat yang tidak biasanya.”

S7 : “Bahasa Indonesia sama bahasa Jawa itu kan pelafalannya itu kan jelas... kalau bahasa Inggris kan kadang-kadang kayak huruf-hurufnya tuh hilang, R jadi R gitu-gitulah.”

S8 : “Sulit karena hampir mirip untuk membunyikannya, tapi sebenarnya itu beda-beda... Intinya itu susah lah dalam pengucapan bunyinya itu.”

D. Self-Awareness and Improvement

11. What do you think causes your mispronunciation in English?

Answer :

S1 : “There are so many differences in meaning and pronunciation. It's also hard because my vocabulary is limited, so I often don't know how to pronounce unfamiliar words.”

S2 : “I think it's mainly due to a lack of practice, since we use Javanese every day. As a result, English is rarely applied in daily life.”

S5 : “I believe the main cause is that I use Javanese too often, which makes it hard for me to adapt to English pronunciation.”

S7 : “First, I often don't know the correct pronunciation. Second, English spelling can be confusing because the pronunciation isn't always straightforward, and sometimes letters are silent.”

S8 : “The main cause is a lack of practice. We just don't practice pronouncing those words often enough.”

12. How do you usually try to improve your English pronunciation?

Answer :

S1 : “I usually watch YouTube videos and try to use English every day.”

S2 : “I usually listen to English music or watch movies. I still use subtitles, but I think it helps my pronunciation at least a little bit.”

S5 : “To improve my pronunciation, I try to practice speaking English more frequently in my daily life.”

S7 : “I typically use Google Translate to listen to the correct pronunciation of a word, and then I just repeat it until I get it right.”

S8 : “I usually listen to the audio first by typing the word into Google Translate or an online dictionary. Then, I repeat it over and over until I can finally pronounce it correctly.”

11. Menurut Anda, apa yang menyebabkan Anda salah mengucapkan kata-kata dalam bahasa Inggris?

Jawaban :

S1 : “Beda banyak bedanya, kayak artinya ini tapi ternyata Bahasa Inggris kayak gini, jadi vocabulary nya juga beda, susah juga karena banyak vocabulary yang gak tahu.”

S2 : “Ya kalau menurut saya kurang latihan sih Mbak soalnya kan kita sehari-hari pakai bahasa Jawa... Jadi ya bahasa Inggris itu kurang dicerapkan lah.”

S5 : “Menurut saya, penyebab kesalahannya karena saya terlalu sering menggunakan bahasa Jawa, sehingga sulit untuk beradaptasi pada bahasa Inggris.”

S7 : “Yang pertama karena aku gak tau itu pronunciation yang bener itu gimana, yang kedua... karena Bahasa Inggris tuh kadang bacanya kan gak jelas gitu kan, kayak ada sesuatu yang hilang.”

S8 : “Penyebab kesalahan pengucapan karena tidak melatihnya... tapi kita gak sering-sering latihan itu.”

12. Bagaimana biasanya Anda berusaha meningkatkan pengucapan bahasa Inggris Anda?

Jawaban :

S1 : “Cara biasanya youtube biasanya setiap hari pakai Bahasa Inggris.”

S2 : “Kalau aku ya Mbak biasanya itu aku dengerin musik sih gitu... Nonton...

Ya pakai subtitle tapi kan mungkin menurut aku membantu meskipun sedikit.”

S5 : “Cara saya untuk meningkatkan pernaun, saya harus sering-sering belajar buat ngomong bahasa Inggris di searian.”

S7 “Ya biasanya aku sih belajarnya lewat Google Translate ini pengucapan yang bener gimana sih? ... terus baru ngulang-ulangin pronunciation yang bener”.

S8 : “Caranya aku mendengarkan terlebih dahulu kayak entah itu lewat Google dulu, jadi aku ketik di Google Translate atau Dictionary Online... Nah itu nanti gue ulang-ulang sampai aku bener-bener menemukan dan bisa mengucapkan.”

Appendix 6 Documentation



Appendix 7 Evidence Guide Consultation



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No.	Tanggal	Materi Bimbingan	Tanda Tangan
1.	2 Juni 2025	Konsultasi judul proposal skripsi	
2.	1 Juli 2025	Konsultasi BAB I	
3.	27 Oktober 2025	Konsultasi BAB II	
4.	1 Desember 2025	Konsultasi Revisi BAB I dan II	
5.	24 November 2025	Konsultasi BAB III & Persetujuan Seminar Proposal	
6.	28 November 2025	Konsultasi revisi BAB I, II & III dan Instrument	
7.	29 April 2026	Konsultasi Instrument	
8.	28 Mei 2026	Konsultasi BAB IV & V	

Dosen Pembimbing

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Appendix 8 Curriculum Vitae

Curriculum Vitae

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