

A Contrastive Analysis on Consonant Pronunciation of English and Javanese (A Case Study in Javanese Learners of English Departments of UIN SGD Bandung)

Eko Susanto¹, Andang Saehu²

¹ Program Studi S2 Ilmu Linguistik, Fakultas Ilmu Budaya Universitas Sebelas Maret,
Jl. Ir. Sutami no 36 Kentingan Surakarta

² Program Studi Sastra Inggris, Fakultas Adab dan Humaniora UIN SGD,
Bandung, Jawa Barat

Email: eko.susanto@student.uns.ac.id, andangsaehu@uinsgd.ac.id

Abstract: This research concentrates on consonant pronunciation of Javanese students from English Departments of UIN SGD Bandung. The students' pronunciation of English words is suspected to be influenced by the areas they are coming from, such as: Bandung-mBandung, Deli-nDeli, Gombong-ngGombong. This study is aimed at answering the following research questions: 1. How is the Javanese students' pronunciation of English reading text? 2. What are the similarities and differences of consonant pronunciation found in reading text? 3. What makes the Javanese students of English Departments mispronounced the consonant pronunciation? The researcher wants to investigate the aforementioned phenomenon not only in Phonology and Pronunciation, but also in the field of Contrastive Analysis by Crystal (2008) and Richards (1974). To find the factors resulted in Javanese students mispronounced the consonant pronunciation, the researcher used error analysis theory by Corder (1974) and Crystal (2008). The method of study used is qualitative descriptive method using purposive sampling. Then, the researcher used an English reading text to be a tool of analysis. This research found that there are three of four problems in pronunciation. The first is letters and sounds problems experienced by fifteen participants. The second is basic sounds problems produced by five participants. The last one is words and utterance problems by four participants. The results also showed that the similarities of both of languages are in /c/ which is the same as /tʃ/ and /j/ is the same as /dʒ/. Meanwhile the differences are /d/, /t/, /n/, /c/, /y/, and /ʔ/ are not found in English. In contradictory to English, in Javanese the following /dʒ/, /tʃ/, /v/, /θ/, /ð/, /ʃ/, and /z/ are not found. Furthermore, the cultural background of the Javanese students is one of the error factors by which the students added phonemes /b/, /d/, /g/, such as: background, difficulties, done, between, back up, bad, because, go, and project. Moreover, one group of participants did not know how to pronounce words such as: women, data, bilingual, and foreign. The others had low concentration when pronouncing words such as: asked, expected, lack, racism and alive.

Keywords: Pronunciation, Javanese, English Reading Text, Contrastive Analysis, Consonant

Abstrak: Penelitian ini berkonsentrasi pada pelafalan konsonan dari mahasiswa Jawa di Jurusan Bahasa Inggris UIN SGD Bandung. Pelafalan kata-kata bahasa Inggris para mahasiswa diduga dipengaruhi oleh daerah asal mereka, seperti: Bandung-bandung, Deli-deli, Gombong-ngGombong. Penelitian ini bertujuan untuk menjawab pertanyaan penelitian berikut: 1. Bagaimana pelafalan siswa Jawa terhadap teks bacaan berbahasa Inggris? 2. Apa saja persamaan dan perbedaan pelafalan konsonan yang ditemukan dalam teks bacaan? 3. Apa yang menyebabkan mahasiswa Jawa di Jurusan Bahasa Inggris salah dalam melafalkan pelafalan konsonan? Peneliti ingin menyelidiki fenomena tersebut di atas tidak hanya dalam bidang Fonologi dan Pengucapan, tetapi juga dalam bidang Analisis Kontrasif oleh Crystal (2008) dan Richards (1974). Untuk menemukan faktor-faktor yang menyebabkan siswa bahasa Jawa salah dalam melafalkan pelafalan konsonan, peneliti menggunakan teori analisis kesalahan oleh Corder (1974) dan Crystal (2008). Metode penelitian yang digunakan adalah metode deskriptif kualitatif dengan menggunakan purposive sampling. Kemudian, peneliti menggunakan teks bacaan bahasa Inggris sebagai alat analisis. Penelitian ini menemukan bahwa ada tiga dari empat

partisipan. Yang terakhir adalah soal kata-kata dan ucapan oleh empat peserta. Hasil penelitian juga menunjukkan bahwa persamaan dari kedua bahasa tersebut terdapat pada /c/ yang sama dengan /tʃ/ dan /j/ yang sama dengan /dʒ/. Sementara itu, perbedaannya adalah /d/, /t/, /n/, /c/, /y/, dan /ʔ/ tidak ditemukan dalam bahasa Inggris. Berkebalikan dengan bahasa Inggris, dalam bahasa Jawa tidak ditemukan fonem /dʒ/, /tʃ/, /v/, /θ/, /ð/, /ʃ/, dan /z/. Selain itu, latar belakang budaya dari siswa Jawa menjadi salah satu faktor kesalahan dimana siswa menambahkan fonem /b/, /d/, /g/, seperti: latar belakang, kesulitan, dilakukan, antara, back up, buruk, karena, pergi, dan proyek. Selain itu, satu kelompok peserta tidak tahu bagaimana cara melafalkan kata-kata seperti: women, data, bilingual, dan foreign. Sementara itu, peserta lainnya memiliki konsentrasi yang rendah saat mengucapkan kata-kata seperti: diminta, diharapkan, kurang, rasisme, dan hidup.

Kata kunci: Pengucapan, Bahasa Jawa, Teks Bacaan Bahasa Inggris, Analisis Kontrastif, Konsonan

1. INTRODUCTION

A language can not be separated from pronunciation. In the process of pronunciation, there are vowels and consonants. A vowel is a speech sound produced by humans when the breath flows out through the mouth without being blocked by the teeth, tongue or lips. Different from vowel, consonant is a speech sound produced by stopping the air from flowing easily through the mouth, especially by closing the lips or touching the teeth with the tongue. Both of them have function to produce the sound in language.

Besides that, pronunciation is known by language and can be used if it expresses the sound itself. Then, language as a tool of interaction is important for human being. Likewise, it can be used to get information (science, culture), and to unite ethnics and even nations. A tool to unite those ethnics and nations in Indonesia is Bahasa. Indonesia as a rich country of cultures and ethnics has many languages. Javanese is one of vernacular or local dialects in Indonesia. Meanwhile, it is one of languages in Indonesia which has long history. In the book Tata Bahasa Jawa is cited that "Bahasa Jawa satu asal dengan bahasa orang-orang di sekitar Pulau Jawa, seperti bahasa Sunda, Melayu, Madura, Bugis dan sebagainya. (Javanese is one the source of languages among island, such as: Sundanese, Malay, Madura Language, Bugis and so on) (Purwadi, Mahmudi, Zaidah, 2012:1).

Naturally, the Javanese was developing, and then ancient Javanese experienced so that it was born Kawi's words. In continuing, it becomes the Javanese using now. Moreover, the Kawi's words are mentioned as Sansekerta words beginning from foreign language, such as: Portuguese (meja, greja, gendera), China (bakmi, bakwan, teh). Until now the Javanese is a unique language when people use it. The uniqueness of Javanese can be seen from the dialects with adding consonants below:

"Bahasa Jawa standar kata 'saya' disebut aku [aku], dhewek [dewe] yang dalam bahasa Indonesia artinya sendiri, biasanya dalam bahasa Jawa standar kata sendiri disebut 'dhewe' [Dhewe]." (Javanese standard is the word "I" is named aku [aku], dhewek [dewe] which is in Indonesia means me, usual in Javanese standard the word 'me' is named 'dhewe' [Dhewe]). (Tri, 2003:71).

However, Javanese utter words as a place name that begins phoneme /b/, /d/, /g/, /j/ always adds sound "m", "n", "ny" or "ng" and sometimes they are not able to differ a word nearly same sound but different meaning, e.g. on Bandung-mBandung, Deli-nDeli, Gombong-ngGombong, Jambi-nyJambi, Depok-nDepok (Chaer, 2010:122).

On the other hand, the existence of English in Indonesia is a foreign language because the majority of Indonesian people seem to agree that the first language in the country is Bahasa and the second one is vernacular or local dialect, such as Malay, Sundanese, and Javanese itself (Chaer, 2010:225). Based on quotation above which has many complexity in utterance

and know how the Javanese accent. The researcher concludes that it is very interesting to be a research paper. Anyway, knowing the different usage of Javanese can be used to learn foreign language, so that language learners are aware and understand how to learn English well, exactly in pronunciation.

This research seeks to analyze English and Javanese's consonant pronunciation. The data is taken from reading text for IELTS book in test 1 part 2 by Suryana and students of English departments as an object. There are some previous studies related to this research. The first research was conducted by Humaedi (2009). He described about inflected verb of English and Arabic. Within using contrastive analysis the researcher can get different and similar aspects from tense influence. Furthermore, the second research was conducted by Fitri (2013). She described about similarities and differences in English and Sundanese, exactly in humor. The last one is research by Sandy (2005) investigating about comparative study between English and Arabic relative pronouns. The current research is the same as those of previous comparative studies. However, the gaps of current study are the use of Javanese compared to English, the use of reading text to see the consonant similarities and differences of Javanese' pronunciations, and the factors the Javanese learners of English Departments mispronounced the consonant pronunciation.

2. LITERARY REVIEW

Pronunciation

This section is going explanation about the definition of pronunciation. Previously, language accordance to O'Connor (1998:1), there is part of skill is obviously different; it is in written and spoken. If in the written it always uses grammatical method, but in spoken besides has to aware in grammatical, it has to know and understand in Pronounced. Instead, Indriyani (2001:102) argued that pronunciation is one of the most difficult areas of the English language. On other source, the main problem of English pronunciation is to build a new set of boxes corresponding to the sound of English, and to break down the arrangement of boxes which the habits of our native language have so strongly built up (O'Connor, 1998:3). Supporting the previously statement, Watts (1972:333) stating that pronunciation habit is in learning read and write English. The pronounced may sound easy, but isn't. Unfortunately, it is never easy establish good habit. It is always the bed ones which come most naturally (O'Connor, 1998:3). The last stated by Jones (1977:X), he argued that received pronunciation is regional base. Based on some quotations above, it can be concluded that spoken is different ones to other skill language, because in the skill besides has to aware in grammatical, it has to know and understand how to good in pronounced.

Problem in Pronunciation

Ensuing, study on pronunciation is not easy to be learning, although it has been known the theory, it is not yet enough because language its habit. For completing the research, the participants read the text to know how they pronounced the letters in a text. Hence, the quotation below is going to corroborate the citation before:

"In a book which is dealing with pronunciation this is inconvenient; it would be much more useful if the reader could always be certain that one letter represented one and only one sound, that when he saw a letter he would know at once how to pronounce it" (O'Connor, 1998:8).

Based on citation, the pronunciation is going to explore from the problem. The problem of pronunciation consists of the basic sounds, letters and sounds, sound and sound-group, and the last words and utterance. Basic of sounds are the sounds at the beginning of each of the words in the following are all different. The letters which stand for these sounds are written in italic

type:

pier veer near

beer sheer weir

This is the sound at the beginning of the word, the initial sound, which makes one word different from all the other word in the list. Since the sounds are distinctive, it is obviously necessary to be able to make them sound different: they are basic sound of English all kind of English, so are the sounds of the letters in italic type in these lists:

base wrath

baize wrong

In these lists the sounds at of the word are distinctive, the final sounds. If it count up the sounds which are distinctive in initial position and those which are distinctive in final position it will find that there are ten altogether. These ten sounds which occur initially and finally, though they occur in other position too, are called consonants.

Letters are written and sounds are spoken. It is very useful to remain when written the letter because found the correspondence sounds. But in fact, they cannot make it pronounce sound if it does not already know. English spelling is not always easy what sounds the letters stand for. Such as: in the words city, busy, woman, pretty, village. The letters i, y, u, o, e and all stand for the same vowel sound. Even if, the words of banana, bather, man, many the letter a stands for five different vowel sounds. It deals with pronunciation this is inconvenient. It means that one letter represented one and only one sound, and when it saw a letter it would know at once how to pronounce it.

The sound and sound-group consists of similar and differential the place speech of sound. As well as vowel or consonant is different in production of the sound. Without the sound that produces some people are different, but the language has standard in pronouncing. Here is the letter 'tea' /ti:/ and 'two' /tu:/. The organ of speech are not movement and still in 't'. Therefore the resulting the sounds are not the same. The quotation below is being explored about the statement language standard in pronouncing.

Words and Utterance

It has been about the pronunciation of short pieces of speech, sound or single word. The sounds and words are connected together with other to make up longer utterances. Here there are longer utterance have special difficulties.

- First, they have to pronounce smoothly, without hesitations and stumbling over the combination of sounds. Such as: library, lately, been,
- Secondly. It is about English in longer utterance. The utterance some of the words are treated as being more important to the meaning than others.
- Thirdly, the rhythm of English must be mastered. That is, the different lengths which the syllables of English are given and the reasons why these different lengths occur.
- Fourthly, the tone of voice, the melody of speech is different in different language.

Contrastive Analysis and Error Analysis

Contrastive analysis refers to the comparison of the linguistic system of two languages. In second language learning, its aim is to identify differences and similarities between a source language and target language. In the book who created by Crystal (2008:112) that the differences are studied and identified as 'areal of potential difficulties' of learners. These

potential difficulties may occur as a result interference or negative transfer.

This research concentrates in contrastive analysis on consonant pronunciation, so that it also discuss about phonology contrastive. In the book of Mr. Tarigan there is a phenomenon about phonology contrastive. He stated in his book that Fonologi kontrastif adalah sebuah cabang linguistik yang meneliti fonem-fonem serta urutan fonem yang terdapat dalam dua bahasa. (Contrastive in Phonology is a part of linguistics that analyzes the phonemes and also the structure phoneme in two languages) (Tarigan, 2009:221).

Accordingly some of quotation above can be conclude that contrastive analysis can be a tool to analysis the comparative research. Then the research also can be easy for learner to study interlinguas and sequent phoneme the languages. Consequently, the purpose of the research, it use the term deviance, deviation and deviant form to refer to both errors and mistakes since the data of the study do not allow it to determine whether the learners' deviation are systematic or not. According to Crystal (2008:173), error analysis as "a technique for identifying, classifying and systematically interpreting the unacceptable form produced by someone learning a foreign language using any of principles and procedures provided by linguistic." Corder (1974) also considers that the systematic nature of mistake cannot be discerned, as they are part of what we call "slip of the tongue". So far, mistakes are circumstantial, and they can be corrected by the learner easily.

Thus, mistakes do not play a rule in the process of language learning. Supporting Corder's Statement, Crystal (2008:173) stated that errors are assumed to reflect in a systematic way the level of competence of the learner: they are concentrated with mistakes which are performance limitations that a learner would be able to correct.

Consonant

In English phonemes have twenty four consonant. And then the twenty four here is decided to nice place of articulation. Before discussions about it, he is going to explain the definition. In accordance to Jones (2003:138-221), "the following of phonological system of English consonant sound is base on. Hereafter, accordance to the position of the vocal cords the consonants can be divided into two parts. The first one is voiced that is the rest of the consonants. Then, last one is voiceless, such as: /p/, /t/, /k/, /s/, /h/, /tʃ/, /f/, /θ/ (Indriani, 2001:8).

The formal dialect of Javanese is derived from central java dialect. It contains from Yogyakarta and Surakarta dialect. In fact, Javanese phonemes also consist of the vowel and consonant. Javanese exactly has twenty three phonemes. To complete the research now is used just consonant phonemes. Here is the consonants sounds in Javanese which are divided based on the articulators, then, the data of consonant is taken from Wedhawati (2012:65-74).

3. RESEARCH METHOD

This research is a case study using phonology and pronunciation approach. A case study here is for answering social phenomena in language learners. As stated by Dornyei (2007:7) that clearly about social phenomenon as they occur naturally and take place in the natural setting without any attempt to manipulate the situation under study. The method used is qualitative descriptive method, because this method can be used to analyze data, interpret and research on natural condition. Accordingly Creswell (2009: 256) stated that Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the participants' setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data. The final written report has a flexible writing structure.

The techniques were namely audio and video recording. The audio and video recording was used to taking data from source of data (student's pronunciation), and mobile phone's recorder was as a tool for recording. According to Wray and all (1998:153), audio and video recording is a support to many types of work, where it may save the researcher from having to make frantic notes at the time and risk missing important information. Because of the research concentrates in pronunciation, he needs the record to help collecting data for analysis need. Then, the process of collecting data he follows some steps below:

1. Students read an English reading text about academic text loudly.
2. While reading text, the tape recorder is switched on to save student reading.
3. Subsequently, the researcher transcribes an English reading text into phonetic symbol.

The object and setting of the research are the Javanese learners who are studying in three English Departments: English Literature Department (SI), English Department-Diploma (D3-BI) in Faculty of Humanities, and English Education Department (PBI) in Faculty of Teacher Training and Education. All these departments are in Sunan Gunung Djati of State Islamic University, Bandung West Java Indonesia. Further the sampling of the research used is purposive sampling. As stated by Hkikmat (2011:64), purposive sampling ialah pengambilan sample berdasarkan kapasitas dan kapabelitas atau yang kompeten/benar-benar paham di bidangnya diantara anggota populasi. The reason for selecting the specific study units is to have those that will yield the most relevant and plentiful data, given your topic of study (Yin, 2011:88). Meanwhile, the reasons the researchers used the purposive sampling are: (1) Javanese Area, consisting of Central Java Province until East Java Province in Indonesia; (2) Not Permanent Citizen—students who study in English Departments as mentioned previously and they have not long stay here (west java); (3) Not mix generation Javanese; the participants of the research are students native Javanese and come from original Javanese. Based on the quotation and reason, the researchers are to be sure that the participants sample is found. It is nineteen samples from those English Departments.

Table 1. Sample of study

No	Department	Level	Student ID	Initial Student Name
1	English Literature Department	2 nd Semester	1145030215	Z B T
2	English Literature Department	2 nd Semester	1145030168	SMD
3	English Literature Department	4 th Semester	1135030033	A D H
4	English Literature Department	4 th Semester	1135030118	N F J
5	English Literature Department	4 th Semester	1135030029	A A
6	English Literature Department	6 th Semester	1125030271	T S
7	English Literature Department	8 th Semester	1211503034	E N
8	English Literature Department	8 th Semester	1211503054	I R
9	English Literature Department	8 th Semester	1211503055	I M

10	English Department	Literature	8 th Semester	1211503142	U M
11	English Department	Diploma	6 th Semester	3125050032	Y W
12	English Department	Diploma	6 th Semester	3125050027	SDR
13	English Department	Education	2 nd Semester	1142040007	A K A
14	English Department	Education	2 nd Semester	1142040012	A A
15	English Department	Education	2 nd Semester	1142040017	A F
16	English Department	Education	2 nd Semester	1142040019	A R U
17	English Department	Education	2 nd Semester	1142040093	R N I
18	English Department	Education	4 th Semester	1132040086	M Z F A
19	English Department	Education	6 th Semester	1122040064	RWT

Table 1 indicates that it is found ten participants from BSI, two from D3-BI and seven from PBI.

4. RESULT AND DISCUSSION

Students' pronunciation when reading the text

Pronunciation is a skill of speaking one, beside it has to aware in grammatical and has to good in pronunciation. Indriyani (2001:102) argued that pronunciation is one of the most difficult areas of the English language. In addition, Watts (1972: 333) stated that pronunciation habit is learning to read and write English. Hence, this research used reading text media to know how Javanese learners as participants pronounce the English text. In fact, to answer and elaborate the pronunciation of English reading text by Javanese, researchers listens to audio record English reading text by participants. The audio record is helped by Transcripts of English reading text. Therefore, they knew where the difference or standard and non-standard in pronunciation by listening comprehension and verbal in transcription. Furthermore, the pronunciation is completed by the problems in pronunciation to support the next analysis. Besides, they tabulated mistakes and errors to answer gap of this study.

Table 2. 1st Participant (A A)

No	Words	Participant	Native Culture	Error	Mistake
Pronunciation					
1	Knew	nʊ	nju:		√
2	Women	'wʊm.ən	'wɪmɪn		√
3	Community	kə'mu:nə.ti	kə'mju:nə.ti		√
4	Difficulties	'dɪf.ɪ.k ə l.tɪz.	'dɪf.ɪ.k ə l.tɪz.	√	
5	Examples	ek'sə:m.plz	ɪg'zɑ:m.plz		√
6	Learning	'li:.nɪŋ	'lɜ:.nɪŋ	√	
7	Drive	dri:v	draɪv		√
8	Asked	ɑ:sk	ɑ:skt		√
9	The effect	ðə ɪ'fekt	ði: ɪ'fekt		√
10	Anxiety	æn'sən.ti	æŋ'zai.ə.ti		√
11	Expressing	ek'spresɪŋ	ɪk'spresɪŋ	√	
12	Pilot	'pɪ.lət	'paɪ.lət		√
13	Back-up	bhæk- ʌp	bæk- ʌp	√	
14	Driving	'dri.vɪŋ	'draɪ.vɪŋ	√	
15	Data	'dæ.tæ	'deɪ.tə		√
16	White	wɪt	waɪt	√	
17	Written	'wɪt. ə n	'rɪt. ə n		√
18	Foreign	'fɔr.əgn	'fɔr.ən		√
19	Extent	ek'stend	ɪk'stend		√
20	Expected	ek'spektɪd	ɪk'spektɪd		√
21	Rapport	re'pɔ: rt	ræ'pɔ: r	√	
22	Bilingual	bɪ'liŋ.gwəl	bai'liŋ.gwəl		√
23	Lack	Lek	Læk	√	
24	Institutional	ɪnst.tɪ'tʃu: .ʃən.əl	ɪnt.stɪ'tʃu: .ʃən.əl		√
25	Racism	'reɪ.ci.z ə m	'reɪ.sɪ.z ə m	√	
26	A live	ə'liv	ə'laɪv		√

The first participant is so many mispronunciations. It can be seen in Table 1.1 that there are only nine words that's nearly correct, those are: difficulties, learning, expressing, back-up, driving, white, rapport, lack, and racism. A A has a problem in letters and sounds that when he pronounced. According to O'Connor (1998:9), "it deals with pronunciation this is

inconvenient.” It means that one letter represented one and only one sound, and when it saw a letter it would know at once how to pronounce it. The researcher concludes that the seven of were words (expressing, learning, driving, white, rapport, lack, racism) basically error in letters and sounds or the participant was too fast when reading the text, although he knew how to pronounce well. The rest were (difficulties, back-up) naturally the error in consonant pronunciation, because the shaping of Javanese words is from culture vocabulary. Allomorph Javanese is deviation from morphological aspect. Here, if it differs Javanese area, it will differ in the characteristic of phonemic, syntactic and semantics. So A A has habit in the culture when he pronounced the some phoneme (/d/, /b/).

Table 3. 7th Participant (A F)

No	Words	Participant	Native Culture	Error	Mistake
		Pronunciation			
1	Knew	nʊ	nju:		√
2	Women	'wʊm.ən	'wɪmɪn		√
3	Community	kə'mu:.nə.ti	kə'mju:.nə.ti		√
4	Difficulties	'dhɪf.ɪ.k ə l.tiz.	'dɪf.ɪ.k ə l.tiz.	√	
5	Examples	ek'sə:m.plz	ɪg'zɑ:m.plz		√
6	Learning	'li:.nɪŋ	'lɜ:.nɪŋ	√	
7	Drive	dɪv	draɪv		√
8	Asked	ɑ:sk	ɑ:skt		√
9	The effect	ðə ɪ'fekt	ði: ɪ'fekt		√
10	Anxiety	æn'sən.ti	æŋ'zɑɪ.ə.ti		√
11	Expressing	ek'spresɪŋ	ɪk'spresɪŋ	√	
12	Pilot	'pɪ.lət	'paɪ.lət		√
13	Back-up	bhæk- ʌp	bæk- ʌp	√	
14	Driving	'dɪr.vɪŋ	'draɪ.vɪŋ	√	
15	Data	'dæ.tə	'deɪ.tə		√
16	White	wɪt	waɪt	√	
17	Written	'wɪt. ə n	'rɪt. ə n		√
18	Foreign	'fɔr.əgn	'fɔr.ən		√
19	Extent	ek'stend	ɪk'stend		√
20	Expected	ek'spektɪd	ɪk'spektɪd		√
21	Rapport	re'pɔ: rt	ræ'pɔ: r	√	
22	Bilingual	bɪ'liŋ.gwəl	bɑɪ'liŋ.gwəl		√
23	Lack	Lek	Læk	√	
24	Institutional	ɪnst.tɪ'tʃu:.ʃən.əl	ɪnt.stɪ'tʃu:.ʃən.əl		√
25	Racism	'reɪ.ci.z ə m	'reɪ.sɪ.z ə m	√	
26	A live	ə'lv	ə'laɪv		√

A F, as the seventh participant was clearly and loudly when she read the text. Nevertheless, she has problem in vowel pronunciation; here some like the participant before. By the table 1.2 she could not differ the phoneme vowel of /e/ and, then A F mispronounced in the word of 'white'. Moreover, the researchers concluded that her problem was in letters and sounds; “It is very useful to remain when written the letter because found the correspondence sounds. But in fact, they cannot make it pronounce sound if it does not already know. English spelling is not always easy what sounds the letters stand for, such as: in the words *city*, *busy*, *woman*, *pretty*, *village*. The letters i, y, u, o, e and all stand for the same vowel sound (O'Connor, 1998:9).” Here the researchers found twenty one mispronounce and from twenty one, just five which is

error same as other participants, after phoneme “/d/ and /b/” there added a phoneme /h/. The researcher concluded that although A F had clearly in pronunciation, but she was not yet master in pronunciation too.

Table 4. 11th Participant (Y W)

No	Words	Participant	Native Culture	Error	Mistake
Pronunciation					
1	Knew	nəʊ	nju:		√
2	Women	wom.ən	'wimɪn		√
3	Unacceptable	ˌʌn.ək'cep.tə.bl	ˌʌn.ək'sep.tə.bl		√
4	Britain	bi:'brɪt.ən	'brɪt.ən	√	
5	Standard	'stæn.d	'stæn.dəd		√
6	Examples	ek'zɑ:m.pl	ɪg'zɑ:m.pl		√
7	Relax	re'læks	rɪ'læks		√
8	Culturally	'kʊl.tʃ ə r.ə l.i	'kʌl.tʃ ə r.ə l.i		√
9	The effect	ðə ə'fekt	ði: ɪ'fekt		√
10	Relaxation	ˌrɒ.læk'sen	ˌrɪ:læk'seɪ.ʃ ə n		√
11	Anxiety	æn'si.ə.ti	æŋ'zai.ə.ti		√
12	Stages	steɪdʒ	steɪdʒɪz		√
13	Bad	Bhəd	Bəd	√	
14	Back-up	bhæk- ʌp	bæk- ʌp	√	
15	Driving	'drɪ.vɪŋ	'draɪ.vɪŋ		√
16	Data	'dæ.tæ	'deɪ.tə		√
17	Foreign	'fɔr.əg	'fɔr.ən		√
18	Racism	re.sɪ.z ə m	reɪ.sɪ.z ə m		√
19	Extent	ek'stend	ɪk'stend		√
20	Expected	ek'spektɪd	ɪk'spektɪd		√
21	Between	bhɪ'twi:n	bɪ'twi:n	√	
22	Because	bhɪ'kəz	bɪ'kəz	√	
23	Experience	ek'spɪə.ri.ə nt s	ɪk'spɪə.ri.ə nt s		√
24	Bilingual	bɪ'ɪŋ.gwəl	bai'ɪŋ.gwəl		√
25	Financial	fɪ'næn. tʃəl	faɪ'næn. tʃəl		√

The eleventh participant is a lot of mistake when reading the text. The case was not too fast, but Y W did not know how to pronounce well. She's mispronounced was not only in mistake, but also in error case. Besides, the problem of participant from Table 1.3 is in the letters and sounds. “It is very useful to remain when written the letter because found the correspondence sounds. But in fact, they cannot make it pronounce sound if it does not already know. English spelling is not always easy what sounds the letters stand for. Such as: in the words *city*, *busy*, *woman*, *pretty*, *village*. The letters i, y, u, o, e and all stand for the same vowel sound (O'Connor, 1998:9).” Such as; ['drɪ.vɪŋ] in driving, [ek'spektɪd] in expected, [fɪ'næn. tʃəl] in financial and so on. Actually, the participant did not know pronounce of the word.

Table 5. 14th Participant (Rsw)

No	Words	Participant	Native Culture	Error	Mistake
Pronunciation					

1	Knew	nəʊ	nju:	✓
2	Women	wɪm.ən	'wɪmɪn	✓
3	Neighbors	'neɪg.bə u:	'neɪ.bə rz	✓
4	Difficulties	'dɪf.ɪ.k ə l.tɪz.	'dɪf.ɪ.k ə l.tɪz.	✓
5	Culturally	'kʊl.tʃ ə r.ə l.i	'kʌl.tʃ ə r.ə l.i	✓
6	The effect	ði: e'fekt	ði: ɪ'fekt	✓
7	Relaxation	,rɪ:.ləq'seɪ.ʃ ə n	,rɪ:.lək'seɪ.ʃ ə n	✓
8	Anxiety	æn'zai.ə.ti	æŋ'zai.ə.ti	✓
9	Expressing	ek'spresɪŋ	ɪk'spresɪŋ	✓
10	Shifted	ʃɪft	ʃɪftɪd	✓
11	Bad	Bhæd	Bæd	✓
12	Project	'plɒdʒ.ekt	'prɒdʒ.ekt	✓
13	Back-up	bhæk- ʌp	bæk- ʌp	✓
14	Driving	'dri.vɪŋ	'draɪ.vɪŋ	✓
15	Data	'dæ.tæ	'deɪ.tə	✓
16	Written	'writ. ə n	'rit. ə n	✓
17	Racism	'reɪ.sɪ.z	'reɪ.sɪ.z ə m	✓
18	Extent	ek'stend	ɪk'stend	✓
19	But	bhʌt	bʌt	✓
20	Between	bɪ'twi:n	bɪ'twi:n	✓
21	Because	bɪ'kæz	bɪ'kæz	✓
22	Bilingual	bɪ'liŋ.gwəl	bai'liŋ.gwəl	✓
23	Response	re'spɒnts	rɪ'spɒnts	✓

For nineteen students are took by the researcher, the men are five students, and one of them is Rsw. He, who listed as a student of English Education Department in sixth semesters, comes from Sidareja-Cilacap Central Java.

From the table 1.4, Rwt mispronounced on using of the vowel such as: Driving ['dri.vɪŋ], Extent [ek'stend], Culturally ['kʊl.tʃ ə r.ə l.i], and sometime the participant said /r/ to be /l/, it is defective speech case. Then, the other case of Rwt added some phoneme after /b/ and /d/ too. When Rwt pronounced: Because to be [bhɪ'kæz], Difficulties to became ['dɪf.ɪ.k ə l.tɪz.]. Based on the analysis above, the researcher concluded that his problem was in the letters and sounds. "It is very useful to remain when written the letter because found the correspondence sounds. But in fact, they cannot make it pronounce sound if it does not already know (O'Connor, 1998:9)." The second is the case of defective speech (Rwt said /r/ to be /l./) is the words and utterance. "First, they have to pronounce smoothly, without hesitations and stumbling over the combination of sounds (O'Connor, 1998:10)."

Consonant Similarity and difference

This discusses the similarities and differences of consonants pronounced by the participants when reading the text.

Table 6: The Similarities of Consonant Pronunciation Found in Reading Text

Data	Analysis			
	Similarities	Differences	Error	Mistake
Usual		['ju:.zu.əl] ['yu:.su.əl] in /z/ and /s/		✓

Culturally	['kʌl.tʃə r.ə l.i] in /c/ and /tʃ/	√
Shifted	[ʃɪftɪd] [sɪft] [ʃɪftɪd] in /ʃ/ and /s/	√

Table 1.6 indicated that the term **Usual** is pronounced ['yu:.zu.əl] and ['yu:.su.əl] which is not clear in phoneme /ʒ/.

Culturally the Javanese seems to say ['kʌl.c ə r.ə l.i], or ['k ʊ l.c ə r.ə l.i] which is not clear in phoneme [tʃ]. Nevertheless the phoneme can be learned to Javanese. The participants that have the problem are P#2, P#3, P#11, P#13, P#14, P#16.

Shifted the Javanese also seems to say [sɪft] and [ʃɪftɪd] nearly same as phoneme /ʃ/, but it is difference. The participants who pronounced as [sɪft] are P#2, P#6, P#7, P#8, P#9, P#10, P#12, P#14, P#15, P#16, P#17, P#18, P#19.

The researchers concluded that the similarities and differences of English consonant phoneme and Javanese consonant phoneme were only in both of languages. The phoneme could influence the use of learner language, here EFL (English as Foreign Language).

Factors affecting the Javanese students mispronounced the English consonants

The researchers found that error is a case which is based on culture and language itself, here Javanese and a Javanese learner. The words found in error case are:

Table 8. Error Factor

Data	Participant	Analysis
	Pronunciation	Error Mistake
Background	[bhæk.graʊnd]	√
Difficulties	['dhɪf.ɪk l.tɪz]	√
Done	[dhʌn]	√
Between	[bhɪ'twi:n]	√
back up	[bhæk-ʌp]	√
Bad	[bhæd]	√
Because	[bhɪ'kəz]	√
Go	[ghəʊ]	√
Project	['prɒdʒh.ekt]	√
Women on the rait	['wom.ən nðə reɪt].	√

By the Table 1.7 can be seen that some of words above is error. According to Crystal (2008:173), errors are assumed to reflect in a systematic way the level of competence of the learner: they are concentrated with mistakes which are performance limitations that a learner would be able to correct. Here, the researcher is going to explain some of word in error factor below.

Background, some of Javanese (P#2, P#5, P#10, P#13, P#15, P#18) pronounced it as [bhæk.graʊnd]. While 'Background' in native culture pronounced is ['bæk.graʊnd] (Swan, 2010:92). Further, it can be evidenced in analysis of phonetic symbol previously. As mentioned that is error field relating to Javanese Morpheme. Javanese morpheme occur changing form become variants base on time zone. According to Wedhawati (2006:423), "the

variant is concrete-shaped by morpheme, it is called Allomorph". Here the word of "Background" is contained in first category.

○ Difficulties, it also pronounced as ['dhɪf.ɪ.k ʊ l.tɪz]. From nineteen participants who are error: (P#1, P#2, P#4, P#5, P#6, P#7, P#9, P#10, P#12, P#14, P#15, P#17, P#18). Whereas While 'Background' in native culture pronounced is ['bæk.graʊnd] (Swan, 2010:1695). Further, it can be evidenced in analysis of phonetic symbol previously. Wedhawati (2006:423) stated that the variant is concrete-shaped by morpheme, it is called Allomorph". Here the word of "Difficulties" is contained in second category.

○ Go, it is only P#13 of nineteen participants which is error and pronounced it as [ghəʊ]. Whereas 'Go' in native culture pronounced is [gəʊ] (Swan, 2010:638). Further, it can be evidenced in analysis of phonetic symbol previously. As stated by Wedhawati (2006:423), the variant is concrete-shaped by morpheme, it is called Allomorph. Here the word of "Go" is contained second category.

○ On the phrase of 'Women on the rait' is error. It is only P#5 of nineteen participants which is error and pronounced it as ['wʊm.ən nðə reɪt]. While it in native culture pronounced is [wʊm.ən ðə reɪt] (Swan, 2010:1546). Further, it can be evidenced in analysis of phonetic symbol previously. According to Wedhawati (2006:423), "the variant is concrete-shaped by morpheme, it is called Allomorph". Here the word of "The" is contained in first category. Based on the data analysis above, the error or adding phoneme occurred on /b/, /d/, /g/. It is suitable from Chaer's theory (2010:122) that Javanese utter words as a place name that begins phoneme /b/, /d/, /g/, /j/ always adds sound "m", "n", "ny" or "ng" and sometimes they are not able to differ a word nearly same sound but different meaning, although phoneme /j/ is not suitable. Perhaps in English phoneme /dʒ/ same as /j/ in Javanese in pronouncing, and it is hard to evidenced. Furthermore, Javanese error occurred on /b/, /d/, /g/ which is influenced in bilabial for phoneme /b/ Alveolar for phoneme /d/, and Velar Palate for phoneme /g/.

Table 9. Mistake Factor the Understanding of Pronunciation

Data	Participant Pronunciation	Analysis Error	Mistake
Women	['wʊm.ən]		✓
Data	['dæ.tæ]		✓
The effect	[ðə ɪ'fekt]		✓
Written	['wɪt. ə n]		✓
Bilingual	[bi'liŋ.gwəl]		✓
Foreign	['fɒrəgən]		✓
Pilot	['pi.lət]		✓

Based on the Table 4.23 above is seen that the participants mistake factor the understanding of pronounce in vowel field. For example:

○ Firstly "women" majority of nineteen participants is false when pronounced the women word. They pronounced as ['wʊm.ən], and it should be ['wɪmɪn], and it is only participant 10th who is right in pronouncing ['wɪmɪn] (Swan, 2010:638). Further, it can be evidenced in analysis of phonetic symbol previously.

○ Secondly, 'data' seventeen (P#1, P#2, P#3, P#5, P#6, P#8, P#9, P#10, P#11, P#12, P#13, P#14, P#15, P#16, P#17, P#18, P#19) of all participants pronounced are [dæ.tæ]. Whereas 'data' in native culture pronounced is [deɪ.tə] (Swan, 2010:370). Further, it can be evidenced in analysis of phonetic symbol previously.

○ Next, 'bilingual' several of nineteen participants, exactly seventeen (P#1, P#2, P#4, P#5, P#6, P#7, P#8, P#9, P#10, P#11, P#12, P#13, P#14, P#15, P#16, P#17, P#19) pronounced is [br'liŋ.gwəl]. While the word of bilingual pronounced is [bar'liŋ.gwəl] (Swan, 2010:131). Further, it can be evidenced in analysis of phonetic symbol previously.

Table 10. Mistake Factor Concentrate of the Learner

Data	Participant Pronunciation	Analysis	
		Error	Mistake
Asked	[ɑ:sk]		√
Expected	[ek'spektɪd]		√
Extent	[ek'stend]		√
Alive	[ə'lɪv]		√

Based on the Table 1.9 above is seen that the participants mistake factor the understanding of pronounce in vowel field. For example:

○ Firstly, 'Asked' a few of participants (P#1, P#13, P#17, P#18) pronounced is [ɑ:sk] so sometimes [ɑ:skɪd]. Whereas the word of Asked pronounced is [ɑ:skt] (Swan, 2010:71). Next, 'Expected' sixteen (P#1, P#2, P#3, P#5, P#6, P#7, P#8, P#9, P#10, P#11, P#12, P#13, P#15, P#16, P#18, P#19) of all participants pronounced are [ek'spektɪd]. While the right pronounced is [ɪk'stend]

5. CONCLUSION

Based on the result and discussion, the researchers concluded that the first pronunciation problem is making error in mispronouncing letters and sounds. It was found that there were fifteen participants (P#1, P#5, P#6, P#7, P#8, P#9, P#11, P#12, P#13, P#14, P#15, P#16, P#17, P#18, P#19) who made error. The second pronunciation problem was error mispronouncing basic sounds. It was found that there were five participants (P#4, P#13, P#15, P#16, P#18). Then the last pronunciation problem is making error in mispronouncing words and utterance. It was found that there were four participants (P#2, P#3, P#10, P#14).

Afterwards, the similarities of English and Javanese in consonant pronunciation are /c/ the same as /tʃ/ and /j/ is the same as /dʒ/. Indeed, Javanese consonant phoneme has seventeen consonants phoneme which is the same as English consonant phonemes. Then English consonant phoneme has seventeen consonant phonemes that are the same as Javanese consonant phonemes. Those are /p/, /b/, /t/, /d/, /k/, /g/, /m/, /n/, /ŋ/, /l/, /f/, /s/, /z/, /r/, /h/, /j/, /w/.

Instead, the differences of pronunciations are the phoneme consonants in English not in Javanese. In English isn't /d/, /t/, /n/, /c/, /y/, /ʔ/, and in contrary, Javanese isn't /dʒ/, /tʃ/, /v/, /θ/, /ð/, /ʃ/, /ʒ/. Those phoneme consonants sometimes make confused in using and uncustomary.

Furthermore, the factor of error is a case that occurred to learners language influence from their language, here Javanese learner, exactly they did not know but still influence. The words were found nine words in error case, such as: Background, difficulties, done, between, back up, bad, because, go, project. The transcription phonetic symbols are [bhæk.graond], ['dhrɪf.i.k ʊ l.tɪz], [dhʌn], [bhrɪ'twi:n], [bhæk- ʌp], [bhæd], [bhrɪ'kəz], [ghəʊ], ['prɒdʒh.ekt]. The result of influence or add phoneme occurs on /b/, /d/, /g/. It means that Javanese was influenced in Bilabial for phoneme /b/, Alveolar for phoneme /d/ and in Velar Palate for phoneme /g/. Summarizing that error factor is included in culture factor of Javanese.

Moreover, mistake: firstly, the mistake occurred because many participants did not know

how to pronounce well, such as: women, learning, drive, data, the effect, written, bilingual, foreign pilot. Then, they are sometimes low concentration when pronounce words, such as: asked, expected, extent and alive.

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