Javenese students’ problems in pronouncing english consonants during reading aloud activity

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ABSTRAK

Penelitian ini bertujuan untuk menentukan masalah siswa Jawa (siswa yang berbahasa ibu bahasa Jawa) dalam mengucapkan beberapa konsonan bahasa Inggris dan untuk menentukan kemungkinan penyebab masalahnya. Penelitian ini diklasifikasikan sebagai penelitian kualitatif. Subjek penelitian ini adalah tiga puluh mahasiswa jurusan non-bahasa Inggris di semester empat Universitas Ahmad Dahlan yang berbicara bahasa Jawa sebagai bahasa ibu mereka. Data dikumpulkan melalui tugas membaca keras. Hasil penelitian ini menunjukkan bahwa siswa Jawa memiliki masalah dengan pengucapan beberapa konsonan bahasa Inggris. Konsonan tersebut adalah [θ], [ʒ], [ʃ], [ʤ], dan [v]. Kesalahan yang ditemukan dalam penelitian ini terbagi menjadi dua, kesalahan interlingual dan kesalahan intralingual. Salah satu penyebabnya adalah siswa memiliki pengetahuan yang terbatas tentang tempat dan cara artikulasi konsonan bahasa Inggris, sehingga sebagian besar siswa sering mengubah dan mengganti konsonan bahasa Inggris dengan konsonan bahasa Jawa yang relevan.

ABSTRACT

This research aimed to determine Javenese students’ problems in pronouncing some English consonants and to determine the possible causes of the problems. This was classified as qualitative research. The subjects of this research were thirty non-English department students in the fourth semester of Universitas Ahmad Dahlan who speak Javanese as their mother tongue. The data were collected through reading aloud task. The result of this research showed that Javenese students had some problem with pronouncing some English consonants. The consonants were [θ], [ʒ], [ʃ], [ʤ], [ʧ], and [v]. The problems were indicated as interlingual errors and intralingual errors. However, students had limited knowledge of place and manner of articulation of English consonants, so that most students often change and substitute the English consonants with relevant Javenese consonants.

Key word:
Pronunciation, English Consonants, Javanese

Introduction

Pronunciation simplifies organized sounds of language produced by human speech organs using all the phonemic units of the language (Labov as cited in Subandowo, 2017). According to Stefani, Basri, & Josep (2015) pronunciation is an essential language part of communication. Meanwhile, pronunciation is a production skill that produces sounds to make a meaning communicatively (Susanti & Dewanti, 2017). Pronunciation is an important part of the English language because it helps the speaker to deliver communication without misunderstanding. Pronunciation is one of the language elements that have a big contribution to better English speaking. While Zaigham, as cited in Nurani & Amrina (2015) states that clear pronunciation gives people to be confident when expressing and communicating with others. Mispronunciation will give misconceptions among the speakers. It is emphasized that people should improve their pronunciation skills.

Non-native speakers are always making mistakes when they communicate with others. It happened for some factors, including language interference of first language or mother tongue. According to Archvadze (2012) language interference can be discussed as a process when another language was impacted by one language. The interference of language happened because the students have used their mother tongue to organizing the second language data. Besides, the differences between first language and language target phonological system made problems.

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Luo (2014) has been observing language interference among the students that speak Javanese as a mother tongue; he concludes that the phonological system of their mother tongue was dominant. It often happens because the phonological system between first language and foreign-language is different. Stefani et al. (2015) mention that the major problems of students in pronouncing English words are that some English vowels and consonants are not familiar with Indonesian.

However, Gilakjani (2016) states that English pronunciation is one of the most difficult skills to acquire, and learners should spend a lot of time to improve their pronunciation. Moreover, in Indonesia, the English language is a foreign language and only a subject in school. Therefore, the English language is not used in everyday life; even learners barely practice it at home. The problems indicated by learners are difficulties in pronouncing simple English word, for example, when Indonesian learner pronounces thank /θæŋk/ to /tæŋk/, education /edʒəˈkæʃn/ to /edʒəˈkeʃn/.

Gilakjani (2012) mentions among the reasons of ESL students’ problem in learning English language are (1) they are not excited to learn English language, (2) the differences between the target language and mother tongue also make the problem, (3) some of consonants the English language are not exist in Indonesian language. In line with this idea, Risdianto (2017) also said that different phonemes between the mother tongue and the English language are the nature of pronunciation problems.

Subandowo (2017) mentions that the students’ mother tongue interference the students to pronounce the English words, besides students’ motivation and different sounds, and different sounds symbol was a problem of students to pronounce the English words. Aulia (2018) founds that the mother tongue becomes the main problem that strongly affects the production of students’ pronunciations. All of the previous researchers emphasize that the biggest problems that make pronunciation errors are influenced by the mother tongue.

This research aims to know the students’ problem in pronouncing English consonants while reading aloud activity. The reason for using reading aloud activity rather than pronouncing an individual word is that reading aloud can closely reveal the real pronunciation ability. In addition, the reading aloud activity was also part of the teaching language. It was an activity that made students should read some passages or stories out loud.

Gabrielatos (2002) states that reading aloud provides practice in the area that could be pronunciation practice — reading aloud as pronunciation practices mean that learners may be able to pronounce words correctly while reading aloud. When learners read aloud, they can understand the sounds that they do. Therefore, the teacher can speculate about the problems of students’ pronunciations. Due to the limitation of space and time, this study is limited only to the English consonants that are absent in Javanese. Those consonants were [θ], [ʃ], [ʒ], [ʤ], [z] and [dʒ].

Previous researchers have conducted similar research. Luviya (2016) has found that there were seven English consonants were not exist in the Javanese language. Those are [θ], [ʃ], [ʒ], [ʤ], [z]. The students had problems pronouncing the English consonants because it is not familiar in the Javanese language. Besides, the students sometimes substitute the English consonant sound with similar Javanese consonant sounds. The Javanese students demonstrated that mispronunciation often occurred to labiodental voiced fricative [v] changed into [f], interdental voiced fricative [ð] changed into [d], palatal voiced fricative [ʒ] pronounced as spelling pronunciation, and palatal voiced affricative [dʒ] changed into [j]. The differences of the research with the current research are the subject; it takes a subject of students that has an English language background while the current research has a subject that no English background.

Budianto (2009) found similar problems. The subjects of the research were Senior High School students at SMA Angkasa Aditsujipto Yogyakarta. The aim of this research was to find out the Javanese phonemes that caused interference on English pronunciation and to find out the realized phonemes caused by the interference of Javanese students. The result of the research showed that Javanese students make errors in pronouncing English words. The students tended to pronounce English words as written.

Raharjo (2010) conducted a study involving Sundanese students. The purpose of the research was to understand the differences between English and Sundanese consonants sounds and to investigate the English consonants sounds that mispronounced by the Sundanese students. The result of this research showed there were nine English consonant sounds that were predicted mispronounce by Sundanese students. Those sounds include [v, θ, ð, s, z, j, ʃ, f, dʒ, f, and ʒ].

Fauziah and Aswandi (2017) have done research on the same studies; they found that the Javanese students had problems in pronouncing English segmental sound, which is consonants and vowel. The mother tongue of the students influenced them to make a mistake of pronouncing English words. Besides, Javanese students did the process of
substitution and insertions in pronouncing English words.

**Method**

The purposes of this research were to investigate the students’ problems of pronouncing English consonants and to investigate the possible causes of these problems. So, the study can be classified as descriptive qualitative research. Moleong, (2018) defines qualitative research as research used for understanding the phenomenon that happened to the subjects of the research. The phenomena in this study are the Javanese students' problem in pronouncing English words involving certain consonants.

The subjects of this research are thirty Javanese students in the fourth semester at Ahmad Dahlan University. They are non-English department students. Their participation is voluntary. The researchers made open recruitment through WhatsApp status; then, prospective participants chat their participation interest through WhatsApp. The time for data collection was then discussed between the researchers and each participant, based on the available time of both parties.

The data were collected through reading aloud task. Firstly, the researchers arranged the reading aloud text containing seven consonants sounds and validated to experts. Secondly, the researchers asked the subjects to read the text aloud, and audio records their reading. Thirdly, the researchers transcribed the audio recording.

The data were analyzed by the following procedures (1) listing the consonants words and write standard phonetics, (2) listening to the audio recording of students’ pronunciation, (3) taking note of the students' pronunciation errors, (4) interpreting the possible causes.

**Findings and Discussions**

The result of data analysis of sound /dʒ/ is presented in the following tables:

**Tabel 1. Analysis of sound /dʒ/**

| Words, standard pronunciations | Variations of Students Pronunciation | The number of students who make errors in pronouncing the words. (Total N = 30) |
|--------------------------------|-------------------------------------|---------------------------------------------------------------------------------|
| jelly /dʒeli/ | /jeli/ | 3 |
| orange /ɒren/, /ɒrin/, /ɒrin/, /orang/ | | 28 |
| large /lar/, /lar/, /lar/, /large/ | | 26 |
| jug. /dʒʌg/ | /jʌs/, /jug/ | 3 |
| juice, /dʒuːs/ | /jus/ | 3 |
| gingerbread, /dʒɪnʤəbred/ | /ginggerbred/, /jinjerbred/, /ginggerber/, /dʒinggerber/, /jinejerbred/ | 7 |

| Words, standard pronunciations | Percentage of Errors (%) | Remark |
|--------------------------------|--------------------------|--------|
| jelly /dʒeli/ | 10% | Excellent |
| orange /ɒren/ | 93.33% | Poor |
| large /lar/ | 86.67% | Poor |
| jug. /dʒʌg/ | 10% | Excellent |
| juice, /dʒuːs/ | 10% | Excellent |
| gingerbread, /dʒɪnʤəbred/ | 23.33% | Excellent |
The result of data analysis of sound /θ/ is presented in the following tables:

**Tabel 2. Analysis of sound /θ/**

| Words, standard pronunciations | Variations of Students Pronunciation | The number of students who make errors in pronouncing the words. (Total N = 30) |
|--------------------------------|-------------------------------------|--------------------------------------------------------------------------------|
| Arthur /ɑːθɑ/                  | /ɑːtʃɑ/, /ɑːtʃɪ/                    | 27                                                                              |
| Smith /smiθ/                   | /smit/                               | 25                                                                              |
| thick /θˈk/                    | /tik/                                | 29                                                                              |
| healthy /helθi/                | /hεlti/ /hεlti/                      | 27                                                                              |
| athlete /æθlɪt/                | /ætʃɪt/, /ætʃɪtɪs/                  | 27                                                                              |
| bathroom /bæθrʊm/              | /bædρum/, /bætrum/                   | 29                                                                              |

**Tabel 2.1. Analysis of sound /θ/**

| Words, standard pronunciations | Percentage of Errors (%) | Remark |
|--------------------------------|--------------------------|--------|
| Arthur /ɑːθɑ/                  | 90%                      | Poor   |
| Smith /smiθ/                   | 83.33%                   | Poor   |
| thick /θˈk/                    | 96.67%                   | Poor   |
| healthy /helθi/                | 90%                      | Poor   |
| athlete /æθlɪt/                | 90%                      | Poor   |
| bathroom /bæθrʊm/              | 96.67%                   | Poor   |

The result of data analysis of sound /ʃ/ is presented in the following tables:

**Tabel 3. Analysis of sound /ʃ/**

| Words, standard pronunciations | Percentage of Errors (%) | Remark |
|--------------------------------|--------------------------|--------|
| Charles /ʃɪtʃz/                | 33.33%                   | Good   |
| cheerful /ʃəʃl/                | 36.67%                   | Good   |
| chicken /ʃkˈh/                 | 23.33%                   | Excellent |
| Children /ʃldən/                | 16.67%                   | Excellent |
The result of data analysis of sound /ð/ is presented in the following tables:

| Words, standard pronunciations | Percentage of Errors (%) | Remark |
|---------------------------------|---------------------------|--------|
| much /mʌʧ/                      | 6.67%                     | Excellent |
| watching /watʧŋ/                | 33.33%                    | Excellent |
| poacher /pɔutʃə/                | 33.33%                    | Excellent |
| snatch /snæʧ/                   | 33.33%                    | Excellent |

The result of data analysis of sound /ʃ/ is presented in the following tables:

| Words, standard pronunciations | Variations of Students Pronunciation | The number of students who make errors in pronouncing the words. (Total N = 30) |
|---------------------------------|--------------------------------------|--------------------------------------------------------------------------------|
| the /ðə/                        | /ðə/ /əðə/                           | 29                                                                             |
| weather /weðə(r)/               | /weðə/ /woter/ /weder/               | 24                                                                             |
| although /ɔːdəʊu/                | /ʌltouk/ /ʌltoʊk/ /ʌltouf/ /ʌltoʊk/ /ʌltor/ /ʌltoʊk/ | 26                                                                             |
| Mother /mʌðə(r)/                | /mʌðər/                              | 25                                                                             |
| Father /fʌðə(r)/                | /fʌðər/                              | 25                                                                             |
| Brother /bʌðə(r)/               | /bʌðər/                              | 25                                                                             |

The result of data analysis of sound /ʒ/ is presented in the following tables:

| Words, standard pronunciations | Percentage of Errors (%) | Remark |
|---------------------------------|--------------------------|--------|
| the /ðə/                        | 96.67%                   | Poor   |
| weather /weðə(r)/               | 80%                      | Poor   |

The result of data analysis of sound /ʃ/ is presented in the following tables:

| Words, standard pronunciations | Percentage of Errors (%) | Remark |
|---------------------------------|--------------------------|--------|
| although /ɔːdəʊu/                | 86.67%                   | Poor   |
| mother /mʌðə(r)/                | 83.33%                   | Poor   |
| father /fʌðə(r)/                | 83.33%                   | Poor   |
| brother /bʌðə(r)/               | 83.33%                   | Poor   |

The result of data analysis of sound /ʒ/ is presented in the following tables:

| Words, standard pronunciations | Percentage of Errors (%) | Remark |
|---------------------------------|--------------------------|--------|
| washing /wəsɨŋ/                 | 66.67%                   | Fair   |
| shoes /ʃuːz/                    | 73.33%                   | Fair   |
| shirt /ʃɛt/                     | 73.33%                   | Fair   |
| shell /ʃɛl/                     | 36.67%                   | Good   |
| leash /liʃ/                     | 70%                      | Fair   |
|                            | 60%                      | Fair   |
### Table 6.1 Analysis of sound /ʒ/  

| Words, standard pronunciations | Variations of Students Pronunciation | The number of students who make errors in pronouncing the words. (Total N = 30) |
|--------------------------------|-------------------------------------|--------------------------------------------------------------------------------|
| television /tɛlɪvˀʃn/ | /telefision/ | 3 |
| leisure /lɛʒə(r)/ | /leisure, /leisur, /leijer, /lisur/, /leisur/ | 19 |
| rouge /ruːʒ/ | /roug/, /rous/, /rouʤ/ | 27 |
| garage /ɡærɑːʒ/ | /jerʒ/, /græs/, /ɡeʃ/, /ɡerəʃ/, /ɡarəʃ/, /ɡarəʃ/, /ɡarəʃ/, /ɡarəʃ/, /ɡarəʃ/, /ɡarəʃ/, /ɡerəʃ/, /ɡerəʃ/ | 27 |

The result of data analysis of sound /v/ is presented in the following tables:

### Table 7 Analysis of sound /v/  

| Words, standard pronunciations | Variations of Students Pronunciation | The number of students who make errors in pronouncing the words. (Total N = 30) |
|--------------------------------|-------------------------------------|--------------------------------------------------------------------------------|
| very /verˀ/ | /feri/, /feri/, | 29 |
| have /hæv/ | /hef/, /hef/ | 26 |
| evening /ɪvniŋ/ | /fəniŋ/, /fəniŋ/ | 28 |
| stove /stəʊv/ | /stof/, /stuf/, /stouf/ | 27 |
| lovely /lʌvˀ/ | /lofli/, /lofli/ | 27 |
| love /lʌv/ | /loʃ/, /loʃ/ | 25 |

The number of students who make errors in pronouncing the words.

| Words, standard pronunciations | Percentage of Errors (%) | Remark |
|--------------------------------|--------------------------|--------|
| television /tɛlɪvˀʃn/ | 10% | Excellent |
| leisur /lɛʒə(r)/ | 63.33% | Fair |
| pleasure /plezə(r)/ | 70% | Fair |
| rouge /ruːʒ/ | 90% | Poor |
| garage /ɡærɑːʒ/ | 90% | Poor |

Tabel 7.1 Analysis of sound /v/  

| Words, standard pronunciations | Percentage of Errors (%) | Remark |
|--------------------------------|--------------------------|--------|
| very /verˀ/ | /feri/, /feri/ | 29 |
| have /hæv/ | /hef/, /hef/ | 26 |
| evening /ɪvniŋ/ | /fəniŋ/, /fəniŋ/ | 28 |
| stove /stəʊv/ | /stof/, /stuf/, /stouf/ | 27 |
| lovely /lʌvˀ/ | /lofli/, /lofli/ | 27 |
| love /lʌv/ | /loʃ/, /loʃ/ | 25 |
I. **Javanese students' problem in pronouncing some English consonants.**

Marsono (2006) states that consonants sound \[\theta, \delta\] do not occur in Indonesian and Javanese. The closely sound was consonants letup medio palatal \[c, i\]. Consonants sounds \[\theta, \delta\] also do not exist in the Indonesian language and Javanese. The similar sound of those English consonants is the consonants \(\text{hambat letup} \) apiko-dental \[t, d\]. While the consonants \(\theta, \delta\), which also do not occur in Javanese, is close to \(\theta\), geser lamino-alveolar \[\text{sv}\]. Meanwhile, the retribution words in Javanese and Indonesian that contain consonants \(\theta\) were changed into consonants \(s\).

While the English consonants \(\theta, \delta, \theta, \delta, \theta, \delta, \theta, \delta, \theta, \delta, \theta, \delta\) have no similar sound in Javanese and Indonesian, it can be concluded that consonants \(\theta, \delta\) do not exist in Javanese and Indonesian. Luviya (2016) has compared the place, and manner of articulation of English and Javanese consonants and she found that those Javanese consonants do not exist in Javanese, those consonants are \[\delta, \theta, \delta, \theta, \delta, \theta, \delta, \theta, \delta, \theta, \delta, \theta, \delta, \theta, \delta, \theta, \delta\].

Javanese students found a problem when pronouncing the seven consonants that are absent in Javanese. The consonants \(\delta, \theta\) had the most problem with the total percentage of error of 90%. For example, the words \(\text{very} /\text{ver}/ \) to /\text{fri}/, \(\text{have} /\text{hav}/ \) to /\text{hef}/, \(\text{evening} /\text{even}/ \) to /\text{dien}/ and /\text{dien}/, \(\text{stove} /\text{stuv}/ \) to /\text{stol}/, \(\text{stuf} \) and /\text{stouf}/, \(\text{love} /\text{liv}/ \) to /\text{lof}/. The students tend to pronounce this sound into \(f\) sound rather \(v\) sound. Javanese is familiar with consonant \(f\) sound and not familiar with \(v\) consonants sound.

The consonants \(\theta\) had a total percentage of error 91, 16%. It indicated that the students found it difficult to pronounce it. For instance, \(\text{Arthur} /\text{Otheta}/ \) to /\text{artur}/ and /\text{stur}/, \(\text{Smith} /\text{smith}/ \) to /\text{smitt}/, \(\text{thick} /\text{thik}/ \) to /\text{tik}/, \(\text{healthy} /\text{helth}/ \) to /\text{heltri}/, \(\text{healthi}/ \), \(\text{athlete} /\text{athlet}/ \) to /\text{exti}/, \(\text{exter}/ \) and /\text{extelitis}/, \(\text{bathroom} /\text{bathroom}/ \) to /\text{badrum}/ and /\text{beterum}/. Considering that this sound was exist in Indonesian and Javanese, the students always replace the consonants \(\theta\) into the consonants \(\theta\) and into the consonants \(\text{hambat letup} \) apiko alveolar \[\text{r}\].

While, the consonants \(\delta\) had a total percentage of errors 85, 55%. It was indicated that the students had problems in pronouncing it, such as in the word, the \(\text{a} /\text{to}/ \) /\text{de}/, \(\text{weather} /\text{wedi}/ \) to /\text{weder}/, \(\text{water} /\text{weter}/, \) although \(\text{a} /\text{de} /\text{a}/ \) to /\text{exelous}/, \(\text{Shook}/, \text{Shout}/, \text{eltook}/, \text{ehtoek}, \text{eltoek}/, \text{Shot}/ and /\text{adiouk}/. Almost all students change the consonant sound \(\delta\) into the consonants \(\text{hambat letup} \) apiko alveolar \[\text{d}\] in all positions.

The consonants \(\theta\) had total percentage of error 74, 38%. It indicated as a fair result of problem. They pronounce the words \text{washing} /\text{wehi}/ to /\text{woshi}/, \text{shoes} /\text{juz}/ to /\text{sus}/, /\text{sao}/, /\text{soas}/, /\text{sos}/, /\text{scht}/ to /\text{sit}/, /\text{shirt} /\text{faest}/ to /\text{aort}/, /\text{sus}/, \(\text{shell} /\text{fel}/ \) to /\text{sel}/, /\text{sil}/, \(\text{leash} /\text{lis}/ \) to /\text{liss}/, /\text{liss}/. The students replace the English consonants sound \(f\) into the consonants \(s\).

Marsono (2006) has explained that retribution words that contain \(\theta\) sound change into geseran lamino alveolar \[s\]. The consonants \(\delta\) had total percentage of error 68, 66%. This indicated as a fair result of problem. For example, \(\text{television} /\text{telisivn}/ \) to /\text{telefisison}/, \(\text{leisure} /\text{lesur}/ \) to /\text{lisur}/, /\text{leiser}/, /\text{lesur}/, /\text{leijer}/, /\text{lisor}/, and /\text{leuis}/, \(\text{pleasure} /\text{plkzi}/ \) to /\text{plicer}/, \(\text{pleser}/, \text{plesur}/, \text{pleisur}/, \text{plesur}/, /\text{plisur}/, /\text{rouj}/ to /\text{roug}/, \(\text{redz}/, \text{rous}/, \text{ruj}/, \text{redj}/, \text{rog}/, /\text{ros}/, \text{garage} /\text{garaz}/ \) to /\text{jer}/, \(\text{geraj}/, \text{geradz}/, \text{jeres}/, \text{geritje}/, \text{garage}/, \text{jureij}, \(\text{geraj}/, \text{geraz}/, \text{gera}/, \text{gereg}/. The students have speculated the way to pronounce the English words that contain \(\delta\) sound.

The consonants \(\delta\) had total percentage of errors 27, 08%. It indicated that the students do not find it as a serious problem. Several cases are \(\text{Charles} /\text{Celaiz}/ \) to /\text{karls}/, /\text{selrls}/, /\text{selles}/, \text{cheerful} /\text{falso}/ \) to /\text{kartul}/, /\text{kaetul}/, /\text{kakel}/, /\text{kareul}/, \text{chicken} /\text{kin}/ \) to /\text{eken}/, \text{children} /\text{ldn}/ to /\text{childen}/, \text{much} /\text{may}/ \) to /\text{mes}/, \text{watching} /\text{watj}/ to /\text{wosi}/, \text{waci}/, \text{poacher} /\text{poa}/, to /\text{poker}/, /\text{posir}/, /\text{poklar}/, /\text{pokari}/, /\text{psr}/, /\text{puker}/, /\text{pucer}/, /\text{snatch}/ /\text{snat}/ \) to /\text{snes}/, /\text{snor}/, /\text{snit}/, /\text{snet}/. The students replace the English consonant \(\delta\) into \[\text{c}, \text{s}, \text{k}\] sounds. The consonants \(\theta\) had total percentage of error 38, 83%. Some examples of problem are \text{jelly} /\text{dshch}/ \) to /\text{jel}/, \text{orange} /\text{bri/nd}/ \) to /\text{orrens}/, /\text{bren}/, /\text{bren}/, \text{large} /\text{kazh}/ \) to /\text{large}/, /\text{lur}/, /\text{jag}/ /\text{djag}/ to /\text{jis}/, /\text{jug}/, \text{juice} /\text{dju/}/ to /\text{jus}/, \text{gingerbred} /\text{djkred}/ \) to /\text{gingerbred}/, /\text{jinerbred}/, /\text{ginjerbred}/, /\text{jinerbred}/, /\text{differbred}/.

The students mispronounce the consonants \(\theta, \delta\) into the sound \(\text{d}\). It is because Javanese and Indonesian are more familiar with consonant sound \(\text{hambat letup} \) dorso-velar \[\text{j}\]. Consonant \(\theta\) in Javanese and Indonesian is only distributed in the initial and middle positions of words. Therefore, the students found it difficult to pronounce \(\theta\) and into the consonants \(\theta\) in all positions.
consonants that are absent in Javanese inventories (Fauziah & Aswandi, 2017; Luviya, 2016; Rajagukguk, 2017).

2. The Possible Causes of the Students’ Problem in Pronouncing English Consonants.
   a. Interlingual errors

Brown (2007) stated that interlingual errors happened if the students learn new languages, but their mother tongue sound system and structure were transferred in the target language. Cordes in Bashir, Masood, & Zahra (2014) states that interlingual or interference errors are caused by the consequence of the first language.

In this research, the researcher found two kinds of errors that were expected as interlingual errors. First, when students pronouncing English consonants sounds, most of them replace the English consonants sounds into sounds that they know in the native language. Kosasih (2017) said that the problems that happened in learning the English language were mostly caused by their native language. When students pronounce the English consonants [ʤ], they replaced it with consonants [j], for example in the words 'jelly’ /ʤɛli/ to /jel/, 'jug’ /ʤʌg/ to /jʌg/ or /jʌs/, 'juice’ /ʤʌs/ to /jʌs/, and gingerbread /ʤɪŋɡərbred/ to /jɪŋjərbred/. English consonants [ʤ] does not exist in the Javanese and Indonesian speech sounds. Thus, students replaced it into the consonants that they knew in their native language, which is [j].

Similarly, the English consonant [θ] is pure the English consonant sounds. It means that the Javanese and Indonesian speech sounds have no such consonants. Thus, the sound closed to these consonants is consonants [t]. Therefore, when students pronounce the words containing the English consonants [θ], they replaced it with [t] sound. The examples are in the words 'bathroom’ /bɑθrəm/ to /bɛtrum/, 'thick’ /θɪk/ to /tik/ 'smith’, ‘healthy’ and ‘athlete’.

The English consonant [ð] is also mispronounced by the students; they replace the English consonant [ð] with [d] sounds. This problem was caused by the unavailability of English consonant [ð] in Javanese and Indonesian speech sounds. The students replace it into the consonant that they knew in their native language such as in the words ‘the’ /ði/ to /di/, 'weather’ /wɛðər/ to /wɛdr/, 'wet’ /wɛt/, 'although’ /ɔːlθəuk/ to /əlтрук/, ‘mother’ /mʌðə(r)/ to /mʌðər/, ‘father’ /fɑːðə(r)/ to /fæðə(r)’ and brother /bzəθə(r)/ to /bзəðə(r); all the words are replaced into [d] sounds.

The English consonant [ʃ] does not exist in Javanese. Thus, the students replace it with [s] sound. It can be seen in the words ‘washing’ /’wɒʃɪŋ/ to /’wɑʃə/, ‘shoes’ /ʃuːz/ to /sʃuː/, 'sheet’, ‘shirt’, ‘shell’ and ‘leash’. The sound of the English consonant [v] is also different from the sound of consonants [v] in Indonesian speech sound. Therefore, the students pronounce the words 'very’ /’vɛrɪ/ to /’fɛri/, ‘evening’ /’evnɪŋ/ to /’efɛnɪŋ/’, ‘have’, ‘store’, ‘lovely’ and ‘love’ replace with the consonants that they know in their native language which is [f] sound.

The consonants [ʃ] are closely related to consonant sound [s] in Javanese and Indonesian speech sound. Therefore, the students pronounce the words that include the consonant [ʃ], they are replaced by [s] sounds such as in the words ‘Charles’ /ʧɑːz/ to /caːz/, ‘chicken’ /’ʃɪkən/ to /’sɪkən/, ‘poacher’ /pəʊə/ to /pəsə/. Second, some of the students pronounced English words as written. The words are pronounced as a written by some of the students in the words ‘large’ /lɑːɡ/ to /lɑːɡ/ in the word ‘orange’ /’ɔrɪndʒ/ to ‘orange’ and in the word ‘television’ /ˈtelɪvɪʒn/ to /ˈtelɪfɪʒn/ and in the word ‘garage’ /ˈɡærɪdʒ/ to /ˈɡɛrtʃ/.

b. Intralingual errors

Brown (2007) stated that intralingual errors were an error caused by learning a second language. It means that the errors were caused by the difficulties of the system of the second language. Meanwhile, Cordes in Jam, Rahimidomakani, & Kasegari (2014) also state that intralingual errors or developmental errors, the errors which happened from the target language itself.

In intralingual errors, the researcher found that the students were confused about pronouncing English consonants sounds. They are speculated the way to pronounce English consonants sounds since the students have limited knowledge of a place and manner articulation of the English consonants.

The words that make the students confused are the words in English consonant [ʒ], such as the words: leisure /ˈlɛʒə/ to /ˈlɛzər/, /ˈlɛsər/, pleasure /ˈplɛʒə/ to /ˈplezər/, rouge /ruːʒ/ to /ˈrouʃ/, /ˈruʃ/, /ˈnuʃ/, /ˈrus/, /ˈroʊʃ/, garage /ˈɡɑːrɪdʒ/ to /ˈʃɛrɪʃ/, /ˈɡɛʃ/, /ˈgærɪʃ/. The words in the English consonant [ʒ], such as the words: large /lɑːɡ/ to /ˈlɑːɡ/ and orange /ˈbrʌndʒ/ to /ˈɔræŋ/, /ˈɔrən/.

The English consonant [v], such as the words: very /ˈvɛrɪ/ to ‘fɛri’, have /hæv/ to ‘hɛf’, evening /ˈɛvniŋ/ and ‘ɪfniŋ’; store /stɔr/ to ‘stoːf’, ‘stɔːf’ and ‘stɔːft’, lovely /ˈlʌvli/ to ‘lofəlɪ’, ‘lofli’, love /lʌv/ to ‘lof’. The English consonant [dʒ], such as the words: the /ði/ to ‘de’, weather /wɛθər/ to /’wɛdər/, ‘wet’,
See, Indonesian, and Jakarta, knowledge in understanding the place and

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Therefore, teachers should introduce more

manner of articulation of English consonants.

limited kno

as interlingual errors. While the whole students had

English consonants into the consonants that they

[θ]. The students tend to pronounce the

\[\theta\] and \[\theta^\prime\]. The Conclusions

From the data analysis, it was found that

Javanese students had problems in pronouncing

English consonants. Those were \[\theta\], \[\theta^\prime\], \[\theta^\prime\] to

English consonant \[\theta\]. Smith 'smθ' to

'smit', thick \[θ̬\] to 'tik', healthy \[θ̬\]

'tiki', \[θ̬\] is '-application to 'eklit', 'eklit' and 'ekletis',

bathroom 'batθrum' to 'badrum' and 'batrum'. The

English consonant \[θ\], such as the words:

poacher 'poufa' to 'poker', 'posir', 'pokari', 'pusir',

'puker', 'pucer', snatch 'snæf' to 'snærs', 'snær', 'snær',

'snit', snætc'. It because the students had limited

knowledge of understanding those English

consonants sound.

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