UNDERSTANDING PRONUNCIATION VARIATIONS OF JAVANESE STUDENTS OF ENGLISH

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Abstract

Indonesia has many languages, as noted in kompasiana.com at 2015 by Nasir, Indonesia has 749 region languages and each language has specific characters that surely make Indonesia full of students with multiple backgrounds of languages, it is clear that ESL students in Indonesia have diversity in their pronunciation. Therefore, the aim of this paper is to describe the diversity of pronunciation which analyze in phonetics and why the diversity exists, with focus on ESL students' major problems in articulating (θ), (ð), (ʃ), (ʒ), (ʧ), (ʤ), that phonemes are pronounced by ESL students in Cilacap, Central Java. In this paper, the writer gives another point of view, this paper is not discusses in the term of error analysis or contrastive analysis in pronunciation but it discusses in the term of interlanguage, Selinker (1972) referred interlanguage as second language systematic knowledge independent of both first language and second language (Fauziati, 2011). Therefore, their mistake is not taken as mistake but as progress when ESL students learn the second language.

Keywords: phonetics, pronunciation variations, Javanese ESL students.

Paper Background

Indonesia has 749 region languages, the richest language's owner in the world after New Guinea, around 800 region languages (Nasir, 2015), multiple cultures and races (Hafil, 2015), this matter not only become luck for Indonesia but also lack when they learn second language, ESL students from Indonesia are mostly influence by their mother tongue dialect, they has difficulties to reduce the mother tongue dialect influence. For example, when Indonesia EFL learners pronounced "go" that should be pronounce /gɑʊ/ but Indonesian learners usually pronounced /go/, this matter because sound /aʊ/ does not exist in Indonesian (Riyani & Prayogo, 2013).

This case was also proven by Muhaji & Sholeh (2015), in University of Kanjuruhan Malang, they investigated pronunciation problems faced by English department students. The result showed as that the students has difficulties in removing their mother tongue dialect influence, difficulty to pronounce the English phonetics, difficulty in determining the stressed and unstressed syllables, difficulty in recognizing and pronunciation weak sounds, difficulty in pronouncing the suffix of a word correctly.

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

In order to make different research from the previous, the writer takes data from Cilacap of Central Java. Cilacap was taken by the writer as setting of place of this research because Cilacap has special-specific characteristics region language (Indonesian known as *ngapak* language), with focus on ESL students' major problems in articulating (θ), (ð), (ʃ), (ʒ), (ʧ), (ʤ),. Therefore this paper try to describe the glides which make by ESL students in Cilacap in articulating (θ), (ð), (ʃ), (ʒ), (ʧ), (ʤ), and what are the causes.

A Brief Theoretical Review

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

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

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

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

As said before though the standardized was made all become equal but the word is too complex, therefore interlanguage is needed as the subject to examine the variation. Selinker (1972) referred interlanguage as second language systematic knowledge independent of both first language and second language (Fauziati, 2011).

Method

This paper described the glides which make by ESL students in Cilacap in articulating (θ), (ð), (ʃ), (ʒ), (ʧ), (ʤ), and what are the causes based on the principle of descriptive qualitative research, therefore in order to make sure there is no manipulation of data the writer asked the subject to read the text which contained (θ), (ð), (ʃ), (ʒ), (ʧ), (ʤ), and the record their voice.

Finding and Discussion

Finding

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

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

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

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

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

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

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

In this case the writer only found the phoneme (ʒ) in the middle therefore subjects are asked to pronounce vision, version, luxury, decision and television to identify phoneme (ʒ) in the middle. Phoneme (ʒ) is pronounced by fricative, alveopalatal and voiced. The result shows us that phoneme (ʒ) are good enough pronounced by subject 5 and the other subjects are shifted from (ʒ) become (ʃ).

(ʧ)	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
Initial	✓	✓	✓	-	✓

Middle	✓	✓	-	-	✓
Final	✓	✓	✓	✓	✓

In this case the subjects asked to pronounce child, charge, change, cheeks and choice to identify (ʧ) in the initial, teacher, mature, nature, teaching and watching to identify (ʧ) in the middle and such, which, watch, match and march to identify (ʧ) in the final. Phoneme (ʧ) is pronounced by affricative, alveopalatal and voiceless. The subjects are good enough in pronouncing (ʧ) in the initial, middle and final whether there is still wrong pronunciation.

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

In this case the subjects asked to pronounce job, just, giant, junior and general to identify (ʤ) in the initial, ages, pager, major, region, budget to identify (ʤ) in the middle and bridge, usage, language, prestige and village to identify (ʤ) in the final. Phoneme (ʤ) is pronounced by affricative, alveopalatal and voiced. Phoneme (ʤ) are mostly shifted by four of the subject, it shifted into (ʧ) which pronounced affricative, alveopalatal and voiceless. Only subject five is good enough to pronounce (ʤ).

Discussion

In this discussion, the writer answers the aims of this paper, which the aims are to describe the sound shift of (θ), (ð), (ʃ), (ʒ), (ʧ), (ʤ) and why they are shifted. In the finding above, the writer finds that phoneme (θ), in the initial and final word which pronounced by the five subjects, it sound clear enough, but the problem arise when (θ) take place in the middle, the sound are shifted from (θ) become (t) which articulated by stop, alveolar and voiceless, it also happen in the final word of phoneme (ð). Furthermore, the writer found new result when subject read "think" (θɪŋk), the subject lost the final (k), therefore they pronounce "think" like pronounce "thing", the writer assumed that ESL students in Indonesia are unaccustomed to pronounce (ŋk) and (ð) in the final because it does not exist in Indonesian alphabet.

Next are (ʃ) and (ʒ), the subjects are clear enough to pronounce (ʃ) both in initial and middle or final, but the shift arise when subjects pronounce (ʒ) which should be pronounced by fricative, alveopalatal and voiced it shifted become (ʃ) which pronounced fricative, alveopalatal and voiceless. Henceforth are (ʧ) and (ʤ), like above phoneme (ʧ) are clear enough pronounced by the subject but the shift arise when the subject pronounce (ʤ), it should be pronounce affricative, alveopalatal and voiced but shifted become (ʧ) which pronounced affricative, alveopalatal and voiceless. The writer assumed that this case because the manner of articulation of alveopalatal voiced phonemes is rare in Indonesia.

Conclusions

Avoiding the problems in articulating the English pronunciation, this paper is concern to discover the variations of pronunciation in Indonesia with brief explanation. It should be received as a progress when ESL students in Indonesia learn second language. The result is glide phonemes found in the middle (θ), final (ð), middle (ʒ), and in the final and middle (ʤ). The glides not found in phoneme (ʃ) and (ʧ). The writer assumed that cases caused by there are not existences of phonemes (θ), (ð), (ʃ), (ʒ), (ʧ), (ʤ) in Indonesia, however, if they can pronounce phonemes (θ), (ð), (ʃ), (ʒ), (ʧ), (ʤ) it should be pass by hard study, and also the subjects has difficulties in removing their mother tongue dialect influence and difficulty to pronounce the English phonetics correctly.

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Appendix

SOUND SHIFT RESULT TABLE

		Initial			Medial			Final	
		origin	voice		origin	voice		origin	voice
.θ	Thing	θɪŋ	θɪŋ	Something	ˈsʌmθɪŋ	sʌmtɪŋ	Both	bəʊθ	bəʊθ
	Think	θɪŋk	θɪŋ	Anything	ˈɛnɪθɪŋ	ɛnɪtɪŋ	With	wɪθ	wɪð
	Three	θriː	cri	Everything	ˈɛvrɪθɪŋ	ɛvrɪtɪŋ	Math	mæθ	mæθ
	Thief	θiːf	θif	Ethic	ˈɛθɪk	ɛtɪk	North	nɔːθ	nɔθ
	Thought	θɔːt	tɔt	Ethnic	ˈɛθnɪk	ɛtnɪk	South	saʊθ	saʊθ
.ð	The	ðiː	ðe	Brother	ˈbrʌðə	brʌðər	Breathe	briːð	brid
	This	ðɪs	ðɪs	Father	ˈfɑːðə	fɑːðər	Loathe	ləʊð	lɔd
	That	ðæt	ðæt	Mother	ˈmʌðə	mʌðər	Smooth	smuːð	smut
	These	ðiːz	ðiz	Neither	ˈnaɪðə	naɪðər	Scythe	saɪð	saɪð
	Those	ðəʊz	ðɔz	Either	ˈaɪðə	aɪðər	Seethe	siːð	sit
ʃ	She	ʃiː	ʃi	Patient	ˈpeɪʃənt	peɪʃənt	Gosh	gɒʃ	gɒʃ
	Show	ʃəʊ	ʃɔ	Pressure	ˈprɛʃə	prɛʃə	Wish	wɪʃ	wɪʃ
	Sure	ʃʊə	ʃʊr	Creation	kri(ː)ˈeɪʃən	krieɪʃən	Push	pʊʃ	pʊʃ
	Shoulder	ˈʃəʊldə	ʃɔldə	Fashion	ˈfæʃən	fæʃən	Trash	træʃ	træʃ
	Should	ʃʊd	ʃʊd	National	ˈnæʃənl	næʃənl	English	ˈɪŋglɪʃ	ɪŋglɪʃ

ʒ				Vision	ˈvɪʒən	vɪʃən			
				Version	ˈvɜʒən	vɜʃən			
				Luxury	ˈlʌkʒəri	lʌkʃəri			
				Decision	dɪˈsɪʒən	dɪsɪʃən			
				Television	ˈtɛlɪˌvɪʒən	tɛlɪvɪʃən			
ʧ	Child	ʧaɪld	ʧaɪlt	Picture	ˈpɪkʧə	pɪkʧə	Such	sʌʧ	sʌʧ
	Charge	ʧɑːʤ	ʧɑrʧ	Nature	ˈneɪʧə	neɪʧə	Which	wɪʧ	wɪʧ
	Change	ʧeɪnʤ	ʧeŋ	Mature	məˈtjʊə	məˈtjʊə	Watch	wɒʧ	wɒʧ
	Cheeks	ʧiːks	ʧiks	Teaching	ˈtiːʧɪŋ	tiːʧɪŋ	Match	mæʧ	mæʧ
	Choice	ʧɔɪs	ʧɔɪs	Watching	ˈwɒʧɪŋ	wɒʧɪŋ	March	mɑːʧ	mɑʧ
ʤ	Job	ʤɒb	ʤɒb	Ages	ˈeɪʤɪz	eɪjiz	Bridge	brɪʤ	brɪʃ
	Just	ʤʌst	ʤʌst	Pager	ˈpeɪʤə	peɪjə	Usage	ˈjuːzɪʤ	usædʃ
	Giant	ˈʤaɪənt	ʤaɪənt	Major	ˈmeɪʤə	meɪjə	Language	ˈlæŋgwɪʤ	læŋgwæʤ
	Junior	ˈʤuːnjə	ʤuːnjɔ	Region	ˈriːʤən	riːjən	Prestige	prɛsˈtiːʤ	prɛsˈtiʃ
	General	ˈʤɛnərəl	ʤɛnərəl	Budget	ˈbʌʤɪt	bʌjet	Village	ˈvɪlɪʤ	vɪlæjs

*The origin pronunciation based on oxford dictionary.