

# JAVANESE PHONOLOGICAL INTERFERENCE IN ENGLISH PRONUNCIATION OF ENGLISH LITERATURE DEPARTMENT STUDENTS

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**Abstract:** The occurrence of phonological interference can be found if the native is able to acquire multilingually. The research aims to reveal the phonological aspects causing phonological interference and establish the strategies for avoiding interference. Students of the English literature department that take English Language Teaching (ELT) and speak Javanese, Indonesia, and English language become the primary sources of this research. The method used in this research is a descriptive qualitative as research design and the theory of Geoffry S. Nathan for the analysis. Meanwhile, Marsono's theory is employed to compare it with vocal, diphthong, and consonant in Javanese language. The finding shows that phonological interference comes from a segmental aspect, totaling errors up to 99 and 189 in the suprasegmental aspect. In the segmental aspect, errors of English pronunciation were found on the assimilation of speech implementation based on vowel, diphthong, and consonant. Meanwhile, in the suprasegmental aspect, word stress on the second syllable with two, three, and four-syllable words become the most errors. Therefore, phonological interference can be avoided by doing more individual practice in looking for difficult vocabularies and using English as the main language in doing enjoyable activities such as listening to music and watching movies.

**Keywords:** *Phonological interference, English pronunciation, segmental errors, suprasegmental errors.*

## INTRODUCTION

Over than billion people can speak more than one language alternately. The use of multi-languages can be found in countries that can become a tourism

destination such as Indonesia. Setiawan (2017) states that Indonesia has various regions endowed with various kinds of natural and language resources that attract both foreign and domestic tourists. As an example, Java island as the center of government has various tourist attractions and languages to be used as tourists' interest. Harwan (2019), said that there are 750 regional languages in Indonesia and about fifteen regional languages on Java island. Meanwhile, Javanese language becomes the dominant language and is used in various regions on the island of Java, such as West Java, Banten, Central Java, Yogyakarta and East Java.

Otherwise, in addition to the use of regional languages, Indonesian language is the main language used to communicate with residents outside Java or those who do not speak Javanese well and correctly. Besides, since people can acquire two languages, the first language will interfere with the second language. Moreover, when children start entering the educational level, more than one foreign language will be acquired during school and will be interfered with by their native language. So, the deviation from the norms of either language, which occurs in speech bilinguals due to their familiarity with more than one language, will be referred to as interference phenomena (Weinrich, 1953, p. 1).

Javanese is a complex language that has several arrangements. Hengki (2005) in his undergraduate thesis states if Java language has language arrangements in spoken and written way. For example, in speaking way there are *tutur ngoko* used to speak with the same age, *tutur madya* used between the age of teenagers and elders, and *tutur krama* for the elders and it is used in several occasions. While in written way, Javanese has *aksara Jawa* similar to alphabetic to write a letter or announcement long time ago and still exist for learning section in several schools in Java. Thus, Java language has more rich data as the consideration to conduct the research.

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

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

The previous studies explore students' phonological interferences/difficulties in pronouncing English sounds/phonemes to reveal phonological interference and factors affecting the pronunciation. Reynold et al. (1933) (in Flores: 1982, p. 8) states that the educational problem facing the school was bilingualism, the pronunciation of the students who acquire more than two languages (bilingual) becomes the main object. Therefore, this study also focuses on the phonological interference of Javanese students.

Phonology deals with how sounds are selected and fitted into the environment (segmental such as vowel, diphthong, and consonant). It is then constructed into the larger units, such as syllables, feet, words (suprasegmental aspect such as stress, rhythm, and intonation) (Nathan, 2008). Phonological interference will appear if people are mastering more than one language and pronounce sounds in contrast with the phonological aspects (segmental and suprasegmental). Nevertheless, Corder (1967) states that errors result from interference in learning a second language from the habits of the first language.

Besides, instead of revealing the factors affecting the pronunciation, the strategies are more useful to increase the speaking ability and the awareness of phonological interference in pronouncing English. According to the background of the study, the researchers find some problems: (1) What are the aspects found on the phonological interference of Javanese toward English pronunciation of English Literature department students? and (2) What are the strategies to avoid the occurrence of phonological interference of Javanese toward English pronunciation?

This study focuses on the phonological interference of Javanese students and the strategies to avoid the phonological interference. Besides, the researchers used the main theory of phonological aspects (Nathan, 2008) to find the interference in pronouncing English. Moreover, to observe the research, the researcher determines several characteristics in conducting the research. Those characteristics are: First, the main of the participants must be students who already took the courses of phonology and advance speaking (sixth

semester) in the English Literature department of UIN Malang because since the students already passed the courses, it means the students aware the phonological aspects and can speak in advance level. Second, the researcher selects the students (boys and girls) who have a background in Javanese and can speak the Java language fluently and acquire the Indonesian and English languages. Third, the researchers limited the amount of the participants by only taking English Language Teaching Class (ELT) (consists of around 14 students but 2 of them uncontactable) because since the ELT students learn about how to teach the students in a school, it is crucial to enhance the speaking skill of ELT's students by knowing how they pronounce English to avoid the interference in the future when the ELT's students become the teacher.

In conclusion, after exploring several previous studies, the researcher assumes that this study is different from the previous studies as described above. First, the previous studies focus on the segmental aspect (Wardani & Suwanto (2019), Subandowo (2017), Utami et al. (2017), Reynaldi et al. (2016)) except Muhyidin (2016), which focus on both segmental and suprasegmental. Second, previous studies also focus on the factors affecting pronunciation. Meanwhile, this study will focus on phonological aspects to classify the interference in detail (segmental and suprasegmental aspects). Instead of finding the factors affecting the pronunciation, the researchers focused on establishing the strategies to avoid phonological interference. English learners can also be more aware of phonological interference by knowing and understanding the kinds of phonological aspects.

## METHOD

### Data collection

The researchers had several stages in collecting the data. Those stages are: First, the questionnaire was given to the participants to help the researchers answer the questionnaire and select the participants' suitable for the research. Second, the researchers contacted the suitable participants by chatting on the WhatsApp application from participants' phone numbers mentioned in the questioner to record the researchers giving English word lists. The English word lists taken from McMahon (2002) according to the kind of phonological aspects. Third, after getting the English word lists recording, the researchers interviewed the participants to avoid interference, especially in terms of phonological aspects, according to participants' experienced.

## Data analysis

After collecting the data, the researchers continuously listened to the students' English pronunciation to find interference in pronouncing English words. After finding the interference, the researchers classified into the segmental and suprasegmental aspects using Nathan's theory (2008). After classifying the pronunciation's interference, the researchers concluded how to avoid the phonological interference by comparing the answers from students according to the interview. The highest responses from the students who already give the suggestions would be considered useful suggestions for avoiding interference.

## FINDINGS

### Phonological Interference

According to the recorder, the researchers found the interference of students' pronunciation and classified the interference into two aspects. First, in the segmental aspect, there are three kinds of interference according to the phonological aspect: assimilation, insertion, and deletion. Second, in the suprasegmental aspect, word stress is classified into four parts, divided by the number of syllables in which word stress is located in several locations of syllable.

#### a. Segmental aspect

##### 1.) Assimilation

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

##### 1.1.) Vowel and diphthong

##### 1.1.1.) Assimilation of vowel

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

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

respondent pronounced sound 'pæt' into 'palt', and also one respondent pronounced sound 'pæt' into 'pelt'.

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

### 1.1.2.) Assimilation of diphthong

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

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

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

## 1.2) Consonant

### 1.2.1.) Assimilation of consonant

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

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

Second, several consonants assimilated into consonant 'k'. There are three words pronounced in inappropriate sound into consonant 'k'; those are: the word *big* (bIg), which consonant 'g' in the last word assimilated into consonant 'k'. Two respondents pronounced sound 'bIg' into 'bIk' with the rest of respondents pronounced appropriate sound; the word *dig* (dIg) which consonant 'g' in the last word assimilated into 'k'. One respondent pronounced the sound 'dIg' into 'dIk' with the others pronounced well; and the word *night* (naIt) which consonant 't' in the last word assimilated into 'k'. Three respondents pronounced the sound 'naIt' into 'naIk', and the nine respondents pronounced well.

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

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

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

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

## 2.) Insertion

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

### 2.1.) Vowel and diphthong

#### 2.1.1.) Insertion of vowel

In this section, only one word is pronounced by one respondent who inserted/added by vowel inside a word. For example, the word *barn* (ba:rn), which has vowel 'ɑ:' between consonant 'b' and 'r' was inserted/added the vowel 'e' became sound 'ber3:n' and the other 11 respondents pronounced appropriate sound.

### **2.1.2.) Insertion of diphthong**

The researchers did not find the respondents' wrong pronunciation according to the diphthong's insertion in this section.

### **2.2.) Consonant**

#### **2.2.1.) Insertion of consonant**

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

### **3.) Deletion**

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

#### **3.1.) Vowel and diphthong**

##### **3.1.1.) Deletion of vowel and diphthong**

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

#### **3.2.) Consonant**

##### **3.2.1.) Deletion of consonant**

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

### **b. Suprasegmental aspect**

#### **1.) Stress**

Stress is one of the types of suprasegmental units. Stress referred to how someone giving the tension inside a word or called word stress. Besides, word stress is classified into four parts, which are divided by the amount of syllables.



These are the following parts which word stress located in several locations of syllable, those are:

### 1.1.) Stress on the first syllable

#### 1.1.1.) Two syllable words

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

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

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

#### 1.1.2.) Three syllable words

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

First, there are four words from the word *literature*, *character*, *industry*, and *atmosphere* misplace pronounced by put word stress on the second syllable; those are: 2 respondents misplace pronounced word stress from the word [lɪ | trə | tʃə(r)] into [lɪ | trə | tʃə(r)], one respondent misplace pronounced the word stress from the word [kæ | rɪ | ktər] into [kæ | rɪ | ktər], three respondents pronounced misplace pronounced word stress from the word [ɪn | dəs | tri:] into [ɪn | dəs | tri:], and two respondents misplace pronounced word stress from the word [æt | məs | flər] into [æt | məs | flər].

Second, one word from the word *advertises* misplacing pronounced by putting stress on the third syllable. For example, there is one respondent misplace pronounced word stress from the word [æd | vər | tɪz] into [æd | vər | tɪz] while the other respondents put the word stress in appropriate syllable.

#### 1.1.3.) Four syllable words

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

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

syllable; those are: 2 respondents misplace pronounced word stress from the word [ɪl | trə | tʃə(r)] into [ɪl | trə | tʃə(r)], one respondent misplace pronounced the word stress from the word [kæ | rɪ | ktər] into [kæ | rɪ | ktər], three respondents pronounced misplace pronounced word stress from the word [ɪn | dəs | tri:] into [ɪn | dəs | tri:], and two respondents misplace pronounced word stress from the word [æt | məs | flər] into [æt | məs | flər].

Second, one word from the word *advertise* misplace pronounced by putting stress on the third syllable. For example, one respondent misplace pronounced word stress from the word [æd | vər | talz] into [æd | vər | talz] while the other respondents put the word stress in appropriate syllable.

## 1.2.) Stress on the second syllable

### 1.2.1.) Two syllable words

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

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

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

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

### 1.2.2.) Three syllable words

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

First, there are five words from the word *appendix*, *efficient*, *develop*, *saliva*, and *antenna* misplace pronounced by put word stress on the first syllable, those are: 2 respondents misplace pronounced word stress from the word [ə | pən | dɪks] into [ə | pən | dɪks], three respondents misplace pronounced word stress from the word [ɪ | fl | jənt] into [ɪ | fl | jənt], ten

respondents misplace pronounced word stress from the word [dɪ | ve | ləp] into [dɪ | ve | ləp], three respondents misplace pronounced word stress from the word [sə | laɪ | və] into [sə | laɪ | və], and five respondents misplace pronounced word stress from the word [æɪn | te | nə] into [æɪn | te | nə].

Second, only one word from the word misplace by putting word stress on the third syllable. one respondent misplace pronounced word stress from the word [dɪ | ve | ləp] into [dɪ | ve | ləp] while the other respondents pronounced the word stress in appropriate syllable.

Third, one word from word *antenna* is misplace pronounced by putting stress on the second and third syllables. Three respondents added word stress in third syllable and misplace pronounced word stress from word [æɪn | te | nə] into [æɪn | tenə].

### 1.2.3.) Four syllable words

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

### 1.3.) Stress on the third syllable

#### 1.3.1.) Three syllable words

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

First, there are three words from word *cigarette*, *engineer*, and *correspond* mispronounced by putting stress on the first syllable. Those are; four respondents pronounced word stress from [sɪ | gə | ret] into [sɪ | gə | ret], two respondents pronounced word stress from [en | dʒɪ | nɪər] into [en | dʒɪ | nɪər], and one respondent pronounced word stress from [kɒ | rɪs | pɒnd] into [kɒ | rɪs | pɒnd].

Second, there are two words from word *engineer* and *correspond* misplace pronounced by put stress on the second syllable; those are: three respondents pronounced word stress from [en | dʒɪ | nɪər] into [en | dʒɪ | nɪər], and three respondents pronounced word stress from [kɒ | rɪs | pɒnd] into [kɒ | rɪs | pɒnd].

Third, there is only one word from word *guarantee* pronounced by one respondent and put all stressed in a word. The respondent pronounced from

word stress [gæ|rən|ti:] into [gærənti:] while the rest respondents pronounced word stress correctly.

Fourth, there is one word from word pronounced by one respondent and put unstressed syllable anywhere. The respondent pronounced from word stress [kɒ|rɪs|pɒnd] into [kɒrɪspɒnd], and the 11 respondents pronounced word stress in appropriate syllable.

### 1.3.2.) Four syllable words

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

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

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

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

### 1.3.3.) Five syllable words

The misplaced word stress occurred by putting stress on the second syllable within the words. There are three words from word *irreproachable*, *irresponsible*, and *electricity* mispronounced, those are one respondent mispronounced word stress from [ɪ|ɪ|prəʊ|tʃə|bəl] into [ɪ|ɪ|prəʊ|tʃə|bəl], one respondent mispronounced word stress from [ɪ|rɪs|pɒn|sə|bəl] into [ɪ|rɪs|pɒn|sə|bəl], and two respondents mispronounced word stress from [ɪ|lek|tri|sə|ti] into [ɪ|lek|tri|sə|ti].

### 1.4.) Stress on the fourth syllable

#### 1.4.1.) Four syllable words

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

#### 1.4.2.) Five syllable words

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

First, there are two words from the word *participation* and *mechanization* misplace pronounced by put stress on the first syllable, those are: five respondents mispronounced word stress from the word [pɑ:r | tɪ | sɪ | pɛɪ | fən] into [pɑ:r | tɪ | sɪ | pɛɪ | fən], and one respondent mispronounced word stress from the word [me | kə | Nai | zɛɪ | fən] into [me | kə | Nai | zɛɪ | fən].

Second, there are four words from the word *examination*, *participation*, *civilization*, and *mechanization* misplace pronounced by put stress on second syllable, those are: nine respondents mispronounced word stress from word [ɪg | zæ | mɪ | nɛɪ | fən] into [ɪg | zæ | mɪ | nɛɪ | fən], one respondent mispronounced word stress from word [pɑ:r | tɪ | sɪ | pɛɪ | fən] into [pɑ:r | tɪ | sɪ | pɛɪ | fən], one respondents mispronounced word stress from word [sɪ | və | laɪ | zɛɪ | fən] into [sɪ | və | laɪ | zɛɪ | fən], and four respondents mispronounced word stress from word [me | kə | Nai | zɛɪ | fən] into [me | kə | Nai | zɛɪ | fən].

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

#### 1.4.3.) Six syllable words

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

## Strategies

According to the respondents, the researchers found the strategies to avoid phonological interference by upgrading speaking skills. There are 22 strategies from 12 respondents, those are:

**Table 3.11**

### Identification the strategies of respondents

Respondents	Strategies
R1	Doing exercise by talking in the mirror, watching movies using English subtitle
R2	Searching any related sources from social media, install oxford dictionary to pronounce the words well.
R3	Googling using google translate, watching movies using English subtitles and listening to music (in English).
R4	Listening English music or watching English movies, doing more exercise from any sources.
R5	Doing more practice by searching English lessons in any resources.
R6	Learning all English lessons from any sources.
R7	Doing more practice by searching English lessons in any resources.
R8	Doing more practice by searching English lessons in any resources.
R9	Learning English by itself through any media, taking an English course, and finding a partner in speaking exercises.
R10	Doing more practice by searching English lessons in any resources, ask someone to correct the wrong pronunciation.
R11	Looking for the latest update related to English speaking skills, doing more practice through social media.
R12	Sing an English song to pronounce some words, using social media as the resources in learning English, doing more exercise in speaking English.

## DISCUSSION

In the segmental aspect, specifically in assimilation, the researchers found two types of interference that occurred according to respondents recording: an assimilation of vowel and diphthong, and assimilation of the consonant. Firstly, in the assimilation of vowel and diphthong, there were one vowel and one diphthong, which mostly interference by other vowels and diphthongs. For example, the vowel is 'æ' which interfered by vowels 'ɜ:', 'e', and 'ɑ:' and diphthongs 'ai' and 'ei'.

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

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

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

Then, other implementation of speech in the segmental aspect is insertion. Kind of this interference occurred when respondents insert or added an extra vowel into a word. The interference of insertion is divided into two



categories: insertion vowel and diphthong and insertion of a consonant. In insertion of vowel and diphthong, the researchers found a respondent insert vowel 'ə' into a word *barn*, which should be pronounced as 'bɑ:rn'. However, the respondent pronounced in an inappropriate way which mispronounced from word 'bɑ:rn' become 'bərɜ:n' and insert vowel 'ə' before consonant 'r'. Javanese usually put the vowel 'ə' before consonant 'r' as an example in the word *mripat*, which is pronounced as 'məripat', which means *eye*. Therefore, the respondent pronounced in inappropriate way from 'bɑ:rn' into 'bərɜ:n'. Meanwhile, in the insertion of consonant, a respondent inserts or adds a consonant in the first word. According to the data, a word *write* (raɪt) was inserted a consonant 'v' in the first word becomes 'vraɪt'.

Lastly, deletion is the last implementation of speech. Based on the data, the researcher found consonant deletion from a word. Several respondents pronounce both words in an inappropriate way and delete the consonant 'l' in the last words. Comparing to Javanese consonant, consonant 'r' was sounded no matter the place is in first, middle, or last word. So that deleting the consonant 'r' in the words of *chair* and *never* related to Javanese pronunciation, but the respondent only mispronounced it.

In suprasegmental aspect is classified into four sections in which each section is categorized according to the place of word stress (first, second, third, and fourth syllable on each word). The first section contains 14 words classified into 2, 3, and 4 syllables words where the word stress is placed on the first syllable. Then, the second section is classified into 15 words, containing 2, 3, and 4 syllable words where the word stress is placed on the second syllable. In contrast, the third section placed the word stress on the third syllable, which 13 words served as divided into 3, 4, and 5 syllable words. Last, there are six words contain 4, 5, and 6 syllable words which the stress word placed on the fourth syllable in the fourth section.

## CONCLUSIONS

This research is an analysis of phonological interference toward Javanese in pronouncing English words. Several English words recording from 12 participants according to various syllables, and some strategies noted by the researchers from the interview section are the data used to be analyzed. After analyzing the data using Nathan and Marsono's theories, the researchers found two significant phonological aspects total of 99 errors in segmental aspects,



including assimilation of the vowel, and diphthong and consonant, insertion of vowel and diphthong and consonant; and deletion of the consonant. Meanwhile, there are 189 total errors in the suprasegmental aspect, including stress on the first syllable with 2, 3, and 4 syllable words, stress on the second syllable with 2, 3, and 4 syllable words, stress on the third syllable with 3, 4, and 5 syllable words, and stress on the fourth syllable with 4, 5, and 6 syllable words. However, the researchers did not find an error in the segmental aspect, specifically on the deletion of vowel and diphthong.

The dominant errors were in segmental aspect specifically on the implementation of speech assimilation with total errors up to 56 times. Assimilation referred to a sound similar to its neighbor, which means that vocal, diphthong, or consonant can be sounded similar. So that in pronouncing English words, participants who acquire more than one language, especially Javanese, which become the main focus of this research, will experience interference by mixing various vowel, diphthong, and consonant that they learn.

According to the research analysis, phonological interference can be experienced for those who acquire more than one language in daily communication. However, the researchers found several strategies to avoid interference by selecting the most answers from the participants' interviews. Those strategies are doing more practice by speaking individually, looking for difficult vocabularies related to any resources, and changing all non-English languages into English in listening to music and watching movies. Hence, phonological interference can be found in Javanese students even though they already learn English. The interference can be avoided by using several strategies in upgrading the speaking skill.

## SUGGESTIONS

After doing the analysis, according to the findings and conclusion, the researchers hope that the next researcher can continue this research to do deeper research on analysis in the suprasegmental aspect consisting of intonation and rhythm. Using a similar object of Javanese students can make it easier to do the subsequent study, or researchers can do similar research by changing the other ethnicities in Indonesia. Thus, the research about phonological aspect will be various in a specific field. The researchers expected

this study could be additional references for doing similar research in the same or other field.

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