

JAVANESE INTERFERENCE ON STUDENTS' ENGLISH SPEAKING SKILL IN THE EFL CONTEXT

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Abstract

This study investigated the Javanese interference on students' English speaking skill in the EFL context. The data was gained by qualitative method using digital documentation and interview. The participants of this research were six of Javanese students in English Education Department at University of Islam Malang who have been selected. After analyzing the digital documentation and interview, the researcher draws two major points. 1) The Javanese students find difficulties in pronouncing θ , r , $\int$, $t\int$, u , δ , t , $u\theta$, d , and $d\int$. It was caused by the difficulties in controlling their mother tongue in mastering English vocabulary. 2) They find difficult to remove the first language accent to the foreign language because the habit of daily communication. To identify more, the researcher made interview section to find out their difficulties, the factor caused, the solution of difficulties, and their perception about the problem. Then, to solve that problem, the English teachers should be more innovative to develop the strategies and design the materials for the students and make them minimize the Javanese interference in their English speaking. Students also should learn and practice more to deny their Javanese interference so that could have good speaking skills and the listeners would be easier to understand what they mean. Finally, this study pointed out that Javanese interference can be solved by the English teachers and the EFL students.

Key words: Language interference, Javanese students, English speaking skill

INTRODUCTION

Language is one of the crucial things in communication. It means that all of people use languages to communicate each other whether using spoken or written.

Some theories stated that language cannot be separated from the culture. Indonesia is one of rich countries that have various culture and ethnic group. One of the Indonesian cultures is Javanese language. Javanese language is the traditional language or first language that spoken by Javanese people (Setyowati, 2014). It has strong and unique accent, dialect, intonation, and diction that shows that Javanese language is pronounced clearly, explicitly, short intonation, and stressing in some parts (Wardani and Suwartono, 2019). This is the reason why Javanese students have a separate challenge.

Sometimes, Javanese students or English as foreign language (EFL) students are difficult to master English because of they have interference on their first language. Interference is caused by the differences concept between native and target language (Wardani and Suwartono, 2019). Since they speak English, they have Javanese interference toward English occurs in some ways: first, they have difficulties to pronounce some English pronounced that do not exist in Javanese language because their speech organs are hard to move. Then, they do not know how to pronounce certain word and the last, they are difficult to differentiate similar sounds in English (Andika, Sumarlam, and Abdullah, 2019).

Javanese interference is one of crucial problems faced by Javanese students in learning English. It occurs because students get lacking of input so and lacking of knowledge in second language acquisition. Not only that, the researcher also find that some of Javanese students get difficult in producing some words because of their

mother tongue assimilates to the target language (English). Finally, according to the fact above, the researcher analyzes the affairs of the first language interference intensively. This study discusses about Javanese language as the reference especially on the phonological and accent. It helps teachers and students affect the students' motivation to speaking English whether in the classroom or outside. The last, the study also helps teachers to investigate how the English language is produced in their speaking in the learning process.

METHOD

This study used descriptive qualitative research to gain the data. This method is designed to describe the process of the research method. Therefore, the researcher intended to provide the explanation of Javanese interference in the English students' speaking skill. To collect the data the researcher, selected six participants Javanese students of English Education Department at University of Islam Malang who have several criteria as follows: born in Javanese environment, grow up in Javanese society, speak Javanese language in daily, and they have "*medhok*" when speak up the Javanese language. The researcher collected the data from the participants because it makes researcher easy to communicate and achieve the optimal data. The researcher obtained the data about participants' speaking focused on phonological and accent interference. Then, the data were collected by digital documentation and interview. It was done in accordance with this pandemic situation.

The researcher took some steps according to Cresswell (2007), that are locating site/individual, gaining access, purposefully sampling, collecting data, recording information, resolving field issues, and storing data. Then, to analyze the data the researcher did several steps to gain the purpose of the research following (Cresswell, 2014). The general phases of analysis include several steps; first, organizing and preparing the data, reading all of the data, coding the data, interrelating themes/descriptions, interpreting the meaning of themes/descriptions, and making an interpretation in qualitative research of the findings.

FINDINGS

A. Phonological Interference

The researcher analyzed the students' video recording conversation by *Zoom Meeting Clouds Application*. After transcribed the conversation, the researcher found some of phonological interferences in the students' English speaking. The common error in students' speaking was the pronunciation.

1. Pronunciation

After watched the video, the researcher found that the participants difficult to pronounce some words. Several error pronunciations are explained in the table following:

Table 1. the Differences between English and Javanese Phonetics

No.	Language	
	English	Javanese
1.	θ <u>Th</u> ink	Tink
2.	r <u>Sor</u> ry	Sory
3.	ʃ <u>Sh</u> ock	Sock
4.	tʃ <u>Bea</u> ch	Bic
5.	ʊ and ɔ <u>Shou</u> ld	Sould
6.	ð <u>Th</u> ere	There
7.	t <u>Get</u> ting	Geting
8.	ʊəʳ <u>Su</u> re	Sure
9.	ɒ <u>Do</u>	Do
10.	dʒ <u>Ma</u> ior	Mejor

Based on the table 1, the Javanese students find difficulties in pronouncing several words because of their mother tongue unfamiliar with them. The participants find difficult in produce some words because of the different characteristics between both of the language such as θ, r, ʃ, tʃ, ʊ and ɔ, ð, t, ʊəʳ, ɒ, and dʒ. This causes the errors pronunciation in several places on their tongue. It is supported

by the participant 5 statement' *"I feel difficult when pronounce sound "d" and "th". I rarely speak English in daily activity, so my English ability is low"*. In addition, the Javanese students also have difficulties in adding "s/es" for plural words such as when they said *"clothe"* which the originally *"clothes"*, and then they said *"some snack"* which the originally is *"some snacks"*, so they often miss in pronouncing "s/es". It was caused by their acquisition from first language (Javanese) to foreign language (English), so they were assimilate both of them. Sometimes, they were missing in arranging the structure of sentence such as in the question *"You have?"* which the right structure is *"Have you?"*. It was caused by their first language habits in saying the subject first *"you"* and then it is followed by the question word *"have"*. The researcher found that the participants still bringing their mother tongue in any aspects, not only on pronunciation but also in structure of the sentence. Then, the participant stated that to solve the problem about the Javanese interference she usually sing the English song to increase the pronunciation. Not only that, to apply the strategy she also search the lyric of the song first, after that read and then sing a song the lyric. In addition, other participant also stated that she tried to find a video in YouTube that suits on her, after that she got to find the difficult words or uncommon words that she needs to know how to pronounce it as well. Then, she watched the video and taking a note. Finally, the phonological interference is dominated by habitual factor. It shows that the participants' habituation is communication using Javanese language.

B. Accent Interference

According to the data collected, the researcher understood that not all Javanese students speaking English with their Javanese accent. Some of them could speak without bring their Javanese accent, and the others were still bringing their accent because of Javanese language assimilates on their tongue. It shows that, habitually in speaking English is very important to apply. And the participant added that, *“This condition has more effect to my English, especially in this pandemic era is unsuitable for me to speaking English because lacking of interaction with my teachers and friends in the university”*. So, the solution for this problem is habituating English speaking in daily as much as possible. In addition, the EFL students necessary to accustom the listening or watching the English speaking of the native speakers, such as the English movie, the English broadcast, and others.

After conducting this research, the researcher found that the Javanese accent was not affecting the listeners' understanding. This is proven by Javanese accent when they were speaking English and the listener could understood in replying the utterances well, such as the conversation 3, when the participant asked to the partner; *“What are you going to do to celebrate this day?”*. Then the partner still understood what was said and could reply it. Everyone who stuck on their accents interference was not supposed to impose themselves to it. Every person in this world is able to speak up English with their accents, and it is an understandable thing. Finally, the researcher underlined that everyone has characteristics and this is a natural thing.

DISCUSSION

This presents the results of the study were gained from the participants of the research. All of the findings were discussed in the following from the observation had already collected by the researcher, the process of data collection about Javanese interference of the EFL students, and the researcher selected six Javanese students as explanation in the previous chapter.

Unconsciously, the error of students' speaking directly was brought from the first language, because all of the participants knew well about phonological and English accent. It was supported by Senowarsito and Sukma (2019), although the learners have a lot of English phonological knowledge and have been learning it, they will pronounce some English words based on their mother tongue. The students find difficult to omit the errors in unconditional moment. This is caused by the target of the second language was not still raised yet. There were two aspects of interference occurred when the students conducted the conversation which mostly influenced the students' speaking, they were phonological and accent. Definitely, it was determined by the difference characters on both of English and Javanese language as described in the figure below.

vowels		consonants	
IPA	examples	IPA	examples
ʌ	cup, luck	b	bad, lab
ɑ:	arm, father	d	did, lady
æ	cat, black	f	find, if
ə	away, cinema	g	give, flag
e	met, bed	h	how, hello
ɜ:	turn, learn	j	yes, yellow
ɪ	hit, sitting	k	cat, back
i:	see, heat	l	leg, little
ɒ	hot, rock	m	man, lemon
ɔ:	call, four	n	no, ten
ʊ	put, could	ŋ	sing, finger
u:	blue, food	p	pet, map
aɪ	five, eye	r	red, try
aʊ	now, out	s	sun, miss
ɔʊ	go, home	ʃ	she, crash
eə	where, air	t	tea, getting
eɪ	say, eight	tʃ	check, church
ɪə	near, here	θ	think, both
ɔɪ	boy, join	ð	this, mother
ʊə	pure, tourist	v	voice, five
		w	wet, window
		z	zoo, lazy
		ʒ	pleasure, vision
		dʒ	just, large

Figure 2 English Phonetics
(Source: <http://www.antimoon.com>)

ꦲꦏ꧀	ꦤꦏ꧀	ꦕꦏ꧀	ꦫꦏ꧀	ꦏꦏ꧀	ꦢꦏ꧀	ꦠꦏ꧀	ꦱꦏ꧀
							
ha	na	ca	ra	ka	da	ta	sa
[hɑ]	[nɑ]	[tʃɑ]	[rɑ]	[kɑ]	[dɑ]	[tɑ]	[sɑ]
ꦮꦏ꧀	ꦭꦏ꧀	ꦥꦏ꧀	ꦢꦏ꧀	ꦗꦏ꧀	ꦚꦏ꧀	ꦺꦴꦏ꧀	ꦩꦏ꧀
							
wa	la	pa	da	ja	ya	na	ma
[wɑ]	[lɑ]	[pɑ]	[dɑ]	[d͡ʒɑ]	[jɑ]	[nɑ]	[mɑ]
ꦁꦏ꧀	ꦧꦏ꧀	ꦠꦏ꧀	ꦺꦴꦏ꧀				
							
ga	ba	ta	na				
[gɑ]	[bɑ]	[tɑ]	[nɑ]				
Other aksara carakan and pasangan							
ꦱꦱꦱꦱ	ꦱꦱꦱꦱ	ꦺꦴꦏ꧀					
							
śa	śa	na					
[ʃ~ɕ]	[ʃ~ɕ]	[n/ŋ]					

Figure 3 Javanese Phonetics
(Source: <https://www.pinterest.com>)

From the figures above, it could be compared between both of the English and Javanese language. The participants find difficult in producing some words because of the different characteristics between both of the language such as θ , r , $ʃ$, $tʃ$, $ʊ$ and d , δ , t , $ʊə$, d , and $dʒ$ in English term. The Javanese students still bringing their first language when they produced some English words. They were not aware of the sounds they have to produce and they were much influenced by their first language so they made some interferences in their pronunciation. In addition, when the participants pronounce "dha" in Javanese term, it used to "d" dental where the position of the tongue is at the back of the base of the upper incisors and it was

exploded. Then for "*tha*" in Javanese language, it used for *t-retroflex* where the tongue position is similar as "*d*" but the pronunciation is not weighted. This sound is very similar to Balinese in pronouncing "*t*".

Basically, the Javanese interference emerged on students' English speaking automatically on their oral interpreter, and how far they master source of language and target language perfectly, and how often they practice the language, it caused interference. Then, from this research, the researcher found that the comparison between Javanese and English was in the phonological even though the accent cannot be excluded. Accordingly, when the students were speaking a foreign language, they seem to produce sounds that were familiar in their first language. So, this research emphasized to the previous study as stated by Senowarsito and Sukma (2019), although the learners have a lot of English phonological knowledge and have been learning it, they will pronounce some English words based on their mother tongue.

Then, the researcher also found that the Javanese accent does not affect the listeners' understanding. This is proven by their speaking English used Javanese accent but the listener understood and could reply the utterances well. In other hand, Resti and Dede (2020) stated that one of the difficulties faced by the students' English pronunciation is influenced by Javanese accent. Accent is a variation of certain language pronunciation that refers to the sounds that exist in a language (Behravan, 2012). As cited in Resti and Dede (2020) also, they stated that the students find difficulties to remove their Javanese accent "*medhok*", and then it

caused misunderstanding between the speakers. In contrast, this research contributed to the previous study. It was proven by the participant 2 statement, *“this is because my partner in speaking. If my partner mixed the word in the middle of the conversation to the Javanese, then sometimes automatically I used to pronounce it to Javanese language or using the Javanese accent too”*. Even though the students difficult to remove the first language accent to the foreign language, it measures that accent is not important too much. Based on participant 1 stated that

“It's not really important to speak like a native speaker because speaking and accent had own characteristics. It means like we often see foreign people who move to Java for example, they also cannot speak fluently as well as Javanese people. They also have their own characteristics accent speaking with Javanese. And it is not problem for her, the originally Javanese. The main point is we understand what they said. In other words, the main point of communication or speaking is other people understand what we said”.

It should be noted that every person has different characteristics and it cannot be denied. The students should be active in improving their skill by learning and practicing more as much as possible so that the interference language could be overcome. As stated by Laila (2012), Javanese interference will be diminished as long as the students practice and study more as much as possible.

CONCLUSION AND SUGGESTIONS

This research is aimed to identify Javanese interference on students' English speaking skill in the EFL context. After analyzing the digital documentation and interview, the researcher draws two major points. 1) The Javanese students find difficulties in pronouncing θ , r , $\int$, $t\int$, u , δ , t , $u\partial^r$, d , and $d\int$. It was caused

by the difficulties in controlling their mother tongue in mastering English vocabulary.

2) They find difficult to remove the first language accent to the foreign language because the habit of daily communication. The researcher desires that the Javanese interference could be hidden by students so that they have good ability in English speaking. If the students practice more intensively, they will perform better as regards to their speaking ability. For the English teachers, it is important for teachers to know the differences between students' native language and the target language. Through knowing them, teachers will be easier to decide what the strategy, method, or materials that are suitable to teach English as second or foreign language (ESL/EFL). Lastly, for the next researchers are suggested to use this research as a reference especially for those who have the same problems and interested in conducting the similar research. Hopefully, there will be further research to complete this method.

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