

CHAPTER I

INTRODUCTION

A. Background of Study

As is common knowledge, the majority of nations around the globe utilize English as their first language, making it an international language. It also plays a significant role in a number of other disciplines, including education. Being able to speak English is crucial since it's also required to facilitate international contact across countries. Nonetheless, there are four essential English language abilities that must be mastered: speaking, writing, reading, and listening. Pronunciation is one aspect of speaking skills that is crucial to the flow of communication.

English pronunciation skills are a fundamental aspect of language acquisition, essential for communicating effectively. Pronunciation refers to the way we make the sound of a word. In other words, pronunciation is the way a word or language is spoken. Includes articulation, stress and intonation. Pronunciation is also one of the most difficult skills in learning English. This is because pronunciation is an ability that tests how individuals articulate a word in English, which includes a variety of sounds, intonation and

stress patterns. Furthermore, as many of us already know, the way English is written and the way the words are pronounced are very different. In addition, the letters in English itself have a larger number and are complex with different symbols. For example, in English vowels are divided into two, the first being short vowels or monophthongs {/ɪ/,/ʊ/,/ɛ/,/ʌ/,/ɑ/,/ɒ/} and the second being long vowels or diphthongs {/i:/,/u:/,/ə:/,/ɔ:/,/ε:/,/ɑ:/}.

Since there are differences in language varieties of this nature, it will definitely be very influential when communication is running, errors in pronunciation or language interference that occurs will cause misunderstanding in communication and the message to be conveyed is not conveyed properly. Therefore, most of the English learners in Indonesia, especially learners who have local languages, have difficulty in learning English pronunciation. It is not infrequent that they will have pronunciation mistakes and some of their English pronunciation is also affected by their first language or their mother tongue. In line with Chun, previous research conducted by Bruce Smith, as cited by Ayesa that adults

who learn a foreign language generally carry the accent of their native language.¹

Moreover, Indonesia is one of the countries that has many different cultures and languages. Based on the laboratory of language and literature diversity, the number of regional languages in Indonesia is 718² languages and some of the most popular are Javanese. One of them is Java in Banten. Javanese banten is the main language among Javanese people in Banten Province, especially in densely populated areas such as Serang Regency, Serang City, and Cilegon. The Banten Javanese language has been influenced by various languages following the history of trade and cultural exchange in the region. In addition, Javanese also accommodated elements of the Sundanese language. As Chandari has written, the Banten Javanese language is a combination of Javanese and Sundanese, which creates different linguistic

¹ Miva. Ayesa,. Aziza, “Penaruh Aksen Bahasa Jawa Terhadap Pembunyian Huruf Letup /d/ Dalam Bahasa Inggris,” *Sirok Bastra Jurnal Ilmiah Kebahasaan dan Kesastraan* 4, no. 3 (2016): 111.

² Dadang Sunendar, “Data Bahasa Dan Peta Bahasa,” *Peta Bahasa Kemendikbud*, 2019, <https://petabahasa.kemdikbud.go.id/databahasa.php>.

characteristics.³ Javanese has a complex phonological system, with different vowel qualities, consonant sounds and tones.

The distinct phonetic, lexical and grammatical features of Banten Javanese not only serve as identity markers, but also have the potential to influence the acquisition and use of other languages, especially English. The influence of Javanese on English pronunciation among native Javanese speakers is an interesting subject that highlights the intersection of linguistic diversity and the dynamics of language differences. When native Javanese speakers have interaction with English, the phonetic differences between Javanese and English can affect Javanese speakers' pronunciation which is characterized by distinctive accents, intonation patterns and the rhythms of speech.

Several studies have examined the influence of Javanese language on English pronunciation skills. One of them revealed that Javanese students told the author that they find it difficult to get rid of their Javanese "medhok" accent, which sometimes causes

³ A Mujahidin Chudari, *Kamus Bahasa Jawa Banten, Pustaka Sarana Cipta*, 1st ed. (Serang: Pustaka Sarana Cipta, 2012).

misunderstanding among speakers.⁴ Another study also showed that there were some errors in students' pronunciation of both vowels and consonants.

Based on previous research, it has been explained that pronunciation errors can lead to misunderstandings. It can also affect their confidence and communication skills in English. Therefore, this is very interesting for researchers to study. There are similarities with this study, which discusses the influence of the Javanese language on English pronunciation. However, as mentioned above, the focus of this study is on Banten Javanese speakers and will focus more on the influence of Banten Javanese on segmental features in pronunciation. More specifically, the purpose of this study is to investigate the influence of Banten Javanese as L1 on the English pronunciation of Banten Javanese speakers from a linguistic point of view, especially on its segmental features.

⁴ Resti Purwaningsih and Dede Nurdiawati, "The Influence of Javanese Accent Toward the Students' English Consonant Pronunciation," *Jurnal Pendidikan Bahasa Inggris* 8, no. 1 (2020): 66.

B. Identification of Problem

In light of the context described above, the researcher notes the following issues: Javanese Banten uses a different phonetic pattern than English. Phonological elements in Javanese, such as vowels and consonants, can have an impact on how Javanese people pronounce English. Javanese speakers may struggle with English pronunciation because of the phonetic variations between their native language and English. The result may negatively influence English-speaking skills, comprehension, and communication. And it can also lead to misunderstanding while communicating with others.

C. Limitation of Study

In this present study, the researcher will focus on the main problem as it is mentioned in the background. The researcher will try to find out what the effects of Banten Javanese as a first language (L1) on the English pronunciation ability of native speakers of Banten Javanese. More specifically, the researcher will only be concerned with segmental features in pronunciation, which segmental features will be influenced by the Banten Javanese language (L1). Segmental features in pronunciation are linguistic

elements that focus on the phonetic and phonological aspects of each sound in language, such as the articulation of consonants and vowel, including the place and ways in which these sounds are produced. This research chooses to focus on the analysis of segmental features in the English pronunciation by native speakers of Banten Javanese, with several important considerations. First, the limited focus of the research is one of the main reasons. Analyzing both aspects of pronunciation, both segmental and suprasegmental, would broaden the scope of the research and make it more complex. Considering the time constraints and the scope of this research, choosing a single focus, namely segmental features, allows the researcher to conduct a more in-depth and detailed analysis.

Second, the influence of the first language (L1) on segmental features is generally easier to identify and analyze compared to suprasegmental features. The phonological aspects of Banten Javanese, such as vowel and consonant sounds, have the potential to cause more direct and clear interference in English pronunciation, which can be easily measured using tools like Elsa Speak. Therefore, the analysis of segmental features provides more concrete and measurable results.

Next, the complexity of suprasegmental features becomes another reason. Intonation, stress, and rhythm are elements that are more difficult to analyze objectively because they are contextual and can vary depending on the situation or the speaker's expression. Measuring and analyzing suprasegmental aspects require a more sophisticated approach and more complex data processing, which may be difficult to achieve using applications that are more focused on segmental analysis, such as Elsa Speak.

In addition, the limitations of technology and analytical tools are also a consideration. The Elsa Speak application is more effective in analyzing segmental features, such as vowel and consonant pronunciation errors, because these features are easier to program and measure by algorithms. In contrast, analyzing suprasegmental features requires more advanced tools and technology to identify changes in intonation, stress, and rhythm in pronunciation.

Finally, the decision to only discuss segmental features in this research is intended to be gradual. This study can be seen as an initial step focusing on the analysis of basic phonological aspects, with plans to continue further studies on suprasegmental features in

the future. This gradual approach provides researchers with the opportunity to gain a deeper and more focused understanding before expanding the analysis to more complex aspects of pronunciation.

The research will be conducted in the Banten area, which has Javanese as the first language. The audience limit that the researcher made reference to in this study was 20 audiences who were only native Javanese speakers of Banten who were active in English, then the researcher will conduct an interview test with the audience through the Elsa Speak application to find out the influence of Javanese language on the English pronunciation of native Javanese speakers.

D. Formulation of Problem

From the background of the problems previously described, the problem identification in this study is as follows:

1. Which segmental features influenced by Banten Javanese as L1?
2. How Banten Javanese language can influence the English pronunciation of Javanese speakers?

E. Objective of Study

1. To identify which segmental features are influenced by Banten Javanese as L1.
2. To analyze the influence of Banten Javanese language (L1) on the English pronunciation of Javanese speakers.

F. Significant of Study

The significance of this study can be viewed from two perspectives. Namely, theoretically and practically. The research has the potential to enhance linguistic knowledge on the impact of the first language on the acquisition and proficiency of a second language, specifically with phonetics and phonology. This knowledge is essential for creating language theories that are more thorough and precise. Besides, practically English language instructors can use the research's findings to create more adaptable and successful lesson plans for their pupils who speak Banten's Javanese language. Teachers can assist students improve their speaking skills by providing more targeted exercises based on their understanding of specific pronunciation challenges. The creation of educational resources and tools that are specifically designed to address the phonological peculiarities of the Banten Javanese

language will also benefit from this research, which will improve the effectiveness and efficiency of teaching and learning.

G. Previous Study

To make it more relevant, the author includes some earlier research findings that can enrich and support this study. The author examines previous studies in order to uncover gaps between previous and present research.

First, from Resti Purwaningsih and Dede Nurdiawati's research entitled "*The Influence of Javanese Accent toward the Students' English Consonant Pronunciation at English Education Study Program of Peradaban Universities*" The authors used descriptive qualitative methods. The author started from the test by collecting data using the pronunciation accent test material to find out how Javanese students pronounce English consonants and did it through a recording device. Next, the author conducted interviews with Javanese students and lecturers of the Pronunciation course. Finally, based on the results of the pronunciation tests and interviews, it can be concluded that there are 10% of the students who use their Javanese accent when pronouncing the consonant /b/, 10% on the consonant /ð/, 55% on the consonant /dʒ/, 60% on the

consonant /d/, and 90% on the consonant /g/. The Javanese students told the author that they found it difficult to get rid of their Javanese "medhok" accent, this occasionally resulted in misunderstandings between the speakers.⁵ In the study conducted by Resti, the focus was on the influence of the Javanese accent on the pronunciation of English consonants, but the research was limited to only a few specific consonants. In addition, the study examines the Javanese language with a focus on the Yogyakarta dialect as the first language (L1). Unlike this study, the latest research focuses on the Banten dialect of Javanese as L1 and does not discuss accent aspects, but analyzes pronunciation errors in both consonant and vowel segments.

Another research was conducted by Amy Alivia Fauzia A, Ikmi Nur Oktavianti with the title *"An analysis of L1 Jogja Javanese accent interference in students' English pronunciation"* This research uses qualitative methods, and the subjects are students from Ahmad Dahlan University Yogyakarta who come from Yogyakarta, so their first language is Jogja Javanese. In this study, researchers collected data by using tests, interviews, and

⁵ Ibid.

recording. In this study, the researcher used triangulation techniques to increase the credibility and validity of the results. There are some errors in students' pronunciation such as /æ/ turns into /ʌ/, /ə/ becomes /e/, /ɑ/ adds /h/, /ʊ/ becomes /a/o/, /i/ becomes /e/, /e/ becomes /i/, /ʌ/ becomes /u/, students often add /h/ on /d/, /p/, /b/, /dʒ/ or h-dropping, interference in consonant pronunciation is /v/ to /f/, /θ/ to /c/, /s/ to /k/, /z/ to /s/, /ʒ/ to /syu/.⁶ The research conducted by Amy focuses on the interference of the Yogyakarta Javanese accent in English pronunciation, without exploring the phonological variations of the Banten Javanese accent, which differs from the Yogyakarta Javanese accent. In this study, the focus is on speakers of the Banten Javanese accent, who have distinct phonological characteristics.

Then lastly, there is a study on “*The Sundanese Banten Dialect Interference in English Consonants Mispronounce for EFL Learners*”. The study followed a qualitative descriptive strategy. The researcher chose ten Sundanese Banten native speakers as volunteers in the study. The data collecting approach included a

⁶ Amy Alivia, Ikmi Nur, and Ika Suciwati, “An Analysis of L1 Jogja Javanese Accent Interference in Students’ English Pronunciation,” no. 1 (2022): 158–162.

questionnaire and English text sent out via Google Form, after which the data were recorded and transformed into data, and then evaluated and described the process and categorization of the interference. We discovered certain discontinuous letters, such as [0] transformed to [d], [dz] to [g], [v] to [f], [z] to [s], and [r], as well as interference, such as Lenition, Fornition, Syncope, Apocope, Epenthesis, and Paragogue.⁷ The research conducted by Fajri examines the interference of the Banten Sundanese dialect on the pronunciation of consonants in English by EFL learners. However, Fajri's study is more limited as it only observes pronunciation errors in the consonant segment without covering the entire segmental features, including vowels. In contrast, this recent study focuses on the Banten Javanese language and provides a more comprehensive analysis of segmental features that includes both consonants and vowels. In addition, there are differences in the instruments used in collecting data and also from the many samples taken, there is a different quantity.

⁷ Khaerul Fajri, "The Sundanese Banten Dialect Interference in English Consonants Mispronunciation for EFL Learners" (UIN Sultam Maulana Hasanuddin Banten, 2023).65

H. Organization of the Study

Researchers will arrange three chapters and each chapter consists of some points to describe the chapter.

Chapter I is the Introduction. This chapter contents about: Research background, problem identification, research scope and limitations, research questions, research objectives, research significance, previous research, and research methodology.

Chapter II is the theoretical framework. This chapter includes: Theories from previous researchers or from experts who conducted research related to this study.

Chapter III is the Research Methodology. This chapter consists of Research methodology which includes research methods, research instruments, data collection methods, and data analysis methods.

Chapter IV is Findings and Discussion. This chapter presents the results of data analysis and discussion.

Chapter V is Conclusion and Suggestion. This chapter serves the overall conclusion of the research content and suggestions offered by the researcher to the readers.