

**THE JAVANESE STUDENTS' ENGLISH BILABIAL STOP
SOUND PRONUNCIATION OF ENGLISH LANGUAGE
EDUCATION STUDY PROGRAM AT IAIN PALOPO**

A thesis

*Submitted to the English Language Education Study Program of SI Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo in Fulfillment of
Requirement for S.Pd Degree in English Education*



Proposed By

MUH. ARSANDI

17 0202 0006

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

**THE JAVANESE STUDENTS' ENGLISH BILABIAL STOP
SOUND PRONUNCIATION OF ENGLISH LANGUAGE
EDUCATION STUDY PROGRAM AT IAIN PALOPO**

A thesis

*Submitted to the English Language Education Study Program of SI Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo in Fulfillment of
Requirement for S.Pd Degree in English Education*



Proposed By

MUH. ARSANDI

17 0202 0006

Supervised by:

- 1. Madehang, S.Ag., M.Pd**
- 2. Yuyun Ruqiyat Said, S.Pd., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Muh Arsandi
Registration Number : 17 0202 0006
Faculty : English Language Education Study Program
Study Program : Tarbiyah and Teacher Training

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of the others that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 08th Mei 2023
Regards,








Muh Arsandi
17 0202 0006

THESIS APPROVAL


This thesis entitles "The Javanese Students' English Bilabial Stop Sound Pronunciation of English Language Education Study Program at IAIN Palopo" which is written by Muh Arsandi, Reg Number 17 0202 0006 English Language Education Study Program of Education and Teachers Training Faculty, the State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on Agust 3rd 2022. Concided with Muharram 5th 1444 H, it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

Palopo, April 3rd 2023

COMMITTEE OF EXAMINATION

- | | | |
|------------------------------------|---------------|---|
| 1. Amalia Yahya, S.E., M.Hum | Chairman | () |
| 2. Dr. Masruddin, M.Hum | Examiner I | () |
| 3. Rusdiansyah, S.Pd., M.Hum | Examiner II | () |
| 4. H. Madehang, S. Ag., M.Pd | Consultant I | () |
| 5. Yuyun Ruqiyat Said, S.Pd., M.Pd | Consultant II | () |

Approved by:


Rector of IAIN Palopo
Dean of Tarbiyah and Teacher
Training Faculty
Dr. Mardin K, M.Pd
NIP 19681231 199903 1 014


The Head of English Language
Education Study Program
Amalia Yahya, S.E., M.Hum
NIP 19771013 200501 2 006

CONSULTANT APPROVAL

Thesis Entitle : **The Javanese Students English Bilabial Stop
Sound Pronunciation of English Education Study
Program at IAIN Palopo**

Written By

Name : Muh. Arsandi

Reg. Number : 17 0202 0006

Faculty : Tarbiyah and Teachers Training


Study Program : English Language Education


It has been corrected and approved to be examined.

Palopo, 23 Mei 2022

Consultant I

Consultant II


Madehang, S.Ag., M.Pd
NIP. 19730615 2003 1 004


Yuyun Ruqiyat Said, S.Pd., M.Pd
NIDN. 2009048701

NOTA DINAS PEMBIMBING

Palopo, 23 Mei 2022

Lamp :-

Hal :

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu 'alaikum wr,wb.

Selain melakukan bimbingan, baik dari segi isi,bahasa,maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini :

Nama : Muh. Arsandi

Nim : 17 0202 0006

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : **The Javanese Students English Bilabial Stop Sound Pronunciation of English Education Study Program at IAIN Palopo**

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat – syarat akademik dan layak diajukan untuk diujikan pada ujian / seminar hasil penelitian.

Demikian untuk diproses selanjutnya.

Wassalamu'alaikum Wr, Wb.

Pembimbing I

Pembimbing II



Madehang, S.Ag., M.Pd
NIP. 19730615 2003 1 004



Yuyun Ruqiyat Said, S.Pd., M.Pd
NIDN. 2009048701

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise and gratitude, the researcher prays to Allah SWT, the Almighty God, the Most Gracious and Merciful. Because of the grace and guidance, the researcher could complete this thesis. This Thesis entitled “The Javanese Students English Bilabial Stop Sound Pronunciation of English Language Education Study Program at IAIN Palopo”. The researcher realizes that the support and encouragement from many parties are significant for the researcher in preparing this thesis. Therefore, the researcher would like to thank:

1. Prof. Dr. Abdul Pirol, M.Ag, the Rector of IAIN Palopo, always gives support and motivation.
2. Dr. Nurdin Kaso, M.Pd, as Dean of the Tarbiyah and Teacher Training Faculty at IAIN Palopo.
3. Amalia Yahya, S.E., M.Hum, Head of the English Language Education Study Program at IAIN Palopo.
4. Madehang, S.Ag., M.Pd as the first consultant., Thanks for the time, suggestion, help, idea, and kindness while completing this thesis.
5. Yuyun Ruqiyat Said, S.Pd., M, Pd as the second consultant, Thanks for the time, suggestion, help, idea, and kindness while completing this thesis.
6. Dr. Masruddin, S.S., M.Hum. as the first examiner, Thanks for the time, suggestion, help, idea, and kindness while completing this thesis.
7. Rusdiansyah, S.Pd., M.Hum. as the second examiner, Thanks for the time, suggestion, help, idea, and kindness while completing this thesis.
8. All lecturers of IAIN Palopo, thanks for the guidance, attention, motivation, and knowledge in learning the English Language, and also for all staff are in IAIN Palopo, thanks for helping.
9. My beloved parents and my sister, who always gave the researcher support, blessing, and financial to finish my thesis.

10. BIG A, B/C, D17, and all My friends who cannot mention one by one thank you for the excellent friendship, support, and help of our togetherness.

The researcher hopes this thesis can provide value for students, English teachers, and the reader. The researcher hopes that this thesis can be helpful for everyone.

Finally, the researcher hopes Allah SWT, the lord of the worlds, will continually bless and give all the instruction more than they have done to the researchers.

Palopo, 03 Agustus 2022

The researcher

A handwritten signature in black ink, appearing to read 'Arsandi', is placed over a small, light-colored rectangular background.

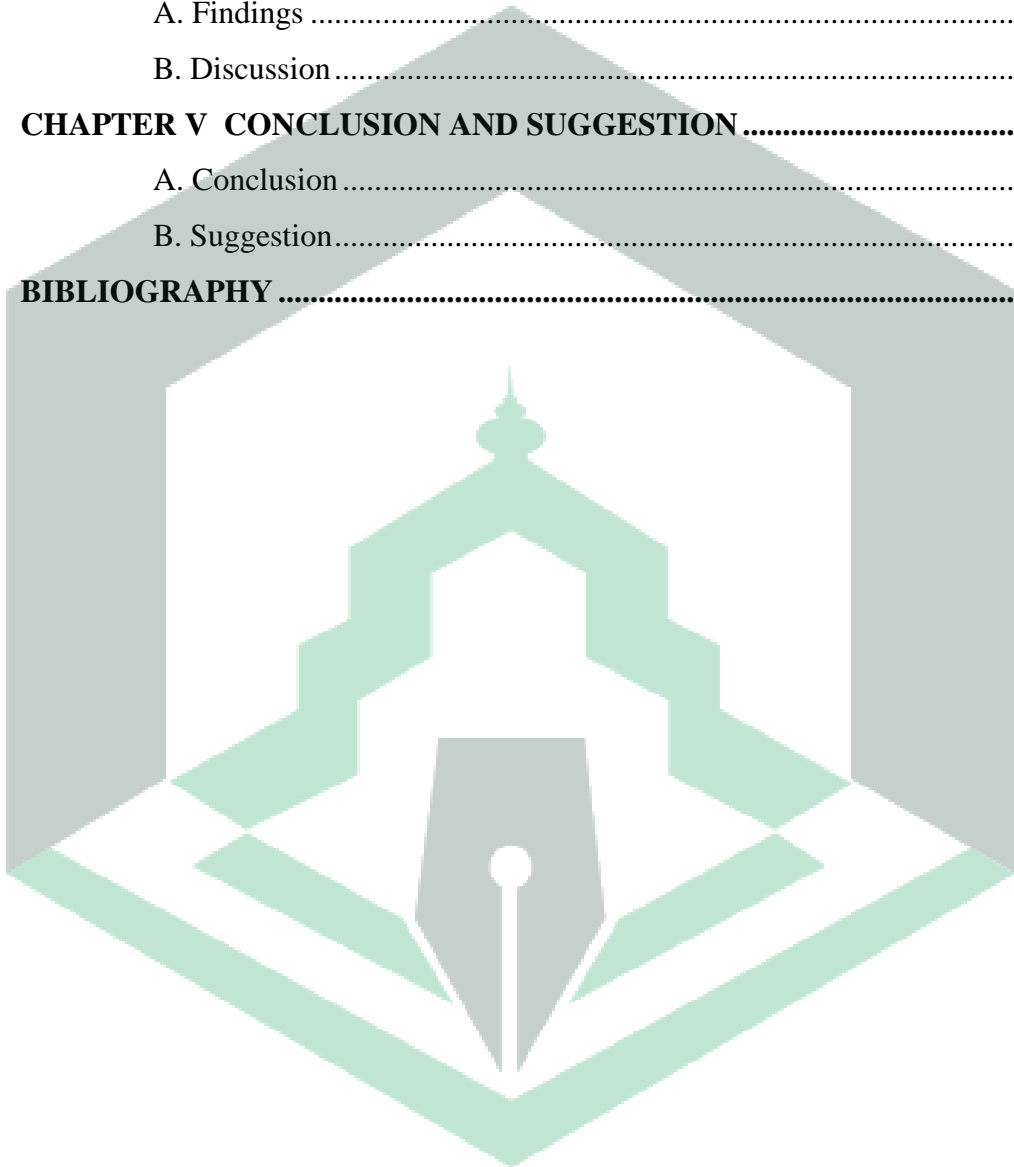
Muh. Arsandi



LIST OF CONTENT

TITTLE PAGE	i
CONSULTANT APPROVAL	ii
NOTA DINAS PEMBIMBING	v
PRONOUNCEMENT	Error! Bookmark not defined.
ACKNOWLEDGMENT	vi
LIST OF CONTENT	viii
LIST OF TABLE	x
LIST OF FIGURE	xi
ABSTRACT	xii
CHAPTER I INTRODUCTION	1
A. Background.....	1
B. Problem Statement.....	4
C. Objective of the Research	4
D. Significance of the research.....	4
E. Scope of the Research	5
F. Definition of terms	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous Study	6
B. Concepts of Pronunciation.....	9
C. Phonetic, Phonology, and Phoneme	12
D. Javanese	18
E. Bilabial Stop.....	21
F. Conceptual Framework	23
CHAPTER III METHOD OF RESEARCH	25
A. Research Method	25
B. Location of the Research	25
C. Subject of the Research.....	25
D. Source of Data Research.....	26

E. Instrument of the Research.....	26
F. Collecting Data Procedure	27
G. Technique of Data Analysis	27
CHAPTER IV FINDINGS AND DISCUSSION	30
A. Findings	30
B. Discussion.....	35
CHAPTER V CONCLUSION AND SUGGESTION	46
A. Conclusion.....	46
B. Suggestion.....	47
BIBLIOGRAPHY	48



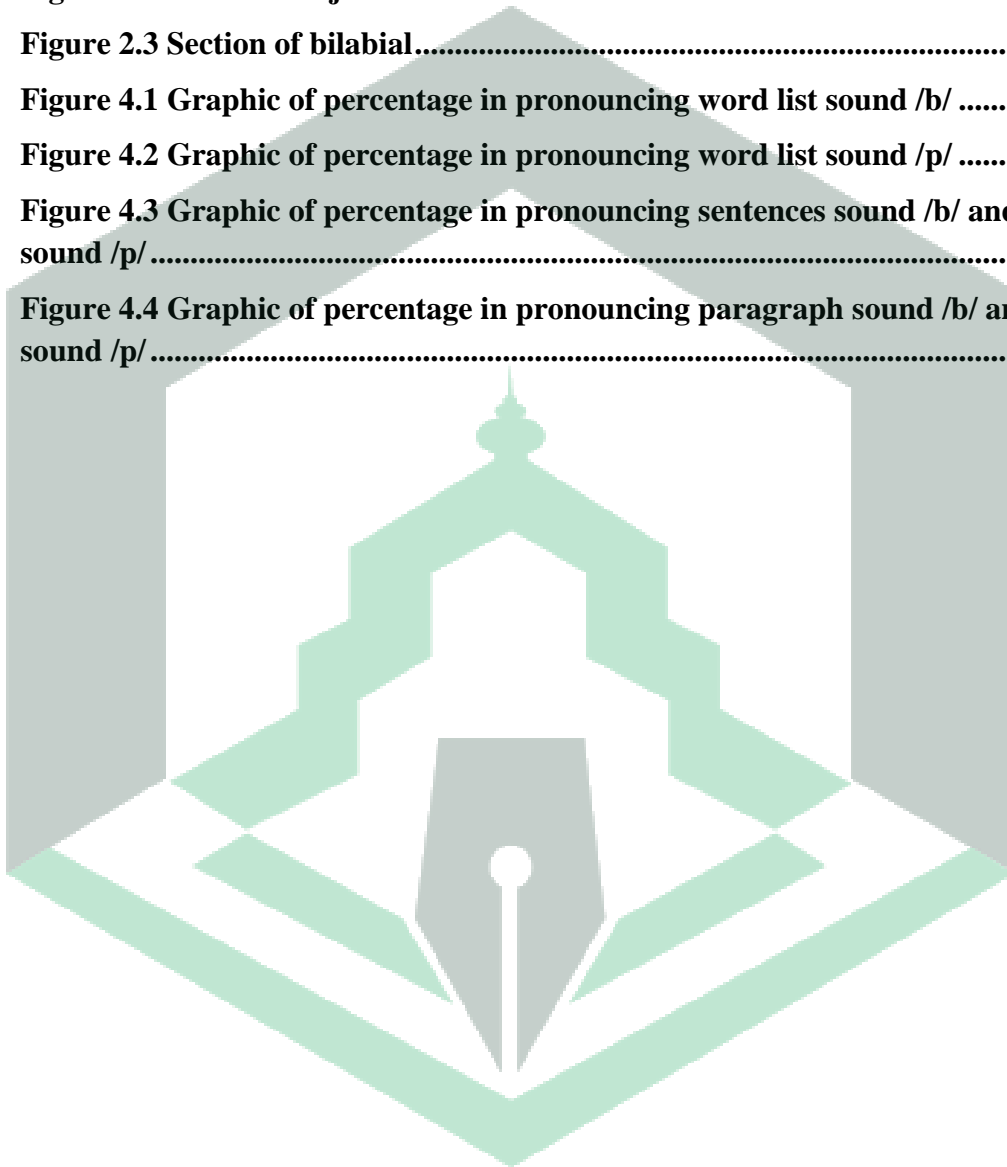
LIST OF TABLE

Table 2.1 table of English consonant phonemes	18
Table 2.2 Table of Javanese consonant manner and place of articulation	22
Table 2.3 Table words Javanese sound /p/.....	21
Table 2.4 Table words Javanese sound /b/.....	20
Table 4.1 Sound /b/ in word list	30
Table 4.2 Sound /P/ in word list	30
Table 4.3 Sound /b/ and /p/ in sentences	31
Table 4.4 Sound /b/ and /p/ in paragraph	32



LIST OF FIGURE

Figure 2.1 Picture place of articulation.....	16
Figure 2.2 Location of javanese students	19
Figure 2.3 Section of bilabial.....	21
Figure 4.1 Graphic of percentage in pronouncing word list sound /b/	36
Figure 4.2 Graphic of percentage in pronouncing word list sound /p/	37
Figure 4.3 Graphic of percentage in pronouncing sentences sound /b/ and sound /p/	39
Figure 4.4 Graphic of percentage in pronouncing paragraph sound /b/ and sound /p/	41



ABSTRACT

Muh. Arsandi, 2022 “The Javanese Students English Bilabial Stop Sound Pronunciation of English Language Education Study Program at IAIN Palopo”. A thesis of The English Language Education Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised by: Madehang, S.Ag., M.Pd, Yuyun Ruqiyat Said, S.Pd., M.Pd.

This thesis is a research on English pronunciation, especially about the bilabial stop sound by students with a Javanese background in the English Language Education Study Program at Tarbiyah Faculty and Teacher Training in 2021-2022 academic years. The research question is how is the Javanese Students English Bilabial Stop Sound Pronunciation of English Education Study Program at IAIN Palopo? This study aimed to determine the influence of Javanese dialect students' Javanese backgrounds on producing bilabial stop sounds in English. The method used in this research is the descriptive qualitative method. The respondents were Javanese students in the English Education Study Program at the Tarbiyah Faculty and Teacher Training at IAIN Palopo. Then the researcher took ten respondents divided into several levels: two people from the second semester, five people from the fourth semester, two people from the sixth semester, and one people from the eighth semester. All respondents are students with Javanese backgrounds. The researcher focused on students who only have a Javanese background with the parents from Javanese background. From the series of research that has been carried out, the results obtained in this study are students with a Javanese background. Most of the students are correctly by the Javanese in English bilabial stop sound pronunciation. The result of this research is the Javanese students of English Language Education Study Program at IAIN Palopo make correct pronunciation of English bilabial stop sound.

Keywords: *Bilabial stop, Javanese, Pronunciation*

CHAPTER I INTRODUCTION

A. Background

Language is the primary tool for communication with other people. Without language, we cannot understand what the speaker wants and needs. We need language to discuss everything, and we want to catch the chance or respond about knowledge, economics, politics, and culture. Also, we can define our attitude, express our sympathize, protect ourselves from the eritizm and convey our message to others. To be understood by people when speaking, one should have good pronunciation. Good English pronunciation is essential because it is the basis of good communication.¹

Pronunciation is the most important to communication because the incorrect use of pronunciation inevitably leads to the message being misunderstood by the recipient. A common mistake made by many international students who study English as a foreign language is not paying attention to English pronunciation well. Most of students underestimate the importance of pronunciation because they consider that the pronunciation is less important than other English aspects such as grammar, lexicology, and vocabulary.

Many cases of understanding in communication were caused by the mispronouncing of words or the improper intonation. Many words in English that have pronunciation are almost same or may be the same but have different meaning. Let's take a few example: if someone pronounces the words bag and

¹ A.C. Gimson, *An Introduction to The Pronunciation of English*, (London: Edward Arnold, 1980),4.

back, peace and piece buy and by; blue and blew; pair and pear; plain and plane. Sometimes some students cannot distinguish the correct pronunciation from words that sound almost the same. In addition, correct pronunciation can also give a plus value to those who master it.

In Indonesia, each region has its local language. One of them is the Javanese Language. The origin of the Javanese language is Java Island. This language mostly came from the central and eastern parts of the island of Java. According to Wedhawati, the Javanese language has a language dialect integrated into the Javanese society as an identity in social interaction. There are three main accents of the Javanese language: standard Javanese accent, Banyumas accent, and East Java accent.²

Javanese has a unique accent in their vernacular. Javanese is easily identified because of the heavy plosive sound in almost all voices they produce. When Javanese speak English, most of them will be easily recognized by the sound. This happens partially because of some English phonemes that the Javanese language does not have. It also obtains in the way Javanese people pronounce English consonants.

The Number of consonants with various members in English and Javanese differs. There are twenty-four consonants in English consonant. Furthermore, Javanese has twenty-three consonants. Both English and Javanese

² Wedhawati, Nurlina. et al, *Tata Bahasa Jawa Mutakhir*. (Yogyakarta: Kanisius, 2006).13.

consonants share several articulation types. Bilabial, Labiodental, and Glottal are just a few examples.

When Javanese people speak English, they have to learn to produce a new sound. They have to omit their Javanese accent. If someone says with appropriate pronunciation, the listeners can understand what the speaker is talking about. While speaking English, Javanese people are usually wrong in certain consonants. For example, when they say ‘together,’ it should be pronounced /tə'gəðə/. But, Javanese people pronounce /tu'geder/. They find out difficulties, especially in certain consonants. Most Javanese cannot pronounce it well because their English pronunciation is still influenced by their regional dialect, accent, and mother tongue.³

Javanese students may have problems pronouncing the English words, especially when their native languages do not have the same vowel inventories. For example, the English vowel inventory has the vowel /æ/, whereas Indonesian-Javanese vowel inventories do not have this vowel.

Based on the observations of researcher in the English Education Study Program of IAIN Palopo, researcher found at various mother tongues used in daily interactions. However, there are English students at IAIN Palopo who speak Javanese and other mother tongues. The researcher focused his research on the bilabial stop sounds (b, p), the researcher would focus on students with a

³ Resti Purwaningsih, *The Influence Of Javanese Accent Toward The Students' English Consonant Pronunciation At English Education Study Program Peradaban University*, (Brebes: UP Bumiayu: English Education Study Program, 2020),03.

Javanese language background. Therefore, the researcher entitled the research “The Javanese Students English Bilabial Stop Sound Pronunciation of English Education Study Program at IAIN Palopo.”

B. Problem Statement

Based on the background above, the researcher formulates as follows:
How are the Javanese students pronounce English Bilabial Stop sound of English Education Study Program at IAIN Palopo?

C. Objective of the Research

The objective of this research is to find out the Javanese Students English Bilabial Stop Sound Pronunciation of English Language Education Study Program at IAIN Palopo.

D. Significance of the research

This research is expected to provide the following significance:

1. Theoretically

This research is expected to develop language studies mainly in phonetic and phonology domains

2. Partially

a. The Teachers

The results of this study are expected to be a helpful input for English teachers to get alternative solutions in teaching pronunciation.

b. Students

The results of this study will help and provide opportunities for students to learn actively and solve their problems in pronunciation.

c. Further Researcher

Finally, the findings of this study can be used by other researchers interested in English to obtain helpful information.

E. Scope of the Research

This research is focused on segmental features, namely bilabial stop sounds produced by students of English Language Education Study Program with a Javanese background. The voiced and the voiceless bilabial stop sounds are [b] and [p].

F. Definition of terms

Based on the title The Javanese Students English Bilabial Stop Sound Pronunciation of English Language Education Study Program at IAIN Palopo, the author provides the following definition:

1. Pronunciation is the biggest thing that people notice in Speak English. Pronunciation is the way a word or language is spoken. Pronunciation is the knowledge of how to say a word – that is, how to Pronounce it.
2. Javanese is one of the languages in Indonesia. Javanese is the spoken language of people in the central and eastern parts of the island of Java.
3. English Education Study Program are students from Javanese backgrounds.
4. Bilabial stops are sounds produced when the airflow is wholly obstructed during speech. /p/ a voiceless bilabial stop. /b/ voiced bilabial stop.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There is some previous research that is relevant to this research: Denta Naviantara, Suparno, and Dewi Cahyaningrum, in their a collective research project under the title (An Analysis of Banyumas Dialect Influence toward Students' English Pronunciation) This present study is aimed to find out the differences in segmental features between Banyumas dialect and English and to describe the extent to which the Banyumas dialect influences students' English pronunciation. The research uses the descriptive qualitative method. The writer conducts English pronunciation tests and records the students' voices. The test includes 105 words consisting of each English vowel, consonant, and diphthong. Besides, other supporting data are collected through document analysis, questionnaires, and observation⁴.

Nurul Cahyu Annisa, in his a collective research project under the title “The English Pronunciation of Buginese Students in English Department of IAIN Palopo”. This thesis is a research on English pronunciation, especially about the labiodental fricative sound by Students with a Buginese background in the English Department at Tarbiyah Faculty and Teacher Training in 2019-2020. The research question is how do the students with Buginese background produce English labiodental fricative sound in the English Department of IAIN Palopo?

⁴ Naviantara, Denta, Suparno Suparno, and Dewi Cahyaningrum, “An Analysis of Banyumas Dialect Influence toward Students' English Pronunciation”, *English Education Department Teacher Training and Education Faculty University*, no.2 (Maret 1:2016):272-281.

The purpose of this study was to determine the ability of students with Buginese backgrounds to produce labiodental fricative sounds in English. The method used in this research is descriptive qualitative method. With the populations were Buginese students in English department at the Tarbiyah Faculty and Teacher Training at IAIN Palopo. The total population is 505 people consisting of 4 semesters and 16 classes. To take the number of samples, researchers used a random sampling technique, in which researchers took samples at random from a population. Then the researchers took 10 samples divided into several levels, namely 2 people from the second semester, 2 people from the fourth semester, 4 people from the sixth semester, and 2 people from the eighth semester. All samples are students with Buginese background. From the series of research that has been carried out, the results obtained in this study are students with a Buginese background, most of whom are able to produce labiodental fricative sounds well.⁵

Nurul Istiqomah, in her collective research project under the title (The Analysis Of Javanese Accent Interference In students' English Pronunciation (Sound /G/) And Its Application In Teaching Speaking At The Fourth Semester Of English Education Program Of Purworejo Muhammadiyah University In The Academic Year Of 2015/2016) This thesis is mainly aimed to analyze Javanese accent interference in students' English pronunciation (sound /g/). This thesis is qualitative research. This study aims to describe Javanese accent interference in

⁵ Nurul Cahyu Annisa, "*The English Pronunciation of Buginese Students in English Department of IAIN Palopo*". English Department Study Program Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Palopo, 2019.

students' English pronunciation (sound /g/) and its application in teaching speaking in the fourth semester of the education program of Purworejo Muhammadiyah University in the academic year of 2015/2016. This thesis uses descriptive qualitative as the research design. This thesis shows that in pronouncing the initial and middle sound /g/ of Javanese and English words, 100% of students have not interfered. While pronouncing the final sound /g/ of Javanese and English words, the researcher found that 27% of the students had not interfered, and 73% interfered. Also, it can be applied in teaching speaking, especially to the tenth-grade students of Senior High School in the favorite material song. The teacher can correctly explain how to pronounce sound /g/ in the song lyrics.⁶

Muliasri Arifin, in her a collective research project under the title (The Influence of Arabic sound toward English Pronunciation at English Department Students of State Islamic Institute of Palopo(IAIN)). This thesis aimed to determine the influence of Arabic sound on English pronunciation, especially English s / f /, / θ /, and / ʃ /. The research used descriptive quantitative. The subject of this research was taken from 15 students who mastered producing Arabic sound based on makhraj huruf. The result of the data analysis showed that $0.029 < 0.05$, H_0 is rejected. It means that it has influence. The participants have an excellent ability to pronounce Arabic sounds. They can pronounce English pronunciation well. The people who master producing Arabic sounds based on

⁶ Nurul Istiqomah, "Analysis Of Javanese Accent Interference In Students' English Pronunciation (Sound /G/) And Its Application In Teaching Speaking At The Fourth Semester Of English Education Program Of Purworejo Muhammadiyah University In The Academic Year Of 2015/2016", (Purworejo Muhammadiyah University,2016).

Makhraj Huruf can influence to master English pronunciation, especially English s / f /, / θ /, and / ʃ /.⁷

Based on several related studies above, the researcher concludes that the similarity between previous studies and this study is using the same pronunciation skills. The difference between previous studies in this research is that previous researchers researched about the labiodentals fricative while the researcher focused on the bilabial stop sound in a different language.

In this study, the researcher will try to find more evidence to see whether the study results follow the reality found by the authors in the field. But in this study, the researcher focus on bilabial stop sounds (b, p) in students with a Javanese background.

B. Concepts of Pronunciation

1. Definition of Pronunciation

When talking about pronunciation in language learning, we mean the production and perception of the powerful sounds of a particular language to achieve meaning in contexts of language use. This comprises the production and perception of segmental sounds, stressed and unstressed syllables, and the 'speech melody,' or intonation. According to Carter and Nunan, how we sound is significantly influenced by factors such as voice quality, speech rate, and overall loudness.⁸

⁷ Muliasri Arifin, *The Influence of Arabic sound toward English Pronunciation at English Department Students of Students of State Islamic Institute of Palopo(IAIN)*. (The State Institute Islamic Studies IAIN PALOPO,2015).

⁸ Carter Ronald and D. Nunan, *Teaching English to Speakers of Other Language*, (United Kingdom: Cambridge University Press,2001).

Pronunciation is part of speech that includes words, intonation, and language sounds. Pronunciation has a significant contribution to better English speaking. It is essential to learn because, with good pronunciation, our English can be more transparent and easier to understand. Pronunciation indeed has a vital role in oral communication. If someone speaks wrong pronunciation, the listeners cannot understand what the speaker is talking about, or it may disturb others' understanding.⁹

Harmer states that pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean) but can also improve their speaking immeasurably.¹⁰

Pronunciation is an essential part of speaking (oral communication). It involves making correct sounds of a particular language and how the sounds are put together in the flow of speech (not just in isolated words). Boyer stated that a necessary part of intelligible pronunciation in English also involves knowing how to stress words correctly and using intonation appropriately.¹¹

2. Aspect of Pronunciation

Pronunciation has two main features there are segmental and super segmental. Segmental features include phoneme that consists of vowel and consonant. Also, super segmental includes stressing and intonation. Penny Ur

⁹ Nurul Istiqomah, *Analysis Of Javanese Accent Interference In Students' English Pronunciation (Sound /G/) And Its Application In Teaching Speaking At The Fourth Semester Of English Education Program Of Purworejo Muhammadiyah University In The Academic Year Of 2015/2016*, (Purworejo Muhammadiyah University, 2016).

¹⁰ Harmer Jeremy, *The Practice of English Language Teaching*, 3rd ed (London: Longman,2001).

¹¹ Susan Boyer, *Understanding English Pronunciation: an Integrated Practice Course*, (Australia: Boyer Education Resources, 2001),1.

stated that the concept of pronunciation might be said to have the sound of language, stress, and rhythm.¹²

Pronunciation is the act of manner, pronunciation, something articulate utterance, a way of speaking a word, especially a way that is accepted on generally understood. And the graphic representation of how a comment uses the phonetic symbol. On the other hand, pronunciation is the way to produce words like a native speaker. It becomes a problem if we speak in English but cannot speak like the native speaker.

Jeremy Harmer adds three areas to know about pronunciation. There are:

a. Sounds. All words are made up of sounds like this, and speakers of a language need to know these sounds if they understand what is said to them and be understood in their turn. Some problems of the speaker in the English language are difficulty with individual sounds. For example, the Javanese says a word that sounds like "light" instead of the intended "right."

b. Stress is the part of the word or phrase which has the most significant emphasis because the speakers increase the volume or change the pitch of their voice. Native speakers of language unconsciously know about stress and how to use works. They know which syllables of words are stressed and how to use stress to change the meaning of phrases, sentences, and questions.

c. Intonation is essential then, and the competent users of the languages recognize its meaning and can change the essence of what they say by using it in different ways.¹³

¹² Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996),47.

C. Phonetic, Phonology, and Phoneme

According to Kelly, explains that the study of pronunciation consists of two fields, namely phonetics and phonology. Phonetics refers to the study of speech sounds. If phonetics deals with the physical reality of speech sounds, then phonology, on the other hand, is primarily concerned with how we interpret and systematize sounds. Phonology deals with the system and pattern of sounds within a particular language.¹⁴

Peter stated that they could only fully understand the use of sound in English speech by studying phonetics and phonology.¹⁵

1. Phonetics

Phonetics is the study of speech, phonemes, and allophones and how they are produced, transmitted, and received by the listener.¹⁶ Besides phonetics is the study of speech sounds' production, transmission, and reception.¹⁷ Phonetics is the science that studies the characteristic of human sound-making, especially those sounds used in speech, and provides methods for their description, classification, and transcription. And based on the opinions above, it can be concluded that phonetics is the study of how the vocal tract produces the sounds and received by the listener.

¹³ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge University Press, 1991).

¹⁴Gerald Kelly, *How to Teach pronunciation*. (England: Pearson Education Limited,2000),9.

¹⁵ Peter Roach, *English Phonetic, and phonology*, (Britain: Cambridge University, 1996), 35.

¹⁶ Mary Finocchiaro, *The Foreign Language Lerner/Mary Finocchiaro, Michael Bono*, (New York: Regents Publishing, 1973), 271.

¹⁷ Victoria Fromkin, *An Introduction to Language*, Ninth Edition, (Los Angeles: Michael Rosenberg, 2003), 28.

The purpose of phonetics is to provide an inventory and description of the sound found in speech. To learn how speech sounds are produced, it is necessary to become familiar with the different parts of their study called articulator phonetics.

The concrete phonetic characteristic of the sounds used in a language is

- a) Acoustic Phonetic. The study of the physical part of sounds in language uses laboratories instrument.
- b) Auditory phonetics studies the way of perception in producing sounds.
- c) Articulator phonetic studies how speech sounds are made (articulated) by the vocal organs.¹⁸

2. Phonology

Phonology is the study of how sounds are combined with words.¹⁹ Besides, Roger stated that phonology is about phonetic things. It requires the concept, terminology, and notations of phonetics.²⁰ And Peter said that phonology describes the system and pattern of sound that occur in a language.²¹

So it can be said that phonology studies how the sounds are combined from words. Phonology is concerned with the sound structure of language. It involves studying a language to determine its distinctive sound and to establish set rules that describe the changes in sounds.

¹⁸ David Crystal, *A Dictionary of Linguistics and Phonetics*, (London: Blackwell, 1985), 230.

¹⁹ Victoria Fromkin, *An Introduction to Language*, Ninth Edition, (Los Angeles: Michael Rosenberg, 2003), 28.

²⁰ Roger Lass, *Phonology: An Introduction to Basic Concepts*, (Cambridge, UK; New York; Melbourne, Australia: Cambridge University Press, 1984), 1.

²¹ Peter Ladefoged, *A course in phonetics*, 2nd, (London: Harcourt Brace Jovanovich, 1982), 22.

3. Phonemes

According to David Crystal, a phoneme is a minimal unit in the language sound system. On the other hand, they are the smallest segments of sound that their contrast within grouped words can distinguish. Phonemes are unit sounds that exist in all languages we know whether or not they have been written.²²

Further, phonemes are the abstract unit from writing down the language systematically and unambiguously. The phonemes are the minimal unit in speech sounds and have their phoneme unit. But not two languages have the same phonemic system. The idea of the phoneme is somewhat abstract. It means that every word we use in everyday conversation is abstract, and we called a phoneme. The function of phonemes is to avoid a mistake in pronouncing a word because two phonemes can be produced in the same sound.²³

Everybody can understand what people think because they know the meaning of a sound (language). When they occur in a different relationship with other sounds, we can identify a small number of familiar sounds (vowel and consonant). From the practical phonetics standpoint, it is convenient to distinguish two types of speech sounds. Simply because most sounds are described and classified most appropriately according to two types of these sounds. Speech consists of an alternation of two major sound-type: vowels and consonants.²⁴

²² David Crystal, *A Dictionary of linguistic and phonetics* (Basil Blackwell:1987),230.

²³ Lade Foged Peter, *A source in Phonetic*, (University of California: 1983), 24.

²⁴ Patricia Ashby, *Understanding Phonetics*, (London: Hodder Education, 2011), 4.

a) Vowels

This category of sounds is usually made with a voiced regressive air-stream without any closure or narrowing, such as would result in the noises component characteristic of many consonants sounds. Moreover, the escape of the air is characteristically accomplished in any impeded way over the centerline of the tongue. A description of vowel sounds can be explained by three factors: a). The position of the soft palate is raised for oral vowels and lowered for nasalized vowels; b). The kind of aperture formed by the lips-degree of spreading or rounding. c). The part of the tongue is raised, and the degree of the raising.

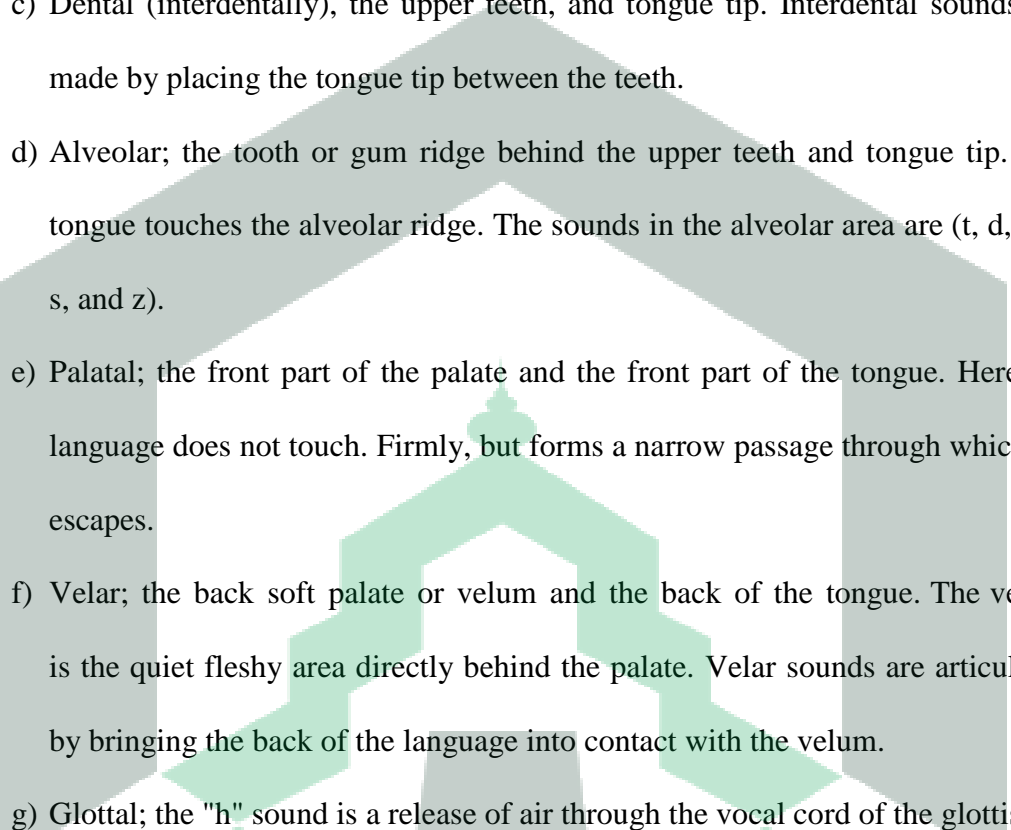
b) Consonant

Consonant articulations are relatively easy to feel and, as a result, most conveniently described in terms of place and manner of expression. According to the position of the vocal cords, the consonant can be divided into voiceless (p,t,k,f,s,ʃ, Ó,h) and voiced (the rest of the consonant).

Steinberg (1982:176) describes consonants by the position at which part of the mouth comes together to produce a closure or an immediate closure that allows the passage of a narrow stream of air.²⁵ These positions are called the point of articulation. For English consonants, seven primaries point from front to back. They are:

a) Bilabial (literally two lips) the upper and lower lips. Bilabial sounds are p, b, m, and w.

²⁵ David P. Aline, Danny D Steinberg, and Hiroshi Nagata, *psycholinguistic: Language, Mind, and World*, (New York: Longman, 1982), 176.

- 
- b) Labiodental, the upper teeth, and the lower lip. Labiodental sounds are made by bringing the lower lip into contact with the upper teeth. They are f (voiceless) and v (voiced).
- c) Dental (interdentally), the upper teeth, and tongue tip. Interdental sounds are made by placing the tongue tip between the teeth.
- d) Alveolar; the tooth or gum ridge behind the upper teeth and tongue tip. The tongue touches the alveolar ridge. The sounds in the alveolar area are (t, d, n, l, s, and z).
- e) Palatal; the front part of the palate and the front part of the tongue. Here the language does not touch. Firmly, but forms a narrow passage through which air escapes.
- f) Velar; the back soft palate or velum and the back of the tongue. The velum is the quiet fleshy area directly behind the palate. Velar sounds are articulated by bringing the back of the language into contact with the velum.
- g) Glottal; the "h" sound is a release of air through the vocal cord of the glottis.

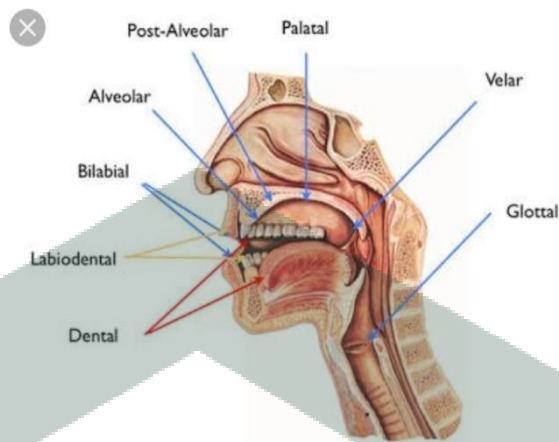


Figure 2.1 Picture place of articulation²⁶

Manner of articulation is the air stream from the mouth, modified (blocked, restricted, diverted, etc.). Provide a means of classifying consonants. Based on the definition of manner of articulation, the closure of narrowing at the point of inflection is divided into five types.

Roach notes that consonants with a characteristic that when they are produced, air escapes through a small passage and makes a rising sound. All languages have fricative. A fricative is a continuant consonant, which means you can continue making them without interruption as long as you have enough air in your lungs.

Besides, the place of articulation and the condition of the glottis (whether the sounds are voiced or voiceless) must be referred to as a third characteristic to describe speech sounds unique. This is the manner of articulation- the action of

²⁶ Idahosa, "Place of Articulation", <https://www.mimicmethod.com/ft101/place-of-articulation/>, access on June: 16,2020.

the vocal apparatus as sounds are reproduced.

Table 2.1 table of English consonant phonemes²⁷

		MANNER	VOICING	PLACE						
				Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar	Glottal
Obstruent	Stop	Voiceless	p			t		k	ʔ	
		Voiced	b			d		g		
	Fricative	Voiceless		f	θ	s	ʃ		h	
		Voiced		v	ð	z	ʒ			
	Affricate	Voiceless					tʃ			
		Voiced					dʒ			
Sonorant	Nasal	Voiced	m			n		ŋ		
	Liquid	Lateral				l				
		Rhotic					r (ɹ)			
		Glide					j	(w)		
			Voiced	w						

In this consonant table, there are two consonant sounds. They are voiceless and voiced.

D. Javanese

1. Javanese language

According to Abdullah and Handayani, Javanese is part of the archipelago language and is included in the Austronesian language. Javanese has a long history, extensive usage, and many speakers. Javanese speakers are scattered all over the island of Java, in the transmigration of Javanese people, other provinces, and other countries where there is a settlement of Java.²⁸

According to Mulyana, Javanese is one of the regional languages used as a means of communication in everyday life between one person and another by

²⁷ Idahosa, "Place of Articulation", <https://www.Mimicmethod.com/ft101/place-of-articulation/>, access on June: 16,2020.

²⁸ Wakit Abdullah and Sri L. Handayani, *Bahasa Jawa Kuna: Sejarah, Struktur dan Leksikonnya*, (Surakarta: Jurusan Sastra Daerah Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret,2007).

the Javanese community. The Javanese language is an integral part of Indonesian culture. The existence of coaching and development is still within the frame of Indonesia. The Javanese language develops as a self-identity by maintaining noble values. In line with that, the Javanese language cannot be separated from Javanese culture. Javanese is not only an artifact of Javanese culture but is also the language of Javanese culture.²⁹

2. Javanese Students at IAIN Palopo



Figure 2.2 Location of Javanese students

Javanese is the language used by tribal students of Java in the English Education Study Program at IAIN Palopo. As students who are Javanese, they come from several districts in Luwu Raya, such as Lamasi, Sukamaju, Bone-bone, and Mangkutana. Some Javanese students still use their Javanese language when with family or people of Javanese ethnicity. And some students are not confident in using Javanese in public.

²⁹ Mulyana, Ed. *Pembelajaran Bahasa dan Sastra Daerah Dalam Kerangka Budaya*, (Yogyakarta: Tiara wacana, 2008), 234.

3. Javanese Consonant

Similar to English consonants, the Javanese consonants can be classified into two classes, place of articulation and manner of articulation. Each class has a similar definition of English place and manner of articulation. Thus, the exact meaning of each type of place and manner of articulation is skipped. This only defines the different types and brings an example from each type of place and manner of articulations. The table below shows the category of each consonant:

Table 2.2 Table of Javanese consonant manner and place of articulation³⁰

		Bilabial	Labio-dental	Apiko-dental	Alveolar	Lamino-alveolar	Palatal	Medio-palatal	Velar	Glottal
Stop	Vl	P		T			t	ʃ	K	ʔ
	Vd	B		D			d	ʒ	g	
Nasal	Vd	M			N		ɲ	ŋ		
Fricative	Vl		F			S				H
	Vd					Z				
Affricate	Vd				R					
Glide	Vd		W				J			
Liquid	Vd				L					

VL: voiceless vd: voiced

source: (Wedhawati, 2001:42)

³⁰ Wedhawati, *Tata bahasa jawa mutakhir*, (Jakarta: Pusat Bahasa Departemen Pendidikan Nasional, 2001).

E. Bilabial Stop

Bilabial sounds are made with both lips. We could say that the lower lip is the active articulator and the upper lip the passive articulator, though the upper lip usually moves too, at least a little.³¹ There are bilabial sounds in English: /b, p, m/ in words such as bee, pea, and me. The first and the last are voiced, and the second is voiceless. For the /b, p/, the soft palate is raised, that is, they are produced at the oral cavity only and so are defined as being oral, whereas /m/ is nasal, that is, it is made with the soft palate being lowered which produces the air escape through the nose and mouth.

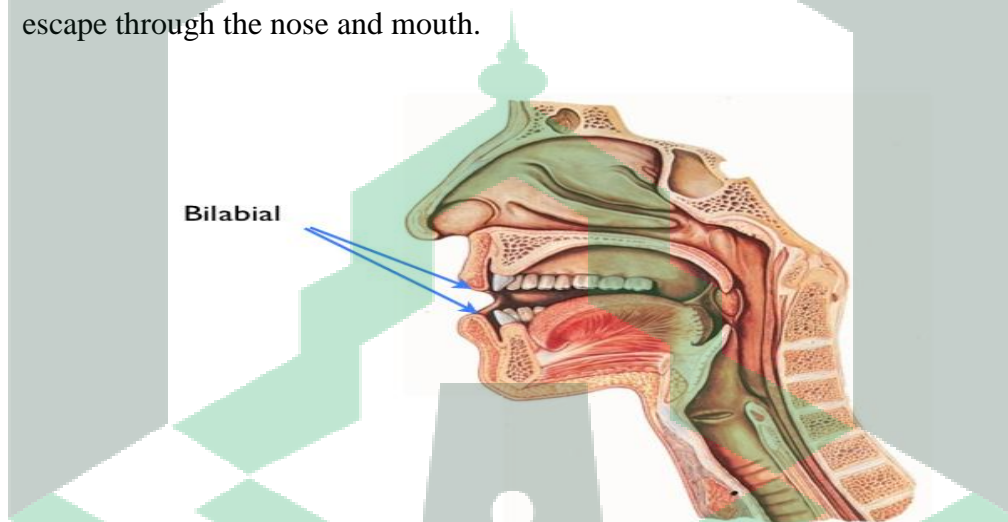


Figure 2.3 Section of Bilabial³²

Bilabial stops are sounds produced when the airflow is wholly obstructed during speech. /p/ a voiceless bilabial stop. The lesson sound symbolized by /p/ does not have accompanying vocal cord vibration and is therefore voiceless. The airflow is stopped by the complete closure of the two lips, which gives rise to the

³¹ Dr. Rita Erlinda M.pd, *Linguistic for English language teaching: sounds, words, sentences*, (Sumatera Barat: Stain Batusangkar Press,2010),59.

³² Idahosa, "Place of Articulation",[https:// www.mimic method. Com /ft 101/ place-of-articulation/](https://www.mimicmethod.com/ft-101/place-of-articulation/), access on June: 16,2020

term bilabial. The symbol /p/ represents the first sound in the word pin. /b/ voiced bilabial stop. The sound represented by /b/ has the same place of articulation as /p/ but is accompanied by voice. The symbol /b/represents the first and last sounds in the name Bob.³³

a. Sound /p/

When the vocal cords are spread apart, the air from the lungs passes between them unimpeded. Sounds produced in this way are described as voiceless.³⁴

Table 2.3 Table words Javanese sound /p/

Example:

Javanese	English
Tetep /tətəp/(tetap)	Picture /pɪkʃə/ (gambar)
Prigel/prigel/(cekatan atau pandai)	Polite /pə'laɪt/ (sopan)
Piye/piyè/(bagaimana)	Private /praɪvɪt/ (privasi)
Papat/papat/(empat)	Person /pɜːsn/ (orang)
Padhet/padhet(padat)	Problem /'prɒbləm/ (masalah)

b. Sound /b/

When the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect. Sounds produced in this way are described as voiced.³⁵

³³ Adrian Akmajian et al., *Linguistics: An Introduction to Language and Communication*, fifth edition, (London: Massachusetts Institute of Technology,2017),75.

³⁴ Dr. Rita Erlinda M.pd, *Linguistic for English language teaching: sounds, words, sentences*, (Sumatera Barat: Stain Batusangkar Press,2010),58.

Table 2.4 Table words Javanese sound /b/

Example:

Javanese	English
Kabeh/kabèh/(semuanya)	Humble /hʌmbl/ (rendah hati)
Budal/budal/(berangkat)	Blow /bləʊ/ (meniup)
Tiba /tiba/ (tiba)	Forbid /fə'bid/ (melarang)
Obat /obat/ (obat)	Build /bɪld/ (membangun)
Kebun /kəbɒn/ (kebun)	Buy /baɪ/ (membeli)

F. Conceptual Framework

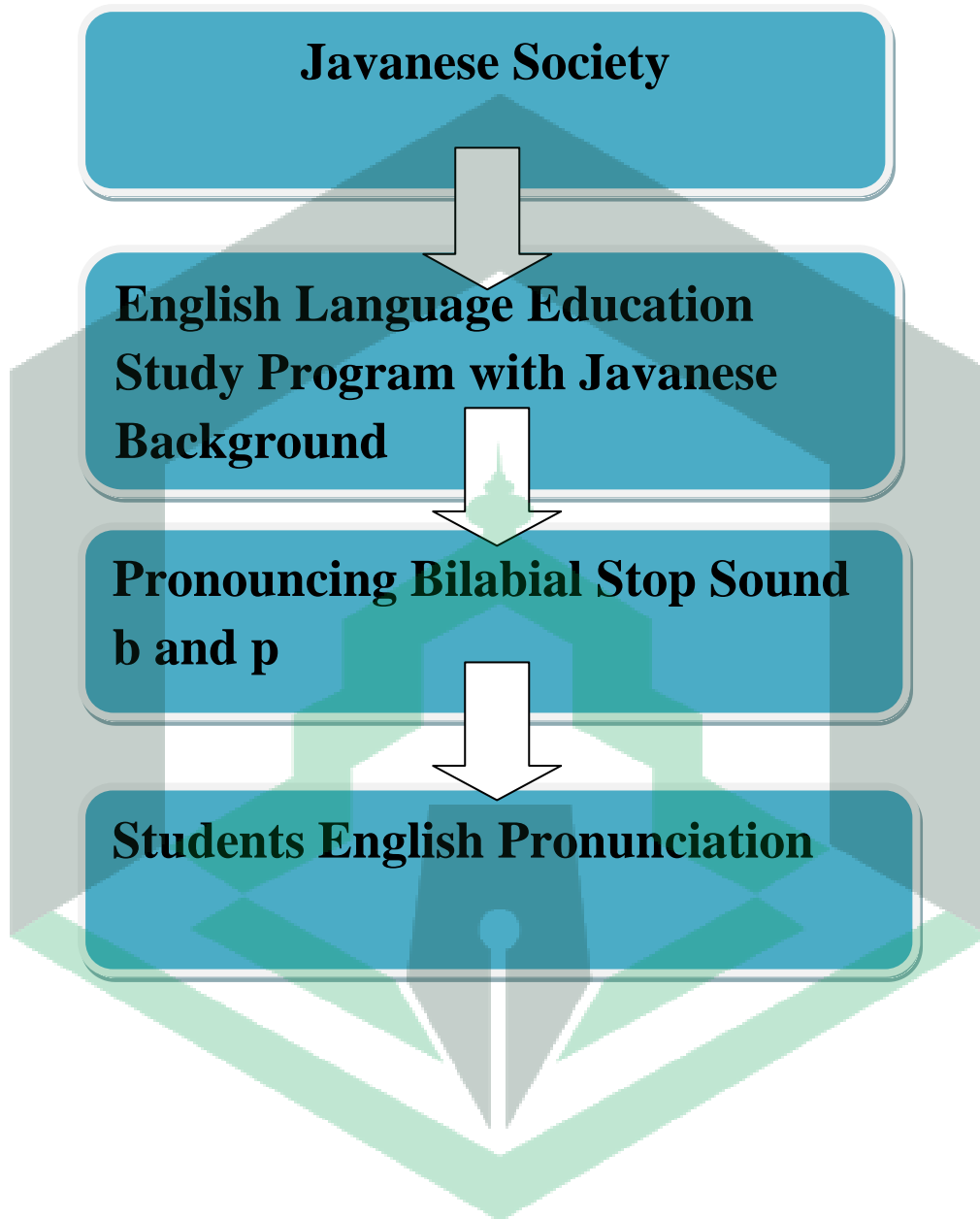
English and Java have different phonological systems, and it can cause difficulty for the students to produce certain English consonant sounds because those consonants do not occur in English Indonesia and their local language (Buginese, Javanese, Toraja, etc.).

This research takes Javanese students, especially at the English Education Study Program of IAIN Palopo, who had learned English for years and have also begun when they joined the English Education Study Program. The researcher believes that the students at IAIN Palopo have varieties of pronouncing the bilabial stop sounds. To get data from the research, the researcher uses some the procedures like observation, interview, and recording. According to the steps, the researcher receives the information and can conclude how the students with Javanese background produced bilabial stop sounds.

³⁵ Dr. Rita Erlinda M.pd, *Linguistic for English language teaching: sounds, words, sentences*, (Sumatera Barat: Stain Batusangkar Press,2010),58.

The concept of the framework in this research is given in the following

flow chart:



CHAPTER III

METHOD OF RESEARCH

A. Research Method

The research method that is used in this research is qualitative research. It is used to describe how the students with Javanese background pronounce certain English Consonant bilabial stop sounds. This study used a direct observation method by recording the sounds of the chosen English consonants produced by students in the English language education study program with the Javanese background of IAIN Palopo.

B. Location of the Research

This research is located at the English language Education study program of IAIN Palopo.

C. Subject of the Research

The subjects of this research are students with Javanese backgrounds who are studying English for 2,4,6 and 8 semesters. In this research, the researcher applied random sampling. The researcher chose respondents as many as 10 students divided into several levels, namely 2 students from the second semester, 5 students from the fourth semester, two from the sixth semester, and one from the eighth semester. They come from several districts in Luwu Raya, such as Kalaena 1 students, Palopo 3 students, Sukamaju 1 students, Bone-bone 3 students, and Mangkutana 2 students. The researcher focused on students who only have a Javanese background with the parents from Javanese background.

D. Source of Data Research

Researcher got data from two instruments. Data were taken from interviews and recordings. This study aims to identify the specific English bilabial sounds made by students. Researcher get data sources from students. The discussions and recordings were processed as data explaining how students with a Java background pronounce the bilabial stop sounds.

E. Instrument of the Research

The researcher used two kinds of instruments, namely:

1. Pronunciation task.

To find out the student's pronunciation, the researcher asked the students to read the word list, sentences, and paragraph reading tasks. The reading task is the reading which contains the sounds of specific English stop bilabial. The words in the reading text have bilabial stops, such as /b/ and /p/ sounds.

a. Word List Reading Task

This task contains the voiced /b/ and voiceless /p/ in English bilabial stop sound.

b. Sentence Reading Task

The sentence reading task was created based on the word list. The word lists are also found in the sentences of the sentence task.

c. Paragraph Reading Task

The paragraph also used the word list in it. It noted that the words containing English bilabial stop sounds were not italicized when given to respondents to read to make their pronunciation more natural.

2. Interview

The interview was conducted to validate the survey result. The instrument of the discussion used to help the researcher obtain valid data is recording.

F. Collecting Data Procedure

In collecting data, the researcher recorded the sound of the respondents by using a hand phone recorder. Through three steps, they were:

1. The researcher gave students a word list reading task, sentences reading assignment, and paragraph passage reading task in English consisting of /b/ and /p/.
2. The researcher allowed the students to read the task.
3. The researcher saved the data results using a voice recorder application on the Oppo A53.

G. Technique of Data Analysis

The data of this research was analyzed as follows: In analyzing the data, the researcher followed the interactive model of Miles and Hiberman, which Sugiyono completed.³⁶ The following is a data analysis technique carried out by this research.

1. Transcription of Recording Data

After recording the recorded speech of the Javanese language speakers, the researcher transcribes the data by converting the spoken language of the speakers recorded into orthographic units.

³⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta, 2010).

2. Data identification

After the recorded data is transcribed, the researcher carries out the process of identifying the data. The researcher identified the data by marking words with bilabial stop sounds that experienced sound changes.

3. Record the data table that has been provided

Data marked at the next identification stage is recorded in a table. Copies of data are intended to facilitate the classification of data based on the similarity of specific characteristics or characteristics.

4. Data Classification

After copying the data in the table, the researcher then classifies the data, i.e., grouping the data found based on the similarity of characteristics in the data.

5. Analyzing data

The researcher then analyzes information that had been classified. The analysis was carried out by observing the changing bilabial stop sound. The researcher describes the symptoms of the sound change by opposing the original English sound-symbol shape with the sound symbol spoken by the Java language speaker and then explains the change's form.

6. Data percentage

To find out the participants' scores on pronouncing tests can be calculated using the following formula:

$$\% = \frac{N}{T} \times 100$$

Where:

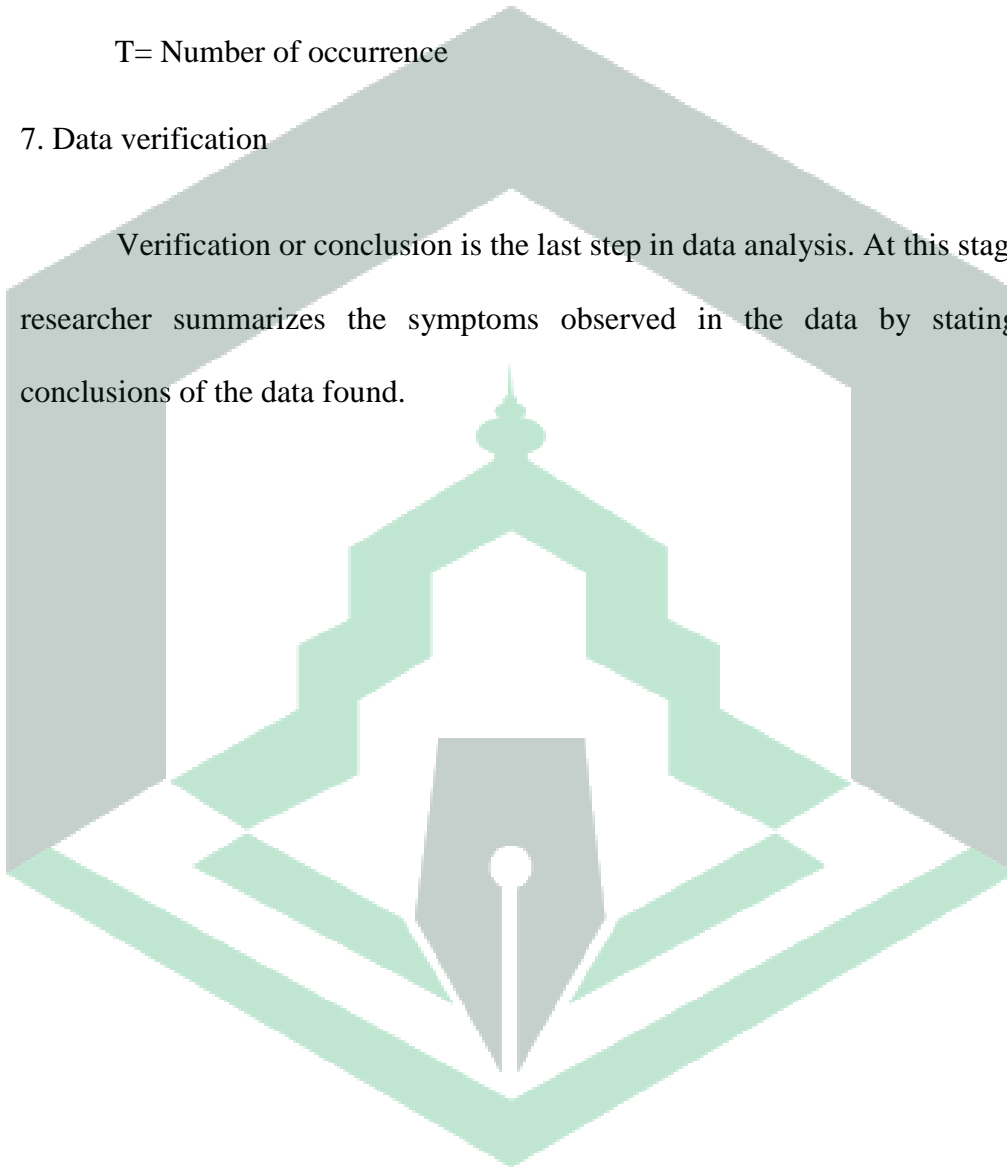
%= Percentage

N= Frequency of occurrence

T= Number of occurrence

7. Data verification

Verification or conclusion is the last step in data analysis. At this stage, the researcher summarizes the symptoms observed in the data by stating the conclusions of the data found.



CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

Data is taken from the pronunciation of students when reading the pronunciation task that has been given previously. They read words, sentences, and paragraphs the researcher has given by recording sounds. After collecting all the recordings from each respondent, the researcher transcribed the tapes. Then, the researcher analyzed the English sound symbols the respondents produced and compared them with the original sound symbols.

After researching respondents, the researcher found the pronunciation of Javanese students in producing sounds / b / and / p /. For more details, the researcher has presented the results of the pronunciation assignment that the researcher obtained.

1. Word List

The result of the student's answer through word list recording

Table 4.1 Sound /b/ in word list

No	English word	PT	SC	Percentage
1	Becoming	bɪ'kʌmɪŋ	9	90%
2	Incredible	ɪn'krɛdəbl	10	100%
3	Been	bi:n	10	100%
4	About	ə'baʊt	10	100%
5	Bath	bɑ:θ	10	100%

Table 4.2 Sound /P/ in word list

No	English word	PT	SC	Percentage
1	People	'pi:pl	8	80%
2	Complained	kəm'pleɪnd,	10	100%
3	Unhappiness	ʌn'hæpɪnəs	10	100%
4	Happened	'hæpɪnɪs,	9	90%
5	Slapped	Slæpt	10	100%

2. Sentences

The result of the student's answer through sentences recording

Table 4.3 Sound /b/ and /p/ in sentences

No	Sentences	PT	SC	Percentage
1	They are friendly people with sincere smiles.	Ðei a: 'frændli 'pi:plwɪðsɪn'sɪəsmɑɪlz.	10	100%
2	The servant complained to her master.	Ðə 'sɜ:vəntkəm'pleɪndtu: hɜ: 'mɑ:stə.	10	100%
3	The girls tells and incredible story.	Ðægz:lztelzændɪn'krəd əbl'stɔ:ri.	10	100%
4	We can take care of the bath right here.	Wi: kænteɪkkeərvndəba:θr aɪθɪə.	10	100%
5	The battle had been raging for some time.	Ðə 'bætlhædbi:n 'reɪdʒɪŋfɔ: sʌmtaɪm.	10	100%
6	The prince slapped his hand on the table.	Ðəprɪnsslæpθɪzhændə nðə'teɪbl.	10	100%
7	I understood a good deal of what was	Aɪ ʌndə'stɒd ə ɡɒddi:lɒvwɒtwɒz	10	100%

	going on about me.	'gəʊɪŋə'baʊt mi:.		
8	Good health is necessary for happiness and success.	Gʊdheɪlθɪz 'nesɪsərɪfə: 'hæpɪnəsændsək'ses.	10	100%
9	This will help you with what happened to your car.	ðɪswɪlhɛlp ju: wɒt 'hæpəndtu: jə: kɑ:.	10	100%
10	The world was becoming more real as the days passed.	ðəwɜ:lɔwɜ:zbɪ'kɑ:miŋm ɔ: rɪələʒðədeɪzpa:st.	10	100%

3. Paragraph

The result of the student's answer through paragraph recording

Table 4.4 Sound /b/ and /p/ in paragraph

No	Paragraph	PT	SC	Percentage
1	<p>An Old Man in the Village</p> <p>An old man lived in the village. He was one of the most unfortunate people in the world. The whole village was tired of him; he was always gloomy, he constantly complained and was always in a bad mood. The longer he lived, the more bile he was becoming and the more poisonous were his words. People avoided him because his misfortune became contagious. It was</p>	<p>ənəʊldmænɪndə 'vɪlɪdʒ ənəʊldmænɪlvɪdmə 'vɪlɪdʒ. Hi: wɒzɔwɒnəvðəməʊstən'fə: :ʃnɪt 'pi:plɪndəwɜ:ld. ðəhəʊl 'vɪlɪdʒwɒz 'tærədʊvhɪm; hi: wɒz 'ɔ:lweɪz 'glu:mi, hi: 'kɒnstəntlɪkəm'plemdæ ndwɒz 'ɔ:lweɪzɪn ə bædmu:d. ðə 'lɒŋgə hi: lɪvd, ðəmɔ: baɪl hi: wɒzɪ'kɑ:miŋjændðəmɔ: 'pɔɪznəsɜ: hɪzwɜ:dz. 'pi:plə'vɔɪdɪdhɪmbɪ'kɒz hɪzmɪs'fə:ʃənbɪ'keɪmkə n'teɪdʒəs. ɪtwɒz 'i:vənən'næʃfrələendm's ɔ:lŋtu: bi: 'hæpɪneksttu: hɪm. Hi: kri(:)'eɪtɪddə 'fi:lɪŋəvən'hæpɪnəsɪm</p>	10	100%

<p>even unnatural and insulting to be happy next to him. He created the feeling of unhappiness in others.</p> <p>But one day, when he turned eighty years old, an incredible thing happened. Instantly everyone started hearing the rumor that the Old Man had become happy, he doesn't complain about anything anymore, always smiles, and even his face is freshened up. The whole village gathered together. The villagers asked the old man about what happened. He answers, "Nothing special. Eighty years I've been chasing happiness, and it was useless. And then I decided to live without happiness and just enjoy life. That's why I'm happy now."</p> <p>Two Best Friends</p> <p>A story tells that two friends were walking through the desert.</p>	<p>'ʌðəz.</p> <p>Batwander, wɛn hi: tɜ:nd 'ɛtɪjəzəʊld, ənm'krɛdəblɪŋ 'hæpənd. 'mstəntli 'ɛvrɪwʌn 'stɑ:tɪd 'hɪəriŋðə 'ru:məðætðiəʊldmænhæ dbɪ'kʌm 'hæpi, hi: dʌzntkəm'plemə'baʊt 'ɛniθɪŋ ,ɛni'mɔ:, 'ɔ:lweɪzsmɑɪlz, ænd 'i:vənhɪzfeɪsɪz 'frɛʃndʌp. Ðəhəʊl 'vɪlɪdʒ 'gæðədtə'gɛðə. Ðə 'vɪlɪdʒəzɑ:sktðiəʊldmæn ə'baʊtwɒt 'hæpənd. Hi: 'ɑ:nsəz, "nʌθɪŋ 'spɛʃəl. 'ɛtɪjəzɑ:rvɪ:n 'fɛɪsɪŋ 'hæpɪmɪs, ændɪtwɒz 'ju:slɪs. Ændðɛnaɪdɪ'saɪdɪtu: hɪvwɪ'ðəʊt 'hæpɪmɪsænddʒʌstɪn'dʒɔ: laɪf. Ðætswəɪəɪm 'hæpɪnəʊ."</p> <p>Tu: bestfrendz</p> <p>ə 'stɑ:ritelzðættu: frɛndzɜ: 'wɔ:kɪŋθru: ðə 'dezət. 'dʒʊərəɪŋsʌmpɔɪntɒvðə 'dʒɜ:nɪ, ðeɪhædən 'ɑ:gjʊmənt,</p>		
---	---	--	--

<p>During some point of the journey, they had an argument, and one friend slapped the other one in the face. The one who got slapped was hurt, but without saying anything, wrote in the sand; <i>Today my best friend slapped me in the face.</i> They kept on walking until they found an oasis, where they decided to take a bath. The one who had been slapped got stuck in the mire and started drowning, but the friend saved him. After he recovered from the near drowning, he wrote on a stone; <i>Today my best friend saved my life.</i> \</p> <p>The friend who had slapped and saved his best friend asked him; “<i>After I hurt you, you wrote in the sand and now, you write on a stone, why?</i>” The other friend replied; “<i>When someone hurts us we should write it down in sand where winds of forgiveness can erase it away. But, when someone does</i></p>	<p>ændwānfrændslæptði 'λðəwānɪndəfeɪs. ðəwān hu: gɒtslæptwɒzɪt, bʌtwɪ ðaɒt 'seɪŋ 'eniθɪŋ, rəʊtɪndəsænd; tə'deɪmɪbɛstfrændslæpt mi: ɪndəfeɪs. ðeɪkeɪptɒn 'wɑ:kɪŋən'tɪðeɪfəʊndən əʊ'eɪsɪs, weðdeɪdɪ'saɪdɪtu: teɪk ə bɑ:θ. ðəwān hu: hædbɪ:nsɪlæptgɒtstʌkɪnd ə 'maɪərænd 'stɑ:tɪd 'draʊnɪŋ, bʌtðəfrændseɪvdɪm. 'ɑ:ftə hi: rɪ'kʌvədfrɒmðənə 'draʊnɪŋ, hi: rəʊtɒn ə stəʊn; tə'deɪmɪbɛstfrændseɪvd maɪlɪf. \</p> <p>ðəfrænd hu: hædslæptændseɪvdɪzbe stfrændɑ:skɪm; “'ɑ:ftərɪhɪt ju:, ju: rəʊtɪndəsændændnəʊ, ju: raɪtɒn ə stəʊn, wɑɪ?” ði 'λðəfrændrɪ'plɑɪd; “wɛn 'sʌmwʌnhɪ:tsʌswɪ: ʃʊdrɑɪtɪdʌʊnmsændwe əwɪndzɒvfə'gɪvnɪskæni' reɪzɪtə'weɪ. Bʌt, wɛn 'sʌmwʌndʌz 'sʌmθɪŋgɒdfɔ:ras, wɪ: mʌstɪn'greɪvɪtɪnstəʊnwe ənəʊwɪndkæn 'ɛvəri'reɪzɪt.”</p>	
--	---	--

	<i>something good for us, we must engrave it in stone where no wind can ever erase it."</i>			
--	---	--	--	--

Note:

PT : Phonetic Transcription

SC : Total of Student with correct pronunciation

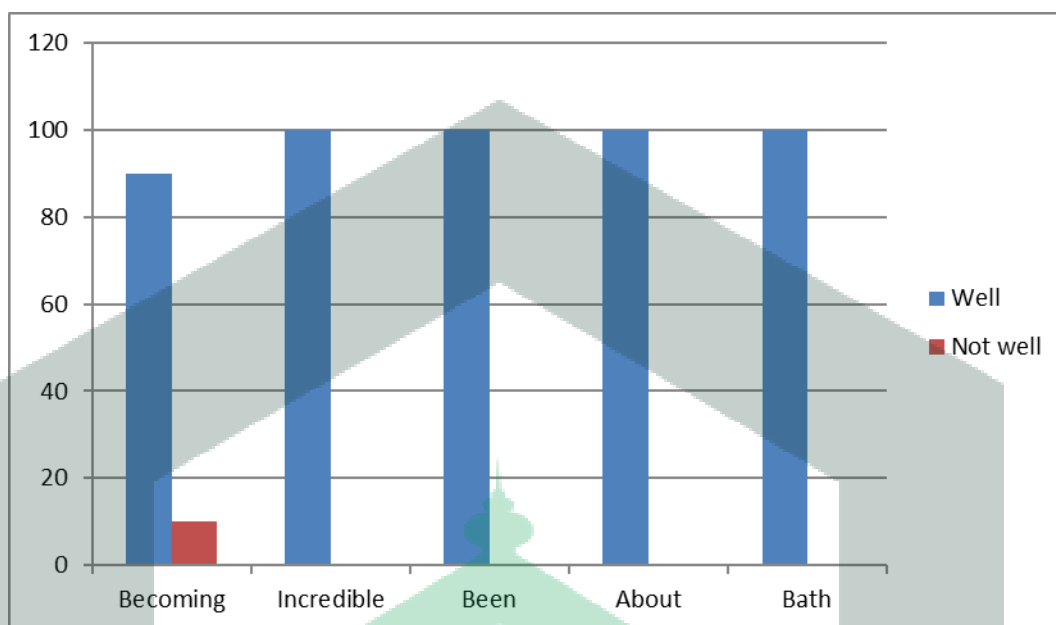
Those are the result of analyzing students' pronunciation in pronouncing sounds/b/ and /p/presented in four tables. Table 4.1 shows the effect of students' pronunciation of word pronouncing English sound /b/, while Table 4.2 shows the result of students' pronunciation of word pronouncing English sound /p/. Table 4.3 shows students' pronunciation sentences in pronouncing English sounds/p/ and /b/ table 4.4 shows the result of student's pronunciation paragraph in pronouncing English sounds/p/ and /b/ The explanation of the tables discussed in detail in the next section.

B. Discussion

In this part, the researcher shows the description of students' pronunciation in pronouncing the sound /b/ dan /p/, and the percentage of Javanese students' English pronunciation (sound /b/p/).

1. Student's pronunciation in pronouncing sound /b/

Figure 4.1 Graphic of percentage in pronouncing words list sound /b/



From the figure 4.1, it shows the percentage of pronouncing the sound /b/ as follows:

In pronouncing the word “becoming,” students pronounce it 90% correctly and 10% incorrect. The researcher explained the correct of the pronunciation of /b/ in the English word “becoming” happened when the Javanese students did not affect the accent of the sound /b/, as explained in the previous discussion above.

In pronouncing the word “incredible,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /b/ in the English word “incredible” happened when the Javanese students did not affect the accent of the sound /b/, as explained in the previous discussion above.

In pronouncing the word “been,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /b/ in the English

word “been” happened when the Javanese students did not affect the accent of the sound /b/, as explained in the previous discussion above.

In pronouncing the word “about,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /b/ in the English word “about” happened when the Javanese students did not affect the pronunciation of the sound /b/ made by students, as explained in the previous discussion above.

In pronouncing the word “bath,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /b/ in the English word “bath” happened when the Javanese students did not affect the accent of the sound /b/ made by students, as explained in the previous discussion above.

2. Description of students’ pronunciation in pronouncing word sound /p/

Figure 4.2 Graphic of percentage in pronouncing words list sound /p/



From the figure 4.2, it shows the percentage of pronouncing the sound /p/ as follows: In pronouncing the word “people,” students pronounce it 80% correctly and 20% incorrect. The researcher explained the correct of the pronunciation of /p/ in the English word “people” it happened when the Javanese students did not affect the pronunciation of the sound /p/. The incorrect occurs when students emphasize the sound /p/ so that the sound changes in the word “people,” as explained in the previous discussion above.

In pronouncing the word “complained,” students pronounce it 100% correctly. The researcher explained the well of the pronunciation of /p/ in the English word “complained” happened when the Javanese students did not affect the accent of the sound /p/, as explained in the previous discussion above.

In pronouncing the word “unhappiness,” students pronounce it 100% correctly. The researcher explained the well of the pronunciation of /p/ in the English word “unhappiness” happened when the Javanese students did not affect the accent of the sound /p/, as explained in the previous discussion above.

In pronouncing the word “happened,” students pronounce it 90% correctly and 10% incorrect. The researcher explained the correct of the pronunciation of /p/ in the English word “happened” it happened when the Javanese students did not affect the pronunciation of the sound /p/. The not well occurs when students emphasize the sound /p/ so that the sound changes in the word “happened,” as explained in the previous discussion above.

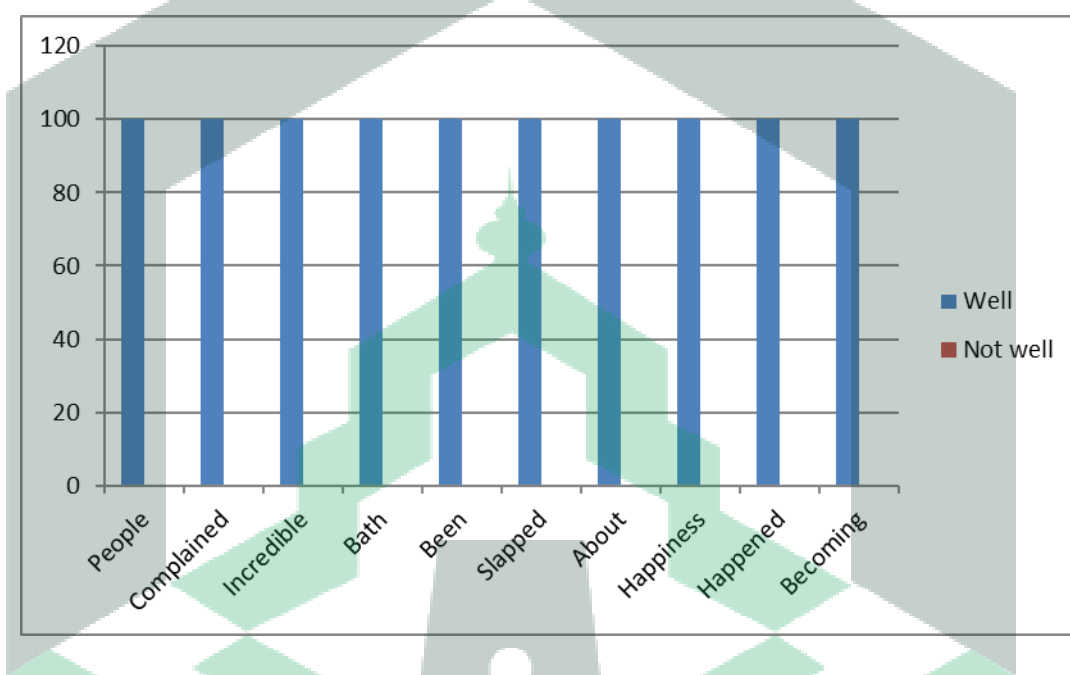
In pronouncing the word “slapped,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /p/ in the English

word “slapped” it happened when the Javanese students did not affect the accent of the sound /p/, as explained in the previous discussion above.

c. Description of students’ pronunciation in pronouncing sentences sound /b/ and /p/

Figure 4.3 Graphic of percentage in pronouncing sentences sound /b/ and

/p/



From the figure 4.3, it shows that the percentage of pronouncing sound /p/and /b/is as follows: In pronouncing the word “people,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /p/ in the English word “people” happened when the Javanese students did not affect the accent of the sound /p/, as explained in the previous discussion above.

In pronouncing the word “complained,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /p/ in the

English word “complained” happened when the Javanese students did not affect the accent of the sound /p/, as explained in the previous discussion above.

In pronouncing the word “incredible,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /p/ in the English word “incredible” happened when the Javanese students did not affect the accent of the sound /b/, as explained in the previous discussion above.

In pronouncing the word “bath,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /b/ in the English word “bath” happened when the Javanese students did not affect the accent of the sound /b/, as explained in the previous discussion above.

In pronouncing the word “been,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /b/ in the English word “been” happened when the Javanese students did not affect the accent of the sound /b/, as explained in the previous discussion above.

In pronouncing the word “slapped,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /p/ in the English word “slapped” happened when the Javanese students did not affect the accent of the sound /p/ made by students, as explained in the previous discussion above.

In pronouncing the word “about,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /b/ in the English word “about” happened when the Javanese students did not affect the accent of the sound /b/, as explained in the previous discussion above.

In pronouncing the word “happiness,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /p/ in the English word “happiness” happened when the Javanese students did not affect the accent of the sound /p/, as explained in the previous discussion above.

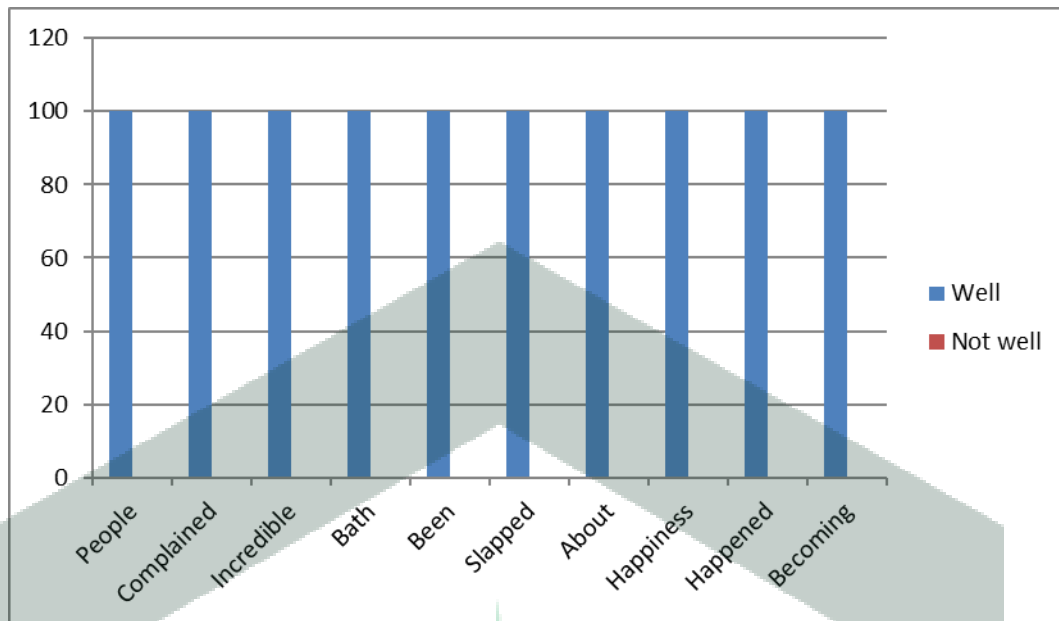
In pronouncing the word “happened,” it is pronounced by students 100% correctly. The researcher explained the correct of the pronunciation of /p/ in the English word “happened” it happened when the Javanese students did not affect the pronunciation of the sound /p/. as explained in the previous discussion above.

In pronouncing the word “becoming,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /b/ in the English word “becoming” happened when the Javanese students did not affect the accent of the sound /b/, as explained in the previous discussion above.

d. Description of students’ pronunciation in pronouncing paragraph sounds/b/ and /p/

Figure 4.4 Graphic of percentage in pronouncing paragraphs sound /b/ and

/p/



From the table 4.4, it shows that the percentage of pronouncing sound /p/and /b/is as follows: In pronouncing the word “people,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /p/ in the English word “people” happened when the Javanese students did not affect the accent of the sound /p/, as explained in the previous discussion above.

In pronouncing the word “complained,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /p/ in the English word “complained” happened when the Javanese students did not affect the accent of the sound /p/, as explained in the previous discussion above.

In pronouncing the word “becoming,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /b/ in the English word “becoming” happened when the Javanese students did not affect the accent of the sound /b/, as explained in the previous discussion above.

In pronouncing the word “happiness,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /p/ in the English word “happiness” happened when the Javanese students did not affect the accent of the sound /p/, as explained in the previous discussion above.

In pronouncing the word “incredible,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /b/ in the English word “incredible” happened when the Javanese students did not affect the accent of the sound /b/, as explained in the previous discussion above.

In pronouncing the word “happened,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /p/ in the English word “happened” happened when the Javanese students did not affect the accent of the sound /p/, as explained in the previous discussion above.

In pronouncing the word “complain,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /p/ in the English word “complain” happened when the Javanese students did not affect the accent of the sound /p/, as explained in the previous discussion above.

In pronouncing the word “about,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /b/ in the English word “about” happened when the Javanese students did not affect the accent of the sound /b/, as explained in the previous discussion above.

In pronouncing the word “bath,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /b/ in the English

word “bath” happened when the Javanese students did not affect the accent of the sound /b/, as explained in the previous discussion above.

In pronouncing the word “slept,” students pronounce it 100% correctly. The researcher explained the correct of the pronunciation of /p/ in the English word “slapped” happened when the Javanese students did not affect the accent of the sound /p/, as explained in the previous discussion above.

Based on the explanation above, the researcher analyzed the result of the pronunciation of the Javanese students. It showed that in pronouncing the sounds of the letter /p/ and /b/ in English words, there were students got correctly, and also some of students got incorrect in pronunciation. In English sentences, all of the students were correctly. In the English paragraph, all of students were correctly by the English Language Education Study Program of IAIN Palopo.

According to Tono Suwartono and Mezia Kemala Sari “The English Pronunciation of EFL Learners with Different Javanese Language Backgrounds” International Journal of Advanced Science and Technology. In their research results, it is stated that there are still many Javanese students who produce English pronunciation well and only a few changes in English pronunciation that occur in Javanese students, so that Javanese accents do not have much effect on Javanese students’ English pronunciation.³⁷

According to Niasisca Agustia Wardani and Tono Suwartono with the title “Javanese Language Interference In The Pronunciation Of English

³⁷ Tono Suwartono and Mezia Kemala Sari “*The English Pronunciation of EFL Learners with Different Javanese Language Backgrounds*” International Journal of Advanced Science and Technology,2020.

Phonemes” they conclude that English pronunciation is pronounced clearly by english-javanese learners /p, b, t, s, h, dʒ, m, n, l, r, w,ʌ, ə, ε/.³⁸



³⁸ Tono suwartono and Niasisca Agustia “Javanese Language Interference In The Pronunciation Of English Phonemes” A journal of culture, English Language Teaching, Literature and Linguistics, 2019.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher concluded the study and gave Suggestions to the students, lecturer or teacher, and another researcher.

A. Conclusion

Based on the research finding and discussion of the data in the In the previous chapter, the researcher concludes as follows:

In the pronunciation of sounds /b/ and /p/ of English words, the researcher found that most of the students make the pronunciation correctly, and some students make incorrect pronunciation. The incorrect pronunciation when there is a sound emphasis on the pronunciation of /b/ and /p/ in English words. When making /b/ and /p/ sounds where the position of the upper and lower lips meet, the air in the mouth is blown up to produce a thick /p/ and /b/ sound. The Javanese students make the pronunciation of sounds /b/ and /p/ in English sentences correctly. This is because there are no sound changes in the pronunciation of words in sentences made by students, so there is no sound thickening in the letters /b/ and /p/. The Javanese students make the pronunciation of sounds /b/ and /p/ in English paragraphs correctly. This is because there are no sound changes in the pronunciation of words in sections made by students, so there is no sound thickening in the letters /b/ and /p/.

The researcher concludes that the Javanese students of English Language Education Study Program at IAIN Palopo make correct pronunciation of English bilabial stop sound.

B. Suggestions

Based on the conclusion above, the researcher tries to give some suggestions as follows:

1. For The Students

The Students must Practice English to improve pronunciation ability and Never be shy to speak English.

2. For The Teachers

The Teacher be sensitive to students' weaknesses in their pronunciation and never give up to teach students and also give more explanations and examples about complex sounds that often cause errors for the students.

3. For Other Researchers

The Reseracher try to find another of significance the Javanese students because this topic is challenging and exciting.

BIBLIOGRAPHY

- A.C. Gimson. *An Introduction to The Pronunciation of English*. London: Edward Arnold, 1980.
- Adrian Akmajian et al. *Linguistics: An Introduction to Language and Communication*. Fifth edition. London: Massachusetts Institute of Technology, 2017.
- Annisa Nurul Cahyu. "The English Pronunciation of Buginese Students in English Department of IAIN Palopo". English Department Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo, 2019.
- Carter Ronald and D. Nunan. *Teaching English to Speakers of Other Language*. United Kingdom: Cambridge University Press, 2001.
- David Crystal. *A Dictionary of Linguistics and Phonetics*. London: Blackwell, 1985.
- David P. Aline, Danny D Steinberg, and Hiroshi Nagata. *Psycholinguistics: Language, Mind, and World*. New York: Longman, 1982.
- Dr. Rita Erlinda M.pd. *Linguistic for English language teaching: sounds, words, sentences*. Sumatera Barat: Stain Batusangkar Press, 2010.
- Gerald Kelly. *How to Teach pronunciation*. England: Pearson Education Limited, 2000.
- Harmer Jeremy. *The Practice of English Language Teaching*. 3rd ed London: Longman, 2001.
- Idahosa. "Place of Articulation." June: 16, 2020.
- Jeremy Harmer. *The Practice of English Language Teaching*. London: Cambridge University Press, 1991.
- Lade Foged Peter. *A source in Phonetic*, University of California: 1983.
- Mary Finocchiaro. *The Foreign Language Lerner/Mary Finocchiaro, Michael Bonomo*. New York: Regents Publishing, 1973.
- Muliasri Arifin, *The Influence of Arabic sound toward English Pronunciation at English Department Students of Students of State Islamic Institute of Palopo (IAIN)*. The State Institute Islamic Studies IAIN PALOPO, 2015.

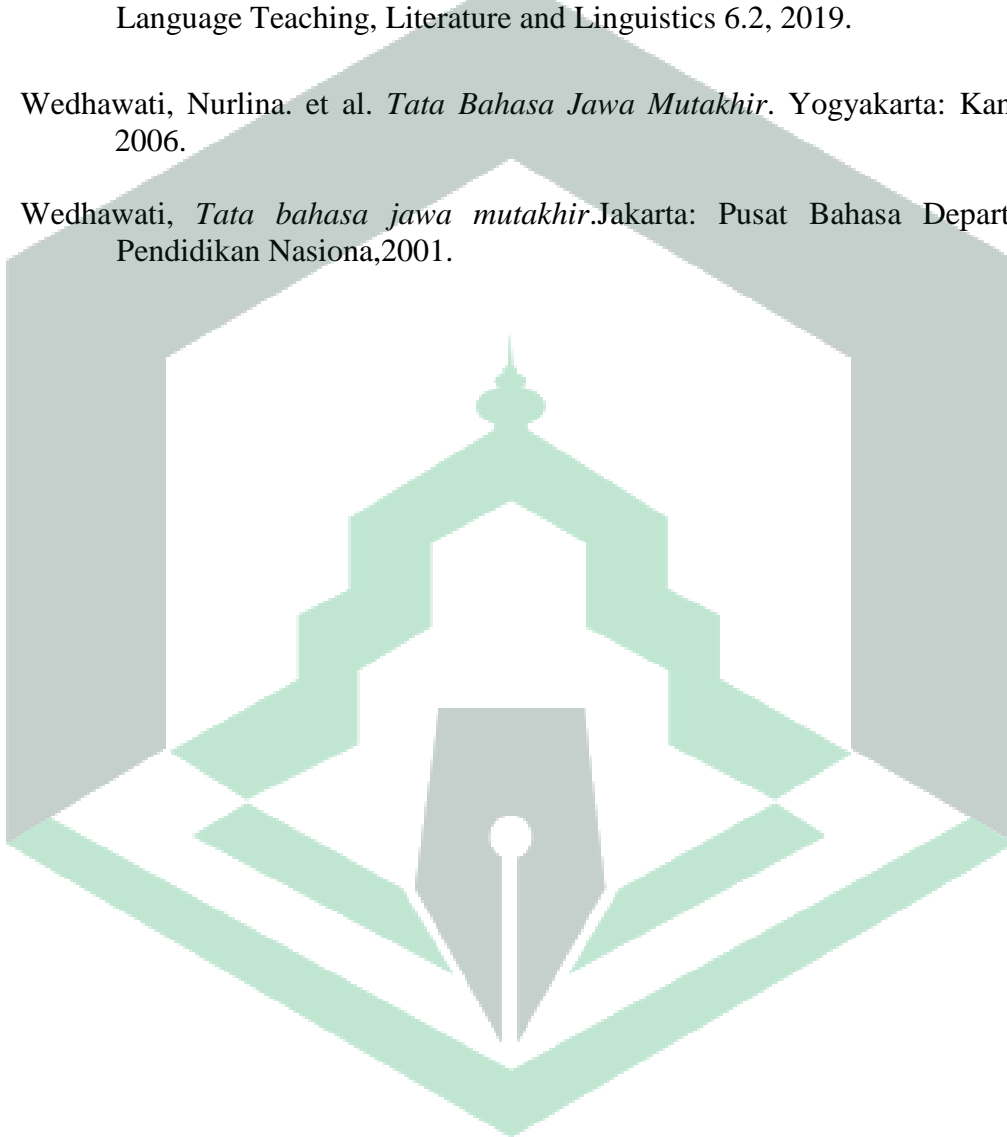
- Mulyana. *Pembelajaran Bahasa dan Sastra Daerah Dalam Kerangka Budaya*, Yogyakarta: Tiara wacana. 2008.
- Naviantara. Denta. Suparno Suparno. And Dewi Cahyaningrum, “*An Analysis of Banyumas Dialect Influence toward Students’ English Pronunciation,*” English Education Department Teacher Training and Education Faculty University, no.2 Maret 1:2016.
- Nurul Istiqomah. “*Analysis Of Javanese Accent Interference In Students’ English Pronunciation (Sound /G/) And Its Application In Teaching Speaking At The Fourth Semester Of English Education Program Of Purworejo Muhammadiyah University In The Academic Year Of 2015/2016*”.Purworejo Muhammadiyah University,2016.
- Patricia Ashby. *Understanding Phonetics*. London: Hodder Education, 2011.
- Penny Ur. *A Course in Language Teaching*. Cambridge: Cambridge University Press, 1996.
- Peter Ladefoged. *A course in phonetics*. 2nd, London: Harcourt Brace Jovanovich, 1982.
- Peter Roach. *English Phonetic and phonology*. Britain: Cambridge University, 1996.
- Resti Purwaningsih. *The Influence Of Javanese Accent Toward The Students’ English Consonant Pronunciation At English Education Study Program Peradaban University*. Brebes: UP Bumiayu: English Education Study Program, 2020.
- Roger Lass. *Phonology: An Introduction to Basic Concepts*. Cambridge, UK; New York; Melbourne, Australia: Cambridge University Press, 1984.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta. 2010.
- Susan Boyer. *Understanding English Pronunciation: an Integrated Practice Course*. Australia: Boyer Education Resources. 2001.
- Suwartono, Tono, and Mezia Kemala Sari “*The English Pronunciation of EFL Learners with Different Javanese Language Backgrounds*” International Journal of Advanced Science and Technology, 2020.
- Victoria Fromkin. *An Introduction to Language*, Ninth Edition. Los Angeles: Michael Rosenberg, 2003.

Wakit Abdullah and Sri L. Handayani, *Bahasa Jawa Kuna: Sejarah, Struktur dan Leksikonnya*, Surakarta: Jurusan Sastra Daerah Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret, 2007.

Wardani, Niasisca Agustia and Tono suwartono “Javanese Language Interference In The Pronunciation Of English Phonemes” *A journal of culture, English Language Teaching, Literature and Linguistics* 6.2, 2019.

Wedhawati, Nurlina. et al. *Tata Bahasa Jawa Mutakhir*. Yogyakarta: Kanisius, 2006.

Wedhawati, *Tata bahasa jawa mutakhir*. Jakarta: Pusat Bahasa Departemen Pendidikan Nasional, 2001.



**A
P
P
E
N
D
I
C
E
S**

INSTRUMEN OF THE RESEARCH

1. The word list:

1. People
2. complained
3. becoming
4. unhappiness
5. incredible
6. happened
7. been
8. about
9. slapped
10. bath

2. The sentences:

1. They are friendly **people** with sincere smiles.
2. The servant **complained** to her master.
3. The girls tells and **incredible** story.
4. We can take care of the **bath** right here.
5. The battle had **been** raging for some time.
6. The prince **slapped** his hand on the table.
7. I understood a good deal of what was going on **about** me.
8. Good health is necessary for **happiness** and success.
9. This will help you what **happened** to your car.
10. The world was **becoming** more real as the days passed.

3. The paragraph passage:

An Old Man in the Village

An old man lived in the village. He was one of the most unfortunate **people** in the world. The whole village was tired of him; he was always gloomy, he constantly **complained** and was always in a bad mood. The longer he lived, the more bile he was **becoming** and the more poisonous were his words. **People** avoided him because his misfortune became contagious. It was even unnatural and insulting to be happy next to him. He created the feeling of unhappiness in others.

But one day, when he turned eighty years old, an **incredible** thing **happened**. Instantly everyone started hearing the rumor that the Old Man had become happy, he doesn't **complain about** anything anymore, always smiles, and even his face is freshened up. The whole village gathered together. The villagers asked the old man **about** what **happened**. He answers, "Nothing special. Eighty years I've **been** chasing **happiness**, and it was useless. And then I decided to live without **happiness** and just enjoy life. That's why I'm happy now."

Two Best Friends

A story tells that two friends were walking through the desert. During some point of the journey, they had an argument, and one friend **slapped** the other one in the face. The one who got **slapped** was hurt, but without saying anything, wrote in the sand; *Today my best friend slapped me in the face.* They kept on walking until they found an oasis, where they decided to take a **bath**. The one who had **been slapped** got stuck in the mire and started drowning, but the friend saved him. After he recovered from the near drowning, he wrote on a stone; *Today my best friend saved my life.* \

The friend who had **slapped** and saved his best friend asked him; *“After I hurt you, you wrote in the sand and now, you write on a stone, why?”* The other friend replied; *“When someone hurts us we should write it down in sand where winds of forgiveness can erase it away. But, when someone does something good for us, we must engrave it in stone where no wind can ever erase it.”*



DOKUMENTASI

