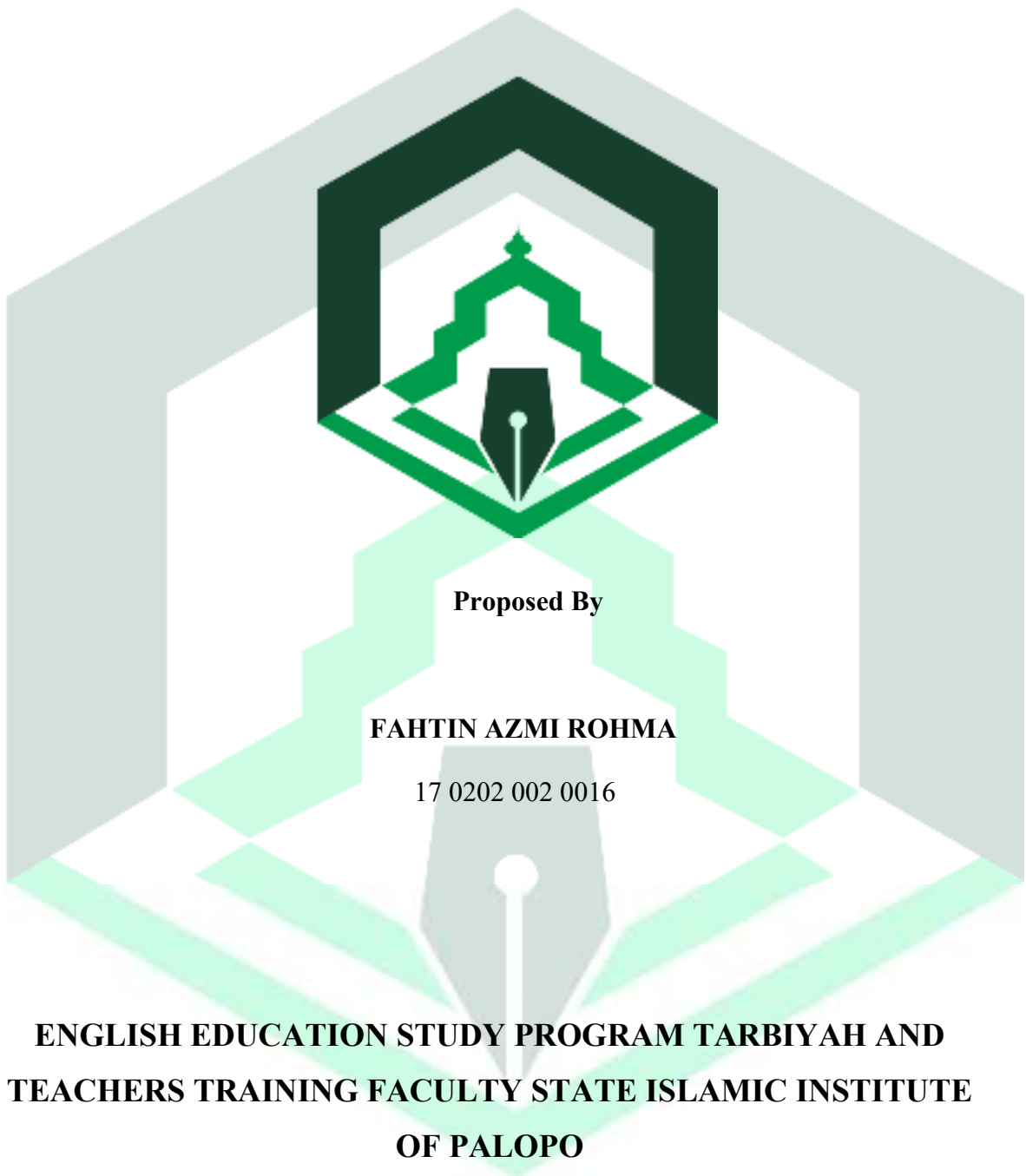


**THE ENGLISH PRONUNCIATION OF JAVANESE STUDENTS'
AT SMP NEGERI 1 LAMASI**

A Thesis

*Presented as Partial Fulfilment for the Attainment of S.Pd Degree in English
Educational Study Program Tarbiyah and Teacher Training Faculty State Islamic
Institute of Palopo*



Proposed By

FAHTIN AZMI ROHMA

17 0202 002 0016

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

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**ENGLISH EDUCATION STUDY PROGRAM TARBIYAH AND
TEACHERS TRAINING FACULTY STATE ISLAMIC
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2022

THESIS APPROVAL

This thesis, entitled "The English Pronunciation of Javanese Students" at SMP Negeri 1 Lamasi" written by Fuhtin Azmi Rohma, Reg. Number 17 0202 0016, English Educational SI Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Friday, April 22nd 2022 M, coincided with Ramadhan 20th 1443 H. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.


Palopo, April 22nd 2022 M
Ramadhan 20th 1443 H

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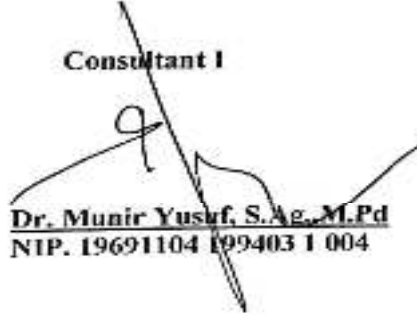
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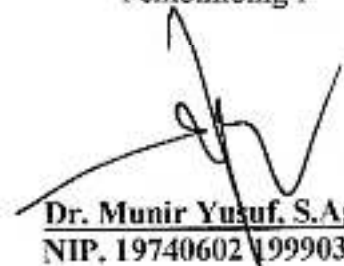
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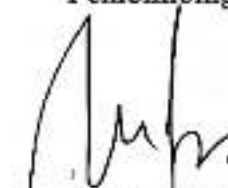
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The researcher recognizes that this thesis is still far from ideal. Therefore, the researcher needs constructive criticism, and ideas are critical to the progress of this thesis. The researcher expects the readers and the next researcher to find this thesis valuable.

Palopo, January 26, 2022

The Researcher



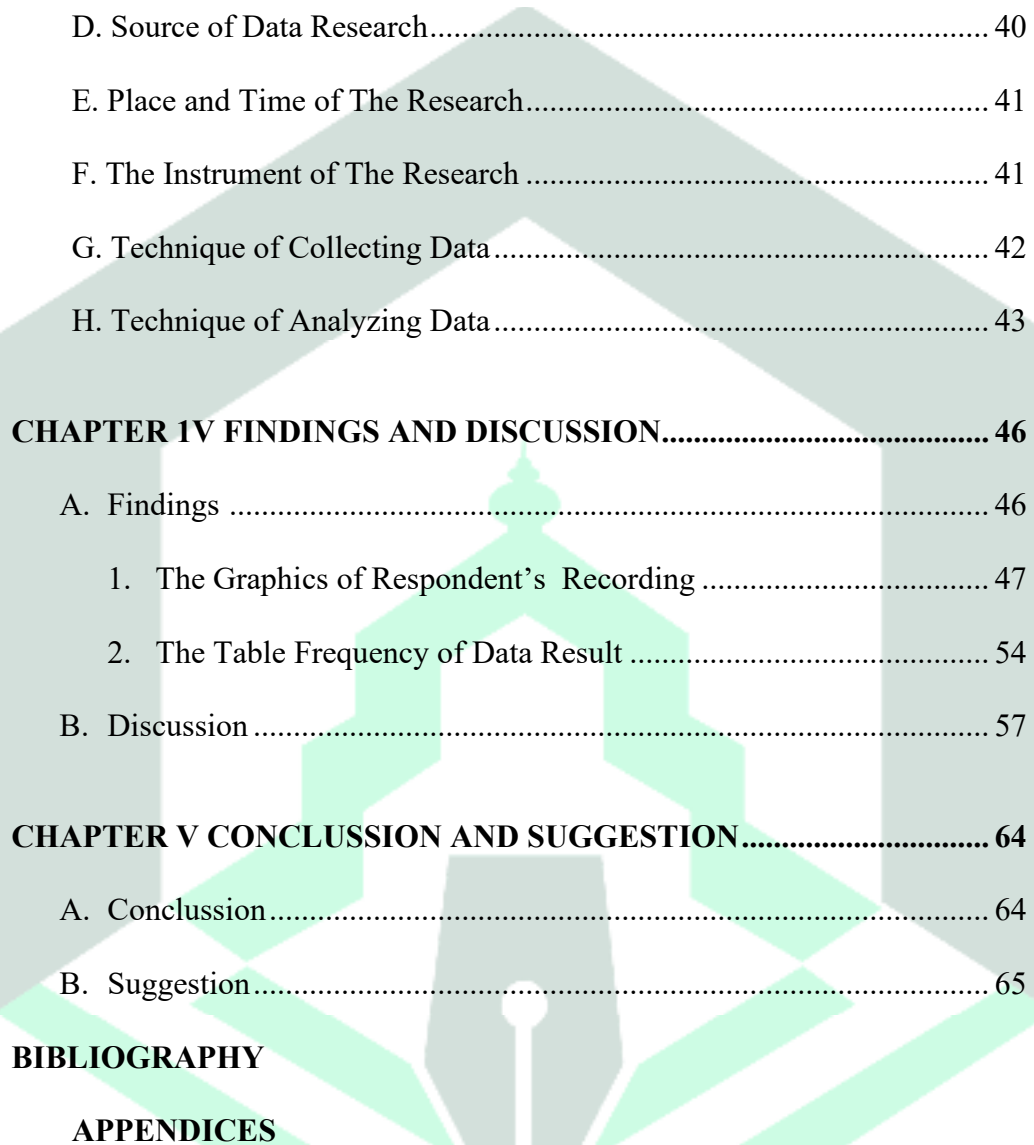
Fahtin Azmi Rohma

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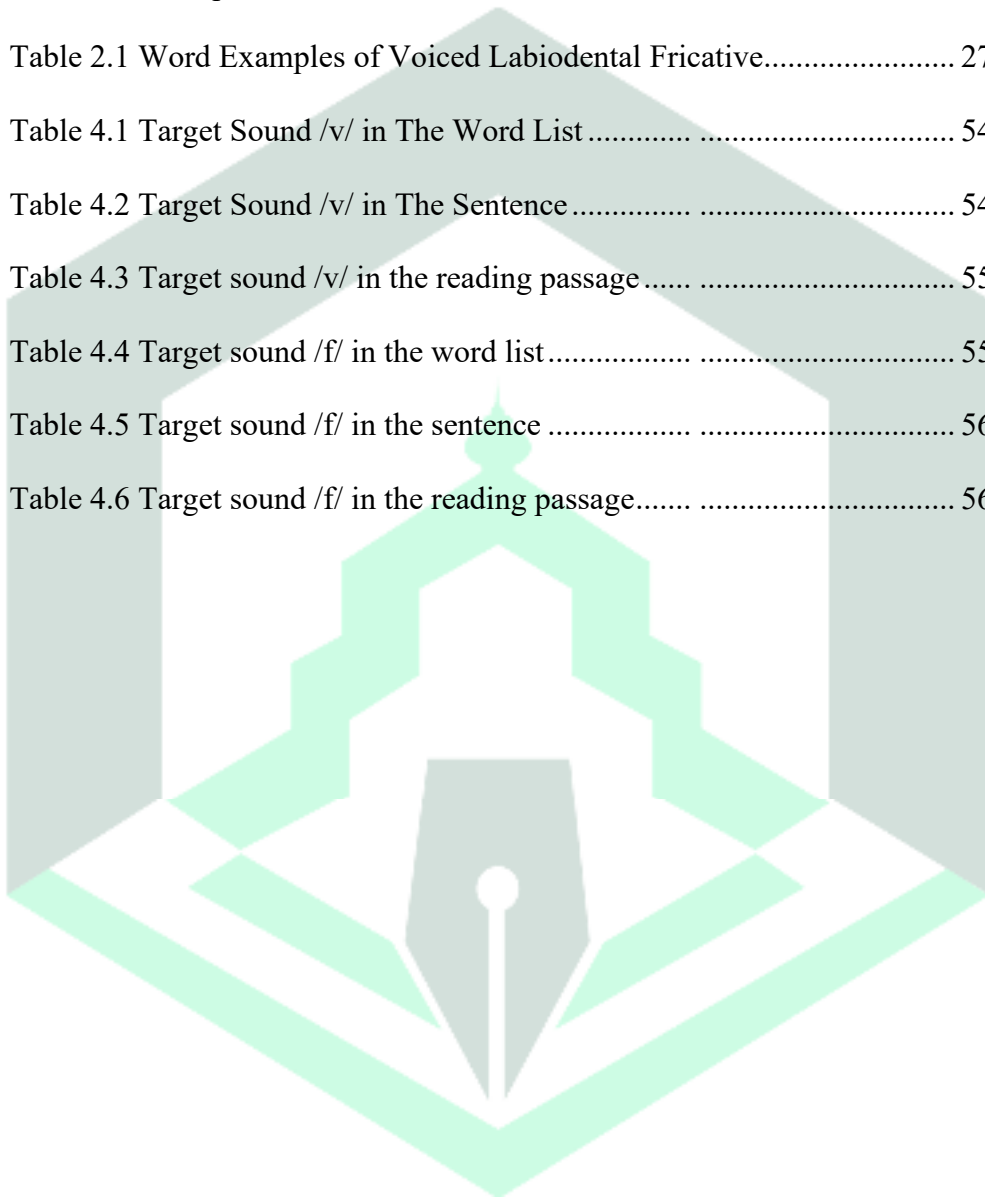
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ABSTRACT

Fahtin Azmi Rohma, 2022, “The English Pronunciation of Javanese Students’ at SMP Negeri 1 Lamasi”. Thesis English Study Program Educational Department in the State Islamic Studies Palopo Supervised (1) Munir Yusuf and (2) Jufriadi.

This research aims to know the Javanese student's ability in producing English labiodental fricative sounds and find the student's difficulties in pronouncing English Labiodental fricative. The problem statements of this thesis are “How is the realization of pronunciation by the Javanese students’ based on the position of the labiodental fricatives sound?” and “How is the realization of pronunciation by the Javanese students’ based on the task of the labiodental fricatives sound?” The result of this research was expected; 1) give insight for the English teachers to find innovative ways to teach pronunciation, 2) engage the students in learning activities and correct their pronunciation problems, and 3) provide a reference for the next researcher and explain the factor that caused students difficult in pronouncing the labiodental fricatives. This thesis applied the descriptive qualitative. The population was Javanese students in the third grade of SMP Negeri 1 Lamasi, consisting of 10 samples. The interview and pronunciation task instrument contains a 30-word list, 10 sentences, and 2 reading passages. The result of the data analysis showed that the percentage of students producing labiodental fricative voiced are 0.7%, students producing labiodental fricative voiced that substituted by sound /f/ are 93%, students producing labiodental fricative voiceless are 90%, and students producing labiodental fricative voiceless that substituted by /g/ and /p/ are 10%. From the percentage of research that has been carried out, the results obtained in this study are students with a Javanese background, most of whom are difficult to produce labiodental fricative sounds well, especially in labiodental fricative voiced.

Keywords: *Pronunciation, Javanese, Labiodental Fricative*

CHAPTER I

INTRODUCTION

A. Background

In Indonesia, Javanese is the language with the highest number of users. This language is used in Java island, but most people in several provinces also use this language, including Javanese people who lived in Sulawesi. According to Aji, Sugiharti, and Salimi, judging from the number of speakers, Javanese has the most significant number of speakers In Indonesia compared to other regional languages such as Sundanese and Madura Language.¹

Many students have been exposed to Javanese since childhood. According to Ayesa and Aziza, people whose mother tongue is Javanese still sound the plosive /d/ in Javanese into other languages, such as Indonesian or English.² It means their mother tongue is always there in their speech when they speak different languages. In common parlance, this is referred to as a “Medok” accent. For example, the word “photo” read as /poto/ and “view” read as /fiuw/.

According to Horne as cited in Luvia, he stated that:

Some Javanese sounds are like English sounds, and some are only a little different; a few are entirely dissimilar. Every speech sound is a complex action involving simultaneous movements of the vocal equipment (lips, teeth, tongue, top of the mouth, nasal passages,

¹Liftahul Sekar Aji, Sugiharti Sugiharti, and Moh Salimi, “Analysis of Javanese Language Vocabulary Skill for Elementary School Students in Kebumen District,” *Social, Humanities, and Educational Studies (SHEs): Conference Series* 1, no. 2 (2018): 263, <https://doi.org/10.20961/shes.v1i2.26876>.

²Ayesa dan Miva Aziza, “The Influence of Javanese Accent Towards The Plosive Sound of /d/ in English,” *Sirok Bastra* 4, no. Juni (2016): 17.

back of the throat, larynx or vocal cords, and lungs) so that two sounds may be alike in some respects but unlike in others.³

It is a natural occurrence, considering that we are Indonesian nationals, and our native tongue is our primary language; thus, we are not particularly familiar with English. Furthermore, Indonesians do not all speak the same language; from Sabang to Merauke, they speak various languages. However, if this is not addressed promptly, the students of this country will have difficulty communicating with native speakers.

Language has an impact on a person in the environment. A child born and raised in a particular region is accustomed to speaking that region's language. Even if they can communicate in other languages, their region's accent and dialect remain connected to every word they say. It is simple to teach someone a new language, but erasing their accent is more complicated.

Good communication is communication that can be understood. Communication is a bridge between a person with other people. Communication that is difficult to comprehend usually comes from unclear pronunciation. Therefore someone has difficulty understanding the meaning of what others are saying. In learning English, pronunciation is an aspect that needs to be considered. Sometimes, many students still speak English but are still influenced by their accents and pronunciations of their local language.

³Susi Luviya, "Mispronunciation of Some English Consonants By Javanese Students in English Literature of Sanata Dharma University," 2016.

Pronunciation appears to play a significant role in improving spoken English. Pronunciation, for beginners, aids to improve English speaking.⁴ Students will learn a lot by pronouncing words correctly. Students' oral production must also be enhanced to develop speaking skills or to put it another way. Several critical factors to consider, such as vocabulary, pronunciation, grammatical functions, intonation, emphasis, judgment, and other factors, all play crucial roles in speaking⁵. It is difficult to argue that a more excellent accent confers reputation on the speaker in spoken language.

According to Bulan Titis Pribadi, English is the most helpful language globally. It becomes imperative to be studied as an international language. English plays a vital role in communication with people from different countries in trade, tourism, diplomacy, culture, science, and technology.⁶ Moreover, people who do not master English are left behind in this era. They are considered unable to compete during the progress of the times. Of course, it makes people who can use English correctly and adequately have more value.

Based on the interview with the students of SMP Negeri 1 Lamasi, the researcher found several problems related to the use of mother tongue in students interaction when studying English, and they are 1) when Javanese students speak in English, their Javanese accent is still attached to their pronunciation,

⁴Rahman Hakim, "An Analysis Of Phonetics b , d , g , j , dʒ and ð into English Pronunciation for Java Students (A Study On Java Students at English Department on STAIN Bengkulu Academic Year M . Arif Rahman Hakim State College for Islamic Studies (STAIN) Bengkulu , Ind.," *International Journal of Humanities and Social Science* 2, no. 20 (2012): 244–56.

⁵Maria Ramasari, "Students Pronunciation Error Made in Speaking for General Communication," *Linguistic, English Education and Art (LEEA) Journal* 1, no. 1 (2017): 37–48, <https://doi.org/10.31539/leea.v1i1.32>.

⁶B T Pribadi, "An Error Analysis of English Pronunciation By Javanese Students of the First Grade of Sma 4 Purworejo in the Academic Year ...," 2014, <http://repository.umpwr.ac.id:8080/handle/123456789/3219>.

2) The students only use English when study English in the School, 3) there is mispronunciation in several consonant words especially labiodental fricative, and 4) some students find it challenging to pronounce labiodental fricatives. However, many students at SMP Negeri 1 Lamasi who speak Javanese are dominant, considering the majority of the society is Javanese in their region. It causes their English pronunciation to be influenced by their mother tongue accent, which causes them to have difficulty pronouncing some English letters. So, in this study, the researcher focused on students' consonants, namely the pronunciation of labiodental fricatives (/f/ and /v/) when they mention words in English. Due to the problem explained above, the researcher is attracted to do the research entitled “The English Pronunciation of Javanese Student at SMP Negeri 1 Lamasi.”

B. Scope of the Research

This research focused on the labiodental fricative sounds produced by SMP Negeri 1 Lamasi students with a Javanese background. The labiodental fricative sounds are /f/ and /v/.

C. Research Question

Based on the identification of the problem, this research answered the research question:

1. How is the realization of pronunciation by the Javanese students' based on the position of the labiodental fricatives sound?
2. How is the realization of pronunciation by the Javanese students' based on the task of the labiodental fricatives sound?

D. The Objective of the Research

This research aims to know the Javanese student's ability in producing English labiodental fricative sounds and find the student's difficulties in pronouncing English Labiodental fricative

E. Significance of the Research

Theoretically, this research expected to be an added value for scientific knowledge in the field language interference and could help increase the reader's knowledge of the characteristics of labiodental fricatives /v/ and /f/. Practically, this research will be valuable to 1) give insight for the English teachers to find innovative ways to teach pronunciation, 2) engage the students in learning activities and correct their pronunciation problems, and 3) provide a reference for the next researcher and explain the factor that caused students difficult in pronouncing the labiodental fricatives.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

Several previous studies discussed the effect of accent on the students' pronunciation. Susi Luvia (2016) entitled *Mispronunciation of Some English Consonant by Javanese Students in English Literature of Sanata Dharma University*.⁷ The result of the study showed that Javanese and English consonants have similarities. This is also one of the factors that cause the Javanese students to have difficulties distinguishing between the Java language and English. Some consonants that have similarities are bilabial voiceless stop [p], bilabial voiced stop [b], voiced stop [d], velar voiced stop [g], bilabial voiced nasal [m], alveolar voiced nasal [n], velar voice nasal [ŋ], voiced fricative [z], voiced glide [w], alveolar voiced liquid [l], alveolar voiced [r], voiceless stop [t], velar voiceless stop [k], glottal voiceless stop [ʔ], labiodental voiceless fricatives [f], voiceless fricatives [s], and glottal fricatives [h]. Furthermore, the similarity between Susi Luvia's research and this research is to find out the English pronunciation of students with a Javanese background. However, the difference comes from the research subject. Luvia's subject is Sanata Dharma University's students, while the researcher's subject is the ninth-grade students of SMP Negeri 1 Lamasi. In addition, Susi Luvia's research also discussed the mispronunciation of some English consonants, while this study focuses more on labiodental fricative consonants.

⁷Luviya, "Mispronunciation of Some English Consonants By Javanese Students in English Literature of Sanata Dharma University."

The second research comes from Ratisa Adhani, Yanti Ismiyati, Efa Silvia, entitled journal *An Analysis of Students' Difficulties in Pronouncing English Fricative Consonant at the Eleventh Grade of SMA Negeri 1 Kota Jambi*. Based on this study, the researchers stated that Students' difficulties pronouncing English fricative consonants are caused by the influence of their mother tongue, a lack of awareness of the English sound system, and their failure to use borrowed English terms. The research was conducted at SMAN 1 Kota Jambi with a population sample of the XI MIPA 1 students, consisting of 36 students.⁸ Several things distinguish their research: they use a quantitative descriptive research method involving the population and the sample. Meanwhile, for this research, the researcher uses mixed methods. The focus of the discussion in that study also leads to the problem of labiodental pronunciation in general. In contrast, this study focuses on one labiodental aspect, namely the labiodental fricative.

The third study is *The Pronunciation of English Fricative by Makassarese Students in Second Semester of English and Literature Department of Adab and Humanities Faculty Academic Year 2013-2014* by Ilham Syarifuddin. The researcher indicates that Makassarese English students lack proficiency in pronouncing English fricative consonants in all locations. In conclusion, the researcher stated that the majority of students have difficulty pronouncing English fricatives. This could be because the Makassar language only has two fricative consonants.

⁸Eva Adhani, Ratisa; Ismiyati, Yanti; Silfia, "Jelt : Journal Of English Language Teaching, Vol 5 No.1 Tahun 2021" 5, no. 1 (2021): 25-37.

Another possibility is that the student's abilities are limited.⁹ Ilham Syarifuddin's research is almost entirely similar to this research. The only difference is the subject and object of study. Ilham Syarifuddin took the population from Makassarese students in the second semester of English and Literature Department, Adab and Humanities Faculty at UIN Alauddin Makassar. In addition, the researcher also focuses his research on how Makassarese students pronounce English fricative in three positions (medial, initial, and final) of the fricative consonants by Peter Roach's classification.

Nurul Istiqomah with 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 Purworejo Muhammadiyah University in the Academic Year of 2015/2016*. The primary goal of this thesis is to examine the impact of Javanese accents on students' English pronunciation (sound /g/). The research for this thesis is qualitative. The purpose of this research is to describe Javanese accent interference in students' English pronunciation (sound /g/) and its use in teaching speaking at Purworejo Muhammadiyah University's fourth semester English Education Program.¹⁰ Nurul Istiqomah stated that, when speaking English, Javanese students have a Javanese accent. This is undoubtedly upsetting to them. The teacher should explain how their ability to pronounce words correctly can be

⁹Ilham Syarifuddin, *The Pronunciation of English Fricative by Makassarese Students in Second Semester of English and Literature Department of Adab and Humanities Faculty Academic Year 2013-2014*, 2014, http://repositori.uin-alauddin.ac.id/7572/1/ilham_syarifuddin.pdf.

¹⁰Nurul Istiqomah, "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," 2016, 71.

affected by their Javanese Accent. The teacher can compare the two pronunciations to see correct and erroneous. As a result, students will speak English more carefully and be less distracted by Javanese accents.¹¹

There are several differences between Nurul Istiqomah's research and this research. Nurul Istiqomah chose the focus of the discussion on the pronunciation errors of the letter "g" spoken by Javanese students. In addition, the instrument used is documentation, while this study uses a pronunciation task and interview instrument.

Every foreign language learner will face obstacles, including the pronunciation of the target language. Many factors cause this difficulty. Some experts believe that mother tongue, age, exposure, and motivation significantly impact learners' pronunciation.

In this study, the researcher tries to collect additional evidence to determine whether a finding is following the reality found by the author in the field. However, in this study, the researcher concentrated on the labiodental fricative sounds by students' from Javanese.

B. Review of Related Theories

1. Pronunciation

Pronunciation is an essential aspect of speaking (oral communication). This entails generating the correct sounds of a particular language and how the sounds are combined in the flow of speech (not just in word-based). According to

¹¹Istiqomah.

Boyer, knowing how to pronounce words correctly and using the proper intonation are also important parts of speaking English.¹²

In his book *Oxford Advanced Learners' Dictionary*, Hornby stated that pronunciation is how language is spoken¹³. It means that to convey a message, humans say a few words. They use a language that can communicate with others because pronunciation is how language is made. Based on Cook's book *Second Language Learning and Language Teaching*, Pronunciation is a habit that someone makes to make a sound¹⁴. Learning pronunciation is to repeat sounds and correct them when produced incorrectly. To create the correct pronunciation, humans make repeated sounds. As for the sound they emit, they have words. This repetition then becomes a habit that causes the pronunciation to be born.

From the explanation above, it can be concluded that pronunciation is the act of saying something that articulates speech. On the other hand, pronunciation is the process of producing words initially. Pronunciation is born from the human habit of making sounds that create words. Pronunciation becomes very important because humans need to communicate, so pronunciation becomes a bridge to carry out that communication.

a. Pronunciation Features

Based on Kelly's book *How to Teach pronunciation*, she stated two pronunciation features¹⁵. For more details, will be shown in the diagram below:

¹²Susan Boyer, *Understanding English Pronunciation - an Integrated Practice Course* (Australia: Boyer Educational Resources (2001).

¹³A.S Hornby, *Oxford Advanced Learner's Dictionary*, 7th ed. (Oxford University Press, 2010).

¹⁴Vivian Cook, *Second Language Learning and Language Teaching*, 4th ed. (Hodder Education, 2008).

¹⁵Gerald Kelly, *How to Teach Pronunciation*, 2nd ed. (Longman, 2001).

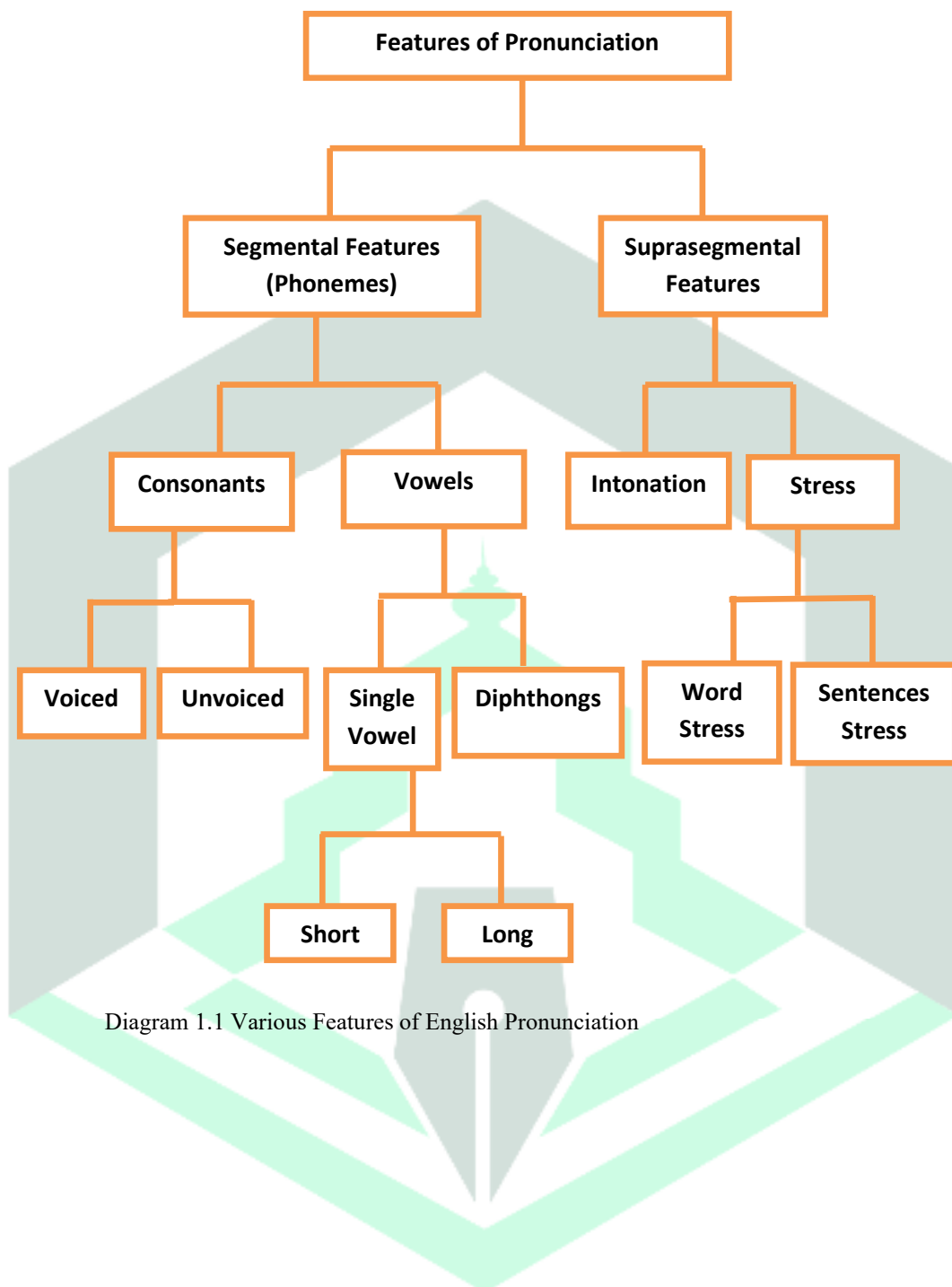


Diagram 1.1 Various Features of English Pronunciation

Pronunciation has two characteristics, namely phoneme characteristics and suprasegmental characteristics. The first characteristic of pronunciation is a phoneme. The diagram above shows two categories in a set of phonemes, namely consonants and vowels. Consonants are divided into two categories, namely voiced and voiceless consonants. In addition, there are two types of vowels, namely single vowels and diphthongs. There are two kinds of single vowels: short single vowels and long single vowels.

The diagram above also shows that the second pronunciation feature is suprasegmental. Two categories belong to suprasegmental features, namely intonation and stress. Stress consists of two types, namely word stress and sentence stress.

Based on the diagram and explanation above, the researcher can conclude that pronunciation is divided into two features. They are phonemes consisting of consonants and vowels and suprasegmental features, which consist of intonation and stress. These two features are important aspects and are the basis of learning pronunciation.

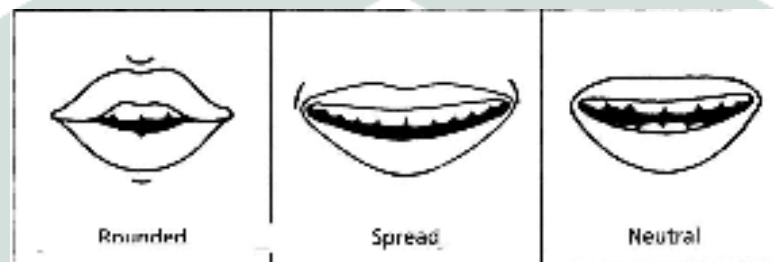
In the features of pronunciation, the most frequently discussed are vowels and consonants as part of segmental features or often called phonemes.

1) Vowels

Kelly state that vowels are articulations that come out when a voiced air stream is formed using the tongue and lips to change the overall shape of the mouth.¹⁶ There are two types of vowels, and the first is single vowel or pure

¹⁶Kelly.

vowel. Kelly stated that “pure” distinguishes single vowel sounds from diphthongs. There are three categories based on the main lip postures used to describe the Articulation of vowel sounds. They have a rounded, broad, and neutral appearance.¹⁷

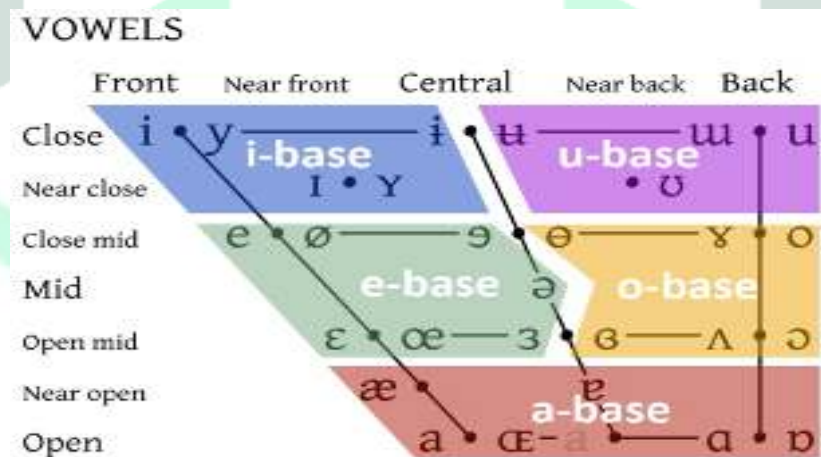


Rounded: the lips are pushed forward into the shape of a circle. Example sound: /ʊ/

Spread: the corners of the lips are moved away from each other, as when smiling. Example sound: /i:/

Neutral: the lips are not noticeably rounded or spread. Example sound: /ə/

Picture 2.1 Position of The Lips



Vowels at right & left of bullets are rounded & unrounded.

Picture 2.1 Vowel Chart

¹⁷Kelly.

a) Close Vowel

For close vowel, mouth, the tongue is relatively high in the mouth. For close vowels, there are four vowel sounds to consider. they are /i:/, /I/, /o/, and /u:/.

b) Mid Vowel

The tongue is neither high nor low in the mouth for mid vowels. The middle vowel sounds are /e/, /ə/, /ɜ:/, and /ɔ:/.

c) Open Vowel

In the open vowels, the tongue is low in the mouth. There is some vowel sound, such as /æ/, /ʌ/, /ɑ:/, and /ɒ/.

The second is a diphthong. According to Autoresin his book entitled *Oxford Advanced Learner's Dictionary*, a diphthong is a vowel sound or letter that combines two vowel sounds or letters, such as the sound /a / in pipe /pap/ or the letter /ou/ in uncertainty. A diphthong is derived from the Greek term diphthongs. Di and diphthongs are the two words that makeup diphthongs. Di is Greek for 'twice,' and diphthongs is Greek for 'voice, sound.'¹⁸ 'Diphthong' can be defined as a mixture of vowel sounds in their most basic form. There are eight types of diphthongs, they are : / eɪ , ɔɪ , aɪ , iə , uə , eə , əʊ , aʊ / .

2) Consonants

According to Kelly, consonant sounds can be voiced or unvoiced. Many pairs of consonants can be identified that are nearly identical

¹⁸Varios Autores, *Oxford Advanced Learner's Dictionary*, 7th ed. (Oxford University Press España, S.A., 2005).

except for the element of voicing (for example, /f/ in fan and /v/ in the van).¹⁹

Another definition from Dardjowidjojo stated that the tongue, lips, teeth, protrusion of teeth, palate, velum, and uvula are all involved in consonants.²⁰

Kelly also said that consonants are formed by interrupting, restricting, and redirecting airflow in various ways. The consonant sounds can be described in three ways, such as.²¹

a) The manner of Articulation

The manner of articulation is the interaction of the various articulators with the airstream. The vocal tract can be closed during Articulation, preventing air from passing through.²² There are six categories in the manner of Articulation, they are:

- 1) Plosive: It happens when the soft palate is lifted, and a full closure is formed somewhere in the vocal tract. The air pressure builds up behind the closure before being expelled 'explosively', , e.g. /p/, /b/, /t/, /d/, /k/, /g/.
- 2) Affricate occurs when the soft palate is lifted, and a full closure is made anywhere in the mouth. Plots of air expand behind the closure and are expelled more slowly than plosives, e.g., /tʃ/ and /dʒ/.
- 3) Fricative: It occurs when the passage of air brings two vocal organs near enough together for sound to be heard between them, e.g. /f/,/v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/.

¹⁹Kelly, *How to Teach Pronunciation*.

²⁰Soenjono Dardjowidjojo, *English Phonetics and Phonology for Indonesians* (Jakarta: Yayasan Obor Indonesia, 2009).

²¹Kelly, *How to Teach Pronunciation*.

²²Kelly.

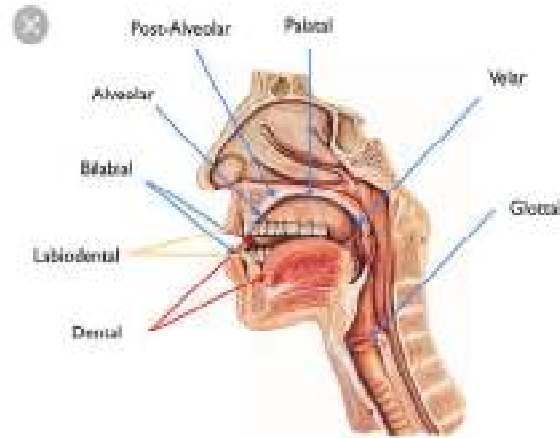
- 4) Nasal: It occurs when the soft palate is depressed, and air escapes via the nasal cavity after a full closure is accomplished someplace in the mouth, e.g., /m/, /n/, and /ŋ/.
- 5) Lateral: The name comes from the airflow in this sound directed around the tongue's sides, e.g., /l/.
- 6) Approximant: It happens when one articulator moves close enough to generate friction, but it is not close enough to stop the airflow, e.g., /r/, /j/, and /w/.

b) The Place of Articulation

It gives explains what the articulators are supposed to perform. The following are the main movements of the various articulators:

- 1) Bilabial: using closing movement of both lips, e.g. /p/ and /m/.
- 2) Labiodental: using the lower lip and the upper teeth, e.g., /f/ and /v/.
- 3) Dental: the tongue tip is used either between the teeth or close to the upper teeth, e.g., /θ/ and /ð
- 4) Alveolar: the blade of the tongue is used close to the alveolar ridge, e.g., /t/ and /s/.
- 5) Plato-alveolar: the blade of the tongue is used just behind the alveolar ridge, e.g., /tʃ/ and /dʒ/.
- 6) Palatal: the front of the tongue is raised close to the palate, e.g., /j/.
- 7) Velar: the back of the tongue is used against the soft palate, e.g., /k/ and /ŋ/.

8) Glottal: the gap between the vocal cords makes audible friction, e.g./h/.



Picture 2.2 Place of Articulation

c) Force Articulation

The force of Articulation uses two terms. They are *fortis* or strong and *lenis* or weak. In spoken English, ‘fortis’ happens to equate with unvoiced sounds, which require a more forcefully expelled airstream than ‘lenis’ sounds, which happen to be voiced in English. An example pair is /p/ (unvoiced, and fortis), and /b/ (voiced, and lenis).

Based on the explanation, it can be concluded that the root of pronunciation lies in the characteristics of articulation in which there are essential parts, such as vowels and consonants. The vowels are divided into two categories: single vowels that mention three available vowel positions, such as close vowels, mid vowels, and open vowels. Then the second category of vowels is diphthong. Meanwhile, according to Kelly, consonants are described into three parts: manner articulation, place articulation, and force articulation.

b. Fields of Pronunciation

Another assumption Kelly, in her book, states is that the study of pronunciation consists of two fields, namely phonetics and phonology. Phonetics is concerned with the study of speech sounds. Furthermore, phonology is concerned with how we imagine and systematize sounds. Phonology is concerned with the sound systems and patterns in a particular language.²³

1) Phonetics

Phonetics is the study of the characteristics of speech sounds.²⁴ It is concerned with the elements of speech sound in human language. Phonetics is fundamentally an experimental science concerned with three aspects of communication: production, transmission, and perception.²⁵ Based on the definition above, it can be concluded that phonetics is revealed how sounds are made.

The purpose of phonetics is to provide an inventory and description of the sounds found in speech. To know how to produce speech sounds, that is necessary to become acquainted with the various parts of the vocal tract. These different parts are called articulators, and their study is called articulatory phonetics.

2) Phonology

Phonology is the study of how speech sounds are arranged in a system (a particular language sound system). Phonology is the study of how the physical

²³Kelly.

²⁴George Yule, *The Study of Language* (New York: Cambridge University Press, 2010).

²⁵Bruce Hayes, *Introductory Phonology*, 1st edition (Wiley-Blackwell, 2008).

facts of speech are related to other linguistic knowledge, such as vocabulary and grammar.

As a result, phonology can be defined as the study of how sounds from words are combined. Phonology is the study of language's sound structure. It entails studying a language to determine its distinct sounds and developing a set of rules to describe the changes that occur in sounds.

c. The Importance of Pronunciation

Pourhosein Gilakjani states that good pronunciation leads to learning while a bad accent promotes great difficulties in language learning.²⁶ In English, pronunciation becomes the most crucial thing because an error in pronunciation might cause a miscommunication in meaning. Pronunciation in personal aspects has an essential role in influencing human identity; proficiency in pronunciation influences communication confidence. Here are some of the advantages of pronunciation:

- 1) The pronunciation will help communicate in English well and make it easier to identify sounds when speaking.
- 2) Confidence will grow exponentially, making it easier to start conversations and improve speaking skills.
- 3) Good pronunciation can make the speakers English skills more qualified.

According to Pourhosein Gilakjani, "Pronunciation leads to learning while bad pronunciation promotes great difficulties in language learning."²⁷

²⁶ Abbas Pourhosein Gilakjani, "A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms," *Journal of Studies in Education* 1, no. 1 (2011), <https://doi.org/10.5296/jse.v1i1.924>.

²⁷ Pourhosein Gilakjani.

- 4) Good pronunciation helps learners to learn faster. Pronunciation affects the ability to perceive foreign sounds because speakers represent a word in memory.

d. Pronunciation Problem

Ramelan, in his book entitled *English Suprasegmental and Segmental Phonetics*, state that if someone wants to learn a foreign language, he will meet with all kinds of learning problem.²⁸ These difficulties have to do with understanding the new sound system, learning the new vocabulary items, and learning the unfamiliar ways of arranging the foreign words into sentences. In this treatment, the researcher will focus only on the problems concerned with pronunciation. Language is like a norm because it happens by the agreement of each area. Every area has a different culture, and it influences language style.

That problem may happen in an area of one country. However, when people learn a different language, they may have some issues because of the differences in language components, including vocabulary, structure, pronunciation, etc. The problems appear because the speaking habit in the first language will strongly influence his sound production of the target language. The movements of learner speech organs have been set to produce the speech sounds of their tongue, and it will, of course, be difficult for him to change the habit of moving his speech organs in such a way as to produce the foreign sounds.

Ramelan also gives some reasons for students' pronunciation problems in improving their foreign language speech sounds. The first reason is his different

²⁸ Ramelan, *Suprasegmental & Segmental Phonetics* (Semarang: IKIP Semarang, 1999).

elements in the sound system between the native and the foreign language. One of them is a given sound in the latter, which is not found in the former. The unfamiliar sound is thus entirely new for the student, such as the first sound of the English word “thigh”. An Indonesian student will find it difficult to pronounce that sound since his speech organs have never been trained or moved to produce it.

Other learning problems are caused by sounds that have the same phonetic characteristics in the two languages but differ in their distribution, for example, “voiced plosive consonants” [b], [d], [g], which are found in English and Indonesian. In their distribution, the two are different. The other difficulty is caused by similar sounds in the two languages, which have different variants or “allophones”. Allophone is a conditioned variant of the influential group of sounds that occurs in a fixed and predictable environment. The next is similar sounds in the two languages, which differ slightly in phonetic features.

The most common errors include the following:

- (1) Students have difficulty pronouncing sounds, not in the student's language. For example, the sound [ð] in the, and [ɒ] in the bird.
- (2) Confusion of similar sounds, for example, [i:] in eat or [ɪ] in it, or [b] and [p].
- (3) Use of simple vowels instead of diphthongs, such as [i:] instead of [ɪ].
- (4) Difficulty in pronouncing consonant clusters, for example, desks, fifth.

e. Factors Affecting Pronunciation

Brown stated that the factor within learners that affect pronunciation are as follow:²⁹

1) Native language

Native language is a factor that significantly influences learners' pronunciation in speaking. Many carryover L1-L2 is overcome from a deep focus and efforts on the part of the learner

2) Age is Generally speaking

Early childhood students have the opportunity to master a foreign language early on, and it is excellent to "sound like a real person" if they continue to be exposed in an authentic context, and adults still retain foreign accents.

3) Exposure Research

Exposure research supports the intensity of exposure better than the length of study time in class. If focusing on pronunciation demands more attention from the learner, the learning objectives will be adequately resolved.

4) Innate phonetic

Innate phonetic ability with the phonetic ability that a person has can realize an excellent phonetic coding ability that is not necessarily owned by others. Others are more accustomed to phonetic discrimination, and it has been proven that problems in awareness of your limitations combined consciously in focus do something.

²⁹ Hendrik Drachler and Paul A. Kirschner, *Learner Characteristics*, *Encyclopedia of the Sciences of Learning*, 2012, https://doi.org/10.1007/978-1-4419-1428-6_347.

5) Ego and identity

The ego and identity of the target language speaker is the extent to which the person identifies with the target language. Learners need to be reminded of the positives of speaking the language.

6) Motivation and concern

Motivation and concern providing motivation and good attention to learners will encourage them to improve for reasons such as intrinsic motivation. If the motivation given goes well, the efforts made will be by the objectives to be achieved.

People have different personalities, such as talents, strengths, and weaknesses. These factors can affect a person in pronunciation. Many teachers assume that friendly students will learn pronunciation better than shy students; this opinion can be justified. Sometimes, confident students are usually more willing to try new sounds and additional practice, thus helping them improve their pronunciation. Some students who have introverted personalities have prudence in increasing their learning.

Some aspects of personality can affect pronunciation: the extent to which a person is willing or able to change their pronunciation. Many of us have been speaking and listening to language in the same familiar way since we learned to talk. A central part of the way we see ourselves is language and sound. So it

seems that some people have more talent or talent to learn or imitate pronunciation than others.

Suwartono and Wardani stated that foreign language learners face difficulties acquiring the pronunciation of the target language. Many factors cause the problems. Several experts believe native language, age, exposure, and motivation influence the learners' pronunciation.³⁰

(a) Age

Age has been considered one of the crucial factors for successful second and foreign language acquisition. The younger is, the better, especially for achieving the target language pronunciation. There is a period of life to acquire language faster and easier. According to the Critical Period Hypothesis proposed by Lenneberg by Ying, the critical period starts from early infancy until puberty.³¹ It is believed one can acquire language optimally in that crucial period. Amalia also states that children in the golden age, under five years old, are considered competent to observe what they receive quickly, including language. Otherwise, learning a language beyond the critical period makes the learners struggle to acquire the target language's pronunciation.³² Nation and Newton in Zhang state that if the students speak a second or foreign language before six years old, the accent will not exist. If the students start to speak in L2 within seven to eleven

³⁰ Niasisca Wardani and Tono Suwartono, "Javanese Language Interference in the Pronunciation of English Phonemes," *CELTIC: A Journal of Culture, English Language Teaching, Literature & Linguistics* 6, no. 2 (2019): 14–25, <https://doi.org/10.22219/celtic.v6i2.8589>.

³¹ Xu Ying, "Literature Review on Critical Period Hypothesis," *International Journal of Liberal Arts and Social Science* 5, no. 5 (2017): 44–48.

³² Arsyi Rizqia Amalia, "Teaching English With Story Telling Method In," *CELTIC: A Journal of Culture, English Language Teaching, Literature & Linguistics* 5, no. 2 (2018): 1–7.

years old, the accent will slightly exist. The accent exists if the students begin to speak in L2 after puberty. The meaning of accent is the students L1.³³

(b) Native Language

Since childhood, most English as Foreign Language (EFL) students have spoken their mother tongue. The students' speech organs have been deeply implanted to produce the speech sounds of their native language. According to Ramelan, it is caused by the movement of the speech organs that have never been trained to produce foreign sounds.³⁴ Zhang adds that learners of a language speak the target language differently. It can be slightly different or otherwise highly different than the native speakers do. Hence, the influence of the first language is various. There are three ways the native language can influence pronunciation acquisition. First is the absence of certain English sounds in the native language. Second, several sounds have the same phonetic features but different distributions. Third, similar sounds in two languages differ in the place of articulation or the manner of articulation.³⁵

(c) Motivation

Motivation deals with the learners' attitude and desire toward the target language. The higher the motivation is, the more possible the students can achieve their needs. Masgoret and Gardner in Tanner state that higher motivation leads to higher language achievement. Having a personal goal can also influence the need

³³ Qian-Mei Zhang, "Affecting Factors of Native-like Pronunciation: A Literature Review," *Korea Education & Research Institute* 27, no. 2 (2009): 43–44, <http://cau.ac.kr/~edusol/see/list/Vol27-2/CAKE027-002-4.pdf>.

³⁴ Ramelan, *English Phonetics* (Semarang: UNES Press, 1994).

³⁵ Zhang, "Affecting Factors of Native-like Pronunciation: A Literature Review."

and desire to correct pronunciation. Motivation to acquire accurate pronunciation can be categorized into two.³⁶ Gardner and Lambert in Zhang group motivation into two categories: integrative and instrumental motivation. Integrative motivation means a learner's desire to be accepted in the target language environment. In comparison, instrumental motivation is a desire oriented only to achieve understandable pronunciation for their specific purposes.

2. Labiodental Fricatives

Labiodental fricatives are sounds made by bringing the lower lip into close contact with the upper front teeth.³⁷ Labiodental fricatives are voiced (/v/) and voiceless (/f/).

a. Labiodental Fricatives Voiceless (/f/)

The Labiodental fricative sound is produced when the airflow exits the mouth and is limited by the upper teeth to the lower lip. This causes turbulence but does not stop the airflow from leaving the mouth. For example:

Table 2.1 Examples of Voiceless Labiodental Fricative

Voiceless Labiodental Fricative	Pronunciation
Face	/fās/
Photo	/'fōdō/
Frame	/frām/

³⁶ Joshua D Tanner, "Factors Affecting the Acquisition of Pronunciation : Culture , Motivation , and Level of Instruction," no. All theses and Dissertations (2012): 52.

³⁷M.I. Indriani, *English Pronunciation: The English Speech Sound Theory & Practice* (Jakarta: PT Gramedia Pustaka Utama, 2005).

The word “Face” was pronounced by bringing the upper teeth together with the lower lip but not using vibrations and the pronunciation of “Photo” and “Frame.”

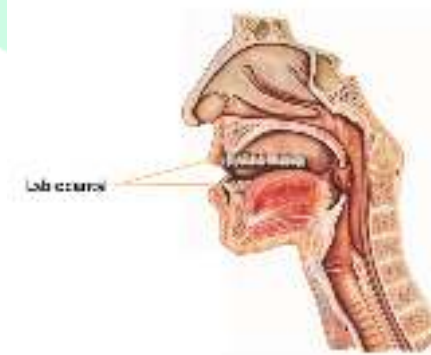
b. Labiodental Fricatives Voiced (/v/)

The lower lip touching the upper teeth produces the labiodental fricative voiced /v/. When pronouncing words containing these letters, the vocal cords have vibrations. For example:

Table 2.3 Word Examples of Voiced Labiodental Fricative

Voiced Labiodental Fricative	Pronunciation
View	/vju:/
Leave	/li:v/
Conversation	/kɒnvə'seɪʃən/

The word 'View' is pronounced by bringing the upper teeth together with the lower lip, and the vocal cords are used to produce vibrations and the pronunciation of the words “Leave” and “Conversation.”



Picture 2.3 Section of Labiodental

The researcher found labiodental fricative in three positions (consonant distribution) in this study. They are classified as initial, medial, and final. Initial is the letter position in the word, where the letter position is at the beginning of the word. The letter's medial part is where the letter is in the middle of the word. The Final is the letter position of the word, where the letter position is at the end of the term.

3. Accent

The accent is a manner of stating something differently. Speaking without an accent is impossible. There are a variety of accents used to talk about each language. There is something unusual about English and another language. It implies that there is a wide range of accents in every area.

Accent refers to pronunciation, whereas dialect is a broader term that includes syntactic, morphological, and semantic features.³⁸ An accent or dialect is a technique or method of pronouncing a language and alphabet unique to people in a particular area. Each place, notably Indonesia, has diverse tribes, sub-tribes, and races, needs a technique to understand a different language, an example, Papua, Batak, Javanese, etc. In this situation, an accent or dialect serves as a channel for reciting a speech because dialects are inextricably linked to history.

Foreign accents provide some of the most compelling evidence that a first language (L1) knowledge influences acquiring a second language (L2). Their

³⁸Hakim, "An Analysis Of Phonetics b , d , g , j , dʒ and ð into English Pronunciation for Java Students (A Study On Java Students at English Department on STAIN Bengkulu Academic Year M . Arif Rahman Hakim State College for Islamic Studies (STAIN) Bengkulu , Ind."

pronunciation easily distinguishes non-native English speakers, and in many cases, their specific L1 backgrounds can be identified, even by a casual interlocutor.³⁹

McMahon stated that accent is essential, as it is one of the primary tools we use to make conclusions about other people and project-specific impressions of ourselves. In phonological terminology, an accent is an idealized system shared by speakers of that variety.⁴⁰

According to the explanation above, an accent can determine a person's identification. It can evaluate the speakers' location, social level, and even first language. Each region, especially Indonesia, with many ethnic groups and tribes, has its distinct accent. Furthermore, an accent can be used to describe the speakers' image.

4. Javanese

a. Javanese Tribe

Herusatoto stated that Javanese society is a society that has lived and developed from ancient times to the present and has been passed down from generation to generation using the Javanese language in various dialects and inhabiting most of the island of Java.⁴¹ The Javanese have many unique and distinct characteristics: culture, language, and culinary specialties.

Javanese society is thick with tradition and culture. Until now, Javanese traditions and culture still dominate Indonesia's national traditions and culture.

³⁹J.G. Hansen and M.L. Zampini Edwards, *Phonology and Second Language Acquisition* (Johny Benjamin's Publishing Company, 2008) 193.

⁴⁰McMahon, *An Introduction to English Phonology* (Edinburgh University Press, n.d.) 93.

⁴¹Herusatoto, *Simbolisme Dalam Budaya Jawa* (Yogyakarta Hanandita, 1987).

One of the contributing factors is that many Javanese have become state figures who have played a role in the state arena since pre-independence times. Furthermore, the superpower that stood on Java's land and its various relics that can still be witnessed today, such as the Kingdoms of Mataram and Majapahit, and temples such as Borobudur or Prambanan, are also evidence of the incredible power of the Javanese tribe.

Along with the development of this era, the Javanese people habited the island of Java and then spread throughout Indonesia. According to Fuadi, Javanese are the largest ethnic group in Indonesia. There were probably around 90 million records in 2004.⁴² It means that the Javanese people have spread in almost all provinces in Indonesia. It can be proven by the existence of the Javanese tribe, which will be easier to find in some areas compared to the presence of other tribes.

b. Javanese Language

Javanese is the language of speech used by the Javanese population, especially in Banten, West Java, Central Java & East Java in Indonesia. The Javanese language is divided into two, namely Ngoko and Kromo. Ngoko in its development is indirectly subdivided into rough ngoko and smooth ngoko (a mixture of ngoko and kromo). Furthermore, Krama was further divided into Krama Madya and Krama Inggil (Smooth Krama).⁴³ Ngoko Javanese language is used by someone else who is the same age or is already close. For example,

⁴²Ainul Fuadi Dkk, "Budaya Nusantara Kebudayaan Jawa," 2007, 111.

⁴³Dkk.

“You” in ngoko “Kowe.” At the same time, Javanese Krama is a subtle Javanese language that is usually used when talking to parents or older people. For example, “You” in krama “Panjenengan.”

c. Javanese Phoneme

Based on the book *Fonologi in Bahasa Jawa*, Mulyani states that phoneme is the minor sound capable of conveying a different meaning. The distinction of word meaning is one of the functions of phonemes. For example, the terms “putu,” which means grandchild, and “puthu,” which indicates the name of food, have opposite meanings in Javanese. The difference in meaning is caused by the sound at the beginning of the two syllables, namely /t/ and /t̚/.⁴⁴

1) Javanese Vowels

In Javanese, there are 7 vowels, namely /i/, /e/, /a/, /ə/, /u/, /o/, and /ɔ/.⁴⁵ The Javanese vowels can be explained as follows:

a) Vowel /i/

/i/ is a closed high-pitched front-unrounded vowel produced with the front of the tongue almost touching the palate with the lips slightly stretched out to the side. Vowel /i/ consists of 2 allophones: i (i jejeg).

The sound [i] can occupy the word's beginning, middle, and end. For example:

Ijab : agreement

Meripat : eyes

Teri : little fish

⁴⁴Siti Mulyani, *Fonologi Bahasa Jawa* (Yogyakarta: Kanwa Publisher, 2008).

⁴⁵Istiqomah, “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.”

The next is *I* (*I* italics). Located in a word that ends in a consonant. For example:

CacIng : worm

WajIk : Javanese food

b) Vowel /e/

/e/ is a slightly closed medium-strong front-round vowel produced with the tongue blade raised and accompanied by a neutral lip shape, meaning neither stretched nor rounded. Vowels have two allophones: /e/ (e swara jejeg/ e taling) occupy all positions, starting, middle, and end. For example:

Eman : pity

Sela : stone

Gule : gulai

The next is /ɛ/ (*e* Swara italic) is located at the beginning and middle of the word. For example:

Estu : so

Saren : marus

Gepeng : flat

c) Vowel /ə/

/ə/ is an unrounded mid-vowel or a short half-closed middle vowel produced by raising the center of the tongue with a neutral lip shape. The vowel /ə/ in Javanese is not an allophone of the phoneme /e/ but is a separate phoneme

because the two sounds in Javanese can distinguish meaning. For example :

Kere [kere] : poor Kere [kəre] :bamboo curtain

Geger [gəgər] : riot geger [gəgər] : back

d) Vowel /a/

/a/ is a mid-round low-weak open vowel or a short half-open middle vowel produced with neutral lips. They are located in the front, central, and end. For example:

Aku : me

Laris : selling

Ora : Nothing

e) Vowel /ɔ/

/ɔ/ is a moderately-weak open-back or short-open vowel produced with a less rounded or non-rounded lip shape. It is not an allophone of /o/ but a stand-alone vowel. Place the beginning, middle, and end of the word. For example:

Amba : wide

Rata : flat

Ula : snack

f) Vowel /o/

/o/ is a slightly closed medium-strong back-round vowel produced with round lips. Located at the beginning, middle, end of the word. For example:

Obah : Motion

Coba : Try

Kebo : Buffalo

g) Vowel /u/

/u/ is a high-strong background closed vowel produced by leaving the back of the tongue with the lips slightly forward and slightly rounded. Has two allophones, namely 'up (swara jejeg). Located at the beginning, middle, and end of the word. For example:

Urip : Alive

Buta : Blind

Madu : Honey

Furthermore, there is 'up (Swara italic). There is in the middle of the word.

For example:

Payung : Umbrella

Parut : Scar

Pupur : Sprinkle

h) Javanese Consonants

Javanese consonant phonemes based on the role of the speech apparatus that form them can be grouped into ten, namely: (1) bilabial consonants, which include /p/, /b/, and /m/, (2) labio-dental consonants, consisting of /f/, and /w/, (3) apico-dental consonants, including the phonemes /t/ and /d/, (4) apico-alveolar consonants consisting of the phonemes /l/, /n/ and /r/, (5) apico-palatal consonants, including the phonemes / / and / /, (6) lamino-alveolar consonants include the phonemes /s/ and /z/, (7) medio-palatal consonants consisting of the

phonemes /c/, /j/, /n/ and /y/, (8) dorso-velar consonants, including phonemes /k/, /g/, /n/, (9) laryngeal consonants in the form of phoneme /h/ (10) glottal stop consonants, namely phonemes /ʔ/.⁴⁶

Based on the explanation above, it can be concluded that the phoneme structure between Javanese and English is different. It is one of the factors why students who have a Javanese background find it difficult to align their tongue with English Pronunciation. The most apparent difference appears from the labiodental fricative consonants /f/ and /v/. At the same time, in Javanese, there is no labiodental fricative.

5. Language Interference

Language interference is referred to speakers or writers applying knowledge from their native language to a second language. Lekova stated that from a linguistic perspective, interference is an interaction or change in linguistic structure and structural elements. There are deviations from linguistic norms in spoken and written language. From a psycholinguistic point of view, it is considered a negative transfer process due to habits and language skills from the mother tongue or a foreign language to a foreign language.⁴⁷

As we can see, language interference is a process that occurs when one language affects another and when a person undergoes language transfer. When the experience of one language complicates using another language, we can talk about negative transfer, which is also known as interference.

³⁴Mulyani, *Fonologi Bahasa Jawa*.

³⁵Lekova B, "Language Interference and Methods of Its Overcoming in Foreign Language Teaching," *Trakia Journal of Sciences* Vol. 8. Su (2010).

One of the biggest problems in teaching foreign languages is language interference. This habit has developed from the native language to the second language, leading to errors when using the second language. The accent of the first language is one factor that can confuse. In Indonesia, English is the second foreign language. Indonesian speakers, on the other hand, have a particular accent. One of them is the Javanese Accent, which can affect Javanese students' pronunciation when speaking English. Javanese students have a high possibility of encountering cultural interference when learning English. It is due to the accent and grammar rules being considerably different from English ones.

6. Language Transfer

For more than a century, language transfer has been a fundamental subject in Applied Linguistics, Second Language Acquisition, and Language Teaching. This occurs especially in language acquisition programs when learners transfer aspects of their mother tongue to L2. Corder points out that the word "transfer" belongs to the behaviorist school of learning theory and instead uses the term mother tongue influence.⁴⁸ Sharwood & Kellerman (1986) coined the term cross language influence, which takes a step farther than previous definitions by suggesting as L3 may have an impact on L2. In other words, a learner's learning of the L2 could be influenced by a language other than his or her mother tongue.⁴⁹ Educational psychologists prefer the term transfer to directly refer to the use of past knowledge and experience in new situations. Every component of

⁴⁸ S. Pit Corder, *A Role for The Mother Tongue* (Philadelphia: PA: John Benjamins North America, 1983).

⁴⁹ E Sharwood Smith, M., & Kellerman, *Crosslinguistic Influence in Second Language Acquisition* (New York: Pergamon Press, 1986).

interlanguage L2 learners' learning has been shown to be influenced by L1, such as discourse, lexicon, semantics, syntax, morphology (including morpheme creation), phonetics, and phonology. It is vital to examine the development of language transfer research at various phases and related definitions in order to acquire a thorough understanding and fully comprehend the importance of language transfer.

1. Positive Transfer

Positive transfer means that the mother tongue and second language (L2) have similar structure and word possibilities, resulting in "appropriate" language comprehension and output in both written and spoken form. Both Chinese and English have many characteristics in common. If L1 and L2 are more similar in the SLA process, it is easier for second language learners to have a good command of the second language. This process of language similarities promoting SLA is called positive transfer. For example, Japanese and Chinese writing are comparable, as are French and English grammar and writing systems. The similarities in the language will definitely help the second language learner in learning the second language. Many students automatically employ grammatical rules and strategies learned in their native language when learning SLA. Students can grasp the grammatical rules of L2 more simply and efficiently if there are more commonalities between L1 and L2, showing that positive transfer of native language plays an important role in boosting the learning of second language.

2. Negative Transfer

Negative transfer occurs when a person's native language information and thought tendencies adversely affect and obstruct their learning of a second language.

Many scholars feel that during the SLA process, students frequently make errors at all levels, including pronunciation, vocabulary, syntax, writing compositions, and so on. Negative transfer occurs when components and structures from the mother tongue are transferred to the target language in a way that differs from native speakers' use of the target language. Language interference is frequently mentioned as a source of errors in this case.

Positive and negative transmission are key ideas in contrastative analysis. They represent a largely behaviorist concept of language learning, which views language acquisition as a process of habit creation. Second language acquisition is described in a similar way to Skinner's interpretation of laboratory research on rats (1957), in which positive and negative stimuli lead to particular "learned" behaviors. The widespread adoption of these viewpoints in the 1950s and 1960s aided the audio-lingual teaching approach, which emphasized extensive drilling in order to create the necessary "habits."

There are several reasons for language teachers, linguists, and instructional designers to think about language transmission more deeply. Teaching can be made more effective by taking into account differences in languages and, of course, cultures. Teachers and others involved in the design and execution of linguistic education programs may benefit from a review of research on the similarities in errors made by learners from various backgrounds.

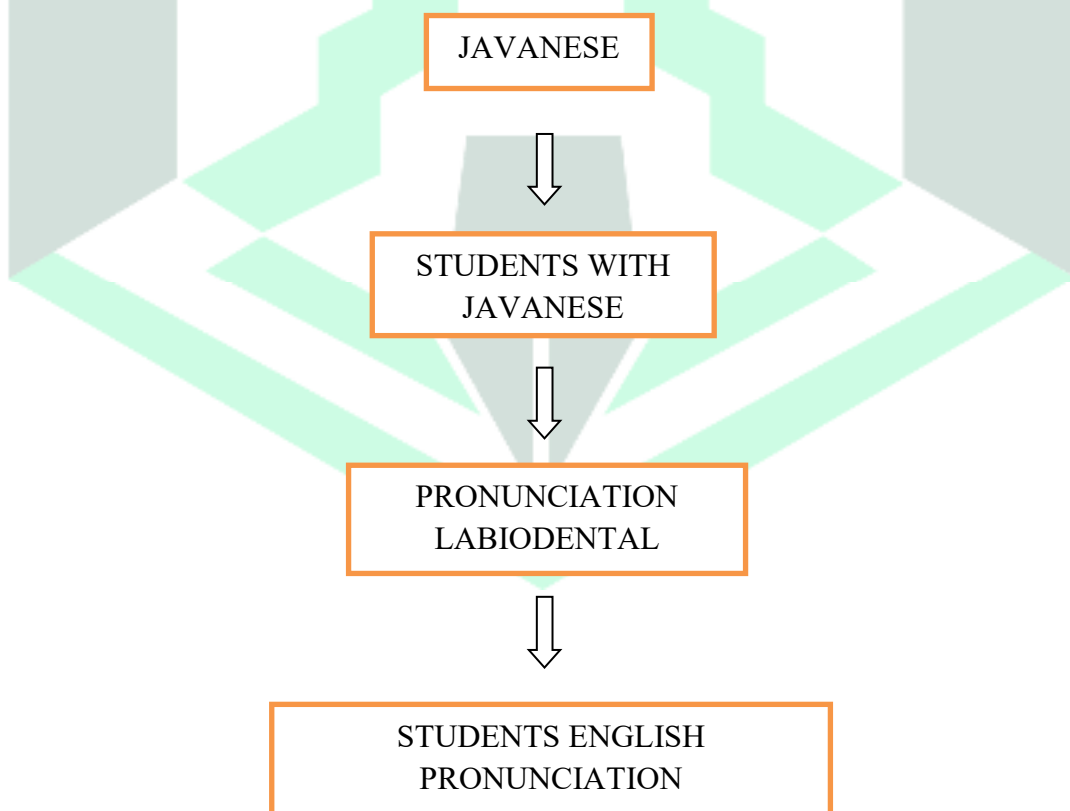
7. Conceptual Framework

English and Javanese have different phonological systems. In addition to phonology, the following difference lies in the accent. Due to these differences, it

is difficult for students to produce certain English consonant sounds because these consonants are not found in Indonesian and their regional languages.

This research took ten students of the ninth grade at SMP Negeri 1 Lamasi as a sample because many students had a Javanese background. The researcher believes Javanese students at SMP Negeri 1 Lamasi vary in pronouncing labiodental fricative sounds. To obtain data from the study, the researcher used several observations, interviews, and recordings. The researcher received information and concluded how students with a Javanese background produce labiodental fricative sounds based on these steps.

The conceptual framework in this research is given in the following flow chart below:



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Method

The research method used in this research is descriptive qualitative. It describes how the students with Javanese background pronounce certain English consonant labiodental fricative sounds in the three positions: initial, medial, and final position. This study used a direct observation method by recording the sounds of the chosen English consonants produced by students in SMP Negeri 1 Lamasi.

B. Location of The Research

This research was conducted at the Junior High School 1 Lamasi.

C. The subject of The Research

In this research, the sample is the ninth-grade students at SMP Negeri 1 Lamasi. All participants are from Javanese backgrounds and can use the Javanese language daily. In this study, the researcher took ten students as the participants.

D. Source of Data Research

The data was collected from a variety of equipment by the researcher. Data was gathered through interviews and audio recordings. The goal of this research is to identify the specific English labiodental sounds that students

produced. Students provide data sources for researcher. The result of interviews and recordings describes how students from Javanese background pronounce the labiodental fricative sounds.

E. Place and Time of The Research

1. The location of the research

The research was conducted at the ninth-grade students of SMP Negeri 1 Lamasi in the academic year of 2021/2022.

2. The time of the research

This research was carried out in October 2021.

F. The Instrument of The Research

The researcher used two types of instruments:

a. The pronunciation task

The researcher asked the students to read the word list, sentences, and paragraph reading tasks to determine their pronunciation. The reading task entails reading passages that contain certain English labiodental fricatives. Words with labiodental fricative sound such as /f/ (voiceless) and /v/ (voiced) are utilized in reading text.

1) Wordlist reading task

The voiced /v/ and voiceless /f/ in English labiodental fricative sounds are included in this task. These three words locations used to distribute some English labiodental fricatives, such as initial, medial, and final.

2) Sentence reading task

Some of the sentence reading test is created based on the word list. The researcher arranged all of the words in the word list found in the sentences of the sentence task.

3) Paragraphs reading task (reading passage)

The paragraphs also used a list of words in the sentence task. When given to the respondents to read, the researcher does not mark words containing the English labiodental fricative sound, either in italics or in bold font. It is used to produce the pronunciation more naturally.

b. Interview

The purpose of the interview is to confirm the test results. The recording instrument is employed to assist the researcher in obtaining valid data from the pronunciation task.

G. The technique of Collecting Data

In this study, the researcher collected data to find out the Javanese in pronouncing the labiodental fricative sounds of English in the following way:

- a. The researcher was interviewed with the students' to know real students' backgrounds and the ability to pronounced English words.

- b. The researcher showed the Javanese students the words, sentence, and reading passage, then asked them to pronounce all of them. For word-list reading task, the researcher asked the students to read the words by initial, medial, and final position.
- c. The researcher saved the data results using a voice recorder application on the Samsung J6 plus mobile phone.
- d. The interview result was analyzed using the descriptive qualitative method.

B. The technique of Analyzing Data

Sugiyono stated that systematically searching and organizing the interview transcripts, field notes, and other materials collected to improve your understanding and share what you have learned with others. Data analysis entails organizing the data, decomposing it into its constituent parts, synthesizing it, arranging it logically, determining what is significant and will be researched, and generating conclusions to inform others.⁵⁰

Here the researcher present the data analysis process that carried out in this study. The process is as follows:

1) Transcription of recording data

The researcher transcribed the data by writing down all the students' words according to their pronunciation in mentioning the word without reducing or changing.

⁵⁰Sugiyono, *Metode Peneletian Kualitatif Dan Kuantitatif* (Bandung: Alfabeta, 2011).

2) Data identification

After the recorded data was transcribed, the researcher searched for data. The researcher marks each word that contains a labiodental fricative sound that undergoes sound changes.

3) Record the data table that has been provided

The researcher marked data wrote in the table. The marked data are available to make it easier for researcher to classify data based on the same characteristics or specific characteristics.

4) Data classification

After the researcher inserts the data into the table, the data is grouped based on characteristics similarity.

5) Analyzing data

The researcher then analyzes the data that has been classified. The analysis was carried out by observing changes in the labiodental fricative sound. The researcher described the symptoms of sound change by contrasting the shape of the original English sound symbol with the sound of the character spoken by the Javanese speakers, then explaining the condition of the change.

6) Data percentage

The researcher calculated the percentage of interference by using the formula :

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

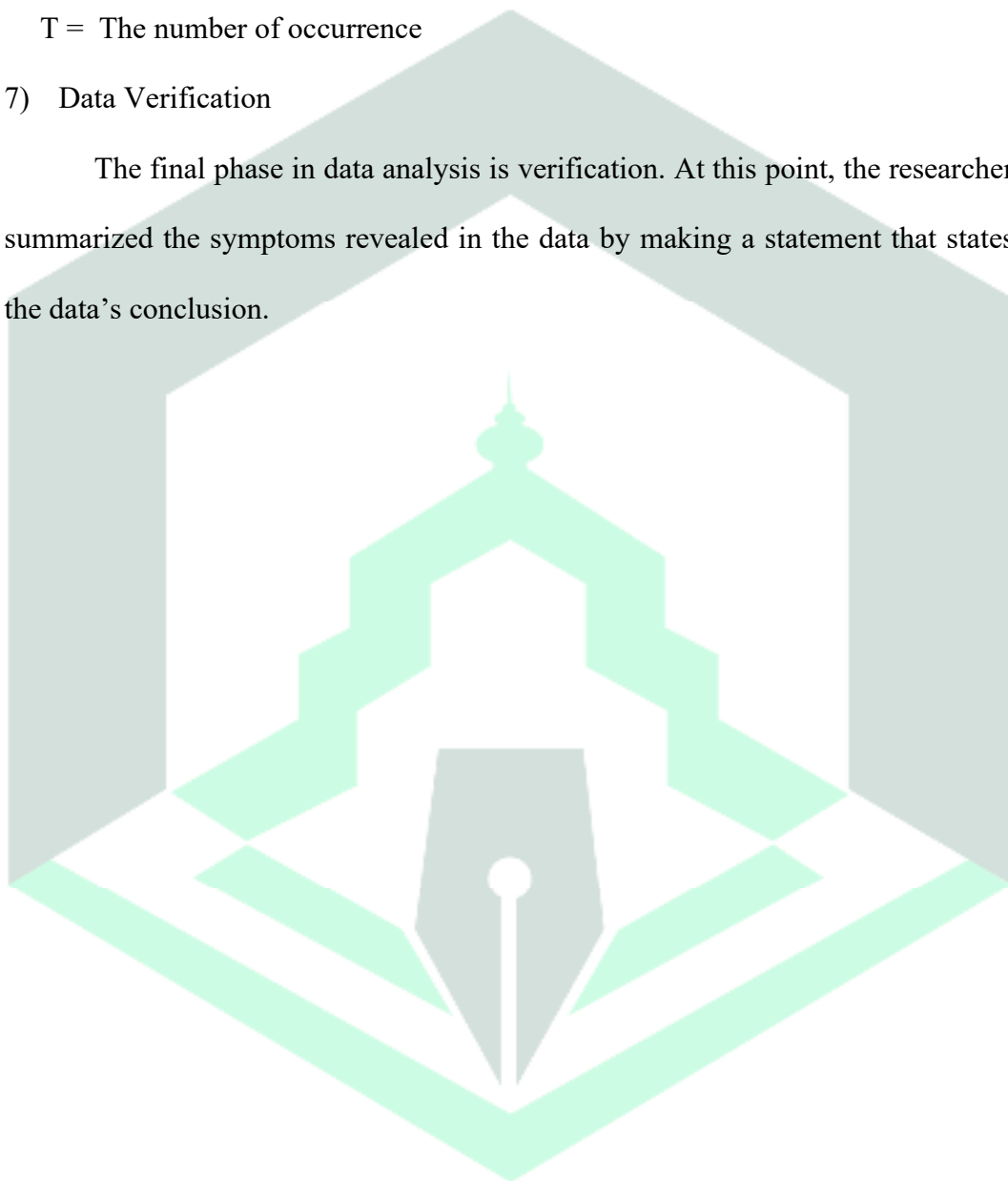
% = The percentage

N = The frequency of occurrence

T = The number of occurrence

7) Data Verification

The final phase in data analysis is verification. At this point, the researcher summarized the symptoms revealed in the data by making a statement that states the data's conclusion.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In this section, the researcher presented the findings on the English pronunciation of Javanese students. Researcher described how the process data and carry out the analysis process.

The researcher analyzed the pronunciation of the 9th-grade students of SMP Negeri 1 Lamasi in the academic year of 2021/2022. The researcher took 10 Javanese students of classes IX E, IX F, and IX G of SMP Negeri 1 Lamasi. Before taking the data, the researcher conducted an interview first. This interview was conducted to find out the background condition of the sample.

The researcher did some steps to get the data as follows:

- 1) The researcher gave the text to the student. The text are word list reading text, sentences reading text, and paragraph reading text. Then the researcher asks the students to read the text loudly and record their voices one by one.
- 2) The researcher analyzed the students' pronunciation by transcribing data. The transcript of the data obtained through the recording has been classified based on the shape of the original English sound-symbol (International Phonetic Alphabet) with the sound of the symbol spoken by Javanese speakers.
- 3) The researchers classified students' pronunciation through the tables. The researcher focused on the students' pronunciation in pronouncing labiodental fricative voiced and voiceless. The data of this research is the English

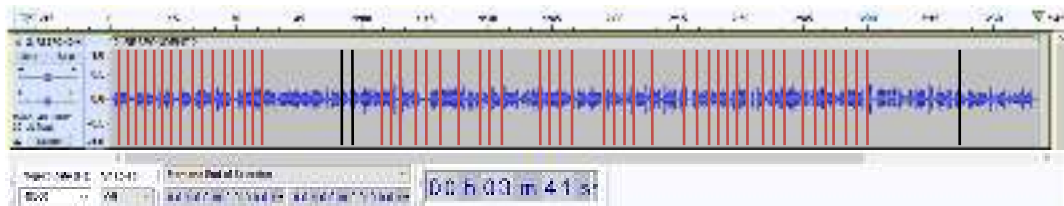
pronunciation of Javanese students by reading the text provided by the researcher. The reading text is taken from the reading text by *Home Speech Home web*. For more details, the researcher has presented the results of the pronunciation assignment that the researcher obtained as follows.

a. The graphic of respondent's recording



Picture 3.1 The graphic recording of the first respondent

Based on the table of recording by the first respondent above, the red line indicates an error in the pronunciation of the labiodental fricative voiced /v/, which is substituted by /f/. The black line shows the labiodental fricative voiceless /f/ pronunciation error, which is covered by /p/, /g/, and other letters. In the graphic, the researcher found fifteen errors in the pronunciation of the labiodental fricative voiced /v/ experienced by respondents in the word list, with a total error substituted by /f/. In comparison, the mistake of pronouncing the labiodental fricative voiceless /f/ found two errors covered by /g/. In the sentence, twelve errors were found in the labiodental fricative voiced /v/, and in the labiodental fricative voiceless, one error was found substituted by /g/. In the reading passage, respondents experienced twenty-six labiodental fricative voiced /v/ pronunciation errors, and eight labiodental fricative voiceless /f/ pronunciation errors with substituted by /p/ and /g/.



Picture 3.2 The Graphic Recording of Second Respondent

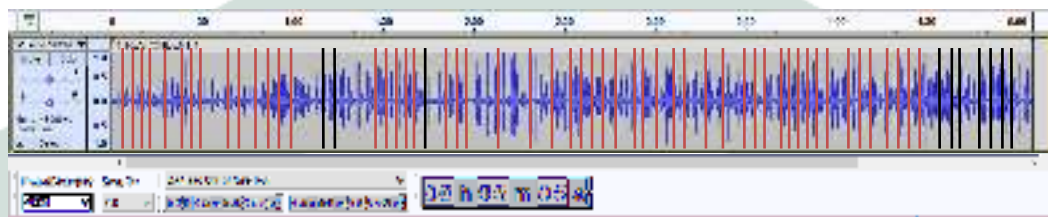
Based on the graphic of recordings by the second respondent above, the researcher found fifteen errors in the pronunciation of the labiodental fricative voiced /v/ experienced by respondents in the word list, with a total error substituted by /f/. In comparison, the mistake of pronouncing the labiodental fricative voiceless /f/ found one error covered by /g/. In the sentence, eleven errors were found in the labiodental fricative voiced /v/, and the Respondent correctly produced the word TV. And in the labiodental fricative voiceless, one mistake was found substituted by /g/. In the reading passage, respondents experienced twenty-six labiodental fricative voiced /v/ pronunciation errors and only one labiodental fricative voiceless /f/ pronunciation error with substituted by /g/.



Picture 3.3 The Graphic Recording of Third Respondent

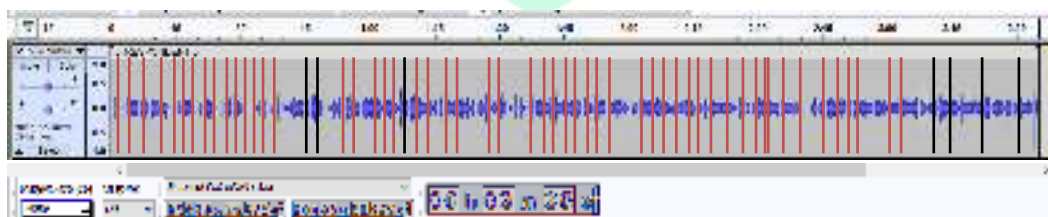
Based on the graphic of recordings by the Third respondent above, the researcher found fifteen errors in the pronunciation of the labiodental fricative voiced /v/ experienced by respondents in the word list, with a total error substituted by /f/. In comparison, the mistake of pronouncing the labiodental fricative voiceless /f/ found one error covered by /g/. In the sentence, eleven errors

were found in the labiodental fricative voiced /v/, and in the labiodental fricative voiceless, two error was found substituted by /g/. In the reading passage, respondents experienced twenty-six labiodental fricative voiced /v/ pronunciation errors, and five labiodental fricatives voiceless /f/ pronunciation errors were substituted by /g/ and other letters.



Picture 3.4 The Graphic Recording of Fourth Respondent

Based on the graphic of recordings by the fourth respondent above, the researcher found fifteen errors in the pronunciation of the labiodental fricative voiced /v/ experienced by respondents in the word list, with a total error substituted by /f/. In comparison, the error of pronouncing the labiodental fricative voiceless /f/ found two errors substituted by /g/. In the sentence, twelve errors were found in the labiodental fricative voiced /v/, and in the labiodental fricative voiceless, one error was found substituted by /g/. In the reading passage, respondents experienced twenty-six labiodental fricative voiced /v/ pronunciation errors, and eight labiodental fricative voiceless /f/ pronunciation errors with substituted by /p/ and /g/.



Picture 3.5 The Graphic Recording of The Fifth Respondent

Based on the graphic of recordings by the fifth respondent above, the researcher found fifteen errors in the pronunciation of the labiodental fricative voiced /v/ experienced by respondents in the word list, with a total error substituted by /f/. In comparison, the mistake of pronouncing the labiodental fricative voiceless /f/ found two errors covered by /g/. In the sentence, twelve errors were found in the labiodental fricative voiced /v/, and in the labiodental fricative voiceless, one mistake was found substituted by /g/. In the reading passage, respondents experienced twenty-six labiodental fricative voiced /v/ pronunciation errors and four labiodental fricatives voiceless /f/ pronunciation errors with substituted by /g/ and other letters.



Picture 3.6 The Graphic Recording of The Sixth Respondent

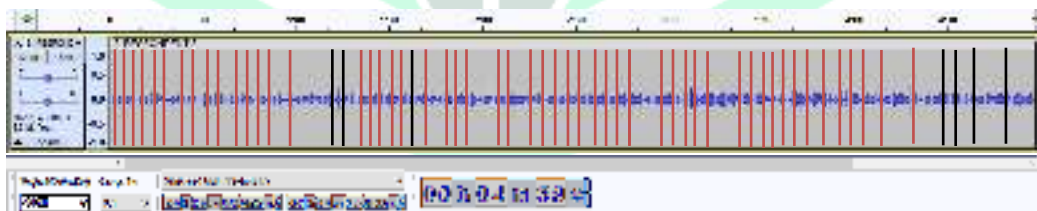
Based on the graphic of recordings by the sixth respondent above, the researcher found fifteen errors in the pronunciation of the labiodental fricative voiced /v/ experienced by respondents in the word list, with a total error substituted by /f/. In comparison, the mistake of pronouncing the labiodental fricative voiceless /f/ found two errors covered by /g/. In the sentence, twelve errors were found in the labiodental fricative voiced /v/, and in the labiodental fricative voiceless, one mistake was found substituted by /g/. In the reading

passage, respondents experienced twenty-six labiodental fricative voiced /v/ pronunciation errors and four labiodental fricatives voiceless /f/ pronunciation errors with substituted by /p/.



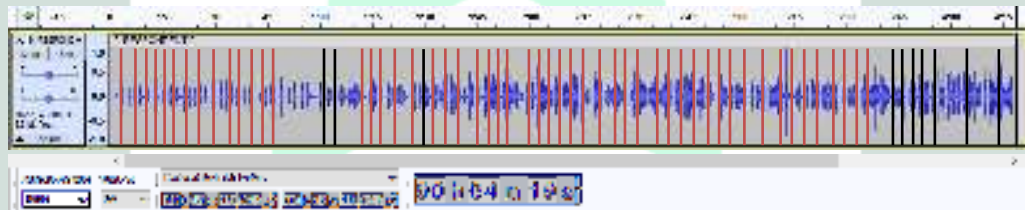
Picture 3.7 The Graphic Recording of The Seventh Respondent

Based on the graphic of recordings by the seventh respondent above, the researcher found fifteen errors in the pronunciation of the labiodental fricative voiced /v/ experienced by respondents in the word list, with a total error substituted by /f/. In comparison, the error of pronouncing the labiodental fricative voiceless /f/ found one error substituted by /g/. In the sentence, twelve errors were found in the labiodental fricative voiced /v/, and in the labiodental fricative voiceless, one error was found substituted by /g/. In the reading passage, respondents experienced twenty-six labiodental fricative voiced /v/ pronunciation errors, and eight labiodental fricative voiceless /f/ pronunciation errors with substituted by /p/ and /g/.



Picture 3.8 The Graphic Recording of The Eight Respondent

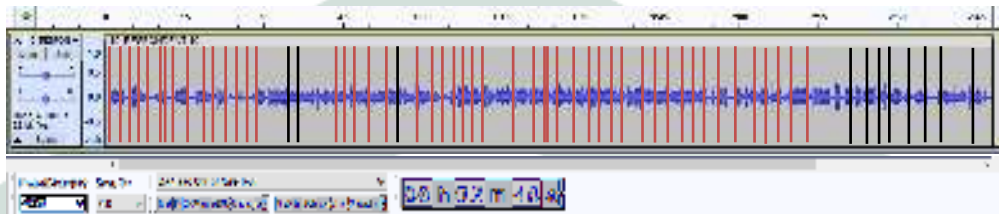
Based on the graphic of recordings by the eight respondent above, the researcher found fifteen errors in the pronunciation of the labiodental fricative voiced /v/ experienced by respondents in the word list, with a total error substituted by /f/. In comparison, the mistake of pronouncing the labiodental fricative voiceless /f/ found one error covered by /g/. In the sentence, twelve errors were found in the labiodental fricative voiced /v/, and in the labiodental fricative voiceless, one mistake was found substituted by /g/. In the reading passage, respondents experienced twenty-six labiodental fricative voiced /v/ pronunciation errors and eight labiodental fricatives voiceless /f/ pronunciation errors with substituted by /p/.



Picture 3.9 The Graphic Recording of The Ninth Respondent

Based on the graphic of recordings of the ninth respondent above, the researcher found fourteen errors in the pronunciation of the labiodental fricative voiced /v/ experienced by respondents in the word list, with a total error substituted by /f/, the respondent can pronounce the word “Over” correctly. In comparison, the error of pronouncing the labiodental fricative voiceless /f/ found two errors substituted by /g/. In the sentence, twelve errors were found in the labiodental fricative voiced /v/, and in the labiodental fricative voiceless, one error

was found substituted by /g/. In the reading passage, respondents experienced twenty-six labiodental fricative voiced /v/ pronunciation errors, and eight labiodental fricative voiceless /f/ pronunciation errors with substituted by /p/ and /g/.



Picture 3.10 The Graphic Recording of The Tenth Respondent

Based on the graphic of recordings by the Tenth respondent above, the researcher found fifteen errors in the pronunciation of the labiodental fricative voiced /v/ experienced by respondents in the word list, with a total error substituted by /f/. In comparison, the error of pronouncing the labiodental fricative voiceless /f/ found two errors substituted by /g/. In the sentence, twelve errors were found in the labiodental fricative voiced /v/, and in the labiodental fricative voiceless, one error was found substituted by /g/. In the reading passage, respondents experienced twenty-six labiodental fricative voiced /v/ pronunciation errors, and eight labiodental fricative voiceless /f/ pronunciation errors with substituted by /p/ and /g/.

According to the test by word list, sentence, and paragraph reading passage, the researcher concludes that most respondents pronounce the /f/ sound well but have an error pronouncing the sound /v/. R9 and R2 pronounced the sound /v/ in the word "over" and "Tv" correctly. However, respondents recited the sound /v/ into /f/ in the subsequent attempt.

b. The table frequency of the data result

Based on the data analysis that has been described, it can be seen that the highest frequency of the variations occurs as follow:

Table 4.1 Target Sound /v/ in The Word List

Sound Production	Frequency of Occurrence	Percentage
Target sound /v/	1	0,7%
Substituted by /f/	149	99,3%
Total	150	100%

Based on the word frequency table above, it can be concluded that almost all respondents can not pronounce the labiodental fricative /v/ in the initial, middle and final positions. Only one respondent can produce sound /v/ correctly/. 99.3% had produced the sound target /v/ becoming /f/.

Table 4.2 Target Sound /v/ in The Sentence

Sound Production	Frequency of Occurrence	Percentage
Target sound /v/	1	0.5%
Substituted by /f/	110	99.5%
Total	111	100%

Based on the sentence frequency table above, it can be concluded that almost all of the respondents can not produce the /v/ sound in the sentence. But there is one respondent can pronounce the word “Tv” in the sentence correctly. And the calculated shows that 99.5% respondents have an error to pronounce labiodental fricative voiced in the sentence.

Table 4.3 Target sound /v/ in the reading passage

Sound Production	Frequency of Occurrence	Percentage
Target sound /v/	0	0%
Substituted by /f/	260	100%
Total	260	100%

Based on the reading passage frequency table above, 100% of the labiodental fricative voiced are influenced by the voiceless labiodental fricative /f/. Based on these figures, it can be concluded that all respondents cannot produce the /v/ sound in the reading passage.

Table 4.4 Target sound /f/ in the word list

Sound Production	Frequency of Occurrence	Percentage
Target sound /f/	132	88%
Substituted by /g/	18	12%
Total	150	100%

Based on the word list frequency table above, most of the respondents can produce the sound / f / in the initial, medial and final position on the word list well. It can be seen from the number of votes /f/, which shows that 88% of respondents produce these voices.

Table 4.5 Target sound /f/ in the sentence

Sound Production	Frequency of Occurrence	Percentage
Target sound /f/	90	90%
Substituted by /gh /	10	10%
Total	100	100%

Based on the sentence frequency table above, it can be concluded that the respondent produces the /f/ sound well in the sentence, with a pronunciation frequency percentage of 90%.

Table 4.6 Target sound /f/ in the reading passage

Sound Production	Frequency of Occurrence	Percentage
Target sound /f/	201	80%
Substituted by /g/	7	0,25%
Substituted by / p /	47	2%
Substituted by other letters	5	0,1%
Total	260	82,3%

Based on the reading passage frequency table above, it can be concluded that most of the respondents difficult to produced the sound /f/ in reading passages. It appears that only 80% had produced the target sound /f/.

Based on all the discussion related to the research findings, the researcher found that most of the students had low skills in English pronunciation, especially in labiodental fricative articulation. Javanese students, unable to produce the labiodental fricative sound /v/. It can be supported by a statement issued by Mulyani in her book entitled *Phonology of the Javanese Language*. She mentioned several types of Javanese phonemes but mentioned the existence of the Fricative Labiodental consonant voiced /v/. It is what causes Javanese students to have difficulty in producing that sound. In addition, Indonesian phonology can be said to be a consistent language between letters and sounds.

In contrast to English, which does not follow the same form between pronunciation and writing, what is pronounced is consistent with what is written. It makes pronunciation in English less predictable. These differences make English learners in Indonesia experience language interference from the first language to the learning language.

B. Discussion

This study aims to identify specific types of English pronunciation, especially in the fricative labiodental conducted by Javanese students at SMP Negeri 1 Lamasi. The research question is “How is the realization of pronunciation by the Javanese students’ based on the position of the labiodental fricatives sound?” and “How is the realization of pronunciation by the Javanese students’ based on the task of the labiodental fricatives sound?” In collecting the data, the researcher used the interview to ask about the student’s background and the level of English of each respondent. In addition, the researcher also used pronunciation test consisting of word list, sentences, and reading passages to measure the respondent's labiodental fricative pronunciation.

1. Word List
 - b. The student’s pronunciation through wordlist in labiodental fricative voiced /v/
 - 1) The student’s pronunciation through word list test in the initial position

The data shows that none of the respondents can correctly pronounce the sound /v/ in the initial word. All of the students changed the sound from/v/ to /f/.

2) The students' pronunciation through word list test in medial position

Based on the researcher's recapitulated data, most respondents still pronounce the sound /v/ into sound /f/. But, one respondent, namely R9, pronounces the word "over" with the correct pronunciation, although some other words have not been pronounced correctly.

3) The students' pronunciation through word list test in the final position

The data shows that all respondents could not pronounce the sound /v/ in the final word. They change the sound /v/ to sound /f/.

c. The result of the student's pronunciation through wordlist in labiodental fricative voiced (/f/)

1) The student's pronunciation through word list test in the initial position

Based on the data found by the researcher, it can be seen that on the pronunciation of the sound /f/, which is in the initial position, respondents can pronounce the sound /f/ well, even though the words they say still have mispronunciation. On the word "Fish", only R3, R7, and R8, are pronounced the word correctly. However, all respondents pronounce "Forest" and "Friend" correctly.

2) The students' pronunciation through word list test in medial position

The data shows that all respondents can produce the /f/ sound well, but it is difficult to pronounce the word correctly. They pronounce the words according to the original English writing. But on the word "Infuse", R6 can

pronounce it correctly, and on the word "Information", R9 can also pronounce it correctly, both from the pronunciation of the sound /f/ and the pronunciation of the word.

3) The students' pronunciation through word list test in the final position

The data shows that all respondents could produce the /f/ sound correctly. But They have difficulty pronouncing "Enough" and "Laugh." However, R2 and R7 can pronounce the word "Enough" with the fricative sound/f/ correctly, although the pronunciation is still not entirely correct.

Based on all the data collected by the researcher through the word list test, it can be concluded that students have difficulty producing the labiodental fricative sound (/v/); most of them replace the sound /v/ with /f/. Meanwhile, almost all students pronounce well in the labiodental fricative voiceless (/f/). However, some cannot pronounce the /f/ sound in words containing the letter /g/. They call the words that include the letters based on their writing.

2. Sentence

Based on the data found by the researcher shows that most errors occur in the sound /v/ pronunciation. Almost all respondents pronounced the sound /v/ to sound /f/. Based on the data, the researcher found that only R2 can pronounce labiodental fricative voiced in the sentence. For the labiodental fricative voiceless, all respondents almost had no problems, except for the word "Laugh" and "Enough" which they pronounced according to the writing.

3. Paragraph (Reading Passage)

All respondents have difficulty pronouncing the sound /v/ based on the reading passage. They changed the sound /v/ to the sound /f/. While pronouncing the sound /f/, most of them pronounce it correctly. But in some words, such as "Saxophone", "Philip," and "Laugh," they pronounce it according to writing.

According to the test by word list, sentence, and paragraph reading passage, the researcher concludes that most respondents pronounce the /f/ sound well but have an error when pronouncing the sound /v/. R9 pronounced the sound /v/ in the word "over" in initial position, and R2 can pronounce the word "Tv" correctly in the sentence, but no one respondents can pronounce labiodental fricative voiced in the reading passage. However, respondents recited the sound /v/ into /f/ in the subsequent attempt.

In line with Istiqomah, there is the reason why the Javanese students' mother tongue interferenced with the student's English pronunciation. It is because everyone has an accent in the way they speak, and most of the Javanese students speak English with their Javanese accent.⁵¹ Learning a language is easy, but removing the influence of an accent from the mother tongue is difficult. A person can master many languages, but not all can remove the accent from their mother tongue. For humans, the mother tongue is the first language they learned since they were born in the world. It is also the first language they hear and speak. So do not be surprised if they are very familiar with the language. Something that is repeated over and over again becomes a habit. It also applies to language. Each

⁵¹ Istiqomah, "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."

language has a different accent. When someone is used to hearing and speaking their mother tongue, their accent, and then learning a new language, the familiar accent on their tongue will not quickly disappear.

Based on the data found by the researcher, most of the respondents had difficulty producing the labiodental fricative voiced (/v/). Before doing the test, the researcher conducted an interview; in the final session of the interview, the researcher asked the students with Javanese ethnic backgrounds to mention the letters /v/ and /f/. As a result, they could not distinguish how to pronounce both. The letter /f/ is pronounced correctly, but /v/ is mispronounced. They pronounced the letter /v/ without any vibration.

In addition, the researcher also tried to match the data obtained previously with other data obtained after conducting the research. The researcher tried to test people from Javanese ethnic backgrounds in a Javanese village. The researcher asked them to pronounce the letters /v/ and the letters /f/, and the results were the same as the data that the researcher got previously. Based on these data, it can be concluded that the pronunciation of the letter /v/ in Javanese is pronounced with voiceless or without vibration. It means the Javanese language affects a person's pronunciation in English.

Based on the pronunciation test, almost all respondents pronounce the sound /v/ becomes a sound /f/. Based on the research data described above, of the ten respondents, only R9 and R2 managed to pronounce two labiodental fricatives words that was voiced on the medial part of the word list and sentence correctly,

namely the word "Over" and "Tv." From the results of the analysis that has been done, it can be seen that almost all of them have not been able to pronounce English labiodental fricative voiced correctly and adequately. It means the total percentage of the votes only reached 0.7%.

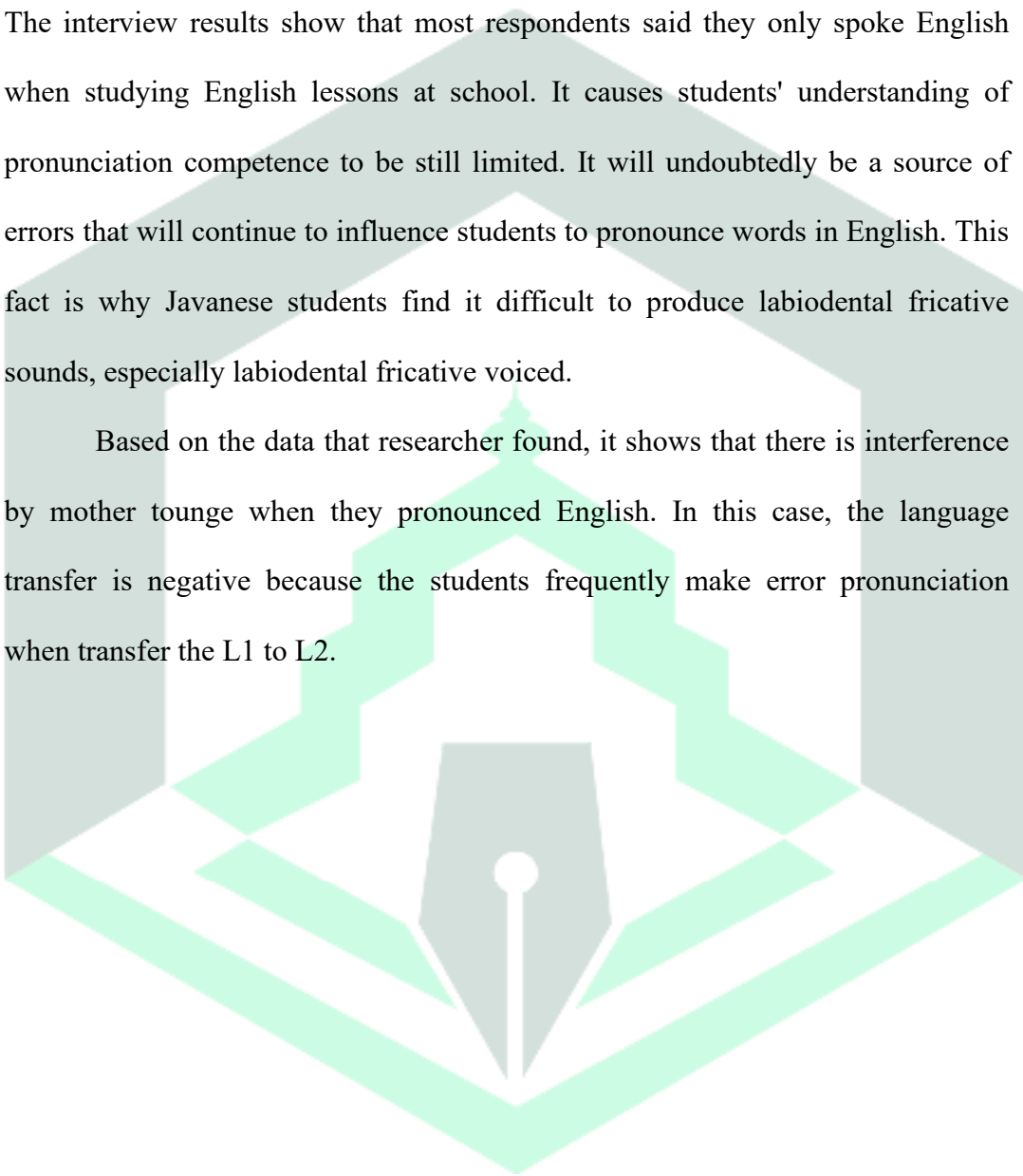
Inversely proportional to the sound /v/, which is replaced by the sound /f/. In the test word list, the number of sounds /v/, which is replaced by the sound /f/ reaches 99.3%, in the test sentence, it reaches 99.5%, and in the reading passage test, it reaches 100%.

Javanese students are good at pronouncing the labiodental fricative /f/. It can be seen from the data shown above, where the percentage of sound pronunciation /f/ in the word list test is 88%, 90% in the sentence test, and 80% in the reading passage test. Based on these data, it shows that the pronunciation of the sound /f/ is easier for Javanese students to pronounce.

Although the number of pronunciations of the sound /f/ is more correctly pronounced than the sound /v/, the sound /f/ is spoken several times by students with different sounds. As much as 12% of the sound /f/ which is influenced by the sound /g/ in the word list test, 10% in the sentence test, then in the reading passage test as much as 0.25% the number of sounds that are influenced by the sound /g/ and 2% of the sounds that are affected by the sound /p/. The words affected by /g/ are "Enough" and "Laugh." While the words affected by the sound /p/ are "Saxophone" and "Philip."

In addition, students have no effort to improve and develop their pronunciation without paying attention to how the target language rules are used. The interview results show that most respondents said they only spoke English when studying English lessons at school. It causes students' understanding of pronunciation competence to be still limited. It will undoubtedly be a source of errors that will continue to influence students to pronounce words in English. This fact is why Javanese students find it difficult to produce labiodental fricative sounds, especially labiodental fricative voiced.

Based on the data that researcher found, it shows that there is interference by mother tongue when they pronounced English. In this case, the language transfer is negative because the students frequently make error pronunciation when transfer the L1 to L2.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts, conclusion and suggestion. The first part covers up the summary of the finding. The second part recommendations and describes the benefit of this research for future research.

A. Conclusions

The following conclusions can be drawn based on the research findings and discussion in chapter IV. Firstly, in the position of labiodental fricatives voiced. In the word list, none of the respondents can pronounce correctly the sound /v/ in the initial position. All of the students changed the sound /v/ to /f/. In the medial position, most respondents still pronounce the sound /v/ into sound /f/. But, one respondent, namely R9, pronounces the word "over" with the correct pronunciation, although some other words have not been pronounced correctly. While in the final position, all respondents could not pronounce the sound /v/ in the final word. They change the sound /v/ to sound /f/. In the sentence, While the number of pronunciations that are influenced by the sound /f/ is 93%. Based on all of the position, almost all of the respondents can not pronounce the sound /v/. Only R2 can pronounce the word "Tv" in the sentence correctly. In the reading passage, 100% of the labiodental fricative voiced are influenced by the voiceless. Based on these data, it can be concluded that all respondents cannot produce the sound /v/ in the reading passage based on all of the position.

Based on the task, only 0.7% of respondents with a Javanese background can produce labiodental fricative voiced (/v/). While the number of pronunciations that are influenced by the sound /f/ is 99.3%. Based on these data, it can be found that respondents who have a Javanese background have difficulty in producing the labiodental fricative voiced. Only two respondent correctly pronounced two words out of 52 words containing the researcher's labiodental fricative voiced (/v/), and based on the data showed that all of the respondents faced the difficult when they are pronounced labiodental fricative voiced in reading passage.

Secondly, in the position of labiodental fricative voiceless especially in the word list test, the researcher found that the respondent's pronunciation in initial position, they can pronounce the sound /f/ well, even though the words they say still have mispronunciation. In the medial position, the data shows that all respondents can produce the sound /f/ well, but it is difficult to pronounce the word correctly. They pronounce the words according to the original English writing. In the final position respondents have difficulty pronouncing the word "Enough" and "Laugh." However, R2 and R7 can pronounce the word "Enough" with the fricative sound /f/ correctly, although the pronunciation is still not entirely correct. In the sentence, all respondents almost had no problems, except for the word "Laugh" which they pronounced according to the writing. In the reading passage, most of respondents pronounce it correctly. But in some words, such as "Saxophone", "Philip," and "Laugh," they pronounce it according to writing.

Based on the task, in the labiodental fricative voiceless (/f/), 90% of respondents pronounce it well. The remaining 10% is influenced by the sounds /g/ /p/, and other letters, and based on the data showed that all of the respondents faced the difficult when they are pronounced labiodental fricative voiceless in reading passage. However, the data above shows that students with Javanese backgrounds find it easier to pronounce the labiodental fricative voiceless than the labiodental fricative voiced.

B. Suggestions

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

1. Teachers

After knowing the students' mistakes in pronunciation, it is recommended that teachers pay more attention to student pronunciation in the learning process. Teachers should always be sensitive of students' weakness in their pronunciation. Teachers have an essential role in helping students avoid errors generated when they speak. It is also crucial for teachers to provide examples of good pronunciation because students usually prefer teachers to be their benchmarks over textbooks. Give more explanation and example about difficult sounds that often cause errors for the students especially for the student who have strong ethnic background. In addition, teachers should pay attention to students with a strong ethnic background because the influence of the mother tongue is much more difficult to remove.

2. Students

Students may know what difficulties they may face in acquiring spoken English regarding the findings. Students are expected to realize their mistakes and try to solve the problem. In addition, it is also recommended for students to pay more attention to the pronunciation of the English they speak, not only in the labiodental fricative but also in other parts of phonology.

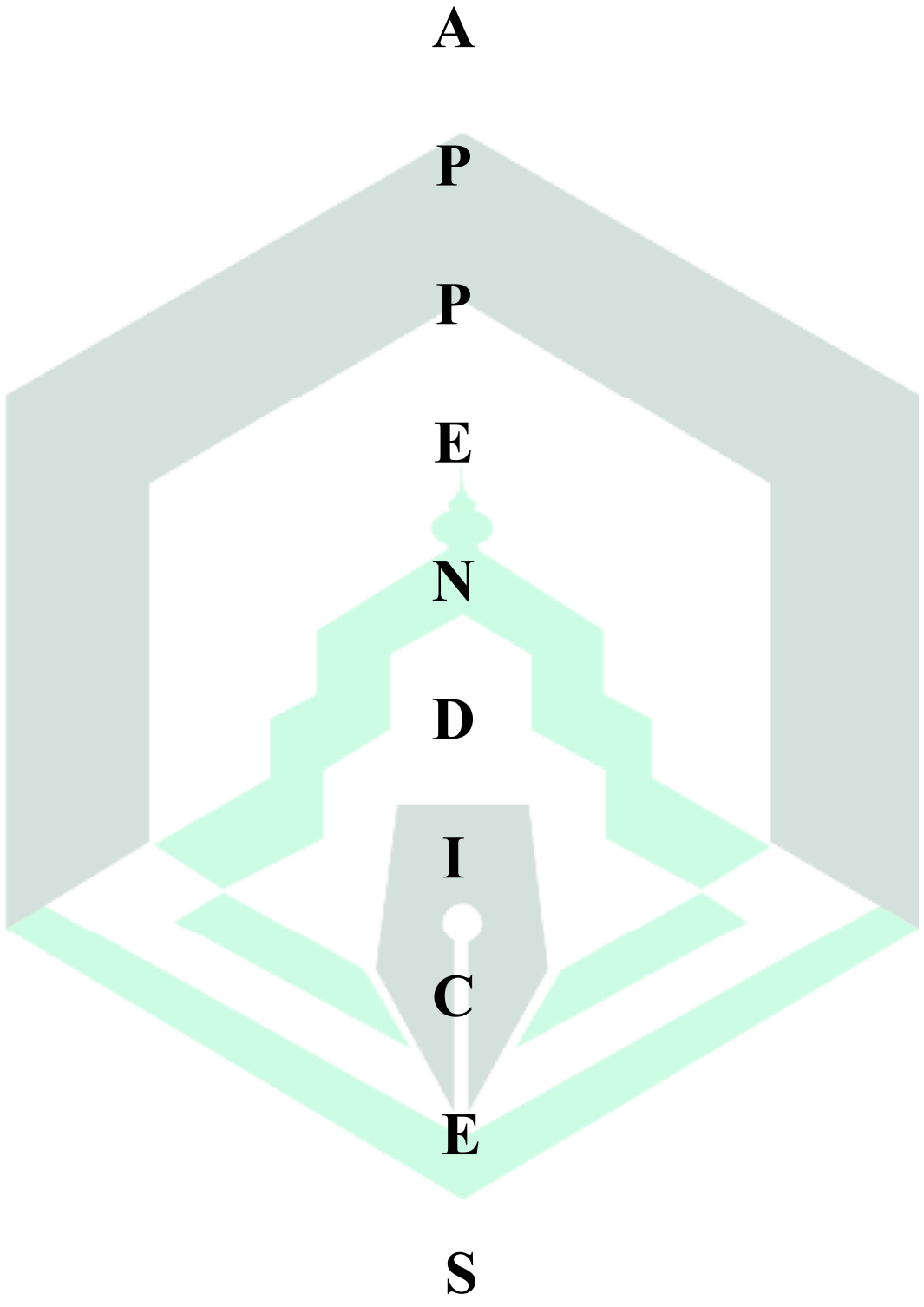
3. The next researcher

This study focuses on the English pronunciation of Javanese students. The research focuses on the pronunciation of the labiodental fricative voiced (/v/) and voiceless (/f/) sounds produced by the students. It is suggested to further researchers not only to focus on labiodental fricative consonants but also on all phonological elements. Researchers expect this research to be a reference that can lead to additional research ideas in other areas of pronunciation or on different subjects.

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APPENDIX 1

SURAT IZIN MENELITI





PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat: J. Opu (Jalan) Rsoju No. 1, Balloka Tapan (0471) 2314116

Nomor : 303/PENELITIAN/21.13/DPMP/TP/1/2021
Lamp : -
Sifat : Biasa
Penhal : lain Penelitian

Kepada
Yth. Ka. SMPN 1 Lamasi
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 2025/In.18/FTIKHM.01/10/2021 tanggal 26 Oktober 2021 tentang permohonan izin Penelitian,
Dengan ini disampaikan kepada saudara (s) bahwa yang tersebut di bawah ini :

Nama : Fahri Azmi Rohma
Tempat/Tgl. Lahir : Campurejo / 11 Desember 1999
Nim : 17 0202 0016
Jurusan : Pendidikan Bahasa Inggris
Alamat : Des. Campurejo
Desa Harau
Kecamatan Waleleng

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (s) dalam rangka penyusunan "Skripsi" dengan judul :

THE ENGLISH PRONUNCIATION OF JAVANESS STUDENTS AT SMPN 1 LAMASI

Yang akan dilaksanakan di SMP NEGERI 1 LAMASI, pada tanggal 01 November 2021 s.d 07 November 2021

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Menanti semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak menzahi ketentuan-ketentuan tersebut di atas.



1 2 2 2 1 1 9 2 1 6 0 0 2 5 7



Diterbitkan di Kabupaten Luwu
Pada tanggal: 01 November 2021



Tersusun :

1. Bupati Luwu (sebagai Laporan) di Balloka;
2. Kepala Kecamatan dan Lurah Kab. Luwu di Balloka;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa Si Fahri Azmi Rohma;
5. Aneq.



PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA
SMP NEGERI 1 LAMASI

Alamat : Jl. Arief Rahmanie Kec. Lamasi Kab. Luwu 91952

SURAT KETERANGAN

Nomor : 120/Kepa/SMP.88/KS/2021

Yang beranda tangan di bawah ini, Kepala Sekolah Menengah Pertama Negeri 1 Lamasi
Kab. Luwu Provinsi Sulawesi Selatan menerangkan bahwa :

Nama : FAHLEN AZMI ROHMA
NIM : 1702020016
Program Studi : Pendidikan Bahasa Inggris

Yang tersebut benar telah melaksanakan penelitian pada SMP Negeri 1 Lamasi dalam
rangka Kegiatan Observasi Mahasiswa dengan Judul "The English Pronunciation Of
Javness Students At SMPN 1 Lamasi" dari Tanggal 1 s.d 7 November 2021.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk
dipergunakan sebagaimana mestinya.

Lamasi, 1 November 2021

Kepala Sekolah,



DARWIN P. S.Pd.,M.Ed.

: Pembina
: 19770205 199903 1 008

APPENDIX 2

THE INSTRUMENT



INTERVIEW RESEARCH QUESTION

Data Responden

Nama :

Jenis Kelamin :

Kelas :

Usia :

1. Dimanakah anda tinggal saat ini?
2. Bahasa atau dialek apakah yang pertama kali anda ketahui?
3. Apakah anda lahir, tumbuh, dan dibesarkan di tengah-tengah keluarga yang memiliki latar belakang suku Jawa?
4. Sejak kapan anda mulai fasih berbahasa Jawa?
5. Apakah anda menggunakan bahasa Jawa di segala tempat, situasi, dan kondisi?
6. Apakah seluruh keluarga besar anda berlatar belakang suku Jawa?
7. Apakah anda dan kerabat anda menggunakan bahasa Jawa setiap kali bertemu?
8. Apakah Ibu anda bersuku Jawa?
9. Apakah Ayah anda bersuku Jawa?
10. Kapan anda mulai belajar bahasa Inggris?
11. Sudah berapa lama anda belajar bahasa Inggris?

12. Apa kesulitan terbesar yang anda hadapi dalam mempelajari bahasa Inggris?
13. Bagaimana kemampuan bahasa Inggris anda sekarang?
14. Apakah anda sering mengalami kendala dalam melafalkan kata Bahasa Inggris?

PRONUNCIATION TASK

A. Word List

SOUND	POSITION		
	INITIAL	MEDIAL	FINAL
Voiced (v)	View	Level	Have
	Visit	Over	Five
	Veil	Movie	Move
	Video	Previous	Negative
	Various	Conversation	Descriptive

SOUND	POSITION		
	INITIAL	MEDIAL	FINAL
Voiceless (f)	Face	Differ	Golf
	Fish	Affair	Stuff
	Finding	Effort	Wolf
	Forest	Infuse	Stuff
	Friendship	Information	Enough

a. Word List

The result of the students' pronunciation through word list test in the labiodental fricative voiced (/v/).

a. Sound /v/ in the initial position

No	Respondents	Word List				
		View	Visit	Veil	Video	Various
		/vju:/	/'vɪzɪt/	/veil /	/'vɪdɪəʊ/	/'veəriəs/
1	R1	/fiyu/	/fisit/	/feil/	/fedeow/	/fariəʊs/
2	R2	/fiə:w/	/fisit/	/fail/	/fidio/	/fariəs/
3	R3	/faʊ/	/fisit/	/fail/	/fidio/	/fariəʊs/
4	R4	/faʊ/	/fisit/	/fail/	/fidio/	/fariəs/
5	R5	/feəʊ/	/fisit/	/feil/	/fidio/	/fareəʊs/
6	R6	/fju:/	/fisit/	/feil/	/fedio/	/fairəs/
7	R7	/fiye/	/fist/	/fail/	/fideo/	/fareəʊs/
8	R8	/fju:/	/fisit/	/fil/	/fedeow/	/fariəs/
9	R9	/fiu/	/fisit/	/fel/	/fideo/	/fareəʊs/
10	R 10	/fiə:w/	/fisit/	/fail/	/fedio/	/fariəs/

b. Sound /v/ in the medial position

No	Respo ndent s	Word List				
		Level	Over	Movie	Previous	Conversation
		/'levl/	/'əʊvə:/	/'mu:vi/	/'pri:viəs/	/kɒnvə'seɪʃən/

1	R1	/lefel/	/ofer/	/mauwf/	/prefaʊs/	/konfersation/
2	R2	/lefel/	/offer/	/muffi/	/prefesiʊs/	/konfersation/
3	R3	/lefel/	/ofer/	/mowfi/	/prefios/	/konfersetion/
4	R4	/lefel/	/offer/	/muffi/	/prefius/	/konfertion/
5	R5	/lefel/	/ofer/	/mofie/	/prefieəs/	/confersation /
6	R6	/lefel/	/ofer/	/mafi/	/prefios/	/konfersation/
7	R7	/leffel/	/offer/	/muffi/	/proffius/	/konfersation/
8	R8	/lefel/	/ofer/	/moffi/	/prefius/	/konfersation/
9	R9	/lefel/	/ʔowvər/	/moffi/	/prefius/	/konfersyen/
10	R 10	/lefel/	/ofer/	/mufi/	/prefios/	/konfersation/

c. Sound /v/ in the final position

No	Respondents	Word List				
		Have	Five	Move	Negative	Descriptive
		/həv /	/faɪv /	/mu:v/	/'negətɪv/	/dɪs'krɪptɪv/
1	R1	/heff/	/faif/	/mowf/	/negatif/	/deskriptif/
2	R2	/heff/	/faif/	/muf/	/negatif/	/deskriptif/
3	R3	/haff/	/fif/	/moff/	/negatif/	/deskriptif/
4	R4	/heff/	/faif/	/muff/	/negatif/	/deskriptif/
5	R5	/haff/	/fif/	/moff/	/negatif/	/deskriptif/
6	R6	/hef/	/fif /	/mauwf/	/negatif/	/deskriptif/
7	R7	/hef/	/fif /	/mouf/	/negatif/	/deskriptif/

8	R8	/hef/	/fif /	/moff/	/negatif/	/deskriptif/
9	R9	/hef/	/faif/	/mauwf/	/negatif/	/deskriptif/
10	R10	/hef/	/fif/	/muf/	/negatif/	/deskriptif/

b. Word List

The result of the students' pronunciation through word list test in the labiodental fricative voiceless (/f/).

a. Sound /f/ in the initial position

No	Respondents	Word List				
		Face	Fish	Find	Forest	Friend
		/feis /	/fiʃ/	/faɪnd\	/'fɒrɪst/	/ frɛnd /
1	R1	[fes]	[fis]	[find]	[forest]	[frend]
2	R2	[fas]	[fis]	[find]	[forest]	[frend]
3	R3	[fas]	[fiʃ]	[find]	[forest]	[frend]
4	R4	[faʃ]	[fis]	[find]	[forest]	[frend]
5	R5	[fas]	[fis]	[find]	[forest]	[frend]
6	R6	[faiʃ]	[fis]	[find]	[fores]	[frend]
7	R7	[fes]	[fiʃ]	[find]	[forest]	[frend]
8	R8	[fase]	[fiʃ]	[find]	[forest]	[frend]
9	R9	[fes]	[fis]	[find]	[forest]	[frend]
10	R10	[fes]	[fis]	[find]	[forest]	[frend]

b. Sound /f/ in the medial position

No	Respondents	Word List				
		Differ	Affair	Effort	Infuse	Information
		/ˈdɪfəɹ/	/əˈfeəɹ/	/ˈɛfəɹt/	/ɪnˈfjuːz/	/ɪnfəˈmeɪʃən/
1	R1	[difer]	[afair]	[ifort]	[infɔs]	[ɪnformaɪʃən]
2	R2	[difer]	[afer]	[efort]	[ɪnfus]	[ɪnformaɪʃn]
3	R3	[difer]	[affair]	[offort]	[ɪnfuz]	[ɪnformatʃn]
4	R4	[differ]	[offer]	[euffort]	[ɪnfuz]	[ɪnformaɪʃən]
5	R5	[differ]	[afair]	[efort]	[ɪnfuz]	[ɪnformaɪʃən]
6	R6	[difer]	[afair]	[eˈfort]	[ɪnˈfjuːz]	[ɪnformaɪʃən]
7	R7	[differ]	[affair]	[effort]	[ɪnfuse]	[ɪnformaɪʃən]
8	R8	[difer]	[affair]	[effort]	[ɪnfus]	[ɪnformaɪʃən]
9	R9	[deiffer]	[affer]	[effort]	[ɪnfus]	[ɪnfəˈmeɪʃn]
10	R10	[difer]	[afair]	[efort]	[ɪnfuse]	[ɪnformaɪʃən]

c. Sound /f/ in the final position

No	Respondents	Word List				
		Golf	Stuff	Wolf	Enough	Laugh
		/gɒlf/	/stʌf/	/wɒlf/	/ɪˈnʌf/	/lɑːf/
1	R1	[gɒlf]	[stuf]	[wolf]	[ɪnaʊg]	[laʊg]
2	R2	[gɒlf]	[stʌf]	[wolf]	[ɛnɒf]	[laʊg]
3	R3	[gɒlf]	[stuf]	[wolf]	[ɛnɒg]	[laʊg]

4	R4	[gɒlf]	[stʌf]	[wɒlf]	[ɪnəʊh]	[lɒh]
5	R5	[gɒlf]	[stʌf]	[wɒlf]	[ɪnəʊh]	[laʊh]
6	R6	[gɒlf]	[stʌf]	[wɒlf]	[ɪnəʊh]	[laʊh]
7	R7	[gɒlf]	[stʌf]	[wɒlf]	[ɪnəʊf]	[laʊh]
8	R8	[gɒlf]	[stʌf]	[wɒlf]	[ɪnəʊh]	[laʊh]
9	R9	[gɒlf]	[stʌf]	[wɒlf]	[ɪnəʊh]	[laʊh]
10	R10	[gɒlf]	[stʌf]	[wɒlf]	[ɪnəʊh]	[lɒh]

B. Sentence

The results of the respondents' answers through sentence recording

No.	Respondents	Sentences
		<ol style="list-style-type: none"> 1. The veil has various color 2. When winter comes, the weather is freeze in the garage of my house 3. The leaves turn orange and yellow in the fall 4. The vehicle used to transport vegetables to the Market 5. I laugh every time I see him on tv 6. Their family played video game together. 7. I am going to invite my friends to the party. 8. He asked his wife to forgive him. 9. He fixed the sleeve under his coat. 10. The boys enjoyed playing football every Saturday. <ol style="list-style-type: none"> 1. [ðə veɪl hæz 'veəriəs 'kɒlə] 2. [wɛn 'wɪntə kʌmz, ðə 'weðə z fri:z ɪn 'gærɑ:ʒ əv maɪ haʊs] 3. [ðə li:vz tɜ:n 'ɒrɪndʒ ənd 'jeləʊ ɪn ðə fɔ:l] 4. [ðə 'vi:ɪkl ju:z tə 'trænsɜ:t 'vedʒtəb(ə)lɪz tə ðə 'mɑ:kɪt]

		<p>5. [aɪ lɑ:f 'ɛvri taɪm aɪ si: ɪm ʌn ,ti:'vi:]</p> <p>6. [ðə 'fæmɪli pleɪd ðə 'vɪdɪəʊ geɪm tə'geðə]</p> <p>7. [aɪ əm 'gəʊɪŋ tə ɪn'vaɪt maɪ frɛndz tə ðə 'pɑ:t i]</p> <p>8. [hi ɑ:skt ɪz waɪf tə fə'grɪv hɪm]</p> <p>9. [hi fɪkst ðə sli:v 'ʌndə hɪz kəʊt]</p> <p>10. [ðə bɔɪz ɪn'dʒɔɪd 'pleɪŋ 'fɒtbɔ:l 'ɛvri 'fraɪdeɪ ənd 'sætə:deɪ]</p>
1	R1	<p>1. [ðe fell haz farlɔs kɔlə]</p> <p>2. [wen 'wɪnter kʌmes, ðe 'wɛtə ɪs freʃ ɪn 'grɛge of maɪ haʊs]</p> <p>3. [ðe lɔfs trun 'ɔrəns ənd 'jeləw ɪn ðe fəl]</p> <p>4. [ðe 'feʃle us tə trəns'pɔr 'fegetəbəl tə ðe 'mɑ:kət]</p> <p>5. [aɪ ləʊgh 'ɛfrɪ taɪm aɪ sl hem on 'tɪfl]</p> <p>6. [ðeɪr 'fæmɪli pleɪəd ðə 'fɪdɪə gem tə'geðə]</p> <p>7. [əm 'gəʊɪŋ tə ɪn'fɪt maɪ frɛnds tə ðə pɑ:ti]</p> <p>8. [hi ɑ:skt hɪz waɪf tə fɜ:grɪf hɪm]</p> <p>9. [hi fɪksəd ðə slɪf 'ʌndə hɪz kət]</p> <p>10. [ðə bɔɪs 'ɛnʒɔɪəd 'pleɪɪŋ 'fɒtbɔ:l 'ɛfəri 'frɪdaɪ ɛn 'sætə:daɪ]</p>
2.	R2	<p>1. [ðe fell haʊs 'fɑ:lɔs 'kɔlə]</p> <p>2. [wen 'wɪnter kʌmes, ðe 'wɪtə ɪs frɪdɪ ɪn</p>

		<p>‘gərIz of mai haʊs]</p> <p>3. [ðe læft tru:n ‘orənz ənd ‘yeləw In ðe fəl]</p> <p>4. [ðe ‘fehIz wəz tu trəns’pɔ: ‘fəgətətɪf In ðe ‘mɑ:kət]</p> <p>5. [I ləʊ ‘efərItIŋ əl sɪ hɪm on ‘tɪvɪ]</p> <p>6. [ðeɪr ‘fæmɪli plɛɪəd ðə ‘fɪdɪə gæm təgetər]</p> <p>7. [aɪ əm ‘gəʊŋ tu ɪnfɪtə maɪ frɛnds tu ðə pɑ:ti]</p> <p>8. [hi əskəd hɪz wɪf tu fɜ:ɡɪf hɪm]</p> <p>9. [hi fɪksəd ðə slɛfə ‘ʊndər hɪz kɔ:t]</p> <p>10. [ðə bɔɪs ‘ɛnjɔɪəd ‘plɛɪɪŋ ‘fɒtbəl ‘ɛfəri ‘frɪdaɪ ɛn ‘sætərdəɪ]</p>
3	R3	<p>1. [ðe fɪl hæz fɔ: ‘kɒlərs]</p> <p>2. [wen ‘wɪntər kɒms, ðe ‘wɛtər ɪz frɪzɪ In ‘gɛrɛəg of maɪ hæz]</p> <p>3. [ðe lɛf tru:n ‘ɑ:ɪndz ənd ‘jeləw In ðe fəl]</p> <p>4. [ðe ‘fɪl wəz ʊs’ud tu trəns’fɔ: ‘feg’tæblz tu ðe ‘mɑ:kət]</p> <p>5. [aɪ lɒg ‘ɛfrɪtIŋ əl sɪ hɪm on ‘tɪvɪ]</p> <p>6. [ðeɪr ‘fæmɪli plɛɪəd ðə ‘fɪdɪə gæm təget’hər]</p> <p>7. [æm ‘gəʊŋ tu ɪnfɪtə maɪ frɛnds tu ðə pɑ:ti]</p> <p>8. [hi əskəd hɪz wɪf tu fɜ:ɡɪf hɪm]</p> <p>9. [hi fɪksəd ðə slɛfə ‘ʊndər hɪz kɑ:t]</p> <p>10. [ðə bɔɪs ‘ɛnjɔɪəd ‘plɛɪɪŋ ‘fɒ’tbəl ‘ɛfəri]</p>

		frɪdaɪ ɛn'satɔːdaɪ]
4	R4	<p>1. [ðe faɪl has 'fɜːlɪs 'kɒlə]</p> <p>2. [wen 'wɪtə kɒm, ðe 'wɛtə ɪs frɪsə ɪn 'græd əv maɪ hʌs]</p> <p>3. [ðe ɪfəs tɜːn 'ɔːrɛŋ ɛn 'jɛlə ɪn ðe fæl]</p> <p>4. [ðe 'feɪlə wɒs tu ˌtrɑːnsˌpɔːt 'feɡətəbl̩ tu ðe 'mɑːkɛt]</p> <p>5. [aɪ lɔːk 'ɛfərɪtɪn e sɪ hɪm ɒn 'tɪfl]</p> <p>6. [ðeɪr 'fæmɪli ˌplɛɪəd ðə 'fɪdɪə ɡæm təˌɡeðə]</p> <p>7. [aɪ ɛm 'ɡɔːŋ tɪ ɪnfɪt maɪ frɛnds tə ðə ˌpɑːti]</p> <p>8. [hi ˌɑːskəd hɪs wɪf tə fɜːrɡɪf hɪm]</p> <p>9. [hi fɪksəd ðə slɛf 'ʌndə hɪs kəʊt]</p> <p>10. [ðə haʊs 'ɛnʒɔɪəd 'plɛɪɪŋ 'fɔːtbal 'ɛfəri]</p> <p>frɪdaɪ ɛn'satɔːdaɪ]</p>
5	R5	<p>1. [ðe feɪl has 'fɑːlɪs 'kɒlə]</p> <p>2. [wen 'wɪntə kɒms, ðe 'wɔːtə ɪs frɪs ɪn 'græd əv maɪ haʊs]</p> <p>3. [ðe ɪfəs tɜːn 'ɔːrɛŋ ɛn 'jɛlə ɪn ðe fæl]</p> <p>4. [ðe 'feɪlə wɒs tu ˌtrɑːnsˌpɔːt 'feɡətəbl̩ tə ðe 'mɑːk]</p> <p>5. [aɪ lɔːk 'ɛfərɪtɪm aɪ sə hɪm ɒn 'tɪfl]</p> <p>6. [ðeɪr 'fæmɪli ˌplɛɪəd ðə 'fɪdɪə ɡæm təˌɡeðə]</p> <p>7. [aɪm 'ɡɔːŋ tə ɪnfɪt maɪ frɛnds tə ðə ˌpɑːti]</p>

		<p>8. [hi asked his wife to fɔrgɪf hɪm]</p> <p>9. [hi fɪksəd ðə slɪf 'undər hɪs kət]</p> <p>10. [ðə bɔɪs 'enjɔɪəd 'plæɪɪŋ 'fɒtbɔ:l 'ɛfəri 'frɪdaɪən 'sətɔrdai]</p>
6	R6	<p>1. [ðe fel hæʃ 'ferlɪʃ 'kɒlrs]</p> <p>2. [wen 'wɪnt kɒməs, ðe 'wɛtər ɪs frɪz ɪn 'grɛg of maɪ hɒʃ]</p> <p>3. [ðe lef trʌn 'ɔrɛns ɛn 'jɛlə ɪn ðe fɔl]</p> <p>4. [ðe 'fel wəz used tu trænspɔrt 'feɟetebez tu ðe 'mɑ:kɛt]</p> <p>5. [aɪ lɔg 'ɛfɛrtlɪm aɪ se hɪm ɒn 'tɪf]</p> <p>6. [ðeheɪr 'fæmɪli plæɪəd ðə 'frɪdɔ gæm tɔɟɛt'hər]</p> <p>7. [æm 'gɔɪŋ tu ɪnfɪte maɪ frɛnds tu ðə pɑ:ti]</p> <p>8. [hi asked his wife to fɔrgɪf hɪm]</p> <p>9. [hi fɪksəd ðə slɛfə 'undər hɪs kæt]</p> <p>10. [ðə bɔɪs 'enjɔɪəd 'plæɪɪŋ 'fʊtbɔ:l 'ɛfəri 'frɪdaɪ ɛn 'sətɔrdai]</p>
7	R7	<p>1. [təh fɪl hæʃ 'fɑ:lɪʃ 'kɒlrs]</p> <p>2. [wen 'wɪtər kɒməs, təh 'wɛtɛr ɪs frɪsə ɪn 'græg of maɪ hɒʃ]</p> <p>3. [ðe ɪlfɛs tɜ:n 'ɔrɛŋ ɛn 'jɛlə ɪn ðe fɔl]</p> <p>4. [ðe 'fɛʃlə us tu trænspɔr 'feɟɛtəbəl tu ðe 'mɑ:kɛt]</p>

		<p>5. [aI loɣh 'eferItIm aI sə hIm on 'tɪfl]</p> <p>6. [their 'fʌmili plʌyəd ðə 'fɪdɪʒ ɡʌme tɔɡetər]</p> <p>7. [aɪ am 'gəʊɪŋ tɔ ɪnfɪte maɪ frɪends tɔ ðə pɑ:ti]</p> <p>8. [hi ʌsked hɪs wɪf tɔ fɔ:ɡɪf hɪm]</p> <p>9. [hi fɪksəd ðə slɛfə 'ʌndər hɪs kəʊt]</p> <p>10. [ðə bɔɪs 'ɛnjɔɪəd 'plʌɪɪŋ 'fɒtbəl 'ɛfəri 'frɪdaɪ ɛn 'sɑ:tədaɪ]</p>
8	R8	<p>1. [te flɪl hʌs 'fɑ:əs 'kɒləs]</p> <p>2. [wen flɪtər kɒm, te 'wɔ:tər ɪs frɪz ɪn ɡ'reɪŋdʒ ɒf maɪ hɒs]</p> <p>3. [te lefəs tru:n 'ɔ:rɪndʒ ən 'jɛləʊ ɪn te fəl]</p> <p>4. [te feɪs wəz ʊsəd tu trænspɔ:t 'fegətəb tɔ te 'mɑ:kɪt]</p> <p>5. [aI laʊg 'ɛfɜ:tɪm aI se hIm on 'tefl]</p> <p>6. [their 'fʌmili plʌyəd ðə 'fɪdɪʒ ɡʌme tɔɡetər]</p> <p>7. [aɪ am 'gəʊɪŋ tɔ ɪnfɪte maɪ frɪends tɔ ðə pɑ:ti]</p> <p>8. [hi ʌsked hɪs wɪf tɔ fɔ:ɡɪf hɪm]</p> <p>9. [hi fɪksəd ðə slɛfə 'ʌndər hɪs kəʊt]</p> <p>10. [ðə bɔɪs 'ɛnjɔɪəd 'plʌɪɪŋ 'fɒtbəl 'ɛfəri 'frɪdaɪ ɛn 'sɑ:tədaɪ]</p>
9	R9	<p>1. [ðe feɪl hʌs 'fɔ:ɪləs 'kɒləs]</p> <p>2. [wɪn wɪtər kɒms, ðe wɪtər ɪs frɪz ɪn ɡrɛɡ ɒf maɪ hɒs]</p>

		<ol style="list-style-type: none"> 3. [ðe lɪfs ðer 'ɔrens en 'yellau In ðe fal] 4. [ðe fls was us tuw transport 'fegetabel to ðe 'merk] 5. [eɪ log 'eferɪtaɪm aɪ se hem on 'tɪfl] 6. [ðeɪr 'fʌmɪli plʌyəd ðə 'fɪdɪŋ gæm tʊgeðər] 7. [aɪ em 'gɔɪŋ tɪnfɪt maɪ frɛnds tʊ ðə pɑ:ti] 8. [hi ʌskəd hɪs wɪf tʊ fɜ:ɡɪf hɪm] 9. [hi fɪksəd ðə slɛf 'ʌndər hɪs kəʊt] 10. [ðə bɔɪs 'enʒɔɪəd 'plʌɪɪŋ 'fɒtbəl 'ɛfɛrɪ 'frɪdaɪ en 'sɑ:tərdɛɪ]
10	R10	<ol style="list-style-type: none"> 1. [ðe fel has 'fɜ:lɪs 'kɒlə] 2. [wen 'wɪnt kʌmɪz, ðe 'wɛtər ɪs frɪzɪŋ In 'ɡrɛɡ of maɪ hʌs] 3. [ðe lɪfɪs tu:n 'ɔ:reɪŋ en 'yelo In ðe fal] 4. [ðe 'flɪ was us'ʊd tʊ trʌnsfɔ: 'feɡ'teɪbəl tʊ ðe 'mɑ:kɪt] 5. [aɪ ləʊg 'ɛfrɪ tɑɪm aɪ sɪ hem on 'tɪfl] 6. [ðeɪr 'fʌmɪli plʌyəd ðə 'fɪdɪŋ gæm tʊgeðər] 7. [aɪ am 'gɔɪŋ tɪnfɪt maɪ frɛnds tʊ ðə pɑ:ti] 8. [hi ʌskəd hɪs wɪf tʊ fɜ:ɡɪf hɪm] 9. [hi fɪksəd ðə slɛf 'ʌndər hɪs kəʊt] 10. [ðə bɔɪs 'enʒɔɪəd 'plʌɪɪŋ 'fɒtbəl 'ɛfɛrɪ 'frɪdaɪ en 'sɑ:tərdɛɪ]

C. Paragraf/Reading Passage

The result of the respondent's answer through paragraph recording

No	Respondents'	Paragraph
		<p style="text-align: center;">Vance's Vacation</p> <p>Every summer Vance and his family went on vacation to Beaver Mountain. It only took them a few hours to travel there from their home in Vermont. They spent seven days hiking, playing volleyball, and driving all over the mountain in their van. Vance's family loved to explore different parts of the mountain as well as the small village on the South side.</p> <p>Their family always went to the drive-in and watched a movie at least one night during their vacation. The village also had fun shops and stores with clever souvenirs that Vance bought each year to remember their vacation that summer. This year he bought a miniature volcano from the souvenir shop.</p> <p style="text-align: center;"> Vance's və'keɪʃən </p> <p>'ɛvri 'sʌmə Vance ənd hɪz 'fæmli went ɒn və'keɪʃən tə 'bi:və 'maʊntɪn. ɪt 'əʊnli tɒk ðəm ə fju: 'aʊz tə 'trævl ðeə frəm ðeə hæʊm ɪn və'məʊnt. ðeɪ spent 'sevn deɪ</p>

	<p>z 'haikɪŋ, 'pleɪŋ 'vɒli,bɔ:l, ənd 'draɪvɪŋ ɔ:l 'əʊvə ðə 'ma ontɪn ɪn ðeə væn. Vance's 'fæmɪli lʌvd tə ɪks'plɔ: 'dɪfrə nt pɑ:ts əv ðə 'maʊntɪn əz wɛl əz ðə smɔ:l 'vɪlɪdʒ ɒn ðə s aʊθ saɪd.</p> <p>ðeə 'fæmɪli 'ɔ:lweɪz wɛnt tə ðə 'draɪv'ɪn ənd wɒtʃ t ə 'mu:vi ət li:st wʌn nɑ:t 'dʒʊəriŋ ðeə və'keɪʃən. ðə 'vɪlɪ dʒ 'ɔ:lsəʊ həd fʌn ʃɒps ənd stɔ:z wɪð 'kleɪvə 'su:vənɪəz ðə t Vance bɔ:t i:tʃ jɪə tə rɪ'membə ðeə və'keɪʃən ðæt 'sʌmə. ðɪs jɪə hi bɔ:t ə 'mɪnəʃə vɒl'keɪnəʊ frəm ðə 'su:vənɪə ʃɒ p.</p> <p>Saxophone Loving Fish</p> <p>Philip lived on a farm. He loved to fish on Friday. That Friday after breakfast, Philip was walking through the forest to his favorite fishing hole when he heard a saxophone. Philip put his finger to his mouth fast and said, "Shhhhh, you'll scare the fish away! Fish can hear a leaf fall off of a tree," he said.</p> <p>The little girl playing the saxophone said, "I'm Fay, and the fish like my music."</p> <p>Philip looked into the water and saw five fish swimming. He began to laugh and said, "Will you meet me</p>
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		<p>here every Friday?"</p> <p> 'sæksəfəʊn 'lʌvɪŋ fɪf </p> <p>'fɪlɪp lɪvd ɒn ə fʌ:m. hi lʌvd tə fɪf ɒn 'fraɪdeɪ. ðæt 'fraɪdeɪ 'ɑ:ftə 'brɛkfəst, 'fɪlɪp wəz 'wɔ:kɪŋ θru: ðə 'fɔ:ris t tə ɪz 'feɪvərɪt 'fɪfɪŋ hæʊl wɛn hi hæ:d ə 'sæksəfəʊn. 'fɪlɪp pʊt ɪz 'fɪŋgə tə ɪz məʊθ fɑ:st ənd sɛd, "Shhhhh, ju:l sk eə ðə fɪf ə 'weɪ! fɪf kən hɪər ə li:f fə:l ɒf əv ə tri:," hi sɛd.</p> <p>ðə 'lɪtl gɜ:l 'pleɪŋ ðə 'sæksəfəʊn sɛd, "aɪm feɪ, ənd ðə fɪf lʌk maɪ 'mju:zɪk."</p> <p>'fɪlɪp lɔkt 'ɪntə ðə 'wɔ:tər ənd sɔ: faɪv fɪf 'swɪmɪŋ. hi brɪ'gæn tə lɑ:f ənd sɛd, "wɪl jʊ mi:t mi hɪər 'ɛvri 'fraɪdeɪ?"</p>
1	R1	<p> fʌncəs fʌcətɪʊn </p> <p>Efrɪ sʌmmər fʌncəs ənd hɪs fʌmɪli wən ɒn fʌcətɪʊn tu bəfər məʊntəɪn. It 'oʊnli tuk ðəm e fəʊ hɔ:rs tə trəfel tri frɒm ðeɪr hɒm ɪn fɛrməʊn. ðeɪ spən sefən daɪz hɪkɪŋ, pləɪŋ fɔ:leɪbəl, ənd drɪfɪŋ all əʊfər ðə məʊntəɪn ɪn ðeɪr fʌn. fʌncəs fʌmɪli lɔfəd tu ɛkspləʊər dɪfərənt pɑ:ts ɒf ðə məʊntəɪn əs wɛl əs ðə sɛməl fɪlləʒ</p>

		<p>on ðə soʊt saɪd.</p> <p>ðər fəmiːli əlweɪs wən tə ðəraɪf ɪn ən wɑːtʃəd ə moʊfi ət lɛst wən naɪt dʊrɪŋ ðeɪr fəkaɪʃən. ðə fɪlɡə əlsə hət fʊn sʃɒp ən sətəres wɪt klæfər sʊfənɪr ðət fɑːnçə bɔʊht eəç jɛr tə rɪmɛmbər ðeɪr fəkaɪʃən ðət sʊmər. ðɪsɪjər he bɔʊht ə mɪniətʃər fɔːkənç frəm ðə sʊfənɪr sɔʊp.</p> <p> 'seksəpən 'ləfɪŋ fɪs </p> <p>'pɪlɪp left ɒn ə frəm. he læf tə fɪs ɒn 'fræde. ðə 'frɪ deɪ 'ɑːftər 'brɛksfɛst, 'pɪlɪp əs 'wɔːkɪŋ θrɔːg ðə 'fɔːrs tə hɪs 'fɑːrɪt 'fɪŋɪŋ hɛlə wɪn hɛ hɜːd ə 'sɛkʰəpən. 'pɪlɪp pʊt hɪs 'fɪŋɡər tə hɪs məʊt fɑːst ən saɪd, "Shhhhh, jʊːl skærə ðə fɪs əweɪ! fɪs kæn hɛər ə læf faːl ɔːf ə trɪ," he saɪd.</p> <p>ðə 'lɪtlɪ ɡɜːl 'plɛɪɪŋ ðə 'sɛksəpən saɪd, "am faɪ, ən ðə fɪs laɪk maɪ 'mʊːsɪk."</p> <p>'pɪlɪp lɔːk ɪntə ðə 'wɑːtər ən saʊ fɪf fɪs 'swɪmɪŋ. hɪ beːɡən tə læʊg ən saɪd, "wɪl jʊ met mɪ hɛər 'ɛfəri 'frɪde?"</p>
2	R2	<p> fən's fɔːkɪʃən </p> <p>'ɛfəri 'sʌmər fɑːns ən hɪs 'fəməli fɛnt ən fɔːsetɪən tə 'beːfər 'mɔːntəɪn. ɪt 'ɔːnli tɔk hɪm aɪ fɛʊs 'tə 'traʊl ð</p>

	<p>ers from hɒm in fɔrmənt. ðei spɛn 'sɛfən deɪs 'hɪkɪŋ, 'pl ʌɪɪŋ 'fɔli bʌl, ənd 'drɪfɪŋ əl 'ɔfər ðə 'mɒntɪn ɪn ðeɪr fʌn.</p> <p>Fance's 'fʌmɪli lɒf</p> <p>tʊ eks'plɔr 'dɪfrən pɑrts ɔf ðə 'mɒntɪn əs wɛl əs ðə smʌl 'fɪlɔʒ sʌɪd.</p> <p>ðeɪr 'fʌmɪli 'alwʌɪs wɛn tʊ ðə 'drɪf'ɪn ənd wɒtɔ d 'mɒfi ət li:st wʌn naɪt 'dɔrɪŋ ðeɪr fə'kæʃən. ðə 'fɪlɔʒ 'a lso hʌd fʊn ʃɔps ənd strez wɪð 'klefər 'sɔfənɪrs ðæt Fanc e bɒʊt ɛəf jɔrtə rɪ'membər ðeɪr fə'keʃən ðæt 'sɒmmər. ðɪs jɔr hi bɒʊt ə 'mɪniətʊə fɔl'kʌnɔ frəm ðə 'sɔfənɪr ʃɔp.</p> <p> 'sʌksɔʃən 'lɔfɪŋ fɪs </p> <p>'fɪlɪp lɪfəd ən əə fɑrm. hi lɔfed tʊ fɪs ɒn 'frɪdaɪ. ð ət 'frɪdaɪ 'ʌftər 'brɪkfəst, 'fɪlɪp wʌs 'wɛlkɪŋ trʊg ðə 'fɔrɪ st tʊ hɪz 'fʌfərɪt 'fɪsɪŋ hɔl wɪn hi hɛd ət 'sʌksɔʃən. 'fɪlɪp p ɒt hɪz 'fɪŋgər tʊ hɪz mɒʊt fʌst ənd sʌɪd, "Shhhhh, yu:l s kare ðə fɪs ə'wʌɪ! fɪ kən hɛər ə lɛəf fʌl ɔfɔf ə tre:," hi sai d.</p> <p>ðə 'lɪtlə gi:l 'plʌɪŋ ðə 'sʌksɔʃən sʌɪd, "aɪm fʌɪ, ənd ðə fɪs lʌk mʌr 'mu:sɪk."</p> <p>'fɪlɪp lɔk 'ɪntə ðə 'wɑ:tər ənd sʌw faɪf fɪ 'swɪmmɪ ŋ. hi brɪ'gæn tʊ lʌʊg ənd sʌɪd,</p>
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		"wɪl yʊ mi:t mi heərə 'ɛfri 'frɪdaɪ?
3	R3	<p style="text-align: center;"> Fɛns fl'caʃɪən </p> <p>'fɛri 'smɔl Fɛns ənd hɪs 'fɛmɪli wɛnt ɔf fə'caʃɪən t ɔ 'bɛfə: 'mɔʊntɛɪn. ɪn 'ɛɔli tɔk ðəm aɪ fi: 'hɔʊs tʊ 'trɛfɛ l ðɛr frɒm ðɛɪr hɒm ɪn fə:mɔʊnt. ðɛɪ spɛn 'sɛfn deɪs 'hɪk ɪŋ, 'plɛɪŋ 'fɔli bɔl, ənd 'drɪfɪŋ ɔl 'ɔfər ðə 'mɔʊntɪn ɪn ðɛɪr fən. Fɛns 'fɛmɪli lɒf tʊ ɛks'plɔr 'dɪfərənt pɑ:ts ɛf ðə 'mɔʊntɛɪn əs wɛl əs ðə smɔl 'fɪlɒgɛ ən ðə sɔʊt saɪd.</p> <p>ðɛɪr 'fɪmɪli 'ɑ:lweɪs wɛn tʊ ðə 'draɪf'ɪn ən wɑt'ced ə mʊʃi ət læst wɛn nɑɪt dɔrɪŋ ðɛɪr fəcaʃɪən. ðə fɪlɒgɛ əlsɔ hət fɒn sʃɔp ən sətʃəres wɪt klæfər sɔfənɪr ðət flæŋcə bɔʊht eəç jɛr tʊ rɪmɛmbər ðɛɪr fəcaʃɪən ðət sʊmmər. ðɪs jɛr he bɔʊht ə mɪnɪətʃr fɔlcənɔ frɒm ðə sɔfənɪr sɔʊp.</p> <p style="text-align: center;"> 'sɔkɔn 'lɛfɪŋ fɪs </p> <p>'fɪlɪp lɪfɛd ən ə fɑ:rm. hɔ lɪf'd tʊ fɪs ən 'frɛdɛɪ. ðæ t 'frɛdɛɪ 'ɑftər 'brɛkfəts, 'pɪlɪp wə 'wɔlkɪŋ trɔʊg ðə 'fɔr tʊ hɪs 'ɔfərɪt 'fɪʃɪŋ hɔl wɪn ðə h:d ə 'sɔkɔn. 'fɪlɪp pɔt h ɪs 'fɪŋg tʊ hɪs mɔʊt fɑst ənd saɪd, "Shhhhh, yu:lɛ skɑr ðə f ɪs ə 'waɪ! fɪs kʌn heər ə lɪf fɔl ɔf ə trɪ:", hɪ saɪd.</p>

		<p>ðə 'hɪtlz gi:l 'plɑ:nŋ ðə 'sʌkrən seɪd, "am feɪ, ənd ðə fɪs laɪk maɪ 'mʊzɪk."</p> <p>'fɪlɪp lɔ:k 'ɪntə ðə 'wa:tər ənd saʊ faɪv fɪ 'swɪm.</p> <p>hi beɡən tʊ læf ənd sɪd, "wɪl ju mit mi hæə 'efri 'frædeɪ?"</p>
4	R4	<p> Fɛnc və'keɪʃən </p> <p>'efəri 'sʌmmər Fɛnc ənd hɪz 'fæmɪli wɛnt ɒn fət'fɪ ən tʊ 'befər 'məʊnteɪn. ɪt 'ɒnli tʊk ðəm ə fe 'hɔ:z tʊ 't ræfel ðer frəm ðeɪr hɒm ɪn fɑr'mənt. ðeɪ spɛn 'sefn deɪs 'hɪkɪŋ, 'pleɪɪŋ 'fləɪ ba:l, ənd 'drɪvɪŋ a:l 'ɔfər ðə 'məʊn tɪn ɪn ðeɪr fʌn. Fɛnc 'fæmɪli lʊf tʊ ɛks'plɔr 'dɪfərən pɑ:ts ɔf ðə 'məʊnteɪn əs wɛl əs ðə smʌ:l 'fɪlɒɡ ən ðə sɔ:t sɪd.</p> <p>ðər fæmɪli əlweɪs wɛn tʊ ðəraɪf ɪn ən wɑt'ced ə mʊʊfɪ ət lɛst wɛn naɪt dʊrɪŋ ðeɪr fækəʃən. ðə fɪlɒɡ əlsə hət fɒn sʃɔp ən sətəres wɪt klæfər sɔfənɪr ðət Fɛnc hɔ:ht eəç jər tʊ rɪmɛmbər ðeɪr fækʌʃən ðət sɒmmər. ðɪs jər he hɔ:ht ə mɪnɪətʃər fɔlɔ:ŋ frəm ðə sɔfənɪr sɔ:p.</p> <p> 'sʌksəpən 'lɛfɪŋ fɪs </p> <p>'Pɪlɪp lɪfəd ən ə fɑ:m. hi lɔ:fəd tʊ fɪs ɒn 'frɪdaɪ. ðət 'frɪdaɪ 'ʌftər 'brɪkfæst, 'Pɪlɪp wəz 'wɛlkɪŋ trʊɡ ðə 'fɔ:ɪst tʊ hɪz 'fʌʊərɪt 'fɪsɪŋ hɔ:l wɛn hi hɛd ə 'sʌksəpən. 'Pɪlɪp pʊt hɪs 'fɪŋɡər tʊ hɪs məʊt fʌst ənd saɪd, "Shhhhh, ju:l s</p>

		<p>kare ðə fɪs ə 'waɪ! fɪ kən heər ə læf fɪl əfəf ə tre:," hi said.</p> <p>ðə 'lɪtlə gi:l 'plɑːnɪŋ ðə 'sɪksəpən saɪd,"aɪm fɪl, ən d ðə fɪs laɪk maɪ 'mu:zɪk."</p> <p>'Pɪlɪp lək 'ɪntə ðə 'wa:tər ænd saw faɪf fɪ 'swɪmɪŋ. hi brɪ 'gæn tʊ laʊg ænd saɪd,</p> <p>"wɪl jʊ mi:t mi heərə 'efri 'frɪdaɪ?"</p>
5	R5	<p> Fances fɛcation </p> <p>'efri 'sʊmmər Fances ænd his 'fæmɪli went ɔn wæ' cæʃən tʊ 'beɪfə: 'məʊnteɪn. ɪt 'ɔnli tək ðəm æ fəʊ 'hɔs tʊ 'traʊf ðe: frɒm ðeɪr hɒm ɪn fərɔmt. ðeɪ spen 'sefn daɪs 'hɪ kɪŋ, 'plɑːnɪŋ 'fɒli,bɔ:l, ænd 'drɪfɪŋ ɔ:l 'ɔfər ðə 'məʊnteɪn ɪ n ðeə fan. Fances'fæmɪli lɒfəd tʊ ɛks'plɔr 'dɪf:rən pɑ:ts ɔ f ðə 'məʊnteɪn æs wɛl əs ðə smɑ:l 'fɪlɪg ɔn ðə saʊð saɪd.</p> <p>ðeɪr 'fɪmɪli 'ɑ:lweɪs wen tʊ ðə 'draɪf'ɪn ən wæ'tʃəd æ moʊfi æt læst wæn naɪt dɔrɪŋ ðeɪr fæcæʃən. ðə fɪlægə ælsə hæf fʊn sʃɔp ən sətʊres wɪt klæfər sʊfənɪr ðæt Fances bɔʊht eæç jɛər tʊ rɪmɛmbər ðeɪr fæcæʃən ðæt sʊmmər. ðɪs jɛər he bɔʊht æ mɪnɪætʊr fɔlçænɔ frɒm ðə sʊfənɪr sɔʊp.</p>

		<p style="text-align: center;"> 'səkəhən 'ləfɪs fɪs </p> <p>'fɪlɪpɪn lɪfd ən a frɛm. hi lɒf tə fɪs ɒn 'frɛɪd. ðæ 'fɛɪ n 'ɑ:ftər 'brækfʌst, 'fɪlɪpɪn fæs 'wɔ:kɪŋ drʊ: ðə 'fɔ:ɪst tə h ɪs 'flɔ:ɪt 'fɪʃɪŋ həl wɛn hɛ hæ:d ə 'səkəhən. 'fɪlɪpɪ pʊt hɪs 'fɪŋgər tə hɪs t fʌ:st ænd sɑɪd, "Shhhhh, yu:l skeər ðə fɪʃ ə ' weɪ! fɪʃ kən hæər ə li:f fɔ:l ɔf ɔf ə trɪ:," hɪ sɑd.</p> <p>ðə 'lɪtlə gi:l 'plʌɪŋ ðə 'səkəhən sɑɪd, "aɪm fʌɪ, ænd ðə fɪslæk mɑ: 'mu:zɪk."</p> <p>'fɪlɪps lɒk 'ɪntə ðə 'wɑ:tər ænd sɑw faɪf fɪ 'swɪmmɪ ŋ. hɪ bɪ'gæɪn tə lɔ:ŋg ænd sɑɪd, "wɪl yʊ mi:t mi hæər 'ɛfrɪ 'frɪdaɪ?"</p>
6	R6	<p style="text-align: center;"> 'fɛns fɛtɪən </p> <p>'ɛfrɪ sɒmmər fɛns ænd hɪs fʌmɪli wən ɒn fɛtɪən tʊ bə:fər məʊntɪn. It 'ɒnli tɒk ðɪm aɪ fəʊ hɔ:rs tə tə'refəl trɪ frɒm təɪr hɒm ɪn fɛrmən. ðeɪ spən sɛvən daɪs hɪkɪŋ, pləɪŋg fɔ:lɪbəl, ænd drɪfɪŋg əlɑ:ʊfər ðə məʊntɪn ɪn ðeɪr fʌn. fɛns fʌmɪli lɒfəd tʊ ɛkspləʊr dɪfərən pɑ:rts ɒf ðə məʊntɪn əs wɛl əs ðə sɛməl fɪlɪdʒ ɒn ðə səʊt sɪd.</p> <p>ðə'r fʌmɪli əlweɪs wən tə ðəraɪf ɪn ən wɑ:t'ɛd ə mʊʊfɪ ət læst wən nɑ:t dɔ:ɪŋg ðeɪr fɛtɪən. ðə fɪlɪdʒ əlsə</p>

		<p>hat fon sƿop ən sətɔres wit clæfər sɔfəniɾ ðat Fens bɔɔht eac yər to riməmbər ðeir fʌɔtʌʃn ðat sɔmmər. ðisyər he bɔɔht a miniatur fɔlcənɔ frɔm ðə sɔfəniɾ sɔɔp.</p> <p style="text-align: center;"> 'sʌksɔpən 'lɔfiŋ fis </p> <p>'filp lifəd ən ə frʌm. hɔ lif'd tɔ fis ən 'frɛdeɪ. ðæ t 'frɛdeɪ 'aftər 'brɛkfəts, 'pɪlp wə 'walkɪŋ trɔʊg ðə 'fɔr tɔ his 'fɔfəri't 'fiŋ həl win ðə h:d ə 'sʌksɔpən. 'filp pɔt his 'fiŋg tɔ his mɔɔt fʌst ənd sid,"Shhhhh, yu:le skʌr ðə fis ə'waɪ! fis kʌn hɛr ə lif fɔl əfɔf ə tri:," hi sid.</p> <p>ðə 'ɪtlz gi:l 'plʌŋ ðə 'sʌksɔpən seɪd,"am feɪ, ənd ðə fis lʌrk mʌɪ 'mʊsɪk."</p> <p>'filp lɔk 'ɪntə ðə 'wɑ:tər ənd sʌɔ faɪv fi 'swɪmmɪŋ . hi bɛgən tɔ lɔf ənd sid, "wɪl yʊ mit mi hɔə 'ɛfri 'frɛdeɪ?"</p>
7	R7	<p style="text-align: center;"> Fancəs fʌcation </p> <p>'ɛfri 'sɔmmər Fancəs ənd his 'fʌmɪli wɛnt ən fʌc atɪən tɔ 'bɛfər 'mɔntʌm. ɪt 'ɔnli tɔk ðəm a fəʊ 'hɔs tɔ 't rʌfle ðe: frɔm ðeir hɔm ɪn fɛrment. ðeɪ spɛn 'sɛfən daɪs 'hɪkɪŋ, 'plʌŋ 'fɔli,bɔ:l, ənd 'drɪfiŋ ɔ:l 'ɔfər ðə 'mɔntʌr n ɪn ðeə fan. Fancəs 'fʌmɪli lɔfəd tɔ ɛks'plɔr 'dɪf:rən pɑrts ɔf ðə 'mɔntʌm əs wɛl əs ðə smɑ:l 'fɪlɔʒə ən ðə sʊð sɪ</p>

		<p>de.</p> <p>ðeir 'fimli 'a:lwaɪs wɛn tʊ ðə 'draɪf 'ɪn ən wɑt'ced a moʊfi at læst wɑn nɑɪt dɔrɪŋ ðeir fæʃən. ðə filagə alsə hɑt fʊn sʃɔp ən sətʊres wɪt klɛfər sʊfənɪr ðæt Fæncəs bʊht eac jər tʊ rɪmɛmbər ðeir fæʃən ðæt sʊmər. ðɪsjər he bʊht a mɪniatur fɔlcənɔ frɔm ðə sʊfənɪr sɔp.</p> <p style="text-align: center;"> 'saksphɔn 'lɔfɪn fɪs </p> <p>'Pɪlɪp lɪfəd ɔn a fɑrm. hi lɔf tʊ fɪs ɔn 'frɛɪd. ðæ 'fɛɪn 'ɑ:ftər 'brækfɑst, 'Pɪlɪp fæs 'wɔ:kɪŋ dru: ðə 'fɔrɪst tʊ hɪs 'fæfərɪt 'fɪʃɪŋ hɔl wɛn hɛ hɑ:d ə 'saksphɔn. 'Pɪlɪp pʊt hɪs 'fɪŋər tʊ hɪs fɑ:st ənd saɪd, "Shhhhh, yu:l skɛr ðə fɪs ə 'weɪ! fɪs kən hɛər ə lɪ:f fɔ:l ɔf ɔf a trɪ:," hi saɪd.</p> <p>ðə 'lɪtlə 'gɪ:l 'plɑnɪŋ ðə 'saksphɔn saɪd, "aɪm fɑɪ, ənd ðə fɪs lɑ:k mɑɪ 'mu:sɪk."</p> <p>'Pɪlɪp lɔk 'ɪntʊ ðə 'wɑ:tər ənd sɑw faɪf frɪ 'swɪmmɪŋ. hi brɪ'gɑn tʊ lɑug ənd saɪd, "wɪl yʊ mɪ:t mɪ hɛrə 'ɛfrɪ 'frɪdaɪ?"</p>
8	R8	<p style="text-align: center;"> 'Fɛns fæʃən </p> <p>'ɛfəri sʊmər Fɛns ənd hɪs fæmɪli wɛn ɔn fæʃən tʊ bɛfər mɑʊʃən. ɪt 'ɔnli tɔk θɛm ə fəʊ hɑʊrs tʊ trɑfəl</p>

ter from tair home in fermøn. ðei spæn sefen dais hiking, pløing fällibal, ænd drifting alaøfer ðæ maøntain in ðeir fæn. 'Fens famili lufed tu ekspløre difæren parts of ðæ maøntain as wel as ðæ smæl fillage on ðæ sout sid.

ðær famili always wæn to ðæraif in æn wat'ced a moufi at læst wan nart doring ðeir fæctiøn. ðæ filagæ also hat føn sfjöp æn sætores wit clæfær sutfænir ðat Fens bæøht eac yær to rimæmbær ðeir fæctiøn ðat sommær. ðisyær he bæøht a miniatur fælcanø frøm ðæ sæufænir sæup.

| 'saksæpøn 'læfij fis |

'Pihlip lufed æn æ fram. hæ lif'd to fis æn 'fræder. ðæt 'fræder 'aftær 'brækfæts, 'Pihlip wa 'walkij træg ðæ 'fær to his 'fæfærit 'fijij hæ l win ðæ hæ d æ 'saksæpøn. 'Pihlip pøt his 'fijer to his mæut fast ænd sid,"Shhhhh, yu:l e skær ðæ fis a 'wær! fis kæn hæ æ lif fæl æf æ tri:," hi sid.

ðæ 'lrlæ gi:l 'plæij ðæ 'saksæpøn sæid,"am fei, ænd ðæ fis læik mæi 'musik."

'Pihlip læk 'intø ðæ 'wa:tær ænd sæo færv fi 'swimmiij. hi bægan to læf ænd sid,
"wyl yø mit mi hææ 'æfri 'fræder?"

'efri 'sommær Fens ænd his 'fæmili went ɔn fefæn to 'befær 'mɔʊntaɪn. ɪt 'ɔnli tək ðəm a fəʊ 'hɔs tɔ 'trafle ðe: frəm ðeir hɔm ɪn fɜrmənt. ðei spen 'sefæn daɪs 'hɪkɪŋ , 'plauŋ 'fɒli,bɔ:l, ænd 'drɪfɪŋ ɔ:l 'ɔfær ðə 'mɔʊntaɪn ɪn ð er fan. Fens 'fæmili lɔfed tɔ eks'plɔr 'dɪf:rən pɑrts ɔf ðə 'mɔʊntaɪn as wɛl əs ðə sma:l 'fɪlʌgə ɔn ðə sʊd saɪde.

ðeir 'fæmili 'a:lwaɪs wen tɔ ðə 'dri:f'ɪn ən wat'ced a moʊfi at lɪst wæn naɪt dɔrɪŋ ðeir fefæn. ðəfɪlʌgə əlsɔ hæf fʊn sʃɔp ən sətɔres wɪt klɛfær sʊfənɪr ðæt Fancəs bɔʊht eac yɜr tɔ rɪmɛmbər ðeir fefæn ðæt sommær. ðɪsyər he bɔʊht a mɪnɪatʊr fɔlcənɔ frəm ðə sʊfənɪr sɔʊp.

| 'sɛkspən 'lɛfɪŋ fɪs |

'Plɪps lɪfəd ɔn a fɑrm. hɪ lɔf tɔ fɪs ɔn 'frɛɪd. ðæ 'f ein 'ɑ:ftər 'brakfʌst, 'Plɪps fæs 'wɔ:kɪŋ dru: ðə 'fɔrɪst tɔ hɪs 'fɛfərɪt 'fɪfɪŋ həl wɛn hɛ hæ:d ə 'sɛkspən. 'Plɪps pɔt hɪs 'fɪŋər tɔ hɪs fɑ:st ænd saɪd,"Shhhhh, yu:l skɛr ðə fɪs a'weɪ! fɪs kæn hæer ə lɪ:f fɔ:l ɔf ɔf a trɪ:," hɪ saɪd.

ðə 'lɪtlə gi:l 'plauŋ ðə 'sɛkspən saɪd,"aɪm fʌɪ, ænd ðə fɪs lɑ:k maɪ 'mu:sɪk."

		<p>'Plɪps lɒk 'ɪntə ðə 'wa:tər ənd sɔw faɪf fi 'swɪmmɪŋ. hi bi'gʌn tʊ lɔ:ɡ ənd saɪd, "wɪl ju mi:t mi heərə 'efri 'frɪdaɪ?"</p>
10	R10	<p style="text-align: center;"> Fens fə'cætɪən </p> <p>'fəri 'smɔl Fens ənd hɪs 'fæmɪli went ɔf fə'cætɪən tʊ 'bɛfə: 'mɔʊntɛɪn. ɪn 'ɛʊli tʊk ðəm aɪ fi: 'hɔ:s tʊ 'trɛfɛ l ðer frəm ðeɪr hɒm ɪn fə:mɔʊnt. ðeɪ spɛn 'sefn deɪs 'hɪk ɪŋ, 'plæɪŋ 'fɔ:l bɔ:l, ənd 'drɪfɪŋ ɔl 'ɔfər ðə 'mɔʊntɛɪn ɪn ðeɪr fən. Fens 'fæmɪli lɒf tʊ ɛks'plɔr 'dɪfərənt pɑ:ts ɛf ðə 'mɔʊntɛɪn əs wɛl əs ðə smɔl 'fɪlɔ:ɡ ən ðə sɔ:t saɪd.</p> <p>ðeɪr 'fɪmɪli 'ɑ:lweɪs wen tʊ ðə 'draɪf ɪn ən wɑ:tʃəd a moʊfi ət hɛst wɔn naɪt dʊrɪŋ ðeɪr fəcætɪən. ðə fɪlɔ:ɡ əlsɔ hɑt fʊn sʃɔp ən sətəres wɪt klæfər sɔfənɪr ðæt fæncə bɔʊht eɪç jɛr tʊ rɪmɛmbər ðeɪr fæcætɪən ðæt sʊmmər. ðɪs jɛr he bɔʊht a mɪnɪətʃr fɔ:leɪnɔ frəm ðə sɔfənɪr sɔ:p.</p> <p style="text-align: center;"> 'sʌkrən 'lɛfɪŋ fɪs </p> <p>'fɪlɪp lɪfəd ən ə fɑ:m. hɔ lɪf'd tʊ fɪs ən 'frɛdeɪ. ðæt 'frɛdeɪ 'ɑftər 'brɛkfəts, 'pɪlɪp wɑ 'wɔlkɪŋ trɔ:ɡ ðə 'fɔr tʊ hɪs 'fɔfərɪt 'fɪʃɪŋ hɔl wɪn ðə h:ɪd ə 'sʌkrən. 'fɪlɪp pʊt hɪs 'fɪŋ tʊ hɪs mɔʊt fɑst ənd saɪd, "Shhhhh, ju:lɛ skɑr ðə fɪs ə 'waɪ! fɪs kʌn heər ə lɪf fɔl ɔf ə trɪ:", hɪ saɪd.</p>

		<p>ðə 'lɪtlz gi:l 'plɑ:nŋ ðə 'sʌkrən seɪd, "am feɪ, ənd ðə fɪs lɑ:k məɪ 'mʊzɪk."</p> <p>'Plɪps lʊk 'ɪntə ðə 'wɑ:tər ənd sɔw faɪf frɪ 'swɪmɪ ŋ. hi brɪ'gʌn tʊ lɑ:ŋ ənd saɪd, "wɪl jʊ mi:t mi heərə 'efri 'frɪdaɪ?"</p>
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A. Word List Recording

R E S P O N D E N T	Labiodental Fricative Voiced (/v/)		Labiodental Fricative Voiceless (/f/)		Total Duration
	Minute	Error Detection	Minute	Error Detection	
	R1	0.02	Substituted by /f/	0.56	Substituted by /g/
	0.04	Substituted by /f/	0.57		
	0.06	Substituted by /f/			
	0.07	Substituted by /f/			
	0.09	Substituted by /f/			
	0.12	Substituted by /f/			
	0.13	Substituted by /f/			
	0.14	Substituted by /f/			00.05.08
	0.16	Substituted by /f/			
	0.18	Substituted by /f/			
	0.20	Substituted by /f/			

	0.22	Substituted by /f/			
	0.23	Substituted by /f/			
	0.25	Substituted by /f/			
	0.27	Substituted by /f/			
R2	0.01	Substituted by /f/	0.29	Substituted by /g/	00.03.40
	0.02	Substituted by /f/			
	0.03	Substituted by /f/			
	0.03	Substituted by /f/			
	0.04	Substituted by /f/			
	0.07	Substituted by /f/			
	0.08	Substituted by /f/			
	0.08	Substituted by /f/			
	0.09	Substituted by /f/			
	0.10	Substituted by /f/			
	0.12	Substituted by /f/			
	0.12	Substituted by /f/			
	0.13	Substituted by /f/			
	0.13	Substituted by /f/			
0.14	Substituted by /f/				
R3	0.02	Substituted by /f/	0.31	Substituted by /g/	
	0.03	Substituted by /f/	0.32	Substituted by /g/	
	0.03	Substituted by /f/			

	0.04	Substituted by /f/			
	0.04	Substituted by /f/			
	0.07	Substituted by /f/			00.03.10
	0.07	Substituted by /f/			
	0.08	Substituted by /f/			
	0.09	Substituted by /f/			
	0.10	Substituted by /f/			
	0.12	Substituted by /f/			
	0.13	Substituted by /f/			
	0.14	Substituted by /f/			
	0.14	Substituted by /f/			
	0.15	Substituted by /f/			
R4	0.01	Substituted by /f/	0.46	Substituted by /g/	00.05.07
	0.03	Substituted by /f/	0.48	Substituted by /g/	
	0.04	Substituted by /f/			
	0.05	Substituted by /f/			
	0.06	Substituted by /f/			
	0.08	Substituted by /f/			
	0.09	Substituted by /f/			
	0.11	Substituted by /f/			
	0.12	Substituted by /f/			
	0.13	Substituted by /f/			

	0.16	Substituted by /f/			
	0.17	Substituted by /f/			
	0.19	Substituted by /f/			
	0.20	Substituted by /f/			
	0.22	Substituted by /f/			
R5	0.01	Substituted by /f/	0.38	Substituted by /g/	00.03.35
	0.04	Substituted by /f/	0.39	Substituted by /g/	
	0.04	Substituted by /f/			
	0.05	Substituted by /f/			
	0.06	Substituted by /f/			
	0.07	Substituted by /f/			
	0.08	Substituted by /f/			
	0.08	Substituted by /f/			
	0.10	Substituted by /f/			
	0.13	Substituted by /f/			
	0.15	Substituted by /f/			
	0.16	Substituted by /f/			
	0.16	Substituted by /f/			
	0.17	Substituted by /f/			
0.18	Substituted by /f/				
R6	0.02	Substituted by /f/	0.56	Substituted by /g/	00.05.05
	0.03	Substituted by /f/	0.58		

	0.04	Substituted by /f/			
	0.05	Substituted by /f/			
	0.06	Substituted by /f/			00.05.05
	0.09	Substituted by /f/			
	0.10	Substituted by /f/			
	0.12	Substituted by /f/			
	0.13	Substituted by /f/			
	0.16	Substituted by /f/			
	0.18	Substituted by /f/			
	0.19	Substituted by /f/			
	0.21	Substituted by /f/			
	0.23	Substituted by /f/			
	0.25	Substituted by /f/			
R7	0.01	Substituted by /f/	0.30	Substituted by /g/	00.03.09
	0.02	Substituted by /f/			
	0.03	Substituted by /f/			
	0.04	Substituted by /f/			
	0.05	Substituted by /f/			
	0.07	Substituted by /f/			
	0.09	Substituted by /f/			
	0.10	Substituted by /f/			
	0.11	Substituted by /f/			

	0.12	Substituted by /f/			
	0.13	Substituted by /f/			
	0.14	Substituted by /f/			
	0.14	Substituted by /f/			
	0.15	Substituted by /f/			
	0.16	Substituted by /f/			
R8	0.02	Substituted by /f/	0.54	Substituted by /g/	
	0.03	Substituted by /f/	0.55		
	0.04	Substituted by /f/			
	0.06	Substituted by /f/			
	0.07	Substituted by /f/			
	0.10	Substituted by /f/			
	0.12	Substituted by /f/			
	0.13	Substituted by /f/			
	0.15	Substituted by /f/			
	0.17	Substituted by /f/			00.04.58
	0.20	Substituted by /f/			
	0.22	Substituted by /f/			
	0.24	Substituted by /f/			
0.26	Substituted by /f/				
0.27	Substituted by /f/				
R9	0.02	Substituted by /f/	1.01	Substituted by /g/	

	0.04	Substituted by /f/	1.02	Substituted by /g/	
	0.05	Substituted by /f/			
	0.06	Substituted by /f/			00.04.58
	0.08	Substituted by /f/			
	0.10	Substituted by /f/			
	0.12	Substituted by /f/			
	0.17	Substituted by /f/			
	0.20	Substituted by /f/			
	0.22	Substituted by /f/			
	0.25	Substituted by /f/			
	0.27	Substituted by /f/			
	0.28	Substituted by /f/			
	0.30	Substituted by /f/			
	0.33	Substituted by /f/			
R10	0.01	Substituted by /f/	0.22	Substituted by /g/	00.02.48
	0.02	Substituted by /f/	0.23	Substituted by /g/	
	0.02	Substituted by /f/			
	0.02	Substituted by /f/			
	0.03	Substituted by /f/			
	0.05	Substituted by /f/			
	0.06	Substituted by /f/			
	0.06	Substituted by /f/			

	0.07	Substituted by /f/			
	0.08	Substituted by /f/			
	0.09	Substituted by /f/			
	0.09	Substituted by /f/			
	0.10	Substituted by /f/			
	0.11	Substituted by /f/			
	0.12	Substituted by /f/			

B. Sentence Recording

R E S P O N D E N T	Labiodental Fricative Voiced (/v/)		Labiodental Fricative Voiceless (/f/)		Total Duration
	Minute	Error Detection	Minute	Error Detection	
	R1	1.00	Substituted by /f/	1.33	Substituted by /g/
	1.03	Substituted by /f/			
	1.17	Substituted by /f/			
	1.24	Substituted by /f/			
	1.29	Substituted by /f/			
	1.38	Substituted by /f/			
	1.47	Substituted by /f/			
	1.54	Substituted by /f/			
	2.05	Substituted by /f/			
	2.12	Substituted by /f/			
	2.23	Substituted by /f/			

	2.33	Substituted by /f/			
R2	0.31	Substituted by /f/	0.49	Substituted by another letter	00.03.40
	0.32	Substituted by /f/			
	0.40	Substituted by /f/			
	0.44	Substituted by /f/			
	0.47	Substituted by /f/			
	0.49	Substituted by /f/			
	0.56	Substituted by /f/			
	1.00	Substituted by /f/			
	1.04	Substituted by /f/			
	1.06	Substituted by /f/			
	1.12	Substituted by /f/			
R3	0.36	Substituted by /f/	0.53	Substituted by /g/	00.03.10
	0.37	Substituted by /f/			
	0.43	Substituted by /f/			
	0.48	Substituted by /f/			
	0.50	Substituted by /f/			
	0.54	Substituted by /f/			
	0.55	Substituted by /f/			
	0.58	Substituted by /f/			
	1.01	Substituted by /f/			
	1.05	Substituted by /f/			

	1.08	Substituted by /f/			
	1.13	Substituted by /f/			
R4	0.50	Substituted by /f/	1.22	Substituted by /g/	00.05.07
	0.51	Substituted by /f/			
	1.01	Substituted by /f/			
	1.08	Substituted by /f/			
	1.16	Substituted by /f/			
	1.23	Substituted by /f/			
	1.26	Substituted by /f/			
	1.31	Substituted by /f/			
	1.39	Substituted by /f/			
	1.48	Substituted by /f/			
	1.53	Substituted by /f/			
R5	0.42	Substituted by /f/	1.04	Substituted by /g/	00.03.35
	0.43	Substituted by /f/			
	0.55	Substituted by /f/			
	0.59	Substituted by /f/			
	1.01	Substituted by /f/			
	1.03	Substituted by /f/			
	1.06	Substituted by /f/			
	1.09	Substituted by /f/			
	1.12	Substituted by /f/			

	1.19	Substituted by /f/			
R6	1.00	Substituted by /f/	1.27	Substituted by /g/	00.05.05
	1.02	Substituted by /f/			
	1.12	Substituted by /f/			
	1.18	Substituted by /f/			
	1.23	Substituted by /f/			
	1.28	Substituted by /f/			
	1.31	Substituted by /f/			
	1.36	Substituted by /f/			
	1.41	Substituted by /f/			
	1.48	Substituted by /f/			
	1.52	Substituted by /f/			
	2.02	Substituted by /f/			
R7	0.33	Substituted by /f/	0.49	Substituted by /g/	00.03.09
	0.34	Substituted by /f/			
	0.41	Substituted by /f/			
	0.45	Substituted by /f/			
	0.47	Substituted by /f/			
	0.50	Substituted by /f/			
	0.52	Substituted by /f/			
	0.54	Substituted by /f/			
	0.57	Substituted by /f/			

	1.02	Substituted by /f/			
	1.05	Substituted by /f/			
	1.10	Substituted by /f/			
R8	0.58	Substituted by /f/	1.28	Substituted by /g/	00.04.58
	1.02	Substituted by /f/			
	1.14	Substituted by /f/			
	1.20	Substituted by /f/			
	1.25	Substituted by /f/			
	1.30	Substituted by /f/			
	1.33	Substituted by /f/			
	1.36	Substituted by /f/			
	1.42	Substituted by /f/			
	1.50	Substituted by /f/			
	1.53	Substituted by /f/			
	2.01	Substituted by /f/			
R9	1.06	Substituted by /f/	1.36	Substituted by /g/	00.04.58
	1.07	Substituted by /f/			
	1.19	Substituted by /f/			
	1.29	Substituted by /f/			
	1.33	Substituted by /f/			
	1.38	Substituted by /f/			
	1.40	Substituted by /f/			

	1.45	Substituted by /f/			
	1.52	Substituted by /f/			
	2.01	Substituted by /f/			
	2.06	Substituted by /f/			
	2.14	Substituted by /f/			
R10	0.29	Substituted by /f/	0.43	Substituted by /g/	00.02.48
	0.30	Substituted by /f/			
	0.36	Substituted by /f/			
	0.39	Substituted by /f/			
	0.41	Substituted by /f/			
	0.44	Substituted by /f/			
	0.46	Substituted by /f/			
	0.48	Substituted by /f/			
	0.51	Substituted by /f/			
	0.55	Substituted by /f/			
	0.57	Substituted by /f/			
	1.02	Substituted by /f/			

C. Reading Passage Recording

R E S P O N D E N T	Labiodental Fricative Voiced (/v/)		Labiodental Fricative Voiceless (/f/)		Total Duration
	Minute	Error Detection	Minute	Error Detection	
	R1	2.30	Substituted by /f/	4.26	Substituted by /p/
	2.33	Substituted by /f/	4.30	Substituted by /p/	
	2.35	Substituted by /f/	4.41	Substituted by /p/	
	2.36	Substituted by /f/	4.56	Substituted by /p/	
	2.41	Substituted by /f/	4.57	Substituted by /p/	
	2.43	Substituted by /f/	5.35	Substituted by /p/	
	2.51	Substituted by /f/	5.43	Substituted by /p/	
	2.55	Substituted by /f/	5.55	Substituted by /g/	
	2.58	Substituted by /f/			
	3.02	Substituted by /f/			
	3.04	Substituted by /f/			

	3.06	Substituted by /f/			
	3.09	Substituted by /f/			
	3.11	Substituted by /f/			
	3.13	Substituted by /f/			
	3.24	Substituted by /f/			
	3.35	Substituted by /f/			
	3.39	Substituted by /f/			
	3.45	Substituted by /f/			
	3.47	Substituted by /f/			
	3.55	Substituted by /f/			
	3.56	Substituted by /f/			
	3.58	Substituted by /f/			
	4.06	Substituted by /f/			
	4.17	Substituted by /f/			
	4.19	Substituted by /f/			
R2	1.16	Substituted by /f/	2.35	Substituted by another letter	00.03.40
	1.18	Substituted by /f/	3.25	Substituted by /g/	
	1.19	Substituted by /f/			
	1.20	Substituted by /f/			
	1.24	Substituted by /f/			
	1.26	Substituted by /f/			

	1.30	Substituted by /f/			
	1.33	Substituted by /f/			
	1.34	Substituted by /f/			
	1.37	Substituted by /f/			
	1.39	Substituted by /f/			
	1.40	Substituted by /f/			
	1.42	Substituted by /f/			
	1.43	Substituted by /f/			
	1.44	Substituted by /f/			
	1.53	Substituted by /f/			
	1.56	Substituted by /f/			
	1.59	Substituted by /f/			
	2.04	Substituted by /f/			
	2.06	Substituted by /f/			
	2.11	Substituted by /f/			
	2.12	Substituted by /f/			
	2.14	Substituted by /f/			
	2.21	Substituted by /f/			
	2.27	Substituted by /f/			
2.30	Substituted by /f/				
R3	1.19	Substituted by /f/	2.18	Substituted by /p/	00.03.10
	1.20	Substituted by /f/	2.28	Substituted by /p/	

	1.22	Substituted by /f/	2.35	Substituted by /p/	
	1.23	Substituted by /f/	2.55	Substituted by /p/	
	1.25	Substituted by /f/	3.05	Substituted by /g/	
	1.26	Substituted by /f/			
	1.31	Substituted by /f/			
	1.33	Substituted by /f/			
	1.35	Substituted by /f/			
	1.37	Substituted by /f/			
	1.38	Substituted by /f/			
	1.39	Substituted by /f/			
	1.41	Substituted by /f/			
	1.42	Substituted by /f/			
	1.44	Substituted by /f/			
	1.49	Substituted by /f/			
	1.53	Substituted by /f/			
	1.55	Substituted by /f/			
	1.58	Substituted by /f/			
	1.59	Substituted by /f/			
	2.03	Substituted by /f/			
	2.04	Substituted by /f/			
	2.05	Substituted by /f/			
	2.08	Substituted by /f/			

	2.13	Substituted by /f/			
	2.14	Substituted by /f/			
R4	2.15	Substituted by /f/	3.58	Substituted by /p/	00.05.07
	2.23	Substituted by /f/	4.02	Substituted by /p/	
	2.24	Substituted by /f/	4.13	Substituted by /p/	
	2.25	Substituted by /f/	4.23	Substituted by /p/	
	2.27	Substituted by /f/	4.25	Substituted by /p/	
	2.32	Substituted by /f/	4.43	Substituted by /p/	
	2.33	Substituted by /f/	4.51	Substituted by /p/	
	2.39	Substituted by /f/	5.01	Substituted by /g/	
	2.43	Substituted by /f/			
	2.45	Substituted by /f/			
	2.51	Substituted by /f/			
	2.54	Substituted by /f/			
	2.56	Substituted by /f/			
	2.58	Substituted by /f/			
	3.00	Substituted by /f/			
	3.02	Substituted by /f/			
	3.12	Substituted by /f/			
	3.19	Substituted by /f/			
3.23	Substituted by /f/				
3.29	Substituted by /f/				

	3.32	Substituted by /f/			
	3.38	Substituted by /f/			
	3.40	Substituted by /f/			
	3.46	Substituted by /f/			
	3.52	Substituted by /f/			
	3.55	Substituted by /f/			
R5	1.34	Substituted by /f/	2.43	Substituted by another letter	00.03.35
	1.35	Substituted by /f/	3.01	Substituted by another letter	
	1.37	Substituted by /f/	3.19	Substituted by another letter	
	1.38	Substituted by /f/	3.29	Substituted by /g/	
	1.41	Substituted by /f/			
	1.43	Substituted by /f/			
	1.47	Substituted by /f/			
	1.51	Substituted by /f/			
	1.53	Substituted by /f/			
	1.56	Substituted by /f/			
	1.58	Substituted by /f/			
	1.59	Substituted by /f/			
	2.02	Substituted by /f/			
	2.02	Substituted by /f/			

	2.03	Substituted by /f/			
	2.09	Substituted by /f/			
	2.14	Substituted by /f/			
	2.19	Substituted by /f/			
	2.21	Substituted by /f/			
	2.23	Substituted by /f/			
	2.28	Substituted by /f/			
	2.28	Substituted by /f/			
	2.30	Substituted by /f/			
	2.33	Substituted by /f/			
	2.37	Substituted by /f/			
	2.39	Substituted by /f/			
	R6	2.05	Substituted by /f/	3.31	
	2.07	Substituted by /f/	3.46	Substituted by /p/	
	2.09	Substituted by /f/	3.59	Substituted by /p/	
	2.11	Substituted by /f/	3.25	Substituted by /p/	
	2.15	Substituted by /f/			
	1.17	Substituted by /f/			
	2.25	Substituted by /f/			
	2.29	Substituted by /f/			
	2.31	Substituted by /f/			
	2.34	Substituted by /f/			

	2.36	Substituted by /f/			
	2.38	Substituted by /f/			
	2.41	Substituted by /f/			
	2.42	Substituted by /f/			
	2.45	Substituted by /f/			
	2.52	Substituted by /f/			
	3.00	Substituted by /f/			
	3.02	Substituted by /f/			
	3.06	Substituted by /f/			
	3.07	Substituted by /f/			
	3.13	Substituted by /f/			
	3.15	Substituted by /f/			
	3.16	Substituted by /f/			
	3.19	Substituted by /f/			
	3.26	Substituted by /f/			
	3.28	Substituted by /f/			
R7	1.15	Substituted by /f/	2.20	Substituted by /p/	00.03.09
	1.16	Substituted by /f/	2.22	Substituted by /p/	
	1.18	Substituted by /f/	2.30	Substituted by /p/	
	1.19	Substituted by /f/	2.38	Substituted by /p/	
	1.21	Substituted by /f/	2.39	Substituted by /p/	
	1.23	Substituted by /f/	2.55	Substituted by /p/	

	1.27	Substituted by /f/	2.59	Substituted by /p/	
	1.30	Substituted by /f/	3.04	Substituted by /g/	
	1.31	Substituted by /f/			
	1.34	Substituted by /f/			
	1.36	Substituted by /f/			
	1.37	Substituted by /f/			
	1.39	Substituted by /f/			
	1.40	Substituted by /f/			
	1.41	Substituted by /f/			
	1.48	Substituted by /f/			
	1.54	Substituted by /f/			
	1.57	Substituted by /f/			
	1.58	Substituted by /f/			
	2.00	Substituted by /f/			
	2.24	Substituted by /f/			
	2.25	Substituted by /f/			
	2.06	Substituted by /f/			
	2.09	Substituted by /f/			
	2.14	Substituted by /f/			
	2.15	Substituted by /f/			
R8	2.06	Substituted by /f/	3.36	Substituted by /p/	00.04.58
	2.07	Substituted by /f/	3.40	Substituted by /p/	

	2.09	Substituted by /f/	4.11	Substituted by /p/	
	2.10	Substituted by /f/	4.35	Substituted by /p/	
	2.14	Substituted by /f/	4.39	Substituted by /p/	
	2.15	Substituted by /f/	4.44	Substituted by /p/	
	2.23	Substituted by /f/	4.49	Substituted by /p/	
	2.26	Substituted by /f/			
	2.29	Substituted by /f/			
	2.32	Substituted by /f/			
	2.34	Substituted by /f/			
	2.36	Substituted by /f/			
	2.40	Substituted by /f/			
	2.41	Substituted by /f/			
	2.44	Substituted by /f/			
	2.52	Substituted by /f/			
	2.59	Substituted by /f/			
	3.02	Substituted by /f/			
	3.06	Substituted by /f/			
	3.09	Substituted by /f/			
	3.14	Substituted by /f/			
	3.16	Substituted by /f/			
	3.18	Substituted by /f/			
	3.22	Substituted by /f/			

	3.28	Substituted by /f/			
	3.31	Substituted by /f/			
R9	2.18	Substituted by /f/	3.48	Substituted by /p/	04.58
	2.20	Substituted by /f/	3.51	Substituted by /p/	
	2.22	Substituted by /f/	4.03	Substituted by /p/	
	2.23	Substituted by /f/	4.16	Substituted by /p/	
	2.28	Substituted by /f/	4.37	Substituted by /p/	
	2.30	Substituted by /f/	4.44	Substituted by /p/	
	2.35	Substituted by /f/	4.52	Substituted by /g/	
	2.39	Substituted by /f/			
	2.40	Substituted by /f/			
	2.46	Substituted by /f/			
	2.48	Substituted by /f/			
	2.50	Substituted by /f/			
	2.52	Substituted by /f/			
	2.55	Substituted by /f/			
	2.56	Substituted by /f/			
	3.03	Substituted by /f/			
	3.09	Substituted by /f/			
	3.12	Substituted by /f/			
	3.17	Substituted by /f/			
	3.20	Substituted by /f/			

	3.26	Substituted by /f/			
	3.27	Substituted by /f/			
	3.29	Substituted by /f/			
	3.33	Substituted by /f/			
	3.39	Substituted by /f/			
R10	1.05	Substituted by /f/	1.56	Substituted by /p/	00.02.48
	1.06	Substituted by /f/	2.06	Substituted by /p/	
	1.07	Substituted by /f/	2.14	Substituted by /p/	
	1.07	Substituted by /f/	2.30	Substituted by /p/	
	1.10	Substituted by /f/	2.38	Substituted by /p/	
	1.11	Substituted by /f/	2.42	Substituted by /g/	
	1.15	Substituted by /f/			
	1.17	Substituted by /f/			
	1.17	Substituted by /f/			
	1.18	Substituted by /f/			
	1.20	Substituted by /f/			
	1.21	Substituted by /f/			
	1.22	Substituted by /f/			
	1.24	Substituted by /f/			
	1.25	Substituted by /f/			
	1.31	Substituted by /f/			
1.35	Substituted by /f/				

	1.37	Substituted by /f/			
	1.39	Substituted by /f/			
	1.40	Substituted by /f/			
	1.44	Substituted by /f/			
	1.45	Substituted by /f/			
	1.46	Substituted by /f/			
	1.48	Substituted by /f/			
	1.52	Substituted by /f/			
	1.53	Substituted by /f/			

APPENDIX 2

DOCUMENTATION





