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Investigation of Challenges in Pronouncing English Words Among Banyumasan Speakers

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ABSTRACT

The difference in the pronunciation of English words by the Banyumasan people with English standards is fascinating. This happens because of the uniqueness of the Banyumas dialect. This research aims to describe the various errors, the frequency of errors occurring, and the factors that are thought to cause errors made by respondents from Banyumasan in English pronunciation. The subjects of this research were people who used the Banyumasan dialect, and the sample for this research was 15 people. In this research, the researchers used a qualitative descriptive method. Data collection was also carried out using questionnaires and voice recordings. The researchers analyzed the data using the matching method. The frequency of errors made between the pronunciation of consonants, vowels, and diphthongs that often occur include errors in the pronunciation of the consonant /d/ around (60%) and in the pronunciation of the consonant /g/ around (47%), consonant /b / around (20%), vowel /ɛ/ around (53%), vowel /ɪ/ as much as (47%), and finally the pronunciation of the diphthong /eɪ/ around (60%). Factors that cause errors include mother tongue interference, habits, and input errors, resulting in respondents' lack of understanding of English language rules.

Introduction

In the use of English, several aspects of expertise must be considered. According to Zaim, (2016), in the concept of language learning, there are four skills: speaking, listening, reading, and writing. One of the skills that must be considered specifically is speaking. Speaking becomes a means of communication and exchange of information using voice. The skill makes English dialects available in various regions of the world. In linguistics, dialects are different linguistic variations at the level of vocabulary, grammar, and pronunciation (Holmes, 2013). This difference in dialects can occur because of linguistics, the science that studies the intricacies of language, or language science (Siminto, 2013). Linguistics is an essential aspect in the use of dialects, as explained by Verhaar, 1996, categorizing languages based on the objects studied into phonological phonology (language sounds), semantics (word meaning), morphology (word formation), and syntax (sentence formation rules) as a branch of linguistics.

In Indonesia, various regional languages with various dialects reflect culture, constantly adapting and changing with the complex culture of human interaction. Finocchiaro (1974) states that language is an arbitrary system of local symbols that allows people in a particular culture or others who have studied that cultural system to communicate or interact. The relationship between language, especially dialect, and culture is inseparable. Language is used as a tool of interaction in society in various variations. For some sociolinguists, "variation" has a limited definition as a situational language with characteristics that use a particular language, such as dialect (Zampieri et al 2023.). This variation is caused by the social environment or differences in the social structure of the speaker (Mulyani, 2001). The branch of science that studies this is sociolinguistics, which is part of linguistics that studies language and the use of language in cultural contexts (Pateda, 1988).

In sociolinguistics, language use is inseparable from its speakers' culture. Based on Huisman et al. (2019), The speaker's speech pattern is adjusted to accommodate his speech community's most standard and common conversation partners. Linguistic gene flow is the use of language in human interaction. For example, the language with the Banyumas dialect is used by the Bayumas community as the first language that shows egalitarian culture and what it is in communicating with other speakers. As mentioned by Paryono, Language can reflect the personality and identity of the speaker, and where the speaker comes from can be reflected in the language used. Various Javanese with the Banyumas dialect, called the ‘ngapak’ language, are considered peripheral, crude, and non-prestigious (Prabowo and Mulyana, 2018). Nevertheless, in the Banyumas dialect, ancestral cultural values become the characteristic of the Banyumasan community.

The dialect called ‘ngapak’ is the cultural identity of the Banyumasan community, including Banjarnegara, Purbalingga, Banyumas, Cilacap, Brebes, and Kebumen Regency. Dialectology is also called geographic, geolinguistics, or regional linguistics (Saddhono and Hartanto, 2021). Ngapak dialect has very steady pronunciation characteristics (luged), straightforward, not floating (Ampang), half-and-half, and firm (Suswandari, 2017). There is a notable difference in accents in the 'ngapak' language. This language is called 'ngapak' because the pronunciation of the consonants b, d, k, g, h, y, k, l, and w, and vowels ‘a’ and ‘o’ are not floating and fixed or half-hearted in its use, such as which is commonly found in Javanese standards (Khasanah and Kurnia, 2023). The ‘ngapak’ dialect is still close to the old Javanese language, the Kawi language. In its development, the Banyumas language differs significantly from the Yogyakarta and Surakarta dialects of Javanese. The significant difference is that the ending 'a' is still read 'a' for the Banyumas dialect and read 'ó' for the Yogyakarta and Surakarta dialects (Rizkinawati, 2010). In more detail, the Banyumas dialect has six vowel phonemes, namely: /i/, /ɛ/, /a/, /ə/, /ɔ/, dan /u/, 2 et al.and 22 consonant phonemes, namely /p/, /b/, /c/, /w/, /m/, /t/, /t`/, /d/, /d'/, /n/, /n`/, /s/, /l/, /j/, /ñ/, /r/, /y/, /k/, /g/, /N/, /h/, and /v/ (Paryono).

Differences in the pronunciation of vowels and consonants in the ‘ngapak’ dialect of English can cause communication breakdown. It happens because of geographical differences that cause communication breakdown. As Sukarno stated, geographical factors can significantly contribute to communication breakdowns when the two dialects of the same language differ significantly in pronunciation. Pronunciation in English is essential to build excellent and easy-to-understand communication. When speaking in English, pronunciation is an important thing that other people pay attention to; A person's knowledge of pronouncing a word or language is how that person pronounces the word (Rahmah et al.). English pronunciation involves learning word pronunciation techniques in English; this is a challenge and is considered only a formality of Wulandari et al, 2023. in

learning English. It also often happens in people with the 'ngapak' dialect. For example, the pronunciation of the word ‘crocodile’ in the correct pronunciation of English accents would be like [ˈkrɒkədaɪlt]. At the same time, the Banyumasan dialect would be [krok^{h}od^{h}il]; it happens because the consonants k and d are read more boldly in the ‘ngapak’ dialect.

Several previous studies have researched the influence of culture or dialect on the pronunciation of English words or sentences. As investigated by Dewi et al., it was concluded that the existence of the Brebes Javanese Dialect affects the way the vowel sounds [ɪ], on English consonants [g], [b], and [d] has a positive influence on Brebes dialect, and diphthong [ɔɪ], [eɪ], [ɪə], and [aɪ] hurts Brebes dialect. Another study by As Sabiq (2019) concluded that applying English with a ’ngapak’ dialect for West Central Java will facilitate and motivate students to understand English because the ‘ngapak’ dialect is more practical, popular, and more suitable. It can be concluded that the 'ngapak' dialect has an essential influence on English pronunciation.

In this case, this research aims to find out the effect of dialect on the pronunciation of accents in English. Researchers are interested in the Banyumas dialect, which is included in the Javanese language and has its uniqueness, referred to as 'ngapak.' With the ‘ngapak’ dialect already having its characteristics and has become the community's cultural identity, this will affect the accent or pronunciation in English, which, of course, there is a mixture of accents in pronunciation that makes it more unique, for example as in the mixing of Indian accents and British accents that have their uniqueness which can also be referred to as ‘Hinglish’ (Jenab & Mudaimah, 2019). Furthermore, although it is still far from global, even for Indonesians, the Javanese variety of English tends to emerge as one that is known as an Indonesian variation of English because many speakers of the Indonesian variety of English are Javanese (Amalia et al., 2017).

Method

In this research, the researchers used a qualitative descriptive method. According to Creswell (2014), qualitative research investigates an interpretation based on different methodological investigations exploring human and social problems. This research provides a holistic picture, conducts research in original situations, analyzes words, and provides a detailed view of information. The researchers believe that using qualitative research can lead the researchers to understand the influence of mother tongue culture on English pronunciation. Data collection techniques include using English text pronunciation tests and questionnaires. The researchers used a pronunciation test for an English paragraph as a data collection technique. Researchers carried it out using a record player that uses an application called *Vocaroo*. In this type of questionnaire, the researchers want to know specific information that can be compared. To do this, the researchers asked a question in Google Forms. In the research that has been carried out, researchers use tests and questionnaires to validate the data that has been collected and prevent misinterpretations.

In data analysis techniques, researchers analyze the data that has been collected using the matching method. The definition of the matching method, according to Sudaryanto, is a method of determination whose tools are outside, not part of the language in question, and stand-alone. In this case, the researchers use the articulatory phonetic matching method, a determining tool in the form of speech organs Sudaryanto (1993), to find the difference between the correct pronunciation of English accents and the data that have been found. In this research, data analysis steps were by marking all errors found in

the transcript of the subject recording, then grouping them into vowel and consonant types, calculating and sorting the percentage amount of each subject error, and finally analyzing the difference in pronunciation between English accents and'ngapak' dialects.

Findings and discussion

The subjects in this study were native speakers who used Javanese with a 'ngapak' dialect as their main accent. There were 15 subjects from several regions in Central Java who used 'ngapak' dialects. This study uses Google Forms to collect data from subjects who will research the data. In addition, the researchers also used a *Vocaroo* aid to record the subject's voice. The *Vocaroo* application has a function to record sound with free access that can be converted into a link, MP3, and QR Code (Justicia et al.; Sholehah et al., 2023).Using the *Vocaroo* application made it easier for researchers to obtain authentic voice data because the research subjects came from various regions in Central Java that used 'ngapak' dialects. From the recording results, the researchers can find out how much the 'ngapak' dialect affects English pronunciation.

This research was conducted from November 21, 2023, to November 28, 2023. Researchers used a specific time in this study to obtain the data's consistency. That way, the results of the data obtained represent the actual data of the subjects in this study. In this study, the researchers gave the subjects a questionnaire through Google Forms. The questionnaire contains text that the issue must be read so that the researchers know how much influence the 'ngapak' dialect has on pronunciation in English. Thus, the researchers can identify the characteristics typical of the subject when pronouncing the text in English with an accent of 'ngapak.' From the questionnaire results, the subjects contributed significantly to the effect of 'ngapak' on English pronunciation.

From the results obtained in the analysis, the researchers found that the consonants /b/, /d/, /g/, and /h/ were read in bold by most subjects in this study. The peculiarity of the 'ngapak' dialect can be seen in the pronunciation of 'student'; the consonant phoneme /d/ is pronounced as [stud^{h}ent], while in standard English, it is pronounced as [ˈstjuːdᵊnt]. The phoneme /b/ in the word ball is pronounced as [b^{h}all] while in standard English [bɔːl]. The phoneme /d/, when pronounced using the 'ngapak' dialect, will be more pronounced with the weight of the sound it produces. For example, the word 'the' is pronounced as [d^{h}e], while in standard English, it is pronounced as [ðiː]. From the data collected, the researchers found that there are consonants /d/, /g/, /h/, /b/, and /l/, vowels /ɛ/, /ɪ/, /ʌ/, /i/, /ɔː/, and /ʊ/, as well as the diphthong /eɪ/ which is mispronounced.

In the consonant /d/ with *the* and *day*, as many as nine people, or 60%, made mistakes in pronouncing this phoneme. The word that should be pronounced [ðiː] becomes [d^{h}e]; besides that, for correct *day* pronunciation, it is [deɪ] thin thick when pronounced, but the subject pronounces it with [d^{h}e^{i}]. In addition, the word *grandmother* should be pronounced [ˈgræn¸mɪðə], but five people, or 33%, made a mistake in pronouncing this phoneme; the subject pronounced it with [ˈgræn¸mʌd^{h}ə]. The word *student*, which should be pronounced with a thin [ˈstjuːdɪnt] phoneme, is not pronounced boldly when pronounced. There were four people, or 27%, who made a mistake in pronouncing this phoneme; they pronounced it with [stud^{h}ent]. The consonants /d/ and vowels /ʌ/ in the word *double* should be pronounced [ˈdʌbᵊl], but three people, or about 20%, make pronunciation mistakes; the subject pronounces it [ˈdobᵊl] and pronunciation /d/in bold, which should be pronounced thinly. In addition, the word *yesterday* should be pronounced [ˈjɛstədeɪ]. However, three people pronounced it boldly, or 20% made a mistake in pronouncing this phoneme; the subject pronounced it with [yesterd^{h}e^{i}].

Furthermore, the researchers found errors in the pronunciation of consonants /b/. As many as three people in each word pronouncing the consonant /w/ are wrong, or as many as 20% of the errors in each word containing the consonant /w/. *Bond* words that should be pronounced [bɒnd] thinly. However, three people pronounced it boldly, or 20% made a mistake pronouncing this phoneme; the subject pronounced it with [b^{h}On]. In addition, in the *bid* word, that should be pronounced [bɪd] thinly, but three people say it boldly, or 20% make mistakes in pronouncing this phoneme; the subject pronounces it [b^{h}id]. Furthermore, in the word *bring*, which should be pronounced [brɪŋ] thinly, but three people say it boldly, or 20% make mistakes in pronouncing this phoneme, the subject pronounces it with [b^{h}ring]. The consonant /b/in the word *back* that should be pronounced [bæk] is thin, but three people pronounce it boldly, or 20% make mistakes in pronouncing this phoneme; the subject pronounces it with [b^{h}ek]. In the *ball* word, that should be pronounced [bɔːl] thinly, but three people say it boldly, or 20% make mistakes in pronouncing this phoneme; the subject pronounces it with [b^{h}Ol]. Finally, in the consonant /b/ with the word *Celebrate*, which should be pronounced [ˈsɛlɪbreɪt] thinly, but three people pronounce thickly or about 20% make mistakes in pronouncing this phoneme, the subject pronounces with [s^{e}leb^{h}ret].

In addition, the consonant /g/ with the word *glad* should be pronounced with [ɡlæd] in the phoneme /g/ thin, not pronounced bold when pronounced. Seven people, or 47%, made mistakes in pronouncing this phoneme; the subject pronounced it with [g^{h}la^{i}d]. Also, the consonant /g/ in the word *good* should be pronounced with [gʊd] in the consonant /g/ pronounced thin, not pronounced bold when pronounced. Six people, or 40%, made mistakes in pronouncing this phoneme, the subject pronounced with [g^{h}Od]. The consonant /h/ in *his, he, him* should be pronounced thinly, but three people, or 20%, pronounce the consonant /h/ boldly. The consonant /l/ in the word *luck* that should be pronounced [l] is thin, but three people say it thickly, or about 20% make mistakes in pronouncing this phoneme [l^{h}A^{k}].

The pronunciation error made by the subject is not only on the consonant but also on the vowel. Vowel /ɛ/ in the word *cherished* should be pronounced with [ˈʧɛrɪʃt]; eight people, or 53%, make mistakes when saying this vowel. It should be pronounced with [ˈʧɛrɪʃt], but it is read [ˈʧerɪʃt]. In addition, the vowel /ɪ/ in the word *ended* should be pronounced with the phoneme [ˈɛndɪd], but there were seven people, or 47%, who made mistakes in pronouncing this phoneme, the subject pronounced it with [ˈɛnd^{h}ed]. Vowel /ʌ/ in the word *done* should be pronounced with [dʌn], but six people, or about 40%, made mistakes in pronouncing this phoneme; the subject pronounced it with [don]. The vowel /i/ in *these* words should be pronounced with the phoneme [ðiːz], but there are four people, or 27%, who make mistakes in pronouncing this phoneme; the subject pronounces it [ðeːz]. Vowel /ɔː/ in the word *bought* should be pronounced with the phoneme [bɔːt], but there were four people or about 27% of respondents, made a mistake in pronouncing this phoneme; the subject pronounced it with [bɔt]. Vowel /ɪ/ and/i/ in the word greeted should *be* pronounced with the phoneme[ˈgriːtɪd], but there were four people, or 27%, who made mistakes in pronouncing this phoneme, the subject pronounced it with ['greted]. The last one in the vowel /ʊ/ with the word *followed* should be pronounced with the phoneme [ˈfɒləʊd], but four people, or 27%, made mistakes in pronouncing this phoneme, the subject pronounced it with [folowɛd].

In addition to consonants and vowels, the subject made a mistake in pronouncing diphthong /eɪ/. This happens in the word *day*; as many as nine people, or 60%, pronounce it to [dei], which should be pronounced [deɪ]. Then, in diphthong /eɪ/ in *spontaneous*, as many as four people, or 27%, pronounce the word to [spontaneus], which should be

pronounced [spɒnˈteɪniəs]. Diphthong /eɪ/ in words *yesterday* and *celebrate*; as many as three people, or 20%, made mistakes. The subject recites it with [yesterd^{h}e^{i}] and [s^{e}leb^{h}ret], which should be pronounced [ˈjɛstədeɪ] and [ˈsɛlɪbreɪt].

The findings of this research underscore the influence of the ’ngapak’ dialect on English pronunciation among native Javanese speakers. Identified consonants, vowels, and diphthong pronunciation errors contribute to a better understanding of the distinctive characteristics of English pronunciation influenced by the ’ngapak’ dialect. Further research could explore the relevance of the findings for language and cross-cultural communication teaching. The difference in phonemes in English and 'Banyumasan' is proven to affect the pronunciation of respondents. It can be seen that there is an error in the pronunciation of the consonants, vowels, and diphthongs that the subject pronounces.

Analysis of sound recordings revealed essential patterns in the pronunciation of English consonants and vowels influenced by the ’ngapak’ dialect. Observed deviations include mispronunciation of consonants /d/, /g/, /h/, /b/, and /l/, as well as mispronunciation of vowels /ɛ/, /ɪ/, /ʌ/, /i/, /ɔː/, and /ʊ/, and mispronunciation of diphthong /eɪ/. The ’ngapak’ dialect, prevalent among native Javanese speakers from various regions in Central Java, poses challenges when pronouncing certain English words. In particular, the /d/ sound in words such as "the" is often mispronounced as [d^{h}e] instead of [ðiː], indicating the influence of the’ngapak’ dialect. Similarly, words containing the /d/ sound, such as "day" and "doll," often show a heavier emphasis that deviates from the standard English pronunciation. The phoneme /g/ in "glad" can be mispronounced, and individuals replace it with [g^{h}la^{i}d] instead of [glæd]. Vowels, including /ɛ/, /ɪ/, /ʌ/, /i/, /ɔː/, and /ʊ/, may experience mispronunciations of words such as "cherished," "ended," "done," and "greeted." In addition, about 20% of subjects showed a tendency to pronounce the /h/ sound thicker in words such as "his," "he," and "him." The ’ngapak’ dialect also affects the articulation of complex diphthongs, as seen in the error of the diphthong /eɪ/ in the word "day," which should be read [deɪ], the subject reading it with [dei]. This variation in pronunciation and potential regional nuances contribute to the distinctiveness of the British accent 'Ngapak,' which accentuates the interaction between regional dialects and English pronunciation among native Javanese speakers.

The research investigated by (Dewi et al., 2017), concluded that the existence of the Javanese Brebes dialect affects the pronunciation of the vowel sounds [ɪ], diphthongs [ɔɪ], [eɪ], [ɪə], and [aɪ] hurting the Brebes dialect, and the English consonant ending [g], final [b], and final [d] have a positive influence on the Brebes dialect. However, based on the results of research conducted by researchers, there are differences in the findings. Researchers found that the consonants /d/, /g/, /h/, /b/, and /l/, the vowels /ɛ/, /ɪ/, /ʌ/, /i/, /ɔː/, and /ʊ/, then the diphthong /eɪ/, influences the accent of Banyumasan people on pronunciation in English.

The research was conducted by Ayesa (2018), who researched the burst sound /d/. Based on the article, it was found that there are differences in the duration of each /d/ burst sound in a word, which is influenced by the tense of the vowel or lax vowel around it. Differences in duration in the sound of the letter /d/. Javanese people pronounce the /d/ sound thicker, and for non-native speakers, the pronunciation of /d/ is less thick than that of Javanese people. This can affect the English pronunciation spoken by Javanese people.

Conclusion

Based on the results of data analysis of the influence of the ‘ngapak’ dialect in English pronunciation, it can be concluded that the types of errors made by respondents in the pronunciation of English phonemes are errors based on linguistic taxonomy, fallacies

based on communicative effects, and individual mistakes in English pronunciation. The most significant pronunciation errors occur in the consonant, vowel, and diphthong categories. It occurs in the consonants /b/ /d/ and /g/ as well as the vowels /ɛ/ and /ɪ/ and diphthong /eɪ/. The bold consonant /d/ is the most pronounced, with 60% of respondents most on the phoneme 'the,' and 47% of respondents pronouncing the consonant /g/ in the thickest and most on the word 'glad.' In addition, 20% of respondents pronounce the consonant /b/ boldly, and most in the word 'Bond.'

In addition to consonants, there were pronunciation errors in the vowel /ɛ/ as much as 53% in the word 'cherished' and the vowel /ɪ/ in the term 'ended' where 47% of respondents made mistakes in pronunciation. There is also an error in the diphthong phoneme /eɪ/ in the word 'day' as much as 60%. Subjects completed the error because they did not master the English phonology rules. Other influencing factors are unique dialects and interference. The interference occurs through the mother tongue, the Javanese dialect of Banyumas. Habitual factors are also factors causing pronunciation errors in this study. Another factor that also influences the occurrence of pronunciation errors is incorrect input, resulting in a lack of understanding of respondents to the rules of English. In this case, standard English phonological rules.

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