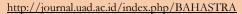# Javenese students' problems in pronouncing english consonants during reading aloud activity

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Informasi artikel	ABSTRAK
	Penelitian ini bertujuan untuk menentukan masalah siswa Jawa (siswa yang berbahasa ibu bahasa Jawa) dalam mengucapkan beberapa konsonan bahasa Inggris dan untuk menentukan kemungkinan penyebab masalahnya. Penelitian ini diklasifikasikan sebagai penelitian kualitatif. Subjek penelitian ini adalah tiga puluh mahasiswa jurusan non-bahasa Inggris di semester empat Universitas Ahmad Dahlan yang berbicara bahasa Jawa sebagai bahasa ibu mereka. Data dikumpulkan melalui tugas membaca keras. Hasil penelitian ini menunjukkan bahwa siswa Jawa memiliki masalah dengan pengucapan beberapa konsonan bahasa Inggris. Konsonan tersebut adalah $[\theta]$, $[\eth]$, $[\int]$, $[\mathfrak{z}]$, $[d\mathfrak{z}]$, $[t\mathfrak{f}]$, dan $[v]$. Kesalahan yang ditemukan dalam penelitian ini terbagi menjadi dua, kesalahan interlingual dan kesalahan intralingual. Salah satu penyebabnya adalah siswa memiliki pengetahuan yang terbatas tentang tempat dan cara artikulasi konsonan bahasa Inggris, sehingga sebagian besar siswa sering mengubah dan mengganti konsonan bahasa Inggris dengan konsonan bahasa Jawa yang relevan.
Key word: Pronunciation, English Consonants, Javanese	ABSTRACT
	This research aimed to determine Javanese students' problems in pronouncing some English consonants and to determine the possible causes of the problems. This was classified as qualitative research. The subjects of this research were thirty non-English department students in the fourth semester of Universitas Ahmad Dahlan who speak Javanese as their mother tongue. The data were collected through reading aloud task. The result of this research showed that Javanese students had some problem with pronouncing some English consonants. The consonants were $[\theta]$, $[\eth]$, $[\int]$, $[\mathfrak{z}]$, $[d\mathfrak{z}]$, $[t\mathfrak{f}]$, and $[v]$. The problems were indicated as interlingual errors and intralingual errors. However, students had limited knowledge of place and manner of articulation of English consonants, so that most students often change and substitute the English consonants with relevant Javanese consonants.

Introduction

Pronunciation simplifies organized sounds of language produced by human speech organs using all the phonemic units of the language (Labov as cited in Subandowo, 2017). According to Stefani, Basri, & Josep (2015) pronunciation is an essential language part of communication. Meanwhile, pronunciation is a production skill that produces sounds to make a meaning communicatively (Susanti & Dewanti, 2017). Pronunciation is an important part of the English language because it helps the speaker to deliver communication without misunderstanding. Pronunciation is one of the language elements that have a big contribution to better English speaking. While Zaigham, as cited in Nurani & Amrina (2015) states that clear pronunciation gives people to be confident when expressing and communicating with others. Mispronunciation will give misconceptions among the speakers. It is emphasized that people should improve their pronunciation skills.

Non-native speakers are always making mistakes when they communicate with others. It happened for some factors, including language interference of first language or mother tongue. According to Archvadze (2012) language interference can be discussed as a process when another language was impacted by one language. The interference of language happened because the students have used their mother tongue to organizing the second language data. Besides, the differences between first language and language target phonological system made problems.

Luo (2014) has been observing language interference among the students that speak Javanese as a mother tongue; he concludes that the phonological of their mother tongue was dominant. It often happens because the phonological system between first language and foreign-language is different. Stefani et al. (2015) mention that the major problems of students in pronouncing English words are that some English vowels and consonants are not familiar with Indonesian.

However, Gilakjani (2016) states that English pronunciation is one of the most difficult skills to acquire, and learners should spend a lot of time to improve their pronunciation. Moreover, in Indonesia, the English language is a foreign language and only a subject in school. Therefore, the English language is not used in everyday life; even learners barely practice again at home. The problems indicated by learners are difficulties in pronouncing simple English word, for example, when Indonesian learner pronounces *thank /θæŋk/* to */tɛŋ kiu/, education /edʒʊˈkeˡʃn/* to */education/*.

Gilakjani (2012) mentions among the reason of ESL students' problem in learning English language are (1) they are not excited to learn English language, (2) the differences between the target language and mother tongue also make the problem, (3) some of consonants the English language are not exist in Indonesian language. In line with this idea, Risdianto (2017) also said that different phonemes between the mother tongue and the English language are the nature of pronunciation problems.

Subandowo (2017) mentions that the students' mother tongue interference the students to pronounce the English words, besides students' motivation and different sounds, and different sounds symbol was a problem of students to pronounce the English words. Aulia (2018) founds that the mother tongue becomes the main problem that strongly affects the production of students' pronunciations. All of the previous researchers emphasize that the biggest problems that make pronunciation errors are influenced by the mother tongue.

This research aims to know the students' problem in pronouncing English consonants while reading aloud activity. The reason for using reading aloud activity rather than pronouncing an individual word is that reading aloud can closely reveal the real pronunciation ability. In addition, the reading aloud activity was also part of the teaching language. It was an activity that made students should read some passages or stories out loud.

Gabrielatos (2002) states that reading aloud provides practice in the area that could be pronunciation practice — reading aloud as pronunciation practices mean that learners may be able to pronounce words correctly while reading aloud. When learners read aloud, they can understand the errors that they do. Therefore, the teacher can speculate about the problems of students' pronunciations. Due to the limitation of space and time, this study is limited only to the English consonants that are absent in Javanese. Those consonants were [θ] [ʧ] [dʒ] [ð] [ʃ] [v] and [ʒ].

Previous researchers have conducted similar research. Luviya (2016) has found that there were seven English consonants were not exist in the Javanese language. Those are [θ ʧ ʒ ʃ ð dʒ v]. The students had problems pronouncing the English consonants because it is not familiar in the Javanese language. Besides, the students sometimes substitute the English consonant sound with similar Javanese consonant sounds. The Javanese students demonstrated that mispronunciation often occurred to labiodental voiced fricative [v] changed into [f], interdental voiced fricative [ð] changed into [ɖ], palatal voiced fricative [ʒ] pronounced as spelling pronunciation, and palatal voiced affricative [dʒ] changed into [j]. The differences of the research with the current research are the subject; it takes a subject of students that has an English language background while the current research has a subject that no English background.

Budianto (2009) found similar problems. The subjects of the research were Senior High School students at SMA Angkasa Aditsujipto Yogyakarta. The aim of this research was to find out the Javanese phonemes that caused interference on English pronunciation and to find out the realized phonemes caused by the interference of Javanese students. The result of the research showed that Javanese students made errors in pronouncing English words. The students tended to pronounce English words as written.

Raharjo (2010) conducted a study involving Sundanese students. The purpose of the research was to understand the differences between English and Sundanese consonants sounds and to investigate the English consonants sounds that mispronounced by the Sundanese students. The result of this research showed there were nine English consonant sounds that were predicted mispronounce by Sundanese students. Those sounds include [v, θ, ð, ʃ, ʒ, tʃ, dʒ, f, and z].

Fauziah and Aswandi (2017) have done research on the same studies; they found that the Javanese students had problems in pronouncing English segmental sound, which is consonants and vowel. The mother tongue of the students influenced them to make a mistake of pronouncing English words. Besides, Javanese students did the process of

substitution and insertions in pronouncing English words.

Method

The purposes of this research were to investigate the students' problems of pronouncing English consonants and to investigate the possible causes of these problems. So, the study can be classified as descriptive qualitative research. Moleong, (2018) defines qualitative research as research used for understanding the phenomenon that happened to the subjects of the research. The phenomena in this study are the Javanese students' problem in pronouncing English words involving certain consonants.

The subjects of this research are thirty Javanese students in the fourth semester at Ahmad Dahlan University. They are non-English department students. Their participation is voluntary. The researchers made open recruitment through WhatsApp status; then, prospective participants chat their participation interest through WhatsApp. The time for data collection was then discussed between the researchers and each participant, based on the available time of both parties.

The data were collected through reading aloud task. Firstly, the researchers arranged the reading aloud text containing seven consonants sounds and validated to experts. Secondly, the researchers asked the subjects to read the text aloud, and audio records their reading. Thirdly, the researchers transcribed the audio recording.

The data were analyzed by the following procedures (1) listing the consonants words and write standard phonetics, (2) listening to the audio recording of students' pronunciation, (3) taking note of the students' pronunciation errors, (4) interpreting the possible causes.

Findings and Discussions

The result of data analysis of sound /dʒ/ is presented in the following tables:

Tabel 1. Analysis of sound /dʒ/

Words, standard pronunciations	Variations of Students Pronunciation	The number of students who make errors in pronouncing the words. (Total N = 30)
jelly /dʒeli/	/jeli/	3
orange /ɒrⁱndʒ/	/ɔrens/, /ɔren/, /ɔrin/, /orange/	28
large /lɑ:dʒ/	/large/, /larj/, /lar/	26
jug, /dʒʌg/	/jʌs/ /jug/	3
juice, /dʒu:s/	/jus/	3
gingerbread, /dʒⁱndʒəbred/	/ginggerbred/, /jinjerbred/, /ginggerber/, /dʒinggerber/, /jinejerbred/ /dʒingerbred/	7

Tabel 1.1. Analysis of sound /dʒ/

Words, standard pronunciations	Percentage of Errors (%)	Remark
jelly /dʒeli/	10%	Excellent
orange /ɒrⁱndʒ/	93.33%	Poor
large /lɑ:dʒ/	86.67%	Poor
jug, /dʒʌg/	10%	Excellent
juice, /dʒu:s/	10%	Excellent
gingerbread, /dʒⁱndʒəbred/	23.33%	Excellent

The result of data analysis of sound /θ/ is presented in the following tables:

Tabel 2. Analysis of sound /θ/

Words, standard pronunciations	Variations of Students Pronunciation	The number of students who make errors in pronouncing the words. (Total N = 30)
Arthur /ɑ:θə/	/ɑrtur/, /ɑtur/	27
Smith /smiθ/	/smit/	25
thick /θɪk/	/tik/	29
healthy /helθi/	/hɛlti/,/hɛalti/	27
athlete /æθli:t/	/ætlit/, /ætlet/, /ætletis/	27
bathroom /bæθrum/	/bædrum/, /bætrum/	29

Tabel 2.1. Analysis of sound /θ/

Words, standard pronunciations	Percentage of Errors (%)	Remark
Arthur /ɑ:θə/	90%	Poor
Smith /smiθ/	83.33%	Poor
thick /θɪk/	96.67%	Poor
healthy /helθi/	90%	Poor
athlete /æθli:t/	90%	Poor
bathroom /bæθrum/	96.67%	Poor

The result of data analysis of sound /ʧ/ is presented in the following tables:

Tabel 3. Analysis of sound /ʧ/

Words, standard pronunciation	Variations of Students Pronunciation	The number of students who make errors in pronouncing the words. (Total N = 30)
Charles /ʧɑ:lz/	/Kɑrls/, /Sarls/, /carles/	10
cheerful /ʧɪəfl/	/kɑrful/, /cərful/, /kerful/, /kɑreful/	11
chicken /ʧɪkɪn/	/ciken/	7
children /ʧɪldrən/	/cildren/	5
much /mʌʧ/	/mæs/	2
watching /wɑʧɪŋ/	/wɔsiŋ/, /waciŋ/	10
poacher /pəʊʧə/	/pokər/, /posir/, /pokhər/, /pokari/, /pusər/, /pukər/, /pucer/	10
snatch /snæʧ/	/snæs/, /snet/, /snæt/, /snit/, /snetc/	10

Tabel 3.1 Analysis of sound /ʧ/

Words, standard pronunciations	Percentage of Errors (%)	Remark
Charles /ʧɑ:lz/	33.33%	Good
cheerful /ʧɪəfl/	36.67%	Good
chicken /ʧɪkɪn/	23.33%	Excellent
Children /ʧɪldrən/	16.67%	Excellent

Words, standard pronunciations	Percentage of Errors (%)	Remark
much /mʌʧ/	6.67%	Excellent
watching /wɑʧˡŋ/	33.33%	Excellent
poacher /pəʊʧə/	33.33%	Excellent
snatch /snæʧ/	33.33%	Excellent

The result of data analysis of sound /ð/ is presented in the following tables:

Tabel 4. Analysis of sound /ð/

Words, standard pronunciations	Variations of Students Pronunciation	The number of students who make errors in pronouncing the words. (Total N = 30)
the /ðə/ weather /weðə(r)/	/də/, /ðə/ /weder/, /wetər/, /witər/, /weʤer]	29 24
although /ɔ:l'ðəʊ/	/æltrouk/, /ɔltouk/, /ɔltouf/, /æltouk/, /æltok/, /ɔltot/, /ɔldouk/	26
Mother /mʌðə(r)/	/mʌdər/	25
Father /fɑ:ðə(r)/	/fʌdər/	25
Brother /brʌðə(r)/	/brʌdər/	25

Tabel 4.1 Analysis of sound /ð/

Words, standard pronunciation	Percentage of Errors (%)	Remark
the /ðə/ weather /weðə(r)/	96.67% 80%	Poor Poor

Words, standard pronunciation	Percentage of Errors (%)	Remark
although /ɔ:l'ðəʊ/	86.67%	Poor
mother /mʌðə(r)/	83.33%	Poor
father /fɑ:ðə (r)/	83.33%	Poor
brother /brʌðə(r)/	83.33%	Poor

The result of data analysis of sound /ʃ/ is presented in the following tables:

Tabel 5. Analysis of sound /ʃ/

Words, standard pronunciations	Variations of Students Pronunciation	The number of students who make errors in pronouncing the words. (Total N = 30)
washing /wɒʃˡŋ/	/wosiŋ/, /wəsiŋ/	20
shoes /ʃu:z/	/sus/, /saos/, /soas/, /sos/,	22
sheet /ʃi:t/	/sit/, /set/	22
shirt /ʃɜ:t/	/sɛrt/, /sus/, /sert/	11
shell /ʃel/	/sel/, /sil/	21
leash /li:ʃ/	/lis/, /les/	18

Tabel 5.1 Analysis of sound /ʃ/

Words, standartd pronunciations	Percentage of Errors (%)	Remark
washing /wɒʃˡŋ/	66.67%	Fair
shoes /ʃu:z/	73.33%	Fair
sheet /ʃi:t/	73.33%	Fair
shirt /ʃɜ:t/	36.67%	Good
shell /ʃel/	70%	Fair
leash /li:ʃ/	60%	Fair

The result of data analysis of sound /ʒ/ is presented in the following tables:

Tabel 6. Analysis of sound /ʒ/

Words, standard pronunciations	Variations of Students Pronunciation	The number of students who make errors in pronouncing the words. (Total N = 30)
television /tɛlˡvˡʒn/	/telefision/	3
leisure /leʒə(r)/	/lisur/, /leisur/, /leisər/, /lesur/, /leijer/, /lisər/, /leisus/,	19
pleasure /plɛʒə(r)/	/plizer/, /plɛser/, /plɛsur/, /plæisur/, /pləiser/, /plisur/,	21
rouge /ru:ʒ/	/roug/, /roʤ/, /rous/, /rouʤ/, /ruj/, /ruʤ/, /rog/, /ros/,	27
garage /gærɑ:ʒ/	/jerj/, /græs/, /gerəj/, /gærəʤ/, /jerəs/, /gærj/, /girəs/, /garjə/, /garage/, /jrəij/, /gærag/, /gærdid/, /gəret/, /geraʒ/, /geras/, /gera/, /gerəg/,	27

Tabel 6.1 Analysis of sound /ʒ/

Words, standard pronunciations	Percentage of Errors (%)	Remark
television /tɛlˡvˡʒn/	10%	Excellent
leisure /leʒə(r)/	63.33%	Fair
pleasure /plɛʒə(r)/	70%	Fair
rouge /ru:ʒ/	90%	Poor
garage /gærɑ:ʒ/	90%	Poor

The result of data analysis of sound /v/ is presented in the following tables:

Tabel 7 Analysis of sound /v/

Words, standard pronunciations	Variations of Students Pronunciation	The number of students who make errors in pronouncing the words. (Total N = 30)
very /verˡ/	/feri/,	29
have /həv;hæv/	/hef/,	26
evening /i:vnˡŋ/	/ˡfəniŋ/, /ˡfniŋ/,	28
stove /stəʊv/	/stof/, /stuf/, /stouf/	27
lovely /lʌvlˡ/	/lofeli/, /lofli/,	27
love /lʌv/	/lof/,	25

Tabel 7.1 Analysis of sound /v/

Words, standart pronunciations	Percentage of Errors (%)	Remark
very /verˡ/	/feri/,	29
have /həv;hæv/	/hef/,	26
evening /i:vnˡŋ/	/ˡfəniŋ/, /ˡfniŋ/,	28
stove /stəʊv/	/stof/, /stuf/, /stouf/	27
lovely /lʌvlˡ/	/lofeli/, /lofli/,	27
love /lʌv/	/lof/,	25

I.   Javanese students' problem in pronouncing some English consonants.

Marsono (2006) states that consonants sound [ʧ, ʤ] does not occur in Indonesian and Javanese. The closely sound was consonants *letup medio palatal* [c, j]. Consonants sounds [θ, ð] also do not exist in the Indonesian language and Javanese. The similar sound of those English consonants is the consonants *hambat letup* apiko-dental [t, d]. While the consonants [ʃ, ʒ], which also do not occur in Javanese, is close to [ʃ], *geseran* lamino-alveolar [sy]. Meanwhile, the retribution words in Javanese and Indonesian that contain consonants [ʃ] were changed into consonants [s].

While the English consonants [ʒ] and [v] have no similar sound in Javanese and Indonesian, it can be concluded that consonants [ʤ, ʧ, ʃ, θ, ʒ, ð, and v] do not exist in Javanese and Indonesian. Luviya (2016) has compared the place, and manner of articulation of English and Javanese consonants and she found that seventh English consonants do not exist in Javanese, those consonants are [ð, ʒ, θ, ʃ, ʧ, ʤ and v].

Javanese students found a problem when pronouncing the seven consonants that are absent in Javanese. The consonants [v] had the most problem with the total percentage of error of 90%. For example, the words *very /verˡ/* to */feri/*, *have /həv/* to *'hef'*, *evening /i:vnˡŋ/* to *'ifeniŋ'* and *'ifniŋ'*, *stove /stəʊv/* to *'stof'*, *'stuf'* and *'stouf'*, *lovely /lʌvli/* to *'lofeli'*, *'lofli'*, *love 'lʌv'* to *'lof'*. The students tend to pronounce this sound into [f] sound rather [v] sound. Javanese is familiar with consonant [f] sound and not familiar with [v] consonants sound.

The consonants [θ] had a total percentage of error 91, 16%. It indicated that the students found it difficult to pronounce it. For instance, *Arthur /ɑ:θə/* to *'artur'* and *'atur'*, *Smith /smɪθ/* to *'smit'*, *thick /θˡk/* to *'tik'*, *healthy /hɛlθi/* to *'hɛlti'*, *'hɛalti'*, *athlete /æθli:t/* to *'ætlit'*, *'ætlet'* and *'ætletis'*, *bathroom /baæθrum/* to *badrum'* and *'bætrum'*. Considering that this sound was exist in Indonesian and Javanese, the students always replace the consonants [θ] into the consonants *hambat letup* apiko alveolar [t].

While, the consonants [ð] had a total percentage of errors 85, 55%. It was indicated that the students had problems in pronouncing it, such as in the word, *the 'ðə'* to */de/*, *weather /weðə(r)/* to *'weder'*, *'weter'*, *'witer'*, *although /ɔ:lðəʊ/* to *'æltrouk'*, *'ɔltoʊk'*, *'ɔltoʊf'*, *'æltouk'*, *'æltok'*, *'ɔltot'* and *'ɔldouk'*. Almost all students change the consonant sound [ð] into the consonants *hambat letup* apiko alveolar [d] in all positions.

The consonants [ʃ] had total percentage of error 74, 38%. It indicated as a fair remark of problem. They pronounce the words *washing /wɒʃˡŋ/* to *'wosiŋ'* *'wəsiŋ'*, *shoes /ʃu:z/* to *'sus'*, *'saos'*, *'soas'*, *'sos'*, *sheet /ʃˡ:t/* to *'sit'* *'set'*, *shirt /ʃɜ:t/* to *'sɛrt'*, *'sus'*, *shell /ʃel/* to *'sel'*, *'sil'*, *leash /li:ʃ/* to *'lis'*, *'les'*. The students replace the English consonants sound [ʃ] into the consonants [s].

Marsono (2006) has explained that retribution words that contain [ʃ] sound change into *geseran* lamino alveolar [s]. The consonants [ʒ] had total percentage of error 68, 66%. This indicated as a fair remark of problem. For example, *television /tɛlˡvˡʒn/* to *'telefision'*, *leisure /leʒə(r)/* to *'lisur'*, *'leisur'*, *'leiser'*, *'lesur'*, *'leijer'*, *'lisər'*, and *'leisus'*, *pleasure /plɛʒə(r)/* to *'plizer'*, *'pleser'*, *'plesur'*, *'plæisur'*, *'pləiser'*, *'plisur'*, *rouge /ru:ʒ/* to *'roug'*, *'roʤ'*, *'rous'*, *'ruj'*, *'ruʤ'*, *rog'*, *ros'*, *garage /gærɑ:ʒ/* to *'jerj'*, *'geraj'*, *'gærəʤ'*, *'jeres'*, *'gerje'*, *'garage'*, *'jireij'*, *'gærag'*, *'geras'*, *'gera'*, *'gereg'*. The students have speculate the way to pronounce the English words that contain [ʒ] sound.

The consonants [ʧ] had total percentage of errors 27, 08%. It indicated that the students do not find it as a serius problem. Several cases are *Charles /ʧɑ:lz/* to *'karls'*, *'sarls'*, *'sarles'*, *cheerful /ʧˡəfl/* to *'karful'*, *'cərful'*, *'kerful'*, *'kareful'*, *chicken 'ʧˡkˡn'* to *'ciken'*, *children /ʧˡldrən/* to *'cildren'*, *much /mʌʧ/* to *'mæs'*, *watching /wɑʧˡŋ/* to *'wosiŋ'* *'waciŋ'*, *poacher /pəʊʧə/* to *'poker'*, *'posir'*, *'pokhər'*, *'pokari'*, *'pusər'*, *'puker'*, *'pucer'*, *snatch /snæʧ/* to *'snæs'*, *'snet'*, *snæt'*, *'snit'*, *snetc'*. The students replace the English consonant [ʧ] into [c], [s] and [k] sounds. The consonants [ʤ] had total percentage of error 38, 83%. Some examples of problem are *jelly /ʤeli/* to *'jeli'*, *orange /ɒrˡnʤ/* to *'orens'*, *'ɔren'*, *'ɔrin'*, *'orange'*, *large /lɑ:ʤ/* to *'large'*, *'lar'*, *jug /ʤʌg/* to *'jʌs'*, *'jug'*, *juice /ʤu:s/* to *'jus'*, *ginggerbred /ʤˡnʤəbred/* to *'ginggerbred'*, *'jinjerbred'*, *'ginggerber'*, *'jinejerbred'*, *'ʤingerbred'*.

The students mispronounce the consonants [ʤ] into the sound [j]. It is because Javanese and Indonesian are more familiar with consonant sound *hambat letup* dorso-velar [j]. Consonant [j] in Javanese and Indonesian is only distributed in the initial and middle positions of words. Therefore, the students found it difficult to pronounce [ʤ] sounds in the final position, such as in words, orange /ɒrˡnʤ/ to *'orens'*, *'ɔren'*, *'ɔrin'*, *'orange'*, large /lɑ:ʤ/ to *'large'*, *'lar'*.

Javanese students had problems pronouncing some English consonants that are absent in Javanese speech sounds. The findings of this study support that Javanese students mispronounce some English

consonants that are absent in Javanese inventories (Fauziah & Aswandi, 2017; Luviya, 2016; Rajagukguk, 2017).

2. The Possible Causes of the Students' Problem in Pronouncing English Consonants.
a. Interlingual errors

Brown (2007) stated that interlingual errors happened if the students learn new languages, but their mother tongue sound system and structure were transferred in the target language. Cordes in Bashir, Masood, & Zahra (2014) states that interlingual or interference errors are caused by the consequence of the first language.

In this research, the researcher found two kinds of errors that were expected as interlingual errors. First, when students pronouncing English consonants sounds, most of them replace the English consonants sounds into sounds that they know in the native language. Kosasih (2017) said that the problems that happened in learning the English language were mostly caused by their native language. When students pronounce the English consonants [ʤ], they replaced it with consonants [j], for example in the words 'jelly' /ʤeli/ to /jeli/, 'jug' /ʤʌg/ to /jug/ or /jʌs/, 'juice' /ʤuːs/ to /jus/, and ginggerbread' /ʤɪnʤə bred/ to /jinjerbred/. English consonants [ʤ] does not exist in the Javanese and Indonesian speech sounds. Thus, students replaced it into the consonants that they knew in their native language, which is [j].

Similarly, the English consonant [θ] is pure the English consonant sounds. It means that the Javanese and Indonesian speech sounds have no such consonants. Thus, the sound closed to these consonants is consonants [t]. Therefore, when students pronounce the words containing the English consonants [θ], they replaced it with [t] sound. The examples are in the words 'bathroom' /bæθrum/ to /bætrum/, 'thick /θɪk/ to /tik/ 'smith', 'healthy' and 'athlete'.

The English consonant [ð] is also mispronounced by the students; they replace the English consonant [ð] with [d] sounds. This problem was caused by the unavailability of English consonant [ð] in Javanese and Indonesian speech sounds. The students replace it into the consonant that they knew in their native language such as in the words 'the' /ðə/ to /de/, 'weather'/weðər/ to /weder/, /weter/,'although' /ɔːlðəʊ/ to /æltrouk/,/ mother /mʌðə(r)/ to 'mʌder', father /fʌðər/ to 'fʌdər' and brother /brʌðə(r)/ to 'brʌdər', all the words are replaced into [d] sounds.

The English consonant [ʃ] does not exist in Javanese. Thus, the students replace it with [s] sound.

It can be seen in the words 'washing' /wɒʃɪŋ/ to /wasiŋ/, 'shoes' /ʃuːz/ to /sus/, 'sheet', 'shirt', 'shell' and 'leash'. The sound of the English consonant [v] is also different from the sound of consonants [v] in Indonesian speech sound. Therefore, the students pronounce the words 'very' /verɪ/ to /feri/, 'evening' /iːvnɪŋ/ to /efeniŋ/, 'have', 'stove', 'lovely' and 'love' replace with the consonants that they know in their native language which is [f] sound.

The consonants [ʧ] are closely related to consonant sound [c] in Javanese and Indonesian speech sound. Therefore, the students pronounce the words that include the consonant [ʧ], they are replaced by [c] sounds such as in the words 'Charles' /ʧaːlz/ to /carles/, 'chicken' /ʧɪkɪn/ to /ciken/, 'poacher' /pəʊʧə/ to /pucer/. Second, some of the students pronounced English words as written. The words are pronounced as a written by some of the students are in the words 'large' /laːʤ/ to /large/, in the word 'orange' /ɒrɪnʤ/ to 'orange' and in the word 'television' /telɪvɪʒn/ to /telefision/ and in the word 'garage' /gærɑːʒ/ to /garage/.

b. Intralingual errors

Brown (2007) stated that interlingual errors were an error caused by learning a second language. It means that the errors were caused by the difficulties of the system of the second language. Meanwhile, Cordes in Jam, Rahimidomakani, & Kasegari (2014) also state that intralingual errors or developmental errors, the errors which happened from the target language itself.

In intralingual errors, the researcher found that the students were confused about pronouncing English consonants sounds. They are speculated the way to pronounce English consonants sounds since the students have limited knowledge of a place and manner articulation of the English consonants.

The words that make the students confused are the words in English consonant [ʒ], such as the words: leisure /leʒə/ to /leijer/, /lesur/, pleasure /plɛʒə/ to /pizer/, /pleser/, rouge /ruːʒ/ to /roug/, /ruj/, /ruʤ/, /ros/, /rog/, garage /gærɑːʒ/ to /jerj/, /gires/, /jreij/, /gereg/, /gardid/. The words in the English consonant [ʤ], such as the words: large /laːʤ/ to /larj/, /lar/ and orange /ɒrɪnʤ/ to /ɔrens/, /ɔrin/, /ɔren.

The English consonant [v], such as the words: very 'verɪ' to 'feri', have 'hæv' to 'hef', evening 'iːvnɪŋ' to 'ifeniŋ' and 'ifniŋ', stove /stəʊv/ to 'stof', 'stuf' and 'stouf', lovely 'lʌvli' to 'lofeli', 'lofli', love 'lʌv' to 'lof'. The English consonant [ð], such as the words: the 'ðə' to 'de', weather weðə(r)/ to 'weder', 'weter',

'witer', although /ɔːlðəʊ/ to 'æltrouk', 'ɔltoʊk', 'ɔltoʊf', 'æltouk', 'æltok', 'ɔltot' and 'ɔldouk'.

The English consonant [θ], such as the words: Arthur 'ɑːθə' to 'artur' and 'atur', Smith 'smɪθ' to 'smit', thick 'θɪk' to 'tik', healthy 'hɛlθi' to 'hɛlti', 'hɛalti', athlete 'æθliːt' to 'ætlit', 'ætlet' and 'ætletis', bathroom 'baæθrum' to badrum' and 'bætrum'. The English consonant [ʧ], such as the words: poacher 'pəʊʧə' to 'poker', 'posir', 'pokhər', 'pokari', 'pusər', 'puker', 'pucer', snatch 'snæʧ' to 'snæs', 'snet', snæt', 'snit', snetc'. It because the students had limited knowledge of understanding those English consonants sound.

Conclusions

From the data analysis, it was found that Javanese students had problems in pronouncing English consonants. Those were [ð] [ʧ] [ʃ] [θ] [ʤ] [ʒ] and [v]. The students tend to pronounce the English consonants into the consonants that they knew in their local language. Meanwhile, some students read English words as written. It is indicated as interlingual errors. While the whole students had limited knowledge in understanding the place and manner of articulation of English consonants. Therefore, teachers should introduce more pronunciation in teaching English and give an explanation about the differences between place and manner of articulation in Javanese, Indonesian, and English. Future research can conduct a similar study but in different perspectives, objectives, and subjects, for example, students' problem in pronouncing English vowel or diphthong.

Acknowledgment

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