

**AN ANALYSIS OF ENGLISH PRONUNCIATION BASED ON
STUDENT SPEECH COMMUNITY AT ENGLISH
EDUCATION STUDY PROGRAM**

(A Script)

By
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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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ABSTRACT

An Analysis of English Pronunciation Based on Student Speech Community at English Education Program

Alex Sudrajat

This research analyses English pronunciation based on the student speech community. It aims to find which speech sounds that are correctly and not correctly pronounced by student speech community.

The design of the research was a case study in the form of qualitative research design with two subjects which were a man from Mee speech community and a woman from Javanese speech community. The subjects were chosen since they had distinctive feature which is ethnic accent and could actively spoke English. In eliciting the data, the recorder and dictionaries such as Cambridge application and Oxford online dictionary were used to record the subject utterance and transcribe it into phonetics symbol. The principle of contrastive analysis was used to analyze the data.

As the findings, the speech sounds /ɪ/, /ʌ/, /ɑ:/, /ə/, /u:/, /ɜ:/, /eɪ/, /aɪ/, /ɔɪ/, /θ/, /ʃ/, /n/, /z/, /r/, /dʒ/, and /f/ were not correctly pronounced by Mee subject. Then, speech sounds /eə/, /əʊ/, /ð/, /ʒ/, /z/, /dʒ/, /d/, /b/, and /g/ were not correctly pronounced by Javanese subject. Next, there were 43 speech sounds correctly pronounced by Mee subject. In contrast, 43 speech sounds were correctly pronounced by Mee subject and 43 speech sounds from Javanese subject, excluding /ʊə/ which was not found in any Mee subject's utterance and /ɔɪ/ in Javanese subject. In conclusion, the influence of speech community in English pronunciation was strong enough. Errors and dissimilarities between two languages that led to negative transfer supported the incorrect pronunciation. In contrast, language exposure and similarities between two languages that led to positive transfer supported the correct pronunciation.

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A Script

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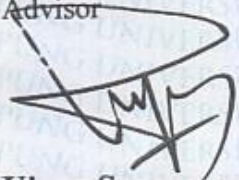
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CURRICULUM VITAE

The writer's name is Alex Sudrajat. He was born on May 27th, 1993 in Kotabumi. He is the first son in his family. His father's name is Giyatno and her mother's name is Pujiati. He has one brother. His brother's name is Ari Prasetyo.

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DEDICATION

This script is proudly dedicated to

1. The greatest parents of my life: my beloved Father and Mother, Giyatno and Pujiati.
2. My beloved brother and family: Ari Prasetyo, Warsiyem, Samsidar, Johansyah, Marwan, Mariyani, Fahri Zailani, Mudjiem, Ridho, Suwarti, and Rio.
3. My Almamater, English Education Study Program, Lampung University.

MOTTO

“O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.”

(Al-Hujurat: 13)

“Nobody can give you freedom. Nobody can give you equality or justice. If you are a man, you take it”

(Malcolm X)

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Finally, the writer believes that his writing is still imperfect since there are many lacks and imperfection in this research. Thus, comments, and suggestions are always waited for better research. At the last, the writer hopes this research can contribute to the English teaching development, the readers, and those who want to hold further research.

Bandar Lampung, August 10th 2016

The writer,

Alex Sudrajat

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I. INTRODUCTION

This chapter is concerned with introduction of the research that consists the following points: background of the problems, identification of the problems, limitation of the problems, formulation of the research questions, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1. Background of The Problem

One of the problems that students face when learning English is to pronounce English words. Sometimes, the students find that it is very difficult to pronounce some words in English. Then, as the researcher experience and observation in PPL, students in the school who belonged to three different ethnics which were Sundanese, Lampungnese, and Javanese shared and used different local language to communicate each other in their own group or community. Each of local languages here which was used by the students in this case was recognized as speech community. In fact, the researcher observed that there are some problems in pronouncing English words which were generally shared by all of the students from all speech communities and some problems which were particularly different from the other and only shared by the students in same speech community.

In general, all of students repeatedly substituted the speech sound /f/ and /v/ for /p/. For the example, the word *live* and *friend* which should be pronounced /liv/ and /frend/ were repeatedly pronounced /lɪp/ and /prend/. Then, the speech

sounds /eɪ/ and /aɪ/ were repeatedly substituted for /e/. For the example, the word *name* and *my* which should be pronounced /neɪm/ and /maɪ/ were repeatedly pronounced /nem/ and /me/.

Particularly, some students from Lampungnese ethnics also had difficulty pronouncing /r/ consonant clearly since there was no /r/ consonant in the Lampungnese phonetic system. The only nearest similarly consonant of /r/ consonant was /R/ that was also existed in the French consonant. For the example, the word *friend* which should be pronounced /frend/ was repeatedly pronounced /pRend/. Meanwhile, some students from Javanese ethnics also had difficulty pronouncing /b/, and /g/ consonant clearly since the way to pronounce /b/, and /g/ consonant in the Javanese accent were aspirated. For the example, the word *boy* and *good* which should be pronounced /bɔɪ/ and /gʊd/ were repeatedly pronounced /b^hɔɪ/ and /g^hʊd/. Then, the /ð/ consonant was also often added by /n/ consonant in the beginning and replaced by /d/ that created consonant cluster /nd/. For the example, the word *the* which should be pronounced /ðə/ was repeatedly pronounced /ndə/.

Although non-native pronunciation and intonation are not necessarily obstacles to successful communication with English speakers from other parts of the world, too much accented or distorted speech will frequently give rise to misunderstandings, miscommunication and frustration (Lu, 2002). In addition, an incomprehensible speaker will lead the listener into misunderstanding in interpreting the utterance since the words are not recognisable. Therefore, clear pronunciation is essential in spoken communication. Even where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation (Burns, 2003).

In relation with speech community (Brown, 2000) finds that a second language learner meets some difficulties, because his LI affects his L2 specially in adulthood, and this effect is a result of LI transfer; so it is a significant source of making errors for second language learners. In the case of the language background of the student, most teachers' experiences and research studies show that the learners' first language plays a major influence on learning the sound system of another language (Nation & Newton, 2009).

Then, the problems of students in pronouncing English words may be various and different for each other since the students come from different ethnics that share and use different languages to communicate each other in their own group or community. Hassan (2014) points out that the learners difficulties in a L2 could be predicted based on systematic differences of the two languages, and those learners from different first language backgrounds would experience different difficulties when attempting to learn a L2. In addition, in English language there are twenty-four consonants and twenty vowels; that mean there are forty-four phonemes in English language the learner should be able to produce them while he is learning English. Learners of different language backgrounds will of course face some difficulties to pronounce them because of their language background (O'Connor, 2003). As if a sound does exist in the native language, but the place of articulation or the manner of articulation of the sound is quite different between two languages, it is also difficult for learners (Zhang, 2009).

In addition, the previous studies focus on the problems that exist in pronunciation which primarily concern with the interference of first language. Hakim (2012) investigates how to pronounce phonetics /b/, /d/, /g/, /j/, /dʒ/, and /ð/ into English pronunciation for Javanese Students in English Study Program of STAIN Bengkulu academic year 2011-2012. Then, Hago and Khan (2015) investigates the difficulties of English pronunciation encountered by Saudi

secondary school learners when pronouncing English consonants. Next, Hassan (2014) investigates the problems in English pronunciation experienced by learners whose first language is Sudanese Spoken Arabic. At the last, Apeli and Ugwu (2013) examines the phonological interference in the spoken English performance of the Izon speaker. Thus, the previous studies mainly focus on the incorrect pronunciation and the problems which follow it, excluding correct pronunciation and the factors which promote it.

Therefore, since the students in Indonesia come from various cultural ethnic, we should pay more attention both in the possibility of the problems may be arisen and also the factors that may promoted related to the ability in pronouncing English as a foreign language.

1.2. Identification of the Problems

Based on the observation by researcher during PPL program and experience on basic, pre-intermediate, intermediate and advanced speaking courses activities that had been taken by the researcher in the campus, there are some problems existed among students related to pronounce English. Also, there are some findings by previous research of Gilakjani (2011) as the reference in identifying the problems. The following identification will be discussed below:

1. The lack knowledge of English vocabulary. Students tend to need more time to read and then utter the words they do not know in the text that the results are mostly incorrect.
2. The lack of role model in practicing English pronunciation. Based on the the students experiences when they were in the junior or senior high school, their teachers have limited time in teaching English which is not

only focused on pronunciation. Therefore, students tend to utter English words by their own understanding.

3. The lack of confidence in practicing pronunciation. It relates to the one of Krashen hypotheses which is affective filter. Some students refuse to read aloud text or speak because they are worry about the mispronunciation that may happen.
4. Fossilization by local language. Student tend to read the text by using regional accent naturally which is also recognized when they speak Indonesian as the official language.
5. The difference between L1 and L2 speech sound system. Since each language has different speech sound to other, student sometimes find there are some speech sounds that are difficult to be pronounced.
6. Letters influence sounds production. Since letters are written, while sounds are spoken, each letter may stand for more than one sound. Students tend to generalize in pronouncing the words which is recognized as minimal pair based on their previous knowledge.
7. Lack of performance assessment of speaking. Based on the the students experiences when they were in the junior or senior high school, teacher tend to focus in multiple-choice test in reading comprehension and true-false test in grammar rather than give chance for students to speak in English in order to make sure that students will pass the mid or final smester test that usually paper based test.
8. Lack of various teaching technique. Based on the the students experiences when they were in the junior or senior high school, teacher tend to use lecturing technique and sometimes just give some notes about the material rather than group discussion in teaching that makes student become less active in using English by speaking.

9. Lack of activity in using English actively. Based on the the students experiences when they were in the junior or senior high school, both teacher and students tend to focus on the material that will be tested in mid or final smester test rather than increasing the skill in using English actively.

1.3. Limitation of the Problems

There are some problems existing in this research that need to be limited in order to keep the research focus on certain problems. Therefore, the following limited problems are stated below:

1. Fossilization by local language. Student tend to read the text by using regional accent naturally which is also recognized when they speak Indonesian as the official language.
2. The difference between L1 and L2 speech sound system. Since each language has different speech sound to other, student sometimes find there are some speech sounds that are difficult to be pronounced

1.4. Formulation of the Research Questions

Based on the background of the problem above, the researcher formulated the problem as follows:

1. What speech sounds are not produced correctly by student based on his/her speech community?
2. What speech sounds are produced correctly by student based on his/her speech community?

1.5. Objectives of the Research

In relation to the research problems formulated above, the objectives of the research are as follow:

1. To find out the speech sounds that are not produced correctly by student based on his/her speech community.
2. To find out the speech sounds that are produced correctly by student based on his/her speech community.

1.6. Uses

Theoretically, the advantages of this research are;

- a. To be used as a reference for further research.
- b. To be the way to identify the problems of student pronunciation that may be arisen during the teaching learning process.
- c. To be the consideration in developing the student pronunciation ability since each of students may come from different background.

Practically, the advantages of this research are:

- a. This research will be useful as the reference for the teacher to identify the problems of student pronunciation ability.
- b. This research will be useful as the reference for the teacher to develop the technique in increasing the student ability in pronunciation.

1.7. Scope

This research is conducted for students of English education study program in University of Lampung. The focus of this research is to find out which

speech sounds that are incorrectly pronounced and correctly pronounced in English pronunciation based on their speech community. In order to avoid the distraction from letters in reading aloud, certain topics are given for students to be described orally which the authentic subjects' pronunciation ability are expected to be elicited. To be more focused, the English pronunciation is limited to segmental phonemes which are vowels, diphthongs, and consonants, excluding suprasegmental phonemes such as stress, tone, intonation, onset, and etc.

1.8. Definition of Terms

In order to reflect the research items, there are some terms that are used by the researcher in making this research, to make it clear the researcher gives some definitions as follows:

- a. Communication is a systemic process in which individuals interact with and through symbols to create and interpret meanings.
- b. Pronunciation is the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use.
- c. Speech community is the group of people where they gathered and shared the same language that can be distinguished from the other group based on the language use in the community itself.
- d. Correct pronunciation is accurately pronouncing the speech sounds to form the words in order to make a meaning.
- e. Foreign accent is the inability of non-native language users to produce the target language with the phonetic accuracy required by native listeners for acceptance as native speech.

- f. Interference is the disturbance in learning the new language which comes from the using of different things that learner already knows from the first language in organizing the new language system which.
- g. Error is the deviation from the standard of a language system which is the result of the lack knowledge of correct rules in target language.
- h. Transfer is the support of similar things from previous knowledge that facilitates the learner to learn the new language which comes from what learner already knows from the first language in organizing the new language system.
- i. Exposure is the intensity of experiences about target language that is learner involved with in learning, using, and interact with the target language user.
- j. Phoneme is the smallest part in the language sound system which is contrastively different comparing each others in the same language sound system.
- k. Consonant is the speech sound which is made from stopped air that is articulated from partial or complete closure of the vocal tract.
- l. Vowel is a sound that is articulated with an open vocal tract which the tongue does not touch the lips, teeth, or roof of the mouth.

II. THEORETICAL FOUNDATION

This chapter discusses about the theoretical foundation that will be used in this study, such as: review of previous research, review of related literature, pronunciation, speech community, and theoretical assumption.

2.1. Review of Previous Research

Hakim in 2012 investigates how to pronounce phonetics /b/, /d/, /g/, /j/, /dʒ/, and /ð/ into English pronunciation for Javanese Students in English Study Program of STAIN Bengkulu academic year 2011-2012. This research was used descriptive qualitative method. The population of this research is all of Javanese students in English Study Program of STAIN Bengkulu academic year 2011-2012. The data were collected by using a record player and then to be analyzed how strong the influence of that phonetics when they pronounce it, is it influence the meaning of sentence, or only has a stressing that changing the sounds. To avoid subjectivity, this research was helped by a native speaker from United States of America (USA), Jeremy Tosh B. A. The result of this research was students that still did stressing in phonetics that researched as follows.

Table 1. Table of Stressing Percentage

Sound	Percentage
/b/	26, 67 %
/d/	80 %
/g/	16, 67 %
/j/	6, 67 %,
/dʒ/	13, 34 %
/ð/	83, 34 %

Based on the percentages above, it could be concluded that from 6 phonetics that researched, there were 2 phonetics that are difficult to be lost by Java students, such as /d/ and /ð/.

Hago and Khan in 2015 investigates the difficulties of English pronunciation encountered by Saudi secondary school learners when pronouncing English consonants. It also aims to shed light on the area of English consonant clusters system. The instruments used for collecting data and information included were questionnaires, classroom observations and document collections. The descriptive and statistic method was chosen in this research to describe, classify, analyze, and explain the data of the research as it is, then to offer the relevant recommendations. The results show that the participants had difficulties to pronounce eleven consonant sounds which are /p/, /ʒ/, /ŋ/, /r/, /t/, /ʃ/, /t/, /k/, /v/, /k/, /l/, and /d/. The results also demonstrate that a great number of the participants, unintentionally insert a vowel sound in English syllable to break up consonant clusters.

Hassan in 2014 investigates the problems in English pronunciation experienced by learners whose first language is Sudanese Spoken Arabic. In other words to find the problematic sounds and the factors that cause these problems. Then find some techniques that help the Sudanese Students of English improve their pronunciation. The subjects for the study were fifty students from University of Sudan of Science and Technology (SUST), and thirty university teachers of English language from the same university. The instruments used for collecting the data were observation, recordings and a structured questionnaire. The data collected were analyzed both statistically and descriptively. The findings of the study revealed that Sudanese Students of English whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the

consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /f/ and /tʃ/. Based on the findings, the study concluded that factors such as Interference, the differences in the sound system in the two languages, inconsistency of English sounds and spelling militate against Sudanese Students of English (SSEs) competence in pronunciation.

Apeli and Ugwu in 2013 examines the phonological interference in the spoken English performance of the Izon speaker. It emphasizes that the level of interference is not just as a result of the systemic differences that exist between both language systems (Izon and English) but also as a result of the interlanguage factors such as the level of the individual's interaction in and with the L1, his level of education and access to oral English lessons while in school. The research reveals some troublesome contrasts in the two languages. The three factors that determine the level of interference are: the level of immersion of the individual in Izon; the level of the individual's education; the individual's oral English education exposure. The English language teacher has to be aware of these factors and pay particular attention to the differences in the phonological systems of the first language (L1) and the second language (L2) which can cause interference.

The previous studies above focus on the problems that exist in pronouncing English speech sounds incorrectly which come from the interference of the first language. Then, similarly the previous studies had done on the subjects who come from one single language background or speech community. Therefore, in this study, the researcher tries to find out both of the reasons that cause problems in pronouncing English incorrectly and the reasons that promote correct pronunciation. Thus, this study examines two subjects from different speech community by using the same principle of Contrastive Analysis theory in order to see general things which are shared in causing the problem and promoting the English pronunciation.

2.2. Review of Related Literature

Since some students in Indonesia may acquire the local language first as his or her speech community that differ him or her to other student from other speech community, there maybe an interference from his or her first language which is local language to the next language he or she learns as Littlewood (2002) points out that the interference results from the fact that the learner uses what he already knows about language, in order to make a new sense of experience. In the case of mother tongue interference, the learner uses his previous mother-tongue experience as a means of organizing the second language phones. As Odlin (2005) explains, transfer suggests a practice in which some kind of influence is essential for it to happen.

Then, there is also a possibility that some students acquire more than one language since in Indonesia, the society consists of multicultural ethnics that share many languages that of course many sounds that differ from each other as Sinha et al. (2009) states that First language is being termed by different names such as native language, primary language and mother tongue (e.g. Hindi). This language is assumed to be one which is acquired during early childhood- starting before the age of about 3 years. Acquisition of more than one language during early childhood leads to simultaneous multilingualism. Whereas sequential multilingualism means learning additional languages (L2) after L1 has already been established. Simultaneous bilingualism is less common than sequential bilingualism.

Next, the exposure between the languages student acquired may have different intensity from one to another. It could be the local language may be weaker than the official language which is Bahasa Indonesia or the local language may as equal as the official language as Sinha et al. (2009) adds that there are

three types of bilingualism based on the work of Weinrich. They are coordinate bilingualism, compound bilingualism, and sub-coordinate bilingualism.

In coordinate bilingualism, an individual acquires the languages in the two different surroundings and the words of the two languages are kept separate with each word having its own meaning. For example, a person whose native or first language is Hindi and later he acquires the second language that is, English in school then the words in both the languages different in contexts (e.g. kitab in Hindi and book in English) would have different meanings. This happens due to having developed different conceptual systems stored for the two languages.

Whereas in compound bilingualism, the two separate languages are acquired at the same time within the same context. This shows the combined representation of languages in the brain. For example if a child learns both English and Hindi languages at home, he/she would know the different terms used in the two languages for the same thing (book).

Another type of concept is sub-coordinate bilingualism in which people interpret words of their weaker language through the words of stronger one. For example, if a Hindi/English bilingual has low fluency in English then he would replace or pronounce the word pani instead of water.

Thus, those things mentioned before may lead into the matter of pronunciation. As the first point stated that interference comes from the using of previous mother-tongue experience as a means of organizing the second language phones, then there is a possibility that there will be an interference from the local language to other language if the first language of the students is the local language. Then, the intensity may be different since there are varied type of bilingualism that depends on how the students raised up in their community as Canagarajah and Wurr (2011) points out that in such various communities that share the same area, language learning and language use work together. People

learn the language as they use them. They decode the other's grammar as they interact, make inferences about the other's language system, and take them into account as they formulate their own utterances.

2.3. Pronunciation

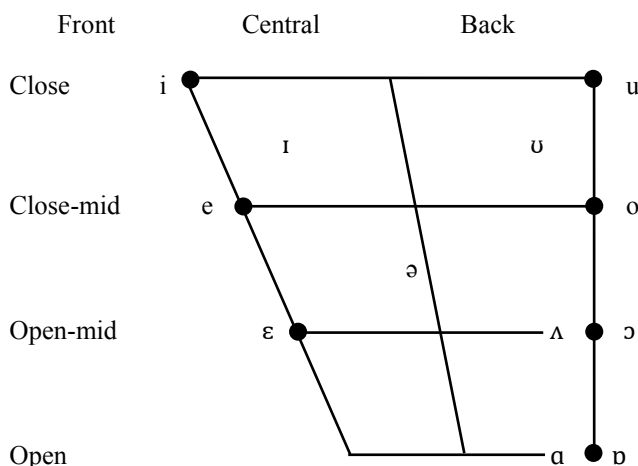
Pronunciation refers to the production of sounds that people use to make meaning. It is related to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way people speak a language.

In English, there are 44 phonemes which are consisted by 24 consonants, 12 vowels, and 8 diphthongs. Here, the picture below shows the chart of English Consonants and Vowels.

Picture 1. English Consonants

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Plosives	p b			t d			k ɡ	
Fricatives		f v	θ ð	s z	ʃ ʒ			h
Africates					tʃ dʒ			
Nasals	m			n			ŋ	
Lateral				l				
Approximants	w				r	j		

(taken from Lacy, 2007)

Picture 2. English Vowels

(taken from Lacy, 2007)

Then, based on the importance of pronunciation, there are some reason why it is important to be investigated. According to Burns (2003), it is more important that speakers of English can achieve intelligibility (the speaker produces sound patterns that are recognisable as English), comprehensibility (the listener is able to understand the meaning of what is said), and interpretability (the listener is able to understand the purpose of what is said).

Meanwhile, Yule and O'Connor (2003) reports that the main problem of English pronunciation is to build a new set of sounds corresponding to the sounds of English, and to break down the arrangement of sounds which the habits and the systems of the LI has strongly built up. It means that learners should use new ways of hearing and new ways of using their organs of speech. Learners also have to change such habits which they have done since their childhood or at least it needs very long time to be adopted by regular practice that is linked to a certain age of the learner.

As mentioned above, there are three essential things relate to the pronunciation matter. Firstly, it is intelligibility or the content that speaker utter

can be identified or formed as English. Secondly, it is comprehensibility which means that what speaker say must be clear firstly even the meaning of what is said depends on the knowlefge of the listener. At the last, it is interpretability which means that the complete thing of what is said should be clear firstly even the purpose of what has been said will be completely analyzed and understood by the listener comprehension. In short, it can be inferred relating to the ability of pronunciation that the three points mentioned by Burns confirm why pronunciation has essential role in communication both for speaker and listener in order to deliver and understand the messages.

But, unfortunately, since the habits and system of L1 have been strongly affected the learner and there is a necessity to build a new set of sounds corresponding to the sounds of English by the learner, the background of the learner itself could be possibly affected the pronunciation of English as L2. Thus, it can be inferred that the stronger L1 and old habits affect the pronunciation of L2, the more mispronunciation leads to an ineffective communication. Then, the less L1 and old habits affect the pronunciation of L2, the more clear pronunciation lead to an effective communication. This is why it is important to be investigated.

Then, there are some factors may affect the students pronunciation when they put efforts in learning the target language. The factors are various as Gilakjani (2011) points out that there are some factors may affect the pronunciation; accent, stress, intonation, and rhythm, motivation and exposure, attitude, instruction, age, personality, and mother tongue influence. Thus there are certain factors that are related to this study especially in the case of speech community.

Firstly, for those who live and share the area with people who comes from the different ethnics that speak different language, it may be obvious that there are some particular accents appeared when the people speak the same language and

those accents are primarily the representative for each of ethnic. In fact, for those students who acquired the local language firstly, it is obvious they have certain accents when they speak Bahasa Indonesia and the accents could easily point out from which ethnic she or he come from. As Crystal (2003) states that an accent is the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially. In addition, Derwing & Munro (2005) states that accent is a normal consequence of second language learning and the listener's perception of how different a speaker's accent is come from the L1 community.

Secondly, each of speech community shares certain languages that has its own way to be uttered that differs from one language to other. Thus, each of language, especially the local language has its own stress, intonation, and speech sounds which are unique and primarily recognized as the identity of the language. Meanwhile, in fact, there could be an interference from mother tongue to toher language including those features as Crystal (2003) states that pronunciation research and teaching focus both on the sounds of language (vowels and consonants) and on supra-segmental features that is, vocal effects that extend over more than one sound such as stress, sentence and word intonation, and speech rhythm.

At the last, since each of languages has its own sound system, the mother language will affect the student pronunciation in learning the other language. Therefore, there is a possibility that the local language that is used in the speech community could affect the pronunciation of English since the local is the first language students acquired as Nunan (2001) states that when there is a difference in the sound system in the LI and L2 showed, errors are expected to be committed because the learners transfer their mother tongue sound system into the target language. Mother tongue has clear influence on learning L2 pronunciation. Where

L1 and L2 rules are in conflict, errors are expected to be committed by foreign learners. All that can be linked to what is known as the interference between L1 and L2 (Ladefoged, 2001; Carter & Nunan, 2001).

Thus, as an addition, the other factor affects the pronunciation is fossilization and the difference in the sound system between L1 and L2 that are closely related to the language used in the speech community. For the example, (O'Connor, 2003; Yule, 2003) in their study of pronunciation problems and the influence of L1 find so many sounds such as /p/ and /b/, /s/ and /θ/, /z/ and /ð/, /tʃ/ and /ʃ/, /v/ and /b/ are confused e.g. (pit / bit), (thin / sin), (question /action), (very / berry). The mispronunciation of the above sounds is the result of the over practice of the first language, a process of fossilization. Meanwhile, Hago (2015) finds that some consonant sounds mispronounced by the participants, these consonants from phonemes are not present in Arabic. They are /p/, /ŋ/, /ʒ/, and /tʃ/, because of this reason, many consonants which causes trouble for the learners. It is the example of the difference in the sound system between L1 and L2.

2.4. Contrastive Analysis Theory

Rustipa (2011) states that Contrastive Analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. Contrastive Analysis was extensively used in the 1960s and early 1970s as a method of explaining why some features of a Target Language were more difficult to acquire than others. According to the behaviourist theories, language learning was a question of habit formation, and this could be reinforced by existing habits. Therefore, the difficulty in mastering certain structures in a second language depended on the difference between the learners' mother language and the language they were trying to learn.

Based on the importance of contrastive analysis, there are some reasons why it is important to be investigated. According to (Rustipa, 2011) the goals of Contrastive Analysis can be stated as follows: to make foreign language teaching more effective, to find out the differences between the first language and the target language based on the assumptions that: 1) foreign language learning is based on the mother tongue, 2) similarities facilitate learning (positive transfer), 3) differences cause problems (negative transfer/Interference), 3) via contrastive analysis, problems can be predicted and considered in the curriculum.

Meanwhile, in the context of second language learning, According to (Yufrizal, 2008) from the behaviorist perspective, when first language habits are helpful to acquiring second language habits, this is positive transfer. Then, in the case of negative transfer or interference, the differences between the two languages will lead to the cause of learning difficulties and errors. In addition, there are several implications for second language instruction toward those assumptions; 1) teacher can compare the learner's first language with the second language he is trying to learn which is usually called constructive analysis, 2) from the differences that emerge from this analysis, teacher can predict the language items that will cause difficulty and the errors that the learner will be prone to make which is usually called the contrastive analysis hypothesis, 3) teachers can use these predictions in deciding which items need to be given special treatment or material they write in the course, 4) particularly, intensive techniques such as repetition or drills can be used in order to overcome the interference and establish new habits.

Therefore, in the relation of pronunciation, contrastive analysis should be considered since English and Indonesia have certain differences in the speech sound system. The contrastive analysis of speech sound system between English and Indonesia itself has a close relation toward pronunciation since mother

language affects both of English as foreign and second language. As stated before, the similarities or same habits will lead into positive transfer, meanwhile the differences or different habits will lead into negative transfer or interference. Thus, it could be inferred that the both similarities and differences in the speech sound system between L1 and L2 have influence toward the pronunciation of English as L2.

For the example, Pallawa (2013) in his research points out the difference between English and Indonesian speech sounds.

Table 2. English and Indonesian consonants

Consonant Phonemes	Words					
	Initial Position		Medial Position		Final Position	
	Eng	Indo	Eng	Indo	Eng	Indo
p	yes	yes	yes	yes	yes	yes
t	yes	yes	yes	yes	yes	yes
k	yes	yes	yes	yes	yes	yes
f	yes	yes	yes	yes	yes	yes
θ	yes	no	yes	no	yes	no
s	yes	yes	yes	yes	yes	yes
ʃ	yes	yes	yes	yes	yes	no
h	yes	yes	yes	yes	no	yes
m	yes	yes	yes	yes	yes	yes
n	yes	yes	yes	yes	yes	yes
ŋ	no	yes	yes	yes	yes	yes
tʃ	yes	yes	yes	yes	yes	no
b	yes	yes	yes	yes	yes	no
d	yes	yes	yes	yes	yes	no
g	yes	yes	yes	yes	yes	no
v	yes	no	yes	no	yes	no
ð	yes	no	yes	no	yes	no
z	yes	yes	yes	yes	yes	no
ʒ	rare	yes	yes	no	rare	no
l	yes	yes	yes	yes	yes	yes
r	yes	yes	yes	yes	no	yes
j	yes	yes	yes	yes	no	no
w	yes	yes	yes	yes	no	no
dʒ	yes	yes	yes	yes	yes	no

Table 3. English and Indonesian vowels

Vowel Phonemes	Words					
	Initial Position		Medial Position		Final Position	
	Eng	Indo	Eng	Indo	Eng	Indo
ɪ	yes	yes	yes	yes	yes	yes
e	yes	yes	yes	yes	yes	yes
æ	yes	yes	yes	no	no	no
ʌ	yes	no	yes	no	no	no
ɒ	yes	yes	yes	yes	yes	yes
ʊ	rare	yes	yes	yes	yes	yes
ə	yes	yes	yes	yes	yes	no
i:	yes	yes	yes	yes	yes	yes
ɑ:	yes	yes	yes	yes	no	no
ɔ:	yes	yes	yes	yes	yes	yes
u:	rare	yes	yes	yes	yes	yes
ɜ:	yes	no	yes	no	yes	no

The first group is that the group of sounds that do not exist in Bahasa Indonesia sound system, for examples /æ/, /ʌ/, /ɜ:/, /v/, /θ/, and /ð/. The second group is that sounds that exist in L1 and L2 but they have different phonetic features, such as: 1) Phonetic features /b/, /d/, /g/, /z/, /s/, /tʃ/, and /dʒ/ do not exist in the final positions of the word of Bahasa Indonesia, 2) Phonemic features /p/, /t/, /k/ are never aspirated in Indonesian words wherever they occur, 3) Phonemic feature /r/ is never pronounced clearly in English but in Bahasa Indonesia this /r/ is always articulated clearly wherever it occurs in the words. The third group is that the spelling of English words. For examples /s/ is sometimes pronounced as /z/ in English, and /a/ is also sometimes pronounced as /æ/, /ə/, and /e/. As a result, the L2 learners fail to produce English words fluently and accurately.

2.5. Speech Community

The shared language in the students' background are the part of the research that the researcher tries to consider as the factor of students' ability to

pronounce accurately. Therefore, the aspect of speech community then comes to the research to be particularly examined as the part of background environment of students.

In the beginning of the speech community research, Chomsky stated that speech community was about a single language that was used in a certain place or homogeneous speech such as English for England, Spanish for Spain, and Italian for Italy. Then Gumperz and Labov argued it by developing the ideas that there were multilingual or heterogeneous speech in the same place such as in the New York that English had various style among black worker and any other worker there. Nowadays, speech community is respectfully pointed out from the shared language from people in certain area not the area itself. Yule (2003) states that speech community is a group of people who share a set of norms and expectations regarding the use of language. In the further definition, Zhan (2013) states that speech community is an abstract “space” studied in sociolinguistics, where a complex interlocking social network of communication takes place, and through frequent, rule-governed interaction and the use of shared speech norms and a common linguistic repertoire of signs, the members in it constitute a group which is distinguished from others by significant differences in language use. It can be concluded that speech community itself is about the language use that is shared and used by people in the certain area who communicate by using certain language and style as a group that is distinguished by the differences in language use from the others.

In the importance of speech community toward the pronunciation, the mother tongue which is the part of speech community itself has important role in influencing the pronunciation. Ur (2006) points out that learners'errors of pronunciation derive from various sources. Firstly, A particular sound may not exist in the mother tongue, so that the learner is not used to forming it and

therefore tends to substitute the nearest equivalent he or she knows. Secondly, a sound does exist in the mother tongue, but not as a separate phoneme: that is to say, the learner does not perceive it as a distinct sound that makes a difference to meaning. At the last, the learners have the actual sounds right, but have not learnt the stress patterns of the word or group of words, or they are using an intonation from their mother tongue which is inappropriate to the target language. The result is a foreign-sounding accent, and possibly misunderstanding. In addition, learning difficulties caused by such interference, which, if not addressed, may eventually lead to the fossilization of language patterns (ZhaoHong, 2004). Therefore, it seems clear that speech community in the context of the using certain shared language in it affects the learners pronunciation.

In identifying speech community, there are at least two aspects that should be considered; geographical place and social class. Yule (2003) states that people who live in the same region, but who differ in terms of education and economic status, often speak in quite different ways. Indeed, these differences may be used, implicitly or explicitly, as indications of membership in different social groups or speech communities. In addition, Roach (2000) states that languages have different accents. They are pronounced differently from people who come from different geographical place and different social classes which are distinguished by different ages and different educational backgrounds. Therefore, it can be inferred that there are at least two aspects in identifying speech community; geographical place and social class.

In the context of geographical place, the example of speech community could be simply distinguished relating to the accent and dialect from various ethnic and region. For example in the using of Indonesian language as the official language we may find the utterance of certain words are affected by the accent which comes from different ethnic and region. Javanese people would rather say

"mbandung, mbogor, indonesia, uwenak or wenak, ndak, montor" than *"bandung, bogor, indonesia, enak, tidak, motor"*. Then, Palembangnese would rather say *"pelisi, kupi, kicap, mulak'i, kecil"* than *"polisi, kopi, kecap, mulai, kecil"*. Next, Lampungnese would rather say *"ellem, ellap, lapper, iyya, pallak"* than *"lem, lap, lapar, iya, kepala"*. At the last, in Bataknese the sound /ə/ is rare to be found.

In the context of social class, the example of speech community could be simply distinguished relating to the education background and economic class. For the example, as cited by Yule (2003) In a British study conducted by Udgill in Reading, about 40 miles west of London. It is found that the social value associate with same variable (r) was quite different. Middle-class speakers in Reading pronounce fewer /r/ sounds than working-class speakers. In this particular city, upper-middle-class speakers don't seem to pronounce postvocalic /r/ at all. They say things like *Oh, that's mahvellous, dahling!* Instead *Oh, that's marvellous, darling!*

Based on the explanation above, the relevance of speech community toward pronunciation is primarily the existence of mother tongue that affect the acquisition or learning of target language. Then, the term of speech community itself in this study is primarily related to geographical place by identifying in what ethnic and in what language students come from. It is because indonesia, generally there are two kind of languages which are local language and and official language that are used in communication. The local language is used to communicate for the people from the same ethnic, meanwhile official language which is Bahasa Indonesia is used to communicate to other ethnic's member. Moreover, since the different way of speaking, speech sounds system, stress and intonation from a language to other vary from each of speech communities, it may lead in a more various experience and problem in attempting the pronunciation practice.

2.6. Theoretical assumption

In pronouncing English words, sometimes we find students who hardly try to utter some English words completely and in other case, the students cannot perfectly utter a word that may lead into miscommunication. However, speaking in understandable pronunciation is good to communicate each other.

Therefore, based on the reality that Indonesian students have a complexity in their environment where there may have one or more than one language used in daily activities, the ability to imitate a sound is different for each other. It is because each of local language in Indonesia has its own accents and dialects where all of them different comparing to each other. Then, pronunciation of words in any language is based on extensive example and experience that primarily related to the area of phonology. So that, it can be assumed that the experience in pronouncing the previous language(s) may affect the ability to pronounce other words' language(s).

Then, in the speech community itself, the different way of speaking is existed. Generally the variation comes from the regional place and social class which lead into more diversity in the language use. The aspect of pronunciation such as stress, intonation, rhythm, phrasing, and etc. may vary from one speech community to the other that will lead them into the various problem in uttering English words.

Furthermore, the researcher believes that the different way of speaking of language used in the student speech community affect the ability of English pronunciation aspects considering the habitual things students did before.

From the explanations above in this chapter, there are some things can be concluded. First, the previous studies' findings show that problems in pronunciation such as interferences, inserting vowels to break consonants cluster,

and stressing in certain phonemes are resulted from the differences between the first language of learner and English as the target language in terms of sound production and sound system. Then, in relation to bilingualism there is a possibility that Indonesian students get more exposure in local language than official language which is Bahasa Indonesia that may affect students pronunciation of English. Next, in terms of pronunciation, the problems in pronunciation comes from the inability of learners to pronounce correctly since they have to build new habit to break old habit in uttering new speech sounds. In addition, the contrastive analysis theory shows that the differences between two languages will cause problems and the similarities will make learner easier in learning new language. At the last, in the case of speech community, the local language which is also the first language has a chance in affecting the learning or acquiring the target language.

III. METHOD

This chapter discusses about the research design setting, subjects of the research, data collecting technique, procedure, and data analysis.

3.1. Research Design Setting

This research was carried out to find out the students' performance in English pronunciation based on their speech community. In conducting this research, the design of the research is a case study in the form of qualitative research design. It is aimed at describing the speech sounds which are particularly not correctly pronounced, and the most difficult to be pronounced by students in pronouncing English words based on their speech community.

3.1.1. Time

The research was held from March to April 2016. The first three weeks of March were used to select the subjects of the research. Then, six weeks later until the end of April 2016 were used to record the subjects' spoken utterances.

3.1.2. Place

The research was conducted at University of Lampung in the Education and Pedagogy Faculty which was specifically located at English Education Study Program.

3.2. Subjects of The Research

The subjects of this research were the students of University of Lampung in the Education and Pedagogy Faculty which was specifically registered at English Education Study Program year 2013.

The aspect of geographical place in identifying the student's speech community was primarily chosen since the students in that study program came from multicultural ethnics with their own local language and accent. Then, the ability in using English actively was also considered since the subject's utterance in the form of oral description was primarily chosen to be elicited. Next, based on those considerations, there were certain criteria in selecting the students to be the samples. Here were the criteria as followed: 1) Come from particularly local language speaking village or region, 2) Actively speak local language, 3) Speak English actively and 4) Had finished advanced speaking course. Thus, there were two subjects selected according to the criteria: Mee, and Javanese.

The first, Mee subject, was a 23 years old Mee man. He came from a village in Timika called Bomomani, Papua, that the people in that village spoke Mee. His first language was one of the Mee dialects called Iyai which was used in the Iyai family and Mee as ethnic language in general used by other Mee family members to communicate each other and his second language was Bahasa Indonesia. In addition, he spoke German and English as his foreign language.

Then, the second, Javanese subject, was a 20 years old Javanese woman. She came from a district in Sukadana called Marga Tiga, East Lampung that the people in that district spoke Javanese. Her first language was Javanese, and her second language was Bahasa Indonesia. In addition, She spoke English as foreign language.

3.3. Data Elicitation Techniques

The data collected in this research was pronunciation data. Pronunciation data was every spoken utterance produced by the subjects who were selected as the sample. The grammatical and semantic problems arisen in the research were not noted since the focus in the research was on the pronunciation problem.

In order to keep the naturality of subjects' spoken utterance and avoid the letters' influence on sounds production since each letter might stand for more than one sound, the researcher elicited the pronunciation data from every subject's spoken utterances of English words which were produced without reading any text by delivering oral description of certain topics given.

3.3.1. Research Instruments

In order to collect the data and answer the research questions, there were two instruments used by the researcher. The instruments were recording, two electronic dictionaries which were Cambridge and Oxford dictionary, and the researcher himself.

Recording was primarily used to collect the pronunciation data and also to answer the first, second and the third research questions. A smartphone and headset with built-in microphone were used as the recording equipment. Before recording the subject's spoken utterance, a certain topics were firstly decided and given to be presented orally in a form of short description. In addition, the particular conversations in the contact between the researcher and subjects during the research were also noted.

In relation to fulfill the intelligibility aspect, dictionaries were needed to find out whether what subject's uttered in the recording was recognized as English word or not. Also, the dictionaries were used in transcribing the subject's recorded

utterance to standard phonetic symbol of English transcription. The dictionaries used here were Cambridge Advanced Learner's dictionary 3rd edition in the form of software and Oxford dictionary in the form of online dictionary since these dictionaries distinctively provided the example of English native speaker pronunciation sound and phonetic transcription from words in British and American version.

Here, the researcher took a role as the instrument in deciding whether the subject utterances were correct or incorrect. The researcher himself were capable enough to judging and valuing since he had focused in studying English for about 4 years as the student of English Education Program, had passed phonology and listening course, and also had experince in teaching English to students in PPL program and private course.

3.4. Procedure

There were some steps to elicite the data. Procedures for eliciting the data discussed below:

1. Researcher firstly observed and selected the students of English Education year 2013 to be the subject of the research. In selecting the subject, the subject's accent was the primarily thing to be considered since accent was one of some factors that affected pronunciation (Gilakjani, 2011). Here, the researcher firstly observed whether the accent from local language existed or not by listening when the subject had a chit-chat in Bahasa Indonesia with his or her friends. Then, the researcher investigated about the subject's performance in using English actively by asking for opinions from the subject's classmates. The questions primarily focussed on whether the subject spoke English fluently or not and whether there was

the accent from local language or not when the subject spoke English. Next, the researcher finally tried to have a contact with the subject by having a several times chit-chat in English to make sure whether there was the accent from local language or not and he or she could speak English fluently.

2. Then, the researcher gave some topics to be presented orally by the subjects. The use of giving topics in deciding what subjects presented was to make the subjects easier in planning what would they tell by their own words. There were three topics given here. They were describing a person, reviewing a movie, and giving a comment to an issue or problem that subject's interested with. The time for preparation was various from one topic to other topics to be presented. It took for 5-7 days for each of preparations since the subject had his or her own business related to the campus tasks and activities. Therefore, the presentation would be delivered only when the subject was ready to present.
3. Next, the researcher took recording whenever the subjects were ready and had prepared the topic they wanted to present orally. In the recording session, the situation must be quiet to avoid the noise from the surrounding. Also, during the recording session, it is suggested that the subject should be calm and felt comfortable to avoid anxiety that reduced the quality of the subject's utterance. It was noticed that the subject tended to forget what was going to be said, do more pause, and finish the presentation even there were some points that had not mentioned yet when he or she felt nervous. Therefore, the researcher gave more space and privacy to the subject in recording his or her utterance. For the example, the researcher let the subject to record his or her utterance by himself or herself alone in an empty room. So that, there was no one noticed what was he or she doing.

4. At the last, the researcher transcribed the subject utterance into phonetic symbols. In transcribing the utterance, the researcher reduced the play speed of the audio player and repeatedly listened the recorded utterance to find out how the subject well pronounced the words. The electronic dictionaries were used as the consideration whether what subject uttered could be identified as English words or not. Also, the dictionaries were used to find out the correct pronunciation of the English words that had been pronounced by subject.

3.5. Data Analysis

In data analysis, the principles of contrastive analysis theory was used here to answer the first and the second research question. There were four steps in data analysis. They were description, selection, contrast, and prediction.

First step was description. In this analysis, there were three languages sound system which were compared to English. They were Mee, Javanese, and Bahasa Indonesia. Here, Mee and Javanese were described as local languages that were used by the subjects to communicate in his or her own community. Meanwhile, Bahasa Indonesia was described as the official language that was used to communicate among communities from different ethnic that had different language. Thus, since both of the subjects communicated with local language and official language, the sound system of Bahasa Indonesia was also considered to be compared.

Second step was selection. In this step, the segmental feature of pronunciation was selected to be analyzed. They were diphtongs, consonants and vowels. Here the table of diphtongs and chart of consonants and vowels from Mee, Javanese, Bahasa Indonesia, and English.

Table 4. Table of Mee, Javanese, Bahasa Indonesia, and English Diphtongs

Diphtongs

Language	Speech sound
Mee	/eɪ/, /aɪ/, /oɪ/, /eu/, /au/, /ou/
Javanese	/ui/, /ua/, /uɛ/, /uo/, /uə/
Bahasa	/aɪ/, /oɪ/, /au/
English	/eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /ɪə/, /əʊ/, /eə/, /ʊə/

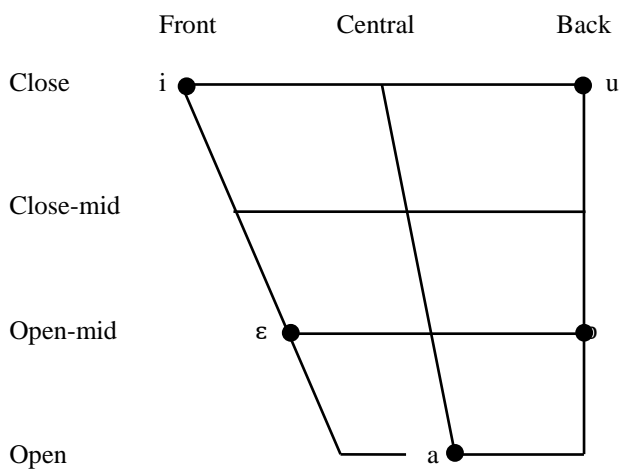
Picture 5. Chart of Mee Consonants and Vowels

Mee Consonant

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Plosives	p b		t d				k ɡ	
Fricatives								
Africates								
Nasals	m		n					
Lateral								
Approximants	w					j		

(taken from Doble: 1999)

Mee Vowel

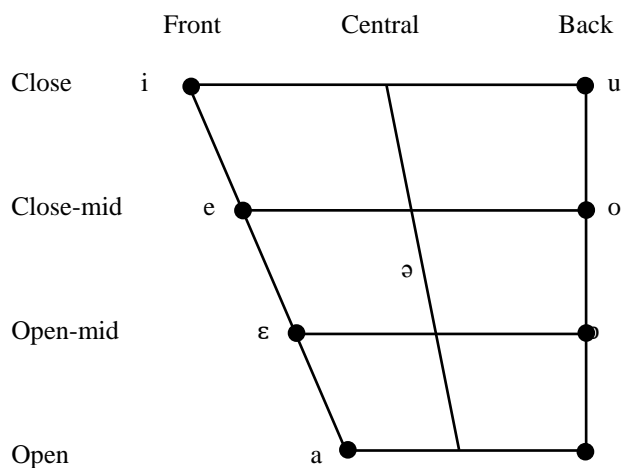


(taken from Doble, 1999)

Picture 6. Chart of Javanese Consonants and Vowels**Javanese Consonant**

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal	Bilabial
Plosives	p b			t d		ʈ ɖ		k ɡ	
Fricatives				s					h
Africates					tʃ dʒ				
Nasals	m		n				ŋ	ɳ	
Lateral				l					
Approximants	w				r		j		

(taken from Wedhawati, 2006)

Javanese Vowel

(taken from Wedhawati, 2006)

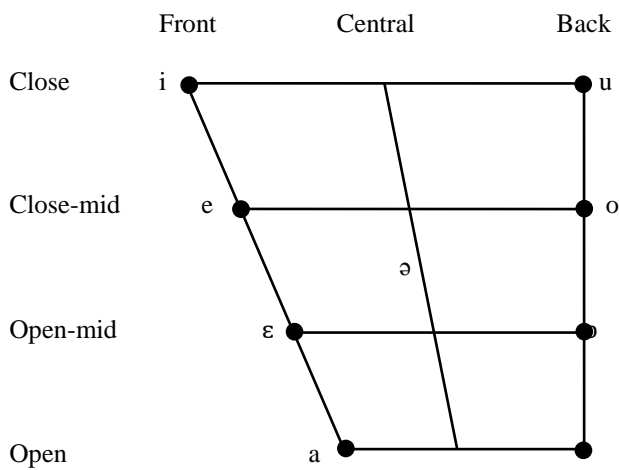
Picture 7. Chart of Bahasa Indonesia Consonants and Vowels**Bahasa Indonesia Consonant**

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Plosives	p b			t d			k ɡ	
Fricatives		f		s z	ʃ		x	h

Africates					tʃ dʒ			
Nasals	m			n		ɲ	ŋ	
Lateral				l				
Approximants	w				r	j		

(taken from Chaer, 2009)

Bahasa Indonesia Vowel



(taken from Chaer, 2009)

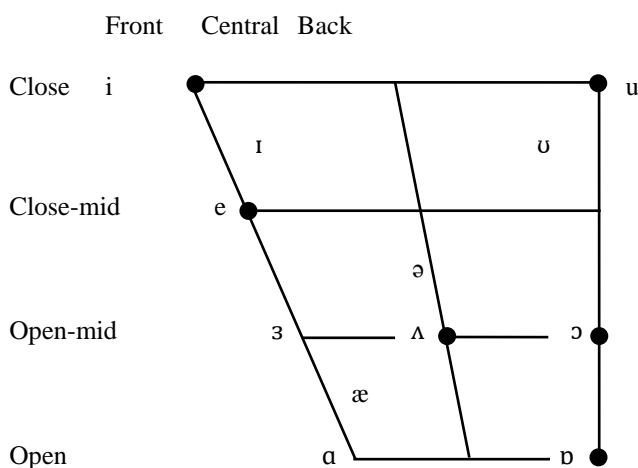
Picture 8. Chart of English Consonants and Vowels

English Consonant

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Plosives	p b			t d			k ɡ	
Fricatives		f v	θ ð	s z	ʃ ʒ			h
Africates					tʃ dʒ			
Nasals	m			n			ŋ	
Lateral				l				
Approximants	w				r	j		

(taken from Lacy, 2007)

English Vowel



(taken from Lacy, 2007)

Third step was contrast. In this step, the segmental feature of pronunciation from two languages were compared each other. The purpose of the comparison was to find out the differences between one language sound system to other language sound system that in this case was English. There were three comparison in this step which were two local languages and one official language compared to English. At the first comparison, the segmental feature of Mee and English pronunciation contrasted. The table below showed the differences between Mee and English segmental feature.

Table 5. Table of Mee and English Consonants Comparison

	Mee	English
Plosives	/p/, /b/, /t/, /d/, /k/, /g/	/p/, /b/, /t/, /d/, /k/, /g/
Fricatives		/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/
Africates		/tʃ/, /dʒ/
Nasals	/m/, /n/	/m/, /n/, /ŋ/
Lateral		/l/
Approximants	/w/, /j/	/w/, /r/, /j/

Table 6. Table of Mee and English Vowels Comparison

	Mee	English
Close	/i/, /u/	/i/, /u/
Between Close& Close-mid		/ɪ/, /ʊ/
Close-mid		/e/
Between Close-mid& Open-mid		/ə/
Open-mid	/ɛ/, /ɔ/	/ɜ/, /ɔ/, /ʌ/
Between Open-mid & Open		/æ/
Open	/a/	/ɑ/, /ɒ/

In the comparison between Mee and English segmental feature of pronunciation above, there were English consonants and Vowels that were missing in Mee sound system. The fricatives, affricates, and lateral consonants that existed in English did not exist in Mee. Then, the nasal /ŋ/ and approximant /r/ existed in English but did not exist in Mee.

Next, in the vowels comparison, some sounds that existed in English such as /ɑ/, /ɒ/, /æ/, /ɜ/, /ʌ/, /ə/, /e/, /ɪ/, and /ʊ/ did not exist in Mee. In the case of vowel length, there were short and long vowels in English but were not in Mee. In Mee, there were short vowels and vowels cluster for each of the short vowels such as /aa/, /ii/, /uu/, /εε/, and /ɔɔ/ to differ the meaning of the same words. The vowels cluster did not sound like a long vowel but rather like a stressing and pronouncing a longer version of the short vowels. In addition, diphthongs in Mee pronounced as separated phonemes. Some sounds that existed in English such as /ɪə/, /əʊ/, /eə/, and /ʊə/ did not exist in Mee.

At the second comparison, the segmental feature of Javanese and English pronunciation contrasted. The table below showed the differences between Javanese and English segmental feature.

Table 7. Table of Javanese and English Consonants Comparison

	Javanese	English
Plosives	/p/, /b/, /t/, /d/, /t̚/, /d̚/, /k/, /g/	/p/, /b/, /t/, /d/, /k/, /g/

Fricatives	/s/, /h/	/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/
Africates	/tʃ/, /dʒ/,	/tʃ/, /dʒ/
Nasals	/m/, /n/, /ɲ/, /ŋ/	/m/, /n/, /ŋ/
Lateral	/l/	/l/
Approximants	/w/, /r/, /j/	/w/, /r/, /j/

Table 8. Table of Javanese and English Vowels Comparison

	Javanese	English
Close	/i/, /u/	/i/, /u/
Between Close& Close-mid		/ɪ/, /ʊ/
Close-mid	/e/, /o/	/e/
Between Close-mid& Open-mid	/ə/	/ə/
Open-mid	/ɛ/, /ɔ/	/ɜ/, /ɔ/, /ʌ/
Between Open-mid & Open		/æ/
Open	/a/	/ɑ/, /ɒ/

In the comparison between Javanese and English segmental feature of pronunciation above, there were English consonants and vowels that were missing in Javanese sound system. The fricatives /f/, /v/, /θ/, /ð/, /z/, /ʃ/, and /ʒ/ consonants that existed in English did not exist in Javanese. Meanwhile, the plosives /t/ and /d/, and nasal /ɲ/ that existed in Javanese did not exist in English. In Javanese pronunciation, certain plosive and affricate consonants were also stressed and aspirated such as allophone /d^h/, /b^h/, /t^h/, /g^h/, and /dʒ^h/. There were also consonant clusters to differ the meaning of the word such as /nd/, and /mb/.

Then, in the vowels comparison, some sounds that existed in English such as /ɑ/, /ɒ/, /æ/, /ɜ/, /ʌ/, /ɪ/, and /ʊ/ did not exist in Javanese. In the case of vowel length, there were short and long vowels in English but were not in Javanese. In addition, diphthongs that existed in English such as /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /ɪə/, /əʊ/, and /eə/ did not exist in Javanese.

At the third comparison, the segmental feature of Bahasa Indonesia and English pronunciation contrasted. The table below showed the differences between Bahasa Indonesia and English segmental feature.

Table 9. Table of Indonesian and English Consonants Comparison

	Javanese	English
Plosives	/p/, /b/, /t/, /d/, /k/, /g/	/p/, /b/, /t/, /d/, /k/, /g/
Fricatives	/f/, /s/, /z/, /ʃ/, /x/, /h/	/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/
Africates	/tʃ/, /dʒ/	/tʃ/, /dʒ/
Nasals	/m/, /n/, /ɲ/, /ŋ/	/m/, /n/, /ŋ/
Lateral	/l/	/l/
Approximants	/w/, /r/, /j/	/w/, /r/, /j/

Table 10. Table of Indonesian and English Vowels Comparison

	Javanese	English
Close	/i/, /u/	/i/, /u/
Between Close& Close-mid		/ɪ/, /ʊ/
Close-mid	/e/, /o/	/e/
Between Close-mid& Open-mid	/ə/	/ə/
Open-mid	/ɛ/, /ɔ/	/ɜ/, /ɔ/, /ʌ/
Between Open-mid & Open		/æ/
Open	/a/	/ɑ/, /ɒ/

In the comparison between Indonesian and English segmental feature of pronunciation above, there were English consonants and vowels that were missing in Indonesian sound system. The fricatives /v/, /θ/, /ð/, and /ʒ/ consonants that existed in English did not exist in Indonesian. Meanwhile, the fricative /x/ and nasal /ɲ/ that existed in Indonesian did not exist in English.

Then, in the vowels comparison, some sounds that existed in English such as /ɑ/, /ɒ/, /æ/, /ɜ/, /ʌ/, /ɪ/, and /ʊ/ did not exist in Indonesian. In the case of vowel length, there were short and long vowels in English but were not in Indonesian. In addition, diphthongs that existed in English such as /eɪ/, /ɔɪ/, /ɪə/, /əʊ/, /eə/, and /ʊə/ did not exist in Indonesian.

The last step was prediction. In the principle of contrastive analysis theory, the similarity between two languages that led would facilitate the learner to learn new language (positive transfer). In this case, the existence of same speech sounds in both two languages compared would be the reason why the subject could pronounced the English words correctly since the speech sounds that the subject already knew facilitated him or her to pronounce correctly.

Meanwhile, the dissimilarity between two languages would cause the problems in learning new language (negative transfer/interference). In this case, the differences of speech sounds between two languages compared would be the reason why the subject pronounced the English words incorrectly since the speech sounds that the subject already knew caused problems for him or her.

From the explanations above in this chapter, it could be concluded that this research was a qualitative research in the form of case study that was held at English Education Program, University of Lampung. The subjects were one Mee man and one Javanese woman. In eliciting the data, the researcher gave certain topics to be delivered by the subject orally and be recorded at the last. Then, there were three instruments in this research which were recording, two electronic dictionaries that are Cambridge and Oxford dictionary, and the researcher himself. Next, there were three steps in the procedures which were observing and selecting the subject, preparing and giving topics to be presented orally, recording the subject presentation, and transcribing the subject utterance in phonetic symbols. At the last, there were four steps in data analysis which were description, selection, contrast, and prediction.

V. CONCLUSIONS AND SUGGESTIONS

This chapter serves the conclusion based on the research's result and discussion. Some suggestions are also provided here for other researchers who want to put effort and are interested to investigate the English pronunciation based on student's speech community.

5.1. Conclusions

In line with the results of the data analysis and discussion, the following conclusions can be drawn.

1. In the first subject, Mee, it is found that there are 16 speech sounds which are not correctly pronounced. Those speech sounds are /ɪ/, /ʌ/, /ɑ:/, /ə/, /u/, /ɜ/, /eɪ/, /aɪ/, /ɔɪ/, /θ/, /ʃ/, /n/, /z/, /r/, /dʒ/, and /f/. Meanwhile, in the second subject, Javanese, it is found that there are 11 speech sounds which are not correctly pronounced. Those speech sounds are /ɪ/, /ə/, /eə/, /əʊ/, /ð/, /ʃ/, /z/, /dʒ/, /d/, /b/, and /g/. Thus, the influence of speech community in English pronunciation is strong enough. The problems existing in speech sounds that are not correctly pronounced come from the mother tongue interference, orthographic interference, and errors.
2. From subject Mee, it is found that there are 44 speech sounds which are correctly pronounced. Those speech sounds are /ɪ/, /e/, /æ/, /ɒ/, /ʊ/, /ə/, /i:/, /ʌ/, /ɑ:/, /ɔ:/, /u:/, /ɜ:/, /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /ɪə/, /eə/, /əʊ/, /ʊə/, /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /w/, /r/,

and /j/. In contrast, from Javanese subject, it is found that there are 43 speech sounds which are correctly pronounced. Those speech sounds are /ɪ/, /e/, /æ/, /ɒ/, /ʊ/, /ə/, /i:/, /ʌ/, /ɑ:/, /ɔ:/, /u:/, /ɜ:/, /eɪ/, /aɪ/, /aʊ/, /ɪə/, /eə/, /əʊ/, /ʊə/, /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /w/, /r/, and /j/. Thus, the exposure in the target language is primarily necessary to improve the pronunciation of the target language. An intensive exposure of target language leads the learner to create a new habit so that there will be an improvement along with new habits which are created, for the example, the ability to pronounce the non-exist speech sound in the first language.

3. Interference could come from the lack experience in the certain speech sound of the target language that does not exist in the first language and the speech sound itself is specifically different in the term of sound production. That is why in attempt to pronounce the target language words, the learner have to find the nearest sound to pronounce it when there is less exposure of the target language. Thus, the problem relies on the target language and target language exposure, not on the first language.

5.2. Suggestions

Based on the conclusions above, there are several suggestions that are put forward:

1. This study was conducted in the university level. Thus, further research should try to investigate in other levels of learner (school students).
2. This study was primarily concerning with the contrast of speech sounds among languages. Thus, further research may use other ways in investigating the problems.

3. In transcribing the subject utterances, further researcher may need second opinion from native speaker to listen the subject utterances or use certain sound analysis software.
4. In further research, the researcher may have to geting involved in the subject speech community and have contact with its members to get more informations related to its accent, sounds system, and etc in natural ways.
5. In further research, the researcher may have to investigate other local languages and find out what speech sounds that are correctly and not correctly pronounced by the subject.

From the explanations above, it can be concluded that dissimilarities between two language lead to the incorrect pronunciation and similarities between two language promote correct pronunciation. Then, interference could come from the lack of exposure of the target language. Next, as the suggestion for further research, it is better to put attention on certain things such as new level of learners, ways in investigating and transcribing the utterances, intensity in having contact, and new local language to be investigated.

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