



Javanese and Madurese Student's Dialects Interference in English Conversation

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Abstract— This study was conducted based on the misperception of students in different mother tongues when delivering conversation in English. This study aims to know the interference dialects of the mother tongue in English conversation. The data was taken from observation field notes and a video-audio recorder in a junior high school in Pasuruan City because this school includes of differentiate of mother tongues (Javanese and Madurese) the data analysed by qualitative methods. Then, the result of observation field notes is displayed by narration. The data was transcriptions of the discussion and the phonetics were analyzed by the Cambridge Advanced Dictionary. The data shows Javanese students have less accuracy when produced /æ, ɛə, i: eɪ, aʊ, ə:, ɔ:, u:, ɒ, ɪə, əʊ, ʊ, a:, ɪ, ʊə, ɔɪ, aɪ/ but no interference in conversation process, the conversation still work. for the Madurese speakers less accuracy when producing consonants, it sometimes made a misconception when conducting a conversation. The researcher found sometimes the Javanese speakers misplaced the articulation when producing 'F' and 'V' changed by 'P'

Keywords— Mother tongue, Dialects, English conversation

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I. INTRODUCTION

Everyone who employs language as a means of communication has the potential to engage in conversation. Sometimes, the one who understands the issue better than others always have the greatest opportunity to speak. In the meantime, it is undeniable that how individuals speak is distributed in a certain manner among participants, which shapes a broad array of occurrences in conversation (Johnson et al., 1988) as cited by (Baetty et al., 2023). The conversation is the process of communicating ideas, emotions, and information to the target language, with the speaking and listening are the target roles. In this sense, linguistics interaction demonstrates the structure.

The mother tongue variety in English discourse has been a source of contention for many years, and the issue of diversity is likely to continue to be a prominent topic of study. Insufficient pronunciation and dialect contributed to conversational misunderstandings. (Zhang et al., 2010) described how various epistemological views, in combination with other variations, might impact learning in a diverse learning environment. Students and teachers who believe that the teacher should be the ultimate source of information may be unable to implement collaborative work and knowledge sharing among various learners. The epistemological assumptions that influence the learning process may arise from cultural origins or previous learning practices.

Learning one's mother tongue is the first step in achieving this, and while doing so is normal and natural, it differentiates it from learning a second or a foreign language. Littlewood cited by (Hasanah et al., 2019). Separate these two words into a brief. A "foreign" language is taught primarily for contact with people outside of one's society, but a "second" language has social functions inside the community where it is learned (for example, as a lingua franca or as the language of another social group) (Hasanah et al., 2019).

Foreign language is "used for contact across frontiers or with those who are not from their nation," whereas a second language is "a language is necessary for certain institutional, social, commercial, or educational activities within their own country." (Grenbaum, 2015) argues that the second language being discussed here is a foreign language that is typically studied by students in formal educational environments or other organizations with a similar course. The use of English as a second language in education is significantly influenced by sociolinguistics. Additionally, this is how society affects' language use. Languages change according to ethnicity, religion, status, gender, degree of education, and age.

A. Background of Study

To avoid embarrassing English speech expressions, accurate pronunciation is required. As a result, (Depalina Siregar et al., 2020) indicated that there are several key aspects that speakers of languages should consider, including dialect, stress, intonation, rhythm, motivation, exposure, attitude, teaching, age, personality, and the effect of their

language. The components must constantly be incorporated. On the other hand, there are times when these elements cannot be employed because of decreases, concerns with the speakers, or linguistic understanding. Research also demonstrates that English language learners have difficulties with speaking appropriate English everywhere, which is mostly attributable to their mother tongue impact (Ito, 2019). In general, issues with fluency in other languages, such as English, lead speakers or students (as language learners) to experience discomfort. Moreover, as evidenced by the present situation, local accents or linguistic differences may be observed when individuals speak languages different than their own. Typically, the prevalence of diversity produces this.

This tendency is frequently seen by researchers in multiethnic English classes with varying primary languages or mother tongues (Dewi et al., 2020). Indeed, they have difficulty comprehending English dialogue. Although they have difficulty when transferring a conversation, the students do not remain silent; rather, they force themselves to participate by making a physical gesture to indicate who the speaker intends to be. (Hasanah et al., 2019) stated that if interlocutors are at a stage where they do not understand one another, they may be expected to "work out-negotiate some form of common ground before the interaction can continue." To address the problems between interlocutors, a variety of strategies should be used to comprehend and convey the conversation's message. The ever-increasing need for effective English communication skills has generated a worldwide demand for English instruction, which is a great instrument for genuine communication in encouraging both target language usage and learner autonomy among language students (Fadilah, 2018).

This research seeks out the mother tongue dialects interference of English conversation. (Yavuz, 2012) argues that students have difficulty producing English due to their unique backgrounds, such as having different ethnic backgrounds, being born into different family cultures, living in a local language, not adapting to international understanding, and feeling uncertain about improving their use of appropriate English. Culture profoundly impacts the English learning and teaching process. Cultural elements contribute to the identity and self-concept of pupils and can impact their views and self-esteem, social connections, language use, and other behavioral patterns. The ethnic and cultural origins of students have a substantial effect on their ability to learn English. If students have access to learning materials that are consistent with their culture, their comprehension is greater than if the content is incompatible with the student's culture (Lloyd, 1999) as cited by (Sudrajad, 2023) these variances affect the student's ability to engage in proficient English discussion in class or engage in English-related vocations. Students use Bahasa as a bridge to connect with members of different races or ethnicities and primarily use the entire local language within the context of local knowledge. The English teachers hopes get more expertise and scientific understanding of the various mother tongue of the pupils, which may be used in teaching-learning process, particularly in English conversation.

This study focuses on Javanese and Madurese mother tongue interference when delivered in English conversation.

B. Review of Related Study.

was conducted by (Kholik et al., 2019) entitled "Java language in the Madurese cross-culture". The focus of the study is the implementation of the social aspect of the Java language in the Madurese ethnic group, how language selection is influenced by social relations between speakers and speech partners or writers and readers in terms of politeness, whether diversity is a formal measure, and whether a speech and the status of the participant are involved. The study employed qualitative descriptors. The data collection instruments include an observation checklist, field notes, and interviews. Because of the study, pupils experience communication and learning process misconceptions. Learning foreign languages/regions (second languages) is distinct from mastering one's speech. The qualities of learning a foreign language differ from those of learning one's mother tongue. This distinction will have repercussions for the chosen approach.

The second study was conducted by (Perwitasari, 2018) entitled "Perception of English vowels by Javanese and Sundanese speaker". this study is to examine how the Javanese and Sundanese vowel systems hinder the perception of ten English vowels. The participants are thirty Javanese, thirty Sundanese, and twenty English native speakers. This study used a mouse-tracking study with an ANOVA test. The result of this study found that: 1) the Javanese and Sundanese speakers were less accurate in perceiving the new vowels /ɑ:/, /ʌ/, /æ/, /ɛ/, /ɪ/, and /ʊ/ and similar vowels /i:/ and /u:/ 2) The Javanese speakers showed a larger AUC (Area Under the Curve) for similar vowels than native speakers for new vowels /ɑ:/, /ɜ:/, /ɔ:/, and /ʌ/ and for similar vowels /i:/ and /u:/. The Sundanese speakers showed a greater attraction to the incorrect alternatives than the native speakers for new vowels /ɑ:/, /ɜ:/, /ɔ:/, /ʌ/, /æ/, /ɛ/, /ɪ/, and /ʊ/ and similar vowels /i:/ and /u:/.

Comparisons between this research and the first are that Javanese and Madurese are the focus of both. The first study focuses on vowel distribution, but this study wants to know how the depth of mother tongue dialects interferes when conversation in English.

This is the first study to focus on how language choice is impacted by social connections between speakers and speech partners or writers and readers in terms of politeness. However, the objective of this study is to examine and analyze the perceptions of Madurese and Javanese speakers of English. Then, the differences between the second study and the present study are as follows: the second study used ANOVA in participant testing, whereas the present study relied on questionnaires and observation as its primary data sources. Observational data will be displayed descriptively, while data from questionnaires will be displayed statistically.

The third study was taken (Mahendra & Marantika, 2020) entitled "The Phonological Interference in EFL Reading". This study aimed to explore the phonological interference made by Pandalungan. Pandalungan is an assimilation of two majority ethnicities in Eastern Java (Javanese and Madurese). It is assumed that the errors made by EFL Pandalungan students might show different patterns from those found in either Javanese or Madurese students. The descriptive qualitative design was employed. Eight students who

belonged to the Pandalungan community, from a private university in East Java were taken as respondents. The secondary instrument used was an oral test of reading an English text. The finding showed that there were 12 incorrectly pronounced vowels; /ɪ, əʊ, ɔ:, e, ʌ, əʊ, aɪ, ɪə, ə, ɒ, eɪ, æ/. The finding was analyzed based on the types of phonological interference, namely sound addition, sound omission, and sound replacement. The first two types have the least cases of two for each, while the last type has the most. Furthermore, the phonological interference that emerged in the finding is somehow related to the nature of both languages, Javanese, and Madurese. Inaccuracy mostly occurs because students pronounce the words as they are written.

The similarities of the studies are both studies utilized Madurese and Javanese as main subjects and focused on phonological interference.

The differences between this study and the third study are the previous study analyzed the way pronounced is and how politeness influenced by social connections between speaker and communication patterns and this study is to assess and analyze the interference of particular dialects in English conversation. Sometimes, the misconception of English conversation delivered by the speakers and listener caused distinguished of the mother tongue dialects. The tendencies frequently seen in multiethnic English classes with varying primary mother tongue.

II. METHODS

The primary objective of this study is to investigate how Javanese and Madurese student's dialects perceive during English conversation. The data was taken from observation field notes then the result of observation field notes used qualitative. According to (Sulistyaningsih, 2021). Qualitative data of the research are collected in the form of words, phrases, and sentences by using descriptions forms them rather than numbers. The main aspect of the research is that it looks at how individuals interpret their own real, actual experiences in their ideas and words before analyzing those interpretations in the manner of behavioral science.

This approach focuses on understanding how individuals interpret their own genuine experience of mother tongues before subjecting these interpretations to behavioural science analysis.

A. Subjects

The Javanese and Madurese students from students in vocational high school in Pasuruan East Java, Indonesia, were used as the focus of this study. The reason the researcher selected such schools is that they have a majority ethnic Madurese and Javanese culture affiliated with this study. Through English conversation, the researcher discovered multiple interference articulations performed by Javanese and Madurese students. Six respondents, two from each of both a pair of Madurese and Javanese student populations were split into three groups.

B. Data and source of the data

The source of data is raw data that has not been processed for meaningful use to become Information. While, the data of the research are: first, the result of the observation field notes and recording works containing students' interactions with

each other and descriptions of the real situation when Javanese and Madurese are conveyed in a conversation in English.

the writer is the main instrument. The instrument of this research is the researcher himself because this research is qualitative as mentioned above. It deals with the statement (Nochi, 2000) that in qualitative research, the human investigator is the primary instrument for gathering and analyzing data.

Firstly, the result of the observation field notes and recording works containing student's interaction with each other and description of the real situation when Javanese and Madurese students are conveyed in English conversation in English. Informal field notes are written by the researcher and adopted from (Lexy J. Moeloeng, 2019)

C. Data analysis

The data from observation field notes are displayed by narration by sorting data, classifying data, and displaying data. Additionally, the researcher verified their bilingualism. When they moved to the city for their higher education, some of them acquired the Madurese language through interactions with their Javanese friends and were able to communicate fluently in both languages. Some consisted of Madurese but possessed Javanese-speaking parents. These requirements were thought to be crucial for obtaining reliable data for descriptive research.

The information is presented in the form of a video of English conversation students. The topic of the students' conversations is their holidays, and each chat has a distinct text. The video and audio were exceptionally clear and of high quality, providing accurate information on the students' pronunciation abilities. The researcher conducted a phonetic analysis to determine whether utterances included mistakes. It was anticipated that pattern-finding would better describe the phonological interference of Javanese and Madurese mother tongues in English conversation as a foreign language.

Each sort of dialect interference will be covered concerning these patterns. According to (Lloyd, 1999) cited by (Romaine, 2010). Dialects can be divided into three categories: *pronunciation, grammar, and vocabulary*. If there were any grammar mistakes in the students' conversations, the researcher gave bold text. The students' transcriptions of the discussion and phonetics were analyzed by the Cambridge Advanced Dictionary (Miller, 2009)

III. FINDINGS AND DISCUSSION

A. Conversation analysis by Group 1 between the Javanese speaker and Madurese speaker:

JS: hi, I hope you are fine. By the way where do you want to go for the next holiday? (/haɪ/, /aɪ/ /həʊp/ /ju:/ /ə:/ /fain./ /baɪ/ /də/ /weɪ/ /weə/ /du:/ /ju:/ /wɒnt / /tu:/ /gə/ /fɔ:/ /**də**/ /**neks**/ / 'hɒlədeɪ /?)

MS: I am good. Wow, I **went** to go to Ngebel Lake, do you know Ngebel Lake? (/aɪ/ /æm/ /gʊd./ /waʊ/, /aɪ/ /**wentu**:/ /gə/ /tu/ /**ŋəbellek**./ /du:/ /ju:/ /nə/ /**ŋəbellek**/?)

JS: What is ngebellek? (/wɔ:t / /ɪz/ /ŋəbellek/)

MS: (just silent and take smartphone then searches for Ngebel Lake)
 JS: it is great. The location in Ponorogo, East java. Is it right? (/ɪt/ /ɪz/ / greɪt./ /ðə/ /**lɔkəsəm**/ /ɪn/ /Pɒnɔrɔgɔ/, /i:st/ /'dʒɑ:və/. /ɪz/ /ɪt/ /raɪt/?)
 MS: yes, it is right. How do you know it? (/jes/, /ɪt/ /ɪz/ /raɪt/. /həʊ/ /du:/ /ju:/ /**kenəw**/ /ɪt/?)
 JS: of course, I know it. Because my mother is from Ponorogo, and I ever went to Ngebel. (/ɒv/ /**kɔ:rs**/, /aɪ/ /nəʊ/ /ɪt./ /**br'kɔuz**/ /maɪ/ /mʌðər/ /ɪz/ /frɒm/ /Pɒnɔrɔgɔ/, /ænd/ /aɪ/ /evə/ /wɛnt/ /tu:/ /ŋəbəl./)
 MS: I see, do you **won** to go with me there? (/aɪ/ /si:/, /du:/ /ju:/ /**wɒntu:**/ /gəʊ/ /wɪð/ /mi:/ /der?/)
 JS: okay, I will **akompany** you to go there. Please contact me if you will go there.
 (/əʊ/ /'keɪ/, /aɪ/ /wɪl/ /ə'kʌmpəni/ /ju:/ /tu:/ /gəʊ/ /ðər/. /pli:z/ /'kɒntak/ /mi:/ /ɪf/ /ju:/ /wɪl/ /**gəʊder**./)
 MS: thank you so much, I hope we will happy. How about your next holiday? (/θæŋk/ /ju:/ /səʊ/ /mʌf/, /aɪ/ /həʊp/ /wi:/ /wɪl/ /'hæpi/. /həʊ/ /ə'baʊt/ /jɔ:/ /nekst/ /'hɒlədeɪ/?)
 JS: I want to go to Situbondo. Visit my grandfather house. (/aɪ/ /wɒnt/ /tu:/ /gəʊ/ tu:/ /Situbɒndɔ/. /'vɪzɪt/ /maɪ/ /'grænd.fɑ:ðəl /həʊs/)
 MS: What will you do in Situbondo? (/ wɔ:t / /wɪl/ /ju:/ /du:/ /ɪn/ /Situbɒn.dɔ/?)
 JS: I will go to Pasir putih beach and play with a thousand sand. (/aɪ/ /wɪl/ /gəʊ/ /tu:/pasɪr putɪ/ /bi:tʃ/ /ænd/ /pleɪ/ /wɪð/ /ə/ /'θaʊzənd/ /sænd./)
 MS: It sounds good. Okay, thank you I hope we will happy. (/ɪt/ /saʊndz/ /gʊd/. /'əʊ'keɪ/, /θæŋk/ /ju:/ /aɪ/ /həʊp/ /wi:/ /wɪl/ /'hæpi./)
 JS: Okay see you. Have a nice day.
 (/əʊ/ /'keɪ/ /si:/ /ju:/ /hæv/ /ə/ /naɪs / /deɪ./)

The conversation above indicated that JS was for a Javanese speaker and MS for a Madurese speaker. There are some mistakes of grammatical and vocabulary made by students both Madurese and Javanese students that gave bold text by the researcher, (want replaced by went, want to be replaced by won, accompany replaced by akompany) then, the analysis of the phonetics were analyzed by (Miller, 2009) then the data displayed by the table below:

TABLE I
 LIST OF PHONEMES INACCURACY BY JAVANESE SPEAKERS

No	Phonemes	In words	Students pronounced
1.	ðə	The	də
2.	nekst	Next	neks
3.	ləʊ'keɪʃn	Location	lɔkəsəm
4.	kɔ:s	Course	kɔ:rs
5.	br'kɔz	Because	br'kɔuz
6.	wɒt	What	wɒt
7.	gəʊ ðeə	Go there	gəʊder

TABLE II
 THE PHONEMES INACCURACY BY MADURESE STUDENTS:

No	Phonemes	In word	Students pronounced
1.	ŋəbəl leɪk	Ngebel lake	ŋəbellek
2.	nəʊ	Know	kenəw
3.	wɛnt tu:	Went to	wɛntu:
4.	wɒnt tu:	Want to	wɒntu:
5.	wɒt	What	wɔ:t

As seen in the conversation, most inaccuracy when student inaccuracy mostly occurs because students pronounce the words as they are written. There was a lack of perception when Madurese students produced 'Ngebel lake' it should be the word Ngabel and Lake being apart but the Madurese students saying '**ŋəbellek**' indicates that Madurese mother tongue interference of articulation and made a misperception. This phenomenon is related to (Fauzi & Puspitorini, 2018). The Madurese licit syllable roots when consonant meets consonant sometimes any pressure and it sounds like a double syllable.

B. Conversation analysis by group 2.

MS: hi, I hope you are fine. By the way, where do you want to go for the next holiday?
 (/haɪ/, /aɪ/ /həʊp/ /ju:/ /ɑ:/ /fain./ /baɪ/ / ðə / /weɪ/ /weə/ /du:/ /ju:/ /**wɒn**/ /tu:/ /gɔ/ /fɔ:/ ðə/ /nekst/ /'hɒlədeɪ /?)
 JS: I am good. Wow, I want to go to Ngebel lake, do you know Ngebel lake? (/aɪ/ /æm/ /gʊd/. /wəʊ/, /aɪ/ /wɒnt/ /tu:/ /gɔ/ /tu/ /ŋəbəl/ /leɪk/, /du:/ /ju:/ /nɔ/ /ŋəbəl/ /leɪk/?)
 MS: it is great. The location in Ponorogo, East java. Is it right? (/ɪt/ /ɪz/ /**gɔr ri:t**./ /ðə/ /əʊ'keɪʃn /ɪn/ /**Pɒn.nɔrɔgɔ**/, /i:st/ /'dʒɑ:və/. /ɪz/ /ɪt/ /**raɪk**/?)
 JS: yes, it is right. How do you know it? (/jes/, /ɪt/ /ɪz/ /raɪt/. /həʊ/ /du:/ /ju:/ /**kənɔw**/ /ɪt/?)
 MS: of course, I know it. Because my mother is from Ponorogo, and I ever went to Ngebel. (/ɒv/ /kɔ:s/, /aɪ/ /nəʊ/ /ɪt./ /**br'kɔz**/ /maɪ/ /'mʌðər/ /ɪz/ /frɒm/ /Pɒnɔrɔgɔ/, /ænd/ /aɪ/ /evə/ /**wɛntu:**/ /tu:/ /ŋəbəl./)
 JS: I see, do you want to go with me there? (/aɪ/ /si:/, /du:/ /ju:/ /**wɒntu:**/ /gɔ/ /wɪð/ /mi:/ /der?/)
 MS: okay, I will accompany you to go there. Please contact me if you will go there.
 (/əʊ/ /'keɪ/, /aɪ/ /wɪl/ /ə'kʌmpəni/ /ju:/ /tu:/ /gəʊ/ /ðər / . /pli:z/ /'kɒntak/ /mi:/ /ɪf/ /ju:/ /wɪl/ /gəʊ/ /ðər).
 JS: thank you so much, I hope we will happy. How about your next holiday? (/θæŋk/ /ju:/ /səʊ/ /mʌf/, /aɪ/ /həʊp/ /wi:/ /wɪl/ /'hæpi/. /həʊ/ /ə'baʊt/ /jɔ:/ /nekst/ /'hɒlədeɪ/?)
 MS: I want to go to Situbondo. Visit my grandfather house. (/aɪ/ /wɒnt/ /tu:/ /gəʊ/ tu:/ /Situbɒndɔ/. /'vɪzɪt/ /maɪ/ /'grænd.fɑ:ðəl /həʊs/)

- JS: What will you do in Situbondo? (wɒt wɪl ju: du: in Situbɒndɔ?)
 MS: I will go to Pasir putih beach and play with a thousand sand. (/aɪ/ /wɪl/ /gəʊ/ /tu:/pasɪr **pətɛh** /bi:ʃ/ /ænd/ /pleɪ/ /wɪð/ /ə/ /'θaʊzənd/ /sænd/.)
 JS: It sounds good. Okay, thank you I hope we will happy. (/ɪt/ /saʊndz/ /gʊd/. /**ʊke**/, /θæŋk/ /ju:/ /aɪ/ /həʊp/ /wi:/ /wɪl/ /'hɛpi/.)
 MS: Okay see you. Have a nice day. (/əʊkeɪ/ /si:/ /ju:/. /hæv/ /ə/ /naɪs/ /deɪ/.)

In the second and the third conversation, the text of the conversation had been fixed by the teacher. So the lack of vocabulary and grammar was clear. In this part, the researcher just focused on the inaccuracy of speakers' phonemes. The table below shows the inaccuracy analysis by students' phonetics.

TABLE III
LIST OF MADURESE PHONEMES INACCURACY

No	Phonemes	In word	Students pronounced
1.	wɒnt	Want	wɒn
2.	greɪt	Great	gər.rɪ:t
3.	Pɒnɒrɔgɔ	Ponorogo	Pɒn.nɒrɔgɔ
4.	raɪt	Right	raɪk
5.	bɪ'kɔz	Because	bɪ'kɔz
6.	went tʊ	Went to	wɛn.ntʊ
7.	putɪ	Putih	pətɛh

TABLE IV
LIST OF JAVANESE PHONEMES INACCURACY

No	Phonemes	In word	Students pronounced
1.	nəʊ	Know	kənəw
2.	wɒnt tu:	Want to	wɒntu:
3.	gəʊ	Go	gɔ
4.	'hæpi	Happy	hɛpi
5.	'əʊ'keɪ	Okay	ʊke
6.	'hæpi	Happy	hɛpi

Both Javanese and Madurese pupils, as seen in the table above, pronounce "want to" exactly as it is a familiar sound, and no misperceptions were found in the conversation by group 2. Sometimes, Madurese speaker when delivered word in Bahasa the dialects of the mother tongue still interferences yet when delivered in consonant sometimes contains a pause at the same points of articulation in the conversation when speakers say Ponorogo as "Pɒn.nɒrɔgɔ", Putih as "pətɛh" so in English when Madurese speakers say right as "raɪk". the

illustration of the conversation above indicates that the Javanese speaker sometimes has inaccuracy articulation when producing vowels, it appears in the conversation when the Javanese speaker says happy as "hɛpi" twice. The study observed a deficiency of pronunciation by the pupils yet communication still functioned for both Madurese students and Javanese students.

C. Conversation analysis by the group. 3

- JS: hi, I hope you are fine. By the way where do you want to go for the next holiday? (/haɪ/, /aɪ/ /həʊp/ /ju:/ /ɑ:/ /fain./ /baɪ/ /də/ /weɪ/ /weə/ /du:/ /ju:/ / wɒnt / /tu:/ /gə/ /fɔ:/ /**də** /**neks** /**hɒlɪde**/?)
 MS: I am good. Wow, I want to go to Ngebel lake, do you know Ngebel lake? (/aɪ/ /æm/ /gʊd/. /waʊ/, /aɪ/ / wɒnt/ /tu:/ /gə/ /tu/ /**ŋəbellek**/, /du:/ /ju:/ /nə/ /**ŋəbellek**/?)
 JS: it is great. The location in Ponorogo, East java. Is it right? (/ɪt/ /ɪz/ / greɪt./ /ðə/ / ləʊ'keɪʃn/ /ɪn/ /Pɒnɒrɔgɔ/, /**ɛst** /'dʒɑ:vəl. /ɪz/ /ɪt/ /raɪt/?)
 MS: yes, it is right. How do you know it? (/jɛs/, /ɪt/ /ɪz/ /raɪt. /haʊ/ /du:/ /ju:/ /**ken.nəw** /ɪt/?)
 JS: of course, I know it. Because my mother is from Ponorogo, and I ever went to Ngebel. (/ɒv/ / kɔ:s, /aɪ/ /nəʊ/ /ɪt./ / bɪ'kɔz / /maɪ/ /mʌðər/ /ɪz/ /frɒm/ /Pɒnɒrɔgɔ/, /ænd/ /aɪ/ /**ɛpər** /wɛnt/ /tu:/ /ŋəbəl/.)
 MS: I see, do you want to go with me there? (/aɪ/ /si:/, /du:/ /ju:/ / wɒnt/ /tu:/ /gəʊ/ /wɪð/ /mi:/ /**ðear**/?)
 JS: okay, I will accompany you to go there. Please contact me if you will go there. (/əʊ' /keɪ/, /aɪ/ /wɪl/ /ə' kʌmpəni/ /ju:/ /tu:/ /gəʊ/ /ðər / /pli:z/ /'kɒntak/ /mi:/ /ɪf/ /ju:/ /wɪl/ /gəʊ/ /ðeə /).
 MS: thank you so much, I hope we will happy. How about your next holiday? (/θæŋk/ /ju:/ /səʊ/ /mʌʃ/, /aɪ/ /**həp** /wi:/ /wɪl/ /'hæpi/. /haʊ/ /ə' baʊt/ /jɔ:/ /neks /'hɒlədeɪ/?)
 JS: I want to go to Situbondo. Visit my grandfather house. (/aɪ/ /wɒnt/ /tu:/ /gəʊ/ tu:/ /Situbɒndɔ/. /'vɪzɪt/ /maɪ/ / grænd fɑ:ðə / /haʊs/?)
 MS: What will you do in Situbondo? (/wɒt/ /wɪl/ /ju:/ /du:/ /ɪn/ /**Situbɒn.ndɔ**/?)
 JS: I will go to Pasir putih beach and play with a thousand sand. (/aɪ/ /wɪl/ /gəʊ/ /tu:/pasɪr putɪ /bi:ʃ/ /ænd/ /pleɪ/ /wɪð/ /ə/ /'θaʊzənd/ /**sɛn**/.)
 MS: It sounds good. Okay, thank you I hope we will happy. (/ɪt/ /**saʊndz** /gʊd/. /'əʊ'keɪ/, /θæŋk/ /ju:/ /aɪ/ /həʊp/ /wi:/ /wɪl/ /'hæpi/.)
 JS: Okay see you. Have a nice day. (/əʊ' /keɪ/ /si:/ /ju:/. /hæv/ /ə/ /naɪs / /deɪ/.)

TABLE V
LIST OF JAVANESE PHONEMES INACCURACY

No	Phonemes	In word	Students pronounced
1.	ði:	The	də
2.	neks	Next	neks
3.	hɒlədeɪ	Holiday	hɒlɪde

4.	i:st	East	ɛst
5.	'ɛvə	Ever	ɛpər
6.	sænd	Sand	sɛn

TABLE VI
LIST OF MADURESE PHONEMES INACCURACY

No	Phonemes	In word	Students pronounced
1.	ði:	The	də
2.	nɛkst	Next	nɛks
3.	hɒlədeɪ	Holiday	hɒlide
4.	i:st	East	ɛst
5.	'ɛvə	Ever	ɛpər
6.	sænd	Sand	sɛn

No misconception was found based on the table and discussion that were described above. When both Javanese and Madurese students created the word "Situbondo," the Madurese students said "Situbon.ndɔ" sounds like a double and paused "consonant" and when delivered Ngebel lake as "ŋəbellɛk" in the middle of the word but no misconception because the Madurese and Javanese speakers know it from the first group conversation. The study discovered certain mispronounces that were undertaken by Javanese and Madurese students and varied articulation. There is no communication interruption due to the differentiation. The communication flowed effectively.

The mispronounced result none of the findings stated clearly whether Javanese students or Madurese students dominate the inaccuracy made by Madurese or Javanese students. But sometimes the misplaced stress which is further explained in a suprasegmental aspect of phonology makes a misperception beyond Javanese and Madurese students.

The findings of this study agree with the statements but no interference in the communication process, the delivered conversation between both Javanese and Madurese speakers still works. The miscommunication of the speakers conducted by Madurese consonant and intonation, the data shows when the Madurese speak 'Ngebel lake' as 'ŋəbellɛk' without space in two words, and speaks 'Situbondo' as 'situbon.do', Putih as "pətɛh" likes adding consonant when produced consonant meets consonant and as familiar sounds. It seems like contains a paused the same points of articulation. Not only when delivered words in Bahasa but in English when produced right as "raik"

The study on Javanese students presents more vowels than that of the Madurese, and Madurese speakers have more consonants than Javanese speakers (see table 3.1-3.6). It seems unfair to say that errors in Javanese or Madurese's mother tongue dominate the interference. Moreover, the difference in research method and instrument for data collection of the study may hinder the comparison.

According to discussion groups, 1,2, and 3 the researcher observed Madurese and Javanese students in sound

replacement are usually found as the inability to recognize the orthographic writing with its sound, the utterance is pronounced as if they are ordinary writing or familiar sound. This discovery holds for both categories, making it simpler to anticipate future mistakes in various terms. As second language learners develop their language abilities, they frequently come across words that contain sounds that are unfamiliar to them, which leads to sound replacement. Thus, it turns out that the approach they use while making the sound is to replace the new sounds with ones that are more familiar to them, such as those derived from their L1. Even if it might not be acceptable in the long run, being informed It is crucial to be aware of sounds that students frequently substitute.

Based on the data results, the researcher draws conclusion that Javanese perceptions towards Madurese dialects and Madurese perceptions towards Javanese dialects when conducted conversation in English. According to the data analysis from both of Javanese and Madurese students' conversation in English, the researcher found

The data from the findings in this study shows Javanese students less accuracy when produced /æ, ɛə, i: eɪ, aʊ, ə:, ɔ:, u:, ɒ, ɪə, əʊ, ʊ, ɑ:, ɪ, ʊə, ɔɪ, aɪ/ but no interference in conversation process, the conversation still work. This research deals with (Mahendra & Marantika, 2020) and for the madurese speakers less accuracy when produced consonant, it sometimes made a lack when conducted conversation, the illustrate as described in the conversation by group 1, when madurese says 'ngebel lake' as 'ŋəbellɛk' it made misperception towards conversational process. Not only that when speak words as origin in Bahasa the Madurese speakers still connected with mother tongue dialects, for examples (pasir putih, situbondo, ponorogo,) the mother tongue dialects still interference yet in English words origin, based on the text: (there as ʤe.ar, sounds as saʊndəz, know as ken.nəw). This finding of the Madurese mother tongue interruption when conducted conversation in English deals with (Puspandari & Basthomi, 2022) argues that: madurese consonantal is notable for its collection stops.

This study agreed with those statements but the researcher found sometimes the Javanese speakers misplaced of the articulation when producing 'F' and 'V' changed by 'P'. in the illustration as: for as 'pər', ever as 'ɛpər'. But in the conversation processed no specifically interference, the conversational process still works and flowable.

IV. CONCLUSION

According to the data from previous chapter, the researcher conclude that based on the Dictionary the speaker both of Javanese and Madurese have an inaccuracy of phonetics when conducting in English conversation. However, it appears unjust to claim that inaccuracy in the Javanese or Madurese mother tongue predominantly contributes to interference.

Furthermore, the dissimilarity in research methodology, data collection, subjects and research instruments utilized in this study could impede the ability to make comparison.

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