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THE INFLUENCE OF NGAPAK ACCENT STUDENTS ON SPEAKING ENGLISH IN PURWOKERTO

Daris Ramadhan^{1*)}, Armeria Wijaya², Sri Lestari³

¹²³English Education Department, Universitas Muhamadiyah Surabaya, Indonesia

E-mail: ^{1*)}drsramadhan12@gmail.com, ²armeriawijaya@um-surabaya.ac.id,

³sri.lestari@um-surabaya.ac.id

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Abstract

Mispronunciation of English consonants by students often occurs when Purwokerto students speak English. These factors play an important role in understanding English communication. The aims of this research are to 1) analyze affect students' English pronunciation when speaking English and 2) analyze students' perspectives on English with a Ngapak accent. *Narrative research is a design of inquiry from the humanities in which the researcher studies the lives of individuals and asks them to provide stories about their lives. Internal and external pronunciation motivation of each respondent. In this research there were 5 respondents who were Purwokerto students studying at Wijaya Kusuma University in Purwokerto. The study was conducted through recording and transcription of respondents. The results of this study found that in each respondent there must be differences in the sound of English, and there are several factors that cause different English pronunciation, namely intrinsic factors and external factors. Intrinsic factors from self-confidence, interest, and motivation, if from extrinsic factors it can be from the environment and support from the closest people. Purwokerto students make numerous mispronunciations in English consonants, with 27 errors made by 5 respondents. The study found that each person's pronunciation factor and motivation differ, and the plugs or medhok used are not the same for everyone. The results suggest that each person's pronunciation factor and motivation are unique, and the study highlights the importance of understanding and addressing these differences in pronunciation to improve students' English pronunciation.*

Keyword: consonant sounds; english pronunciation; local accent; vernacular language



INTRODUCTION

English is the international language in this world. It has become the most important language of communication. It is spoken by millions of people in this world. Many activities have been dominated by English language in many fields such as business, tourism, transportation, sports, international relation, etc (Ni'matul, Hafifah, and Wijaya, 2015). A Javanese speaker who speaks a Western Javanese accent (Basa Ngapak), for instance, can speak Javanese English, but with Western Javanese features. In Indonesia, the English variants may either be Indonesian, regional, or a local dialectic variety of English (Amalia et al., 2017). With the same language, people may communicate in a variety of ways. Language was developed since century ago. Human use language to communicate and deliver their needs, feels, wants and many other things. By deliver it, human are able to make a relation with others. Also they make understanding among them (Madina, Wijaya, 2016).

The language used in communication can convey information from one person to another via writing, oral, or even cue (Khairani et al., n.d. 2018). English is used as a second or foreign language in many nations, and nearly all schools teach it. A lingua franca is a language used by two speakers whose native tongues are distinct from one another and is used as a "second language" by either one or both speakers. in burky's thesis, the researcher transcribes the words into phonetic form. There are 30 words, they are devided into 15 Javanese words and 15 English words. The words have been recorded to find out whether the Javanese accent interferes or not in students's English pronunciation (sound /g/) (Istiqomah, 2016). Accents refer to sounds present in a person's native language and are described as variations in pronunciation in a particular language. Therefore, everyone has an accent. Students from buginess Barru and buginess Bone still have influence interms of pronounce the word in English. During the speaking test, the students showed the influence accent to their pronunciation. it is because influence by the habit of the students in their village when they are use the local language. The pronunciation of the students really affect to from their accent (Burky, 2021). Regional dialect based on the place where people lived, so dialects used by the people who live in the city of Surabaya



is different with the dialects of the people living in the city of Purbalingga and who live in another cities in Indonesia, especially Java island (Wijaya., 2016). Regional differences in speaking languages are an easy way to observe linguistic diversity. Travelling in a large geographical area where a language is spoken, you will likely notice differences in pronunciation, word choice, and syntax. These dialects are usually called regional dialects (Wardough & Fuller, 2015). Accents differ in two areas: phonetically and phonologically. Phonological accents refer to accents with different numbers of phonemes and often with different phoneme identities. For example, the phoneme 'e' for dress is pronounced '3' in England and 'e' in Wales (Behravan, 2012). Categorized the factors influencing pronunciation learning into mother tongue, age factors, exposure level, vocal ability, attitude and identity, and motivation (Kenworthy, 1978). Proposed that the factors affecting pronunciation can be divided into two areas, which he called internal factors and extrinsic factors (Zhang, 2009).

Multilingual societies often use vernacular languages, which are not officially recognized or standardized, as their mother tongue. People in multilingual societies tend to learn colloquial as their mother tongue and use it for few informal tasks (Ryan et al., 2013). To produce any consonant, an active articulator, usually located somewhere along the base of the vocal tract, moves towards a passive articulator, somewhere along the top. Where those articulators are, determines the consonant's place of articulation, as we shall see in the next section. How close the active and passive articulators get, determines the manner of articulation. There are three main manners of articulation, and one subsidiary case which in a sense is intermediate between the first two (Rice, 2003).

Students are challenged to learn, difficult to recall vocabulary, challenging to pronounce, lethargic to retain vocabulary, lacking in confidence, and afraid of making mistakes. Then, they seldom ever speak English in class, hardly one speaks English in their area, and they would rather converse in their dialect. The majority of students still struggle to speak English fluently for a variety of reasons, including a lack of enthusiasm, anxiety when speaking the language, a lack of vocabulary and grammar proficiency, a fear of making mistakes, and a lack of self-assurance. When



it comes to speaking English, cultural considerations may also contribute to students' struggles with fluency. Some students speak in their regional or local dialect. According to experts, the majority of the students in Purwokerto are from a variety of places, including Tegal, Banyumas, and the neighborhood. Since different dialect affect to variety of *Ngapak* accent. Based on the aforementioned issues, researcher are particularly interested in how regional accents affect students' English pronunciation speaking English at one of the universities in Purwokerto, particularly for students from Purwokerto. the research wants to know : 1) Does purwokerto regional accent affect students' English pronunciation when speaking English? 2) How are the student's perspectives toward their English with a *Ngapak* accent? From the research question above, the researcher will find a result that is certainly different from previous research because in this study, it discusses what sounds can make mispronunciation of students when they speak English and discusses the perspective of students on English.

METHODS

The qualitative method is applied in this research. To find the data that has been collected, a qualitative method is applied. According to Creswell that qualitative research is a situated activity in which the observer is placed in relation to the rest of the world. It is made up of a combination of interpretive and material behaviors that allow us to see the world (Hamsia & Roifah, 2023). Qualitative research refers to an interpretative focus on the human activity with the goal of generating realistic descriptions or explanations, applying specific data, collection methods, sampling procedures, and analysis styles to create specific designs that are developed throughout the research process (Ratnadewi, 2014). The researcher used qualitative research. The researcher used the design of a Narrative method which is a method of research that attempts to describe and interpret the object following reality. Narrative research is a design of inquiry from the humanities in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives (Riessman, 2008). This information is then often retold or restored by the researcher into a narrative chronology. Often,



in the end, the narrative combines views from the participant's life with those of the researcher's life in a collaborative narrative (Clandinin & Connelly, 2000).

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem, (Creswell, 2014). Ngapaknese students from Purwokerto, who are around 23 years old, served as the study's subjects. There were five people from the Purwokerto regency, three male respondents and two females respondents who spoke Javanese with a *Ngapak* accent in daily conversation. The University of Wijaya Kusuma of Purwokerto's eighth semester was where the study's participants were enrolled. A few participants are required by the researcher, and the participant record includes the prepared dialog.

A transcript recording and phonetic transcription used by the researcher after the participant record. Dialog text, audio, and interviews will all be used in the study. The researcher used following procedures for gathering data, which include A speaking test is administered by the researcher. The speaker captures their voice for later listening, Using phonetic transcription, the researcher transcribed their recording. Ask the student in a structured interview about how they feel about speaking English with a *Ngapak* accent. The data is also analyzed in a way that classifies the sound varieties produced by purwokerto students when speaking English, describing students' perspectives on their English with *Ngapak* accent.

FINDING AND DISCUSSION

The researcher has observed students from Barru and Bone the students were eighth semesters in university wijaya kusuma of Purwokerto. Applied online application during the pandemic to get the data. The researcher used voice recorder, and interview and send via whatsapp for speaking test and interview to get the students documentation analysis.

Respondent 1

No	Words	English with <i>Ngapak</i> Accent	Standart English
1.	the	/ d ^h ə /	/ ðə /
2.	be	/ b ^h i /	/ bi /



3.	they	/ d ^h eɪ /	/ ðeɪ /
4.	together	/ to' g ^h ed ^h ər /	/ tə' geðər /
5.	suddenly	/ 'sAd ^h ənli /	/ 'sAdənli /
6.	dangerous	/ 'd ^h eɪn d ^h ər əs /	/ 'deɪn dʒər əs /
7.	ther	/ 'Ad ^h ər /	/ 'Adər /
8.	day	/ d ^h eɪ /	/ deɪ /
9.	getting	/ g ^h etɪŋ /	/ getɪŋ /
10.	them	/ d ^h em /	/ ðem /
11.	by	/ b ^h aɪ /	/ baɪ /
12.	don't	/ d ^h oʊnt /	/ doʊnt /
13.	that	/ d ^h æt /	/ ðæt /
14.	ground	/ g ^h raʊnd /	/ graʊnd /
15.	because	/ b ^h i'kəʊz /	/ bi'kəʊz /

Based on the recording conducted by the first respondent, there are seven words that contain /ð/ sound. The words are *the*, *they*, *together*, *other*, *them*, and *that*. Then it is found that all of those words with consonant sound *th* or /ð/ are pronounced with his regional accent of *Ngapak* /d^h/ (consonant alveolar with aspirated (^h) sound).

There are three words that contain /b/ sound. The words are *be*, *by*, and *because*. Then it is found that all of those words with consonant sound *bh* or /b/ are pronounced with his regional accent of *Ngapak* /b^h/ (consonant bilabial with aspirated (^h) sound).

There are two words that contains /g/ sound. The words are *together*, and *getting*. Then it is found that all of those words with consonant sound *gh* or /g/ are pronounced with respondent regional accent of *Ngapak* /g^h/ (consonant velar with aspirated (^h) sound).

Respondents revealed that the *Ngapak* accent was used in daily conversation during their 23 years living in Purwokerto. Knowing English and learning English since 4th grade, he also rarely speaks English in conversation. When respondent speaks English, respondent feels and aware that respondent's English pronunciation is influenced by the local accent, so that sometimes respondent finds it difficult not to be confused when talking to the opposite sex from other areas. The respondent is also aware of what sound is "medhok" and respondent tries very hard not to include the local accent in English. According to the respondent, putting an accent is not good when the local accent affects English (ER1).



Respondent 2

No	Words	English with <i>Ngapak</i> Accent	Standart English
1.	climbed	/ klaimb ^h ed /	/ klaimd /
2.	their	/ d ^h ɛər /	/ ðɛər /
3.	bear	/ b ^h ɛər /	/ bɛər /
4.	ground	/ g ^h raund /	/ graund /

Based on the recording conducted by the second respondent, there is one word that contain /b/ sound. This word is *bear*. However, the respondent added /bh/ sound in the word climbed in which sound /b/ does not exist and should not be pronounced. Then it is found that all of those words with consonant sound *bh* or /b/ are pronounced with respondent regional accent of *Ngapak* /b^h/ (consonant bilabial with aspirated (^h) sounds).

There is one word that contains /ð/ sound. The word is *their*. Then it is found that all of those words with consonant sound *th* or /ð/ are pronounced with his regional accent of *Ngapak* /d^h/ (consonant alveolar with aspirated (^h) sound).

Based on the interview with the respondent, it was revealed that respondent used the *Ngapak* accent every day while respondent lived and lived in Purwokerto for 22 years. Respondents learned and knew English since elementary school and did not often use English. The respondent feels that respondent can adjust respondent *accent* when speaking with people from other regions, respondent feels that respondent's English pronunciation is influenced by the local *accent*, which according to respondent the local *accent* is "medhok". respondent also realized that when respondent spoke English respondent always tried not to include respondent local *accent* into English and realized that the sounds /b/, /d/, and /g/ were very clear sounds of "medhok". This respondent who is classified as introvert person has the reason that when speaking English respondent finds it very difficult to eliminate or not include respondent's local *accent*, namely "what is it?" respondent is also not very fluent in Indonesian but respondent is able to master the Indonesian accent (ER2).



Respondent 3

No	Words	English with <i>Ngapak</i> Accent	Standart English
1.	the	/ d ^h ə /	/ ðə /
2.	together	/ tʊ'g ^h ed ^h ər /	/ tə'geðər /
3.	danger	/ 'd ^h eɪn dʒ ^h ər /	/ 'deɪn dʒər /
4.	them	/ d ^h em /	/ ðem /
5.	bear	/ b ^h ɛər /	/ beər /

Based on the recording conducted by the third respondent, there are three words that contain /ð/ sound. The words are *the*, *together*, and *them*. Then it is found that all of those words with consonant sound *th* or /ð/ are pronounced with his regional accent of *Ngapak* /d^h/ (consonant alveolar with aspirated (^h) sound).

Based on the interview by the respondent, it was revealed that he had lived in Purwokerto for 22 years and used an accent in respondent's daily life. Respondent can adjust the accent to the person respondent's talking to from another area. Respondent knows English since elementary school and this English is not used too often in daily conversation. When speaking English, the respondent feels influenced by respondent's local dialect so that respondent's accent becomes "medhok". Respondents are aware of what sounds are "messy" but they are not aware that sounds /b/, /d/, /g/ accent are "messy" so respondents do not understand what accuracy, influence, and intonation are. Respondents did not try not to include an accent in English, but it sounded natural. The respondent is introvert person so respondent doesn't really speak English in respondent's daily activities. Because they are used to the accent, the respondent doesn't really try not to include the local dialect (ER3).

Respondent 4

No	Words	English with <i>Ngapak</i> Accent	Standart English
1.	their	/ d ^h ɛər /	/ ðɛər /
2.	that	/ d ^h æt /	/ ðæt /

Based on the recording conducted by the fourth respondent, there are two words that contain /ð/ sound. The words are *their*, and *that*. Then it is found that all



of those words with consonant sound *th* or */ð/* are pronounced with his regional accent of *Ngapak* */d^h/* (consonant alveolar with aspirated (^h) sound).

The fourth respondent said through an interview that respondent used the *Ngapak* language in respondent's daily activities for 22 years, the respondent knew and studied English since elementary school, only respondent learned the basics of speaking English. Respondents felt not too "medhok" when speaking English. This type of respondent is not the type of introvert person, respondent is a person who likes to talk and is used to speaking in an accent or an accent, so respondent finds it difficult not to use an accent or a local accent (ER4).

Respondent 5

No	Word	English with <i>Ngapak</i> Accent	Standart English
1.	dead	<i>/ d^hɛd /</i>	<i>/ dɛd /</i>
2.			

Based on the recording conducted by the fifth respondent, there is only one word that contain */d/* sound. The word is *dead*. Then it is found that all of those words with consonant sound */d/* are pronounced with his regional accent of *Ngapak* */d^h/* (consonant alveolar with aspirated (^h) sound).

Based on the last respondent' interview, it was revealed that the respondent has sometimes used an accent on a daily basis for 23 years. Respondents can adjust the accent of the other person from another area. The respondent began to know and learn English from elementary school classes and respondent rarely used English in his daily life. When speaking English, the respondent does not feel that the pronunciation is affected by the local *accent* and does not feel that the local *accent* that is spoken is "medhok". Respondents when speaking English try not to include their *accent* in speaking English. Respondent is not aware of any sounds that sound "medhok" when speaking English. related to accuracy, intonation, stress, and influence, the respondents felt that they were quite good at speaking English. Every time the respondent speaks English, he doesn't really try not to include the sound of an accent, because according to the respondent it is natural because respondent can automatically adjust the accent of the other person so that the



respondent feels a natural influence. Respondents include the type of quiet person (ER5).

DISCUSSION

This research reveals that the accent doesn't really affect the way a person speaks in English, some students are still carried away by their original language or it can also be called mother tongue. Numerous vernacular languages, like Buang in Papua New Guinea, Hindustani in India, and Bumbar in Vanuatu, are among the hundreds that have not yet been documented or classified. The numerous various ethnic or tribal languages utilized by various groups are referred to as vernacular languages in a multilingual-speaking community. People in multilingual societies typically pick up vernaculars as their first language, and they frequently utilize them for a very small number of informal tasks (Ryan et al., 2013). Of the five respondents, there were three respondents who were strongly influenced by the local accent, namely the *Ngapak* accent. The pronunciation of words by Javanese people has a distinctive accent. It might pinpoint the location where its speakers are from (a geographical or regional accent). The unusual criteria of the phoneme The word's last phoneme, /b/, with a Javanese accent is spoken as the phoneme /p/. The phoneme "w" at the beginning of the word is pronounced as "wh" in the Banyumas and east Java accents. The phoneme /h/ at the end of the word is not uttered by the speaker in the east Java dialect (Purwaningsih, 2020). Two of these five respondents said that there were 2 of these respondents who had the motivation not to look stupid when the respondent spoke English. "Motivation is something that can, like self-esteem, be global, situational, or task-oriented". Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner. Intrinsic motivation, for example, occurs when the learner learns for their own self-perceived needs and goals (brown 2007:170) in (Asriati A.M., 2019).

CONCLUSION

Based on the research, there are many types of mispronunciations produced by Purwokerto students in the pronunciation of English consonants. As presented



in the previous section, the findings show that the respondent made a pronunciation error in three types of places and vocalization techniques and consists of three consonant phonemes which are lateral alveolar approximants with a sound /d/, bilabial with a sound /b/, and velar with a sound /g/. This study found 27 English consonant pronunciation errors made by 5 respondents who presented that the results of this study explained that each person's pronunciation factor was different and the motivation intrinsic of each respondent was also different. From all the researchers that the pronunciation factor for each person is different. And everyone's plugs or *medhok* are not the same.

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