EFL JAVANESE AND MADURESE STUDENTS' PERCEPTIONS OF THEIR DIALECTAL INFLUENCE ON ENGLISH PRONUNCIATION IN CONVERSATIONS

THESIS

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STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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MOTTO

وَمِنْ ءَايَٰتِهِۦ خَلْقُ ٱلسَّمَٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِى ذَٰلِكَ لَءَايَٰتٍ لِّلْعَٰلِمِينَ

And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge.(QS. Ar-Rum : 22)[1]

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[1] Shahih International, Qur'an Translation in English Arabic Text (Durban: Islamic Propagation Center International)

DEDICATION

This thesis is dedicate to those always love, encourage, and guide guide me in every steps of my journey to complicated this thesis promptly and these are behind it all:

1. To my mother, Mrs. Sumyati, thank you so much for your patience and understanding. Thank you for always supporting me and praying for me in every prayer, and for always motivating me to complete my thesis.
2. To my father, Mr. Buhari, thank you so much for always motivating me to work on this thesis, and thank you for your prayers in every prayer. I am truly grateful for everything you have done for me.
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4. To myself, thank you so much for being willing to fight to get to this point, even though you've gone through so many hardships, but you've still managed to get through them, and you've worked so hard. I'm proud of myself.
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6. And finally, to my future partner, even though we haven't met yet, I hope you can be my encouragement every step of the way until I achieve my dreams.

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The reseacher reliazed that this thesis would not be finished without help and guidedance from other people. In this opportunity, I would like to say thanks to the following people:

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6. All students in the English teaching program have kindly agreed to be the subjects of my research.

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The reseacher really realizes that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The reseacher hopes that this thesis will be useful for the reader and other researchers who need it.

Jember,15 th of june 2026
Reseacher

Widiyana Agustin

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ABSTRACT

Widiyana Agustin,2026: EFL Javanese and Madurese Students' Perceptions Of Their Dialectal Influence on English Pronunciation in Conversations.

Keywords: student perception, Javanese dialect, Madurese dialect, English pronunciation, conversation.

Indonesia has approximately 700 regional languages, including Javanese and Madurese. According to Amalia, the mother tongue is often also referred to as the regional language where a child is born, so the language he or she uses is the mother tongue. Previous studies have mainly focused on pronunciation errors and first language interference among Indonesian EFL learners, while limited attention has been given to students' perceptions of how their local dialects influence English pronunciation in conversations, particularly in comparative studies involving both Javanese and Madurese learners. Therefore, this study aims to explore EFL Javanese and Madurese students' perceptions of their dialectal influence on English pronunciation in conversations.

This study was guided by two main research questions: 1) How do Javanese EFL students perceive the influence of their Javanese dialect on their English pronunciation in conversations? 2) how do Madurese EFL students perceive the influence of their Madurese dialect on their English pronunciations in conversations? The research objective of this research were to explore Javanese EFL students' perceptions of the influence of their Javanese dialect on their English pronunciation in conversations and to explore Madurese EFL students' perceptions of the influence of their Madurese dialect on their English pronunciation in conversations.

This study employed a quantitative survey research design. The participants consisted of 47 including 23 Javanese and 24 Madurese students. Data were collected through a questionnaire as the main instrument, supported by pronunciation practice and semi-structured interviews. The questionnaire consisted of 18 statements measured using a five-point Likert scale. The collected data were analyzed by using descriptive statistics, including the mean and standard deviation, while the pronunciation practice and interview findings were used to support and interpret the quantitative results.

The findings revealed that Javanese EFL students had a high level of perception regarding the influence of their Javanese dialect on English pronunciation, with a mean score of 67.26 (SD = 6.655). Likewise, Madurese EFL students demonstrated a high level of perception, with a mean score of 70.13 (SD = 9.848). The pronunciation practice indicated that dialectal features were still evident in students' English pronunciation, particularly in vowel pronunciation, consonant pronunciation, intonation. The interview findings further confirmed that both

Javanese and Madurese students were aware that their native dialects continued to influence their English pronunciation during conversations.

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CHAPTER I

INTRODUCTION

In this chapter, an overview of the research is provided, including the background of the research, research question, research objective, significance of the research, scope of the research, and definitions of the key terms.

A. Research Context

Indonesia has approximately 700 regional languages, including Javanese and Madurese. Regional languages are often used as their mother tongue. According to Amalia, the mother tongue is often also referred to as the regional language where a child is born, so the language he or she uses is the mother tongue.[2] Language is the largest component of our identity as human beings. It reveals where we come from, our culture, and our values. Javanese speakers are the most speakers in Indonesia, namely more than 80 million speakers.[3] This places Javanese among the largest regional languages in the world. Madurese occupies the fourth position of the thirteen largest regional languages in Indonesia with around 13.7 million speakers.[4]

In a linguistic context, Javanese and Madurese represent Indonesia's linguistic diversity and reflect the country's rich cultural norms, literature, and ethnic identity within Indonesian communities a foreign language, English is

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[2] Amalia Nurul Azizah, Devi Riri Yuliyani, Amelia Lestari, (2020) “Sosialisasi dan pelatihan penggunaan bahasa daerah sebagai bahasa ibu pada anak usia dini” STKIP Darussalam Cilaca

[3] Suharyo and Nurhayati (2020) "Selection and Maintenance of Javanese Language Among Coastal Women in Rembang," Litera 19, no. 3 :397-413, https://doi.org/10.21831/ltr v1913.28699.

[4] Akhmad Sofyan (2010) “Madurese language phonology” *Hummaniora, vol. 22, No.2 (207)*

formally included in the national curriculum from elementary school to university. In this mix of languages, Indonesian students usually learn English on top of their local ones, like Javanese and Madurese. All this creates a solid setup for looking at how someone's home language affects their take on English and how they use it as EFL students in Indonesia.

Learning English in a multicultural setting refers to a learning environment in which students from diverse linguistic and cultural backgrounds acquire English simultaneously. In such contexts, learners do not approach English as a neutral or isolated language; instead, English learning is mediated through their first language, cultural norms, and personal identities. [5] This interaction is reflected in learners' pronunciation, lexical choices, and communicative styles, indicating the influence of prior linguistic experience. Odlin emphasizes that first language background plays a significant role in shaping second or foreign language production, particularly in phonological and syntactic aspects. [6] Consequently, multicultural EFL classrooms become dynamic spaces where languages interact, resulting in both enrichment of intercultural understanding and challenges such as accent variation, dialect transfer, and differing perceptions of language norms.[7] In this regard, learners' perceptions of their own accents and dialects are closely related to their confidence and oral performance in English.

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[5] Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon, UK:
Multilingual Matters.

[6] Odlin, T. (1989). *Language Transfer: Cross-Linguistic Influence in Language Learning*. Cambridge: Cambridge University Press.

[7] Saville-Troike, M. (2003). *The ethnography of communication: An introduction* (3rd ed.). Oxford, UK: Blackwell Publishing.

In the Indonesian context, English language learning takes place within a highly multilingual society, where students typically acquire a local language such as Javanese or Madurese alongside Indonesian before learning English as a foreign language. This multilingual background significantly influences how Indonesian EFL learners perceive and use English, particularly in terms of pronunciation and spoken interaction.[8] Students from Javanese and Madurese backgrounds often transfer distinctive phonological features from their mother tongues into English speech. According to Marcellino that local culture and dialect not only affect learners' linguistic output but also shape their attitudes toward their own language competence.[9] Moreover, in Indonesia, English proficiency is strongly associated with academic achievement and social mobility, which increases learners' awareness of accent and pronunciation in formal educational settings. [10] Therefore, examining EFL students' perceptions of their dialects in English conversations is essential to understanding how multilingual and multicultural factors influence English learning in Indonesian classrooms, particularly among Javanese and Madurese students.

Javanese speakers are known for their polite communication style, characterized by a soft accent and minimal emphasis on sound.[11] There is not

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[8] Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara Human Behavior Studies in Asia*, *12*(1), 9–20.

[9] Marcellino, M. (2008). English language teaching in Indonesia: A continuous challenge in education and cultural diversity. TEFLIN Journal, 19(1), 57–69

[10] Suryati, N. (2013). Developing an effective classroom interaction framework for teaching English as a foreign language in Indonesia. *TEFLIN Journal*, *24*(1), 63–81.

[11] Poedjosoedarmo, S. (1979). Tingkat tutur Bahasa jawa (p.9). Pusat Pembimbingan dan Pengembangan Bahasa

much variation in their intonation, which sometimes sounds stable and reflects Javanese culture's emphasis on politeness and social harmony. Javanese speakers are also very careful in their choice of words depending on the level of speech: ngoko (informal), madya (semi-formal), and krama (formal or respectful). These levels affect not only the sentence structure, but also the communicative attitudes of Javanese dialects.[12] It is important to note that English is not commonly used for daily communication in Indonesia. Many English learners in Indonesia, including those whose first language is Javanese, face challenges when using English. Several Javanese EFL students recognize that specific features of English pronunciation mirror traits from their local dialect, potentially influencing their self-assessment of speaking skills. Recognizing that English is a foreign language, Javanese EFL students acknowledge that their local language traits frequently surface when they communicate in English.[13]

Several studies have shown that Javanese EFL learners' communication patterns are heavily influenced by their cultural values of politeness, indirectness, and respect for social harmony, which in turn affects their perception of English speaking challenges. As Cahyaningrum state, Javanese learners tend to prefer indirect and hearSer-oriented strategies, reflecting humility and empathy, which may reduce their assertiveness in

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[12] J. Joseph Errington, Structure and Style in Javanese: A Semiotic View of Linguistic Etiquette. (Conduct and Communication Series) Philadelphia: University of Pennsylvania Press, 1988. 290 pp.

[13] Terence Odlin, *Language Transfer: Cross-Linguistic Influence in Language Learning* (Cambridge: Cambridge University Press, 1989).

English communication contexts. [14] Furthermore, Abdul Syakur state that Javanese speakers may face more difficulty in English dialogue due to sociocultural norms embedded in their dialect use, influencing their self-evaluation of speaking competence. [15] Naisisca then argues that Javanese English learners are accustomed to pronouncing English words using the characteristics of their mother tongue. In other words, they pronounce English words using Javanese intonation.[16] It is therefore unsurprising that Indonesian EFL learners' of English encounter difficulties in English pronunciation include those who have Javanese as their first language (L1).

In addition, unlike Madurese speakers who have a more assertive accent and rising and falling intonation, this can sometimes sound "challenging" to other speakers due to the strong consonant pressure and rhythm when speaking faster. This characteristic reflects the Madurese culture, which values assertiveness and courage. Madurese speakers also have three levels of language: 1) Enje' Iyeh (informal language); 2) Engghi Enten (polite language); and 3) Engghi Bhunten (very polite language). [17] Nur Awaliyah Putri states that Enjâ' Iya is used by younger people, while Éngghi Bunten is used by older people and is still preserved today. On the other hand,

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[14] Diah Cahyaningrum, Siti Nurjanah, and Dwi Rukmini, "Politeness Strategies of Javanese EFL Learners in English Communication," *Bahtera: Jurnal Pendidikan Bahasa dan Sastra* 24, no. 1 (2025): 45–58.

[15] Abdul Syakur, Nur Aini, and Ahmad Fauzi, "Javanese and Madurese EFL Learners' Perceptions toward Their Dialects in English Conversation," *CELTIC: A Journal of Culture, English Language Teaching, Literature & Linguistics* 11, no. 2 (2024): 134–147.

[16] Niasisca Agustia Wardani and Tono Suwartono, (2019) "Javanese Language Interference in the Pronunciation of English Phonemes," *Celtic: A Journal of Culture, English Language Teaching, Literature & Linguistics* 6, no. 2

[17] Siti Nur Rohmah dan M. Chairul Anam, "The Level of Language Used by Madurese in Kalidandan, Pakuniran, Probolinggo," *Advances in Social Science, Education and Humanities Research* 546 (2021): 88–91, http://www.atlantis-press.com/article/125942017.

there has been a shift in the use of Éngghi Enten to Enjâ Iya, which is used by people of the same age.[18] In English conversations, English as a Foreign Language (EFL) learners from Madura may perceive their way of speaking as clear, firm, and confident because this is part of their linguistic characteristics. However, this self-perception is often accompanied by an awareness that a firm speaking style can be interpreted by others as too direct, which shapes the learners' attitudes toward their accent and linguistic identity in English interactions.

Previous studies have shown that Madurese EFL learners tend to produce stronger consonant pressure and clearer syllable articulation, reflecting the speech habits of their first language, which emphasizes assertiveness and clarity in verbal expression.[19] According to Jennifer, this tendency can result in an English accent that is perceived as confident and clear, although it can sometimes be interpreted by listeners as overly direct or challenging.[20] Further research on Madurese language interference shows that differences in stress patterns and speech rhythm between Madurese and English can affect pronunciation accuracy, especially when learners speak at a higher rate.[21]According to Muhassin Madurese language has adistinctive characteristic whether in its intonation,stress,or speech sound which are

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[18] Nur Awaliyah Putri. (2017). The Language Maintenance and Language shift of Madurese stylistic. 2008, 178-184. Madurese

[19] Mulyadi, "Language Interference of Madurese in English Pronunciation," *Journal of English Language Teaching and Linguistics* 4, no. 2 (2019): 215–226.

[20] Jennifer Jenkins, *English as a Lingua Franca: Attitude and Identity* (Oxford: Oxford University Press, 2007), 92–95.

[21] Rina Fitriana and Abdul Hamid, "Phonological Interference of Madurese Language on Students' English Pronunciation," *Bahasa dan Seni* 48, no. 1 (2020): 67–78.

different from another language including English. The differences between the system in English language causes interference. [22] Therefore, the confidence perceive by Madurese EFL learners is not only an attitudinal factor, but is also reflected in the phonological realization of their English speech, shaping both their accent and their linguistic identity in English interactions.

Particularly in multilingual regions like East Java, Javanese and Madurese speakers often face various problems in English conversation. One common problem faced by EFL learners, including Javanese and Madurese speakers, is limited vocabulary, which makes it difficult for them to express their ideas in English. The limited vocabulary mastery among Javanese and Madurese students is influenced by sociolinguistic and educational factors, such as the strong reliance on the mother tongue in daily communication, minimal opportunities to practice English outside the classroom, and learning environments that emphasize grammar rather than lexical development.[23] As a result, learners often struggle to expand their vocabulary, which negatively affects their ability to communicate effectively in English. Vocabulary limitation also impacts other language skills, particularly reading and

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[22] Mohammad Muhassin, Fithrah Auliya Ansar, & Prasasti Prasetyo Putri, "Phonological Interference of Madurese towards English at the Eleventh Students of SMA Al Hikam Bangkalan East Java," *English Education: Jurnal Tadris Bahasa Inggris* 11, no. 2 (2023): 1–12.

[23] Schmitt, N. (2010). *Researching Vocabulary: A Vocabulary Research Manual*. Palgrave Macmillan.

speaking, as learners with insufficient lexical knowledge have difficulty understanding texts and producing meaningful utterances.[24]

Vocabulary mastery is not only related to knowing words but also understanding their meanings and using them appropriately in different contexts.[25] Nation emphasized that vocabulary knowledge is the main key in communication, but learners often have difficulty in remembering or applying the right words in spontaneous conversations. [26] Then, difficulties in pronouncing vowels and consonants, this occurs because of several factors namely mother tongue, differences in the sound systems of Indonesian and English, the influence of spelling on pronunciation, educational background and environmental background. "The most frequent mispronunciations involved the fricatives /ʒ/, /v/, and /θ/ which were often substituted by native sounds like /s/, /z/, or /t/, primarily due to insufficient pronunciation training and L1 interference.".[27]

In addition to vocabulary problems, pronunciation difficulties also present significant challenges for Javanese and Madurese learners in English conversation .As a consequence of both vocabulary limitation and pronunciation difficulties, Javanese and Madurese speakers frequently rely on code-switching between English and their mother tongue, particularly when

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[24] Schmitt, N., & McCarthy, M. (1997). *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge University Press.

[25] Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching*. Cambridge University Press.

[26] I. S. P. Nation, *Learning Vocabulary in Another Language*, 2nd ed. (Cambridge: Cambridge University Press, 2013), 1–4.

[27] Ristati, Bahing, Olga Dona Retsi, Tutik Haryani, and Novika Amalia. "Challenges in Pronouncing English Consonant Fricatives: Insights from Indonesian EFL Learners."

encountering unfamiliar vocabulary during conversation. According to Macaro, E. although code-switching can help maintain communication, excessive use may reduce fluency and hinder learners' ability to participate in standard English interactions.[28] Then Javanese and Madurese speakers often rely on code switching between English and their mother tongue, for example when they encounter English vocabulary that they do not understand. Furthermore, both speakers may struggle with conversational English due to a lack of vocabulary, making it difficult for them to communicate in English. Vocabulary knowledge is crucial for communication, but learners often struggle to find or apply the right words in spontaneous conversations.

According to Ramadhani & Poedjiastutie Javanese and Madurese may face difficulties in effectively communicating during conversations that can lead to potential misunderstandings or problems.[29] This situation arises when the speakers try to pronounce words, idioms, phrases, or speaking English using their dialect.[30] According to Horia Siregar & Sari Wulandari the factors that influence students find it difficult to pronounce English vocabulary are due to: a) differences in the sound system of English and Indonesian; b) dialect disorders of the students who are mostly from the regions; c) the

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[28] Macaro, E. (2009). Teacher use of code-switching in the second language classroom: Exploring 'optimal' use. *First Language*, 29(1), 101–127.

[29] Ramadhani,W.,& Poedjiastutie, D. (2020). Academic Culture Bariers Faced by English Departement Students Joining International Interanship Program. Celtic: AJurnal of Culture, English Language Teaching, Literature and Linguistics, 7 (1), 83.

[30] Ramadhani,W., & Poedjiastutie, D. (2020). Academic Culture Barriers Faced By English Department Students Joining International Internship Program. Celtic: A Journal of Culture, English Language Teaching Literature and Linguistics, 7(1), 83.

existence of a silent letter in English which is not mastered by the student; d) many sounds in English that are inconsistent in pronunciation.[31]

Previous studies have consistently reported that both Javanese and Madurese EFL learners experience pronunciation difficulties due to first-language (L1) interference, particularly in producing English consonant sounds accurately and intelligibly. According to Wardani and Tono, students who speak Javanese often have difficulty pronouncing English. This is due to differences in sound between Javanese and English. [32] Similarly, Cahyaningrum states that Javanese students speak politely, but this sometimes makes them less confident when speaking English. [33] Muhassin found that the phonological characteristics of the Madurese language, particularly stress patterns and consonant articulation, interfere with English pronunciation.[34] Nur Awaliyah Putri also said that the speed of speaking Madurese makes students feel strange about their own style of speaking English.[35] From this research, we know that in the past, the focus was only on mispronunciation and sounds. Rarely did anyone ask students how they felt their dialect affected their English speaking. Therefore, this research focuses on the local dialects influence English pronunciation among Indonesian EFL learners.

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[31] Horia Siregar and Sari Wulandari, "Kesalahan Pelafalan Pada Latihan Percakapan Bahasa Inggris Mahasiswa," *Prosiding Seminar Nasional Hasil Penelitian* 4, no. 1 (2021): 129-34.

[32] Wardani, N. A., & Tono. (2019). *Javanese language interference in the pronunciation of English phonemes*. Journal of English Language Studies, 4(1), 23–31.

[33] Cahyaningrum, F. (2018). *Javanese politeness and its influence on English speaking performance*. Journal of Language and Cultural Studies, 6(2), 85–97.

[34] Muhassin, M. (2017). *The influence of Madurese phonological system on English pronunciation*. English Language Teaching Journal, 5(2), 112–120

[35] Nur Awaliyah Putri. (2020). *Speech levels in Madurese language and their influence on verbal communication*. Journal of Madurese Linguistics, 3(1), 45–58.

Although previous studies have contributed significantly to understanding dialectal influence on English pronunciation, several research gaps remain.According to Wardani and Tono,their study primarily focused on pronunciation errors and phonological interference, emphasizing the linguistic difficulties experienced by learners rather than examining broader sociolinguistic aspects. [36] According to Trecey limited attention has been given to students' perceptions of how their own dialect influences their English pronunciation in conversation. Most studies investigated pronunciation performance and speech production instead of learners' awareness, beliefs, and evaluations of their dialectal influence. Understanding learners' perceptions is important because perception affects language awareness, learning behavior, and pronunciation development . [37] While, Aluwa and Junaedi investigated only Javanese EFL learners to examine the influence of Javanese language interference on English pronunciation. Their study focused on the pronunciation performance of Javanese learners without including learners from other dialect backgrounds.[38] Consequently, there is still limited understanding of how these two major local dialect groups perceive the influence of their dialects on English pronunciation and whether their perceptions differ.

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[36] N. A. Wardani and Tono, "Javanese Language Interference in the Pronunciation of English Phonemes," Journal of English Language Studies 4, no. 1 (2019): 23–31;

[37] Tracey M. Derwing and Murray J. Munro, Pronunciation Fundamentals: Evidence-Based Perspectives for L2 Teaching and Research (Amsterdam: John Benjamins, 2015), 1–15.

[38] Yope Aluwa and Sony Junaedi, "A Study of Javanese Language Learners on Language Interference in English Pronunciation," *IJELT: Indonesian Journal of Education, Language, and Technology* 1, no. 2 (2025): 201–216.

Therefore, this study, entitled "EFL Javanese and Madurese Students' Perceptions of Their Dialectal Influence on English Pronunciation in Conversations," aims to explore how Javanese and Madurese EFL students perceive the influence of their own dialects on their English pronunciation in conversations.

B. Research Questions

The following problem can be formulated and compiled in this research based on the backdrop previously described:

1. How do Javanese EFL students perceive the influence of their Javanese dialect on their English pronunciation in conversations?
2. How do Madurese EFL students perceive the influence of their Madurese dialect on their English pronunciations in conversations?

C. Research Objective

The research objectives of the provided research question are as follow:

1. To explore Javanese EFL students' perceptions of the influence of their Javanese dialect on their English pronunciation in conversations.
2. To explore Madurese EFL students' perceptions of the influence of their Madurese dialect on their English pronunciation in conversations.

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D. Research Significances

The research is expected to provide valuable contributions, which are divided into two parts, as follows:

1. Theoretical Significance

This study aims to explore how the Javanese and Madurese dialect are used in English pronunciation. The researcher intends to advance sociolinguistics with this work, especially as it relates to dialect diversity in English language instruction. Additionally, this study seeks to improve our knowledge of the ways that Javanese and Madurese dialects influence English pronunciation.

2. Practical Significant

a. Javanese and Madurese students

This study highlights the impact of regional dialects on English pronunciation for Javanese and Madurese students learning English as a foreign language, particulary at the vocational school level. By recognizing frequent pronunciation mistakes in vowels, consonants, and intonation, Javanese and Madurese EFL can feel more encouraged to enhance their speaking abilities. This study aids in recognizing phonological obstacles originating from their first language, thereby improving students' comprehension of the variety of dialects in Indonesia and how this impacts their communication in different languages

b. Future Researcher

For the future researchers of this study, this study provided firsthand experience in analyzing sociolinguistic phenomena related to regional dialects and their influence on English. It also provided

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them with experience in understanding the challenges that arise when local dialects, such as Javanese and Madurese, interact with English. This research enriched the researchers' knowledge and prepared them to become educators and researchers who are more sensitive to linguistic and cultural diversity.

E. Scope of Research

This research is a survey research that focuses on one research variable, namely EFL Javanese and Madurese Students Perceptions of Their Dialectal influence on English pronunciation in Conversations. The scope of this research does not involve independent or dependent variables, because this research does not aim to test the causal relationship between variables, however, this research variable is measured through three indicators: Clarity of vowel pronunciation, Clarity of consonant pronunciation, and Clarity of intonation pronunciation.

These indicators are used to describe how Javanese and Madurese EFL students perceive their pronunciation in English conversations.

F. Definition of Key Term

The last subchapter is aimed to provide the definition of key terms used thus research order to make the term clearly understood.

1. Perception of Dialect

Perception is an EFL students' cognitive and emotional interpretation of experiences. This includes how they view and evaluate linguistic phenomena, such as the influence of dialects on English

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pronunciation. In language learning perception plays a crucial role in shaping learner's attitudes, confidence, and willingness to communicate, particularly when they are aware of their regional accents or dialects.

A dialects is a linguistic variety that is distinguishable by its vocabulary, grammar and pronunciation: the speech of people from different social. [39] Students from Javanese and Madurese backgrounds may experience reduced fluency and comfort when speaking due to their perception of how their dialect sounds in English.[40] Understanding these perceptions helps educators address learning berriers and design more inclusive instruction. This is particularly relevant in multilingual classrooms, where language identity and communication intersect.

2. Javanese Dialect

Javanese dialect refers to one of the regional variations of the Javanese language, which is primarily spoken on the island of Java in Indonesia. There are several distinct forms, such as ngoko (informal), madya (middle), and krama (formal). The form used depends on the social hierarchy and communicative context. Javanese dialects are phonologically characterized by soft articulation, vowel shifts, and specific intonation patterns. These features can influence the way native speakers pronounce English. In English conversation, these features may affect learners' pronunciation, rhythm, and confidence. Therefore,

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[39] Janet Holmes, An Introduction to sociolinguistics, 4th ed. (New York: Routledge, 2013), 140

[40] Devkota, M., & Neupane, R. (2025). *Influence of English on Local Languages: Perspectives from Key Stakeholders.* International Journal of Multidisciplinary Educational Research and Innovation, 3(1),145– 157.

understanding these dialectal traits is essential to examining their role in English language acquisition.[41]

3. Madurese Dialect

Madurese dialect refers to the regional variations of the Madurese language spoken mainly on Madura Island and parts of East Java. It is characterized by a strong, guttural pronunciation, different stress patterns, and phonological features that contrast significantly with both Javanese and Indonesian. The dialect includes several regional varieties such as Western, Central, and Eastern Madurese, each with unique linguistic traits. In English conversation, Madurese speakers may carry over specific sounds or intonation patterns, affecting pronunciation and fluency. Recognizing these dialectal influences is important when assessing learners' English speaker performance and their linguistic confidence.[42]

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[41] Robson, S. O. (2015). Javanese Grammar for Students: A Graded Introduction.

[42] Davies, W. D. (2010). A Grammar of Madurese. De Gruyter Mouton. https://doi.org/10.1515/9783110224567

CHAPTER II

LITERATURE REVIEW

This chapter present a review of related literature that consist of relevant previous research and theoretical framework.

A. Previous Research

This study is not the first to examine in the perception between Javanese and Madurese speakers toward their dialect in English conversation. The research found some research that related to this study.

1. The first was conducted by Zahria Amalina, Said Miftahul Fahmi, Rizka Marlisa Aini, and Intan Zuhra, 2024. Titled "Attitudes of English Education Students Towards World Englishes: Preferences and Cultural Influences". This study is based on the concept of World Englishes (WE) and aimed to examine the attitudes and awareness of university students towards different varieties of English. The method used in this study is a mixed method design of concurrent embedded, combining qualitative interview data with quantitative questionnaire data for a comprehensive result. The data was collected from 38 students through a questionnaire, with 10 participants selected for interviews. The results showed that students possess a general awareness and positive attitudes towards various forms of English; however, their limited exposure to these varieties hinders their knowledge and understanding of them. This study is similar to my research in exploring students' perception and attitude in English, but differs in that my research focuses specifically on EFL

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Javanese and Madurese students' perceptions of their dialectal influence on English pronunciation in conversations, while this study focuses on attitudes towards World Englishes.[43]

2. The second was conducted by by Firyal Talietha Afra, Nurdin Noni, and Maemuna Muhayyang, 2024. Titled "EFL Learners' Perception of Non-Native Speakers' Accent and Identity in English Education Study Program Universitas Negeri Makassar". This study aimed to explore EFL learners' perception of the non-native speaker accent and identity and to explore the EFL learner's perception of the relationship between accent preferences and identity. The method used in this study is a descriptive qualitative approach, specifically employing a case study method. The subject of this research was students at Universitas Negeri Makassar, and interviews were used as instruments to collect the data. The results showed that EFL learners predominantly employ American English pronunciation over Received Pronunciation, and that the relationship between English accent preferences and identity is a complex interplay of social, cultural, and individual factors, encompassing notions of social class, regional identity, cultural heritage, and personal agency. This study is similar to my research in examining students' perceptions related to English language use, but differs in that my research focuses on EFL Javanese and Madurese students' perceptions of their dialectal influence

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[43] Zahria Amalina, Said Miftahul Fahmi, Rizka Marlisa Aini, and Intan Zuhra. "Attitudes of English Education Students Towards World Englishes: Preferences and Cultural Influences." 2024.

on English pronunciation in conversations, while this study focuses on non-native accent preferences and identity.[44]

3. The third was conducted by Fika Emylia Effendi, Rahmadsyah Rangkuti, and Rusdi Noor Rosa, 2025. Titled "Exploring Students' Attitudes Towards Their Own English Accent: Insights from SMA Negeri 1 Stabat". This study aimed to investigate the attitudes of students towards their own English accents, uncover the underlying reasons for these attitudes, and identify their preferred English accents. The method used in this study is a descriptive research design, and a set of questionnaires was administered to 34 students at SMA Negeri 1 Stabat, North Sumatra, Indonesia. The results showed that most students have negative attitudes towards their own English accents, largely influenced by affective factors such as self-esteem, anxiety, and fear of judgment, while behavioral and cognitive factors contribute to more neutral stances. The majority of students express a preference for the American accent, shaped by the global dominance of American media, the Indonesian education system's focus on American English, and the perceived career benefits tied to American English proficiency. This study is similar to my research in exploring students' perceptions and attitudes towards English language use, but differs in that my research focuses specifically on EFL Javanese and Madurese students' perceptions of their dialectal influence on

[44] Firyal Talietha Afra, Nurdin Noni, and Maemuna Muhayyang. "EFL Learners' Perception of NonNative Speakers' Accent and Identity in English Education Study Program Universitas Negeri Makassar." 2024.

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English pronunciation in conversations, while this study focuses on attitudes towards one's own English accent.[45]

4. The fourth was conducted by Habib Muhar Saipullah, Indawan Syahri, and Rini Susanti, 2021. Titled "Students' Perceptions on the Accents of Non-Native English Speakers in Interactive Listening and Extensive Speaking Class". This study aimed to know the students' perceptions on the accents of non-native English speakers in the videos and to identify the challenges in listening to the accents of non-native English speakers in Interactive Listening and Extensive Speaking class. The method used in this study is descriptive qualitative. The participants of this study were all students in the third semester of Interactive Listening and Extensive Speaking classes from the English Education Study Program, and the data were collected by giving questionnaires to the participants and then analyzed using percentage calculation to be interpreted descriptively. The results showed that most of the students had a positive perception of the accents of non-native English speakers, believing that understanding different accents could enrich their knowledge of English accents and improve their listening skills, and the challenges they faced in listening to these accents did not create a negative perception. This study is similar to my research in examining students' perceptions related to English accents, but differs in that my research focuses specifically on EFL Javanese and Madurese students' perceptions of their dialectal influence

[45] Fika Emylia Effendi, Rahmadsyah Rangkuti, and Rusdi Noor Rosa. "Exploring Students' Attitudes Towards Their Own English Accent: Insights from SMA Negeri 1 Stabat." 2025.

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on English pronunciation in conversations, while this study focuses on non-native English accents in listening and speaking classes.[46]

5. The fifth was conducted by Putri Sekar Padmadevi, Rahmat Wahyu, and Asry Khairunnisa, 2025. Titled "Students' Perceptions on the Use of Local Accents in English Language Learning". This study aimed to examine students' perceptions of the use of regional accents, especially the Surabaya (East Java) accent, in English language learning. The method used in this study is qualitative descriptive, and the study involved 30 students, 6th semester English Education major, at Indraprasta PGRI University, with 15 selected responses analyzed in depth based on completeness and relevance. The data were collected through questionnaires and interviews over one month, and triangulation was applied to identify the data. The results showed that most students expressed positive perceptions, recognizing the use of regional accents not as a deficiency but as an expression of identity to be proud of, even introducing regional identities to a global audience. This study is similar to my research in exploring students' perceptions of accents in English, but differs in that my research focuses specifically on EFL Javanese and Madurese students' perceptions of their dialectal influence on English

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[46] Habib Muhar Saipullah, Indawan Syahri, and Rini Susanti. "Students' Perceptions on the Accents of Non-Native English Speakers in Interactive Listening and Extensive Speaking Class." 2021.

pronunciation in conversations, while this study focuses on the Surabaya regional accent in English learning.[47]

From the discussed present studies above, here are the differences and similarities provided in each present studies below. As follow: in table 2.1 below:

Table 2. 1
Differences and Similarities of Previous Research

No	Autor, Year and Tittle of Research	Similarities	Differences
1.	Zahria Amalina, Said Miftahul Fahmi, Rizka Marlisa Aini, and Intan Zuhra, 2024, *Attitudes of English Education Students Towards World Englishes: Preferences and Cultural Influences*	- Both studies discuss students' perceptions and attitudes towards English. - Both studies emphasize the influence of sociocultural factors on English learning and highlight how students' awareness of different English varieties affects their learning. - Additionally, both studies show that limited exposure influences students' understanding and preferences in English.	- Previous studies have focused on students' attitudes toward various variations of English in the concept of World Englishes, whereas this study focuses on students' perceptions of the influence of local dialects on English pronunciation. - Previous studies examined students in English language education programs, while this study examines EFL students at the school level.

[47] Putri Sekar Padmadevi, Rahmat Wahyu, and Asry Khairunnisa. "Students' Perceptions on the Use of Local Accents in English Language Learning." 2025.

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No	Autor, Year and Tittle of Research	Similarities	Differences
			- Previous studies discussed preferences for various forms of English, while this study examines the influence of Javanese and Madurese dialects on pronunciation in English conversation. - Previous study collected data from 38 students through a questionnaire, with 10 participants selected for interviews. While this study collected data from 47 students through questionnaire, with 12 students sellected for interview. - Previous study use mixed method design, while this study use quantitative
2.	Nafsiatul Salviya,and Raudhatul Islam, 2025, A Qualitative Study on the English Accent	- research method used was a descriptive qualitative approach - EFL students in	- analyse the influence of local accent on English pronunciation among English Department

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No	Autor, Year and Tittle of Research	Similarities	Differences
	Pronunciation of Indonesian Native Speakers	Indonesia, including those from Javanese and Madurese.	students. - study involved 30 students who came from various regional backgrounds. - data collection techniques in the form of recorded speaking tasks and in-depth interviews.
3.	Firyal Talietha Afra, Nurdin Noni, and Maemuna Muhayyang, 2024, *EFL Learners' Perception of Non-Native Speakers' Accent and Identity in English Education Study Program Universitas Negeri Makassar*	- Both studies examine students' perceptions related to English pronunciation and accent. - Both studies highlight the relationship between students' preferences in English accents and their identity. - both studies emphasize how social and cultural factors influence students' language preferences. - Both use descriptive qualitative approaches	- This study focuses on non-native accent preferences and identity. - Previous study used case study interviews with university students, while this research explores dialect perceptions in high school context. - Explores subjective perceptions/preferences (e.g., American vs. RP; accent-identity links via social/cultural factors). - Perception case study at one university; no production analysis,

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No	Autor, Year and Tittle of Research	Similarities	Differences
		in Indonesian EFL contexts. - Data collection via interviews; emphasize curriculum implications for diverse accents.	emphasizes identity interplay.
4.	Habib Muhar Saipullah, Indawan Syahri, and Rini Susanti, 2021, *Students' Perceptions on the Accents of NonNative English Speakers in Interactive Listening and Extensive Speaking Class.*	- Both studies examine students' perceptions of English accents. - Both studies show that students recognize the influence of accent variation on comprehension and emphasize the positive impact of exposure to different English accents on listening skills. - Both studies identify challenges in pronunciation but do not find them negatively affecting perceptions.	- This study focuses on non-native English accents in listening and speaking classes. - Previous study used descriptive qualitative with questionnaires on university students in specific classes, while this research targets dialect- specific perceptions.
5.	Putri Sekar Padmadevi, Rahmat Wahyu, and Asry	- Both studies discuss students' perceptions of regional or local	- Previous research examines Surabaya accent perceptions,

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No	Autor, Year and Tittle of Research	Similarities	Differences
	Khairunnisa, 2025, "*Students' Perceptions on the Use of Local Accents in English Language Learning"*	accents in English. - Both studies highlight the positive aspects of using native language influence as an expression of identity. - Both studies promote acceptance of linguistic diversity in English learning.	while this research explores Javanese and Madurese dialect perceptions in English conversations. - Previous study used qualitative descriptive with 30 university students (questionnaires + interviews), while this research compares two distinct dialect groups.

Studies like Amalina et al., Afra et al., Effendi et al., Saipullah et al., and Padmadevi et al. line up with mine in exploring how EFL students think and feel about English accents, varieties, and identity. Things like culture or emotions often play a big role here.That said, the main differences come down to focus and approach: earlier work tackled broad attitudes toward World Englishes, non-native accents, or local ones like Surabaya, often with mixed methods. In contrast, this study employs a descriptive quantitative approach focused specifically on Javanese and Madurese speakers' perceptions of their dialects' influence on English pronunciation in conversations. No prior work has targeted this sociolinguistic interplay in EFL exchanges. Therefore, this study fills the gap by examining Javanese and

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Madurese EFL students' perceptions of dialectal effects on conversational English pronunciation.

B. Theoretical Framework

This section contains a discussion of the theory used as a perspective in conducting research. The deeper the discussion of the theory, the broader the researcher's insight in examining the problems to be solved in accordance with the research focus and research objectives.

1. Sociolinguistics Theory

Sociolinguistic definition can be generalized from two words, socio and linguistic. Socio relates to the society that interacts with each other; whereas linguistic refers to the language that the citizen speaks.[48] According to Ronald Wardhough Sociolinguistics is a study that explores the relationship between language and society with the aim of gaining a better understanding of language structure and how language is used in communication. [49] Sociolinguistics is the study of the relationship between language and society, focusing on how social factors shape language use and variation. Furthermore, Romaine explains that sociolinguistics is the empirical study of how language is used in society. Sociolinguistics is an interdisciplinary field of research that places great importance on language variability and the diversity of languages and language forms within a society. It encompasses aspects of the interaction of language and society, such as how language relates to

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[48] Verhoeven, L. (2017). Sociolinguistics and Education. The Handbook of Sociolinguistics, 387-404.

[49] Wardhaugh, R., & Fuller, J. M. (2025). An introdution to sociolinguistics (7th ed).

various social categories, for example, social class, age, gender, ethnicity, speech situations, networks, etc. According to Romaine, these aspects contribute to the phonological, lexical, and intonational differences that emerge among speakers within a language community. Romaine also explains that language variation is part of social identity, where speakers bring their dialectal characteristics into the second language they use.[50]

As Labov noted, "social differences produce linguistic differences", showing the systematic nature of variation. [51] In second language acquisition (SLA), sociolinguistics provides insight into how learners' linguistic performance is influence by their dialect cants and culture background. For Javanese and Madurese learners of English, differences in dialectal features come a pivotal aspect of how they acquire and use the target language. This is evident in the work of William Labov and Dell Hymes, who emphasized the social constraints of language.

William Labov and Dell Hymes, who emphasized the social confines of language. Labov demonstrated that verbal variation is methodical and correlates with social orders like class, age, and gender.[52] Hymes introduced the conception of "communicative capability," which he defined as "the capability not only to apply the grammatical rules of a language but also to know when to speak, when not, and what to talk

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[50] Romaine, S. (2010). *Society, Language* (third edit). Oxford university press.

[51] William Labov, *Sociolinguistic Patterns* (Philadelphia: University of Pennsylvania Press, 1972).

[52] William Labov, *Sociolinguistic Patterns* (Philadelphia: University of Pennsylvania Press, 1972).

about with whom". [53] This is particularly applicable in SLA because learners are shaped by their culture and linguistic surroundings. For learners from Javanese and Madurese backgrounds, communicative capability involves managing both the target language and the influence of their mother tongue.

Variationist sociolinguistics further explains how verbal patterns are told by social factors. It shows that language variation is not arbitrary but structured, frequently reflecting social identity and situational environment Tagliamonte. As Tagliamonte explains, "variation is a window to understanding the social world", emphasizing the close link between society and language. In SLA, similar variation becomes visible when learners transfer phonological or verbal features of their L1 into their L2. For illustration, Javanese learners may struggle with English interdental sounds, while Madurese learners may transfer specific vowel rates into English pronunciation. These variations illustrate how social and verbal backgrounds interact with the process of acquiring a new language.

Sociolinguistic proposition also emphasizes the part of identity, stations, and social commerce in language use. Giles' Communication Accommodation proposition suggests that speakers acclimate their speech to either meet with or diverge from others depending on social provocations. According to Giles, "speakers may essay to acclimatize

[53] Dell Hymes, *Foundations in Sociolinguistics: An Ethnographic Approach* (Philadelphia: University of Pennsylvania Press, 1974).

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their speech styles to reduce social distance or emphasize group distinctness". This proposition is largely applicable in bilingual and multilingual settings, where learners' comprehensions of their own cants shape how they acclimatize in English exchanges. For Javanese and Madurese speakers, identity and social stations may affect how confidently they use English, including whether they retain or minimize their dialectal influence.[54]

Contemporary sociolinguistics integrates perspectives from ethnography, educational linguistics, and identity studies to build a more comprehensive framework. Recent approaches view SLA not merely as a cognitive process but as a socially embedded phenomenon shaped by interaction and cultural context.[28] As Block points out, "second language learning is never separated from the learner's identity and social position", underlining the interdependence of language and society. The researcher uses sociolinguistic theory because this study discusses the relationship between language background, dialect, and language use in society, especially in the context of learning English.

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2. Language Transfer Theory

According to Odlin transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously, and perhaps imperfectly, acquired. It is obvious that some transfer occurs in the process of second language

[54] Holmes, J. (2013). *An Introduction to Sociolinguistics* (4th ed.). London: Pearson. [28] Block, D. (2007). *Second Language Identities*. London: Continuum.

acquisition, however, the amount and type of transfer vary according to several factors. Background factors, such as age, motivation, literacy and social class, make the learning experience of all individuals unique.[55] Arguably, the amount of transfer is also related to the distance of the languages involved.

Odlin emphasizes that transfer can manifest in two major forms: positive transfer and negative transfer. The notion of positive and negative transfer was first acknowledged during this period. Where the first and the second language were different, it was assumed that the learner's first language knowledge would interfere with the second language knowledge, functioning negatively, and where the first and the second language were similar, the first language would aid the second language learning process, functioning positively. In addition to negative and positive transfer, Selinker has later used the term "neutral language transfer". Researchers Brooks and Lado believed that teachers should focus their teaching on the predicted areas of difficulty, enforced by negative transfer. the existence of negative and positive transfer. While positive transfer is seen to occur when the first language, or other previously acquired languages to that matter, aid the acquisition of the target language, it has not been given as much attention as negative transfer.

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[55] Odlin, T. (1989). *Language Transfer: Cross-Linguistic Influence in Language Learning*. Cambridge: Cambridge University Press.

Phonology is one area where language transfer is most apparent. According to Odlin, learners often replace unfamiliar sounds in a second language with the most similar sounds from their first language. This process explains why foreign accents persist. This is particularly relevant for Javanese and Madurese speakers learning English because they may carry vowel length patterns or consonant articulation patterns from their native languages over into their English pronunciation. Such cases illustrate how transfer shapes the distinct phonetic identity of bilingual communication.

Later studies such as Flege's Speech Learning Model expanded this view by showing that L2 learners perceive new sounds through the filter of their L1 phonological categories. When an L2 sound is too similar to an existing L1 category, learners often fail to establish a new representation, leading to accented pronunciation.[56] This supports Odlin's original claim that crosslinguistic influence is central to understanding learner difficulties, especially in spoken interaction. Researchers use the language transfer theory because it explains that the first language or local language can affect the production of a second language, including English pronunciation.

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3. Dialect

Dialects have several linguistic characteristics that distinguish them from other language varieties. One of the main characteristics is

[56] Flege, J. E. (1995). Second language speech learning: Theory, findings, and problems

pronunciation, which includes differences in vowel and consonant sounds, word stress, and intonation. Speakers from different dialect backgrounds may pronounce the same word differently, but it still means the same thing. Besides pronunciation, dialects are also marked by vocabulary differences, where a group of speakers uses words or expressions that are not used by other groups. Grammatical differences are also a feature of dialects, like sentence structures, verb forms, and language usage patterns. According to Boberg, these characteristics form a dialect system that reflects the historical development and social experiences of a language community. [57] In addition, intonation is also an important aspect of dialects because it affects how speakers convey meaning, emphasis, and emotions in communication.

In general, dialects are divided into several types, with regional dialects and social dialects as the main classifications. Regional dialects appear based on differences in geographic areas, where speakers in a certain region have distinctive linguistic features due to the development of language in their environment. These differences are usually seen in pronunciation, vocabulary, and language patterns that naturally develop within a community. Meanwhile, social dialects are related to social factors such as education level, occupation, age, gender, and economic status. Holmes and Wilson explain that certain social groups often develop language variations that reflect their identity and social

[57] Boberg, C., Nerbonne, J., & Watt, D. (Eds.). (2020). The handbook of dialectology. Wiley.

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experiences. [58] In Indonesia, the presence of regional dialects is very strong because of the diversity of local languages like Javanese and Madurese. The interaction between regional dialects and social factors can result in more complex language variations among speakers. Besides being a linguistic variation, dialects also serve as markers of social and cultural identity. Dialects often reflect a person's membership in a certain group, whether it's regional, ethnic, or social. McKenzie and McNeill state that dialects not only affect how someone communicates but also shape language attitudes and social perceptions of the speaker.[59] In many cases, certain dialects can be associated with prestige, social status, or specific cultural characteristics. This leads individuals to have either positive or negative perceptions of their own dialect or that of others. In multilingual societies, dialect identity becomes very important because speakers often interact with multiple language systems at once. For Javanese and Madurese speakers, dialects are not just a means of communication but also a part of cultural identity that influences how they view language.

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The influence of dialects isn't just limited to first language communication; it also affects second language learning, especially in aspects of English pronunciation. The Language Transfer theory explains that speakers tend to carry elements of their first language or dialect into

[58] Holmes, J., & Wilson, N. (2022). An introduction to sociolinguistics (6th ed.). Routledge.

[59] McKenzie, R. M., & McNeill, A. (2024). Implicit and explicit language attitudes: Mapping linguistic prejudice and attitude change. Routledge.

their second language. This transfer can be positive if the language structures are similar, but it can also cause errors if there are differences in the sound system. According to Huang shows that the phonological features of dialects can affect English sound production, particularly in vowels, consonants, and intonation.[60] Additionally, Laita et al, found that regional dialect backgrounds influence the pronunciation patterns of EFL students in Indonesia. [61] Since pronunciation is directly related to intelligibility, dialect influence becomes an important factor in learning English. Speakers often carry pronunciation patterns from their local dialects into English, resulting in distinctive accent characteristics.

4. Javanese Dialect

The Javanese dialect is one of the regional dialects used by Javanese speakers in Indonesia, especially in Central Java, East Java, and parts of West Java. This dialect has developed within Javanese society, which has a complex language system, including speech levels such as ngoko, madya, and krama. From a sociolinguistic perspective, the Javanese dialect not only serves as a means of communication but also as a cultural identity reflecting the social values of its speakers. According to Dardjowidjojo, the Javanese language has a distinctive phonological system that is different from English, particularly in the vowel and

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[60] Huang, X. (2023). The influence of Chinese dialect on English pronunciation acquisition.

[61] Laita, R., Nasywa, I., Veriyansyah, & Lubis, Y. (2025). The influence of regional dialects on the English pronunciation of EFL students in Indonesia.

consonant patterns used in everyday conversation. [62] This difference is important in the study of learning English as a foreign language (EFL), because Javanese speakers tend to carry the sound system of their mother tongue into the second language. In addition, the very intensive use of Javanese in daily life also reinforces the influence of this dialect on English pronunciation.

From a phonological perspective, the Javanese dialect has several characteristics that can potentially affect the pronunciation of English. One of the main features is a vowel system that tends to be simpler than that of English, so speakers often have difficulty distinguishing certain vowel sounds such as /ɪ/ and /iː/ or /æ/ and /ɛ/. In addition, some English consonants, such as /θ/ and /ð/, do not exist in the Javanese phonological system and are therefore often substituted with the closest approximations, such as /t/ or /d/. According to Poedjosoedarmo, the Javanese phonological system is also influenced by articulation patterns that tend to be softer and do not emphasize sound distinctions as sharply as in English.[63] This can lead to phonological transfer when Javanese speakers speak English. As a result, their English pronunciation may have a distinctive accent that differs from that of native speakers. This phenomenon is a form of negative transfer in Language Transfer theory,

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[62] Dardjowidjojo, S. (2009). English phonetics and phonology for Indonesian learners. Yayasan Obor Indonesia.

[63] Poedjosoedarmo, S. (2017). Language propriety in Javanese. *Journal of Language and Literature, 17*(1), 1–9.

in which the structure of the first language influences the production of the second language.[64]

In the context of English language learning, the influence of the Javanese dialect extends not only to phonology but also to prosodic aspects such as intonation and word stress. Javanese speakers tend to have more stable intonation patterns and do not emphasize pitch changes as much as in English. This can affect the clarity of meaning in English communication, as intonation plays a crucial role in conveying meaning, emotion, and emphasis. Furthermore, the intensity of Javanese language use in daily life also affects the degree of language transfer; the more frequently Javanese is used, the stronger its potential influence on English pronunciation. In this context, the Javanese dialect can be considered a significant linguistic factor in shaping the pronunciation characteristics of EFL learners. Therefore, an understanding of the characteristics of the Javanese dialect is essential for analyzing how Javanese speakers produce and perceive English pronunciation, particularly in terms of vowels, consonants, and intonation.

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5. Madurese Dialect

The Madurese dialect is one of the regional language varieties spoken by the Madurese ethnic group in Indonesia, primarily on Madura Island and in the Tapal Kuda region of East Java. In sociolinguistic studies, the Madurese dialect is viewed as a linguistic system with

[64] Odlin, T. (1989). Language transfer: Cross-linguistic influence in language learning. Cambridge University Press.

distinctive phonological characteristics that differ from both Indonesian and English. This dialect serves not only as a tool for daily communication but also as a cultural and social identity for the Madurese people. In the context of learning English as a foreign language (EFL), the Madurese dialect plays a significant role because it can influence how speakers produce sounds in English. This occurs due to differences in the phonological systems between Madurese and English, leading speakers to tend to transfer sounds from their first language to the second. According to Rohbiah et al,shows that the interaction between the phonological systems of regional languages and English can cause interference in pronunciation, particularly with phonemes that do not exist in the native language. [65] Additionally, a study by Laita et al. also confirms that a regional dialect background in Indonesia, including Madurese, influences the quality of English pronunciation among EFL students.[66]

From a phonological perspective, the Madurese dialect has distinct characteristics, particularly in its consonant system and stress patterns. The Madurese language is known for having consonants that are more pronounced and explosive than those in English, as well as the use of aspiration in certain sounds. These differences cause Madurese speakers to often struggle with producing English sounds that do not exist in the Madurese phonological system. According to Junaida, differences in the

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[65] Rohbiah, T. S., Fajri, K., & Hamdi, M. R. (2024). The interference of Javanese dialect phonological in English for EFL learners. SCOPE: Journal of English Language Teaching.

[66] Laita, R., Nasywa, I., Veriyansyah, & Lubis, Y. (2025). The influence of regional dialects on the English pronunciation of EFL students in Indonesia. Mudabbir Journal of Research and Education Studies.

sound systems between the native language and English are the primary factors contributing to pronunciation errors among EFL learners. [67] Additionally, some English vowel sounds are difficult for Madurese speakers to distinguish due to differences in the vowel systems of the two languages. In Language Transfer theory, this phenomenon falls under negative transfer, which occurs when the structure of the first language interferes with the production of the second language. [68] Thus, the influence of the Madurese dialect on English is particularly evident in segmental aspects such as vowels and consonants, which in turn shape the distinctive accent of Madurese speakers in English.

In addition to segmental aspects, the Madurese dialect also influences suprasegmental aspects such as intonation and word stress in English. Madurese speakers tend to use stronger and more assertive intonation, in line with communication patterns in their regional language. This can affect how they convey meaning in English, particularly in spoken conversations that require intonational variation to express meaning and emotion. According to Rohbiah, shows that regional dialect variations contribute to differences in intonation patterns in the English pronunciation of EFL students in Indonesia.[69] Furthermore, the intensity of Madurese language use in daily life also reinforces the influence of

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[67]Junaida, A. A. (2024). The phonetic challenges of English for Javanese speakers. Maliki Interdisciplinary Journal.

[68] Odlin, T. (1989). Language transfer: Cross-linguistic influence in language learning. Cambridge University Press.

[69] Rohbiah, T. S., Fajri, K., & Hamdi, M. R. (2024). The interference of Javanese dialect phonological in English for EFL learners. SCOPE: Journal of English Language Teaching.

dialect on English pronunciation skills. The more dominant the use of Madurese, the greater the likelihood of phonological transfer into English.

6. English Pronunciation

English pronunciation is one of the key components of speaking skills, relating to how a person produces speech sounds accurately, clearly, and in a way that is understandable to the listener during communication. According to Celce-Murcia, pronunciation refers to the production of sounds that we use to convey meaning, including segmental and suprasegmental features.[70] In applied linguistics, pronunciation is not only understood as the ability to pronounce words correctly phonetically but also encompasses the ability to organize sound elements so that meaning can be conveyed effectively. Pronunciation has two main aspects: the segmental and the suprasegmental. The segmental aspect encompasses vowels and consonants as the smallest sound units in a language, while the suprasegmental aspect encompasses intonation, word stress, and speech rhythm, which play a role in conveying nuances of meaning in communication. According to research in the field of English Language Teaching (ELT),clear pronunciation significantly influences intelligibility in spoken communication that is, the extent to which speech can be understood by listeners even if it does not fully resemble that of a native speaker.

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[70] Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation: A course book and reference guide* (2nd ed.). Cambridge University Press.

In the context of EFL, pronunciation is often a major challenge for learners due to differences in the phonological systems between their first language (L1) and English as a second language (L2). Regional languages such as Javanese and Madurese have sound systems that differ significantly from English, in terms of the number and variety of vowels, the consonant system, and intonation patterns in speech. These differences in the sound systems cause learners to tend to transfer sounds from their native language into the target language, either consciously or unconsciously. As a result, variations in accent emerge that reflect the speaker's first language background in their pronunciation of English. This phenomenon is explained by the theory of Language Transfer, which states that the structure of the first language can influence the process of second language acquisition and production, in the form of either positive transfer or negative transfer. [71] In many cases of EFL learning, the dominant influence is negative transfer due to the significant differences in sound systems between regional languages and English, which affects students' pronunciation accuracy.

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The vowel system in English is one of the most complex aspects of the language and often poses a major challenge for EFL learners, especially for speakers of Indonesian regional languages. English has a rich vowel system with subtle yet meaningful phonetic distinctions, such as the difference between /ɪ/ and /iː/, or /æ/ and /ɛ/, which do not always

[71] Odlin, T. (1989). Language transfer: Cross-linguistic influence in language learning. Cambridge University Press.

have direct equivalents in regional languages. This situation often makes it difficult for learners to accurately distinguish and produce vowel sounds. Additionally, consonants present their own challenges, as certain English sounds such as /θ/, /ð/, and /v/ are absent from the phonological systems of many regional languages, including Javanese and Madurese, and are therefore often substituted with the closest equivalent in the learner's native language. These difficulties indicate that pronunciation is not only related to an individual's ability to imitate sounds but is also heavily influenced by the phonological system that has been ingrained from an early age through the first language. Thus, the first-language system plays a major role in the patterns of pronunciation errors in English.

In addition to segmental aspects, suprasegmental aspects such as intonation also play a very important role in English pronunciation because they are directly related to meaning and communicative function. Intonation is used to distinguish between different types of sentences, such as statements, questions, and emphasis, as well as to express emotions in conversation. However, EFL learners often use intonation patterns influenced by their native language, resulting in speech patterns that differ from those of native English speakers. This can affect the clarity of the message being conveyed, even if the words used are lexically correct. Several studies indicate that intonation errors can reduce the level of intelligibility in spoken communication, as listeners may misinterpret the speaker's intent even when the sentence structure is

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correct. Therefore, suprasegmental aspects are an essential component that cannot be separated from the study of English pronunciation, particularly in the context of second language learning. In this study, English pronunciation was focused on three main indicators: clarity of vowel pronunciation, clarity of consonant pronunciation, and clarity of intonation. These three indicators were used as the basis for measuring the perceptions of Javanese and Madurese students regarding their English pronunciation skills. Thus, pronunciation in this study is understood not only as a technical speaking skill but also as the result of a complex interaction between the first and second language systems that shape an individual's pronunciation characteristics. Therefore, the examination of pronunciation in this study is crucial for understanding how regional dialects contribute to variations in English pronunciation among EFL learners in Indonesia.

a. Clarity of Vowel Pronunciation

Vowels play a central role in the phonetics of English. Vowel is produced with vocal tract relatively open. Vowels are syllabic sounds made with free passage of air down the mid-line of the vocal tract, usually with a convex tongue shape, and without friction. [72] They are normally voiced; and they are normally oral. Fromkin, Robert, & Hyams defined, "vowel is a sound produced without significant restriction of the air flowing through the oral cavity.

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[72] Ladefoged, P., & Johnson, K. (2021). *A course in phonetics* (7th ed.). Cengage Learning.

"Vowel sounds are produced with a relatively free flow of air, and they are all typically voiced". He added, "to describe vowel sounds, we consider the way in which the tongue influences the shape through which the airflow must pass".[73]

In the context of English language learning, Levis states that a language learner must focus on two main principles, namely achieving good pronunciation and producing pronunciation that is fluent or understandable, as possessed by native speakers. Because of this, many beginners who are new to foreign languages are often confused when pronouncing words in those foreign languages due to differences in vocabulary and pronunciation between the foreign language and the learners' native or national languages.

There are several ways to classify vowels in English, including by length, place of articulation, and tension. Here are some common types of vowels:

a) Monophthong Vowels

Monophthongs are single vowels whose sound does not change when pronounced. Single vowels, or monophthongs, in English are vowel sounds pronounced with the tongue and lips in a fixed position throughout the pronunciation.

Some examples of single vowels in English include:

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[73] Yule, G. (2014). The study of language (5th ed.). New York: Cambridge University Press.

a. /i:/ as in “see”

b. /æ/ as in “cat”

c. /ʌ/ as in “cup”

Understanding single vowels is important in English pronunciation and listening comprehension, as it helps to distinguish between words that are similar but have different meanings. For example:

a. /æ/ as in the word cat

b) Diphthong Vowels

Diphthong vowels are a combination of two vowel sounds in one syllable, where the vowel sound shifts from one to another. There are several common diphthongs in English, including: a. /aɪ/ - ride or fly

b. /aʊ/ - how or down

c. /eɪ/ - make or face

d. /oʊ/ - go or home

e. /ɔɪ/ - boy or coin

b. Clarity of Consonant Pronunciation

Consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Consonant sounds are produced by blocking the flow of air as it leaves the mouth. It is possible to identify many pairs of consonants which are essentially the same except for the element of voicing (for example /f/ as in

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fan, and /v/ as in van.[74] There are many ways of blocking the air and various tongue, lip and jaw positions required in order to create accurately the consonant English.

In English, consonants can be divided into two main categories based on whether they are voiced or voiceless. The difference between voiced and voiceless consonants is very important in English because it can change the meaning of a word. For example, the difference between /b/ and /p/ in the words "bat" and "pat" shows a change in sound that changes the meaning of the word.

a) Voiced consonants

Voiced consonants are consonants that are pronounced with vocal cord vibration. When you pronounce these 31 consonants, you will feel a vibration in your throat. Examples of voiced consonants in English include:

(1) /b/ as in the word bat
(2) /d/ as in the word dog
(3) /g/ as in the word go
(4) /v/ as in the word vase
(5) /z/ as in the word zoo
(6) /ʒ/ as in the word measure (although this is less common in everyday English)

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[74] Kelly, Gerald. (2000) *How to Teach Pronunciation*. Harlow: Pearson Education Limited, p. 2.

b) Voiceless consonants

Voiceless consonants are consonants that are pronounced without vibration of the vocal cords. When you pronounce these consonants, you do not feel any vibration in your throat.

Examples of voiceless consonants in English include:

(1) /p/ as in the word pat

(2) /t/ as in the word top

(3) /k/ as in the word cat

(4) /f/ as in the word fish

(5) /s/ as in the word sun

(6) /θ/ as in the word think (the “th” sound in this word)

c. Clarity of Intonation pronunciation

Intonation is defined as periodic variations in vocal cord vibration.[75] Intonation is the pitch of a tone that comes from the pronunciation of the mouth.[76] Intonation can also be described as a person's style of speaking. In everyday life, intonation is very important to learn. In everyday life, intonation is very important to learn because it can affect the meaning of a person's sentences when speaking. Intonation refers to the rising and falling patterns in a person's voice when speaking. It can provide additional

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[75] Ilse Lehiste, *Suprasegmentals* (Cambridge, MA: MIT Press, 1977); Rajiv Rao & Sandro Sessarego, *The Phonology of Ibero-Romance Creoles* (Amsterdam: John Benjamins Publishing Company, 2016).

[76] Mutiara Halimatu's Sadiyah (2023) Analysis of the use of Intonation, Predicate Transfer, and Objects In Educational Videos on Maudy Ayunda's Youtube Account

information to the listener about the speaker's feelings, emotional state, and intentions.

a) Rising Intonation:

Used in (yes/no) questions or when expressing uncertainty. For example:

- Are you coming?
- Could this be true?
- Can we stay?
- Can I help you?

The sentence above shows a rising intonation at the end of the sentence.

b) Falling Intonation:

Usually used for statements, commands, or Wh- questions (who, what, when, where, why). For example:

- "Who is coming to the party?"
- "What time does the class start?"
- "When did you finish your homework?"
- "Where do you live?"
- “Why did you leave early?”

In this pattern, the tone falls at the end of the sentence, indicating certainty or closure.

c) Fall-Rise Intonation:

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Used to indicate uncertainty, suggestion, or subtle emphasis.

For example:

- “Well, I suppose we could try.”
- “I think she might come tomorrow.”
- “Could you please help me with this?”
- “Would you like tea or coffee?”

In this pattern, the tone falls first and then rises slightly at the end of the sentence.

d) Rise-Fall Intonation:

Used to show surprise, enthusiasm, or emphasis on a particular part of the sentence. For example:

- “That was amazing!”
- “I’m going to the store.”
- “She’s the best singer in the world.”
- “I’ve finished my homework.”

The tone rises and then falls sharply. Intonation in English can also help distinguish meaning based on context. For example, the sentence

“You're going” with rising intonation can be a question (“Are you going?”) or with falling intonation can be a normal statement (“You are going”). By learning and understanding these intonation patterns, we can communicate more effectively in

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English and convey the right message according to the context and our intentions.

In the context of learning English, intonation is often used to indicate statements or questions, as well as to emphasize words in a sentence. Intonation in English serves to encode grammatical meaning, describe emotions, and express attitudes, feelings, or additional information. In addition, intonation also has an important function, which is to distinguish between questions and statements, so that it can help listeners interpret the meaning conveyed by the speaker.

By understanding the definition and function of intonation, a person can communicate their thoughts and emotions more clearly and effectively. It also allows speakers to better understand the meaning contained in conversations. Intonation in English plays an important role in communication, as it conveys various meanings, attitudes, and emotions. Intonation is also used to show confusion, ask for clarification, and indicate willingness or agreement. For the example:

- “That's a great idea” sounds like genuine praise. “That's a great idea” with an exaggerated rising intonation sounds sarcastic. It seems like the speaker thinks it's a bad idea.

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- “Are you going to wear that?” sounds like a sincere question. “Are you going to wear that?” sounds more like a judgment or criticism of someone's choice of clothing.
- “I can't believe you did that” shows surprise or even excitement. But "I can't believe you did that" shows disappointment. This means you need to pay attention to intonation when speaking English. Otherwise, you might - unintentionally - give someone the wrong impression.

7. Perception

Perception is a cognitive process that individuals use to receive, organize, and interpret stimuli obtained through the five senses, thereby generating a specific understanding of an object or phenomenon. In the context of linguistics and language learning, perception is not only related to how a person hears or sees language, but also to how individuals assign meaning to the use of that language in communication. According to Robbins and Judge, perception is influenced by internal factors such as experience, knowledge, attitudes, and linguistic background, as well as external factors such as the social environment and the context of communication. [77] In second language learning, perception is a crucial aspect because it can influence how students assess their own language proficiency, including their English pronunciation. Thus, perception is not

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[77] Robbins, S. P., & Judge, T. A. (2022). Organizational behavior. Pearson.

merely psychological but also has direct implications for the language learning process and social interactions in EFL classrooms.

In applied linguistics, perceptions of language are often linked to the concept of "language attitude," which refers to the way individuals evaluate a particular language, accent, or dialect. These attitudes can be either positive or negative, depending on an individual's experiences, social environment, and exposure to language variations. Recent research in the field of English Language Teaching (ELT) indicates that students' perceptions of their English language proficiency are significantly influenced by language awareness that is, an individual's ability to recognize and understand the influence of their first language on their second language. [78] In this context, perception not only reflects a subjective assessment of language proficiency but also indicates the level of students' self-awareness regarding their use of English. Therefore, perception plays a crucial role in shaping learning attitudes, motivation, and self confidence in the use of a foreign language. In research on English as a Foreign Language (EFL) learning, perception is often associated with how learners assess their own language abilities, including their pronunciation skills. Perceptions of pronunciation do not always reflect learners' actual abilities because these assessments are influenced by learning experiences, self-confidence, linguistic awareness, and linguistic background.

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[78] McKenzie, R. M., & McNeill, A. (2024). Implicit and explicit language attitudes. Routledge.

In pronunciation studies, two frequently used concepts are intelligibility and comprehensibility. Intelligibility refers to the extent to which speech can be understood by listeners, while comprehensibility refers to the ease with which the speech can be understood. Both concepts serve as important indicators in assessing the success of oral communication in a second language because the focus is not on similarity to native speakers, but rather on the understandability of speech in the communication process. Research also indicates that intelligibility and comprehensibility are key components used to evaluate the quality of pronunciation among learners of English as a foreign language. Several studies indicate that EFL learners often have different perceptions of their pronunciation skills compared to the evaluations given by others. Ortega, Mora, and Mora-Plaza found that English learners are not always able to accurately assess the quality of their pronunciation; however, they tend to rate their skills higher than the ratings given by listeners, while others actually rate their skills lower.[79] Similar findings were also reported by Isbell and Lee (2022), who showed that there are differences between learners' self-assessments and external evaluations regarding comprehensibility and accentedness. The results of this study indicate that perceptions of pronunciation are complex constructs and do not always align with actual pronunciation ability.

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[79] Ortega, L., Mora, J. C., & Mora-Plaza, I. (2022). Learners' self-perceptions and native-speaker evaluations of L2 speech comprehensibility and accentedness. *Pronunciation in Second Language Learning and Teaching Proceedings*, 12(1), 67–84.

In addition, perception also plays a role in shaping self-confidence and language anxiety in English language learning. Students who have a positive perception of their pronunciation skills tend to be more confident when speaking, even if they still have a strong regional accent. Conversely, a negative perception can lead to low self-confidence and increase anxiety when using English in oral communication.

8. Conseptual framework

a) The Interplay Between Dialect, Perception, and English Pronunciation.

The conceptual framework in this study describes the relationship between dialects, English pronunciation, and speakers' perception. This study is based on sociolinguistic theory, which explains that language cannot be separated from the society that uses it, as well as Language Transfer theory, which states that a first language or dialect can influence the process of acquiring a second language. In this context, Javanese and Madurese dialects as mother tongues play an important role in shaping how EFL students produce English sounds. Therefore, dialects are not only understood as language variation but also as a linguistic factor that contributes to variation in English pronunciation.

The first relationship in this framework is the influence of dialects on English pronunciation. The Javanese and Madurese dialects have phonological systems that are different from English,

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especially in terms of vowels, consonants, and intonation. These differences lead to phonological transfer from the first language to the second language, which in many cases results in variations in pronunciation or accents in English. This process shows that students' pronunciation abilities are influenced not only by English learning in the classroom, but also by the regional language background they use in daily life. Thus, dialects become an initial factor that affects the quality of English pronunciation.

The second relationship is the influence of English pronunciation on perception. The pronunciation produced by speakers becomes the basis for them to assess their own English abilities. Students who have trouble pronouncing certain vowels, consonants, or intonations tend to have a different perception of their speaking skills. This perception can be positive or negative depending on their level of linguistic awareness and communication experience. Moreover, perception can also be influenced by how much students are aware of the impact of dialect in their English pronunciation. So, pronunciation not only functions as a result of language production but also as a basis for forming self-perception.

The third relationship is the direct connection between dialect and perception through pronunciation as a mediator. Dialects influence the way students speak English, and the resulting pronunciation then shapes their perception of their own English

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ability. In this case, there is an indirect and mutually influential relationship between the three variables. Students' perception of their pronunciation can also be affected by their awareness of the differences between regional accents and standard English. The higher the awareness of dialect influence, the more likely students are able to evaluate their language skills more objectively. Therefore, perception becomes an important variable that bridges the relationship between dialect and English pronunciation.

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CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used a quantitative approach with a survey research. Survey research is a method that collects information from samples or populations through questionnaires, pronunciation practice and interviews to describe, explain, or explore the opinions, attitudes, and perceptions of respondents.[80]

The survey method was chosen because the primary focus of this study was to explore Javanese and Madurese EFL students' perceptions of the influence of their dialects on English pronunciation in conversation. To answer the research questions, the researcher collected data using a questionnaire as the main instrument. In addition, pronunciation practice was conducted to identify the students' actual English pronunciation performance, while interviews were used as a supporting instrument to provide deeper explanations and strengthen the interpretation of the quantitative findings.

B. Research Subject

1. Population

The population in this study consisted of 47 students in grades 10,11, and 12 at a vocational school in Jember. The use of all grades 10, 11, and 12 as the population in this study was based on several methodological and academic considerations. First, students in grades 10,

[80] Sugiyono, *Quantitative, Qualitative, and R&D Research Methods* (Bandung: Alfabeta, 2019), 14.

11, and 12 constitute a single population unit that is in the same English learning environment, namely in one school with a relatively uniform curriculum, teachers, and learning policies. Second, the difference in grade levels reflects variations in English learning experiences. Grade 10 students are still in the early stages of learning at the secondary school level, grade 11 students are in the development stages, while grade 12 students have had longer experience learning English. Third, the total number of students in the research population was only 47 respondents, so the researcher used total sampling. Total sampling is used when the population size is relatively small and all members of the population can be used as research respondents.

2. Sample

The population in this study consisted of all students in grades 10, 11, and 12 at a vocational school in Jember who were native speakers of Javanese or Madurese, totaling 47 students. According to Bloomflied, native speakers as people who learn to use their first language (L1) from childhood and use it in everyday life.[81] Because the population was relatively small, the researcher applied total sampling, a technique in which all members of the population are included as the sample. This approach ensures that the survey data are representative of the entire population and allows for reliable quantitative analysis. The selection of all Javanese and Madurese students allowed the researcher to examine

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[81] Bloomfield, L. (1933). *Language*. New York: Holt.

EFL Javanese and Madurese students' perceptions of their dialectal influence on English pronunciation in conversation, which was consistent with the quantitative survey design of this study.

C. Data Instrument

1. Instruments

The instruments used to collect data in this study were questionnaires, pronunciation practice and interview guide. The research participants were 47 students from SMK Shofa Marwah who met the research criteria, coming from Javanese and Madurese backgrounds in grades 10, 11, and 12. All of them filled out the questionnaires and did the pronunciation exercises. In addition, some participants were selected for semi-structured interviews so they could provide more detailed explanations about their answers and experiences. By using these three tools, the researcher was able to get both numeric data and descriptive data, giving a more complete picture of how the participants view their dialects in English conversations.

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a. Questionnaire

The questionnaire is the primary instrument for collecting quantitative data in this study. It was designed to measure students' perceptions of English pronunciation based on their dialect background. A 5-point Likert scale (1 = strongly disagree, 5 = strongly agree) was used to assess each statement. This scale is

widely used in social science research to measure attitudes, opinions, and perceptions.

The questionnaire was designed to explore EFL Javanese and Madurese students' perception of their dialectal influence on English pronunciation in conversations. The questionnaire was created by the researcher and consulted with the supervising lecturer. The questionnaire was made based on research indicators, namely (clarity of pronunciation, clarity of consonant pronunciation, and clarity of intonation pronunciation). In this study, there are 18 statement items.

Table 3. 1
Blueprint Of Research Instrument

No	Variable	Indicators	Item Number	Total Number Of Statements
1.	Perception of Dialect	Clarity of Vowel Pronunciation	1,2,3,4,5,6	6
2.	Perception of Dialect	Clarity of Consonant Pronunciation	7,8,9,10,11,12	6
3.	Perception of Dialect	Clarity of Intonation Pronunciation	13,14,15,16,17,18	6
Total				18

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b. Pronunciation practice

This pronunciation practice aimed to clarify, verify, and expand upon the pronunciation data collected through the questionnaire. After students completed the questionnaire, the

researcher conducted a pronunciation practice to follow up on the students' self-reported responses. This activity consisted of 18 guided pronunciation items, developed based on the indicators measured in the questionnaire such as (clarity of vowel pronunciation, clarity of consonant pronunciation, and clarity of intonation pronunciation). This instrument was developed in consultation with the supervisor and adapted to the questionnaire.

c. Interview

The interviews were designed to clarify, reinforce, and expand upon the information gathered through the questionnaire. The researcher guided the conversation according to the main topics of pronunciation, intonation, and perception, while participants were encouraged to express and clarify their views without restriction. The interview instrument used in this study was discussed with the supervisor and was also adapted from the questionnaire

2. Instrument Validity

a. Validity Questionnaire

An instrument is considered valid if it is able to measure exactly what it is intended to measure. A valid instrument will produce valid data. [82] The research instrument was piloted on 30 students not included in the main research sample. The students involved in this pilot were 12th-grade students. Validity calculations

[82] Hildawati S.Sos., M.Si et al., BUKU AJAR METODOLOGI PENELITIAN KUANTITATIF & APLIKASI PENGOLAHAN ANALISA DATA STATISTIK (PT. Sonpedia Publishing Indonesia, 2024).

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were performed using Corrected Item–Total Correlation using SPSS Statistics 26. Each item was declared valid if the calculated r value was greater than the table r value (0.361).

Based on results of validity testing using the IBM SPSS Statistics 26 program. The pilot included 18 questionnaire items. According to Arikunto, the number of statements in a survey research instrument does not have to be too many, and in general, 15-30 items are considered sufficient as long as the items are able to represent the indicators being measured and are arranged systematically. These indicators were: clarity of vocal pronunciation, clarity of consonant pronunciation, and clarity of intonation pronunciation. An item statement is considered valid if the calculated r is greater than the table r. Based on the results in the table above, the valid items are statements numbered 1 - 18, as the calculated r value is greater than the table r value (0.361).

b. Pronunciation Practice (Validity of content)

The pronunciation practice instrument was validated through consultation with advisors and aligned with the main questionnaire instrument. The selection of words and sentences in the pronunciation exercises was drawn directly from the questionnaire items, thereby ensuring consistency and relevance among the instruments in measuring the influence of dialect on the pronunciation of English.

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c. Interview

The semi structured interview guide (10 questions) was content validated through expert judgment by two experts in language education and linguistics who assessed the relevance and adequacy of the questions in relation to indicators of dialect perception, pronunciation, and intonation. The validation results indicated that the instrument is suitable for use without substantial revisions. To ensure the credibility and trustworthiness of the interview data, this study employed a methodological triangulation strategy reinforced by interview data, questionnaires, and empirical evidence from pronunciation practice recordings. This approach was further strengthened through member checking (confirming findings with respondents), a complete audit trail (documentation of transcriptions and coding), as well as peer debriefing with the supervising lecturers to verify data interpretations.

3. Instrument Reliability

a. Questionnaire

Reliability testing is conducted to measure the extent to which measurement results remain consistent with the measuring instrument used. An instrument is considered reliable or consistent if it consistently provides the same answers. In this study, the researchers used a reliability test using Cronbach's Alpha on 18 questions. An item is considered reliable when the alpha value is ≥

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0.7, indicating adequate reliability. The reliability test results indicate a high Cronbach's Alpha value, indicating that the instrument being tested can be categorized as reliable and consistent.

Therefore, this reliability test was conducted using IBM SPSS Statistics 26, and the results are as follows:

Table 3. 2
Results of the Reability

Cronbach's Alpha	N of Items
.871	18

Table 3.5 indicates that the instrument can be used in this study, achieving a Cronbach's alpha coefficient of 0.871. Therefore, this instrument can be considered highly reliable.

b. Pronunciarion practice

The reliability of the pronunciation practice instrument was established through intrarater reliability using 18 pronunciation items with a dichotomous scoring system (1 = correct, 0 = incorrect) that corresponded to the questionnaire statements.The pronunciation accuracy was assessed using a dichotomous scoring system based on the objective scoring principles proposed by Nitko and Brookhart.[83] Each target word in the word repetition task received a score of 1 if it was pronounced accurately and a score of 0 if it was pronounced inaccurately. The total pronunciation score was obtained by summing the correct responses and converting them into percentages.

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[83] Nitko and Brookhart (2014) state that objective tests may be scored using a dichotomous scoring system in which each response is classified as correct or incorrect.

Descriptive statistical analysis of the 30 pilot test respondents yielded an average pronunciation accuracy of 78% with a standard deviation of 12%. The low standard deviation indicates consistency and stability in assessment results across respondents.

Table 3. 3
Results of the Reability of Pronunciation Practice

accuracy presentation	N of item
78%	18

The pronunciation practice instrument achieved an accuracy rate of 78% among 30 pilot study participants, indicating good reliability and consistency in scoring. Therefore, the instrument which uses a dichotomous scoring system (1 = correct, 0 = incorrect) across 18 items was deemed reliable for use in the main survey.

c. Interview

The reliability of interview data is different from questionnaires, which can be measured using statistics. In this study, I used triangulation methods to ensure that the data was reliable. This approach, as described by Guion et al, involves more than one way of collecting data so that evidence about the same phenomenon is consistent.[84]

Researchers verify the validity of information from interviews by comparing it with questionnaire data and

[84] Guion, L. A., Diehl, D. C., & McDonald, D. (2011). *Triangulation: Establishing the validity of qualitative studies*. FCS6015, Institute of Food and Agricultural Sciences, University of Florida. https://edis.ifas.ufl.edu/publication/FY394

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pronunciation practice results. Interview data is considered reliable if the respondents' explanations of their perceptions are consistent with their answers in the questionnaire and their performance during practice. For example, if respondents say in the questionnaire that certain consonants are difficult, and then actually have difficulty during practice, then when they are interviewed about the reasons why, they can be considered consistent and reliable.

D. Data Collection Technique

1. Questionnaire

The items were constructed on a set of obvious English pronunciation indicators. Such features clarity of vowel pronunciation , clarity of consonant pronunciation, and clarity of intonation pronunciation These markers were selected as core aspects of English pronunciation that are typically affected by the learners' L1 or first language/dialect. By addressing these aspects, the questionnaire is intended to offer a clear overview of Javanese and Madurese EFL students' perceptions regarding their dialect effect on their English.

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Before distributing the questionnaire to students, each question was carefully drafted to ensure clarity, relevance, and alignment with the research objectives. The first draft of the questionnaire was then reviewed with the supervisor. This review process was conducted to ensure the validity of the instrument's content, the appropriateness of the terminology used, and its theoretical relevance to the fields of

pronunciation and sociolinguistics. Based on the supervisor's suggestions, several revisions were made to improve the clarity of the questions and ensure that each statement accurately represented the intended pronunciation characteristics. After the revision process was completed, the final version of the questionnaire was printed and distributed directly to respondents in paper form. The use of a printed questionnaire allowed all participants to complete the instrument during the data collection session and ensured that each questionnaire was returned to the researcher.

The data collection process consisted of several steps. First, the researcher obtained a list of 10th, 11th, and 12th grade students who met the research criteria as Javanese and Madurese speakers. Second, the researcher coordinated with the schools and classroom teachers to determine an appropriate schedule for administering the questionnaires. Third, before distributing the questionnaires, the researcher explained the purpose of the study, informed participants that their participation was voluntary, and assured them that their responses would remain confidential and would only be used for research purposes. Fourth, printed questionnaires were distributed directly to participants, and the researcher provided clear instructions on how to complete each item. After all respondents completed the questionnaires, they were immediately collected. Fifth, responses from the completed questionnaires were coded and entered into Microsoft Excel for data

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organization. Finally, the data were imported into SPSS version 26 for statistical analysis.

2. Pronunciation Practice

The data collection in this study was conducted after all respondents had completed the questionnaire. This sequence was intended to ensure consistency between the questionnaire statements and the pronunciation tasks, as the pronunciation items were designed based on the same indicators presented in the questionnaire. The pronunciation data were collected through direct audio recording conducted by the researcher. Each respondent was asked to pronounce 18 English words and sentences corresponding to the questionnaire items. The recordings were conducted individually, with each pronunciation item recorded one by one to ensure consistency in the data collection process and to minimize missing or incomplete data.

The recorded pronunciation performances were then evaluated using an analytic scoring rubric developed by the researcher based on the pronunciation components proposed by Kelly [85] , namely consonants, vowels, and intonation. The analytic scoring procedure followed the principles of language assessment suggested by Brown,[86] in which each component of language performance is evaluated separately to obtain more objective and detailed results. Each pronunciation component was rated using a five-point scale ranging from 1 (Very Poor) to 5 (Excellent).

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[85] Kelly, G. (2000). *How to Teach Pronunciation*. Pearson Education Limited.

[86] Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.

Table 3.5.The scoring rubric pronunciation practice.

Score	Consonant	Vowel	Intonation
5 (Excellent)	Consonants are produced accurately with almost no noticeable errors.	Vowels are produced accurately and consistently.	Intonation is natural, appropriate, and consistently supports meaning.
4 (Good)	Minor consonant errors occur but do not affect intelligibility.	Minor vowel errors occur but speech remains clear.	Intonation is generally appropriate with only slight inconsistencies.
3 (Fair)	Some consonant errors are noticeable, but speech remains understandable.	Some vowel errors occasionally reduce clarity.	Intonation is sometimes inappropriate, but the intended meaning remains understandable.
2 (Poor)	Frequent consonant errors reduce intelligibility.	Frequent vowel errors reduce comprehensibility.	Intonation is often inappropriate and affects communication.
1(Very Poor)	Consonant production is very poor and difficult to understand.	Vowel production is very poor and difficult to understand.	Intonation is consistently inappropriate, making speech difficult to understand.

Source: Developed by the researcher based on Kelly (2000) and Brown (2004).

After the assessment, the scores for the three pronunciation components were summed to obtain each respondent's total pronunciation score. The total score was then converted into a percentage for further analysis. This procedure produced systematic, objective, and comparable pronunciation data, which were subsequently analyzed together with the questionnaire results to answer the research questions.

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3. Interview

The interview was used as a supporting instrument to collect qualitative data in order to complement and deepen the findings obtained from the questionnaire. The purpose of the interview was to gain more detailed insights into students' perceptions of how their Javanese or Madurese dialect influences their English pronunciation in conversations. While the questionnaire provided general patterns of perception, the interview allowed the researcher to explore participants' personal experiences, opinions, and examples in greater depth.

The interviews were conducted using a semi-structured format, enabling the researcher to ask predetermined questions while also allowing flexibility to follow up on participants' responses. The participants were selected from students who had completed the questionnaire, consisting of 18 students, with nine students from the Javanese dialect group and nine students from the Madurese dialect group, to ensure balanced representation. The interview process involved several steps. First, the researcher selected participants based on their dialect background and willingness to participate. Second, interview schedules were arranged according to the participants' availability. Third, the researcher explained the purpose of the interview and obtained informed consent from each participant. Fourth, the researcher asked semi-structured questions based on the interview guide. Fifth, the participants' responses were recorded and important points were noted.

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Finally, the recordings were transcribed and analysed to support and clarify the quantitative results from the questionnaire.

E. Data Analysis

1 Questionnaire

When all the data has been collected completely, the next step is to analyze it. In this study, descriptive statistical analysis was used. Descriptive statistical analysis is employed to summarize and describe the main characteristics of the data, enabling researchers to identify patterns, trends, and variations within the dataset.[87] The main purpose of this analysis is to provide an overview of the patterns, trends, and variations in the collected data.

Before conducting the analysis, all completed questionnaires were checked to ensure that no responses were missing. Each response was then scored using a five-point Likert scale, with Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly Agree = 5. The scores obtained from all 18 questionnaire items were entered into SPSS version 26 for analysis. The researcher then used the Descriptive Statistics feature to calculate the mean and standard deviation of the respondents' scores. The mean score was used to determine the overall perception level of Javanese and Madurese EFL students regarding the influence of their dialects on English pronunciation in conversation, while the

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[87] Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.

standard deviation was used to describe the variation of students' responses.

In this study, descriptive statistical analysis will utilize the mean standard deviation to provide an overview of students' procrastination levels and the factors influencing academic procrastination. The formulas used to calculate the mean are as follows:

a. Mean

Mean is the result of summing up all the values in a data set and then dividing by the total number of values. It gives an idea of the average value of the whole data. The formula to use is as follows:

$$= \frac{\sum n_{i=1}}{\quad}$$

Notes:

$\bar{x}$ = The average of the sample data

n = the number of the sample

= an individual value in the dataset

b. Standar Deviasion

$$SD = \sqrt{\frac{\sum(x_i - \bar{})^2}{n-1}}$$

SD = Standard deviation

x_I = Individual pronunciation

score $\bar{}$ = Mean score

n = Number of participants

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The data analysis in this study was conducted quantitatively using SPSS software version 26. To achieve the research objectives, the researcher used descriptive statistical analysis on all data obtained from a questionnaire consisting of 18 statement items regarding the EFL Javanese and Madurese students' perceptions of their dialectal influence on English pronunciation in conversation.

Table 3. 4
Categorization of Perception Level

Level of Perception	Range Description
Very low	$X \leq 36$
Low	$36 < X \leq 48$
Moderate	$48 < X \leq 60$
High	$60 < X \leq 72$
Very high	$X > 72$

Source: Adapted from Azwar,2012[88]

Table 3.8 shows the grouping of Javanese EFL students' perceptions regarding the impact of the Javanese dialect and Madurese EFL students' perceptions regarding the impact of the Madurese dialect on their spoken English pronunciation. This grouping is based on the total scores from the 18 item questionnaire on a 5-point Likert scale (range 18–90), divided into five categories: very low, low, medium, high, and very high.

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[88] S Azwar, *Penyusun Skala Psikologi,* Edisi 2 (Pustaka Pelajar, 2012).

2 Pronunciation Practice

Data analysis in this study was conducted quantitatively using Microsoft Excel. To achieve the research objectives, the researcher used descriptive statistical analysis on all the data obtained from the pronunciation practice, which consisted of 18 pronunciation items regarding the actual pronunciation abilities of Javanese and Madurese EFL students in conversational English.

After all pronunciation recordings had been collected, each participant's pronunciation was assessed using the pronunciation assessment rubric prepared by the researcher. Each pronunciation item was scored based on the established assessment criteria. The scores were then entered into Microsoft Excel for analysis. The researcher calculated the mean and standard deviation of the pronunciation scores to describe the overall pronunciation performance of both Javanese and Madurese EFL students. Finally, the pronunciation results were compared with the questionnaire findings to determine whether the students' perceptions of the influence of their dialects were consistent with their actual English pronunciation performance.

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3 Interview

The interviews were conducted with selected participants as a supporting instrument to complement the questionnaire data. After all interviews had been conducted, the audio recordings were transcribed

verbatim into written transcripts. The researcher then read the transcripts several times to become familiar with the content.

Next, the researcher identified and summarized key points related to pronunciation difficulties, awareness of dialect features, and confidence in speaking English. Similar responses were grouped based on common themes to facilitate data interpretation.

The findings from the interviews were then compared with the questionnaire results to ensure consistency and provide richer explanations for the quantitative data. Although the interviews did not produce numerical data, they helped interpret and confirm the patterns observed in the questionnaire, providing a more comprehensive understanding of Javanese and Madurese EFL students' perceptions of their dialects in English conversations.

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter reports the result of reseach, which includes findings and discussion. Finding is information obtained from the field after conductiong the reseach, while discussion is the process of making conclusion about the topic of this research.

A. FINDINGS

In this section, the researchers present the research findings, including an explanation of the survey results obtained through pronunciation practice, questionnaire distribution, and interviews.

This section consists of data presented according to the research focus, which includes: 1. How do Javanese EFL students perceive the influence of their Javanese dialect on their English pronunciation in conversations? 2. How do Madurese EFL students perceive the influence of their Madurese dialect on their English pronunciations in conversations? The researchers would like to describe each item as follows:

1. How do Javanese EFL students perceive the influence of their Javanese dialect on their English pronunciation in conversations?

Table 4. 1
The average total score of Javanese EFL students' perceptions

No	Indicator	M	N	SD	Category
1.	Clarity of Vowel pronunciation	3.72	23	.468	High
2.	Clarity of Consonant pronunciation	3.61	23	.413	High

No	Indicator	M	N	SD	Category
3.	Clarity of Intonation pronunciation	3.88	23	.597	High
Total Mean		67.26	23	6.655	High

Based on Table 4.1, the results of Javanese EFL students' perceptions show that the average total score is 67.26 (SD = 6.655). Referring to Azwar's categorization criteria, this score falls into the High category. This finding indicates that Javanese EFL students have a high level of perceived influence of their Javanese dialect on their English pronunciation during English conversation.

Among the three indicators, clarity of intonation pronunciation obtained the highest mean score (M = 3.88, SD = .597), followed by clarity of vowel pronunciation (M = 3.72, SD = .468) and clarity of consonant pronunciation (M = 3.61, SD = .413). All three indicators were categorized as High, indicating that the students have a high level of perception regarding the influence of their dialect on various aspects of their English pronunciation.

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a) Clarity of Intonation Pronunciation

The results of the analysis indicate that the clarity of intonation pronunciation indicator obtained the highest mean score (M = 3.88, SD = .597), which falls into the High category. A more detailed explanation can be found in statement Q16, which obtained

the highest mean score (M = 4.00, SD = .853) and was also categorized as High.

> *Q16: "I realize that my intonation when speaking English sounds different from other peoples, for example when I say sentences such as, "I really like this movie," "Can you come with me?" or "She didn't go to the market."*

The results of the questionnaire above indicate that Javanese EFL students are aware that when they speak English, they sound different from others specifically due to the distinctive intonation patterns and word stress characteristic of the Javanese "Medhok" dialect, which is the most dominant aspect that emerges when Javanese EFL students engage in English conversation.

This finding was also supported by the pronunciation exercises, which yielded an overall pronunciation achievement score of 92.13% based on the analytical assessment rubric completed by all 23 participants. This result indicates that they perceived their English speech as having a "Medhok" accent during English conversations.

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Furthermore, this data is supported by the results of interviews with several Javanese EFL students. The researcher asked students whether they were aware that their intonation differed from that of others. (Do you realize that your intonation when speaking English sounds different from other peoples, for example when saying the sentences "I really like this movie" or "Can you come with me?")

J1: Yes, I am very aware that my English intonation sounds different from other peoples because of the flat tone of Javanese. For example, I say "I really like this movie" in a flat tone, without raising my voice on 'really' like a native speaker would. Then, when I say "Can you come with me?", my voice drops at the end instead of rising to form a question. My friends say it sounds like I'm singing in Javanese ngoko.[89]

J2: Yes, I realize that my English intonation is different from other peoples, because Javanese has a distinctive flat tone. For example, when I say "I really like this movie," my intonation isn't quite right, so it sounds flat like I'm speaking Javanese, similar to the casual "Aku suka film ini" (I like this movie). Or when I say "Can you come with me?" the question doesn't rise at the end, so it sounds more like a statement. But that's okay, people can still understand me.[90]

Based on interviews with respondents J1 and J2, there is a high level of awareness regarding the negative transfer of Javanese prosody into English. The flat tone characteristic of Javanese causes their L2 intonation to be monotonous. For example, in "I really like this movie" ("Saya sangat menyukai film ini"), there is no pitch rise on 'really/sangat', similar to the Javanese ngoko expression ("Aku suka film ini"). In the question "Can you come with me?" ("Bisakah kamu ikut denganku?"), the falling intonation at the end makes it sound like a statement rather than a rising question.J1 expressed concern that this made their English sound similar to Javanese *ngoko*, whereas J2 believed that communication remained effective because listeners could still understand the intended message. These interview findings are consistent with the questionnaire results,

[89] J1, Interviewed by author, February 23, 2026
[90] J2, Interviewed by author, February 23, 2026

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indicating that Javanese EFL students perceive that their Javanese dialect has a high level of perceived influence on their English intonation.

b) Clarity of Vowel Pronunciation

The results of the analysis indicate that the clarity of vowel pronunciation indicator obtained a mean score of 3.72 (SD = .468), which falls into the High category. A more detailed explanation can be found in statement Q1, which obtained the highest mean score (M = 4.20, SD =876) and was also categorized as High.

Q1: "When I say the words 'Read' and 'See', I feel that I pronounce them clearly."

The questionnaire results indicate that Javanese EFL students perceive that they can pronounce English vowels clearly during English conversations. This suggests that they have a positive perception of the clarity of their vowel pronunciation, particularly in words that they consider familiar or easy to pronounce.

This finding is also supported by the pronunciation practice results, which yielded an overall pronunciation achievement score of 84.35% for the pronunciation of the words "read" and "see", based on the analytic scoring rubric completed by all 23 participants. Additionally, in the interviews, EFL Javanese students stated that they felt their pronunciation was clear, in response to the question (When you say the words "see, rice, and test", do you feel that your pronunciation is clear? Can you give other examples?)

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J1: Yes. When I say "see, rice, and test," I feel like my pronunciation is clear. "See," "rice," and "test." I don't think there's anything strange about it. Another example: I say "book" as "buk" clearly, "cat" as "ket," and 'pen' as "pen." They're all easy because they're similar to Javanese.[91]

J5: See & rice ("Si, ris") clear. Another example: "Boat" becomes "Bot," 'Food' becomes "Fud."[92]

Respondents J1 and J5 agreed that they could pronounce them clearly. J1 emphasized the clarity of words such as "see, rice, and test" and provided other examples: "book" (/bʊk/ becoming "buk"), "cat" (/kæt/ becoming "ket"), and "pen" (/pɛn/ becoming "pena"), which were considered easy because they resemble Javanese phonology. Similarly, J5 mentions "see, rice" ("Si, ris") and adaptations like "boat" (/boʊt/ becoming "bot") and "food" (/fʊd/ becoming "fud"), which sound clear without any oddness. These responses indicate a positive perception of pronunciation clarity, influenced by the similarity of sounds to the native Javanese language.

c) Clarity of Consonant Pronunciation

The results of the analysis indicate that the clarity of consonant pronunciation indicator obtained a mean score of 3.61 (SD = .413), which falls into the High category. A more detailed explanation can be found in statement Q10, which obtained the

[91] J1, Interviewed by author, February 23, 2026
[92] J5, Interviewed by author, February 23, 2026

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highest mean score (M = 4.20, SD = 1.140) and was also categorized as High.

> *Q10: "Glass," "Think," and "River." When I pronounce the above words, I realize that my regional accent sometimes affects the clarity of my pronunciation when I speak English.*

The questionnaire results indicate that Javanese EFL students perceive that their regional accent has a high level of perceived influence on the clarity of their English consonant pronunciation. They recognize that features of the Javanese accent are sometimes transferred into their English pronunciation, particularly when pronouncing consonant sounds that differ from those in their native language.

This finding is also supported by the pronunciation practice results, which showed an overall pronunciation achievement of 89.57%. These results indicate that they transferred their Javanese accent characteristics into their English pronunciation. For example, *glass* was pronounced as gəˈlæs, *think* as tɪŋk, and *river* as riwər, indicating the influence of Javanese phonological patterns on English consonant production.

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This is supported by the results of interviews with Javanese EFL students who said that they realize their regional accent sometimes affects the clarity of their pronunciation when speak English. (Do you feel that your regional way of speaking affects the

pronunciation of /F/ and /V/ in English words like “Victory” and “Very”?)

> *J6: Yes, when I say “victory, size, and voice,” sometimes my Javanese accent affects the clarity of my pronunciation. So sometimes the teacher says it's unclear, especially when I'm talking quickly. But I'm working on it.*[93]

> *J3: Yes, when I say “victory,” “size,” and “voice,” sometimes my Javanese accent makes it unclear. But people still understand, even though my Javanese accent is quite strong. There are also those who don't understand, so I have to repeat myself. From that, I realized that maybe I should learn to make it sound better.*[94]

Based on the interview findings, both respondents demonstrated a high level of awareness that their Javanese accent influences the clarity of their English consonant pronunciation. J6 explained that this influence became more noticeable when speaking quickly, while J3 acknowledged that although listeners often understood the intended message, there were situations in which they had to repeat certain words because their pronunciation was unclear. These findings indicate that the respondents recognize the influence of their native accent on English consonant production and are aware of the need to improve their pronunciation. Overall, the interview findings support the questionnaire and pronunciation practice results, indicating that Javanese EFL students perceive that their regional accent has a high level of perceived influence on the clarity of their English consonant pronunciation.

[93] J6, Interviewed by author, February 23, 2026
[94] J3, Interviewed by author, February 23, 2026

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2. How do Madurese EFL students perceive the influence of their Madurese dialect on their English pronunciations in conversations?

Table 4. 2
The average total score of Madurese EFL students' perceptions

No	Indicator	M	N	SD	Category
1.	Clarity of Vowel pronunciation	3.96	24	.563	High
2.	Clarity of Consonant pronunciation	3.74	24	.681	High
3.	Clarity of Intonation pronunciation	3.99	24	.596	High
Total Mean		70.13	24	9.848	High

Based on Table 4.2, the results of the questionnaire analysis show that the average total perception score of Madurese EFL students is 70.13 (SD = 9.848). Referring to Azwar's categorization criteria, this score falls into the High category. This finding indicates that Madurese EFL students have a high level of perceived influence of their Madurese dialect on their English pronunciation during English conversation.

Among the three indicators, clarity of intonation pronunciation obtained the highest mean score (M = 3.99, SD = .596), followed by clarity of vowel pronunciation (M = 3.96, SD = .563) and clarity of consonant pronunciation (M = 3.74, SD = .681). All three indicators were categorized as High, indicating that Madurese EFL students generally perceive that their dialect influences various aspects of their English pronunciation.

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a) Clarity of Intonation Pronunciation

The results of the analysis indicate that the clarity of intonation pronunciation indicator obtained the highest mean score (M = 3.99, SD = .596), which falls into the High category. A more detailed explanation can be found in statement Q14, which obtained the highest mean score (M = 4.13, SD = .850) and was also categorized as High.

> *Q14: "Are you coming?", "I don't believe it!", or "Let's meet tomorrow". In the sentences above, I feel that the way I say the sentences in English helps convey my meaning clearly.*

The questionnaire results indicate that Madurese EFL students perceive that they can convey their intended meaning clearly through their English intonation, although their Madurese dialect continues to influence the way they speak English. This finding is supported by the pronunciation practice results, which showed an overall pronunciation achievement of 81.67%, demonstrating intonation patterns that enabled them to convey their intended meaning clearly during English conversations.

The interview results show that EFL students from Madurese stated that when they speak English sentences, they are able to convey their meaning clearly. For example, in response to this question (Do you feel that the way you pronounce English sentences helps you convey your meaning clearly?)

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M2: It helps with word by word clarity, but not with conveying emotion, For example, when I say " I'm happy" my voice still sounds firm and serious due to the dialect's influence.[95]

M4: Yeah, it can help because people think I'm angry. For example, when I say "Stop it!", because my Madurese accent is strong and has a sharp tone, people think I'm yelling.[96]

Based on the interview findings, both respondents demonstrated an awareness that their Madurese dialect influences the intonation of their English speech. M2 explained that although the meaning of the utterance could be understood, the emotional tone was not conveyed effectively because the sentence *"I'm happy"* sounded firm and serious. Similarly, M4 stated that the intended message was generally understood; however, the sharp intonation characteristic of the Madurese dialect sometimes caused listeners to interpret expressions such as *"Stop it!"* as angry or aggressive. These interview findings support the questionnaire and pronunciation practice results, indicating that Madurese EFL students perceive that their Madurese dialect has a high level of perceived influence on the intonation of their English pronunciation, particularly in expressing emotion and interpersonal meaning.

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[95] M2, Interviewed by author, February 23, 2026
[96] M3, Interviewed by author, February 23, 2026

b) Clarity of Vowel Pronunciation

The results of the analysis indicate that the clarity of vowel pronunciation indicator obtained a mean score of 3.96 (SD = .563), which falls into the High category. A more detailed explanation can be found in statement Q1, which obtained the highest mean score (M = 4.21, SD = .830) and was also categorized as High.

> *Q1: "When I say the words 'Read' and 'See', I feel that I pronounce them clearly.".*

The questionnaire results indicate that Madurese EFL students have a positive perception of the clarity of their English vowel pronunciation. They generally perceive that they can produce English vowel sounds clearly, particularly in familiar words such as *"read"* and *"see."*. This finding is supported by the pronunciation practice results, which showed an overall pronunciation achievement of 90.8%, indicating that the participants pronounced the target words clearly during the pronunciation practice.The interview results supported these quantitative findings. Madurese EFL students stated that they did not find it difficult to distinguish vowel sounds. (When you say the words "see, rice, and test", do you feel that your pronunciation is clear? Can you give other examples?)

> *M4 : I feel it's clear, but my Madurese accent makes the 's' sound very harsh. Other examples are 'Simple' and 'Dress'."*[97]

[97] M4, Interviewed by author, February 23, 2026

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M5 : Yeah, "see" comes out pretty clearly, but "rice" sounds like "riic" the vowel gets elongated and 'test' sounds like "tes."[98]

Based on the interview findings, both respondents perceived that they could pronounce English vowel sounds clearly. M4 explained that although the Madurese accent influenced the strength of certain consonant sounds, it did not reduce the overall clarity of the words. Likewise, M5 stated that words such as *"see"* were easy to pronounce clearly, although slight vowel lengthening in *"rice"* and the omission of the final consonant in *"test"* reflected the influence of the Madurese dialect. Overall, these interview findings support the questionnaire and pronunciation practice results, indicating that Madurese EFL students have a positive perception of the clarity of their English vowel pronunciation, despite some influence from their dialect.

c) Clarity of Consonant Pronunciation

The results of the analysis indicate that the clarity of consonant pronunciation indicator obtained a mean score of 3.74 (SD = .681), which falls into the High category. A more detailed explanation can be found in statement Q10, which obtained the highest mean score (M = 3.96, SD = .955) and was also categorized as High.

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[98] M5, Interviewed by author, February 23, 2026

Q10: "Glass," "Think," and "River." When I say the above words, I realize that my regional accent sometimes affects the clarity of my speech when I speak English.

Based on the questionnaire results indicate that Madurese EFL students perceive that their regional accent has a high level of perceived influence on the clarity of their English consonant pronunciation. They recognize that characteristics of the Madurese dialect are sometimes transferred into their English pronunciation, particularly when producing consonant sounds that differ from those in their native language.

This finding is supported by the pronunciation practice results, which showed an overall pronunciation achievement of 81.67%, demonstrating the influence of the participants' Madurese accent on English consonant pronunciation during the pronunciation practice. For example, several students produced consonant sounds that reflected the phonological characteristics of the Madurese dialect. This is also supported by the interview results (When you pronounce words in English like "Victory, Size, and Voice," do you sometimes feel that your regional accent affects the clarity of your pronunciation?)

M2 : It has a huge impact. I pronounce the word "victory" very quickly, and the 'F' sometimes loses its aspirated sound, making it sound more like a sharp 'P.'[99]

M1 : Yes, my pronunciation of the 'V' in the word 'Very' comes out explosive, like the letter 'B.' Because in the

[99] M2, Interviewed by author, February 23, 2026

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> *Madurese language, stress is important, so it can't be soft like the original 'V.'*[100]

In response to the question, "Do you feel that your regional accent affects the pronunciation of /F/ and /V/ in English words like 'First' and 'Very'?" students acknowledged that their regional accents affect the clarity of their English. M2 said the accent has a significant impact; for example, when saying "first," if spoken too quickly, the 'F' sound disappears and sounds like a "P." M1 explained that the "V" in the word 'very' sounds like a hard "B," because in Madurese, the stress on that word is important and cannot be soft like the original "V"

These findings supported the questionnaire and pronunciation practice results, indicating that Madurese EFL students perceive that their regional accent has a high level of perceived influence on the clarity of their English consonant pronunciation.

B. DISCUSSION

1. Javanese EFL students perceive the influence of their Javanese dialect on their English pronunciation in conversations

Based on the findings, Javanese EFL students at Shofa Marwah Vocational High School demonstrated a high level of perceived influence of their dialect on English pronunciation, with an average score of 67.26 (SD = 6.655). According to Azwar's categorization, this score falls into the High category, indicating that the students generally perceive that

[100] M1, Interviewed by author, February 23, 2026

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their Javanese dialect influences the way they pronounce English during conversations.This phenomenon aligns with Oldin's theory of language transfer, which states that the structure of the first language (L1) often dominates the production of the second language (L2), especially in phonology.[101] It was supported by Senowarsito and Sukma, although the learners have a lot of English phonological knowledge and have been learning it, they will pronounce some English words based on their mother tongue.[102]

Among the three pronunciation indicators, clarity of intonation pronunciation obtained the highest mean score (M = 3.88, SD = .597), while statement Q16 (M = 4.00, SD = .426) also received the highest response. These findings indicate that Javanese EFL students perceive intonation as the pronunciation aspect most strongly influenced by their dialect.

The pronunciation practice further supports the questionnaire findings by yielding an overall pronunciation achievement score of 92.13%. Although the participants generally demonstrated good pronunciation performance, the questionnaire responses indicate that many of them still perceived their English speech as having a "Medhok" accent. Interviews with J1 and J2 indicated that they agreed that their intonation differed from others due to the flat tone of Javanese.

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[101] Odlin, T. *Language Transfer: Cross-linguistic Influence in Language Learning.* Cambridge University Press.

[102] Senowarsito, and Ardini, S. N. (2019). Phonological Fossilisation of EFL Learners:the interference of phonological and orthograpic system of L1 Javanese. The Southeast Asian Journal of English Language Studies, 25(2), 74-85.

According to Odlin's Language Transfer Theory, suprasegmental features such as intonation are frequently transferred from the first language because they are deeply embedded in habitual speech patterns. Therefore, Javanese learners naturally maintain the flat intonation characteristic of Javanese when speaking English.[103] As cited in Resti and Dede also, they stated that the students find difficulties to remove their Javanese accent "medhok", and then it caused misunderstanding between the speakers.[104]

Furthermore, the clarity of vowel pronunciation indicator also obtained a high score (M = 3.72, SD = .468), while statement Q1 (M = 4.20, SD = .426) received the highest score within this indicator. The pronunciation practice further supports this finding by showing an overall pronunciation achievement of 90.8%. This indicates that the participants generally pronounced the target words clearly and accurately during the pronunciation practice.

This was also supported by the interview results of J1 and J5, they aggred that their pronunciation was meaning clearly. Wardani and Suwartono state that "14 English sounds were clearly pronounced by Javanese learners of English," including several English vowel sounds such as /ʌ/, /ə/, and /ɛ/. [105] Additionally, Perwitasari explains that the Javanese vowel system influences the perception and production of

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[103] Odlin, *Language Transfer*, 32.

[104] Purwaningsih and Nurdiawati (2020) stated that students found it difficult to eliminate their Javanese "medhok" accent, which sometimes caused misunderstandings during communication.

[105] Wardani, A., & Suwartono, T. (2019). *Javanese Language Interference in the Pronunciation of English Phonemes*. Celtic: A Journal of Culture, English Language Teaching, Literature & Linguistics, 6(2), 14–25.

English vowels among Javanese speakers. [106] This suggests that the phonetic similarities between Javanese and English can help Javanese EFL students produce clearer and more intelligible vowel pronunciations in English conversations.

These findings are also consistent with Nurani's research, which explains that Javanese speakers tend to transfer their first language's phonological system when speaking English.[107] Such transfer does not always lead to errors but can also aid in the pronunciation of certain English sounds that share similarities with Javanese. Additionally, Butarbutar and Ekarina found that Javanese speakers exhibit some non-standard pronunciation features in English influenced by their first language's phonological system. Thus, the phonological characteristics of the Javanese language may affect the clarity of English pronunciation among Javanese EFL students.[108]

Regarding clarity of consonant pronunciation, the findings revealed a high mean score (M = 3.61, SD = .413), while statement Q10 (M = 4.20, SD = 1.140) received the highest score within this indicator. The pronunciation practice further supports this finding by yielding an overall pronunciation achievement of 89.57%. this suggests that characteristics of Javanese phonological patterns were reflected in the

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[106] Perwitasari, A. (2017). *Perception of English Vowels by Javanese and Sundanese Speakers*. Wacana, 19(1). Perwitasari, A. (2017). *Perception of English Vowels by Javanese and Sundanese Speakers*. Wacana, 19(1).

[107] Nurani, L. M. (2021). *Mother Tongue Interference towards Students' English Pronunciation*.

[108] Butarbutar, R., & Ekarina, E. (2024). *Exploring the Emerging Non-Standard English Pronunciation Features of L1 Javanese and Indonesian Speakers*.

participants' English consonant pronunciation during the pronunciation practice. Interview findings further indicated that the respondents recognized that consonant sounds such as /f/ and /v/ were sometimes influenced by their regional accent, particularly during spontaneous speech. The interview results also supported this statement, stating that they were aware that their regional accent sometimes affected the clarity of their pronunciation when speaking English. (Do you feel that your regional way of speaking affects the pronunciation of /F/ and /V/ in English words like "Victory" and "Very"?) Javanese students face difficulties to recognize English sounds as well as differentiate similar sounds. For instance, sounds /f/ and /v/ are pronounced without obvious distinction.[109]

These findings is in line with previous studies discussing the influence of the Javanese phonological system on English pronunciation. Ali et al. found that Javanese learners experienced difficulties in pronouncing English consonants, including /f/ and /v/, because of differences between the English and Javanese sound systems. [110] Similarly, Nurlaili and Susanti explained that Javanese students experienced problems in pronouncing several English consonants, particularly /v/, due to interlingual interference from their mother

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[109] Herman. (2016). Students' Difficulties in Pronouncing the English Labiodental Sounds. Communication and Linguistics Studies.2 (1), 5.doi: 10.11648/j.cls.20160201.11.

[110] Ali, L., Wijayanto, A., & Muamaroh. (2016). *A study on the pronunciation of consonant: A case study of Javanese learners of English* [Undergraduate thesis, Universitas Muhammadiyah Surakarta]. Universitas Muhammadiyah Surakarta Repository.

tongue. [111] Furthermore, Purwaningsih and Nurdiawati stated that Javanese accent influences students' English consonant pronunciation.[112] These studies support the present finding that regional accent and first language interference may affect the clarity of English consonant pronunciation among Javanese EFL students.

2. Madurese EFL students perceive the influence of their Madurese dialect on their English pronunciations in conversations.

Based on the research findings, Madurese EFL students demonstrated a high level of perceived influence of their dialect on English pronunciation, with an overall mean score of 70.13 (SD = 9.848). According to Azwar's categorization criteria, this score falls into the High category, indicating that Madurese EFL students generally perceive that their Madurese dialect influences their English pronunciation during conversations. This finding supports Odlin's Language Transfer Theory, which explains that learners naturally transfer phonological features of their first language (L1) to the target language (L2), particularly when the two languages differ in their sound systems. Such transfer may result in either pronunciation difficulties or facilitative effects depending on the similarities between the two languages.[113]

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[111] Nurlaili, & Susanti, A. (2019). Javanese students' problems in pronouncing English consonants during reading aloud activity. *Bahastra, 39*(2), 132–137.

[112] Purwaningsih, & Nurdiawati. (2020). The influence of Javanese accent on students' English pronunciation. *Journal of English Language Teaching and Linguistics*.

[113] Terence Odlin, *Language Transfer: Cross-Linguistic Influence in Language Learning* (Cambridge: Cambridge University Press, 1989), 27–39.

Based on the clarity of vowel pronunciation indicator obtained a high mean score (M = 3.96, SD = .563). Statement Q1 also received the highest score within this indicator (M = 4.21, SD = .830), indicating that Madurese EFL students perceived that they could pronounce English vowel sounds clearly. The pronunciation practice further supports this finding by showing an overall pronunciation achievement of 90.8%. This result suggests that the participants were generally able to pronounce the target words clearly and accurately during the pronunciation practice. The high overall pronunciation achievement indicates that the participants experienced relatively little difficulty in producing the target words, reflecting a good level of pronunciation performance. Interview results in M4 and M5 supported this statement. Madurese EFL students stated that they did not find it difficult to distinguish vowel sounds. They felt steady when pronouncing the words.

The results indicate that Madurese EFL students have a positive perception of the clarity of their English vowel pronunciation. Subroto suggests that this finding may be influenced by the phonological characteristics of the Madurese language, which tends to maintain clear and distinct vowel articulation in everyday conversation.[114] Additionally, Davies noted that some English vowel sounds share similarities with the vowel system used by Madurese speakers, making it easier for students

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[114] Fonologi Bahasa Madura Subroto, E. (2011). *Fonologi bahasa Madura*. Citra Wacana.

to pronounce them clearly.[115] This is evident in the students' ability to pronounce the long vowel /i:/ in the words "read" and "see" without making vowel length errors. This finding also supports the theory of language transfer, which states that the native language does not always cause pronunciation errors but can provide positive transfer to the production of target language sound.[116] Jenkins notes that the clarity of these vowel pronunciations also supports clarity or intelligibility in English communication.[117]

Regarding the clarity of consonant pronunciation, the findings revealed a high mean score (M = 3.74, SD = .681), while statement Q10 obtained the highest item mean (M = 3.96). The pronunciation practice further supports this finding by showing an overall pronunciation achievement of 81.67%. This result suggests that the participants' English consonant pronunciation was influenced by characteristics of their Madurese accent during the pronunciation practice.Interview results showed that Madurese EFL students honestly acknowledged the influence of their accent. M2 and M1 stated that when they pronounced these words, they felt their tongues automatically revert to their foreign language patterns. These findings indicate phonological transfer from the first language (L1) to the second language (L2). According to Odlin,

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[115] A Grammar of Madurese Davies, W. D. (2010). *A grammar of Madurese*. De Gruyter Mouton.

[116] Language Transfer: Cross-Linguistic Influence in Language Learning Odlin, T. (1989). *Language transfer: Cross-linguistic influence in language learning*. Cambridge University Press.

[117] The Phonology of English as an International Language Jenkins, J. (2000). *The phonology of English as an international language*. Oxford University Press.

characteristics of the first language often influence second-language production, particularly in terms of pronunciation and sound articulation.[118] In the context of this study, Madurese students tend to carry over phonological habits from their regional language into their English speech, thereby affecting the clarity of their pronunciation. These findings align with the research by Ristati et al., which found that first-language interference is one of the primary factors affecting the pronunciation accuracy of Indonesian EFL students.[119] The study showed that the more heavily the first language is used in daily life, the greater the likelihood of phonological influence when using English.

Furthermore These research results are also supported by the findings of Laita et al, who stated that regional dialects influence the production of English sounds, particularly for phonemes not present in the native language.[120] They found that the phonological characteristics of regional languages can affect the intelligibility of Indonesian EFL learners when communicating in English. These findings align with the research by Salviya and Islam, who found that local accents still

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[118] Terence Odlin (1989) Language Transfer: Cross Linguistic Influence in language Learning Cambridge: Cambridge University Press.

[119] Ristati, R., Bahing, B., Haryani, T., Retsi, O. D., & Amalia, N. (2025). Exploring contextual factors in English pronunciation accuracy: Insights from Indonesian EFL university level learners. English Franca, 9(1).

[120] Laita, R., Nasywa, I., Veriyansyah, & Lubis, Y. (2025). The Influence of reoginal dialects on the English pronunciation of EFL students in Indonesia. MUDABBIR Journal Research and Education Studies, 5(2).

influence the English pronunciation of Indonesian students, particularly regarding sounds not present in their regional languages.[121]

Based on the research results, the Clarity of Intonation indicator achieved the highest score (M = 3.96), which was reinforced by Q14's statement (M = 4.13, High), which stated that Madurese EFL students felt that the way they pronounce these sentences in English helps them convey their meaning clearly. The pronunciation practice further supports this finding by showing an overall pronunciation achievement of 81.67%. This result suggests that the participants generally demonstrated appropriate intonation patterns, enabling them to convey their intended meaning clearly during English conversations. In the interview results, M1 and M3 stated that there are often misunderstandings regarding stress and unclear because they speak too fast. These findings are consistent with the research by Noroniyah, which found that Madurese EFL speakers often exhibit unclear stress and inconsistent intonation patterns due to the transfer of the Madurese phonological system to English.[122] The study explains that differences in prosodic characteristics between the Madurese and English languages cause students to have difficulty maintaining appropriate stress and intonation patterns when speaking English. Therefore, although most students in this study felt that their intonation helped convey meaning clearly, some students still faced

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[121] Salviya, N. & Islam, R. (2025). A qualitative study on the English accent pronunciation of Indonesian native speakers. English Journal of Indragiri, 9(2).

[122] A. Noroniyah, J. Rohaniyah, dan D. V. Yunitaka, (2025) "Phonological Interference from Madurese to English: A Case Study on Word Stress Pattern among EFL Students," *Journal of Educational Studies* 3, no. 3, 45–53.

difficulties in controlling stress and speaking tempo, which can affect listener comprehension.

Furthermore, the findings of this study are supported by Azizah's research, which found that the Madurese language influences the production of word stress in English among EFL students. [123] This influence causes students to frequently place stress on the wrong syllables, making the meaning of their utterances less clear to listeners. This finding may explain the statements by M1 and M3, who admitted that speaking too quickly often results in unclear word stress. Thus, the clarity of intonation among Madurese EFL students is influenced not only by their ability to regulate pitch but also by their ability to control word stress and speaking tempo. These research findings are also supported by Miao, Rose, and Hosseini, who explain that suprasegmental features such as intonation, word stress, and rhythm have a significant relationship with comprehensibility that is, how easily speech is understood by listeners.[124] This indicates that successful communication is determined not only by the accuracy of individual sound pronunciation but also by the speaker's ability to manage intonation patterns and word stress appropriately.

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[123] Siti Azizah,(2025) *The Influence of Madurese Language on English Word Stress Production Among EFL Students* ,Jember: UIN Kiai Haji Achmad Siddiq Jember, 38–41

[124] Yongzhi Miao, Heath Rose, dan Sepideh Hosseini,(2023) "The Interaction Effect of Pronunciation and Lexicogrammar on Comprehensibility," *Language and Speech* 67, no. 1, 1–22.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the research findings and provides suggestions for future studies or educational practice based on the results.

A. Conclusion

Based on the result of the data analysis of the research on EFL Javanese and Madurese students' perceptions of their dialectal influence on English pronunciation in conversation, it can be concluded as follows:

1. Javanese EFL students perceive the influence of their Javanese dialect on their English pronunciation in conversations

Based on the research findings, Javanese EFL students have a high level of perception regarding the influence of their Javanese dialect on their English pronunciation in conversations, with an overall mean score of 67.26 (SD = 6.655), which falls into the High category. These results indicate that Javanese EFL students are aware that the Javanese dialect affects their English pronunciation, particularly regarding the clarity of vowel pronunciation, the clarity of consonant pronunciation, and the clarity of intonation. Findings from pronunciation exercises show that most students still exhibit the characteristic Javanese "medhok" intonation when speaking English. Additionally, the interview results also support the idea that students are aware that their regional accents and intonation still surface in English conversations.

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2. Madurese EFL students perceive the influence of their Madurese dialect on their English pronunciations in conversations.

Based on the research findings, Madurese EFL students also have a high level of perception regarding the influence of their Madurese dialect on their English pronunciation in conversations, with an overall mean score of 70.13 (SD = 9.848), which falls into the High category. These results indicate that EFL students from Madura are aware that the Madura dialect influences their English pronunciation, particularly regarding the clarity of vowel pronunciation, the clarity of consonant pronunciation, and the clarity of intonation. The pronunciation exercise results show that most students are able to pronounce some vowels clearly; however, their accent and speaking speed still affect pronunciation clarity. The interview results also reinforce that students are aware of the influence of regional accents when speaking English.

B. Suggestion

From all that has been covered in this research, the reseacher has several suggestions to be presented :

1. From EFL Javanese and Madurese

Students are advised to listen more frequently to the intonation and stress patterns of native English speakers through videos or podcasts, so that their articulation habits from the Javanese-Madurese dialect can be better balanced. Awareness of “Medhok” or “Staccato” should not hinder communication but serve as a foundation for improvement.

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2. From Teacher

Teachers are advised to implement prosody exercises and mouth positioning drills tailored to the phonetics of Javanese-Madurese students, such as intonation drills and tongue positioning for difficult sounds. Understanding the specific phonetic background of Javanese and Madurese students can help teachers provide more targeted feedback.

3. From Further Researcher

This study focuses on perception. Researchers are encouraged to conduct longitudinal studies to track changes in the pronunciation perceptions of Javanese-Madurese EFL students over time, or to compare perceptions across different age groups.

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Appendix 1 Declaration Of Authenticity

DECLARATION OF AUTHENTICITY

The undersigned below:

Name	: Widiyana Agustin
Place, date of birth	: 15th of August 2002
Address	: Dusun Posong, RT/RW 020/006, Desa Tapen, Kecamatan Tapen, Kabupaten Bondowoso
Faculty	: Education And Teacher Training
Program	: English Education

State that the thesis entitled "EFL Javanese and Madurese student's Perception of their dialectal influence on English pronunciation in Conversations." is truly my own work, except for those cited in the quotation and bibliography

Jember, 9th of Mei 2026
Autor



Widiyana Agustin
212101060050

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Appendix 2 Matrix of the Research

Tittle	Variable	Indicator	Research Method	Research Focus
EFL Jawanese and Madurese Students' perceptions of Their Dialectal Influence on English Pronunciation in conversation	Javanese and Madurese Student	- Native speaker Javanese and Madurese - Local language mastery level - Intensity of use	Research Approach - Quantitative Approach Research Design - Survey Data collection - Questionnaire - Interview - Pronunciation Practice Participant - Students in grades 10, 11, and 12 Data analisis - SPSS (Mean) - Trianggulation	1. How do Jawanese EFL students perceive the influence of their Madurese dialect on their English pronunciation in conversation? 2. How do Madurese EFL students perceive the influence of their Madurese dialect on their English pronunciation in conversation?
	Perception of dialect	As described by (Romaine, 2010), dialect indicators include three aspects: pronunciation, grammar, and vocabulary, and the elements that will be included in the questionnaire are pronunciations - clarity of vowel pronunciation - clarity of consonant pronunciation - clarity of intonation pronunciation.		

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Appendix 3 Consent Form

CONSENT FORM

A. Personal Identity

Name :

Department :

Semester :

I hereby declare my willingnes to participate as a respondent in this study,and affirm that data I provide is accurate and truthful information regarding myself.

Jember,23 February 2026

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Appendix 4 Research Instruments

RESEARCH INSTRUMENT

In conducting the reseach, the researcher used research instrument that were compilet to make it aesier for the researcher to collect the data needed:

A. Pronunciation Practice

- Please read the following word clearly and naturally, as if you are speaking in normal conversaion.
- Don’t worry about mistake, just read as you normally would. Each word will be recorded for analysis.

No	Word / Sentance
1	Read, See
2	Fine,Car and Cow
3	Hit, Lazy, Noise
4	Friend, Pray
5	Please, Sit, Warm
6	Foot, Write, Phone
7	Throw, Vegetable, Switch
8	Beige, Develop, Knife
9	Think, Wall, Week
10	Glass, Think, River
11	Match, Lamb, Land
12	Friend, School, Bread
13	How are you?, Can I help you?
14	Are you going to come?, I don't believe it!, or Let's meet tomorrow.
15	I really like this book., He didn't go to school. or Can you help me?
16	I really like this movie”, “Can you come with me?” or “She didn't go to the market”
17	I'm so happy to see you!”, “Do you understand me?” or “Let's meet tomorrow
18	Can you acommpani me?, 'I am very excited today!', or 'Let's meet at 5 PM.

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B. Questionnaires

This questionnaire is designed to determine Javanese and Madurese EFL students' perceptions of the influence of their Javanese and Madurese dialects on their English pronunciation in conversation. All answers are confidential; you do not need to write your name. Please answer all questions honestly and based on your experience. There are no right or wrong answers; all answers are greatly appreciated.

1. How to Answer:
   Each question has answer options on a 1–5 Likert scale, which means:
   5 = Strongly Agree (SA)
   4 = Agree (A)
   3 = Neutral (N)
   2 = Disagree (D)
   1 = Strongly Disagree (SD)
2. Check (✓) or circle the answer that best reflects your opinion.
3. Your answers will be used for research purposes only.
4. Estimated time to complete: 15–20 minutes.

Benefits/Consequences:

1. Your participation will help researchers understand the influence of dialect on English pronunciation.
2. Your answers may help improve English teaching methods for Javanese and Madurese people in the future.
3. If this questionnaire is part of a college assignment or research project, the results may be used for evaluation purposes, but your identity will remain confidential.

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EFL Jawanese and Madurese Students' perceptions of Their Dialectal Influence on English Pronunciation in conversation

Name :
Mother Tongue :
Class :
Gender :
Description :
SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

Indicator	No	Item	SA	A	N	D	SD
Clarity of Vowel Pronunciation	1	When I say the words "Read" and "See," I feel like I pronounce them clearly.					
	2	Fine," "Car," and "Cow." When I say the above words, I often find it difficult to pronounce them correctly.					
	3	When I speak English, I realize that my regional accent affects the way I pronounce words in English. For example, when I say "About," "Lazy," and "Noise."					
	4	I think my friends or conversation partners can understand me well when I speak English, for example, when I say the words "Friend" and "Achievement."					
	5	"Please," "Sit," and "Warm." When I say the above words, I realize that my first language sometimes affects the way I pronounce verbs in English.					
	6	I feel that the English words I say, such as "Foot," "Write," and "Phone," sound like a native speaker when I talk to other people.					
Clarity of	7	"Throw," "Vegetable," "Switch." From					

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Indicator	No	Item	SA	A	N	D	SD
Consonant Pronunciation		the examples above, I feel that people can clearly understand what I am saying when I speak English.					
	8	"Beige," "Develop," "Knife." Sometimes I replace English sounds with sounds from my own language (Javanese or Madurese) when speaking English.					
	9	"Thing," "Wall," and "Week." In the words above, I think people can understand me when I speak English, even though I have my own accent.					
	10	"Glass", "Think", dan "River". When I say the words above, I realize that my regional accent sometimes affects the clarity of my speech when I speak English.					
	11	I realize that correct pronunciation of English consonants can aid understanding in communication. For example, when I say "Match," "Lamb," and "Land."					
	12	I realize that my local dialect affects how I pronounce English words. For example, "Friend," "School," and "Bread."					
Clarity of Intonation Pronunciation	13	I feel confident when I pronounce English sentences clearly using the correct intonation. For example, when I say "How are you?", "Can I help you?".					
	14	"Are you going to come?", "I don't believe it!", or "Let's meet tomorrow".					

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Indicator	No	Item	SA	A	N	D	SD
		In the sentences above, I feel that the way I pronounce English sentences helps convey my meaning clearly.					
	15	When I say “I really like this book,” “He didn't go to school,” or “Can you help me?”, I believe that my distinctive regional accent does not make it difficult for others to understand what I am saying.					
	16	I realize that my intonation when speaking English sounds different from other people's, for example when I say sentences like, “I really like this movie,” “Can you come with me?” or “She didn't go to the market.”					
	17	“I'm so happy to see you!”, “Do you understand me?” or “Let's meet tomorrow.” When I say the above sentences, I feel that sometimes it is difficult for listeners to understand what I mean.					
	18	“Can you accompany me?”, “I am very excited today!”, or “Let's meet at 5 PM”. When I say the above sentences, I realize that I can say them well.					

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C. Interview Guide

1. Do you feel that your native language (Javanese/Madurese) makes some English words more difficult to pronounce clearly? When and can you give examples?
2. When you say the words “see, rice, and test,” do you feel that your pronunciation is clear? Can you give other examples?
3. With a Javanese/Madurese background, do you feel that your first language (Javanese/Madurese) affects your pronunciation when using English? For example
4. Can you mention the words “swim,” “inflate,” or “breathe”? When you say these words, can others hear them clearly? Or are you sure that others will understand what you are saying?
5. When you pronounce words in English like “Victory, Size, and Voice,” do you sometimes feel that your regional accent affects the clarity of your pronunciation?
6. Do you feel that your regional way of speaking affects the pronunciation of /F/ and /V/ in English words like “First” and “Very”?
7. What makes you feel more confident pronouncing the consonant /k/ in the word ‘cat’ or /t/ in the word ‘test’ in English? What makes you feel confident or less confident when pronouncing English sentences with the correct intonation?
8. Do you feel that the way you pronounce sentences in English helps convey your meaning clearly? For example
9. Do you realize that your intonation when speaking English sounds different from other peoples, for example when saying the sentences “I really like this movie” or "Can you come with me?".
10. Have you ever felt that sometimes it makes it difficult for listeners to understand what you mean? What are some examples of sentences? How often does this happen? Every time you speak or just sometimes?

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Appendix 5 School Profile

A. Profile SMK Shofa Marwa

1. Name : SMKS Shofa Marwa
2. NPSN 69933741
3. Established : 10 September 2015
4. Address : Jl. Kalisat No. 49, Patemon, Kec. Pakusari, Kab. Jember, Jawa Timur
5. Zip code 68191
6. Village : Patemon
7. Districts : Pakusari
8. Regency-city : Jember
9. Province : East Java
10. School Status : Private School
11. The Headmaster Name : Moh. Alvian
12. Educational Level : SMK (Vocational School)
13. Accreditation : B

1. Goal,Vision and Mission of the University
   a. Vision
      "Creating a superior generation with character, knowledge, and usefulness"
   b. Mission
      1) Developing conducive learning education
      2) Developing conducive learning education
      3) Developing discipline, scientific knowledge, and professionalism
      4) Developing good character
      5) Developing the application of useful knowledge[125]

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[125] Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi Kabupaten Jember : https://dapo.kemdikbud.go.id

Appendix 6

Recapitulation Of Validity Test Results

No		Item	r-table (N=30)	Corrected Item – Total Correlation	Result
1		Q1	0.361	0.499	Valid
2		Q2	0.361	0.623	Valid
3		Q3	0.361	0.456	Valid
4		Q4	0.361	0.770	Valid
5		Q5	0.361	0.547	Valid
6		Q6	0.361	0.661	Valid
7		Q7	0.361	0.497	Valid
8		Q8	0.361	0.552	Valid
9		Q9	0.361	0.608	Valid
10		Q10	0.361	0.607	Valid
11		Q11	0.361	0.598	Valid
12		Q12	0.361	0.620	Valid
13		Q13	0.361	0.429	Valid
14		Q14	0.361	0.589	Valid
15		Q15	0.361	0.551	Valid
16		Q16	0.361	0.420	Valid
17		Q17	0.361	0.581	Valid
18		Q18	0.361	0.515	Valid

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Appendix 7 Uji Validitas dan Reablibitas Item.

Uji Validitas dan Reabilitas 18 item (Questionnaires)

Correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Total_Score
Q1	Pearson Correlation	1	.555**	.732**	1.000**	.813**	.555**	.935**	.873**	.707**	.873**	.772**	.598**	.875**	.518**	.687**	.935**	.756**	.873**	.920**
	Sig. (2-tailed)		.001	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.003	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q2	Pearson Correlation	.555**	1	.555**	.555**	.508**	.878**	.575**	.522**	.818**	.522**	.643**	.469**	.598**	.811**	.541**	.575**	.497**	.522**	.737**
	Sig. (2-tailed)	.001		.001	.001	.004	.000	.001	.003	.000	.003	.000	.009	.000	.000	.002	.001	.005	.003	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q3	Pearson Correlation	.732**	.555**	1	.732**	.676**	.555**	.802**	.736**	.707**	.873**	.666**	.470**	.875**	.518**	.687**	.802**	.756**	.736**	.843**
	Sig. (2-tailed)	.000	.001		.000	.000	.001	.000	.000	.000	.000	.000	.009	.000	.003	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q4	Pearson Correlation	1.000**	.555**	.732**	1	.813**	.555**	.935**	.873**	.707**	.873**	.772**	.598**	.875**	.518**	.687**	.935**	.756**	.873**	.920**
	Sig. (2-tailed)	.000	.001	.000		.000	.001	.000	.000	.000	.000	.000	.000	.000	.003	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q5	Pearson Correlation	.813**	.508**	.675**	.813**	1	.508**	.761**	.932**	.626**	.791**	.777**	.685**	.712**	.481**	.819**	.761**	.929**	.932**	.884**
	Sig. (2-tailed)	.000	.004	.000	.000		.004	.000	.000	.000	.000	.000	.000	.000	.007	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q6	Pearson Correlation	.555**	.878**	.555**	.555**	.508**	1	.575**	.522**	.818**	.522**	.643**	.469**	.598**	.939**	.541**	.575**	.497**	.522**	.745**
	Sig. (2-tailed)	.001	.000	.001	.001	.004		.001	.003	.000	.003	.000	.009	.000	.000	.002	.001	.005	.003	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q7	Pearson Correlation	.935**	.575**	.802**	.935**	.761**	.575**	1	.816**	.740**	.816**	.742**	.575**	.935**	.535**	.651**	1.000**	.707**	.816**	.911**
	Sig. (2-tailed)	.000	.001	.000	.000	.000	.001		.000	.000	.000	.000	.001	.000	.002	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q8	Pearson Correlation	.873**	.522**	.736**	.873**	.932**	.522**	.816**	1	.650**	.861**	.736**	.652**	.764**	.491**	.771**	.816**	.866**	1.000**	.906**
	Sig. (2-tailed)	.000	.003	.000	.000	.000	.003	.000		.000	.000	.000	.000	.000	.006	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q9	Pearson Correlation	.707**	.818**	.707**	.707**	.626**	.818**	.740**	.650**	1	.650**	.669**	.491**	.775**	.775**	.600**	.740**	.603**	.650**	.839**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.006	.000	.000	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q10	Pearson Correlation	.873**	.522**	.873**	.873**	.791**	.522**	.816**	.861**	.650**	1	.736**	.652**	.764**	.491**	.771**	.816**	.866**	.861**	.898**
	Sig. (2-tailed)	.000	.003	.000	.000	.000	.003	.000	.000	.000		.000	.000	.000	.006	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q11	Pearson Correlation	.772**	.643**	.666**	.772**	.777**	.643**	.742**	.736**	.669**	.736**	1	.576**	.715**	.538**	.814**	.742**	.824**	.736**	.863**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.001	.000	.002	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q12	Pearson Correlation	.598**	.469**	.470**	.598**	.685**	.469**	.575**	.652**	.491**	.652**	.576**	1	.427*	.470**	.582**	.575**	.723**	.652**	.698**
	Sig. (2-tailed)	.000	.009	.009	.000	.000	.009	.001	.000	.006	.000	.001		.019	.009	.001	.001	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q13	Pearson Correlation	.875**	.598**	.875**	.875**	.712**	.598**	.935**	.764**	.775**	.764**	.715**	.427*	1	.554**	.618**	.935**	.661**	.764**	.881**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.019		.002	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q14	Pearson Correlation	.518**	.811**	.518**	.518**	.481**	.939**	.535**	.491**	.775**	.491**	.538**	.470**	.554**	1	.400*	.535**	.472**	.491**	.695**
	Sig. (2-tailed)	.003	.000	.003	.003	.007	.000	.002	.006	.000	.006	.002	.009	.002		.028	.002	.008	.006	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q15	Pearson Correlation	.687**	.541**	.687**	.687**	.819**	.541**	.651**	.771**	.600**	.771**	.814**	.582**	.618**	.400*	1	.651**	.875**	.771**	.818**
	Sig. (2-tailed)	.000	.002	.000	.000	.000	.002	.000	.000	.000	.000	.000	.001	.000	.028		.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q16	Pearson Correlation	.935**	.575**	.802**	.935**	.761**	.575**	1.000**	.816**	.740**	.816**	.742**	.575**	.935**	.535**	.651**	1	.707**	.816**	.911**
	Sig. (2-tailed)	.000	.001	.000	.000	.000	.001	.000	.000	.000	.000	.000	.001	.000	.002	.000		.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q17	Pearson Correlation	.756**	.497**	.756**	.756**	.929**	.497**	.707**	.866**	.603**	.866**	.824**	.723**	.661**	.472**	.875**	.707**	1	.866**	.874**
	Sig. (2-tailed)	.000	.005	.000	.000	.000	.005	.000	.000	.000	.000	.000	.000	.000	.008	.000	.000		.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q18	Pearson Correlation	.873**	.522**	.736**	.873**	.932**	.522**	.816**	1.000**	.650**	.861**	.736**	.652**	.764**	.491**	.771**	.816**	.866**	1	.906**
	Sig. (2-tailed)	.000	.003	.000	.000	.000	.003	.000	.000	.000	.000	.000	.000	.000	.006	.000	.000	.000		.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Total_Score	Pearson Correlation	.920**	.737**	.843**	.920**	.884**	.745**	.911**	.906**	.839**	.898**	.863**	.698**	.881**	.695**	.818**	.911**	.874**	.906**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

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Reliability Statistics

Cronbach's Alpha	N of Items
.976	18

Appendix 8 Students' Questionnaire Score,Pronunciation Practice

a) Questionnaire Score

No	Respondent	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	Total
1	MFA	5	4	4	5	3	5	3	3	4	5	5	3	3	5	3	5	5	3	73
2	HDN	5	5	5	4	3	3	4	2	2	3	4	5	4	3	5	5	5	3	70
3	MA	4	2	3	3	4	3	4	3	4	4	5	4	4	4	4	4	3	3	65
4	FR	5	3	4	3	4	3	4	3	3	4	3	4	3	3	3	4	3	3	62
5	AR	5	3	3	3	4	3	2	3	3	4	3	4	3	3	5	4	3	3	61
6	FM	3	4	3	3	4	3	3	4	3	4	3	3	3	3	3	4	3	3	59
7	DA	3	4	4	3	4	3	3	4	3	5	3	4	2	3	3	3	4	2	60
8	YN	5	3	3	5	2	5	4	3	4	1	4	1	5	4	5	3	5	5	67
9	DF	3	4	4	3	4	3	3	4	3	5	3	4	2	3	3	3	4	3	61
10	DT	4	4	2	4	2	3	4	2	3	3	5	2	5	5	3	5	4	5	65
11	PA	4	2	2	4	2	3	4	2	3	3	5	2	5	5	3	5	2	5	61
12	WD	5	4	4	3	4	5	4	5	5	2	2	5	4	5	4	5	5	4	75
13	HS	5	3	4	5	1	3	5	4	4	3	5	2	5	5	5	3	4	5	71
14	R	5	3	3	1	3	5	1	5	4	5	2	3	2	5	4	3	5	5	64
15	MM	5	4	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59
16	AS	3	3	3	3	3	4	3	4	4	4	3	4	3	3	3	4	4	5	63
17	AE	3	3	5	4	3	3	3	3	3	5	3	3	3	3	3	3	3	3	59
18	VA	5	4	5	3	5	3	4	5	2	3	5	4	5	3	5	5	4	5	75
19	ANI	5	3	4	5	3	5	4	5	4	5	3	4	5	3	4	5	4	5	76
20	SNA	5	5	4	5	4	5	3	5	3	5	4	2	5	4	5	4	5	5	78
21	RI	4	5	3	5	4	5	5	4	5	3	4	5	3	4	5	3	4	5	76
22	AA	5	5	4	4	3	3	4	5	4	5	4	4	3	4	5	4	5	5	76
23	PMA	3	5	3	5	3	4	3	5	3	5	3	5	3	4	3	5	4	5	71
24	WAN	5	5	4	5	3	5	4	5	4	5	4	5	4	5	4	5	3	5	80
25	LW	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	56
26	GS	5	4	2	5	4	5	1	1	5	5	4	5	4	5	4	4	3	4	70
31	KA	4	3	3	4	4	3	4	4	4	4	4	4	4	3	3	3	3	3	64
32	RPS	5	4	4	3	4	4	4	4	3	4	5	2	5	5	4	4	5	5	74
33	BA	4	5	4	4	2	4	4	4	3	4	4	4	5	4	5	4	4	4	72
34	KW	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	58
35	SAP	4	4	5	5	3	3	1	2	2	3	3	3	4	4	4	4	4	4	62
36	AP	3	3	3	3	3	3	3	3	3	3	3	3	3	5	3	3	3	3	56
37	MU	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
38	DIA	3	4	4	3	4	4	3	3	4	3	2	4	3	3	5	4	3	4	63
39	MFP	4	4	2	4	2	3	4	2	3	3	5	2	5	5	3	5	4	5	65
40	IA	5	4	3	5	4	5	3	5	4	5	4	5	4	5	5	4	5	5	80
41	IH	4	5	5	4	5	4	5	5	4	5	5	4	3	5	5	4	4	4	80
42	LVW	5	4	5	3	5	3	5	4	5	4	5	3	4	3	5	4	5	3	75
43	AZ	4	5	4	3	5	4	3	3	5	3	4	5	3	5	4	5	4	5	74
44	ZNZ	4	5	5	5	3	5	4	5	3	5	3	5	5	5	5	5	5	5	82
45	AM	5	5	4	4	4	5	3	5	4	5	5	4	5	4	5	5	3	3	78
46	FZA	5	5	3	4	5	5	5	5	4	5	3	4	5	5	3	3	4	5	78
47	AR	5	4	5	4	4	5	4	5	3	5	5	3	5	4	5	5	3	4	78

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b) Pronunciation Practice Score

Name	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18
MFA	5	5	4	5	5	5	5	4	5	5	5	5	4	5	4	5	4	5
HDN	5	5	4	4	3	4	3	5	4	5	5	4	5	4	5	5	4	5
MA	4	5	5	5	5	5	4	4	5	4	5	5	4	5	4	5	4	5
FR	5	4	5	4	4	4	4	5	5	5	4	5	4	5	4	5	4	5
AR	4	3	4	5	2	5	4	4	3	4	5	5	4	5	4	5	4	5
FM	4	4	5	5	5	3	5	5	4	5	5	4	5	4	5	4	4	5
DA	5	3	4	4	4	5	4	5	4	5	5	5	5	4	5	4	5	5
YN	4	3	5	3	5	3	5	5	3	5	3	5	4	5	4	5	4	5
RN	5	3	4	5	4	5	4	4	5	4	5	5	5	4	5	4	5	5
DT	4	5	4	4	5	4	5	4	4	5	4	5	4	5	4	5	4	5
PA	5	4	4	5	4	5	4	4	3	4	5	5	4	5	4	5	4	5
NL	3	4	5	3	5	3	5	4	4	5	4	4	5	5	4	5	4	5
HS	5	5	3	4	3	5	4	4	3	3	5	5	3	4	5	4	5	5
R	3	3	4	3	3	4	5	5	4	5	4	4	5	5	3	5	4	5
MM	5	5	5	5	4	3	4	4	5	4	3	5	4	5	4	5	5	4
N	5	3	4	5	5	5	5	5	3	5	3	3	5	3	5	3	4	5
AE	3	3	3	4	3	4	4	4	4	4	4	4	5	4	5	3	5	5
VA	3	3	4	4	4	5	3	5	3	5	5	3	5	5	3	5	4	5
ANI	3	4	4	5	3	4	5	3	3	3	4	4	5	5	4	5	4	5
SNA	4	3	5	5	4	3	3	5	5	5	3	3	4	5	4	5	4	5
NF	4	4	4	3	5	5	3	4	4	4	4	4	5	5	4	5	3	5
AA	5	5	5	4	4	4	3	5	3	5	4	3	4	5	5	5	4	3
RA	4	4	4	5	5	5	5	4	3	4	5	5	4	5	3	4	3	5
A	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5
LW	4	4	5	5	5	4	5	5	4	5	5	5	4	5	4	4	5	4
GS	5	5	4	5	5	5	3	5	5	3	4	5	5	4	5	5	5	5
SA	5	5	4	5	5	4	5	4	3	5	5	4	4	5	5	4	5	5
MSFR	4	4	5	4	5	5	3	4	5	3	4	4	5	5	4	5	5	4
G	5	3	5	5	5	4	5	3	5	4	5	5	3	4	5	5	4	4
DL	4	3	4	4	3	5	3	5	4	2	4	5	5	4	4	5	4	5
KA	5	4	5	4	4	5	5	4	5	3	5	5	5	5	5	5	5	5
RPS	5	4	5	5	3	5	5	3	4	5	5	5	3	4	4	4	4	5
Y	3	5	4	4	4	4	3	5	4	3	5	3	5	5	5	5	4	4
H	5	4	4	4	3	4	4	4	4	5	4	5	4	5	3	4	5	4
SAP	5	5	3	3	4	5	3	3	5	4	3	4	5	4	5	5	5	5
AP	5	4	5	3	3	4	3	5	4	4	4	5	4	4	3	4	4	4
MU	4	5	3	4	4	5	4	4	5	5	3	5	5	3	4	5	5	5
DIA	5	3	5	3	3	4	3	5	4	3	5	5	5	4	3	4	4	4
V	3	4	3	3	4	5	4	3	4	5	4	5	4	5	4	5	5	5
IA	4	4	5	4	3	4	3	4	5	4	5	5	5	3	4	4	4	4
IH	5	4	3	4	4	5	4	4	4	5	4	2	5	4	3	5	5	5
S	5	5	5	5	3	4	3	3	4	5	5	5	5	3	5	5	4	4
AZ	5	3	4	4	4	5	4	4	3	4	3	2	4	3	3	4	3	5
ZNZ	5	5	3	5	3	4	3	3	4	4	5	5	5	4	3	4	5	4
AM	5	4	4	5	4	5	3	5	4	4	2	4	4	3	5	4	3	5
FZA	4	5	3	3	4	4	5	4	4	3	5	3	6	4	3	3	5	4
AR	4	5	3	5	5	5	4	5	4	5	5	5	4	3	5	4	4	5

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Appendix 9 Data processing results

a) Questionnaires

Descriptive Statistics

Ecthnicity		N	Minimum	Maximum	Mean	Std. Deviation
Javanese	Ecthnicity	23	1	1	1.00	.000
	Total_Score	23	59	78	67.26	6.655
	Vowel_Mean	23	3	5	3.72	.468
	consonan_Mean	23	3	4	3.61	.413
	Intonation_Mean	23	3	5	3.88	.597
	Valid N (listwise)	23				
Madurese	Ecthnicity	24	2	2	2.00	.000
	Total_Score	24	54	90	70.13	9.848
	Vowel_Mean	24	3	5	3.96	.563
	consonan_Mean	24	2	5	3.74	.681
	Intonation_Mean	24	3	5	3.99	.596
	Valid N (listwise)	24				

b) Pronunciation Practice

Report

Student_Ethnic_Grup		Vowel Pronunciation Accuracy (%	Consonant Pronunciation Accuracy (%)	Intonation Pronunciation Accuracy (%)
Javanese	Mean	84.06	61.59	65.22
	N	23	23	23
	Std. Deviation	6.110	11.715	13.213
Madurese	Mean	79.17	56.25	59.03
	N	24	24	24
	Std. Deviation	8.860	9.596	12.018
Total	Mean	81.56	58.87	62.06
	N	47	47	47
	Std. Deviation	7.951	10.908	12.864

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Appendix 10 Data processing results

a) Interview Guide

Respondent Code : J1
Date of Interview : 24 February 2026

No	Question	Answer
1	Do you feel that your native language (Javanese/Madurese) makes some English words more difficult to pronounce clearly? When and can you give examples?	Yes, I really feel that my native language (Javanese) makes some English words difficult to pronounce clearly.
2	When you say the words “see, rice, and test,” do you feel that your pronunciation is clear? Can you give other examples?	Yes. When I say “see, rice, and test,” I feel like my pronunciation is clear. “See,” “rice,” and “test.” I don't think there's anything strange about it. Another example: I say “book” as “buk” clearly, “cat” as “ket,” and ‘pen’ as “pen.” They're all easy because they're similar to Javanese.
3	With a Javanese/Madurese background, do you feel that your first language (Javanese/Madurese) affects your pronunciation when using English? For example	Yes, my Javanese background does influence my English pronunciation, but sometimes it poses a challenge. For example, I often pronounce “here” and ‘hear’ the same way, as “hir,” because in Javanese there is no distinction between the vowels /ɪə/, they sound similar.
4	Can you mention the words “swim,” “inflate,” or “breathe”? When you say these words, can others hear them clearly? Or are you sure that others will understand what you are saying?	Yes, I can say: “swim,” “inflate,” and “breathe.” When I say them, I'm sure other people can hear them clearly and understand. I say “swim” as “suim” smoothly, “inflate” as “inflét,” and “breathe” as “breth” even though the ‘th’ is a bit like a “t.” My school friends understand, no problem.
5	When you pronounce words in English like “Victory, Size, and Voice,” do you sometimes feel that your regional accent affects the clarity of your pronunciation?	Yes, when I say “victory, size, and voice,” sometimes my Javanese accent affects the clarity of my pronunciation. For example, “victory” becomes “wik-tori” a bit quickly, “size” becomes “sais” with a vowel that's stretched out like in Javanese, and “voice” becomes

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		'wois' with a strong "oi." So sometimes the teacher says it's not clear, especially when I'm speaking quickly. But I'm working on it.
6	Do you feel that your regional way of speaking affects the pronunciation of /F/ and /V/ in English words like "First" and "Very"?	Yes, I feel that my Javanese accent affects my pronunciation of /f/ and /v/ in English words like "first" and "very." I often pronounce "first" as "perst" or "ferst" because the /f/ in Javanese is weak, so it changes to "p." "Very" becomes "beri" or "weri," the /v/ disappears and changes to 'b' or "w." So it's really unclear, and my friends often misunderstand me.
7	What makes you feel more confident pronouncing the consonant /k/ in the word 'cat' or /t/ in the word 'test' in English? What makes you feel confident or less confident when pronouncing English sentences with the correct intonation?	Yes, what makes me confident in pronouncing the consonant /k/ in "cat" or /t/ in "test" is because it's very similar to Javanese, so it's easy and natural, no problem. But when I say English sentences with the right intonation, I'm not very confident. That's because Javanese intonation is flat, not up and down like English. For example, I say the sentence "I like to eat rice" in a flat tone, so it sounds stiff. Listening practice helps a little, but I'm still afraid of making mistakes.
8	Do you feel that the way you pronounce sentences in English helps convey your meaning clearly? For example	Yes, I feel that the way I say sentences in English really helps me convey my meaning clearly. For example, when I say "I want to go to the market now!" with an emphasis on "now," my friends understand that I'm in a hurry. If I say it flatly like in Javanese, they get confused. So English intonation makes my message more effective.
9	Do you realize that your intonation when speaking English sounds different from other peoples, for example when saying the sentences "I really like this movie" or "Can you come with me?".	Yes, I am very aware that my English intonation sounds different from other people's because of the flat tone of Javanese. For example, I say "I really like this movie" in a flat tone, without raising my voice on 'really' like a native speaker would. Then, when I say "Can you

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		come with me?", my voice drops at the end instead of rising to form a question. My friends say it sounds like I'm singing in Javanese ngoko
10	Have you ever felt that sometimes it makes it difficult for listeners to understand what you mean? What are some examples of sentences? How often does this happen? Every time you speak or just sometimes?	Yes, I have felt that my Javanese intonation makes it difficult for listeners to understand what I mean in English. For example, when I say "Where is the book?" in a flat tone, it sounds like a statement rather than a question. Or when I say "This is very good!", I don't raise my voice on "good", it just sounds normal. This only happens sometimes, Ma'am. Not every time I speak, only when I'm tired or in a hurry.

Respondent Code : J2
Date of Interview : 24 February 2026

No	Question	Answer
1	Do you feel that your native language (Javanese/Madurese) makes some English words more difficult to pronounce clearly? When and can you give examples?	Yes, I really feel that my first language (Javanese), makes some English words difficult to pronounce clearly. This is because in Javanese, there are not as many vowels as in English, so they tend to get mixed up. Most often when I was learning to speak at school or watching English movies without subtitles. For example, the words "ship" and 'sheep' – I often said "sip" for both, even though the vowels are different.
2	When you say the words "see, rice, and test," do you feel that your pronunciation is clear? Can you give other examples?	Yes, I'll try saying "see, rice, and test." "See" is like /si:/ which I think is clear, but sometimes it's shortened to "si." "Rice" /rais/ is a little difficult because 'ai' in Javanese is similar to "e," so it sounds like "res." "Test" /test/ is fairly clear, but the 'e' is very short, similar to the usual "tes".
3	With a Javanese/Madurese background, do you feel that your first language (Javanese/Madurese) affects your pronunciation when using English? For example	Yes, my Javanese background influences my English pronunciation. In Javanese, consonant and vowel sounds are different, so I tend to "bring" them into English. For example: • The "th" sound doesn't exist in Javanese, so I say "think" /θɪŋk/ as 'tink' or "sink".
4	Can you mention the words "swim,"	I can say "swim," "inflate," and "breathe."

	"inflate," or "breathe"? When you say these words, can others hear them clearly? Or are you sure that others will understand what you are saying?	When I say "swim," it's pretty clear, people hear "swim" normally. "Inflate" is a little difficult, but they understand it. 'Breathe' is also okay, although sometimes it sounds like "breet." I'm sure they understand, especially when we're just chatting normally. That's all.
5	When you pronounce words in English like "Victory, Size, and Voice," do you sometimes feel that your regional accent affects the clarity of your pronunciation?	Yes, when I say "victory," "size," and "voice," sometimes my Javanese accent makes it unclear. But people still understand, even though my Javanese accent is quite strong. There are also those who don't understand, so I have to repeat myself. From that, I realized that maybe I should learn to make it sound better.
6	Do you feel that your regional way of speaking affects the pronunciation of /F/ and /V/ in English words like "First" and "Very"?	Yes, my Javanese accent does affect my pronunciation of /f/ and /v/ in English. I pronounce "first" /fɜːrst/ as "perst" or "ferst," because /f/ often becomes "p." "Very" /ˈvɛri/ becomes "weri" or "beri," with a weak /v/ like 'w' or "b." It's not always bad, but sometimes people have to guess.
7	What makes you feel more confident pronouncing the consonant /k/ in the word 'cat' or /t/ in the word 'test' in English? What makes you feel confident or less confident when pronouncing English sentences with the correct intonation?	I feel more confident pronouncing the consonant /k/ in "cat" /kæt/ or /t/ in "test" /test/ because those sounds are very similar to those in Javanese.
8	Do you feel that the way you pronounce sentences in English helps convey your meaning clearly? For example	Yes, I feel that speaking English helps me convey my meaning clearly, even though sometimes my Javanese accent gets in the way. For example, when I say "I want to go school."
9	Do you realize that your intonation when speaking English sounds different from other peoples, for example when saying the sentences "I really like this movie" or "Can you come with me?".	Yes, I realize that my English intonation is different from other people's, because Javanese has a distinctive flat tone. For example, when I say "I really like this movie," my intonation isn't quite right, so it sounds flat like I'm speaking Javanese, similar to the casual "Aku suka film ini" (I like this movie). Or when I say "Can you come with me?" the question doesn't rise at the end, so it sounds more like a statement. But that's okay, people can still

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		understand me.
10	Have you ever felt that sometimes it makes it difficult for listeners to understand what you mean? What are some examples of sentences? How often does this happen? Every time you speak or just sometimes?	Yes, I have felt that I confused my listeners when speaking English. For example, with a sentence like “I think it's better to go now” – I say “Aik tingk its beter tu go nau,” with a flat intonation, so they sometimes ask “What?” twice. This happens occasionally, not every time I speak, mostly when I'm tired or using difficult words.

Respondent Code : J3
Date of Interview : 24 February 2026

No	Question	Answer
1	Do you feel that your native language (Javanese/Madurese) makes some English words more difficult to pronounce clearly? When and can you give examples?	Yeah, I feel like Javanese makes some English words hard to pronounce clearly. Every time we have speaking practice at school, like when we read news articles. Example: The word “three” sounds like “tree,”
2	When you say the words “see, rice, and test,” do you feel that your pronunciation is clear? Can you give other examples?	Yeah, I can pronounce “see” pretty clearly. But “rice” often sounds like “ris,” and ‘test’ sounds exactly like “tes”—I can’t tell the difference. Another example:“beach” sounds like “bitc,
3	With a Javanese/Madurese background, do you feel that your first language (Javanese/Madurese) affects your pronunciation when using English? For example	Yeah, totally! Javanese has a huge influence on my pronunciation when I speak English. For example: The “th” sound in “think” becomes “ting,” This makes it hard to be clear.
4	Can you mention the words “swim,” “inflate,” or “breathe”? When you say these words, can others hear them clearly? Or are you sure that others will understand what you are saying?	eah, I’ll try saying: “swim,” “inflate,” “breathe.” But other people have a hard time hearing me clearly. “Swim” sounds like “suim,” “inflate” becomes “inpléte,” and ‘breathe’ sounds like “breti.” I’m not sure they understand, because the “th” sound and consonant clusters are hard for a Javanese tongue.
5	When you pronounce words in English like “Victory, Size, and Voice,” do you sometimes feel that your regional	Yes, when I say “victory,” “size,” and “voice,” sometimes my Javanese accent makes it unclear. But people still

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	accent affects the clarity of your pronunciation?	understand, even though my Javanese accent is quite strong. There are also those who don't understand, so I have to repeat myself. From that, I realized that maybe I should learn to make it sound better.
6	Do you feel that your regional way of speaking affects the pronunciation of /F/ and /V/ in English words like "First" and "Very"?	Yeah, I'm more confident pronouncing the /k/ in "cat" and the /t/ in "test" because those sounds are really similar to Javanese—they come out easily. But English sentence intonation makes me less confident, since plain Javanese is flat—it doesn't rise and fall like English. I'm afraid I'll sound stiff or get the word stress wrong.
7	What makes you feel more confident pronouncing the consonant /k/ in the word 'cat' or /t/ in the word 'test' in English? What makes you feel confident or less confident when pronouncing English sentences with the correct intonation?	Yeah, sometimes it's clear, but often it's unclear because of the Javanese accent. Example: The sentence "I want to eat rice" sounds like "Ayo montok it ris," so my friend gets confused about whether I really mean rice or something else. The flat intonation makes it unclear whether it's a question or a statement.
8	Do you feel that the way you pronounce sentences in English helps convey your meaning clearly? For example	Yeah, sometimes it works, but often it's unclear because of the Javanese accent. Example: The sentence "I want to eat rice" sounds like "Ay won tu it ris," so my friend gets confused about whether I really mean rice or something else. Flat intonation makes it unclear whether it's a question or a statement.
9	Do you realize that your intonation when speaking English sounds different from other peoples, for example when saying the sentences "I really like this movie" or "Can you come with me?".	Yeah, I'm fully aware that my English intonation is different from others it's flatter, like Javanese. Example: "I really like this movie" sounds monotonous as "Aireli laek tis moei," with no rise in excitement on "really." "Can you come with me?" becomes flat as "Ken yu kem wit mi," with no rise on "can" to indicate a question, so it sounds like a statement.
10	Have you ever felt that sometimes it makes it difficult for listeners to understand what you mean? What are some examples of sentences? How often does this happen? Every time you speak or just sometimes?	Yeah, it happens all the time! It often confuses listeners about what I mean. Example sentence: "I need a thin slice of bread" sounds like "Aine de ten bred"; they think I said "ten bread"—meaning ten slices of bread—when I actually

		meant a thin slice. How often: Almost every time I speak in class or chat with native friends, because my Javanese accent makes the sounds all mixed up.

Respondent code : J4
Date of Interview : 24 February 2026

No	Question	Answer
1	Do you feel that your native language (Javanese/Madurese) makes some English words more difficult to pronounce clearly? When and can you give examples?	Yeah, the Javanese language makes some English words hard to pronounce clearly. When During presentations in class or when speaking with friends. Example: “voice” sounds like ‘bois’; my tongue has trouble with “v” and consonant clusters because Javanese isn’t used to them
2	When you say the words “see, rice, and test,” do you feel that your pronunciation is clear? Can you give other examples?	Yeah, “see” is pretty clear, but “rice” sounds like “ris,” “test” becomes “tes”—it’s really unclear. Another example:“beach” becomes “bitc,”The Javanese accent makes it hard to distinguish between vowels and consonants.
3	With a Javanese/Madurese background, do you feel that your first language (Javanese/Madurese) affects your pronunciation when using English? For example	Yeah, totally! Javanese has a huge influence on my pronunciation when I speak English. Example: “size” sounds like “saiz.” My tongue replaces foreign sounds with ones that sound similar in Javanese.
4	Can you mention the words “swim,” “inflate,” or “breathe”? When you say these words, can others hear them clearly? Or are you sure that others will understand what you are saying?	Yeah, I’ll list them: “swim,” “inflate,” “breathe.” But other people have a hard time hearing them clearly. “Swim” becomes “suim,” “inflate” sounds like “inplète,” “breathe” sounds like “breti.” I’m not sure they understand because consonant clusters and the “th” sound are hard for a Javanese tongue.
5	When you pronounce words in English like “Victory, Size, and Voice,” do you sometimes feel that your regional accent affects the clarity of your	Yeah, sometimes the Javanese accent makes things less clear. “Victory” becomes “fiktori,” “size” sounds like “saiz,” and ‘voice’ sounds like “bois.”

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	pronunciation?	
6	Do you feel that your regional way of speaking affects the pronunciation of /F/ and /V/ in English words like “First” and “Very”?	Yeah, the way we speak in Javanese has an effect. “First” becomes “perst,” “very” sounds like “beri.” There are no native /f/ or /v/ sounds in Javanese.
7	What makes you feel more confident pronouncing the consonant /k/ in the word ‘cat’ or /t/ in the word ‘test’ in English? What makes you feel confident or less confident when pronouncing English sentences with the correct intonation?	I’m confident because the consonants are similar to Javanese ones; they come out naturally. No extra practice needed.
8	Do you feel that the way you pronounce sentences in English helps convey your meaning clearly? For example	Yeah, sometimes it works, but often it’s unclear because of the Javanese accent. The sentence “I saw a red car” sounds like “Aiso ared kar”; my friend thought “red car” was just one word, “aredkar.” The Javanese accent makes consonants stick together, so the meaning isn’t clear.
9	Do you realize that your intonation when speaking English sounds different from other peoples, for example when saying the sentences “I really like this movie” or "Can you come with me?".	Yeah, I’m fully aware my English intonation is different flatter, like Javanese. For example: “I really like this movie” comes out monotonously as “Aireli laek tis moei” there’s no happy tone in “really.” “Can you come with me?” sounds flat as “Ken yu kem wit mi” there’s no questioning intonation in “can,” it just sounds like a statement.
10	Have you ever felt that sometimes it makes it difficult for listeners to understand what you mean? What are some examples of sentences? How often does this happen? Every time you speak or just sometimes?	Yeah, it often confuses listeners. For example: “Pass me the thin bread” sounds like “Pas mi de tin bred”—they think it’s tin bread, when it’s actually thin bread. It happens all the time: during speaking practice or when chatting with my teacher, my Javanese accent keeps causing misunderstandings.

Respondent Code : J5
Date of Interview : 24 February 2026

No	Question	Answer
1	Do you feel that your native language (Javanese/Madurese) makes some English words more difficult to pronounce clearly? When and can you give	Sure, I can pronounce them all clearly. For example, “Buy” might become “bai.”

	examples?	
2	When you say the words “see, rice, and test,” do you feel that your pronunciation is clear? Can you give other examples?	See, rice clear enough? See & rice (“Si, ris”) clear. Another example: “Boat” becomes “Bot,” ‘Food’ becomes “Fud.”
3	With a Javanese/Madurese background, do you feel that your first language (Javanese/Madurese) affects your pronunciation when using English? For example	Yes, it makes a difference. “Light” becomes “Let”,
4	Can you mention the words “swim,” “inflate,” or “breathe”? When you say these words, can others hear them clearly? Or are you sure that others will understand what you are saying?	It might sound clear, and it definitely is clear, but I’m not sure if the pronunciation is actually correct. I don’t think I’d really understand it, though
5	When you pronounce words in English like “Victory, Size, and Voice,” do you sometimes feel that your regional accent affects the clarity of your pronunciation?	Yes, sometimes my Javanese accent makes my pronunciation a bit unclear. “Victory” becomes “fiktori,” “size” sounds like “siz,” and “voice” sounds like “bois.”
6	Do you feel that your regional way of speaking affects the pronunciation of /F/ and /V/ in English words like “First” and “Very”?	Yes, my Javanese way of speaking sometimes changes the pronunciation. Like “very” becomes “fery.” “First” becomes “fes”
7	What makes you feel more confident pronouncing the consonant /k/ in the word ‘cat’ or /t/ in the word ‘test’ in English? What makes you feel confident or less confident when pronouncing English sentences with the correct intonation?	I’m more confident pronouncing the /k/ in “The cat is black” because it’s similar to Javanese. Same with the /t/ in “Take the test now”—I’m used to it. But I’m less confident with the intonation in “Where are you going?” because Javanese is flat and doesn’t rise.
8	Do you feel that the way you pronounce sentences in English helps convey your meaning clearly? For example	Sometimes it helps make things clear, but often it doesn’t. For example, when we practiced reading a conversation in front of the class, there was a line that said, “Pass the ball!” I said it flatly, and my friend looked kind of confused.
9	Do you realize that your intonation when speaking English sounds different from other peoples, for example when saying the sentences “I really like this movie” or "Can you come with me?".	I realize my tone is different. “I really like this movie.” I sometimes realize that the way I say it sounds like I'm reading the news it doesn't sound excited.
10	Have you ever felt that sometimes it makes it difficult for listeners to understand what you mean? What are	It has sometimes confused listeners. Example: “It's cold here.” I always sound flat when I speak English—I

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	some examples of sentences? How often does this happen? Every time you speak or just sometimes?	don't know why—and people respond with "What?" This happens often during my twice-weekly speaking class, but not every time.

Respondent Code : J6
Date of Interview : 24 February 2026

No	Question	Answer
1	Do you feel that your native language (Javanese/Madurese) makes some English words more difficult to pronounce clearly? When and can you give examples?	"Yes, it's very noticeable. Especially words that end with a silent letter, like 'God' or 'Bad.' Because in Javanese we have a habit of emphasizing the final sound (medhok), so I often pronounce them as if there's an extra 'eh' sound at the end, making it sound like 'God-deh.'"
2	When you say the words "see, rice, and test," do you feel that your pronunciation is clear? Can you give other examples?	With the word 'See,' I feel it clearly, but with 'Rice,' it sometimes gets mixed up with the 'z' sound. Other similar words are 'Ice' and 'Face.
3	With a Javanese/Madurese background, do you feel that your first language (Javanese/Madurese) affects your pronunciation when using English? For example	Yes, it really affects it. The 'medhok' is what stands out the most. For example, when I say 'Blue,' my lips stick out too far and are too thick, like when speaking Javanese. So it sounds very local.
4	Can you mention the words "swim," "inflate," or "breathe"? When you say these words, can others hear them clearly? Or are you sure that others will understand what you are saying?	"I'm confident about 'swim,' but I'm not so sure about 'breathe.' I usually say 'brid' or 'brit.' I think people might understand from the context, but it definitely doesn't sound right.
5	When you pronounce words in English like "Victory, Size, and Voice," do you sometimes feel that your regional accent affects the clarity of your pronunciation?	Yes, when I say "victory, size, and voice," sometimes my Javanese accent affects the clarity of my pronunciation. So sometimes the teacher says it's unclear, especially when I'm talking quickly. But I'm working on it.
6	Do you feel that your regional way of speaking affects the pronunciation of /F/ and /V/ in English words like "First" and "Very"?	"For the word 'First,' sometimes I unconsciously pronounce it as 'Pirst.' Because in authentic Javanese, there's no aspirated 'F' sound—only the letter 'P'.
7	What makes you feel more confident pronouncing the consonant /k/ in the word 'cat' or /t/ in the word 'test' in English? What makes you feel confident or less confident when pronouncing	I'm confident with the word 'cat' because the 'k' sound in Javanese is clear. But when it comes to intonation, I'm not so confident because my voice swings a lot; I'm afraid people will think

	English sentences with the correct intonation?	I'm singing when I speak English.
8	Do you feel that the way you pronounce sentences in English helps convey your meaning clearly? For example	Sometimes I feel like I'm not clear enough. For example, when I want to ask a question, but because my tone is flat—typical of Javanese people—people don't realize it's a question. So I have to repeat myself.
9	Do you realize that your intonation when speaking English sounds different from other peoples, for example when saying the sentences "I really like this movie" or "Can you come with me?".	I'm very aware of it. When I say 'Can you come with me?', my tone stays flat at the end, even though it's supposed to rise. It ends up sounding like I'm inviting someone but don't really mean it.
10	Have you ever felt that sometimes it makes it difficult for listeners to understand what you mean? What are some examples of sentences? How often does this happen? Every time you speak or just sometimes?	Yeah, sometimes, "It's happened. For example, when I said, 'I want to buy a clock.' Because I have a thick accent, the 'g' and 'k' sounds often get mixed up, so my friend thought I wanted to buy 'clogs' (wooden shoes). This happens a lot when I speak off the cuff."

Respondent Code : M1
Date of Interview : 24 February 2026

No	Question	Answer
1	Do you feel that your native language (Javanese/Madurese) makes some English words more difficult to pronounce clearly? When and can you give examples?	Yes, the Madurese language has a strong rhythm. Take the word 'Paper,' for example. I pronounce the initial 'p' with a lot of air pressure (aspirated), so it sounds very explosive and loud, when it should actually be softer.
2	When you say the words "see, rice, and test," do you feel that your pronunciation is clear? Can you give other examples?	I pronounce it clearly but too sharply. I pronounce the 's' sound in the word 'See' with strong emphasis. Other examples include 'Sun' and 'Sit'.
3	With a Javanese/Madurese background, do you feel that your first language (Javanese/Madurese) affects your pronunciation when using English? For example	Yes, it has a big impact. In Madura, there are aspirated sounds (where air is expelled). So when I say 'Teacher,' the 'T' sound really pops out along with the breath. That's purely a feature of my dialect.
4	Can you mention the words "swim," "inflate," or "breathe"? When you say these words, can others hear them clearly? Or are you sure that others will	I'm sure people understand because I pronounce each letter strongly. But with the word 'inflate,' the 'fl' part sounds like it's cut off because of my broken

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	understand what you are saying?	accent.
5	When you pronounce words in English like “Victory, Size, and Voice,” do you sometimes feel that your regional accent affects the clarity of your pronunciation?	Yes, my pronunciation of the ‘V’ in the word ‘Very’ comes out explosive, like the letter ‘B.’ Because in the Madurese language, stress is important, so it can’t be soft like the original ‘V.’
6	Do you feel that your regional way of speaking affects the pronunciation of /F/ and /V/ in English words like “First” and “Very”?	Yeah, I really feel the difficulty. For example, when I say “Very,” my lips don’t vibrate at all—instead, it comes out as a “B.” It feels weird to have to bite my lower lip to say “V,” so I just use the easiest method: my regional accent.
7	What makes you feel more confident pronouncing the consonant /k/ in the word ‘cat’ or /t/ in the word ‘test’ in English? What makes you feel confident or less confident when pronouncing English sentences with the correct intonation?	“I’m confident when saying individual words. But when it comes to the intonation of a whole sentence, I’m less confident because my voice automatically rises at the end of words, when it should probably be lowering.
8	Do you feel that the way you pronounce sentences in English helps convey your meaning clearly? For example	There are often misunderstandings regarding stress. For example, the word ‘Record.’ I often misplace the stress on the first or second syllable because I’m used to the high pitch in the Madurese dialect.
9	Do you realize that your intonation when speaking English sounds different from other peoples, for example when saying the sentences “I really like this movie” or "Can you come with me?".	I’m very aware of the difference. When I say, “I really like this movie,” I tend to put a lot of emphasis on every word. So my voice doesn’t flow smoothly, but rather comes out one word at a time and very firmly it’s similar to when I speak Madurese at home.
10	Have you ever felt that sometimes it makes it difficult for listeners to understand what you mean? What are some examples of sentences? How often does this happen? Every time you speak or just sometimes?	It’s happened. When I said ‘I need a brake’ (brake), but because I put too much emphasis on the letters B and K, people thought I said ‘break’ (rest) or even another word. My intonation confuses people.

Respondent Code : M2
Date of Interview : 24 February 2026

No	Question	Answer
1	Do you feel that your native language (Javanese/Madurese) makes some English words more difficult to	Yes, I struggle with the rhythm. For example, when saying ‘University.’ Because the Madurese accent is fast and

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	pronounce clearly? When and can you give examples?	has a high pitch, I often misplace the stress, so the rhythm doesn't flow like a native speaker's.
2	When you say the words "see, rice, and test," do you feel that your pronunciation is clear? Can you give other examples?	For the word 'Test,' I emphasize the final 't' so it sounds explosive. Other words I pronounce similarly are 'Next' and 'Past.
3	With a Javanese/Madurese background, do you feel that your first language (Javanese/Madurese) affects your pronunciation when using English? For example	It affects the speed. Madura people speak quickly and firmly. So when I read the sentence 'I am going to school,' I say it so fast that some words get cut off
4	Can you mention the words "swim," "inflate," or "breathe"? When you say these words, can others hear them clearly? Or are you sure that others will understand what you are saying?	I'm not so sure about 'breathe.' I say it really firmly, when it's supposed to be soft. As for 'swim' and 'inflate,' I'm sure people understand because the sound is loud.
5	When you pronounce words in English like "Victory, Size, and Voice," do you sometimes feel that your regional accent affects the clarity of your pronunciation?	It has a huge impact. I pronounce the word 'First' very quickly, and the 'F' sometimes loses its aspirated sound, making it sound more like a sharp 'P.'
6	Do you feel that your regional way of speaking affects the pronunciation of /F/ and /V/ in English words like "First" and "Very"?	Yes, I feel it has a big impact; because in my local dialect (Javanese/Madurese), there are no native /f/ or /v/ sounds, so my tongue automatically substitutes them with the more distinct /p/ or /b/ sounds, which is why the word 'First' often sounds like 'Pirst' and 'Very' sounds like 'Bery'.
7	What makes you feel more confident pronouncing the consonant /k/ in the word 'cat' or /t/ in the word 'test' in English? What makes you feel confident or less confident when pronouncing English sentences with the correct intonation?	I'm confident with the consonants because they match the rhythm of the Madurese language. But when it comes to intonation, I feel less confident because my accent makes my speech sound sharp and staccato.
8	Do you feel that the way you pronounce sentences in English helps convey your meaning clearly? For example	It helps with word-by-word clarity, but not with conveying emotion. For example, when I say 'I am happy,' my voice still sounds firm and serious due to the dialect's influence.
9	Do you realize that your intonation when speaking English sounds different from other peoples, for example when saying the sentences "I really like this movie" or "Can you	Yes, the difference is in the vocal stress. My Madurese accent makes my voice high in parts where it shouldn't be. So when I ask 'Can you come with me?', people are sometimes surprised because my voice

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	come with me?".	sounds too ‘sharp’ or firm.
10	Have you ever felt that sometimes it makes it difficult for listeners to understand what you mean? What are some examples of sentences? How often does this happen? Every time you speak or just sometimes?	Yeah, all the time. For example: ‘What is the problem?’. Because my Madurese accent is fast, the words ‘the’ and ‘problem’ blend together. My friends often say, ‘Huh? What?’. It happens every time I speak fast." Every time I speak

Respondent Code : M3
Date of Interview : 24 February 2026

No	Question	Answer
1	Do you feel that your native language (Javanese/Madurese) makes some English words more difficult to pronounce clearly? When and can you give examples?	For me, words like ‘School’ or ‘Student’ are a bit difficult. Because the Madurese dialect has a unique vowel system, sometimes I put too much stress in the middle of the word, which makes it sound choppy
2	When you say the words “see, rice, and test,” do you feel that your pronunciation is clear? Can you give other examples?	Sometimes it’s unclear because I speak quickly. The word ‘Rice’ sounds very short. Other examples are ‘Nice’
3	With a Javanese/Madurese background, do you feel that your first language (Javanese/Madurese) affects your pronunciation when using English? For example	It really affects the intonation. My intonation when speaking English becomes very sharp, rising and falling, just like when I’m chatting in Madura at the market.
4	Can you mention the words “swim,” “inflate,” or “breathe”? When you say these words, can others hear them clearly? Or are you sure that others will understand what you are saying?	I’m sure people understand, but I say ‘swim’ really fast. For ‘breathe,’ my Madurese accent makes the final sound very sharp, like there’s an extra ‘t’.
5	When you pronounce words in English like “Victory, Size, and Voice,” do you sometimes feel that your regional accent affects the clarity of your pronunciation?	I find the ‘V’ the hardest. The word ‘Visit’ often becomes ‘Bisit’ with that high-pitched Madurese tone. So it sounds very sharp.
6	Do you feel that your regional way of speaking affects the pronunciation of /F/ and /V/ in English words like “First” and “Very”?	I feel like my regional accent makes the pronunciation of “F” and “V” a bit rough. When I say “Fan” or “Van,” they sound almost identical. My tongue automatically gravitates toward the sounds closest to those in my native language the more distinct ‘P’ and “B” sounds.
7	What makes you feel more confident pronouncing the consonant /k/ in the word ‘cat’ or /t/ in the word ‘test’ in English? What makes you feel confident	The ‘t’ consonant in the word ‘test’ is easy to pronounce because it's clear. But when it comes to intonation, I'm not very confident because my

	or less confident when pronouncing English sentences with the correct intonation?	Madurese rhythm is so fast; I'm afraid people won't understand what I mean.
8	Do you feel that the way you pronounce sentences in English helps convey your meaning clearly? For example	It's unclear because I speak too fast. For example, when I give instructions, the words often run together because of my fast Madurese rhythm.
9	Do you realize that your intonation when speaking English sounds different from other peoples, for example when saying the sentences "I really like this movie" or "Can you come with me?".	I'm aware of that. The problem is with the phrase 'come with me?' I put a strong emphasis at the beginning of the sentence, not at the end. So the rhythm becomes choppy (staccato), with no flow between one word and the next.
10	Have you ever felt that sometimes it makes it difficult for listeners to understand what you mean? What are some examples of sentences? How often does this happen? Every time you speak or just sometimes?	My friends often correct me during discussions. For example, the sentence 'Open the door.' My P and D sounds are too explosive. My friend says, 'Just speak normally, don't sound like you're angry.' This happens almost every day in class.

Respondent Code : M4
Date of Interview : 24 February 2026

No	Question	Answer
1	Do you feel that your native language (Javanese/Madurese) makes some English words more difficult to pronounce clearly? When and can you give examples?	I'm very aware of the difference. When I say, "I really like this movie," I tend to put a lot of emphasis on every word. So my voice doesn't flow smoothly, but rather comes out one word at a time and very firmly it's similar to when I speak Madurese at home.
2	When you say the words "see, rice, and test," do you feel that your pronunciation is clear? Can you give other examples?	I feel it's clear, but my Madurese accent makes the 's' sound very harsh. Other examples are 'Simple' and 'Dress'."
3	With a Javanese/Madurese background, do you feel that your first language (Javanese/Madurese) affects your pronunciation when using English? For example	Yes, especially with double consonants. For example, the word 'Apple.' The stress on the 'P' becomes very strong because in the Madurese dialect, there's a lot of stress in the middle of words.
4	Can you mention the words "swim," "inflate," or "breathe"? When you say these words, can others hear them clearly? Or are you sure that others will understand what you are saying?	Yes, the Madurese accent makes my voice sound higher-pitched. So when I say 'Hello,' the pitch immediately goes very high, not flat like standard English.
5	When you pronounce words in English like "Victory, Size, and Voice," do you	Yeah, it's hard for me to say "Victory." So I end up emphasizing the "V" so it

	sometimes feel that your regional accent affects the clarity of your pronunciation?	sounds like a “B.” I’m sure people get it, but they’ll definitely know it’s a Madurese accent.
6	Do you feel that your regional way of speaking affects the pronunciation of /F/ and /V/ in English words like “First” and “Very”?	It has a huge impact. My lips aren’t used to the ‘f’ position (teeth touching the lower lip). So I often say ‘Life’ as ‘Laip’ with a sharp click.
7	What makes you feel more confident pronouncing the consonant /k/ in the word ‘cat’ or /t/ in the word ‘test’ in English? What makes you feel confident or less confident when pronouncing English sentences with the correct intonation?	I'm very confident with the word ‘cat’ because the ‘k’ sound in Madurese is really powerful. But I'm less confident about the intonation because I'm afraid my voice sounds too high-pitched and people will think I'm angry
8	Do you feel that the way you pronounce sentences in English helps convey your meaning clearly? For example	Yeah, it can help because people think I’m angry. For example, when I say ‘Stop it!’, because my Madurese accent is strong and has a sharp tone, people think I’m yelling
9	Do you realize that your intonation when speaking English sounds different from other peoples, for example when saying the sentences “I really like this movie” or "Can you come with me?".	Yes, I feel like I speak faster and louder. When I say ‘I really like this movie,’ my pitch rises and falls very sharply, which is typical of Madurese people. So it sounds very enthusiastic—or even like I’m forcing people to agree.
10	Have you ever felt that sometimes it makes it difficult for listeners to understand what you mean? What are some examples of sentences? How often does this happen? Every time you speak or just sometimes?	Yeah, I often speak quickly. For example: “What are you doing?” Because my Madurese accent is so fast, the words run together and sound like one long word. People often ask me to repeat myself.

Respondent Code : M5
Date of Interview : 24 February 2026

No	Question	Answer
1	Do you feel that your native language (Javanese/Madurese) makes some English words more difficult to pronounce clearly? When and can you give examples?	Yeah, my Madurese accent makes it hard for me to pronounce some English words clearly. When? When I’m speaking in class or chatting with friends. For example: “think” sounds like “ting,” and I have trouble with the “th” sound because Madurese doesn’t have that sound.
2	When you say the words “see, rice, and test,” do you feel that your pronunciation	Yeah, “see” comes out pretty clearly, but “rice” sounds like “riic”—the vowel

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	is clear? Can you give other examples?	gets elongated—and 'test' sounds like "tes." Another example: "cut" sounds like "kuut." My Madurese vowels are all thick, which makes the short and long vowels in English sound unclear.
3	With a Javanese/Madurese background, do you feel that your first language (Javanese/Madurese) affects your pronunciation when using English? For example	Yeah, totally! My Madurese has a big influence on my pronunciation when I speak English. For example, "bit" becomes a drawn-out "biit," and 'pull' sounds like a thick "puul." My Madurese accent makes all the short English vowels sound long and strong.
4	Can you mention the words "swim," "inflate," or "breathe"? When you say these words, can others hear them clearly? Or are you sure that others will understand what you are saying?	Yeah, but other people have a hard time hearing me clearly. "Swim" becomes "swiim" with a drawn-out vowel, "inflate" sounds like "inflaate" with a thick accent, and "breathe" sounds like "briith." I'm not sure they understand—my Madurese makes the vowel durations off.
5	When you pronounce words in English like "Victory, Size, and Voice," do you sometimes feel that your regional accent affects the clarity of your pronunciation?	"Victory" sounds like "biktori" with a thick vowel, "size" becomes "saaiz" with a long vowel, 'voice' sounds like "boois." People often get confused because all the Madurese vowels are so strong.
6	Do you feel that your regional way of speaking affects the pronunciation of /F/ and /V/ in English words like "First" and "Very"?	Yeah, my Madurese way of speaking has an effect. "First" becomes "perst," "very" sounds like "beri." Madurese doesn't have native /f/ or /v/ sounds, so I substitute them with /p/ and /b/.
7	What makes you feel more confident pronouncing the consonant /k/ in the word 'cat' or /t/ in the word 'test' in English? What makes you feel confident or less confident when pronouncing English sentences with the correct intonation?	Confidence with /k/ in "cat" and /t/ in "test": I'm more confident because those sounds exist in Madurese; they come out naturally and easily.
8	Do you feel that the way you pronounce sentences in English helps convey your meaning clearly? For example	Yeah, sometimes, but often it's unclear because of the Madurese accent. Example: The sentence "I need a red pen" sounds like "Ainee de riid pen"; my friend thought "red pen" was a long "reed" pen, even though my meaning was clearly not getting across. The thick

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		vowels make it all jumbled up.
9	Do you realize that your intonation when speaking English sounds different from other peoples, for example when saying the sentences “I really like this movie” or "Can you come with me?".	Yeah, I’m fully aware my English intonation is different—flatter and more forceful, like Madurese. Example: “I really like this movie” sounds monotonous as “Aireli laek tis moei”; the excitement doesn’t rise on “really”—this happens often in conversations. “Can you come with me?” becomes flat as “Ken yu kem wit mi”; there’s no question intonation on “can,” it sounds more like a command.
10	Have you ever felt that sometimes it makes it difficult for listeners to understand what you mean? What are some examples of sentences? How often does this happen? Every time you speak or just sometimes?	Yeah, it happens all the time! It often confuses listeners about what I mean. Example sentence: “Can I have the red pen?” sounds like “Ken a haav de riid pen”; people think it’s a long “reed” pen, when it’s actually just a regular red pen. How often? Almost every time I practice speaking in class or have a conversation, my Madurese accent makes my vowels thick and jumbled.

Respondent Code : J6
Date of Interview : 24 February 2026

No	Question	Answer
1	Do you feel that your native language (Javanese/Madurese) makes some English words more difficult to pronounce clearly? When and can you give examples?	Yeah, I really feel like my native language, Javanese, makes it hard to pronounce some English words clearly. Most often during speaking practice in class or during scholarship interviews, my tongue immediately switches to “Javanese mode” because I’m used to speaking Javanese all day with my parents and friends. My brain automatically blends Javanese sounds into English, especially when I’m tired or nervous. Example: “Thought” (θɔːt): It becomes ‘tot’ or “tought,” with the ‘th’ sound dropping to 't,'
2	When you say the words “see, rice, and test,” do you feel that your pronunciation is clear? Can you give other examples?	For ‘Test,’ I often emphasize the ‘st’ part until it sounds harsh. Other words are ‘Lost’ and ‘Trust
3	With a Javanese/Madurese	It’s very noticeable at the end of words.

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	background, do you feel that your first language (Javanese/Madurese) affects your pronunciation when using English? For example	For example, the word 'Dark.' I pronounce the 'K' very strongly in the throat, similar to how I pronounce words in the Madurese language.
4	Can you mention the words "swim," "inflate," or "breathe"? When you say these words, can others hear them clearly? Or are you sure that others will understand what you are saying?	I'll try saying them slowly: "Swim" (swɪm), "inflate" (ɪnˈfleɪt), "breathe" (briːð). But honestly, I'm not 100% sure others can hear them clearly, let alone a native speaker.
5	When you pronounce words in English like "Victory, Size, and Voice," do you sometimes feel that your regional accent affects the clarity of your pronunciation?	Victory, Size, Voice: Yeah, the Javanese accent makes them less clear "biktori," "sis," "wois."
6	Do you feel that your regional way of speaking affects the pronunciation of /F/ and /V/ in English words like "First" and "Very"?	/f/ & /v/ in First, Very : Yes, Javanese replaces them with /p/ or /w/ – "perst", "weri".
7	What makes you feel more confident pronouncing the consonant /k/ in the word 'cat' or /t/ in the word 'test' in English? What makes you feel confident or less confident when pronouncing English sentences with the correct intonation?	/k/ in 'cat', /t/ in 'test': Confident, similar to Javanese. Intonation: Less confident, Javanese is flat.
8	Do you feel that the way you pronounce sentences in English helps convey your meaning clearly? For example	Not always, though. For example, when I say "I want rice now" in a flat tone and sometimes stutter it actually sounds like I'm angry, even though I'm just hungry.
9	Do you realize that your intonation when speaking English sounds different from other peoples, for example when saying the sentences "I really like this movie" or "Can you come with me?".	Absolutely! When I say "I really like this movie," I say it flatly, like reading a book, without any excitement. "Can you come with me?" is also flat; my friend replies, "Already?" even though I was just asking.
10	Have you ever felt that sometimes it makes it difficult for listeners to understand what you mean? What are some examples of sentences? How often does this happen? Every time you speak or just sometimes?	Often—2–3 times a week during class conversations. Daily examples: "Gimme the pen" in class comes out as "Gimi te pen," and my friend hands me the wrong pencil. Or "It's raining" said flatly gets a "What?" in response.

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JEMBER

Appendix 11 Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-15276/In.20/3.a/PP.009/02/2026
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMK Shofa Marwa
Krajan Utara, Patemon, Kec. Pakusari, Kabupaten Jember, Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	212101060050
Nama	:	WIDIYANA AGUSTIN
Semester	:	Semester sepuluh
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "EFL Javanese and Madurese Students` Perseptions of Their Dialectal Influence on English Pronunciation in Conversations" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Moh. Alviyan, S.H., M.H

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 10 Februari 2026
a.n. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

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Appendix 12 Research Finishing Letter

SEKOLAH MENENGAH KEJURUAN (SMK)
SHOFA MARWA JEMBER
Jln. Kalisat 49 desa Patemon, Kecamatan Pakusari,Kabupaten Jember
Website: www.shofamarwa.or.id, HP. 085103777761

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 051/110/SMK/Shofa Marwa/IV/2026

Yang bertanda tangan di bawah ini :
Nama : Moh. Alviyan, S.H., M.H
Jabatan : Kepala Sekolah
Unit Kerja : SMK SHOFA MARWA

Menerangkan dengan sesungguhnya bahwa
Nama : Widiyana Agustin
Nim : 212101060050
Program Studi : Tadris Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Universitas : Universitas Kiai Haji Ahmad Siddiq

Telah melaksankan penelitian di SMK Shofa Marwa mulai tanggal 10 Februari 2026 sampai dengan 12 maret 2026 unttuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul ***"EFL Javanese and Madurese student's perceptions of their diaclectal influence on English pronunciation in conversation"***

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya

Jember, 12 Maret 2026
Kepala Sekolah
SMK Shofa Marwa

Moh. Alviyan, S.H., M.H

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Appendix 13 Jurnal Of Research

JURNAL OF RESEARCH

EFL Javanese and Madurese students' perceptions of their dialectal influence on English pronuncition in conversations

No	Time	Activities	Informant	Signiture
1	10th February, 2026	Sending a permission letter for doing research	Moh. Alvian, S.H.,MH	
2	12th February, 2026	Collecting data through Questionnaire	Javanese students' with Jawanese dialect and Madurese students' with Madurese dialect	
3	13th February, 2026	Collecting data through Pronunciation Practice	Javanese students' with Jawanese dialect and Madurese students' with Madurese dialect	
4	23th February, 2026	Collecting data through Interview	Javanese students' with Jawanese dialect and Madurese students' with Madurese dialect	
5	12thMarch, 2026	Asking research's finished letter	Moh. Alvian, S.H.,MH	

Jember, 12 March 2026

The principal of SMK Shofa Marwa

Moh. Alvian, S.H.,MH

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Appendix 14 Curriculume Vitae

CURRICULUME VITAE



1. Personal Information

a	Name	: Widiyana Agustin
b	SRN	212101060050
c	Place date of birth	: 15 August 2002
d	Gender	: Female
e	Adderss	: Tapen – Bondowoso
f	Faculty	: Education and teacher Training
g	Major	: English Education Program
h	E- mail	: widiyanaagustin013@gmail.com

2. Education Background

a	Elementary School	: SDN Tapen 03
b	Junior High School	: MTS Nurul Ulum
c	Senior High School	: MA Nurul Ulum

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