An Analysis Of Phonetics b, d, g, j, ʤ and ð into English pronunciation for Java Students (A Study On Java Students at English Department on STAIN Bengkulu Academic Year 2011-2012)

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Abstract

The objective of this research was to analyze how to pronounce phonetics b, d, g, j, ʤ and ð into English pronunciation for Java Students in English Study Program of STAIN Bengkulu academic year 2011-2012. This research was used descriptive qualitative method. The population of this research is all of Java students in English Study Program of STAIN Bengkulu academic year 2011-2012. The data were collected by using a record player and then to be analyzed how strong the influence of that phonetics when they pronounce it, is it influence the meaning of sentence, or only has a stressing that changing the sounds. To avoid subjectively, this research was helped by a native speaker from United States of America (USA), Jeremy Tosh B. A. The result of this research was students that still did stressing in phonetics that researched as follows : /b/ : 26, 67 %, /d/ : 80 %, /g/ : 16, 67 %, /j/ : 6, 67 %, /ʤ/ : 13, 34 %, / ð/ : 83, 34 %. Based on the percentages above, it could be concluded that from 6 phonetics that researched, there were 2 phonetics that are difficult to be lost by Java students, such as : /d/ and /ð/. But, to minimize it, students can memorize the English songs or imitate English conversation in English movies. In order that, they must accustom to listen and speak English well.

Keywords: Pronunciation, phonetics b, d, g, j, ʤ and ð, Java students' accent

1. Introduction

Nowadays, English is the world most widely studied and used second and foreign language. There are millions of foreign students from other countries used English as well as they can both written and oral communication. So, they need sufficient skills in order to speak and write flat language well. There are four skills that should be learned by students in learning English. There are : reading, writing, listening and speaking. All of them are important to be understood by students. In reading comprehension, students should have a number of vocabularies and they should understand some reading strategies to help them in their activity. In writing skills, students should have good knowledge of grammar, and they should also have a number of vocabularies. Then, they have to understand how to develop ideas well. In speaking and listening skill, actually, the students should have the same knowledge as the two skills above. However, in speaking and listening, good pronunciation is a crucial thing. Some students found some problems in reading & writing in English and they didn't find someone who can help solve the problems. However, there are foreign students who can pronounce the English utterances very well. But, many students also want to be able to speak English well with a pronunciation which can be easily understood both by their fellow students and by English people.

According to Allen (1960 : 35), pronunciation is one of element of the language that has big contribution for better English speaking. That's very important to learn, because with good pronunciation, our English can more clearly and easily to understand. Learning pronunciation is not a simple process of memorizing a number a items that can be mapped on to mother tongue. It is true that pronunciation has important role in oral communication. If someone speaks in appropriate pronunciation, the listeners cannot understand what the speakers talking about or it may disturb others' understanding.

As we know in Indonesia, people do not use English in daily communication. Only certain communities use it as daily language. No wonder most of Indonesians have difficulties in speaking English with good pronunciation, because they are not familiar with language. Their English pronunciation is still influenced by their regional dialect, accent, environment, and their mother tongue language.

The pronunciation of English is influenced by the differences of geographical areas where English is spoken. In this case, Trudgil (1994; 2) stated that where are you from, of course, will not only thing which influence how you speak. In addition, people speak different kind of English depending on what kind of social background they come from.

Java language is the one of the language that used by the people in Indonesia, without exception being used in Bengkulu, some word at that language generally said more heavily, such us : /june/ ʤu:n/ and /bad/bæd/. They say that word with heavy Java accent. They are difficult to master and change their pronunciation is like British or American accent because their dialect is very strong. The pronunciation is important to be taught to the students. It is one of the language components that the students have to master. They have to learn to recognize and make some sounds that are not used in their own language. In English, it is very different between how to spell and to pronounce the words. For instance: put and but, live and life; woman and women. Speaking is the most important skill among others. This can be proved by the fact that all people in the world communicate to each other to express their ideas, thoughts, opinions and feelings orally.

In order to increase students' interested of learning English especially in Pronunciation subject, therefore the article reports a research entitled: "An analysis of phonetics b, d, g, j, ʤ and ð into English pronunciation for Java Students (A study on Java Students at English Department on STAIN Bengkulu)".

2. Review of Literature

2.1. The Concept of Pronunciation

Pronunciation is part of speech which includes word, intonation, and the sounds of language. According to Harmer (2001: 26), Pronunciation is the knowledge of how to say a word – that is how to pronounce it. There are as many different kinds of English as there are speakers of it ; no two people speak exactly alike – we can always hear differences between them – and the pronunciation of English varies of great deal in different geographical areas.

In the other hand Kelly (2000: 9) explains that the study of pronunciation consists of two fields, namely phonetics and phonology. Phonetics refers to the study of speech sounds. A phonetician usually works in one or more of the following areas :

1. The anatomical, neurological, and psychological bases of speech (collectively known as psychological phonetics)
2. The actions and movements of the speech organs in producing sounds (articulatory phonetics)
3. The nature and acoustics of the sound waves which transmit speech (acoustic phonetic)
4. How speech is received by the ears (auditory phonetics)
5. How speech is perceived by the brain (perceptual phonetics)

2.2 Factor that affect the mastering of Pronunciation

Generally, someone who learns a language as native or mother tongue will find no difficulty in pronunciation. For instance, an infant who was born and grow in Indonesia will capture Indonesia pronunciation easily. Likewise, an infant who was born and grow in Spain and learn Spain language, as his mother tongue will capture Spain pronunciation easily. In the beginning, usually, those infants will get a little problem in voicing some special sounds. According to Miller (1993), what happen to those infants are called Phonological Development. When the stages of Phonological Development are perfectly over, the problem in producing special sounds will disappear naturally. On the other hands, someone who learns English as a second or foreign language will get complicated problem in mastering English pronunciation. The problem occurs in mastering pronunciation are common said by some experts.

Ehlrich (1999 : 12) divide the factors that effect the students in mastering pronunciation into three groups :

1. Biological Factors
   A common observation made by people involve in the field of second language learning is that adult second language learners almost always have a foreign accent while child second language learners almost always attain native like pronunciation.

2. Sosiocultural factors

It has been claimed that the more strongly second language learner identify with members of the second language culture, the more likely they are to sound like members of that culture. Conversely, if it is important for learner to preserve their own culture identify, they may hold on to their foreign accent as marker of this identify.

3. Personality Factors

Learners who are out going, confident and willing to take risk have more opportunities to practice their pronunciation of the second language simply because they are more often involved in interaction with native speaker.

Moreover, they say that the pronunciation errors that second language learners' make are not just random attempts to produce unfamiliar sounds. Rather, then reflect the sounds inventory, rules of combination, and the stress and intonation patterns of the native language

2.3. Accent

In linguistics, an **accent** is a manner of pronunciation peculiar to a particular individual, location, or nation. An accent may identify the locality in which its speakers reside (a geographical or regional accent), the socio-economic status of its speakers, their ethnicity, their caste or social class, their first language (when the language in which the accent is heard is not their native language), and etc. And all of them could influence people accent. (Davies, 2007 : 43). Accent is refers to phonological variation, i.e variation in pronunciation thus, if we talk about a southern accent, we are talking about the generalized property of English pronunciation in the southern part of the U.S. But, southern dialect, have more than particular phonological properties. Accent is thus about pronunciation, while dialect is a boarder term encompassing syntactic, morphological, and semantic properties as well. Accents typically differ in quality of voice, pronunciation of vowels and consonants, stress, and prosody. Although grammar, semantics, vocabulary, and other language characteristics often vary concurrently with accent, the word 'accent' refers specifically to the differences in pronunciation, whereas the word 'dialect' encompasses the broader set of linguistic differences. Often 'accent' is a subset of 'dialect'.

As human beings spread out into isolated communities, stresses and peculiarities develop. Over time these can develop into identifiable accents. In North America, the interaction of people from many ethnic backgrounds contributed to the formation of the different varieties of North American accents. It is difficult to measure or predict how long it takes an accent to formulate. Accents in the USA, Canada and Australia, for example, developed from the combinations of different accents and languages in various societies, and the effect of this on the various pronunciations of the British settlers, yet North American accents remain more distant, either as a result of time or of external or "foreign" linguistic interaction, such as the Italian accent. In many cases, the accents of non-English settlers from the British Isles affected the accents of the different colonies quite differently. Irish, Scottish and Welsh immigrants had accents which greatly affected the vowel pronunciation of certain areas of Australia and Canada. To understand differences of phonetic realization, it would help if we could all hear a number of people from different parts of the English speaking world pronounce the word house.

We could say that they all pronounce the same vowel, and they use it in essentially the same large class of words, but their ways of rendering the vowel are quite different, differences in articulatory features – the positions and movements of tongue and lips. Accent or dialect is a way or method that is owned by a group of people who inhabit a region to pronounce a language and alphabet. Each area must have a way to read a different language, especially Indonesia which has a heterogeneous population of different types of tribes, sub-tribe or race (Papua, Malay, Javanese, etc.). in this case, accent or dialect is a medium to recite a language, because after all this dialect names could not be separated from history. An example is the use of English in India, Singapore, Philippines, South Korea and South Africa, these five countries had invaded by England, and these five countries is the largest English-speaking world, even the Philippines is a nation with English speakers in the world's third best after Britain and the United States.

2.4 Non-native accents

Pronunciation is the most difficult part of a non-native language to learn. Most individuals who speak a non-native language fluently speak it with an accent of their native tongue. The most important factor in predicting the degree to which the accent will be noticeable (or strong) is the age at which the non-native language was learned.

The critical period theory states that if learning takes place after the critical period (usually considered around puberty) for acquiring native-like pronunciation, an individual is unlikely to acquire a native-like accent. This theory, however, is quite controversial among researchers. Although many subscribe to some form of the critical period, they either place it earlier than puberty or consider it more of a critical "window," which may vary from one individual to another and depend on factors other than age, such as length of residence, similarity of the non-native language to the native language, and the frequency with which both languages are used. Nevertheless, children as young as 6 at the time of moving to another country often speak with a noticeable non-native accent as adults. There are also rare instances of individuals who are able to pass for native speakers even if they learned their non-native language in early adulthood. However, neurological constrains associated with brain development appear to limit most non-native speakers' ability to sound native-like. Most researchers agree that for adults, acquiring a native-like accent in a non-native language is near impossible. (Kreidler.2004 : 46)

2.5 Java Accent

In Java accent, they use stressing in some phonetics, such as ; b, d, g, j, ʤ and ð. Some word at that language generally said with more heavy and that very influence to their speak specially in their pronunciation.

Look at the example Java language below:

Table 1

Neng ndi	*di mana* (where is)
Ojo	*Jangan* (don't)
Panjenengan	*Kamu* (you)
Melebu	*Masuk* (come in)
Jeneng	*Nama* (name)
Nduk	*Anak perempuan* (doughter)
Goyo	*Gaya* (style)
Gelem	*Mau* (want)
Kabeh	*Semua* (all)
Balik	*Pulang* (back home)
Gawe	*Kerja* (job)
Banyu	*Air* (water)
Mbah	*Kakek* (Grandfather)
Bolong	*berlubang* (perforated)
Bokong	*pantat* (ass)
Bathang	*bangkai* (dead body)
Balang	*lempar* (throw)
Bablas	*kelewatan* (excessive)
Durung	*belum* (not yet)

2.6. Influence of Java Accent Toward English Pronunciation

Based on explicit explanation about English and Java accent, it is found that they have differences with some words and they say that word with heavy Java accent. They are difficult to master and change their pronunciation just like British or American accent, because their dialect is very strong and very influence for their pronunciation when they are speaking English. In this case, the researcher didn't find specific theory about Java accent. But according to trudgil (1994 : 2) , mother tongue is very influence the pronunciation of someone who practice English in oral communication. Some word of English that influenced with Java accent, such as :

    b   : box, boy, bad, beat
    d   : donkey, dragon, do
    g   : give, game, garden
    j   : yes, yard
    ʤ   : jungle, jump, june
    ð   : then, them, their

3. Research Question

In order to analyze phonetics b, d, g, j, ʤ and ð into English pronunciation for Java Students (A study on Java Students at English Department on STAIN Bengkulu), the following research question will be answered.

1. What is the factor that Java dialect could not be lost in pronunciation when Java Students conversed in English?
2. How is Java Students utters six phonetic ; b, d, g, j, ʤ and ð that influence their Java dialect in English ?

4. Method

Descriptive qualitative method was applied to answer the research question. As Gay (1990: 10) states about descriptive method; a descriptive method involves collecting the data in order to test hypotheses or answer questions concerning to the current status of the study.

5. Population and Sample

5.1 Population

Population of this study was the Java students in English Department of STAIN Bengkulu academic year 2011-2012 from all classes.

Table 2: The table population of the study

NO	Semester of students	Male	Female	Total
1	2nd semester	3	3	6
2	4th semester	4	6	10
3	6th semester	6	3	9
4	8th semester	1	4	5
	Total	**11**	**21**	**30**

5.2 Sample

The sample consisted of 30 students from Java. There were 21 females and 11 males. This research used non random sampling, because the researcher determined the sample that researcher need and because of the researcher just want to research students from Java. But in this case, to decide the sample which enough to be researched, the researcher used valid assistant which was born and grew in Java, his duty is to got test of example of sample, whether sample was enough to be researched and could represent Java students, because not all Java students of English Department in STAIN Bengkulu were pure Javanese, because they were influenced by environment factor which caused their Javanese accent lose. Then, from samples' test, researcher get 6 students from second semester, 10 students from fourth semester, 9 students from sixth semester and 5 students from eighth semester in English Department of STAIN Bengkulu academic year 2011-2012

6. Instument

The instruments that used in this research was pronunciation accent test material with direct observation which was done through record player, record player is used to record the students pronunciation and accent when they pronounced the conversation text that given by the researcher and after that researcher would analyze students pronunciation with a native speaker as a key instrument. The researcher used a native speaker as a key instrument because researcher wanted to know how strong Java stressing accent influence their English pronunciation. His name is Jeremy Tosh, B. A and he came from United States of America (USA). In this research, native speaker as listener for students' voices and as assessor for phonetics which researched. And the last the researcher would do interview with students about students' problem in changing their pronunciation to be better.

7. Data Analysis Procedure

The data would analyze based on the descriptive qualitative in scoring test, the researcher used the following larges of score :

$$P = \frac{F}{N} \times 100$$

(Arikunto ; 1998 : 258)

Where : P = The total of man score

　　: N = The total of Phonetics

　　 F = The total of correct phonetics

Table 4: Score Category

According to Sukardi (2004: 84) the percentage of the students' score from the calculation would be consulted to interval of five scale percentages as below :

Table 3

Interval	Qualification
85 – 100	Very Good
75 – 84	Good
60 – 74	Medium
40 – 59	Poor
0 - 39	Very Poor

8. Research Procedure

In collecting data, the researcher followed these steps :

1. Observe the class situation
2. Look the information about Java students, to become them as samples
3. Provide the short text to the students
4. Give the English text to the students
5. Assist the students to read the English conversation text
6. Record the students' voice by recorder
7. Listen the result from recorder and analyze their English pronunciation with a native speaker as a key instrument

9. Result and Discussion

9.1 Result

Generally, the result of this research shows that the ability of Java students in pronouncing phonetics b, d, g, j, ʤ and ð in English. Some of them still use Java stressing accent when they speak English. And very hard for them to lose it. But, after research and data that researcher get, males' of Java students more difficult to lose their Java stressing accent when they speak English compared with females' students. Only less of females' students that difficult to lose their Java stressing accent.

Generated in this study is there are some phonetics which 80% of total respondents felt difficult to remove the emphasis Javanese accent when they speak in English, the phonetic d and ð. Based on explanation above, both them included into the sound of apikodental phonetics.

This is caused when the tip of the tongue of speakers as close to the active articulator upper teeth, which should only be undertaken only on the tip of the tongue and conducted for 1 second. But when the student who produces the sound of Java, they do it by using the tip of the tongue and tongue leaves, and they do it with a greater air pressure with a longer time if compared to normal speakers. So, the sound that produced is suppressed. Look at the table below:

Table 4

NO	Name of Students	b	g	d	j	dʒ	ð	Total score
1	Respondent 1	√	√	√	√	√		83, 33
2	Respondent 2	√	√	√	√	√		83, 33
3	Respondent 3	√	√		√	√	√	83,33

| NO	Name of Students	b	g	d	j	dʒ	ð	Total score
4	Respondent 4	√	√		√	√		66, 66
5	Respondent 5		√			√	√	50
6	Respondent 6				√	√		33
7	Respondent 7	√	√	√	√	√	√	100
8	Respondent 8	√	√		√	√		66, 66
9	Respondent 9				√			16, 66
10	Respondent 10		√		√	√		50
11	Respondent 11				√			16, 66
12	Respondent 12	√	√		√	√		66,66
13	Respondent 13				√			16,66
14	Respondent 14	√	√		√	√		66, 66
15	Respondent 15	√	√					33
16	Respondent 16	√	√		√	√		33
17	Respondent 17				√	√		33
18	Respondent 18	√	√		√	√		66,66
19	Respondent 19	√	√		√	√		66,66
20	Respondent 20	√	√		√	√		66,66
21	Respondent 21		√		√	√		50
22	Respondent 22	√	√	√	√	√	√	100
23	Respondent 23	√	√	√	√	√		83,33
24	Respondent 24	√	√		√	√		66, 66
25	Respondent 25		√		√	√		50
26	Respondent 26	√	√		√	√	√	83,33
27	Respondent 27	√	√		√	√		66, 66
28	Respondent 28	√	√		√	√		66,66
29	Respondent 29	√	√	√	√	√		83, 33
30	Respondent 30	√	√		√	√		66,66

11. Discussion

11.1   Changing of Sounds

Based on the result, researcher found changing of sounds in 6 phonetics that researched. That's because they used stressing in their pronunciation. Some students can lose their Java stressing. But many students can't did it.

11.1.1.   / b /

Phonetic was listed on bilabial consonants, i.e. consonants that occur when the lower lip is pressed against the upper lip. This sound is the sound, including oral, which sounds out through the mouth. Based on the results obtained, when respondents said this phonetic, they do not have too much trouble, although there are some people who still use a Javanese accent emphasis, but 22 students or 73,33% from respondents could regulate the movement of the lips and the air coming out of their lung when this phonetic pronounced. And only 8 students or 26, 67 % of respondents felt difficult to eliminate their Javanese accent when pronouncing this phonetic.
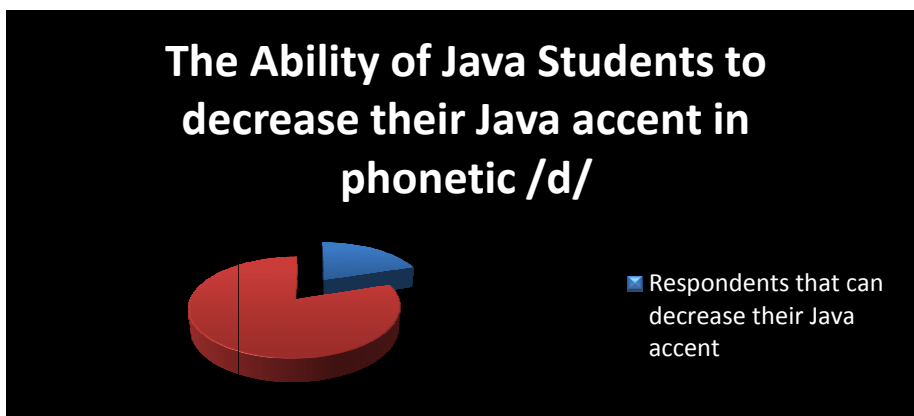
Chart 1
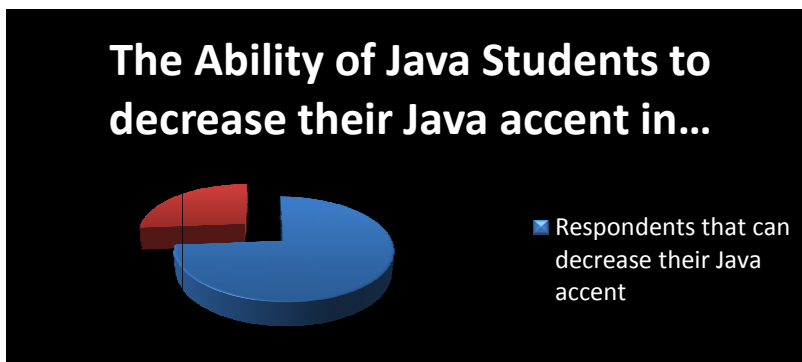
This image below is a picture that shows the position of the lips when they speak the respondents phonetic / b /:
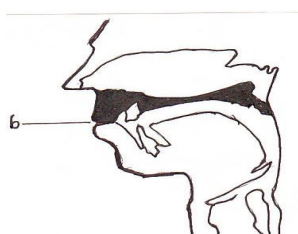

11.1.2. / d /

This phonetic is included on laminaveolar consonant, which occur on the tip of the tongue pressed against the upper teeth gums. Based on the results which got through the research, 24 students or 80 % of respondents felt difficult to remove their emphasis of their accent when they speak Javanese with this phonetic. This is because in pronouncing this phonetic, they produced more air from their lungs. Then, when they let out the air and to the tip of the tongue is pressed against the upper teeth gums, they are involved the middle of their tongue. Actually, when it be pronounced, we just spend a little air, and when the air until the tongue is pressed against the upper teeth gums, only held for one second and does not include the center of the tongue, but only the tip of the tongue touches the teeth gums over. And to do this, Java students is difficult to do it, while 6 students or 10% of the respondents can recite this phonetic well.

Chart 2

The figure below is an image showing the position of the tongue when they speak the respondents phonetic / d /:
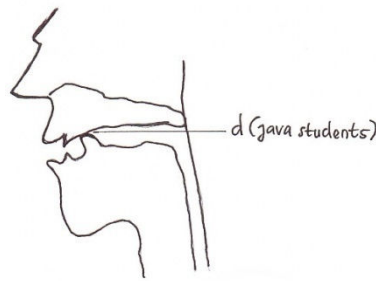
11.1.3. / g /

This phonetic is included in dorsovelar consonant, which occurs at the base of the tongue and velum or soft palate. Based on the results that found from this study, the respondents did not experience much difficulty in pronouncing this phonetic. The total of Respondents, only 5 students or 16, 67 % of respondents are still using suppression Javanese accent, while 25 students or 83,33% of respondents could properly pronounce this phonetic.

Chart 3
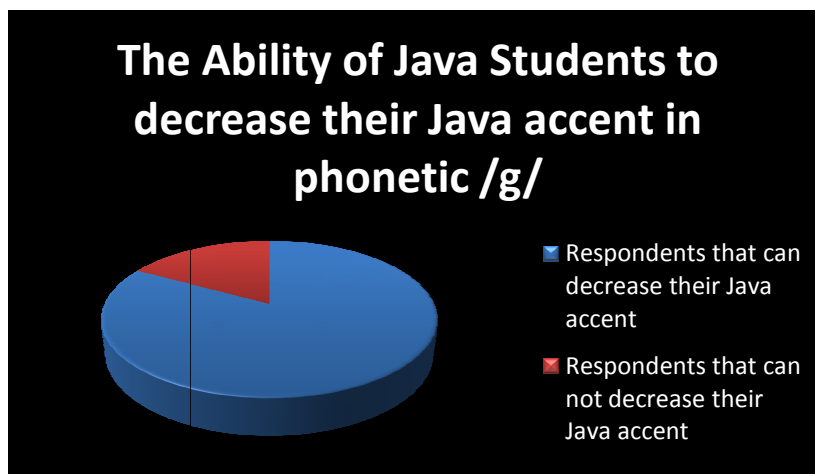
The figure below is a picture that shows the position of the tongue and velum respondents in general when they say the phonetic / g /:
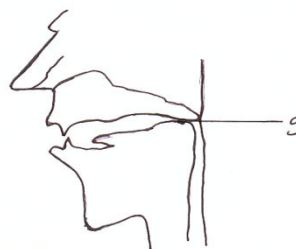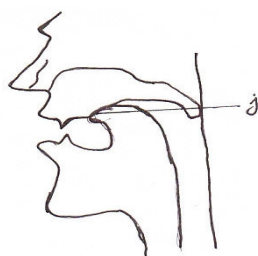

11.1.4. / j /

This phonetic is classified in the form of fricatives. Here the active articulator is the tongue closer to the middle palate and completely inhibits the flow of air, then form a narrow slit by the passive articulator. From these results, there are 28 students or 93,33% of respondents who could relieve pressure Javanese accent when pronouncing this phonetic. This means that most of them do not experience significant difficulties in pronouncing this phonetic. But there are still 2 students or 6,67 % of respondents who find it difficult to remove the emphasis Javanese accent. This is because the airs they produced to create the sounds of phonetic was too excessive and too narrow a gap that is created, resulting in an emphasis on the phonetic.

Chart 4
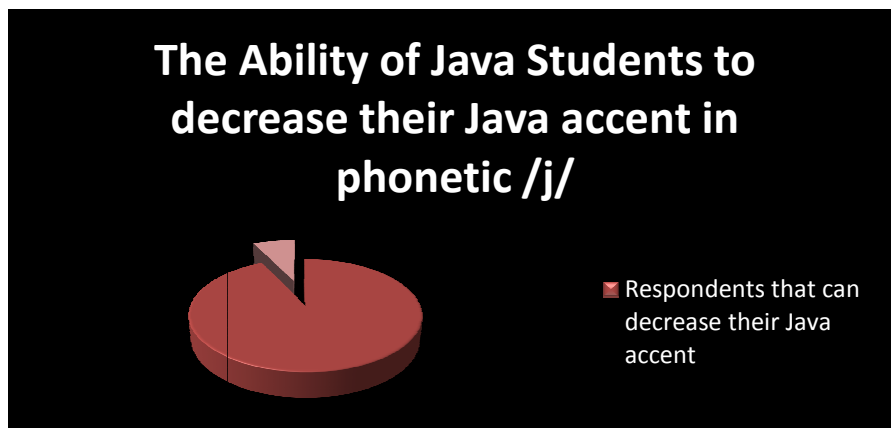
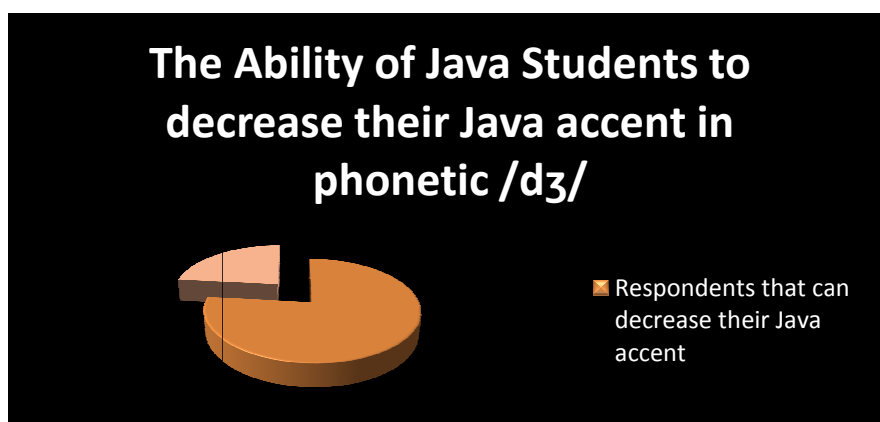The figure below is an image showing the position of the tongue when they speak the respondents phonetic / j /:


11.1.5. / ʤ /

This phonetic is classified in the form of fricatives, the same as phonetic / j /, which is the active articulator is the center of the tongue against the palate, and completely inhibits the flow of air, then form a narrow slit by the passive articulator. The phonetic pronunciation is, as much as 26 students or 86,66 % of respondents could recite them well when they speak English. While as many as 4 students or 13, 34 % of respondents still suppressed phonetic sounds in utter when they speak English. This is due, in the production of these phonetic sounds, respondents are opening the door to exit the air gap is too open and they do so by using the tip of the tongue, instead of using the center of the tongue.
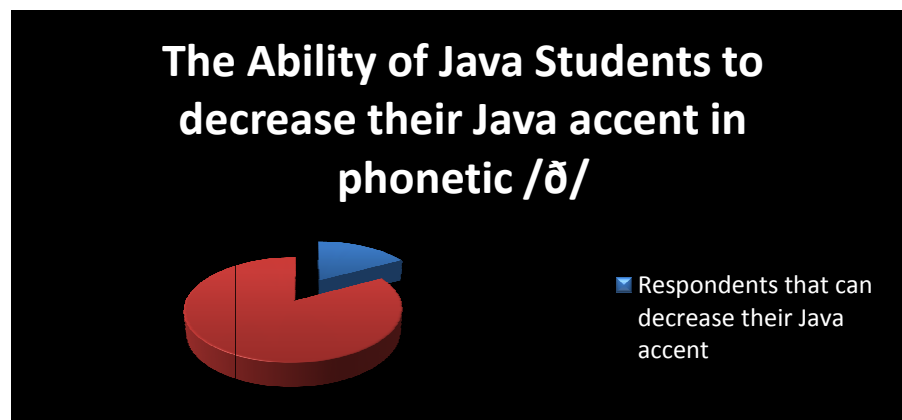
Chart 5

The figure below is an image showing the position of the tongue when they speak the respondents phonetic / ʤ /:

11.1.6. / ð /
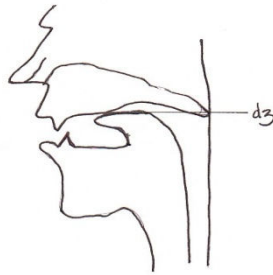
As just the same as the phonetic / d /, is classified in the phonetic laminaveolar consonants which occurs at the end of the tongue pressed against the upper teeth gums. But the difference with the phonetic / d / is in the air that had escaped out, in production, the resulting gap is wider than the production of phonetic / d /, so this is a lot more to let more air out. Based on the results of this study, 25 students or 83,34 % of all respondents find it difficult to remove the emphasis Javanese accent. This is because when they produce sounds for phonetic sound of this, respondents are tip of the tongue into the palate inside. So, in pronouncing it, the sound of it more like phonetic / d /. It is worth noting for the students, because sometimes the difference in the sound produced can change the meaning of the word, while 5 students or 16, 66 % of respondents could recite this phonetic well.

Chart 6

The figure below is an image showing the position of the tongue when they speak the respondents phonetic / ð /:
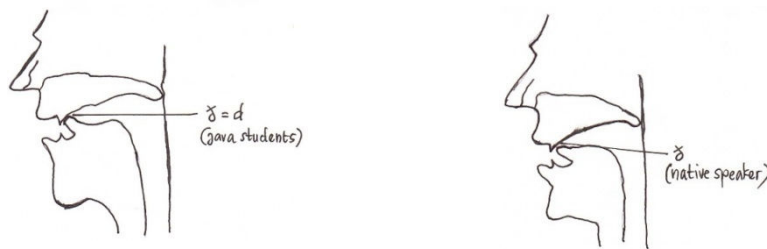
11.2. The Phonetics Emphasized Experiencing

From the results of this study that have been performed, researcher finds some phonetics which are very difficult to remove by the students, the phonetics / d / and / ð / are included in apikodental sound. We can calculate the data already obtained, namely 24 students or 80 % for phonetic / d / and 25 students or 83, 34 % for phonetic / ð /. They have trouble when pronouncing these phonetics. While 6 students or 20% for phonetic / d / and 5 students or 16, 66 % for phonetic / ð / from them can recite this phonetic well. This is caused of differences in how to produce the sound of phonetics. So, the sound is generated to be suppressed and a Javanese accent is different from the original speakers. It proves if Java is very influential accent when they speak English language in phonetic / d / and   / ð /.

11.3. 3. Differences of Male and Female Students' Ability

Based on the obtained results of the study, researcher calculates the number of male students who are still experiencing Javanese accent in the pronunciation emphasis is on meticulous Phonetics is 13 students from a total of 13 male students. This means that 100% of male students still suppressed Javanese accent when they speak English. This is in contrast to female students. Researcher calculates the number of female students who are still doing Java accents in pronunciation emphasis is on meticulous Phonetics is the 15 students of a total of 17 female students. This means as much as 88, 24 % of female students still do Java emphasis accent when they speak English. Whereas 2 female students can lose their Java emphasis accent well. Researcher of this study also found that the level of emphasis Javanese accent of male students are higher compared to female students. This is evidenced from the average score that produced by male students is lower when compared to female students, which is 47, 38 for male students and 73, 52 for female students. So, based on these data, the researcher get the result that the female student's ability to eliminate the emphasis Javanese accent when they speak English better than male students. This is due to the structure of the tools of females students to produce the language could fit into English. So that, they could easily recite the English support without the use of suppression Javanese accent. This is in contrast to male students, in which the structure of the tools to produce their own language seems stiff. So, it is difficult for them when they speak English. So this was the cause of male students is more difficult to remove the emphasis Javanese accent when they speak English.

12. Conclusion

The purpose of this study was to analyze 6 Phonetics, i.e. b, d, g, j, dʒ and ð. So, after doing the research, the researcher concluded that total of 30 people of Javanese students in English Department of the Bengkulu STAIN respondents of this study, 13 male students from a total of 13 students or equal to 100% still use a Javanese accent emphasis when they speak English. Whereas the female students, from a total of 17 female students who became respondents, 15 people or 88, 24 % are still using the suppression Javanese accent when they speak in English, while for the rest, which is 2 people or 11, 76 %, can eliminate the emphasis accent Java on their pronunciation, and they do it well. This proves that the female students' ability to eliminate the emphasis Javanese accent when they speak English than the ability of male students. This is because the tools structure of the female students to produce the Java language are more flexible, so that their ability to eliminate the emphasis nominally Javanese accent when they speak English better than male students. Because the tools' structure of the men to produce student's language Java more seem stiff, so it's hard for them to change the position of the structure of the means to produce them when they speak the language of Phonetics in such meticulous. So they are difficult to remove the emphasis in pronunciation Javanese accent when they speak in English. The second conclusion that may result when some of Phonetics which students speak English, they are difficult to eliminate. Thus the emphasis on Phonetics is still happening. In Phonetics is / ð / and / d /, which is included into the sound of apikodental Phonetics. This can be proved from the results of the study, researcher found 27 people or 90% of the total respondents had difficulty in eliminating the suppression remedy Javanese accent when they speak in English. This can occur because of differences due to the way it produces the sound of Phonetics. So the sound is generated to be suppressed and a Javanese accent is different from the original speakers.

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