

CHAPTER II

LITERATURE REVIEW

This chapter covers 5 main points related to literature and previous study. Those are pronunciation, pronunciation problems, Javanese language, factors affecting pronunciation, and previous study. Those are supporting this research to analyse the data and answer the research questions.

A. Pronunciation

1. Pronunciation Definition

The target of learning a new language is to intelligibly communicate in the target language. Thus, the existence of pronunciation must be considered. The nature of pronunciation has been clearly defined by several experts. According to Cook in Gilakjani (2016: 2), pronunciation is the production of speech sounds. In accordance with Cook, Elmaksoud in Nakin and Inpin (2017: 186) and Yates in Gilakjani (2016: 2) state that pronunciation is the production of sounds that is used for making meaning. From the two definitions mentioned previously, pronunciation is briefly defined as the production of speech sounds by human speech organs that has function to make meaning.

Pronunciation is learnt by repeating, imitating, and correcting. Thus, it

is viewed at how the speech sounds are produced by the human speech organs. According Richard and Schmidt in Gilakjani (2016: 2), pronunciation is a method of producing certain word. Further, Ottlowski in Gilakjani (2016: 2) completes the definition of pronunciation as the way of uttering a word in an accepted manner. Thus, the production of speech sounds is organized by the movement of human speech organ.

2. The Importance of Pronunciation

Pronunciation becomes an essential element that shows the communicative competence of the speakers. It has important part in oral communication as stated by Hismanoglu in Gilakjani (2016: 2). For that reason, pronunciation must be wholeheartedly mastered. Being skilled full in pronunciation is regarded as an effort to be well understood in communication. Since the term communication is to understand and be understood (Gilakjani, 2016: 3). In reality, the awareness of pronunciation is still limited. Hismanoglu and Hismanoglu in Gilakjani (2016: 3) state that many teachers tend to teach grammar, vocabulary, and the four language skills without integrating English pronunciation. However, teaching grammar and vocabulary without the pronunciation will damage the learning process of any set of language.

Evidently, pronunciation is important part in learning English. It has big contribution to improve English speaking. According to Allen in Hakim (2012: 244), pronunciation is obviously involved to achieve better English speaking.

Successively, Harmer in Gilakjani (2016: 3) also argues that through pronunciation, students will gain a lot of information not only know sounds and sound features but improve their speaking as immeasurably as well. Thus, pronunciation is desirable part in spoken English.

Another significance of pronunciation is it can guarantee the communication effectively. Pronunciation displays the quality of the speakers' language ability as well as creates good impression (Zhang, 2009: 35). Furthermore, Zhang (2009: 35) adds that having accurate pronunciation ease the people to understand the speaker easily and be willing to listen to the speaker. Moreover, other people will more understand if the speaker uses accurate pronunciation although there are some grammatical inaccuracies (Gilakjani, 2016: 3).

On the contrary, poor English pronunciation may confuse people and lead to unpleasant talking and misunderstanding, even if the speakers use advanced English grammar and vocabulary. Besides, limited pronunciation skill will make learners lose their self-confidence and give negative influence for learners to estimates their credibility and ability (Morley in Zhang, 2009: 35).

3. The Elements of Pronunciation

Pronunciation has two main features. Those are segmental features which include individual sounds; vowels and consonants, and suprasegmental features which include features beyond the sounds; such as pitch, intonation,

stress, and rhythm. For further discussion, segmental and suprasegmental features are described in the following paragraphs.

a. Segmental Features

The first feature is segmental features or segmental phonemes. It is the speech sounds that are used in word. According to Ramelan in Dewi (2009: 11), segmental features or just segmentals refer to the sound units which are arranged in sequential order. In other words, it is described as the sound units of an utterance that are represented by phonetic symbol. Thus, segmental features are grouped into vowel and consonant.

1) Vowel

Vowel sounds are produced when the air goes freely from the larynx to the lips. According to Kelly (2000 : 29), vowels are articulated when a voiced airstream is shape using the tongue and the lips to modify the overall shape of the mouth. Hence, all vowel sounds are voiced. Whereas the function of organs in mouth cavity is to modify the shapes and sizes of vocal tract that give dirrefent qualities of vowel sounds. Vowel sounds are classified According to: 1) which part of the tongue is raised, 2) the degree of tongue height, and 3) the position of two lips, McMahan (2009: 69-71).

Principally there are 20 English vowels. Those are distinguished as pure vowels (monophtongs) and diphtongs. Pure vowels are represented by single character. The vowels stay fairly

consistent from the beginning of its production to the end (McMahon, 2009: 73). Pure vowels consist of long and short vowel. Long vowels are characterized by two dots or semi colon /:/. English long vowels are /i:/, /a:/, /u:/, /ɔ:/, and /ɜ:/. Meanwhile English short vowels are /ɪ/, /ə/, /ɒ/, /ʌ/, /ʊ/, /ɛ/, /æ/.

Table 2.1 the English Vowel

/æ/ unrounded open to half open front vowel sound	/ɛ/ unrounded half-close to half open front vowel
/i:/ unrounded close front vowel	ɪ/ unrounded half-close to close front vowel
/ə:/ unrounded half-close to half-open central vowel	/ə/ unrounded half-open to half-close central vowel
/ɔ:/ rounded half-open back vowel	/ɒ/ rounded open back vowel
/u:/ rounded close back vowel	/ʊ/ rounded half-close to close back vowel
/ɑ:/ unrounded open back vowel	/ʌ/ unrounded open to half open Centro back vowel

Diphthong is a combination of two vowel sounds. Diphthongs are produced by making a change in position from one vowel position to another vowel position (Kelly, 2000: 34). English diphthongs categorized into centering and closing diphthongs. Centring diphthongs ends in sound /ə/. Those are /ɪə/, /eə/, and /uə/. In other hand, closing diphtongs glide toward /ɪ/ and /u/. Those ends in /ɪ/ are /eɪ/, /aɪ/, and /ɔɪ/. Then, those that glide towards /u/ are /ou/ or /əu/ and /au/.

Table 2.2 the English Diphthongs

/eə/ low front-centring diphthong	/au/ front-back closing full diphthong
/ɪə/ high front-centring diphthong	əʊ/ back-back closing half diphthong

/ʊə/ is a high back-centring diphthong	/ɔɪ/ back-front closing full diphthong
aɪ/ front-front closing full diphthong	/eɪ/ front-front closing half diphthong

2) Consonant

All speech sounds are produced when there is some obstruction made by human speech organs against the air flow. In producing consonant sounds the obstruction mainly take place in mouth cavity by two articulators. Kelly (2000: 47) states that consonant is formed by interrupting, restricting or diverting the airflow in variety of ways such as; place of obstruction, manner or obstruction, and the activity of vocal cords. The English consonant sounds that have been grouped According to the three variables are displayed in the following table.

Table 2.3 English Consonant Sounds

/p/ is a voiceless bilabial plosive	/ŋ/ is a voiced velar nasal
/t/ is a voiceless alveolar plosive	/l/ is a voiced alveolar lateral
/k/ is a voiceless velar plosive	/j/ is a voiced alveolar semivowel
/f/ is a voiceless labio-dental fricative	/w/ is a voiced bilabial semivowel
/θ/ is a voiceless dental fricative	/v/ is a voiced labio-dental fricative
/s/ is a voiceless alveolar fricative	/ð/ is a voiced dental fricative
/ʃ/ is a voiceless palate alveolar fricative	/z/ is a voiced alveolar fricative
/h/ is a voiceless glottal fricative	/ʒ/ is a voiced palate alveolar fricative
/tʃ/ is a voiceless palato-alveolar affricate	/b/ is a voiced bilabial plosive
/dʒ/ is a voiced palate-alveolar affricate	/d/ is a voiced alveolar plosive
/m/ is a voiced bilabial nasal	/g/ is a voiced velar plosive
voiced alveolar nasal	/r/ is a voiced alveolar approximant

b. Suprasegmental Features

The second feature of pronunciation is suprasegmental features or suprasegmental phonemes. Suprasegmental features always accompany the production of segmental features. It refers to several features such as stress, pitch, intonation, and other features that always exist in the production of segmentals as well as speech, Ramelan in Dewi (2009: 11). It is called as suprasegmental because they exist only with segmentals. Therefore, suprasegmentals cannot be studied separately without the presence of segmental features.

There are three suprasegmental features that accompany the production of segmentals. There are three suprasegmental features which are important in English (Herman, 2016: 2). First, word stress and sentence stress. Stress refers the degree of loudness with which a syllable is pronounced to give it prominence. Second, pitch. It is defined as the degree of highness or lowness of tone in syllable. There are four pitch levels; /4/, /3/, /2/, /1/ starting from the highest to the lowest one. Third, intonation. It is the going up and down of pitch over different syllable in an utterance. Thus, intonation is classified into raising and falling intonation.

B. Pronunciation Problems

1. Reasons for Pronunciation Problems

A foreign language learner will obviously face learning problems including

in acquiring target language pronunciation. Different elements between the students' native language and the target language cause pronunciation problems. The greater the difference between two languages the more difficult for the students to acquire the foreign language pronunciation, (Ramelan in Dewi, 2009: 12). There are some elements that are different between Javanese and English languages (Ramelan in Sugiarto, 2013: 15-17).

First, the absence of a number of English sounds in Indonesian phonological sound system. Those are completely new for the students. The sounds are /θ, ð, ʃ, ʒ, ʒ, v/. In addition, Baso (2013: 128) find that English sounds /æ, ʌ, ɜ, v, θ, ð/ are not commonly used in Indonesian as well as Javanese language. The existence of the aforementioned sounds become problems for Javanese students since their speech organ never been trained to produces the sounds. As a result, the students tend to replace to sounds with the sound that is closely alike.

Second, several sounds have the same phonetic features but differ in the distribution: when and where it exists in utterance. Voiced stop consonant /b, d, g/ are found in both Indonesian and English. In English, stop consonants exist in initial, medial, and final position. Nonetheless, in Indonesian the sounds occur only in initial and medial position. Occasionally exist in final position as voiceless stops. For that reason, it is not surprising that Indonesian students seem to be problematic in pronouncing final voiced stops.

Third, a number of similar sounds are found in Indonesian and English

but have different allophones. For instance, is the voiceless stop consonants /p, t, k/. Indonesian phonological system stops only have one allophone variant. Thus, the phonetic features will be not changed either in initial, medial, or final position. In the contrary, in English the stop consonants have some allophones: it is aspirated when occur in stressed syllable and un-aspirated in unstressed syllable. As the result, the students feel hard to pronounce English aspirated voiceless stops in stressed syllable.

Fourth, similar sounds in Indonesian and English which are differ in the phonetic features. For instance, /ʃ, ʒ, dʒ/ are similar with Indonesian sound but they are phonetically different. Therefore, the students need effort to recognise the phonetic features. In accordance, Suwartono (2006: 46) also claims that there is inconsistency within the writing and its pronunciation in English. It can be the main pronunciation problems face by Javanese learners of English.

Fifth, consonant cluster may hinder the students to acquire correct pronunciation. A sequence of consonants that are found in one syllable, for instance in words *speak*, *spread*, *straight*. The Indonesian students find it difficult to pronounce consonants cluster. It is happened because in Indonesia, certain words are usually composed by consonant-vowel, or in the contrary.

In conclusion, pronunciation problems that are faced by the students are essentially caused by the different features between student's language and the target language. Thus, the aforementioned phenomenon concerned with several things: 1) the ability to identify the foreign sound, 2) the ability to hear and

identify the acoustic quality of the foreign sound, 3) the ability to move the speech organ (Ramelan in Dewi, 2009: 13).

C. Teaching Pronunciation

Teaching pronunciation is considered important. However, it tends to be neglected in classes. The foreign language learners need to learn language understandably. It is confirmed by Goodwin in Ariyani et. al. (2012: 2), the goals of teaching pronunciation are to enable the students to understand and be understood, to build their confidence, and to enable them to monitor their speech. However, a learner who keep making mistake in pronouncing a range of phonemes can be extremely difficult for a speaker from another language community to understand (Kelly, 2000: 11). This may be frustrating for the learner in understanding and being understood by either native or non-native speaker.

Many foreign learners of English encounter difficulties in acquiring pronunciation. The inaccurate use of segmental and suprasegmental features can cause problems. Thus, appropriate technique is required. Kelly (2000: 16) in his book mentions several recommended techniques to teach pronunciation. Those are drilling, chaining, and minimal pairs. In accordance with Kelly, Suwartono (2006: 43) uses dubbing as a technique to teach pronunciation. It is said that pronunciation teaching should be creative and active. Also, provides many activities and exercise in pronunciation.

D. Testing Pronunciation

Pronunciation is involved in the assessment of oral language proficiency and performance. Testing pronunciation is not only to evaluate knowledge and award grades, but to motivate students to be sensitive to English pronunciation as well. To test pronunciation, there are several techniques to be considered. According to Alabbasi (2007: 16-20), the techniques are categorized based on sound production and sound recognition. Sound production techniques are interview, read aloud, speech samples, paper and pencil test. While sound recognition techniques are sound to phonemic symbols, minimal pairs of words, and sound to pictures.

One of the most common techniques to test pronunciation is to have students read the given words aloud. In testing pronunciation, reading aloud has several benefits such as; 1) monitoring pronunciation, 2) easy to prepare, 3) test all pronunciation features. However, there are several important things that should be considered. Reading aloud is limited to those who can read. Also, reading aloud is easy to make the students to be embarrassed when reading, (Ocvika, 2017:20-21). Thus, when conducting pronunciation test using reading aloud the atmosphere should not make the students under pressure.

E. Javanese Language

As the other islands, Java also has regional language known as *Basa Jawa* (Javanese language). It has fairly wide area coverage and the number of speakers is

quite large. Javanese is the language that officially used among the citizen of Central Java, East Java, and Yogyakarta. However, it is also used outside Java such as in West Sumatra, North Sumatra, Lampung, Jambi, and South Sumatra. Thus, more than 80 million speak Javanese, Suryadi (2014:244). Javanese does not have status of an official language of Indonesia instead it does have status of a regional language. Suryadi (2014:244) says that the main function is as a marker of identity that is used for communication means in the family environment, Javanese community, and ceremonial traditions.

1. Javanese Phonological System

Same with English, Javanese phonological system also consists of segmental and suprasegmental features. The segmental features are classified into vowel and consonant. The suprasegmental features are referred into stress, pitch, and pause. The production of Javanese segmental features whether vowel or consonant is the same with English segmental features. The detail classification of both Javanese vowel and consonant will be discussed in the following section.

a. Vowel

The classification of Javanese vowel sounds are the same with English sounds. It is based on the part of the tongue that is raised, the degree of tongue height, and the position of two lips. According to Chaer (2013), Javanese language has 8 vowel sounds. Those are /I, i, e, E, a, ə, u, o/. In

English phonological system, vowel sounds are classified into pure vowel and diphthong. However, it is not happened in Javanese phonological system. According to Chaer (2013), Javanese sound system did not consist of diphthong. Hence, the classification is only vowel and consonant.

b. Consonant

The classification of Javanese consonant sounds are the same with the English consonant sounds. It is based on three variables; place of articulation, manner of articulation, and voicing. According to Chaer (2013), Javanese has 22 consonant sounds. Those are /p, b, m, w, d, t, n, l, r, dh, th, s, z, h, f, v, k, g, ŋ, c, j, y/.

There are three suprasegmental features that accompany the production of Javanese segmental features. According to Chaer (2013), those are stress, pitch, and pause. The first feature is stress. Stress refers the degree of loudness with which a syllable is pronounced to give it prominence. The second is pitch. It is defined as the degree of highness or lowness of tone in syllable. The third feature is pause. It is the short stop in speech. It could be happened between syllables, phrases, clauses, and sentences.

2. Javanese language interference

Javanese language has unique characteristics. The unique relies on its dialect. Certain Javanese dialect is pronounced clear, explicit, with short intonation and stressing in some parts. The others, have longer intonation

whenever pronouncing a sentence that is ended with vowel. Another characteristic of Javanese language is stated by Hakim (2012: 245), Javanese people use to speak with heavy Java accent. It is also mentioned that in daily conversation almost all part of Javanese language is stressed. As a result, it is transferred when a Javanese learn English pronunciation. A study by Hakim (2012: 255) proves that most of Javanese students still use Javanese accent emphasized when speaking English. It indicates that there is interference from the students' habit of their native language or Javanese language towards the target language features (Weinrich in Suwartono, 2000: 4). Native language interference might hinder the learners to acquire correct English pronunciation.

2. Javanese Students' Pronunciation Problems

As other English learners, Javanese students also face several difficulties on English pronunciation. First, Javanese students find it hard to move their speech organs. Especially, to produce English sounds that do not exist in Javanese (Baso, 2013: 128 and Hakim, 2012: 255). It results in incomplete acquisition. Second, there is a tendency to replace the target sounds with the Javanese sounds as well as to articulate the words as its phoneme (Laila, 2012: 58). It is happened mostly when Javanese students do not know how to pronounce certain word. Third, 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 (Herman, 2016: 5). In

addition, omitting and adding phoneme are frequently done by Javanese students (Laila, 2012: 58). For instance, adding phoneme /n/ in word *the* as /nthe/ as well as omitting aspiration in word *pull* /p^hul/ as /pul/.

F. Factors Affecting Pronunciation Acquisition

1. Age

Age has been considered as one of crucial factors for successful of second and foreign language acquisition. In learning language, the younger is the better especially for achieving the target language pronunciation. The ability to acquire language is biologically linked to the age, Schouten in Ying, 2017: 44). There is a period of life to acquire language faster and easier. Thus, beyond the period the acquisition of language become more difficult. According the Critical Period Hypothesis proposed by Lenneberg in Ying (2017: 44), the critical period starts from early infancy until puberty. It is believed one can acquire language optimally in that critical period. The CPH is also proved in psychologically perspective. Ellis in Yoko (2018: 310) states that in using the target language, children have better motivation and lower anxious. Ellis also adds that children store the L1 and L2 knowledge in different parts of their brain.

Learning language beyond the critical period makes the learners struggle in acquiring pronunciation of the target language. It is supported by Miller in Zhang (2009: 38-39), that says CPH is really exist due to some people who learn

English beyond the critical period pass hard time achieving correct pronunciation. Tran in Yako (2018: 310) also proves in his research that says someone who learns a new language after the critical period, is hard to erase the foreign accent despite how much effort and talent that person has. In accordance, Nation and Newton in Zhang (2009: 38) claim that if the students commence to speak in second language before six years old, the accent will not exist. If the students start to speak in L2 within seven to eleven years old, the accent will slightly exist. If the students begin to speak in L2 after puberty, the accent obviously exists. The meaning of accent is the students L1.

2. First Language

Learning difficulties will obviously arise when a student learn a foreign language. Focusing on pronunciation, those difficulties deal with the learning of new sound system. Most of English as Foreign Language (EFL) students have been speaking their mother tongue since childhood. The students' speech organs have been deeply implanted to produce the speech sounds of their native language. Hence, that the EFL students difficult to acquire correct pronunciation can be easily understood. According to Ramelan in Dewi (2009: 17), it is caused by the movement of the speech organs that never been trained to produce the foreign sounds in this case is English sounds. For that reason, Nation and Newton in Zhang (2009: 43) also argues that learners' first language plays a major influence in learning the sound system of another language.

All pronunciation aspects of a learner's first language such as sounds, rules, patterns, and intonation are sometimes applied when they learn a foreign language. In accordance, Avery and Ehrlich in Zhang (2009: 43-44) say that learners of a language speak the target language in different way. It can be slightly different or otherwise highly different than the native speakers do. Such condition is caused by the rules and pattern of a learner's first language that is transferred into the target language. That is why when the students start learning a new language they use the sounds from their mother tongue or first language to begin with. It often relates to cause errors either in segmental or suprasegmental features (Zhang, 2009: 43). Hence, the influence of first language is various.

That first language influence in various ways can be understood by looking at the following findings. According to Zhang (2009: 44), there are three ways the native language can influence the pronunciation acquisition. First, the absence of certain sounds in native language. Second, several sounds have the same phonetic features but different in the distribution. Third, similar sounds in two languages which differ in the place of articulation or the manner of articulation.

3. Exposure to the Target Language

Exposure becomes another influential factor in acquiring pronunciation. According to Brown in Zhang (2009: 44), exposure refers to the length of time that the learners live in target language environment. On the contrary, it has been

widely known EFL that stands for English as Foreign Language defined as the use and study of English by non-native speakers living in non-English countries in which it is not commonly used in daily communication. Nevertheless, the EFL students are not living and surrounded by English environment. Hence the term exposure is well described as how often the learners use English in daily life (Zhang, 2009: 44)

The average of Indonesian-Javanese students learns English in the school. It is particularly begun when entering junior high school. Thus, most of Indonesian-Javanese students are focusing on pronunciation lately in University level. According to Rosyid (2009: 7), the students find it difficult since in the previous they do not learn such a subject. However, for some students that have learnt pronunciation before entering university level have better achievement in pronunciation. Therefore, the learners have to be aware of the necessity of being exposed to the target language.

In the 21st century, language learner's exposure to the target language is not only relying to the teaching and learning activity inside the classroom. Besides, the students may learn as well as practice pronunciation as early and as often as possible by utilizing the advance technology. Hence, Zhang (2009: 44), argues that the more the learners spend time for using English either listening or speaking, the better their English pronunciation will be.

4. Motivation

Motivation takes big contribution in acquiring pronunciation. It deals with the learners' attitude and desire toward the target language. Thus, motivation comes from inside the learners. The higher the motivation is the more possible the students can achieve their needs. Masgoret and Gardner in Tanner (2012: 9), state that higher motivation leads to higher language achievement. In addition having personal goal can influence the need and desire to achieve correct pronunciation. Thus, motivation comes as an impetus to achieve certain goal.

Motivation to acquire accurate pronunciation can be categorized into two. Gardner and Lamber in Zhang (2009: 42) group motivation into two categories: integrative and instrumental motivation. Integrative motivation means a desire of a learner to be accepted in the target language environment. Whereas instrumental motivation is defined as a desire that is only oriented to achieve understandable pronunciation for their specific purposes.

In short, having great motivation to learn a language give the students a vast chance to achieve the target language in every aspect including pronunciation. Thus, the students must be aware of all pronunciation features. Contrarily, if the students are not open to the target language and its culture, as well as do not show their motivation and empathy to the target language, the acquisition will be difficult (Terrel in Tanner, 2012: 9).

G. Previous Study

The followings present a number of studies in pronunciation as well as factors that affect pronunciation.

1. A study by Andi Baso in 2013 with the title *A Comparative Analysis between English and Indonesian Phonological Systems*. The researcher conducted a descriptive qualitative study in Faculty of Education of Tadulako University Palu. The data was gained by observation, interview, and recording. As many as 20 respondents who have passed the pronunciation practice I and II, as well as have been taught phonological system are examined. Due to the students still have problems in pronunciation. The researcher intended to do the research to find out students' pronunciation problems and the reason of students' pronunciation problems. Further, the researcher compares phonemic opposition and phonetic features between English and Indonesia. The results showed that most of the respondents face difficulty in acquiring as well as pronouncing English sounds that do not exist in Indonesian phonological systems. Those are /æ, ʌ, ɜ, v, θ, ð/.
2. A study by Hakim in 2012 *An Analysis of Phonetics b, d, g, j, dʒ, and ð into English Pronunciation for Java Students*. The reason why the researcher analysed the phonetics is due to Javanese language has heavy accent that in reality it is transferred in English pronunciation. Thus, the respondents were chosen According to the need of the researcher. 30 students of English Department in STAIN Bengkulu who were born and grew in Java are examined.

To collect the data, the researcher interviewed the respondents and observed the data recorder directly by the help of native speaker. Further, the researcher found out that most respondent still used Java stress accent in when speaking in English. Javanese male students more difficult to omit the Java stressing accent than the female students. It is caused by the organ of speech of female students are more flexible than man's. Another findings shows that most of the respondent fail to omit the Java stressing accent in pronouncing sound /d/ and /ð/.

3. A study entitled *Pronunciation Quality of Javanese of ESL Students in Producing the English Sound* by Laila in 2012 found out several facts about Javanese students' pronunciation. The data was collected through oral and written procedure. Subsequently, the researcher used the compare and contrast technique to analyse the pronunciation quality of Javanese ESL students. The results showed that 1) the respondents tend to articulate the sound as its phoneme, 2) omit and add certain sound, 3) replace the sound with Javanese sound such as /nd/ to replace /ð/, /th/ to replace /θ/, and /s/ to replace /z/.
4. A literature review on factors affecting pronunciation by Zhang entitled *Affecting Factors of Native-Like Pronunciation: A Literature Review*. Zhang found out that such factors either external or internal contribute a learner in acquiring pronunciation. The learners' native language played major influence in pronunciation acquisition. A number of sounds that are absence in learners' native language hinder the learners. Therefore, according to this research a learner has to show great motivation to achieve better pronunciation. Age factor

also contributes as it is said that the younger is the better in acquiring new language includes pronunciation. Moreover, the amount of the exposure to the target language can be a contributory factor as well.

This research is different with four previous researches in several ways. The first previous research compares the phonetic features between English and Indonesian. However, this research does not employ the same thing by comparing the phonetic features between English and Javanese. Instead, try to find out the Javanese students' difficulties on English pronunciation by testing their pronunciation. Thus, it makes this research is also different from the second previous study. This research tries to cover all English segmental features not only several of them. In addition, this research is addressed to the Javanese EFL students. It differentiates this research from the third previous research which is addressed to the ESL students. Also, the difficulties that are faced by Javanese students may be caused by factors. The third previous research states three factors affect native-like pronunciation. However, this research covers four factors affect Javanese EFL students' pronunciation.

H. Basic Assumption

Pronunciation is desirable part of English speaking. It has important role in oral communication. Having good pronunciation significantly helps to achieve better English speaking and guarantees communication effectively. However, every foreign language learner will obviously face all kinds of learning problems including pronunciation. Those problems are caused by the different elements between

Javanese and English sound system. However, several factors such as native language, age, exposure, and motivation also affect the Javanese EFL students' pronunciation.

