Volume 3

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UIN Sunan Kalijaga, Yogyakarta, Indonesia

May 28-30th, 2024

AICONICS PROCEEDINGS

CONFERENCE PROCEEDINGS

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The Practice of Coexistence in Islamic Culture

May 28th– 30th 2024
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Yogyakarta, Indonesia

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PREFACE

From The Rector of UIN Sunan Kalijaga

Assalamu'alaikum wr.wb.

Dear audience,

On behalf of UIN Sunan Kalijaga, I would like to express my gratitude to all audience coming in this prestigious and very important symposium, 3rd International Symposium on "The Practice of Coexistence in Islamic Culture" held by Faculty of Adab and Cultural Science of UIN Sunan Kalijaga Yogyakarta Indonesia in cooperation with Kırıkkale Universitesi Turkiye and Azerbaijan Islamic Institutions and Universities.

I would like to express my warm welcome to all delegations, especially speakers, resource persons, and all participants from Turkiye, Azerbaijan, Egypt, Australia, Pakistan, Thailand, Bangladesh, and of course from Indonesia. I could not mention their names one by one, but it is written in the book of the Symposium.

> *Welcome to UIN Sunan Kalijaga, Yogyakarta, Indonesia.*

I am pretty sure that your coming to the symposium will give valuable contribution to the symposium pertaining issues and discourses for the development of knowledge and science to support coexistence or living together with people of divers culture to build world peace and harmony for the better future of humans and the world.

With regards to this issue, the Indonesian government has established its ideology namely Pancasila or five principles of Indonesia ideology as follows:

1. Believe in God
2. Humanity
3. Unity of Indonesia
4. Democracy
5. Social justice for all

Based on those principles, our founding fathers have developed key principles for coexistence or living together, namely "Unity in Diversity" or "Bhineka Tunggal Ika".

Currently, the government of Indonesia, through the Ministry of Religious Affairs launched a priority program on Promoting Moderate Islam to the public. This is an effort to make the Indonesian Moslems understand well that Islam is actually a religion that promote harmony and peace. Moslems should behave moderately and full of tolerant in living together with people of different faiths and religions. It also emphasized that Moslems

should work and struggle together with people of different cultural background to promote better education and social justice for all communities.

Finally, I hope that this third international symposium or conference will be of benefit for all, academically, culturally, and religiously. Highly appreciated for your attendant and active participation.

Wish you all the best.

Wassalamu'alaikum wr.wb.

Prof. Dr.Phil. Al-Makin, S.Ag., MA.

Rector of UIN Sunan Kalijaga,

Yogyakarta, Indonesia.

PREFACE

From The Dean of The Faculty of Adab and Cultural Sciences, UIN Sunan Kalijaga

Assalamu'alaikum wr.wb.

Alhamdulillah, all praise and gratitude only goes to Allah Almighty, for all the graces and blessings that give us health and wisdom so that this 3ʳᵈ International Symposium on "The Practice of Coexistence in Islamic Culture" could be held successfully. This International Symposium is organized by UIN Sunan Kalijaga Yogyakarta in cooperation with Kırıkkale Universitesi Turkiye and Azerbaijan Institute of Theology.

This international symposium coincides with Adab-International Conference on Information and Cultural Sciences (AICONICS) which is also held annually by the Faculty Adab and Cultural Sciences. Therefore, you may see that the symposium also appears in some forms as AICONICS Conference. Thanks to the great role of the team from Kırıkkale University and also from Azerbaijan Institute of Theology that this very symposium is attended many international speakers and participants.

Similar to the previous conference, this 3-day symposium is divided according to the four scientific disciplines of Adab Faculty, i.e., Islamic History and Civilization, Arabic Language and Literature, Library Science, and English Literature. Sequentially, the symposium will be held from 28 to 30 May 2024. Each discipline has panels not only for invited speakers but also for faculty members or any scholars submitted their papers to the committee.

This booklet consists of schedule and abstracts of all the panels of the the symposium, the plenary and parallel sessions. As an international symposium, there are about 4 keynote speakers, 4 invited speakers and about 450s (offline and online) presenters from about 9 countries, i.e., Australia, Azerbaijan, Bangladesh, Egypt, Indonesia, Pakistan, Thailand, and Turkiye. Hopefully all speakers would share their papers and thought satisfactorily. This booklet aims to guide all the speakers and participants to join the panels accordingly. As this booklet is also published in PDF format, you can also easily distribute it among your colleagues so that the conference would be more fruitful for all the academics, both offline and online speakers.

Finally, I would convey my deepest appreciation to all the committee, the speakers and the participants who have greatly contributed to the success of the 3ʳᵈ International Symposium on "The Practice of Coexistence in Islamic Culture. Hopefully, we meet again soon in the next symposium in the future to come. Regards and best wishes.

Wassalamu'alaikum wr.wb.

Prof. Dr. Muhammad Wildan, MA.

Dean of Faculty of Adab and Cultural Sciences

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The Practice of Coexistence Narratives in the Founding Period of Muslim Geographic Writing: Balkh School Example

Res. Asst. Muhammad Uch
Kırıkkale University, Faculty of Islamic Sciences
Department of Islamic History
mmuccii@outlook.com.tr

Abstract

The tenth century is an extremely productive period in terms of Muslim geographical writing. As a matter of fact both the period known as the classical period and the foundations of Islamic geographical writing were laid, corresponds to the same time. The geographers have examined both the known world and Muslim lands in many aspects, including social, political, cultural, economic and religious etc. They have written reference works which have an important position for researchers. al-Yakubi (d. 292/905), Ibn Khurdazbikh (d. 300/912), al-Istakhri (d. 340/952), Ibn al-Hawqal (d. 367/977) and al-Makdisi (d. 390/1000) are the prominent and famous geographers in that century. Even though aforementioned geographers bring uniqueness on a common denominator as 'source authors', they differ from each other in terms of their division of the earth. In this reason, they put all of these matters into some context as a two main branches: Iraqi and Balkh schools.

Iraqi geography school was established earlier than the Balkh school. In addition, they differ in terms of their handling of the known world. Because the followers of the Iraqi school aimed to describe the whole of the known world. Followers of the Balkh school, on the other hand, focused on to the lands where Muslims dominated. That's why, in the works of the Balkh school, the accounts of the mutual interaction and communication of Muslims and other religious adherents are more detailed. Istakhri, Ibn al-Hawqal and al-Makdisi, who were the representatives of the school in question during its establishing period need to be discussed from this perspective. For example, Ibn al-Hawqal, in his work titled *Kitab Sirat al-Arz,* attributed a tolerant attitude to Muslims thanks to protection of the number Zoroastrian temples in the Persian region under Muslim rule. Al-Makdisi, the owner of the work named *Ahsen al-Tekasim,* limited the scope of his work by clearly stating that he did not include 'the lands of the infidels'. Therefore, al-Makdisi states that there was already an other in his lifetime and that the places where they lived were not worth seeing or even describing. Ultimately, in this paper, the experiences of Muslim geography writers on coexistence have been traced, specifically in the Balkh school and as a result, it is aimed to create a general opinion.

Keywords: Coexistence, al-Istakhri, Ibn al-Hawqal, al-Makdisi, Balkh School.

1. Introduction

What sparked my interest in this topic was to formation of my main works focused on this century (tenth) so far. For example, this period is the time of the Buyids Dynasty ruling that I prepared a master's dissertation about it. Meanwhile, the establishment of this dynasty corresponds to the founding period of Muslims geographic writings and the geographers narrated some information regarding the lands of the aforementioned dynasty that they ruled. For all these reasons, both issues (Buyids and geographic writing) are affiliated with each other. My former works' lists about Buyids and the practice of

coexistence during their reign as follows:*Shiraz City During the Buwayhid Dynasty (320-454/932-1062):* This one my MSc thesis that I have submitted to Marmara University in 2021.

1- *Diversity and Inclusion in the Period of Buwayhıds: The Example of the Persian Region:* I presented this paper in the 1st The Practice of Coexistence in Islamic Culture which was held in Azerbaijan hosted by Azerbaijan Ilahiyyat Institute in 2022.

2- *On the Possibility of Coexistence in the Period of the Buyids: The Kerh Example*I also presented this article in the 2nd The Practice of Coexistence in Islamic Culture, held in Kirikkale hosted by Kirirkkale University in 2023.

3- *The Role and End of Foundations in the Development of Scientific and Medical Centers in the Buwayhid Period:* I translated this paper from Persian to Turkish to bring difference uniqueness to our academia in this virgin field and it was published in an academic journal that named as "Akif" in 2021.[1]

2. Formation Period of the Muslim Geopraphic Writing

The tenth century is an extremely productive period in terms of Muslim geographical writing. As a matter of fact both the period known as the classical period and the foundations of Islamic geographical writing were laid, corresponds to the same time. The geographers have examined both the known world and Muslim lands in many aspects, including social, political, cultural, economic and religious etc. They have written reference works which have an important position for researchers.[2]

The names are mentioned among the representatives of the Iraqi school of geography are Ibn Khurdabikh (d. 300/912), al-Yakubi (d. 292/905), al-Mesudi (d. 345/958), Ibn al-Fakîh (d. 289/902). Beside this reality, those who constitute the Balkh geography school are Ibn al Balkhi (d. 322/934), al-Istakhri (d. 340/952), Ibn Hawqal (d. 367/977) and finally al-Makdisi (d. 390/1000). The reason why the schools are called in this kind is that their founding representatives in relation to the lands where they were born. For example, Ibn Khurdazbikh, the creator of the Iraqi school, is from Baghdad. Ibn al-Balkhi who inspired the Balkh school by name from the city of Belh in Khorasan but unfortunately his work has not survived to the present day.[3]

Although Iraq and Balkh school's approaches are based on geographical description in general, the physical spaces they included in their scope differ from each other. For instance, while Ibn Khurdazbikh who is accepted as the pioneer of Islamic geography writing and the first representative of the Iraq school produced a study by taking the whole earth into consideration, al-Istakhri acted with the aim of reflecting the physical locations that the Muslim rulers run by comparing the Iraqi school much more. In essence, we have to add that al-Istakhri was aware of the Iraq school methods which its representatives followed. He also expressed this method was used in his work, either. Moreover, when we consider that Ibn al-Balkhi lived in Iraq for the purpose of education for a while, it becomes more likely the members of the Balkh school were aware of the skills used by the representatives of the Iraqi school. After stating that the field in which the members of both schools generally focused is different, it is going to be beneficial that take a look at how they approached the well-known "Seven Climates Theory/Concept".

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[1] It could able to achieve all my interests, researches and detailed information etc. via the link below: https://independent.academia.edu/mmuuu

[2] Sayyid Maqbul Ahmad, "İbn Hurdâzbih", *TDV Encyclopedia of Islam* (Istanbul, 1999), 78-79.

[3] Ilhan Kutluer, "Belhî, Ebû Zeyd", *TDV Encyclopedia of Islam* (Istanbul, 1992).

Seven Climates Theory/Concept is a geographical division kind known and used by Muslim geographers. Even though there are some opinions that its origins are in the East, it is more reliable that this understanding is based on Greek sources. In order to grasp what is meant by "climate" at the basis of the theory, it is necessary to give some explanations on the word. Although the concept of climate (إقليم) is used in Arabic to express a concrete place, it also corresponds to the expression of weather events in the dictionaries.[4] Therefore, the word in quesiton was used by Muslim geographers in a way that included both contents.[5] As seen in the name above-mentioned the number "seven" attracts attention. Based on the existence of some cosmic verses and hadiths in the Holy Quran regarding the creation of the sky and the earth,[6] geographers generally divided the heavens and the earth into seven in the same proportion. While referring to the sky, they also mentioned the zodiac signs and presented some astronomical information; On the world level, they divided it into seven parts and examined it based on the same reference point. Thus, both the sky and the earth are divided in a similar way in terms of meaning. Meanwhile, we must express that we will handle the climate theory or concept as a physical spaces because of our matter and heading contained this kind before we have completed this section,

The part where the Balkh school of geography concentrates is Muslim's regions (bilad al-Islam). Their taking such an attitude has led to their relatively greater penetration into Islamic regions and cities and to the clarification that what is meant by the concept of "climate" is a spatial framework. In this respect, V./X. century geographer al-Istakhri, identified the Islamic lands as 20 climates: Arabian climate, Persian Sea, Maghrib, Egypt, Damascus, Greek Sea, al-Jazeera, Iraq, Khuzestan, Fars, Kerman, China, Irmeniyye/Irminiyye, Azerbaijan and Rân, Cibal, Daylam, Caspian/Caspian Sea, Sicistan, Khorasan, Transoxiana.[7] However, Istahri did not stay away from making a division about the earth and found it appropriate to describe it through four regions: Iranshahr, Greek Country, China Country and finally Indian Country.

Ibn Hawqal, another follower of the Balkh school, also distinguished Islamic regions in a similar way to al-Istakhri in his work titled *Sirat al-Arz*. Unlike al-Istakhri, his number of provisions about the places is not twenty two instead of twenty and his classification of the earth as follows: Arabian climate, Persian Sea, Maghrib, Andalusia, Sakaliyye, Egypt, Damascus, Greek Sea, Jazeera, Iraq, Khuzestan, Fars, Kerman, Sind, Armenia/Azerbaijan/Ran, Cibal, Tabaristan/Daylam, Caspian/ Caspian Sea, Sicistan, Khorasan, Transoxiana.[8]

Palestinian geographer al-Makdisi, divides Muslim's regions into fourteen spaces similar to other representatives of the Balkh school to which he belongs. He also states before the division that there is not any quote in mentioning places non-Muslims have controlled (bilad al-kuffar) and that he will include only Muslim countries: Arabian climate, Iraq, Mesopotamia/Akûr, Maghrib, Egypt, Damascus, Mashrik, Daylam, Rihab, Cibal,

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[4] Abraham Enis and others., *Mucam al-Vasit* (Kahire: Mektebeti'ş-Şurûk-ed-Düveliyye, 2004), 22.

[5] Abu al-Fadl Cemal al-din Muhammad b. Mokarram Ibn Manzur, *Lisan al-Arab* (Beyrut: Dar al-Sadr, 1300), 12/491.

[6] Al-Bakara 2/29, al-Naba 78/12-13, al-Noah 71/15, al-Talak 65/12-13, al-Fussilet 41/12.

[7] Abu Isaac Abraham b. Muhammad al-Parsi al-Istakhri, *Mesalik ve al-Mamalik* (Beyrut: Dâr-u Sâdır, 2004), 2-5.

[8] Abu al-Kasım Ibn Hawqal, *Kitab Suret al-Arz* (Beyrut: Dâru Mektebeti'l-Hayât, 1996), 14-15.

Khuzestan, Fars, Kirman, Sindh. The first six of the regions in question can be classified as an Arabian climate, and the remaining eight as a Persian climate.[9]

As can be seen above, Muslim geographers first formed two schools which have called Iraqi and Balkh within themselves in the early stages of Islamic geography writing. Afterward, they adopted a different understanding of the Seven Climate Theory, although they were not completely independent from each other. While the Iraqi school taken into consideration the entire known earth and at that time by dividing it into seven parts, representatives of the Balkh school concentrated on Islamic regions which were run by the Muslims.

3. Coexistence Narratives

As we expressed above, the Muslim geographers those who represented Balkh school focused on the regions that were ruled by the Muslims or the lands which mostly Muslim peoples settled in general. Even though, they disclosed that they will not be able to deal with the lands the Muslims do not inhabit because of the regions the non-Muslims live not worth in order to narrate. However, while the representatives discussed the Muslim lands, they had prefered to take into consideration the matter from both positive and negative sides and gave examples. That's why, we have comprised this section with two subtitles so that highlight literally their approaches, either.

3.1. Positive Instances

Balkh school representatives had travelled and observed the lands that were ruled by the Muslim dynasties and especially Samanids (AD 819-1005) regions which were named *mashrık (east direction).* They called the regions had located west of Iraq, Syria and Egypt areas as a *maghrib (west direction).*[10] After this naming stage, they had conveyed their observations which witnessed when they visited the zones. In this context, they had given some favorable instances in their extant works. The most comprehensive information on this matter belongs to Istakhri and Ibn al-Hawqal. For example, when Istakhri and Ibn Hawqal were talking about Egypt had said the domestic people of Egypt are Christian and known as Copts. They have many and huge churches. But despite this, Copts have not damaged the environment, praying places of the Muslims etc. Likewise, it has rich persons among the Copts those who love charity to the poor individuals.[11]

The Persian regions were homelands of the Mazdeans and their temples before Islam. This feature has been maintained and protected by the Muslims those who captured and destroyed the Sasanids (AD 226-651) rule. The evidence of this claim is expressions of the geographers those who witnessed the Persian zones. They had explained this topic in their works written in the tenth century. For instance, Istakhri and Ibn Hawqal had expressed that Persian region has many Mazdean temples and the individuals those who

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[9] Abu Abdillah Muhammad b. Ahmad al-Makdisi, *Ahsenü at-Tekasim fi Marifat al-Ekalim*, trans. Ali Naki Monzevi (Tahran: Şeriket-i Müellifân ve Mütercimân, 1361), 2/9-10.

[10] As known, maghrib (west direction) historically comprised three sections: maghrib al-edna (near west direction), maghrib al-avsat (middle west direction) and maghrib al-aksa (far west direction). The border [of course as it is known today] of the first one begins from Libya, the second one contains Tunisia and Algeria and the third one comprises Morocco. In essence, maghrib has not contained the Egyptian lands. Likewise, it can able to alleged that there was no such name as 'North Africa' in the classical period according to Muslims.

[11] Istakhri, *Mesalik ve al-Mamalik*, 120, 121; Ibn Hawqal, *Kitab Suret al-Arz*, 161.

settled in this area respected this buildings either Muslims or non-Muslims.[12] Meanwhile, they do not neglect to add the name of these temples as follows:

- Ferra Temple
- Barin Temple
- Karniyan Temple
- Hürmüzed Temple
- Menseriyan Temple[13]

It could be given as a final favorable example of the coexistence from Transoxiana.[14] Istakhri and Ibn Hawqal had almost expressed the same opinions on these lands:

Human beings inhabiting Transoxiana are like living in one home. A person who visits his one friend's house is like going to his own house. No one is disturbed by a guest here. The home's hosts offers all his resources to his guests. He is generous in spending his wealth. Everyone here is ready to host guests all day long. This region is the most fertile of the Islamic countries and its peoples are the ones who give the most alms. They love to help each other a lot. They use the weapons in their hands to destroy evil and make goodness prevail.[15]

After we completed this positive instances section by giving some narratings, can able to move onto the new subtitle topic.

3.2. Negative Instances

As it can be seen above, the Muslim geographers had sampled some instances like Egypt, Persian and Transoxiana regions. These were favorable. At the same time, they had witnessed some strange applications according to them and recorded those instances in their opinion with their own word reservoirs. The most famous geographer who follows these special and negative methods in general is al-Makdisi.

As it is known al-Makdisi had a Palestinian Arab origin. Besides this, he had traveled the lands in which enrolled. He was an interpreter of the Holy Quran, traveler, geographer and expert in Arabic grammar. But what's significant to us is his geographer aspect.

Al-Makdisi had exemplified some unfavorable samples in his extant work entitled Ahsen al-Tekasim. When he was talking about the *Sahristan* the capital of Curcan had located in the Daylam region, he had conveyed:

You see the people here on the camel's back split into two during the Eid al-Adha. They beat and injure each other. They don't know what they are doing. There is a constant atmosphere of murder. There is ruthless competition between the Hanafis and the Shafiis.[16]

There is another instance that can be found in Makdisi's book. This narrate belongs to Shiraz (this city became the capital of the Persian lands after its foundation, before this event the capital was Istakhr)[17] people. Al-Makdisi had conveyed:

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[12] Istakhri, *Mesalik ve al-Mamalik*, 136, 137; Ibn Hawqal, *Kitab Suret al-Arz*, 241.

[13] Ibn Hawqal, *Kitab Suret al-Arz*, 274.

[14] This land had been named by the Muslim geographers as a Mavera-al-Nahr. Nahr is an Arabic word and the equivalent of its in English is river. The meaning of the river is Ceyhun River/Amu Darya in the classical period of Muslim geographic writing.

[15] Istakhri, *Mesalik ve al-Mamalik*, 287; Ibn Hawqal, *Kitab Suret al-Arz*, 465-466.

[16] al- Makdisi, *Ahsen al-Tekasim*, 2/360.

[17] For detailed information about foundations of Shiraz city, see: Muhammed Uç, *Shiraz City During the Buwayhid Dynasty (320-454/932-1062)* (Not Published: Marmara University Institute of Social Sciences, 2022), 20-22.

Their language is rough, their customs are wild. Their rulers are cruel, their merchants are swindlers. All the people here are masters of lying. The beggars cry so loudly that you cannot even listen to the Friday sermon because of their voices. The city is decorated on the feast days of the infidels. The people in the city are as if they were living in prison. Taxes are very heavy. Do not seek justice and rights here.[18]

4. Conclusion

As it is aforementioned, the representatives of the Balkh geographic writing school like Istakhri, Ibn al-Hawqal and al-Makdisi had given some positive and negative examples of the coexistence between human beings from different sides of the Muslim lands. Sometimes had focused on the Muslims and other times followed the relationship among the non-Muslims those who settled in Egypt, Persian or Transoxiana. In this paper, we have wanted to provide a basic perspective regarding the schools that were founded in the tenth century A.D. by the Muslim geographers and coexistence narratives in the light of the Balkh school representatives. We have tried to achieve this aim but discretion belongs to the reader.

Despite all this, we know this topic has huge and most comprehensive meanings. Because of this reason, it is hoped that this paper become an introduction to this matter for other research articles or probably dissertations. That's why, it must be focused on the coexistence narratives regarding the lands one by one either belongs to Muslims or non-Muslims. Besides this, we could not elaborate on Iraq school representatives. Most likely their works can contain more detailed information on the coexistence matter because they examined the non-Muslim regions, too.

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[18] Al-Makdisi, *Ahsen al-Tekasim*, 2/446.

Allophonic Variation of Phoneme /r/ on Thai-English Speakers

Nicky Triaskandi Algifari[1], Suci Istiqomah[2]
[1]UIN Sunan Kalijaga, Indonesia
[2]UIN Sunan Kalijaga, Indonesia

Abstract

This study examines the allophonic variation part of the phoneme /r/ among Thai speakers, focusing on how this variation affects pronunciation. The research emphasizes that Thai students often experience difficulties in English pronunciation due to the absence of certain phonemes in their native language, especially the phoneme /r/. Using a qualitative method, the researcher analyzed the pronunciation of /r/ by Thai speakers in different word positions (front, middle, behind) through voice recordings. The findings show that Thai speakers exhibit four main allophonic variations for the phoneme /r/: [ɹ], [r], [l], and [Ø]. These variations are influenced by the speakers' native Thai dialect, which affects their ability to pronounce English /r/ accurately. The results show that while pronunciation differences do not significantly change the meaning of words, the differences may cause comprehension difficulties. The Thai dialect has an effect on the pronunciation of sounds in English which has an impact on the sound changes in the language. In the case above, the object who is Thai more often pronounces the phoneme /r/ with allophones [ɹ], [Ø], or [l]. This study also proves that mistakes in English pronunciation can change the meaning of the language itself.

Keywords : Allophonic Variation, Phoneme /r/, Phonetic, Phonology

1. Introduction

The human is a social creature where no one can live individually (Iffah & Yasni, 2022). They will always need the help of others. As they interact or socialize, they will use communication equipment as an intermediary. Communication is a tool used by humans to influence others, create changes in their own attitudes, motivate those in need, and build relationships with others in order to build relationships (Faridah, 2019). Communication is very important and needed in daily life. If there is no communication, the activity may not succeed in accordance with the goals set (Sholihat, 2019). According to Raymond S. Ross, communication is a process of sorting, selecting, and sending symbols in such a way as to help listeners evoke meanings or responses from their thoughts that are similar to what the communicator intended (Dani Vardiansyah, 2008).

Communication occurs while socializing (*Jaba Sitepu*, (2017)). The communication can be studied in the study of phonology. Phonology as a field of linguistics will study fully to analyze a language's sounds produced from human speech organs (Azizah & Nugraheni, 2020). The way of communication or pronunciation from one group to another group varies. Each country has its own language. Language is something that grows from within the subject that speaks in real terms with a deliberate purpose where every speaker will speak consciously having an intentional purpose (Martinez & Martínez del Castillo, 2015). Language is something that comes from a speaking subject owned by humans to communicate or convey ideas, thoughts, aims, and objectives to others (Budiarsa, 2015). As we know, the language in each country is different (Rohmah, 2005).

However, there is a language that is used in almost every country. English is one of the international languages used to communicate throughout the world, therefore almost every country learns English in order to facilitate communication in the global arena that

will be faced by future generations (Dewi, 2013). Thailand, where the Thai government has voiced to build an English-Thai language teaching program in several subjects that must be implemented in public schools at all levels of education since 2002 (Dr. Ir. Yunardi, 2014). However, most students from Thailand have difficulties when speaking English (Nampetch, 2019). Learning the English language has been a major challenge to Thai students, especially in pronunciation. This challenge is because of the lack of some letters in their language. It is, therefore, a major problem for them to pronounce some English words. It is difficult for them to incorporate the new letters into reading, especially at older ages. These students may get humiliated if they are learning amongst good English speakers. They might lack the confidence to read aloud due to their pronunciation problems (Aburizaiza, 2013).

The difficulties experienced by Thai people are usually due to the dialect that is inherent in them. Usually, they have the wrong pronunciation of the letters, or there is a difference between Thai and English speakers' Allophone (Hudak, 2018). According to the mark, allophones are variants of phones derived from a single underlying phoneme. In the field of phonology, allophones are one of several possibilities that the spoken sound is the result of human speech organs being used to pronounce a single phoneme (Simões, 2022). This allophone can be important because allophones in a foreign language that do not occur in the native language must be learned as a new type of phonetic behavior. Because there are various variations of allophone pronunciation in Thai people, from this problem, the researcher is interested in conducting research with the title "Allophonic Variation of Phoneme /r/ on Thai-English Speakers".

From the description above, there are several problems in this study, including the difference between the allophone phonemes /r/ in Thai and English people, as well as differences in the pronunciation of the phoneme /r/ in Thai people. Is this important and influential in changing the meaning of the word itself and the aim of this research is to find out the differences in variations of phoneme /r/ in Thai and English people, and also to find out whether the difference in pronunciation of phoneme /r/ with different allophones will change the meaning of the word itself.

2. Method

This study uses qualitative methods because in this study the aim is to obtain descriptive data in verbal form. A qualitative research method is a research method used to research on natural object conditions, where the researcher is the key instrument, data collection techniques are carried out by triangulation, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization (PupuSaefulRahmat, 2009.). Therefore the researcher decided to use a qualitative method. The researcher chose the main focus of this analysis to examine the allophones of the phoneme /r/.

In this study, observations were made by observing the pronunciation of the phoneme /r/ in Thai people. Obtaining data by asking the subject to read a paragraph that has been provided by the researcher and in which there are words containing the phoneme /r/. Participants sent voice messages containing recorded reading paragraphs to be analyzed by researchers via the DM (direct message) feature on Instagram (Siska Dahlia, 2021). The researcher collected data and downloaded the voice messages, then the researcher listened and observed the pronunciation of allophones contained in the sound of words containing the phoneme /r/ from each participant and compared them with the topphonetic as a transcript reference. This Topphonetic is a website that functions to view the transcript of a word from English. In this study the researcher provided 5 phonemes [r] in front, 5

phonemes [r] in the middle, 5 phonemes [r] behind in the form of paragraphs in English for analysis, as follows :

The **rest** of the animals lived in **fear** of the **tiger** because he was the biggest and most powerful animal. Whole day, they **feared** that they would be hunted down and gobbled up by the powerful animal, tiger. All of them were **scared**, the deers were scared, even the crocodiles were scared, but can't do anything about the **fierce** tiger. The one and only animal who was not scared of the powerful fierce tiger was the **clever rabbit**. He nests in a **burrow** beneath the ground and occasionally came out **for** food when he was pretty sure that the powerful animal was asleep and the jungle was safe for him. But the rabbit was also nice and magnanimous, and he felt **sorry** for the animals of the jungle that were forced to live in fright of the powerful animal here.'That is absurd!' **roared** the tiger. 'I am the biggest and most powerful tiger of them all, and hold on, I will devour you up **right** now to prove it!' 'But I am telling the validity,' said the rabbit. 'This tiger arrested my brother and remind me that he would be back to challenge any animal who thought that they were bigger and **stronger** than he was.' 'Now you must keep your promise and **rescue** my brother,' said the clever rabbit.

Table 1. Words with fonem/r/

Front	Middle	Behind
Rest	Feared	Fear
Rabbit	Scared	Tiger
Roared	Fierce	Clever
Right	Burrow	For
Rescue	Sorry	Stronger

The researcher used the tophonetics reference to help transcribe all the phonemes /r/ and to compare the allophones of Thai students with those of English speakers. The data will be analyzed in multiple steps, i.e. firstly, the researcher will transcribe the recorded data, secondly, the researcher will analyze the transcribed data and compare it with the actual transcription to identify the differences in the allophone phoneme /r/ in English, furthermore, describe the results, and finally draw conclusions.

3. Literature Review

There is one study related to this research. This research was written by Kalimatus Syarifah and Misnadin, S.S., M.A., Ph.D. This study aims to find differences in vocal allophones in Madurese spoken by singers from Madura in traditional Madurese songs. This research was conducted by taking words containing vowel phonemes and allophones in traditional Madurese songs. From the studies found, it can be concluded that the authors

found 44 data on types of vocal allophones which were classified as 4 data belonging to vocal allophones. [-high] vowel has 24 data and [+] vowel has 20 data. (Kalimatus Syarifah, 2013). The writer concludes that the most frequently used type of vowel allophone is the [-high] vowel. The similarity between this thesis and the researcher's thesis is the method, the method used by the writer is a qualitative method where the researcher looks for allophones in a phoneme contained in a word. While the difference between this thesis and the researcher's thesis is part of the objective, the authors aim to find differences in vowel allophones in Madurese, while the researchers aim to determine differences in variations of the phoneme /r/ allophones in Thai people.

4. Finding and Discussion

In their findings, the researcher collected the sound messages obtained from the six subjects studied and collected allophones for words containing the phoneme /r/ namely, rest, fear, fear, rabbit, fear, tiger, roar, fierce, smart, true, burrow , for, save, sorry, stronger, which is found in the paragraph and the researcher classifies it into the location of the phoneme /r/ which is in front, phoneme /r/ which is in the middle, phoneme /r/ which is at the end based on the formulation of the problem researchers included in this study. From the data analysis, the researcher obtained and collected 15 words located in the paragraph where the word has the phoneme /r/ and the researcher found 4 types of allophones in the phoneme /r/, namely allophones [ɹ], allophones [r], allophones [l], and allophones [Ø]. A description of the allophone variations found in the phoneme /r/ obtained by the researcher is described below. Information:

[ɹ]   : Called the neutral r in RP, not a variation of a syllable. The articulation is in the approximant post-alveolar lens.

[r]   : Called as the rolled r, and a trill r. The articulation is located in the lens alveolar roll. This sound is not voiced in RP but is voiced in Scottish, north of Germany, Irish, Austrian, and Bavarian.

[l]   : Called the neutral l or l clear, and the articulation is in the approximate alveolar lens.

[Ø]   : No sound

Table 2. Words with Phoneme /r/ in front

	Rest	Rabbit	Roared	Right	Rescue
Speaker 1	[r]	[r]	[ɹ]	[r]	[r]
peaker 2	[r]	[r]	[ɹ]	[r]	[r]
Speaker 3	[l]	[l]	[l]	[l]	[l]

Speaker 4	[l]	[r]	[r]	[r]	[r]
Speaker 5	[r]	[r]	[ɹ]	[r]	[r]
Speaker 6	[r]	[r]	[ɹ]	[ɹ]	[r]

Based on the data in the table above, the pronunciation of the phoneme /r/ which comes before the word mostly uses the allophone [r]. In the first word is "rest" speakers 1,2,5 and 6 pronounce the phoneme /r/ with allophone [r], and speakers 3 and 4 pronounce the phoneme /r/ with allophone [l]. The second word is "rabbit" speakers 1,2,4,5 and 6 pronounce the phoneme /r/ with allophone [r], meanwhile, speaker 3 pronounces the phoneme /r/ with allophone [l]. The next word is "roared" speakers 1,2,5 and 6 pronounce the phoneme /r/ with allophone [ɹ], speaker 3 pronounces phoneme /r/ with allophone [l], and speaker 4 pronounces phoneme /r/ with allophone [r]. Kata "right" speakers 1,2,4 and 5 pronounce the phoneme /r/ with allophone [r], however, speaker 3 pronounces phoneme /r/ with allophone [l], and speaker 6 pronounces the phoneme /r/ with allophone [ɹ]. The last word is "rescue" speakers 1,2,4,5 and 6 pronounce the phoneme /r/ with allophone [r], however, speaker 3 pronounces the phoneme /r/ with allophone [l].

From the explanation above, the writer has found several differences in the pronunciation of the phoneme /r/ spoken by six participants. Most of them pronounce the five words above (rest, rabbit, roared, right, rescue) or words that use the phoneme /r/ in front by using the allophone [r]. The pronunciation of the phoneme /r/ in the words above by speaker 1,2,4,5,6 turns out to be the same as the pronunciation (transcript) in the tophonetics, namely the words *rest* /rest/, *rabbit* /'raebit/ , *roared* /rɔrd/, *right* /rait/, *rescue* /reskyu/. But researchers have found differences in the pronunciation of the phoneme /r/ by speaker 3 which is replaced by the phoneme /l/ by sounding the allophone [l] in all the words above, this is because the third speaker always uses everyday Thai without any mixture of other languages used.

Table 3. Words with Phoneme /r/ in middle

	Feared	**Scared**	**Fierce**	**Burrow**	**Sorry**
Speaker 1	[Ø]	[ɹ]	[Ø]	[ɹ]	[ɹ]
Speaker 2	[ɹ]	[ɹ]	[ɹ]	[ɹ]	[ɹ]
Speaker 3	[Ø]	[Ø]	[Ø]	[l]	[l]
Speaker 4	[ɹ]	[ɹ]	[ɹ]	[ɹ]	[ɹ]

Speaker 5	[ɹ]	[Ø]	[Ø]	[ɹ]	[ɹ]
Speaker 6	[ɹ]	[ɹ]	[Ø]	[ɹ]	[ɹ]

Based on the data in the table above, the pronunciation of the phoneme /r/ in the middle of a word mostly uses allophone [ɹ]. The first word is "feared", speakers 2,4,5, and 6 say the phoneme /r/ with allophone [ɹ], meanwhile speakers 1 and 3 pronounce the phoneme /r/ with allophone [Ø]. The second word is "scared" speakers 1,2,4 and 6 pronounce the phoneme /r/ with allophone [ɹ], however, speakers 3 and 5 pronounce the phoneme /r/ with allophone [Ø]. The next word is "fierce" speakers 1,3,5 and 6 pronounce the phoneme /r/ with an allophone [Ø], meanwhile, speakers 2 and 4 pronounce the phoneme /r/ with an allophone [ɹ]. The fourth word is "burrow", speakers 1,2,4,5, and 6 pronoun the phoneme /r/ with allophone [ɹ], and speaker 3 pronounces the phoneme /r/ with allophone [l]. The last word is "sorry" speakers 1,2,4,5 and 6 pronounce the phoneme /r/ with allophone [ɹ], meanwhile speaker 3 pronounces the phoneme /r/ with allophone [l].

In the second data, the writer found several differences in the pronunciation of the phoneme /r/ spoken by six participants. The majority of them said the five words above (feared, scared, fierce, burrow, sorry) or words that have the phoneme /r/ in the middle using the allophone [ɹ]. Speakers 1,2,3,4,5,6 pronounce the phoneme /r/ in the words feared, scared, fierce, burrow, sorry, and it turns out that their pronunciation is different from the tophonetic pronunciation (transcript), namely *feared /fɪrd/, feared /skɛrd /, fierce / fɪrs/, liang / liang/, sorry /ˈsari/*. From the data above it can be seen that speakers 2 and 3 always use the allophone [ɹ] in pronouncing the words provided. Speaker 2 can pronounce the allophone [ɹ] consistently / successively because speaker 2 always uses English in everyday life even though it is between 2 other languages, namely Malay and Thai, but speaker 4 can pronounce the phoneme /r / with the allophone [r] because he studied at the English Literature study program but he uses his mother tongue, Thai.

Table 4. Words with Phoneme /r/ in behind

	Fear	Tiger	Clever	For	Stronger
Speaker 1	[ɹ]	[ɹ]	[ɹ]	[Ø]	[Ø]
Speaker 2	[ɹ]	[Ø]	[ɹ]	[Ø]	[Ø]
Speaker 3	[Ø]	[Ø]	[Ø]	[Ø]	[Ø]
Speaker 4	[ɹ]	[ɹ]	[ɹ]	[ɹ]	[Ø]
Speaker 5	[ɹ]	[ɹ]	[Ø]	[Ø]	[Ø]

Speaker 6	[ɹ]	[ɹ]	[Ø]	[Ø]	[Ø]

Based on the data in the table above, the pronunciation of the phoneme /r/ at the end of a word, namely fear, tiger, clever, for, and stronger, they use more allophones [Ø]. The first word is "fear", speakers 1,2,4,5, and 6 pronounce the phoneme /r/ with the allophone [ɹ], while speaker 3 pronounce the phoneme /r/ with the allophone [Ø]. The second word is "tiger" speakers 1,4,5 and 6 pronounce the phoneme /r/ with the allophone [ɹ], and speakers 2 and 3 pronounce the phoneme /r/ with the allophone [Ø]. The third word is "smart", speakers 1, 2, and 4 pronounce the phoneme /r/ with the allophone [ɹ], while speakers 3, 5, and 6 pronounce the phoneme /r/ with the allophone [Ø]. The next word is "for" speakers 1,2,3,5 and 6 pronounce the phoneme /r/ with the allophone [Ø], while speaker 4 speaks with the allophone [ɹ]. The last word "stronger" speakers 1,2,3,4,5 and 6 pronounce the phoneme /r/ with the allophone [Ø].

In the third data, the authors found some differences in the pronunciation of the phoneme /r/ spoken by the six participants. The majority of them pronounce the five words above fear, tiger, clever, for, and stronger, or words that have the phoneme /r/ at the end using the allophone [Ø] which means there is no allophone [r]. The pronunciation of the phoneme /r/ in the words above by speakers 1,2,3,4,5,6 turns out to be different from the pronunciation (transcript) in the tophonetics, namely *fear /fɪr/, tiger /ˈtaɪgər/, smart /ˈklɛvər/, for / fɔr/, stronger /ˈstrɔŋər/.* The difference is because speakers 1 and 2 use three languages that are used daily, namely Thai, Malay, and English, speaker 3 pronounces words that have the phoneme /r/ by removing the phoneme /r/ or changing to an allophone [Ø] , because speaker 3 always uses Thai for everyday use, and speaker 4,5,6 pronounces words that have the phoneme /r/ at the end with various variations produced, and from the data above they don't always omit and pronounce the phoneme /r/ from the words that have been mentioned, this happens because they always use Thai but they are studying in the English literature study program.

5. Conclusion

Based on the data above, the majority of objects pronounce the phoneme /r/ with allophones that vary from one another. Several differences in the spoken transcript of the object and the researcher compared it to the phonetic transcription used as a reference, namely tophonetics, have been found. The difference between an allophone is not a mistake in pronunciation. The occurrence of a difference in pronunciation can be said to be influenced by the dialect itself. In other words, this type of allophone is a free allophone. The use of Free Allophone depends on personal habits or preferences. Free allophones can be found in various dialects of languages, for example, Thai. The free allophones in this study were influenced by the Thai dialect. Dialect refers to the specific vocabulary and grammar of a region (Siregar, 2017). They use the same word but pronounce it differently (Christine D Susmita J, 2022). Dialects in a language cannot be blamed because there are only differences in pronunciation with native speakers.

The difference in the pronunciation of Thai speakers in the use of the phoneme /r/ is caused by the language they use in everyday life. The rare use of English in their environment is also an influence in this case. The use of the phoneme /r/ in Thai is rarely voiced because they have their own difficulties in pronouncing it. But the phoneme /r/ in some of the words presented by the researcher, when pronounced by an object, does not have such a big effect as a change in the meaning of a word, it's just that there are differences in sound because the way the object is pronounced is different from native

speakers. This can make the interlocutor confused by the word spoken by the object. The Thai dialect has an effect on the pronunciation of sounds in English which has an effect on sound changes in that language. In the case above, objects that are Thai more often pronounce the phoneme /r/ with the allophones [ɹ], [Ø], or [l]. So, if there is a difference in the pronunciation of allophones it will not affect or change the meaning of the word itself *(Paitoon M. Chaiyanara, 2009).*

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Lexical Relations Analysis of *Cat in The Rain* by Hemingway in English and Indonesian

Anna Hidayati

UIN Sunan Kalijaga, Indonesia, 21101050008@student.uin-suka.ac.id

From several linguistic or semantic books, there are various types of meanings that are put forward. One of these types of meanings is lexical meaning. Then in semantics there are lexical relations which means semantic relationships between language units and other units. Units can be in the form of words, phrases, or sentences (Chaer, 2012). To analyze lexical relations, words that are included in lexical relations can be found from various works, such as movies, newspapers, song lyrics, short stories, and so on (Rosidah, 2021). From time-to-time literature has developed and one of the influential figures in the development of fiction is Ernest Hemingway. In this study, the researcher will analyze the meaning in the form of lexical relations from Ernest Hemingway's short story entitled *Cat in The Rain.* Then compare the words found with the Indonesian translation of the work to find out whether the same provisions apply between the same words but in different languages. This research method is descriptive which describes a phenomenon with accurate data that is systematically studied. In this study, the data source is in the form of lexical relations contained in Hemingway*'s Cat in The Rain* in English and Indonesian.

Keywords: Lexical Relations, Meaning, English, Indonesian

1. Introduction

Linguistics has many levels, including phonology, morphology, syntax, and semantics. From several linguistic levels, there is a semantic level that has the object of study in the form of language meaning (Chaer, 2012). Ferdinand de Saussure has a view of linguistic which states that every linguistic sign or language sign consists of a signifian component in the form of sound, and a signifie component in the form of understanding or concepts owned by signifian (Saussure, 1959). From some linguistic or semantic books there are different types of meanings put forward. One such type of meaning is lexical meaning. Lexical meaning is the meaning that exists in the lexeme without any context (Chaer, 2012). For example, water lexeme has the lexical meaning of 'liquid objects commonly used for daily purposes'. Then in semantic there is lexical relations which means the semantic relationship between language units with other units. Units can be words, phrases, or sentences (Chaer, 2012).

Kreidler divides different types of relationships between words, phrases, or sentences into 10 types. That is lexical fields, in this type words are grouped with other words that have the same set. Kinship, a relationship between humans who have blood ties and marriage. Then hyponym, if applied directly there is an example then the term *collie* is a hyponym of *dog* and *tulip* is a hyponym of *flower* are, respectively, the superordinates of *collie* and *tulip*. Synonymy, this relationship occurs when two different words have the same reference expression and have the same truth value. Next, antonymy which is the opposite of synonymy. Antonymy is a relationship between opposite words in the meaning. Different kind of antonymous relationship is binary and non-binary antonyms. Non-binary can be easily modified and binary do not accept modifiers. The next type is a comparison

of four relations, converse antonyms, symmetry and reciprocity, and the last is expressions of quantify (Kreidler, 1998). To analyze lexical relations, words included in lexical relations can be found from various works, such as movies, newspapers, song lyrics, short stories, and so on (Rosidah, 2021). In fact, in previous studies there was research on lexical relations in the Qur'an which was conducted by Fitrah Yuliawati and Abdul Woni. They conducted the research on surah Al-Bayyinah and found three types of lexical relations, namely synonym, connotative, dan denotative (Yuliawati & Woni, 2022).

One of the things related to language is literature. From time to time literature underwent development and one of the influential figures in the development of fiction was Ernest Hemingway in the twentieth century (Ensyclopedia, 2021). Hemingway served in World War I and worked as a journalist (Biography, 2021). One of his works in the form of a short story entitled *Cat in The Rain* was also published in the twentieth century. With his role in literature being very important, it is necessary to know the meaning of his work. In this study, researchers will analyze the meaning of lexical relations from Ernest Hemingway's short story *Cat in The Rain.* Then compare the word found with the Indonesian translated version of the work to see if the same provisions apply between the same words but in different languages. Given that there are several different rules between English and Indonesian, such as different plurals, sentence structure, verbs, and possessive pronouns (Lely, 2022). So it is necessary to conduct research related to the two languages so that the differences and similarities of the lexical relations of the two languages can be known.

A similar study on lexical relations analysis was conducted by Sheilla Orintin Septiria in 2022 with the object English Textbook Grade X by the Ministry of Education and Culture of the Republic of Indonesia. Sheilla concluded that there are 5 types of lexical relations found in the object of her research (Septiria, 2022). Then, research by Tridayani entitled "An Analysis of Lexical Relations in Articles of the Jakarta Post Daily Newspaper" found 4 types of lexical relations with 64 samples (Tridayani, 2019). The difference between Sheilla and Tridayani's research with this research is the object studied, and this research is accompanied by a comparison stage with Indonesian.

2. Methods

Based on what Fauzy said, there are two ways for humans to obtain the truth, namely the scientific approach and the non-scientific approach (Fauzy, 2022). This scientific research uses qualitative methods. According to Sahir, qualitative methods are research processes that base perceptions on phenomena with a data approach resulting in descriptive analysis (Sahir, 2021). Then the nature of this research method is descriptive whose understanding describes a phenomenon with accurate data that is systematically studied (Sahir, 2021). In this study, the source of data is lexical relations contained in Hemingway's *Cat in The Rain* in English and Indonesian.

The data collection technique that will be carried out by researchers consists of several stages. First, peruse the text of the short story *Cat in The Rain* in English. Then look for lexical relations in the text. Researchers will identify the types and meanings of lexical relations that have been discovered. In the Indonesian version of *Cat in The Rain*, find translations of words found in English text.

Data analysis techniques by researchers will also be carried out in stages. It starts with writing a list of lexical relations words found in *Cat in The Rain* text in English. Then,

analyze the types of lexical relations found and describe each type. Once the type of lexical relations is known, the researcher will categorize each word found. The next step is to observe the word in *Cat in The Rain* text in Indonesian. Then, researchers observed and compared the same word but in two versions of the language to draw conclusions from this study.

3. Result and Discussion

This chapter describes the findings of observations made by researchers. Exposure is carried out gradually. First, the presentation of the data found in *Cat in The Rain* text in English is in the form of words that include lexical relations. Then, analyze the lexical relation type of each word found. Then, look at the same word in *Cat in The Rain* text in Indonesian. Researchers made observations on each of the words found in both languages.

In the English text *Cat in The Rain*, several words are found that belong to lexical relations and some of these words consist of three types of lexical relations. They are kinship, synonymy, and antonymy. The explanation is as follows:

a. Kinship

Kinship has a system or called a kinship terminology system which is a system for a group of humans or family members (Racz, 2019). In English, kinship terms system is relatively simple and generalized (Chen, 2019). Kinship in *Cat in The Rain* includes "wife" and "husband"

'I'm going down and get that kitty,' the American **wife** said.
'I'll do it,' her **husband** offered from the bed.

These two words show the meaning that the two characters are a family. The terms "wife" and "husband" in English also indicate the marriage bond that occurs between the two.

The next step is to observe the word in *Cat in The Rain* text in Indonesian. In Indonesian, the fragment of text becomes:

"Aku akan turun ke bawah dan mengambil kucing itu," ujar si **istri**.
"Biar aku yang melakukannya untukmu," kata **suami**nya dari tempat tidur.

From these two texts it can be seen that "wife" equals "istri" and "husband" equals "suami".

b. Synonymy

According to Cruse, there are three types of synonymy. Namely absolute synonymy, cognitive synonymy, and near synonymy (Cruse, 2000). He also said that absolute synonymy refers to complete identity of meaning. Then according to Lyons, cognitive synonyms are words whose basic meaning remains the same after the removal of expressive and social meanings. The third type, the near synonymy, is defined by Lyons that near-synonyms as expressions that are more or less similar, but not identical in meaning (Lyons, 1995). There are many synonymous words, however not exactly alike

in meaning (Supyani, 2016). Synonymy words in *Cat in The Rain*'s text are "cat" and "kitty".

> 'No, I'll get it. The poor **kitty** out trying to keep dry under a table.'
> 'A **cat**?' the maid laughed. 'A **cat** in the rain?'

The words "kitty" and "cat" have almost the same meaning. Not completely the same. Then if in Indonesian, the text fragment becomes:

> "Tidak, biar aku saja yang mengambilnya. **Kucing** malang itu berusaha mengeringkan tubuhnya di bawah sebuah meja."
> "Seekor **kucing**?" Pelayan wanita tadi tertawa. "Seekor **kucing** di bawah guyuran hujan?"

In the Indonesian text of Cat in The Rain, the words "kitty" and "cat" which do not fully have the same meaning are translated the same word, namely the word "kucing". Both are translated with the same word. However, the words "kitty" and "cat" have differences. "Kitty" is usually intended to refer to cats that are still infants or small. While "cat" is used to refer to cats that are almost or have grown up (Settawati, 2023). So, in Indonesian does not mean that the "kucing" is still small or an adult.

c. Antonymy
According to Setiawan, antonymy is the opposite meaning of one word to another (Setiawan, 2013). The opposite meaning has been commonly understood by human thought because human thought and language are closely related (Gao, 2014). In *Cat in The Rain* text, antonymy words are "dry" and "wet", "outside" and "inside", "good" and "bad".

1) 'No, I'll get it. The poor kitty out trying to keep **dry** under a table.'
   'Don't get **wet**,' he said.

   In Indonesian, the fragment of the text becomes:

   > "Tidak, biar aku saja yang mengambilnya. Kucing malang itu berusaha **mengeringkan** tubuhnya di bawah sebuah meja."
   > "Jangan **berbasah basah**," ia memperingatkan.

   The words "dry" and "get wet" in Indonesian have opposite meanings or antonymy. The word "dry" equals "mengeringkan" and "wet" equals "berbasah-basah".

2) **Outside** right under their window a cat was crouched under one of the dripping green tables.
   'We must get back **inside**. You will be wet.'

   In Indonesian, the fragment of the text becomes:

Di sebelah kanan **luar** jendela mereka ada seekor kucing yang sedang meringkuk di bawah tetesan air yang jatuh dari sebuah meja hijau.
"Kita harus segera kembali ke **dalam**. Anda akan basah nanti."

In Indonesian, the words "outside" and "inside" are antonymy. The word "outside" equals "luar" and "inside" equals "dalam".

3) In the **good** weather there was always an artist with his easel.
It is very **bad** weather.

In Indonesian, the fragment of the text becomes:

Dalam cuaca yang **baik** biasanya ada seorang pelukis bersama papan lukisnya.
Cuaca sangat **buruk**.

The words "good" and "bad" have opposite meanings or antonymy in Indonesian. The word "good" equals "baik" and "bad" equals "buruk".

From these data, it was obtained that every English lexical relation found from the text of the short story *Cat in the Rain* by Ernest Hemingway has the same word in Indonesian and has the same lexical relation meaning in Indonesian. However, the words "kitty" and "cat" in Indonesian use the same word "kucing". The use of the word "kucing" in Indonesian cannot estimate the size or age of the cat in question. While the use of the word "kitty" in English is used to refer to cats that are still infant or small and uses the word "cat" to refer to adult cats. Thus, the use of the words "kitty" and "cat" in English can estimate the size or age of the cat. In the English text *Cat in The Rain,* the word "kitty" is used when the female character in the short story says she really wants the cat. This can be seen from her dialogue when she sees a cat in the rain and when she looks in the mirror while talking with her husband. However, when a waiter is having dialogue, she uses the word "cat". From the written dialogue, it can be seen that only the female character wants a cat and says the word "kitty".

4. Conclusion

This chapter will describe the conclusions obtained from research that has been carried out by researchers. In this study, researchers used text from a short story by Ernest Hemingway entitled *Cat in The Rain*. Researchers analyzed lexical relations which are part of semantics, one of the scientific fields in linguistics. Then the researcher analyzed the lexical relations in the text *Cat in The Rain* in English and Indonesian.

Researchers found three types of lexical relations from predetermined data sources. The three types of lexical relations are kinship, synonymy, and antonymy. In the first type or kinship there are words "wife" and "husband" which mean the same as the words "istri" and "suami" in Indonesian. In the second type or synonymy there are words "kitty" and "cat" which have the same translation of one word in Indonesian namely "kucing". In the last type, namely antonymy, there are the words "dry" and "wet" which in Indonesian "mengeringkan" and "berbasah-basah", the words "outside" and "inside" which are deep

Indonesian "luar" and "dalam". In English, antonymy it is found to have the same meaning in its Indonesian word. From the research conducted, it can be said that Indonesian also has lexical relations that mean the same as English. But not all words in Indonesian have words that mean the same in English. Differences in vocabulary use between English and Indonesian also affect translation. Two English words translated into one word in Indonesian can also be said that vocabulary from English to Indonesian does not always have a different translation for each word. The use of vocabulary in certain situations also influences the differences in vocabulary used in English.

This research still needs to be improved again because of the limited data found from predetermined sources so that the data that can be processed is also limited and cannot be maximized. For future research, it is expected that more will be in finding data sources in order to obtain data that can be processed optimally and produce maximum conclusions as well.

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Transformational Sentence Analysis on *Snowmen* by Agha Shahid Ali

Muthia Safira*
* Lead Presenter
1* UIN Sunan Kalijaga Yogyakarta, Indonesia, 21101050064@student.uin-suka.ac.id

ABSTRACT

This research is using qualitative research design with Snowman, a poem by Agha Shahid Ali on his book entitled The Half-Inch Himalayas (1987), as the object of analysis. The researcher focusses on the sentence structure that will be analyze with Generative Transformational Grammar Theory by Noah Chomsky. Generative Transformational Grammar deals with the deep discussion of sentence structure. The aims of this research are to identify what kinds of transformation that occurred in Snowmen poem and to show how poems as a literature works not tied to the conventional grammar rules. The data collected will presented by tree diagram to shows the derivation of the sentence and how the sentence is constructed. As the result, there are seven types of transformation found in this research consisted of Personal Pronoun Transformation (T-Prop), Possessive Pronoun Transformation (TPros), Reflexive Pronoun Transformation (TProx), Inflection-assigning Transformation (TInfl), Negative Transformation (TNeg), Relative-Clause Reduction (TRelRed), Ellipsis Transformation (TEll). Thus, the most occurred transformation is Inflection-assigning Transformation (TInfl). At last, Generative Transformational Grammar theory is also suitable to analyze the poem's sentence structure.
Keywords: Generative transformational grammar, poem, transformation

1. INTRODUCTION

One type of literary work that is still popular is poetry. The word poetry comes from the Greek language, namely *pocima* or *poeisis* which means create. The definition of term poetry as "create" refers to the way in which a poet builds their own universe, one that may contain messages or descriptions of certain circumstances, both mental and physical. (Mukhlis, 2020). Waluyo, in Mukhlis (2020), also states that poetry is a literary work in which the poets express their thoughts and feelings imaginatively and it composed by concentrating all the language understanding in a surface structure and deep structure. The basic concept of poetry explains that poetry is created by the author in his own world. The author involves emotions in the creation of a literary work so that the literary work becomes more alive by creating an aesthetic effect or poetic effect. To create effective literary works, authors need to understand how language works to express emotions and can create stronger and more meaningful literary works. The author expresses his feelings to realize a literary work with language as the main medium as language is important in conveying meaning. According to Chomsky in Pengajaran Bahasa Komunikatif (Teori dan Praktik), the focus of language theory is an effort to mark the abstract ability of the speaker, allowing the speaker to use grammatically correct sentences in a language (Susiawati, 2018). A meaning will arrive well if the language is grammatically correct. On the other hand, poetry as a literary work that uses language has the characteristic of not being subject to grammar. It aims to create a strong artistic effect and captivate readers.

Therefore, the researcher tries to analyse the lyrics of the poem in the perspective of grammar. The poem used in this research is a poem by Agha Shahid Ali entitled Snowmen.

The researcher uses the theory of transformational grammar by Noah Chomsky in which this theory discusses the deep structure and the surface structure. This theory proposed by Noam Chomsky in the book Syntactic Structure (1957) as he is called the originator or main figure of transformationalism. Transformational Generative Grammar is a grammar that studies and describes changes in linguistic forms from basic patterns to other new patterns by using symbols in its description (Suhardi, 2017). In this research, the researcher wants to apply the theory of Transformation Generative Grammar to a poem, which it doesn't follow the conventional grammar rules.

2. LITERATURE REVIEW

In a research, related previous research are needed to show the gaps between this research with the previous research. The researcher took two previous studies related to the main theory of this research, namely generative transformational grammar. Research on deep structure has been extensively conducted using various similar methods and theories. However, the main difference that arises is in the choice of objects of analysis. For instance, Syopian (2019) research examines Emily Dickinson's poems "Precious - Mouldering Pleasure" and "There Is No Frigate Like a Book" while Amrullah (2016) research focuses on the analysis of anastrophe in Coleridge's Kubla Khan. This difference in objects of analysis provides different perspectives on the analysis of transformational generative grammar. Syopian (2019) found that there are twelve types of transformations in the poems "Precious - Mouldering Pleasure" and "There Is No Frigate Like a Book". They are Personal Pronoun Transformation (T-Prop), Possessive Pronoun Transformation (T-Pros), Inflection-assigning Transformation (T-Infl), Extraposition Transformation (T-Extra), Ellipsis Transformation (T-EI), Infinitive Transformation (T-Inf), Relative-clause Transformation (T-Rel), Relative-clause-Reduction Transformation (T-RelRed), Restrictive-phrase-movement Transformation (T-RP), Question Transformation (T-Q), Negative Transformation (T-Neg), and Indirect Object Transformation (T-IO). Inflection-assigning Transformation (T-Infl) is the transformation that occurs the most in this research.

In contrast, Amrullah (2016) aims to analyse the anastrophe patterns' formation that causes irregularity in arranging Coleridge's Kubla Khan and to discover the types of changes that contribute to the topicalization-causing anastrophe patterns in the poem. This research also relates how generative transformational grammar is connected to sentence structure concerning anastrophe patterns. The researcher discovered that the irregularity structured by the anastrophe patterns can be identified within the transformation process by using generative transformational grammar. Initially, it is perceptible beyond the complicated structure in each clause or sentence. This variation of research shows that even though there is a similar theoretical framework, different insights can emerge due to different objects of analysis. Therefore, this research aims to examine the poem entitled "Snowmen" by Agha Shahid to further understand Transformational Generative Grammar from the perspective of an unstudied object.

3. METHOD

This research is a qualitative research as this research aims to analyze a written data by examining the deep structure of a sentence with Transformational Generative Grammar theory by Noah Chomsky. Denzin states that qualitative research refers to the examination and gathering of a range of empirical materials that depict typical problem and meanings in people's lives, such as case studies, personal experiences, and visual texts (Denzin & Lincoln, 2018). The researchers used descriptive analysis in analyzing the data and each

data that has been obtained will be shows in a table. The data source in this research is a poem entitled Snowmen by Agha Shahid Ali. This research discusses the sentence structure so that the researcher will look at the poem as a whole and then divide the unit of analysis based on the sentences in the poem. The researcher conducts a rewriting process of the poem lyrics based on conventional grammar into a sentence to help the researcher analyzing the deep structure. The rewriting process is where the the ungrammatical sentence will be rewritten according to conventional word order with the concept of figures of construction. According to Aminuddin in Syopian (2019), figures of construction is a way to arrange the elements of sentence with particular processes such as additional, deletion, permutation, or substitution. Then the Generative Transformational Grammar theory will be used to analyses the transformation that occurs in the deep structure. Each data will be explained how the application of the transformation rules with the help of a tree diagram and each result of the data analysis will be discussed in paragraph form following the tree diagram.

4. THEORETICAL FRAMEWORK

The main theory used in this research is Transformational Generative Grammar. Transformational Generative Grammar (TGG) originated and developed by Noah Chomsky. Palmer (1983:127) in (Yani, 2015) states that TTG contains two elements which are transformation and generative. The term transformation refers to the process of convert a sentence into a different form, such as from an active into a passive sentence, declarative sentence into interrogative, or combining two sentences into one. Transformation involves rules that permit the repositioning of elements within a sentence without changing its meaning. On the other hand, generative means to the creation of all grammatically correct sentences in a language, while filtering out ungrammatical ones through a surface structure filter. In other words, it is required to predict or determine what sentences are likely to occur on the surface structure (Yani, 2015). Chomsky's assertion shows that humans are endowed with innate abilities that allow them to create and produce new sentences that have never been heard or spoken. According to Soeparno (2003) in (Ubaidillah, 2021), there are several characteristics that distinguish transformational generative grammar theory from other theories. some of them underline that this theory is based on a mentalistic understanding where the language process is not just a physical process in the form of sound as a result of a vibrating source received by the auditory device, but in the form of a psychological process within the speaker. Therefore, this understanding is very close to psycholinguistics related to the language produced is influenced by the mind or the working system of the mind and mental speakers.

Therefore, the followers of Generative Transformation Grammar speak in two dimensions, namely deep structure and surface structure (Suhardi, 2017). According to Viet (Amrullah, 2016) in deep structure represents the underlying ideas of sentence while surface structure represents what people actually speaks or write. The further explanation is provided by Kridalaksana in (Amrullah, 2016) that deep structure is the basic structure of a sentence or group of word that brings information in interpreting the syntax and semantics of a sentence. Meanwhile, surface structure is grammar correlation among the words in a phrase or concrete sentence. Apart from consisting of deep structure and surface structure, language also consists of competent and performance elements. Competent is a person's ability to master the rules of language, while performance is a person's skill to use the language. Sometimes a person has perfect competent, but the performance is very minimal, or vice versa. But what is expected is the balanced ability between competence and performance, because with this a language speaker will be more confident in interacting with others (Ubaidillah, 2021).

There are nineteen types of transformation in Generative Transformational Grammar theory according to Viet in (Syopian, 2019). They are Particle Movement Transformation (TPrt), Adverbial Phrase Movement Transformation (TAdvP), Indirect Object Transformation (TIO), Imperative Transformation (TImp), Personal Pronoun Transformation (TProp), Reflexive Pronoun Transformation (TProx), Relative Clause Transformation (TRel), Inflection-assigning Transformation (TInfl), Negative Transformation (TNeg), DO-Support Transformation (TSupp), Question Transformation (TQ), Passive Transformation (TPass), Infinitive Transformation (TInf), Exposition Transformation (TExtra), Raising from an Extraposed Infinitive Phrase (TRaise/Ex), Gerund Transformation (TGer), Relative Clause Reduction (TRelRed), Ellipsis Transformation (TEll), and Comparative Inflection Transformation (TCp.)

5. FINDING AND DISCUSSION

The main purpose of this study is to look at the transformation of the sentences in the poem Snowmen by Agha Shahid Ali. After looking at the poem as a whole, the researcher determining the sentences in the poem with the rewriting process. In 24 lines of Snowmen poem, the researcher found 8 sentences that will be the data of this research analysis. The data will be presented in the following table.

Table 1 Sentences

No.	Data	Rewriting Process	Line
1.	My ancestor, a man of Himalayan snow, came to Kashmir from Samarkand, carrying a bag of whale bones: heirlooms from sea funerals.	My ancestor, a man of Himalayan snow, came to Kashmir from Samarkand carrying a bag of whale bones, heirlooms from sea funerals.	1-6
2.	His skeleton carved from glaciers, his breath arctic,	His skeleton carved from glaciers and his arctic breath.	7-9
3.	he froze women in his embrace.	He froze women in his embrace.	10
4.	His wife thawed into stony water,	His wife thawed into stony water.	11
5.	her old age a clear evaporation.	Her old age is a clear evaporation.	12-13
6.	This heirloom, his skeleton under my skin, passed from son to grandson,	This heirloom, his skeleton under my skin, passed from son to grandson.	14-16
7.	generations of snowmen on my back. They tap every year on my window,	Generations of snowmen on my back tap on my window every year.	17-18
8.	their voices hushed to ice.	Their voices hushed to ice.	19
9.	No, they won't let me out of winter,	They won't let me out of winter.	20
10.	and I've promised myself,	I've promised myself.	21

11.	even if I'm the last snowman, that I'll ride into spring on their melting shoulders.	I will ride into spring on their melting shoulder even if I'm the last snowman.	22-24

5.1. Analysis data 1

Sentence: *My ancestor, a man of Himalayan snow, came to Kashmir from* Samarkand *carrying a bag of whale bones, heirlooms from sea funerals.*

Figure 1: Data 1
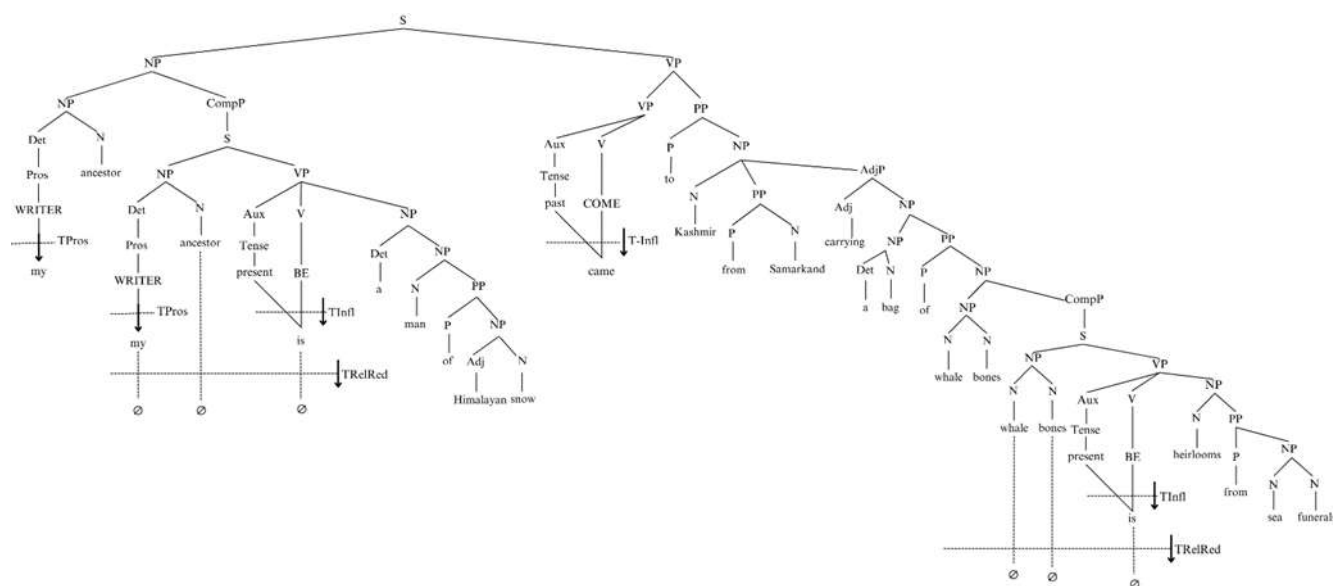
In data 1, there are two appositives that determine the subject and object in the sentence. Appositive itself is a phrase or word used to clarify a noun. The noun phrase a man of Himalayan snow as an appositive explains the subject in the sentence, namely the phrase my ancestor, and the phrase heirlooms from sea funerals explains the object, namely the phrase whale bones. An appositive or participial phrase can be formed from an embedded relative clause on the condition that the embedded clause must modify a noun phrase. The subject of the embedded clause must be identical to the noun phrase it modifies and the first verb in the embedded clause must be BE. If these conditions are met, then embedded is changed to appositive where the subject of the embedded clause and BE are removed (Syopian, 2019). Relative-Clause Reduction (TRelRed) appears to make sentences rational by presenting relative pronouns and removing them as part of obtaining the surface structure of sentences.

Then there is Inflection-assigning Transformation (TInfl) and Possessive Pronoun Transformation (TPros). Inflection-assigning Transformation (TInfl) is a transformation that occurs on verbs. Unlike Bahasa Indonesia, English has the specificity of the time when the action of the verb is performed which is called the tense. The way the grammar marks each verb form and assigns the proper spoken or written form is by inserting a new element in the verb phrase which is the Auxiliary (Aux) (Syopian, 2019). Meanwhile, before producing verbs in the birth structure, humans first acquire auxiliary words that hold tense information and connect them with the verb concept. In the verb phrase above, the concept of COME changes to came because of the indication of past tense. Possessive pronoun demonstrates ownership of a person, place, or thing. Possessive Pronoun Transformation (TPros) appears in the formation of the phrase my ancestor. The function of possessive

pronoun as same as personal pronoun does which replaces a noun by a phrase, in addition to show the ownership of the noun or phrase that being determined by possessive pronoun. In the phrase my ancestor, the possessive pronoun my shows the ownership of the noun ancestor with my which the basic concept in the sentence refers to WRITER.

5.2. Analysis data 2

Sentence: *His skeleton carved from glaciers and his arctic breath.*
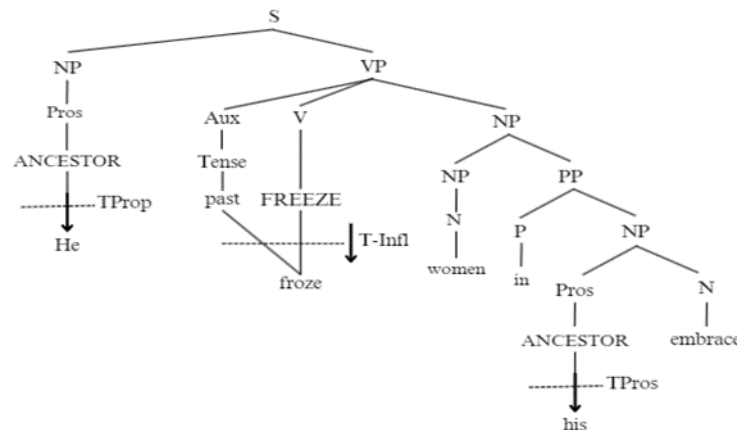
Figure 2: Data 2

The result of the rewriting in data 2 is the addition of a coordinating conjunction to connect two noun phrases, glaciers and his arctic breath. The transformations that occur in this sentence include Inflection-assigning Transfromation (TInfl), Possesive Pronoun Transformation (TPros), and Ellipsis Transformation (TEll). In this data, the verb in the surface structure is the word carve which is then transformed due to the indication of the past tense. Possesive Pronoun Transformation (TPros) appears in the phrase his skeleton. His as a pronoun is derived from ANCESTOR which represents a concept not a real word spoken or written. His replaces a noun ANCESTOR and shows the ownership of skeleton. The last transformation that occurred in the data 2 is Ellipsis Transformation (TEll). When an element occurs more than twice in the deep structure, that element can be omitted in the surface structure. Data 2 consist of two sentences which are "ANCESTOR skeleton CARVE from glaciers" and "ANCESTOR skeleton CARVE from his arctic breath" that combined by conjunction. Then in the surface structure the omitted of subject and verb is occurred.

5.3. Analysis data 3

Sentence: *He froze women in his embrace.*
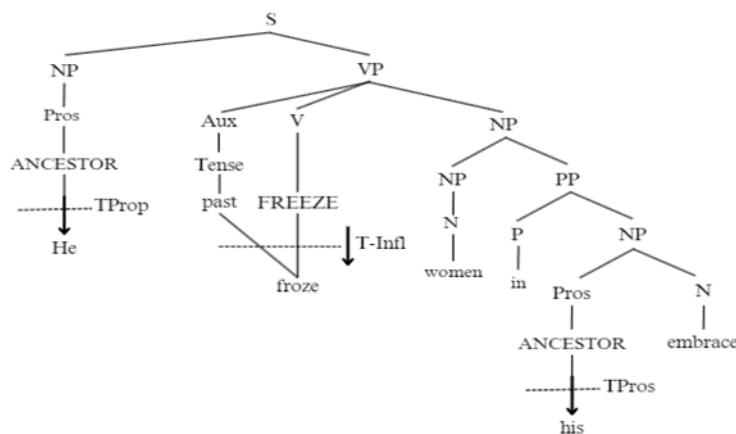
Figure 3: Data 3

Data 3 in the poem Snowmen, there are three transformations namely, Personal Pronoun Transformation (TProp), Inflection-assigning Transfromation (TInfl), and Possesive Pronoun Transformation (TPros). In data 3, the phrase He frozen has a past tense indication so that the word FREEZE which is a concept in the sentence structure undergoes a transformation when spoken or written. Personal Pronoun Transformation (TProp) and Possesive Pronoun Transformation (TPros) are transformations that occur in noun phrases. Noun phrases can be replaced by appropriate personal pronouns. Noun phrases exist in the deep structure, but can be replaced by personal pronouns in the surface structure. In the perspective of generative grammar, personal pronouns are formed from the transformation of a noun phrase or the concept that represents it. Both of these transformations occur in data 3, namely in the phrases He froze and his embrace. The second person pronoun he represents the concept of the person mentioned in the poem, MY AANCESTOR in the first stanza. While the possessive pronoun his represents ancestor's ownership of the noun embrace.

5.4. Analysis data 4

Sentence: *His wife thawed into stony water.*
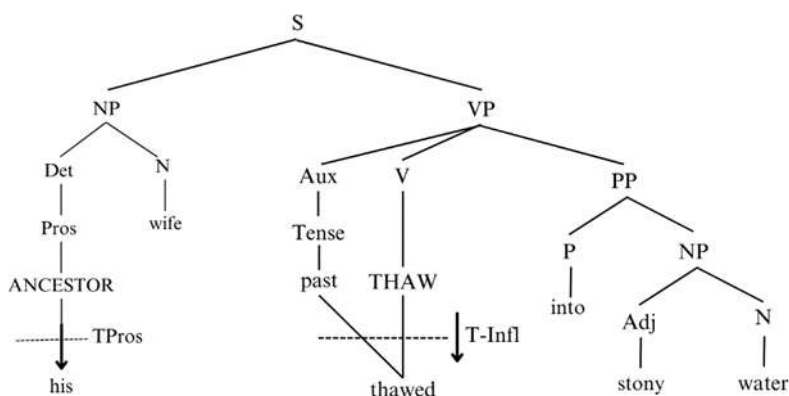
Figure 4: Data 4

In the sentence His wife thawed into stony water, the deep structure is ANCESTOR wife THAW into stony water. There are two types of transformation that occur in this sentence, namely, Inflection-assigning Transfromation (TInfl) and Possesive Pronoun Transformation (TPros). The word his undergoes Possesive Pronoun Transformation (TPros) where the word his indicates the word ANCESTOR which is a concept word that

is neither written nor spoken. The use of his shows the ownership of the noun wife. Meanwhile, the word THAW which is a concept in the deep structure undergoes Inflection-assigning Transfromation (TInfl) because of the indication of past tense in the sentence.

5.5. Analysis data 5

Sentence: *Her old age is a clear evaporation.*
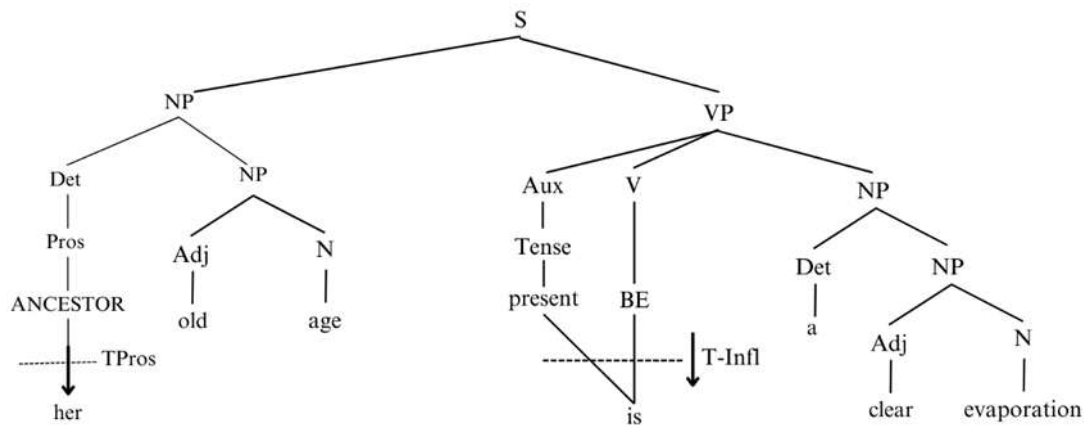
Figure 5: Data 5

In data 5, two transformations occur in the deep structure, which are Inflection-assigning Transfromation (TInfl) and Possesive Pronoun Transformation (TPros). Possesive Pronoun Transformation (TPros) occurs to indicate the concept ANCESTOR in the deep structure of the sentence. Possessive pronoun her is used to show the ownership of the phrase old age. Inflection-assigning Transfromation (TInfl) derived from a form of the verb BE as a main verb. The process of transforming the inflected verb's concept of BE into is is by insertin the auxiliary element of present. Inflection-assigning Transfromation (TInfl) takes note on the subject as well. Since the subject is her old age which is a singular noun phrase, the form of is is the proper one to be assigned.

5.6. Analysis data 6

Sentence: *This heirloom, his skeleton under my skin, passed from son to grandson.*
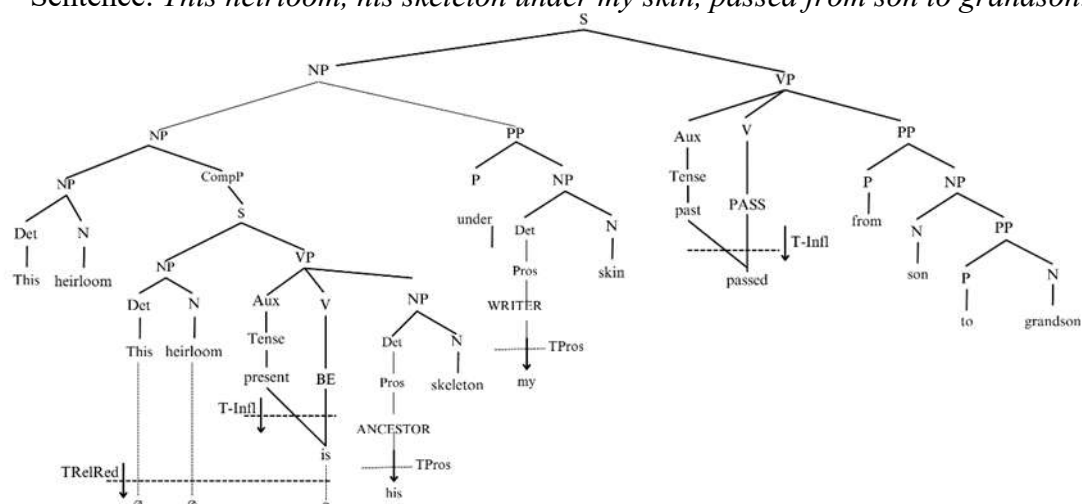
Figure 6: Data 6

Data 6, there are three types of transformation that occur, including Inflection-assigning Transformation (TInfl), Possessive Pronoun Transformation (TPros), and

Relative-Clause Reduction (TRelRed). Inflection-assigning Transformation (TInfl) that occurs in this sentence is in the verb phrase passed from son to grandson. The concept of PASS appears as passed because of the past tense indication. In the phrases his skeleton and my skin, the process of Possessive Pronoun Transformation (TPros) occurs. In his skeleton, possessive pronoun is applied to the ANCESTOR concept and shows ownership of the noun skeleton. Whereas in the phrase my skin, possessive pronoun shows ownership of the noun skin with the initial concept of possessive pronoun my referring to WRITER. The last transformation is Relative-Clause Reduction (TRelRed) which makes the appositive subject appear in the surface structure.

5.7. Analysis data 7

Sentence: *Generations of snowmen on my back tap on my window every year.*
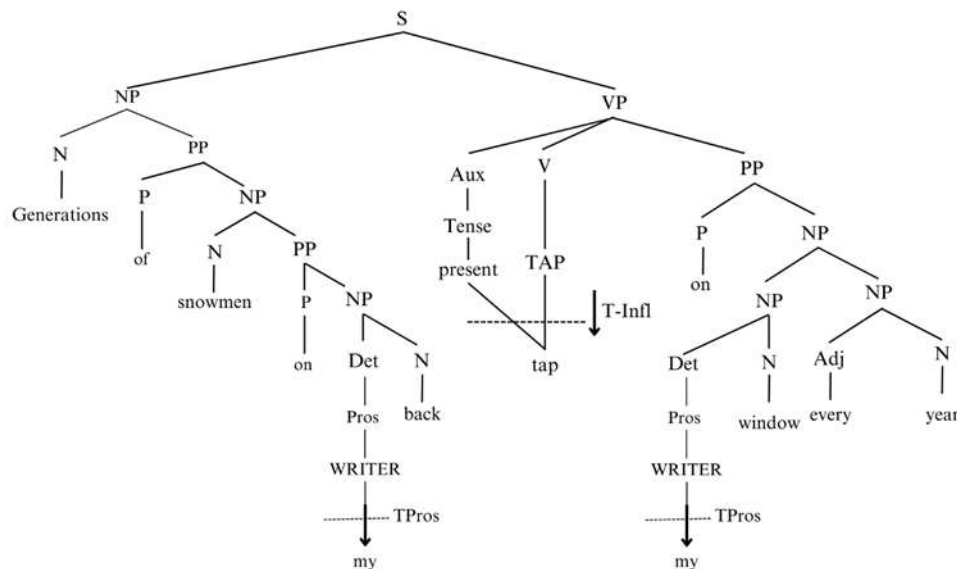
Figure 7: Data 7

In the sentence Generations of snowmen on my back tap on my window every year, there Inflection-assigning Transfromation (TInfl) and Possesive Pronoun Transformation (TPros) occurs. Possesive Pronoun Transformation (TPros) occurs two times in this sentence. Both of the possessive pronoun used in the sentence is my which derived from the concept WRITER. In prepositional phrase on my back, the possessive pronoun my shows the ownership of noun back. Sedangkan pada prepositional phrase on my window shows the ownership of noun window. In the TAP verb concept, there is no change in the surface structure, but there is an indication of the present tense.

5.8. Analysis data 8

Sentence: *Their voices hushed to ice.*
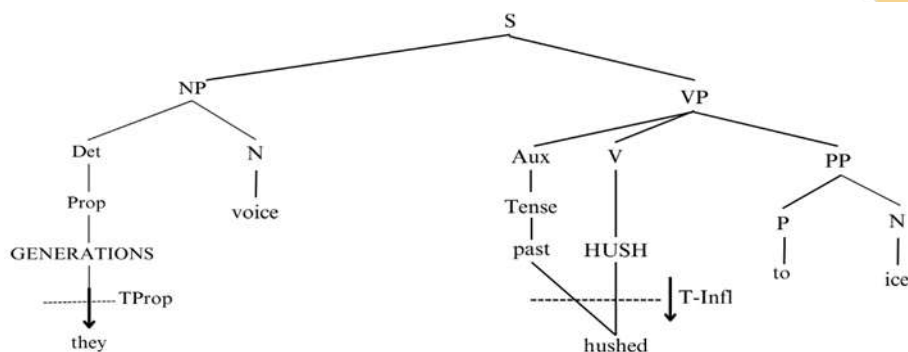
Figure 8: Data 8

In data 8, there are two transformations that occur, namely Personal Pronoun Transformation (TProp) and Inflection-assigning Transfromation (TInfl). Personal pronoun they are used in the surface structure to replace the noun concept GENERATIONS. While Inflection-assigning Transfromation (TInfl) occurs to show an indication of past tenses in the verb concept HUSH.

5.9. Analysis data 9

Sentence: *They won't let me out of winter.*
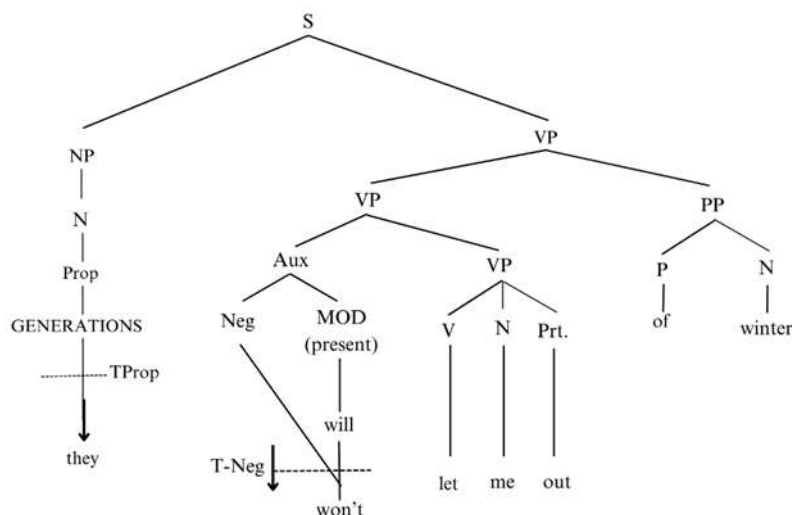
Figure 9: Data 9

In data 9, there are two transformations, namely Personal Pronoun Transformation (TProp) and Negative Transformation (TNeg). Personal Pronoun Transformation replaces the concept of the verb GENERATIONS in the deep structure so that it becomes personal pronoun they. Negative Transformation (TNeg) occurs to show the negative tense in the surface structure. Following the operation of T-Infl, the first auxiliary verb is moved so that it precedes not. In transformation, it is presupposed that not is already a part of the deep structure, and if it is continually assumed that the deep structure represents the essential concept or meaning of a sentence, then indeed the negative element must be present in the deep structure of a negative sentence. This is captured by including negation as an optional element in the auxiliary.

5.10. Analysis data 10

Sentence: *I've promised myself.*
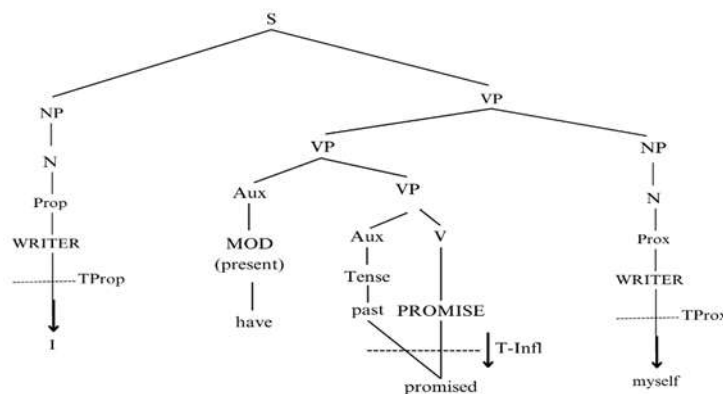
Figure 10: Data 10

There are three types of transformation occurred in data 10, namely Personal Pronoun Transfromation (TProp), Inflection-assigning Transfromation (TInfl), dan Reflexive Pronoun Transformation (T-Prox). Personal pronoun I is used to replacing the concept of noun WRITER in the deep structure. Inflection-assigning Transfromation (TInfl) also occurs in the verb phrase have promised myself. Concept of PROMISE in the deep structure experience the transformation to promised because of the indication of past tenses. Lastly, Reflexive Pronoun Transformation (TProx) which also replaces nouns with reflexive pronouns. When a noun phrase occurss twice in the same clause, the second change into the appropriate reflexive pronoun, which in the deep structure happens to noun WRITER.

5.11. Analysis data 11

Sentence: *I will ride into spring on their melting shoulder even if I'm the last snowman.*
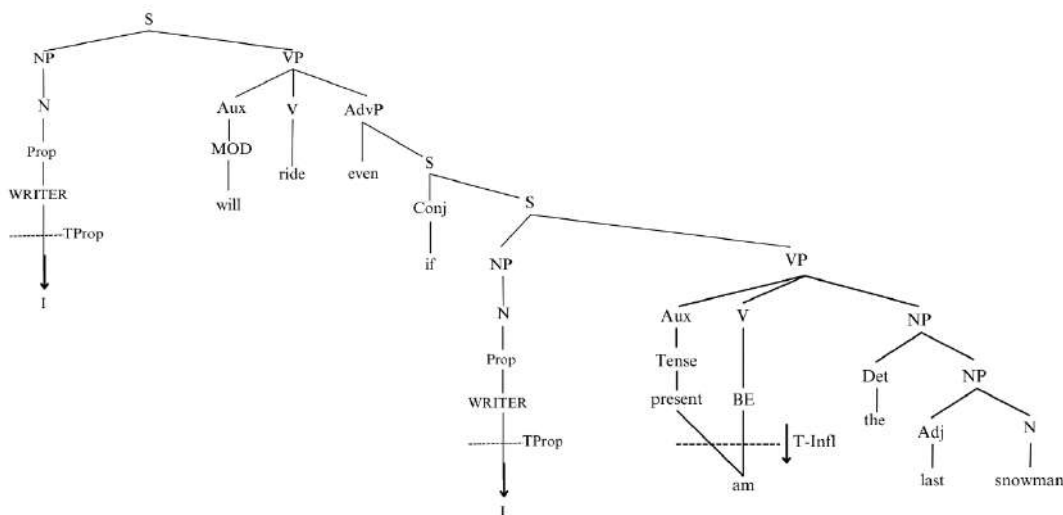
Figure 11: Data 11

In data 11, Personal Pronoun Transformation (TProp) appears twice. Both of them show the transformation of the noun concept WRITER in the deep structure which is replaced by the personal pronoun I. The next transformation that appears in data 11 is Inflection-assigning Transformation (TInfl) on the verb phrase am the last snowman. The verb BE in data 11 acts as the main verb, because the subject that precedes it is I which is a singular personal pronoun, so the correct verb is am.

6. CONCLUSION

The implementation of generative transformational grammar which is initiated by Noam Chomsky on poem is still possible even though poem is well-known as a literature that is not tied to the conventional grammar in seek of aesthetic value of the poem itself. However, by the help of the rewriting process, generative transformational grammar could be used to analysing the structure of poems. This research proves that it is not impossible to apply transformational generative grammar, which is about the deep discussion of the grammar, in poem that has no grammar rule. The main purpose of this research is to identify what kinds of transformation occur in Snowmen poem by Agha Shahid Ali. As the result, there are seven transformations found on analysing the poem. They are Personal Pronoun Transformation (T-Prop), Possessive Pronoun Transfromation (TPros), Reflexive Pronoun Transformation (TProx), Inflection-assigning Transformation (TInfl), Negative Transformation (TNeg), Relative-Clause Reduction (TRelRed), Ellipsis Transformation (TEll). Inflection-assigning Transformation (TInfl) is the most frequent transformation because every verb in utterance in English, be it spoken or written, will undergo transformation. With the help of tree diagrams and rewriting process, sentences in poetry can be viewed structurally with the transformative generative grammar approach.

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Morphological Analysis between English and Indonesian Prefixes and Suffixes in The Poem "Aku" by Chairil Anwar

Nuzulina Wahyutin Nur[1]*, Nuril Muna Aisya[2]
* Lead Presenter
[1]*UIN Sunan Kalijaga, Indonesia, 21101050075@student.uin-suka.ac.id
[2] UIN Sunan Kalijaga, Indonesia

There are diverse languages spread across the earth, and language is a means of communication between humans and each other. Language can be like an emotion, an idea, or an intention that can give rise to a symbol. The most beneficial stuff of language is a transactional tool; hence, each human might exchange their thought as well. This research wants to show the similarities and differences between the findings. It describes the types of English and Indonesian prefixes and suffixes for the text of poems during the morphological analysis that used to be the tools to reach the final study between prefixes and affixes used by the author in the poems, both in the actual version its Indonesian and English translated version. The object of this research is a poem by Chairil Anwar that has been translated into English, "Me" by Burton Raffel. The researchers are conducted to use qualitative methods with descriptive exposure of research results. Qualitative research aims to understand the phenomenon of what is experienced by the subject of research holistically and by way of description in the form of words and language, in a special natural context, and by utilizing a variety of Natural Methods. Shortly after, the findings of this research showed that there are similarities in suffixes in both languages. Using both suffixes does not change the word class; it only changes its meaning. Also, the difference between the use of affixation in poetry with two languages is found in the use of confix, which only exists in English. Hence, in comparing the two versions of the poem, the researcher concluded that not every word translated from Indonesian to English has the same form of a word pattern in grammatical and morphological meaning.

Keywords: English and Indonesian Prefixes and Suffixes, Morphological analysis

INTRODUCTION

Morphology is known as the study of word formation; in this case, if you want to do the morphological analysis, shall ask what forms will build the formation of the word, what forms conduct inside the word, and how the way they will combine become one (Oiry, 2009). There are diverse languages spread across the earth, and language is a means of communication between humans and each other. Language can be like an emotion, an idea, or an intention that can give rise to a symbol. Language is also closely related to culture because it shows the relationship between attitudes among nations and community groups. According to Verderber (1999, p. 52), language is the body of words and the system used in communicating common to the people of the same community or nation, the same geographical area, or the same cultural tradition.

Language consists of using words, where the word is one of the small parts used to compose a speech that will be spoken or written to compose a sentence. The word denotes the essential parts of linguistic science, the word in the field of morphology, and the establishment of the order of language. Therefore, morphology shows the parts of

linguistics that have links with the study of words, word structure, and meaning of words with grammatical or lexical functions.

In the field of morphological fields, there are so many parts of study. Morphology also studies morphemes and how to build the word by combining them. As they spread out of the linguistics field, morphemes are the smallest part that brings their meanings (Gut, 2013). A morpheme is divided into two parts: free morpheme and bound morpheme. According to (Background & Morphology, n.d.) , a free morpheme is independent because it can stand by itself as a word, while a bound morpheme is the opposite of a free morpheme. In this case, the bound morpheme needs to combine with another element of the morpheme, and simply, it cannot stand alone. As written in the past, the researchers will research the differences in prefix and affixes usage in the poem by *Chairil Anwar* entitled *"Aku"* (Teeuw, 1967) and the translated poem *"Me" by Burton Raffel* (Dian Raharjo, 2018).

A morpheme is the smallest unit of meaning, which can be either the word itself or part of a word. And the word can be generated from roots, stems, morphemes, and affixation processes. This case study shows that affixes are a collection of bound morphemes that cannot stand alone. Its presence will be meaningful if it is attached to the root. So, it is with prefixes and suffixes. A prefix is a set of writing that can be attached to the beginning of the root word, and when a root word is added as a prefix, the meaning will change. Suffixes are a set of writings attached to the end of the root word; suffixes can change or add meaning to the word and indicate a new class of words. Some examples of morphemes in English are the prefixes *un-* (unhappy, unstressed), *dis-* (disadvantage, disorder), *e-* (, e-mail, e-book), *-ize* (analyze, modernize), *-ly* (quickly, quietly), *-ive* (active, motive), *-ment* (development, enjoyment), etc (Chaer, 2007). Morphemes in the Indonesian version also have similarities with morphemes in English, where affixation is a case study of word structure. In the version, the Indonesian people call that affix "imbuhan ", the prefix "awalan", confix "awalan and akhiran" and the suffix "akhiran". For example, from prefixes, confixes, and suffixes in Indonesian such as *me-* (membayar, melihat), *ber-* (bekerja, berhijrah), *be-an* (bergandengan, berbarengan) if confix need to be attached to be one, *-an* (setengahan, jumlahan), *-if* (komunikatif, kumulatif), etc.

Chairil Anwar is one of the reliable Indonesian poets, famous for his " Aku " poem (Teeuw, 1967). The widespread distribution of the poem earned him the nickname *"Binatang Jalang"*. In this poem, Chairil Anwar wants to convey the struggle of a person who has a high spirit but does not know the word tired even though he was hurt. Further information this poem was translated into the English language by Burton Raffel, there is the table of versions on of poems:

"Aku" (Chairil Anwar)	**"Me"** **(Translated by Burton Raffel)**
Kalau sampai waktuku *'Ku mau tak seorang 'kan merayu* *Tidak juga kau*	*When my time comes* *I want to hear no one's cries* *Nor yours either*
Tak perlu sedu sedan itu	*Away with all who cry!*
Aku ini binatang jalang *Dari kumpulannya terbuang*	*Here I am, a wild beast* *Driven out of the herd*
Biar peluru menembus kulitku *Aku tetap meradang menerjang*	*Bullets may pierce my skin But* *I'll keep on*

Luka dan bisa kubawa berlari	*Carrying forward my wounds and my pain, attacking,*
Berlari	*Attacking*
Hingga hilang pedih perih	*Until suffering disappears*
	And I won't care anymore
Dan Aku akan lebih tidak peduli	
	I want to live another thousand
Aku mau hidup seribu tahun lagi	*years*

In this study, researchers will show the difference in affixes between the English and Indonesian versions, especially in the prefixes and suffixes used in these poems. Morphological analysis is used to provide clarity about affixes through descriptive methods. With the above definition, the researcher will analyze, compare the types, and note the similarities and differences between prefixes and suffixes in English and Indonesian from the text of the poem *"Aku" by Chairil Anwar.*

LITERATURE REVIEW

This study is based on data collected by researchers through literature such as books and journal articles that describe morphological analysis in linguistics. Such as (Giegerich, 1992), this study refers to the purpose of explaining morphological analysis through the linguistics field.

Then, for other literature, such as the translation of the poem *"Aku"* by Chairil Anwar, translated into English by Burton Raffel (Dian Raharjo, 2018). In this study, the researcher aims to show how the poem can be translated into English by someone who is not Indonesian or does not have a social, cultural, or historical background, such as Indonesian people. The study also analyzes semantics and syntax as a cultural and conceptual phenomenon.

Of course, researchers also use general guidelines for Indonesian spelling (Tobergte & Curtis, 2013) that are enhanced by a literature review of the truth of the position of each word used by Chairil Anwar to compose his beautiful poetry.

METHOD

Researchers in this study used the morphological analysis method because this study aimed to contrast the exact affixes of prefixes and suffixes in Indonesian and English in the poem by Chairil Anwar entitled *"Me",* which was translated into English by Burton Raffel. The researchers also used a qualitative descriptive approach with a systematic depiction of the data studied. The descriptive research method is an effective method to describe or describe the phenomena that exist; according to Sukmadinata (2005) in the article (Setiyaningsih et al., 2020) descriptive research in the field of education and teaching curriculum is quite important, describing the phenomena of educational activities, learning, and curriculum implementation in various types, levels, and educational units. Descriptive research does not only stop at data collection, data processing, and conclusions but continues by comparing and looking for similarities and differences in a related object. So, at the end of this study, it will be written descriptively, which will explain the overall conclusion of the location of the differences and similarities of the analysis of the use of prefixes and suffixes in Indonesian and English in poetry by Chairil Anwar.

To discuss the problems studied in this study, researchers conducted three stages of data (Fabiana Meijon Fadul, 2019): data collection, researchers collected data through literature studies from several reliable sources to obtain valid data supporting research. Data analysis: the researcher conducted the data analysis stage directly by reading and then outlining the problem in a comparing way, taking sample notes on each poem version to classify it, and affixing explanations closely related to the data. The last stage is the data presentation stage, in which the researchers attach the research results in a written narrative about each part studied.

FINDING AND DISCUSSION

In this chapter, the researchers took study samples from poems with two translation versions: Indonesian and English. The poem is titled *"Aku"* in Indonesian by Chairil Anwar and translated by Burton Raffel. It is entitled *"Me"* in English. In the Indonesian version of the poem *"Aku"*, the researchers found some words that get affixation, as in the depiction in the following table:

No	Words	Word Class	Affixation	Root
1	Seorang	Noun	*Se-*	Orang (Noun)
2	Merayu	Verb	*Me-*	Rayu (Adjective)
3	Terbuang	Verb	*Ter-*	Buang (Adjective)
4	Menembus	Verb	*Me-*	Tembus (Adjective)
5	Meradang	Verb	*Me-*	Radang (Noun)
6	Menerjang	Verb	*Me-*	Terjang (Noun)
7	Berlari	Verb	*Ber-*	Lari (Verb)
8	Seribu	Noun	*Se-*	Ribu (Noun)

Table 1: list of words containing prefixes in the Indonesian language

In the interpretation of the table above, the researchers convey that:

1. The prefix *se-* the meaning obtained is the result of its calculation process to express a piece of information related to numbers.

2. The prefix *me-* forms the adjective "rayu" into the verb "merayu".

3. The affix *ter-* has the function of forming passive verbs that cannot be transformed into active sentences.

4. The prefix *me-* forms the adjective "tembus" into the verb "menembus".

5. The prefix *me-* forms the noun " radang" into the verb "meradang".

6. The prefix *me-* forms the verb "terjang" into the verb form "menerjang".

7. The prefix *ber-* function forms the verb "lari" into the verb form "berlari".

8. The prefix *se-* forms a noun word, while the meaning obtained from its designation is to express a unit of measure.

No	Words	Word Class	Affixation	Root
1	Waktuku	Possessive pronouns	*-ku*	Waktu (nomina)
2	Kumpulannya	Suffix form of the noun, possessive pronouns	*-an, -nya*	Kumpulan

Table 2: list of words containing suffixes in the Indonesian language

In the next discussion in the second table above, the researcher finds words containing suffixes in the poem" Aku" by Chairil Anwar. The explanation of the table is as follows:

1. *-ku* serves as a possessive pronoun.

2. *-nya* serves as the meaning of ownership.

In the English translation of the poem *"Me"* translated by Burton Raffel, the researchers classify it into three parts, namely, a list of words containing suffixes, a list of words containing suffixes, and a list of words containing prefixes and suffixes or also called confixes. The following is an interpretation of the research results:

No	Words	Word class	Affixation	Root
1	Comes	Verb	*-s*	Come (verb)
2	Cries	Verb	*-es*	Cry (verb)
3	Bullets	Noun	*-s*	Bullet (noun)
4	carrying	Verb	*-ing*	Carry (verb)
5	Wands	Noun	*-s*	Wand (noun)
6	Attacking	Verb	*-ing*	Attack (verb)
7	Suffering	Verb	*-ing*	Suffer (verb)
8	Years	Noun	*-s*	Year (noun)

Table 3: list of words containing suffixes in English

Based on the data in the table above, the researchers conclude with the following explanation:

1. Suffix *-s* serves as a verb for 3rd person singular present.

2. Prefix *-es* serves as a verb for 3rd person singular present.

3. Prefix *-s* functions as a regular plural noun.

4. Prefix *-ing* serves as a continuous verb.

5. Prefix *-s* functions as a regular plural noun.

6. Prefix *-ing* serves as a continuous noun.

7. The suffix *-ing* serves as a continuous noun.

8. Suffix *-s* functions as a regular plural noun.

Word	Word Class	Affixation	Root
Another	Adjective	*An-*	Other (noun)

Table 4: words containing prefixes in English

Table 4 above shows a sample of English words in the poem *"Me",* translated by Burton Raffel, containing prefixes. The word is" another " according to the word class. The word is included in the adjective. "Another " gets the suffix *an-* at the beginning of a word and comes from the root "other", which is grammatically a noun. The prefix *an-* serves as the lack of meaning of "other".

Word	Word Class	Affixation	Root
Disappears	Verb	*Dis-* and *-s*	Appear (verb)

Table 5: words containing confix in English

In the fifth table above, the researchers find a sample of words in the poem *"Me",* translated by Burton Raffel, with an affixation process at the beginning at the end commonly called confix. The word "disappears" comes from the verb class. "disappears" gets the prefix insert in the form of *dis-,* which functions as a statement of not or can also be negative context, and gets the suffix *-s* insert, which functions as a verb for the 3rd person singular present.

Based on the explanation above, the researcher formulates that the poem "Aku" by Chaeril Anwar translated by Burton Raffel with the title "Me" there are differences in the process of affixation in Indonesian and English and also the grouping of word classes varies in nature change or remain. The following is a comparison between the use of affixation in the poem "Aku" and its translated version "Me":

1) *Kalau sampai waktuku* (Indonesian version)
   When my time comes (English version)
   In the two versions of the poem above there is "sampai" which means "comes" in English. If we compare the two based on word class, they are in one word class, namely verbs. The only difference is the addition of suffix (-s) to the base word "come" this indicates that morphologically it is an inflexional morpheme.

2) *'Ku mau tak seorang 'kan merayu (indonesian version)*
   I want to hear no one's cries (English version)
   In the two versions of the poem above "merayu" which means "cries" in the English translation, both are of the same word class, namely verbs. The difference between the two is in the affixation. "merayu" gets a prefix (me-) with the base word "rayu" which comes from the verb class. While "cries" gets the suffix (-s) as a present verb, derived from the root word "cry" which is a verb.

3) *Dari kumpulannya terbuang* (Indonesian version)
   Driven out of the herd (English version)
   "Driven out" here has the same meaning as "terbuang". "Driven out" is a compound verb formed from the phrasal verb drive (verb) + out (verb). But it's different in Indonesian version, the word "terbuang" gets a prefix (ter-) with the root word "buang" which comes from the verb class, so "terbuang" is inflectional.

4) *Biar peluru menembus kulitku (indonesian version)*
   Bullets may pierce my skin But (English version)

"Menembus" has the same meaning as "pierce". It contains the prefix "me-" with the root word "tembus" which comes from the verb class. Whereas "pierce" morphologically does not undergo the process of affixation. This is in contrast to "bullets" which has the same meaning as "peluru". "Bullets" gets suffix (-s) as a plural form with the base word "bullet" which comes from the noun class, so "bullets" is inflected. On the other hand, "peluru" does not undergo morphological processing.

5) *Luka dan bisa kubawa berlari (indonesian version)*
   Carrying forward my wounds and my pain, (English version)
   "Carrying" has the same meaning as "kubawa". If we segmented morphologically then "carrying" is a verb that gets suffix (-ing) as a present continuous function, which comes from the root word "carry". Unlike the case with "kubawa" in the Indonesian version contains affixes at the beginning of the word (ku-) which grammatically means "aku bawa" but both experience word merging into "kubawa".

6) *Berlari (Indonesian version)*
   Attacking (English version)
   The two versions of the poem above have similarities in that they both undergo the process of affixation and come from the same word class, namely verbs. However, there is a difference between the two in that "berlari" contains a prefix (ber-) while "attacking" contains a suffix (-ing).

7) *Hingga hilang pedih perih (Indonesian version)*
   Until suffering disappears (English version)
   The verb "hilang" has the same meaning as the verb "disappears", but if we examine morphologically, they are very different. "hilang" does not contain any affixation process and it is a base word form. Whereas "disappears" contains a confix affixation process where there is a prefix (dis-) and suffix (-s). However, it does not change the word class, and is inflectional.

CONCLUSION

This study can conclude that the poem has two language versions. One is entitled *"Aku"* by Chairil Anwar in Indonesian. The English version of the poem entitled *"Me"*, translated by Burton Raffel, uses the same affixation. In both languages, there are similarities in suffixes. Using both suffixes does not change the word class; it only changes its meaning. Such as the use of the suffix -*nya* in Indonesian and the use of the suffix -*ing* in English. The suffix -*nya* in the Indonesian language in the word "kumpulannya" means ownership of an individual or group, so the word class does not change at the noun level. Meanwhile, the suffix -*ing* in the word "carrying" in English has a function as a continuous verb, so the word class is still at the verb level.

The difference between the use of affixation in poetry with two languages is found in the use of confix, which only exists in English. In addition, the researchers didn't see the use of affixation in Indonesian. An example of a word that contains confix in English is the word "disappears", in the word, there is the prefix *dis-*, which functions as a statement of not or can also have a negative meaning, and the suffix -*s* that functions as a verb for the 3rd person singular present.

In comparing the two versions of the poem, the researcher concluded that not every word translated from Indonesian to English has the same form of a word pattern in grammatical and morphological meaning. As in the sample of "hilang" in the Indonesian

version and "disappears" in the English version, both are not morphologically the same. "hilang" is a verb form and also the root word itself. On the other hand, "disappears" is a verb that contains confixes, namely the prefix (dis-) and suffix (-s). It comes from the root word "appear" (verb), so we can conclude that "disappears" is an inflectional morpheme. Based on the seven data above, the researcher also concludes that although they experience morphological changes due to the affixation process, they are always inflectional and do not change the word class.

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Analysis of Idiom Comprehension among UIN Sunan Kalijaga Class of 2021 Students in the Movie *Pirates of the Caribbean: The Curse of the Black Pearl* (2003)

Ariq Wiragita Raharjo[1*], Khairul Rizal Heryanto[2*]
* Lead Presenter
[1]UIN Sunan Kalijaga Yogyakarta, Indonesia, 21101050054@sudent.uin-suka.ac.id
[2]UIN Sunan Kalijaga Yogyakarta, Indonesia

ABSTRACT

This study aims to assess the extent of UIN Sunan Kalijaga students' understanding of various types of English idioms, as well as to analyze the strategies employed by translators in translating idiomatic expressions and the degree of semantic equivalence of these translated idiomatic expressions in the film Pirates of the Caribbean: The Curse of the Black Pearl. The researcher employed Hockett's theory of types of idioms to identify idioms and applied a qualitative descriptive method in this research. Additionally, the researcher used an online form (gform) to sample the understanding of idioms using Hockett's theory among UIN Sunan Kalijaga Class of 2021 students through idioms present in the film Pirates of the Caribbean: The Curse of the Black Pearl. To gather the data, English text subtitles and the script were also used in this research. The findings of this study revealed the presence of 12 idioms in the film Pirates of the Caribbean: The Curse of the Black Pearl, with several respondents having difficulty understanding these idioms because they were not familiar with them. This is due to the fact that most students rarely encounter these idioms in their daily lives. Knowing this is importance of people to understanding idioms to avoid misinterpretations that can lead something to misunderstandings.

Keywords: Idioms, language, movie

1.   INTRODUCTION

Language is an element that plays a very important role in human life. It is not only used in everyday life but also for carrying out all human activities (Wicaksono, 2016). It can be considered a symbolic system composed of sounds, with an arbitrary nature, used by groups of people to communicate and identify themselves (Himawan et al., 2020).Even people with disabilities have their own language for communication, underscoring the necessity of language for human interaction. Language evolves continuously, reflecting the changing thoughts of its users, making it an essential tool for societal communication. Language has requirements, symbols, and codes as well as sounds that can all be interpreted into human language so that we can communicate with each other without any miscommunication(Oktavia, 2019).

Speaking about language, language is closely related to the field of semantic language which is one of the branches of linguistics that is at the level of meaning. Semantics itself is a theory of meaning or meaning theory (the adjective form of semantics is semantic, which in Indonesian is equated with the noun form semantic and the adjective form semantic)(Oktavia, 2019). The term semantics is also agreed upon as a term used in

the field of linguistics to study linguistic signs and what they signify, but in the field of semantics, there is no study of semiotics(Chaer & Liliana Muliastuti, 2012).

The study conducted in semantics focuses on meaning, which is categorized into three types: conceptual meaning, associative meaning, and thematic meaning(Rosalia et al., 2018). In semantics, the primary focus is on conceptual meaning(Chaer & Liliana Muliastuti, 2012). Conceptual meaning pertains to the meaning of each word or lexeme unit, which is bound to a concept, idea, thought, or notion about something in the real world(Sugiantomas, 2016). It refers to the logical, cognitive, or denotative content (Yunira et al., 2020).

Associative meaning, on the other hand, is articulated in the context of the situation outside of language(Rosideh et al., 2021). It is divided into five categories: connotative meaning, social meaning, affective meaning, reflected meaning, and collocative meaning(Mwihaki, 2004). Connotative meaning is language that can have different interpretations from one community to another, based on their worldview and normative values(Gani & Arsyad, 2019). Social meaning pertains to language that reflects the social environment(Krisya, 2016). Affective meaning conveys the speaker's emotions towards the interlocutor or the object being discussed(Sutomo, 2015). Reflected meaning arises due to the presence of a dual concept(Clarencia, 2018). Collocative meaning is conveyed through the association with words that commonly occur within the scope of other words (Sholehah, 2009).

Among these types of meaning, there is also the term "idiom," which refers to an expression or phrase that has a special character or meaning that cannot be translated literally(Nurcholisho, 2018). Idioms are unique to a language and culture, often carrying hidden meanings that can be difficult for non-native speakers to understand(Juita, 2012). When used in dialogue, idioms can sometimes cause confusion or surprise for listeners who are not familiar with them . This sparked our interest in understanding why idioms are sometimes difficult for some people to comprehend and what factors contribute to this difficulty.

The research subject was the movie *Pirates of the Caribbean: The Curse of the Black Pearl(Bielqis Elfath, Diana Rozelin, 2021)* (2003), produced by Walt Disney Pictures. Directed by Gore Verbinski and written by Ted Elliott, Terry Rossio, and Stuart Beattie, the film was first released on June 28, 2003, in the United States and became one of the highest-grossing films of the year. With a duration of 2 hours and 23 minutes, this movie was selected because it contains numerous idioms, some of which may be unfamiliar to the audience.

Some previous research studies have been conducted related to this study. The research paper is The Idiomatic Expressions Used by The Characters As Found In Megamind Movie(Bielqis Elfath, Diana Rozelin, 2021). In that paper, the researcher finds out about the types of idioms in the Megamind film and analyzes the meaning of each idiom found.

2. METHOD

In this study, we as researchers employ two types of research approaches, namely qualitative and descriptive. We utilize Hockett's theory to identify various types of idioms in the movie *Pirates of the Caribbean: The Curse of the Black Pearl* (2003). Subsequently, we randomly select five respondents from the 2021 English Literature students at UIN Sunan Kalijaga as samples who will be asked to identify the idioms present in the film

using the script text, theory, and subtitles. We also provide a questionnaire (Gform) to assess the respondents' understanding of the identified idioms, aiming to determine the extent to which these idioms are comprehended by the respondents.

3. FINDING AND DISCUSSION

No	Idioms
1	Off limit
2	Speak my mind
3	Open fire
4	On his heels
5	A sharp eye
6	Take what you can, give nothing back
7	Wind of the sails
8	Dead man no tales
9	Shiver me timbers
10	Any port in storm
11	Hands to braces
12	Davy Jones Locker

After conducting the research, the researcher found a total of twelve idioms in the film Pirates of the Caribbean: The Curse of the Black Pearl from the five respondents. Subsequently, the researcher investigated the purpose of using these idioms among students from the 2021 cohort of UIN Sunan Kalijaga and to what extent they could understand the intended meaning of these idioms. And these are the results that we got after conducting the survey

1. "Off Limit" If translated literally into Indonesian, "Off Limit" would become mati batas. However, this idiom means something that is prohibited or not allowed. The researcher wants to know if this idiom in the film *Pirates of the Caribbean: The Curse of the Black Pearl* is understood by the audience. Here are the responses from the audience.

    A. Respondent 1
    The first respondent admitted that he did not understand the idiom, and according to him, the concept of the meaning in the idiom was also missing and not found in Indonesian.

    B. Respondent 2
    The second respondent admitted that he understood the idiom, and according to him, the meaning of the idiom is "*Jangan melampaui batas*", however, he also said that he did not find a match between the idioms in Indonesian and the idiom "off limit".
    Respondent 3

    C. The third respondent admitted that he understood the idiom, and according to him, the meaning of the idiom is "*di luar batas*", and he also did not find a match between the Indonesian idiom and the idiom "off limit".

    D. Respondent 4
    The fourth respondent admitted that he did not understand the idiom in the dialogue of the Pirates of the Caribbean movie. and do not know either whether there are idioms in Indonesian that have concepts such as the idiom "off limit" or not.

E. Respondent 5

The fifth respondent is also the same as respondents 1 and 4. Respondent 4 cannot understand the meaning of "off limit". He also admitted that he did not know whether there were idioms in the same Indonesian language because he had never used idioms in everyday conversation.

From the data obtained by the researcher, most of the respondents could not understand the concept of the idiom "off limit". The respondents also did not know if there were similarities between the idioms in Indonesian and the said idioms. This can be interpreted as a potential for misunderstanding when watching the Pirates of the Caribbean movie without knowing the context.

2. Speak my mind

" Speak my mind" its self, if it translated into indonesian would become *berbicara ke pikiran ku. This idiom is used to express ideas frankly or without hiding anything.* Here is the answer of the audience.

A. Respondent 1

The first respondent said that he understands the meaning of the idiom "speak my mind" which means of the idiom is "*berbicara dalam hati*", but respondent 1 does not know the equivalent idiom in Indonesian language for "speak my mind".

B. Respondent 2

The second respondent understand the meaning of "speak my mind. But unlike the first respondent, the second respondent interprets the idiom as "*mengutarakan apa yang di dalam otakku*". The second respondent is also said that he did not found any this kind of idiom in Indonesian.

C. Respondent 3

The third respondent knows the meaning behind the idiom "Speak my mind", yaitu "berbicara apa yang dibenakku". Similar to the previous response, Respondent 3 also did not know of any Indonesian idiom with a similar concept.

D. Respondent 4

The fourth respondent is similar to respondents 2 and 3, but according to him, the meaning of "speak my mind" is also about expressing an opinion. And he also did not know about the equivalent idiom in Indonesian.

E. Respondent 5

The fifth respondent stated that the idiom "Speak my mind" may be intended to mean "mengeluarkan pikiran yang ada di otak". Respondent 5 is not aware of any equivalent idiom in Indonesian.

In the survey about the idiom "speak my mind", it turns out that most respondents understand the meaning of the idiom, which is to express their opinion without hiding anything, although one of the respondents misunderstood the idiom "speak my mind" as "*berbicara dalam hati*". The literal meaning of "speak my mind" which is "berbicara pikiranku" with the concept of the meaning of the idiom is actually not much diferent because it is still in the context of speaking about one's thoughts.

3. Open fire

"Open fire" literal meaning in Indonesian is "Buka api", but conceptually the idiom is intended to start an attack during battle.

A. Respondent 1

Respondent 1 answered, "Yes, I know it. I have heard that idiom many times. The meaning of the idiom is "TEMBAK!!!", is an idiom used to command troops to fire using rifles. There is no equivalent idiom in Indonesian, but Indonesian soldiers do

not use idioms in that context and instead use words with the same concept as "Shoot," which is "Tembak".

B. Respondent 2

Respondent 2 answered, based on the Pirates of the Caribbean movie that I watched, "Open Fire" is said when the commander gives an order to his subordinates to shoot Jack Sparrow, so it can be interpreted that "Open Fire" is an idiom to order shooting. According to respondent 2, there is no equivalent idiom in Indonesian.

C. Respondent 3

Respondent 3 answered, yes, I understand the meaning of the idiom, namely ordering to shoot, but it seems that this idiom does not exist in Indonesian.

D. Respondent 4

Respondent 4 answered, I understand the idiom, namely shooting. Respondent 4 also answered that there are no idioms in Indonesian that have such a concept.

E. Respondent 5

Respondent 5 said, in the film Pirates of Caribbean the idiom is like an order to be ready for shooting. Respondent 5 does not know whether there are similar idioms in Indonesian.

The idiom "Open Fire" is the most commonly used idiom in war films because it involves firearms. Judging from all the respondents' answers, it appears that they understand that the idiom "open fire" is a command to attack. "Open Fire" in the film *Pirates of the Caribbean: The Curse of the Black Pearl* is depicted clearly by showing a sailor commander and his platoon shooting at the character Jack Sparrow. This increases the possibility that respondents understand the meaning of the idiom, even though there is no Indonesian idiom that has a similar concept.

4. On his heels

The idiom "on his heels" if translated into Indonesian will literally be "tumitnya", but in its use "on his heels" turns out to be used to give orders to chase someone quickly.

A. Respondent 1

Respondent 1 answered that he understands the meaning of "on his heels" in the film Pirates of the Caribbean, which is " tembak pada kaki jack sparrow". because on his heels is pronounced after the idiom "open fire". Respondent 1 does not know whether there are similar idioms in Indonesian.

B. Respondent 2

Respondent 2 stated that he understood the meaning of "on his heels." The respondent interpreted "on his heels" similarly to respondent 1. Which is " *Tembak pada bagian kakinya*. Respondent 2 also did not know whether or not there were the same idioms in Indonesian.

C. Respondent 3

Respondent 3's answer in this idiom is more or less the same as respondent 1 and 2, namely "tembak di kakinya", and respondent 3 does not know the same idiom in Indonesian.

D. Respondent 4

Respondent 4 also answered the same, stating that it is clear that the idiom "on his heels" in the film was spoken during the shooting of Jack Sparrow, which means " Tembak pada bagian kakinya". He also said there are no similar idioms in Indonesian.

E. Respondent 5

Respondent 5 also said "on his heels" that he mean in Indonesian is "Tembak pada bagian kakinya". Respondent 5 does not know the same idiom in Indonesian.

In the use of the idiom "on his heels" in the movie *Pirates of the Caribbean: The Curse of the Black Pearl*, it can be interpreted as shooting at Jack Sparrow's feet, but in the movie, Jack Sparrow was actually using a rope to swing and escape. If we interpret "on his heels" as shooting at his feet, it would be less appropriate. "On his heels" in the movie is more accurately interpreted as a command from the commander to follow Jack Sparrow quickly. If "on his heels" is interpreted as shooting at his feet, then "on his heels" cannot be categorized as an idiom but as a regular prepositional phrase. It is necessary to emphasize again that an idiom is a word that has a different meaning from all words. Meanings are individual and function semantically as a unit(Saban & Elyanto, 2019).

5. A sharp eye
   "A sharp eye" if translated literally into Indonesian means "Sebuah mata yang tajam". In the meaning of the idiom, "A sharp eye" is intended to describe a person's ability to judge something or pay attention to something.
   A.   Respondent 1
   Respondent 1 admitted that he understood the meaning of "A sharp eye" as an idiom, namely good eyesight. Respondent 1 said that there is an idiom that has a concept similar to "A sharp eye", namely " Mata elang".
   B. Respondent 2
   Respondent 2 understands the meaning of "A sharp eye", namely careful vision, but respondent 2 does not know if there is an idiom in the same Indonesian language.
   C. Respondent 3
   Respondent 3 also interpreted the idiom "A sharp eye" as such, namely good eyesight, but respondent 3 did not say that there was the same idiom.
   D. Respondent 4
   Respondent 4 said that the use of the idiom "A sharp eye" in the film is used when William Turner's character is watching, so "A sharp eye" means to keep watching carefully. Respondent 4 does not know whether there is an idiom in Indonesian that has the same concept as "a sharp eye".
   E. Respondent 5
   Respondent 5 answered that he understood the meaning of the idiom "A sharp eye", respondent 5 interpreted the idiom as a careful gaze. Respondent 5 does not know that there are idioms from the same Indonesian language.

The meaning of the idiom "a sharp eye" is not too different from its literal meaning in Indonesian because in Indonesian, "mata yang tajam" (sharp eye) is also often used. Therefore, respondents can easily understand its meaning, and there is also an Indonesian idiom that has a similar concept as "a sharp eye", which is "mata elang" adds a reference for respondents to understand the idiom "A sharp eye".

6. Take what you can, give nothing back
   This idiom is often used in fiction stories, and its meaning in Indonesian is " *ambil sebanyak-banyaknya, jangan berikan apa-apa"*. This idiom describes a person who is greedy for wealth.
   A.   Respondent 1

Respondent 1 said that he understood that the meaning of the idiom was to take the treasure that can be carried, and don't give anything to the enemy. Respondent 1 did not know of any suitable Indonesian idioms.

B. Respondent 2

Respondent 2 interprets the idiom as the behavior of people who want to take everything and don't want to share. Respondent 2 said there were no idioms in Indonesian that matched the concept of meaning.

C. Respondent 3

Respondent 3 said that the meaning of the idiom is "mengambil *semua yang kamiu bisa, dan tidak berikan kembali"*. respondent 3 does not know whether there are similar idioms in Indonesian or not.

D. Respondent 4

Respondent 4 said that the meaning of the idiom's treasure is to take all the gold you can because, in the film Pirates of the Caribbean, the hunt cursed the crew of the Black pearl ship, but Respondent 4 did not know whether the idiom had anything in common with the Indonesian idiom.

E. Respondent 5

Respondent 5 does not know the meaning of the idiom because in the film the characters who speak the idiom only drink at the bar. Respondent 5 also does not know whether there are similar idioms in Indonesian.

The idiom "Take what you can, give nothing back" is indeed an idiom that is easy to understand because the meaning of the idiom is not far from what it means when translated directly. This can be seen from the respondents who on average answered correctly.

7. Wind of the sails

"Wind the sails " itself if it translated into Indonesian, would become "Layar angin ". However, the meaning of this idiom is not related to the literal translation.

A. Respondent 1

Respondent 1 admitted that he did not understand the intended idiom and according to him the meaning contained in this idiom was not in the Indonesian language concept that he usually encountered.

B. Respondent 2

Responden 2 claims to understand the idiom and interprets it as the wind that moves and propels a ship. According to Respondent 2, the concept and meaning of this idiom cannot be found in the Indonesian language.

C. Respondent 3

Respondent 3 also admitted that he understood the idiom. According to respondent 3, the meaning of the idiom is the wind that makes the ship move, and respondent 3 also did not find a match between the Indonesian idiom and the idiom.

D. Respondent 4

Respondent 4 did not understand the idiom in the dialogue of the Pirates of the Caribbean movie. and do not know whether there is an idiom in Indonesian that has a concept like the idiom "Wind the sails" or not.

E. Respondent 5

Respondent 5 is also the same as respondents 1 and 4. Respondent 4 cannot understand the meaning of "Wind the sails". Respondent 5 admitted that he did not know whether there were idioms in the same Indonesian language because respondent 5 had never used idioms in everyday conversation.

Based on the data obtained, most respondents do not understand the concept of the idiom "Wind of the sails". This may be because the idiom is rarely used or heard by some people.

8. Dead man no tales

   "Dead man no tales" translated into Indonesian is "Orang mati tidak bercerita", if it explained in logic it doesn't allow someone who is dead to tell a story, here "dead man no tales" in this film means that dead people can't reveal secrets or something information because the dead are supposed to be silent and not speak.

   A. Respondent 1

   Respondent 1 admitted that he understood the idiom which meant " *Orang mati tidak mungkin berbicara atau bercerita*" and according to him the meaning of this idiom was in the concept of Indonesian because he had met something similar to it.

   B. Respondent 2

   Respondent 2 admitted that he understood the idiom. According to respondent 2, the meaning of the idiom is that dead people should be silent but he also cannot find a match between the Indonesian idiom and the idiom.

   C. Respondent 3

   Respondent 3 admitted that he did understand the idiom, and according to respondent 3, the concept of meaning in the idiom was not found in Indonesian.

   D. Respondent 4

   Respondent 4 understands this idiom in the dialogue of the Pirates of the Caribbean movie. and does not know whether there is an idiom in Indonesian that has a concept like an idiom "Dead man no tales" or not.

   E. Respondent 5

   Respondent 5 was almost the same as the others and he also did not know whether there were idioms in the same Indonesian language because according to him he had never used idioms in everyday conversation.

From the data we obtained, most respondents already understood this respondent because this idiom can be thought of logically according to reason and thought, although only a few of them have ever encountered this idiom in Indonesian.

9. Shiver me timbers

   Shiver Me timbers in the film *Pirates of the Caribbean: The Curse of the Black Pearl* is included in the idiom in English. This term describes a ship shaken by the waves in the film "Shiver me timbers" and is used as an interjection to express shock and fear. However, if translated into Indonesian, it would become "gemetarlah papan kapalku", which means "my ship's planks are trembling". This translation deviates quite far from the contextual meaning of the original idiom.

   A. Respondent 1

   Respondent 1 admitted that he did not understand the idiom and according to him the concept of the idiom was not found in Indonesian.

   B. Respondent 2

   Respondent 2 admitted that he did not understand the idiom and interpreted it as shivering wood and he also did not find a match for the idiom in Indonesian with the idiom.

   C. Respondent 3

   Respondent 3 admitted that he did not understand the idiom and according to him the meaning of the idiom could not be found in Indonesian.

   D. Respondent 4

Respondent 4 himself did not understand at all the idiom that was told in the dialogue of the film, and he also felt that this idiom was not in Indonesian because it had a very foreign concept.

E. Respondent 5

Respondent 5 himself had the same response as the other respondents, but he admitted that he felt familiar with him, but he had never found or encountered it in everyday conversation.

From the data we obtained, most respondents could not understand the concept of the idiom. Respondents also do not know whether there are similarities between this idiom in Indonesian and the idiom. This can be seen from the answers of the confused respondents and this caused a misunderstanding in watching the film

10. Any port in storm

”Any port in storm” itself in the film *Pirates of the Caribbean: The Curse of the Black Pearl* shows an emergency situation/state that orders them to seek shelter. In the context of the Indonesian language itself has meaning ” Setiap pelabuhan di dalam badai” which is different from the actual meaning even though it has the same meaning.

A. Respondent 1

Respondent 1 admitted that he did not understand what was in the film and did not understand its meaning in everyday life in Indonesia.

B. Respondent 2

Respondent 2 admitted that he understood the idiom, and also understood its meaning in Indonesian because he already knew the origin of the word.

C. Respondent 3

Respondent 3 admitted that he did understand the idiom and its meaning, but he never heard it in Indonesian.

D. Respondent 4

Respondent 4 admits that he understands this idiom and its meaning, and understands the use of its meaning in Indonesian because he knows the background

E. Respondent 5

Respondent 5 admits that he understands this idiom but feels like he doesn't know how to use it, and understands its meaning in Indonesian.

From the data we obtained, most respondents already understand the concept of the idiom. This can be seen from the respondents who on average almost all of them answered this idiom correctly.

11. Hands to braces

”Hand to braces” itself in this film itself means preparing to face a dangerous or difficult situation. If translated into Indonesian this idiom becomes ” Tangan pengikat layar ”. Even so, the meaning listed in this idiom has the same meaning as the idiom in English. In this case, the researcher wants to know whether the implementation of this idiom in the film *Pirates of the Caribbean: The Curse of the Black Pearl* can be understood by the audience or not.

A. Respondent 1

Respondent 1 admitted that he understood what was in the film and understood its meaning in everyday life in Indonesia.

B. Respondent 2

Respondent 2 admitted that he understood the idiom, and also understood its meaning in Indonesian because he already knew the origin of the word.

C. Respondent 3
Respondent 3 admitted that he did not understand the idiom and its meaning, but he felt he had heard it in Indonesian.

D. Respondent 4
Respondent 4 admits that he understands this idiom and its meaning, but does not understand the use of its meaning in Indonesian because he does not understand.

E. Respondent 5
Respondent 5 admits that he understands this idiom and its uses, and understands its meaning in Indonesian.

Most of the respondents (4 out of 5) admitted that they understand the idiom "hand to braces" and its meaning in the context of the film *Pirates of the Caribbean: The Curse of the Black Pearl*. Three respondents (respondents 1, 2, and 5) understood the meaning in Indonesian, while two respondents (respondents 3 and 4) did not fully understand it in Indonesian. Therefore, it can be concluded that the majority of respondents understand the idiom and its meaning in the context of the film, although their understanding of its meaning in Indonesian varies.

12. Davy Jones Locker

Davy Jones' locker in this film includes an idiom that is expressed as the ocean of death, this term is widely associated with pirate legends. In Indonesian, Davy Jones Locker is expressed as a dark seabed, which has almost the same context in English. In this case, the researcher wants to know whether the implementation of this idiom in the film *Pirates of the Caribbean: The Curse of the Black Pearl* can be understood by the audience or not.

A. Respondent 1
Respondent 1 admits that he understands the idioms in the film and their meanings, but he does not understand the concept of using their meanings in Indonesian because they don't use them in everyday life.

B. Respondent 2
Respondent 2 admitted that he understood the idiom, and also understood its meaning in Indonesian because he already knew the origin of the word.

C. Respondent 3
Respondent 3 admitted that he did not understand the idiom and its meaning, but he felt he had heard it in Indonesian.

D. Respondent 4
Respondent 4 admits that he understands this idiom and its meaning, and understands the use of its meaning in Indonesian because he knows the background.

E. Respondent 5
Respondent 5 admitted that he did not understand this idiom, but he felt as if he knew what it was used for, and did not understand its meaning in Indonesian.

Most of the respondents (4 out of 5) admitted that they understand the idiom "hand to braces" and its meaning in the context of the film *Pirates of the Caribbean: The Curse of the Black Pearl*. Three respondents (respondents 1, 2, and 5) understood the meaning in Indonesian, while two respondents (respondents 3 and 4) did not fully understand it in Indonesian. Therefore, it can be concluded that the majority of respondents understand the idiom and its meaning in the context of the film, although their understanding of its meaning in Indonesian varies.

4.   CONLUSION

The use of idioms in this film aims to provide dramatic and humorous effects and to express ideas and concepts in an engaging manner to entertain the audience. Based on the findings of this study, researchers identified approximately 12 idioms of different types in the dialogue script of the film *Pirates of the Caribbean: The Curse of the Black Pearl*. Some of these idioms include "Off limit", "Speak with my mind", "Open Fire!", "On his heels", "Sharp eye", "Take what you can, give nothing back", "Wind the sails", "Dead man no tales", "Shiver me timbers", "Davy Jones's locker", "Any port in storm", and "Hands to braces".

Furthermore, from the research findings, there were respondents who claimed to understand the idioms but actually did not fully comprehend them, such as the idiom "on his heels" which was incorrectly interpreted as shooting in the leg. This misunderstanding stemmed from the absence of a similar idiomatic concept in their native language, Indonesian, thus lacking a reference to interpret the idiom correctly. Most of the idioms presented by the researcher do not have direct equivalents in Indonesian. Based on the data from Respondent 5, who stated uncertainty about whether there are similar idioms in Indonesian due to infrequent use of idioms in daily communication, it could be chosen to answer "don't know" because the respondent may not be familiar with idioms in Indonesian. Understanding of idioms by respondents in this film is crucial as their lack of understanding of the true meanings can lead to misunderstandings of the film's storyline.

From the above explanation, the results of this study can also be a reference for other researchers who want to identify the use of idioms in other films.

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Allophonic Variation for Phoneme /b/ and /d/ in Javanese English Speaker

Istiqomah[1]*, Meili Hime Marianka Raudah[2]
[1]* UIN Sunan Kalijaga, Indonesia, 21101050021@student.uin-suka.ac.id
[2] UIN Sunan Kalijaga, Indonesia

This ponder examines the allophonic varieties within the articulation of the phonemes /b/ and /d/ by Javanese speakers learning English. Employing an expressive quantitative approach, this inquiry included five respondents from Yogyakarta. The strategy included articulation tests and interviews conducted through WhatsApp voice notes. The essential point was to distinguish particular errors and analyze the basic components contributing to these mistakes. This comes about to demonstrates that Javanese learners frequently substitute English phonemes with comparative sounds from their local dialect, driving to visit errors. Components such as the impact of the Javanese dialect, personal inspiration, and individual objectives essentially influence elocution exactness. Specifically, the ponder found that phonological rules missing within the Javanese dialect, combined with a solid Javanese emphasis, result in particular elocution designs that go astray from standard English. Moreover, the respondents' shifting levels of presentation to English and their contrasting inspirations for learning the dialect advance impacted their articulation aptitudes. The discoveries highlight the one-of-a-kind phonological challenge confronted by Javanese speakers and propose the requirement for custom-made elocution preparation programs that address these particular issues. This inquiry contributes to the broader understanding of moment dialect procurement among Javanese learners and underscores the significance of considering local dialect impacts within the advancement of successful education procedures.

Keywords: *English Pronunciation, Javanese Speakers, Allophonic Variation*

1.   INTRODUCTION

The way a word is pronounced or spoken in a particular language is known as its pronunciation. Allen in Hakim (2012:244), declares that a significant factor in improved English speaking is pronunciation, one of the language elements. It is frequently used as a form of talent to demonstrate one's superior command of the English language. Since pronunciation has a direct impact on a learner's ability to communicate and perform, it is an essential component of foreign language acquisition. Instead of looking at other language abilities, some people focus their judgment of someone's English proficiency on their ability to speak with a clear pronunciation. In the book Gilakjani (2016:3), Harmer argues convincingly that students benefit from knowing sounds and voice features and greatly improve their speaking skills by having good pronunciation.

There are several aspects of Pronunciation in English that are essential due to the significance of pronunciation. One of them is the English segmental features for vowel and consonant sounds. According to Nurhadi in Suryatiningsih (2015:4), phonemes that can be broken down into their component parts, such as consonants, vowels, and diphthongs, are known as segmental features or segmental phonemes. Vowel and consonant sounds play an important role in word formation. Thus, being well-versed in segmental features will

enable students to clearly comprehend and be comprehended by others. On the other hand, ignoring the target language's segmental features will harm students' achievement.

When someone learns to pronounce, they begin to evolve to form a new behaviour and overcome problems caused by the primary language's influence. According to Yusriati (2019), one of the most crucial aspects of communication is pronunciation. Good pronunciation reduces the likelihood of misunderstanding when speaking with others. Wrong pronunciation will result in a different meaning, which is why everyone must pronounce words correctly.

Additionally, speakers of a second language who can pronounce it correctly are regarded as successful in that language. Since language is a tool for interpersonal contact and communication in modern society, learning English is important. People may now coexist in a global life thanks to the processes of modernization and globalization. If someone needs to engage and communicate with people from different backgrounds, languages, and cultures, it is unavoidable in a global society. As a result, English-speaking people engage with one another and their society primarily through the usage of the international language. Being native-like is the main objective of pronunciation learning. Understanding English spoken at a natural pace by native speakers with diverse accents presents many difficulties. Talking in English is difficult for non-native speakers. Phonetic and phonological understanding are the issues. As a result, Phonetic words that refer to their native languages, such as Indonesian, Javanese, Sumatran, and Sundanese, are unique to each English learner.

However, for English learners, they perform English differently depending on their mother tongue. Indonesian phonotactic conventions were still used when speaking in English. Because many phonological principles in English do not exist in Indonesian, the phonological systems of English and Indonesian are distinct, making it difficult for Indonesians to pronounce English words.

One of them is in Javanese. Javanese has its distinct accent, dialect, intonation, and diction. It comes as no surprise that the pronunciation of Javanese is clear and explicit, with short intonation and stress in some places. When the sentence ends with a vowel sound, it is sometimes pronounced longer. After all, according to Hakim (2012:255), when the students say an English word or sentence, their heavily Javanese accent comes into play.

In Javanese, the sounds of the phonemes /b/ and /d/ are usually emphasized or additional phonemes are added when spoken. Like the word examples: babad (t.a.) historical story, babagan (tsb) about. In Javanese, the phoneme /b/ sounds like [pʰ]. dados (t.s.) (K): so, doso (t.s.) (K): Sin. In Javanese, the phoneme /d/ sounds like tʰ (θ), ʈʰ (ð).

This issue is a type of English pronunciation error that is influenced by the native language or the language used daily. Any foreign language learner faces difficulties, including difficulties with target language pronunciation. Many factors contribute to the difficulties. Several experts believe that native language, age, exposure, and motivation all play a significant role.

This happened to 5 Javanese people living in Jogja which this study used as the object of research. This research follows: What is the allophonic variation that is contained in 5 samples as 1-5 person Javanese English native speaker pronunciation? What are the reasons for their error in English pronunciation?

2. LITERATURE REVIEW

Pronunciation - Learning English as a second language is a time-consuming and difficult task because we must first understand what others are saying. Additionally, it is hard to comprehend because English has a different accent and pronunciation. A person

needs total dedication, total involvement, and total physical, intellectual, and emotional commitment to successfully communicate in a second language.

According to Burns and Claire (1994), the meaningful perception and production of a language's sounds, as well as their impact on the listener, known as phonology, is referred to as pronunciation. Pronunciation as a part of phonology, more towards making a sound that we use to be understood, is known as segments in the study of phonemes, which are the types of features that make a sound in English. They are referred to as the segmental level. Individual sounds are classified into eight categories: intonation, phrasing, timing, stress, rhythm, voice quality, and gestures or expression.

Also, pronunciation is the making of a sound framework that doesn't deter correspondence from either the speakers' or the audience members' viewpoints (Paulston & Burder, 1976). The most common way to say a word is through its pronunciation (Otlowski, 1998). In addition, Richard and Schmidt (2002) defined pronunciation as the act of making particular sounds.

Many students still struggle with consonant pronunciation, for example. Consonant sounds are classified into two kinds: voiced consonants and unvoiced (voiceless) consonants. A voiced consonant is a sound produced when the vocal cords' nine cords vibrate. The vocal cord must be moved to produce unvoiced (voiceless) consonants. Except for vowel words, a consonant is a sound produced by pronouncing a word.

English Pronunciation Features - According to Yuzawa (2007), "pronunciation is a basic and essential skill required for those who want to use English communicatively". In other words, articulation is a significant aspect of communicating in English with others.

A crucial part of learning English pronunciation is when the learner uses natural speech as the material for how to pronounce the English sound. Pronunciation issues that students may have encountered include consonant sounds, vowel sounds, linking a word, intonation, and stress.

Kind of Pronunciation Error - Every country, particularly each region of Indonesia, has a distinct mother tongue. The function of a mother tongue is that everyone can tell where someone is from based on their mother tongue. When learning a foreign language, it is important to remember that everyone has a different mother tongue. It means that one language may be pronounced differently than another. Indonesia, in particular, has a diverse range of languages, each with its distinct accent. As a result, not all Indonesians can easily learn English pronunciation. Most Indonesians, particularly English department students, still spell words word for word if they do not know how to pronounce a word. Spelling can re-emerge, with speakers interpreting the arrangement of letters on the page rather than what they hear (Shariatmadari, 2014).

According to Hakim (2012), In this study, we analyzed six phonetics: b, d, g, j, ʤ, and ð. After conducting the study, the researcher had a total of 30 Javanese students in the English section of his Bengkulu STAIN respondents in this study, 13 male students out of a total of 13 students, or 100% concluded that they are equal. Javanese accent when speaking English. Among the female students, out of a total of 17 female students interviewed, 15, or 88.24% used a Javanese oppressive accent when speaking English, while the remaining 2, or 11.76% spoke Javanese. accents can be used. Their pronunciation accent, and they do it well. This proves that female students are better than male students at removing the Javanese accent when speaking English.

We use research from Hakim (2012) as a reference for this study. The difference in this study is that it only focused on the phonemes /b/ and /d/. To find English mispronunciation of these two phonemes by people who are accustomed to using the Java language.

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3.   RESEARCH METHODOLOGY

A descriptive quantitative was adopted in the study. The engaging quantitative procedure depicts the situation with a peculiarity that has been estimated by a gadget, and then handled as per its capability.

The population of the research was the five Javanese people living in Jogja Bantul. A populace is a set (or assortment) of all components having at least one credit of interest. Purposive sampling was used in this study. According to Ari Kunto (2006: 139), a method known as "purposeful sampling" is used to collect data for particular purposes.

An interview and pronunciation research were used to determine the kinds of mistakes made by these five people. The words of English that contain phonemes/b/ and /d/ included in the pronunciation test were as follows:

1.   Raisa's botter left in the class. Butter that has a Bitter taste is also left there. Bitter Butter from her mom 3 months ago.

2.   Daddy goes to the beach with his sister's daughter. While uncle draws the picture of the beaches that he gets from his daughter. The doors are also his favorite object to be drawn.

The purpose of the test required me to respond to the first inquiry, which asked about the difficulties Javanese English learners had pronouncing English phonemes. In the meantime, the interview was used to find out what made their phonemes sound different. WhatsApp voice note was the tool utilized by the research to get the data.

4.   RESULT AND DISCUSSION

Five respondents were given 2 sentences by the researchers to find out how difficult it was for Javanese English learners to pronounce English phonemes. The pronunciation test was carried out by recording sentences containing phonemes /b/ and /d/ in WhatsApp voice notes.

After analyzing the respondents' pronunciation, the researchers discovered that Javanese English learners encountered allophonic variations in pronouncing words with phonemes /b/ and /d/.

When considering their allophonic variations, the researcher discovered several words with nearly identical samples. Four out of five examples of how to pronounce the word *Botter* (**bɑtər)** are **pʰɔttər.** Persons 1, 2, 3, and 5 emphasize the phoneme /b/, making it sound as if the breath is being forced out of the mouth. They also do the same with the words Bitter (ˈ**bɪtər)**, they pronounce it to be **pʰɪtər**. Persons 1, 2, 3, and 5 also mistranslation in pronouncing the word Doors (**dɔrz)** be **ðɔrz.** Phoneme /d/ sounds thicker because it emphasizes the breath more heavily.

4.1   Analysis data
1st person

The results of the first-person sample are that almost all words that have phonemes /b/ and /d/ have pronunciation changes to pʰ and (θ), (ð). Pronouncing the words *Botter* (**bɑtər)**, *Butter* (ˈ**bʌtər)**, and *Bitter* (ˈ**bɪtər)** be pronounced thicker in phoneme /b/. It's like **pʰɔttər,** ˈ**pʰʌtər,** ˈ**pʰɪttər,** these sound like a heavy breath when they press the first syllable of the word. Not only on the phoneme /b/ but also on words with the phoneme /d/

2nd person

The result of the second-person sample is that all words that have the phonemes b and d have variations in pronunciation changes to become pʰ and (θ), (ð). Pronouncing the words *Botter* (**bɑtər**), *Butter* (**ˈbʌtər**), and *Bitter* (**ˈbɪtər**) be pronounced thicker in phoneme /b/. It's like **pʰɑtər, ˈpʰʌtərs, ˈpʰɪtərs** in this sound, the 2nd person is like pressing the first syllable.

3rd person

The results of the 3rd person sample are all words that have the phonemes b and d have variations in pronunciation changes to become pʰ and (ð). Pronouncing the words as *Botter* (**bɑtər**), *Bitter* (**ˈbɪtər**) be pronounced thicker in phoneme /b/. It's like **pʰɑtər, ˈpʰɪtər** in this sound, the 3rd person is like pressing the first syllable.

4th person

Pronunciation of the phoneme /b/ is mostly correct. The pronunciation of the phoneme /d/ is correct but is still present in the pronunciation of the words in the phoneme /d/.

5th person

5th person has an error in pronouncing the phoneme /b/ which becomes pʰ. Pronouncing the words as *Botter* (**bɑtər**), *Butter* (**ˈbʌtər**), *and Bitter* (**ˈbɪtər**), be pronounced thicker in phoneme /b/. It's like **pʰɔtər, ˈpʰʌtər, ˈpʰɪtər,** these sound like a heavy breath when they press the first syllable of the word. And the pronunciation of the phoneme /d/ becomes (t̪ʰ).

To find out the background of the samples that we can use as factors that cause allophonic variation, we give them a list of demographic questions. They have also answered these questions and the researcher can find out what factors influence their pronunciation of words with /b/ and /d/ phonemes which have allophonic variations.

4.2 The list of demographic questions:

1. What is your native language?
2. What is your Daily language?
3. Is English now used in your environment?
4. When did you start learning English?
5. Do you study English pronunciation as a subject or course outside of school?

4.3 Factors that influence allophonic variation

4.3.1 Native Language, Daily Language and Environment

Samples 1-5 are native Javanese who live in a Javanese-speaking environment in Jogja. The five of them were born in Jogja and speak Jogja Javanese as their mother tongue. According to Zhang (2009: 44), there are three ways that learning pronunciation can be influenced by the native language. First, the native language lacks English sounds. Second, several sounds share similar phonetic characteristics, but their distribution is different. Third, sounds that are the same in one language but are pronounced differently in another.

Then, in school, they only learn Indonesian and English as required subjects. The average Indonesian-Javanese student attends school and studies English. When entering

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junior high school, it is especially common. The majority of them, however, do not use English outside of school. Furthermore, pronunciation is now being taught at the university level. According to Rosyid (2009: 8), the students struggle because they have never studied such a subject before. However, there are some students whose pronunciation skills improved before they entered university.

The five of them speak Javanese daily. The five of them also live in a community where their language is widely spoken, namely Javanese, Jogja.

4.3.2 Learning English

The answers to the questions about learning English in the five samples vary.

The first person to respond said, "I only took English as a subject in elementary, junior high, and high school. I never took English lessons outside of the classroom or learned English on my own."

The answers in the second and third-person samples are nearly identical to those in the first. They are not studying right now, but rather working. They only speak Javanese at work and do not speak English. As a result, the influence on their English pronunciation can be said to be quite visible in one of the two influences on English words containing b and d phonemes.

The fourth person has the most accurate pronunciation. The fourth person turns out to be interested in English. He has received additional English tutoring outside of school in addition to being taught as a subject at school. He is currently studying at the Indonesian literature department, which also offers an English course, and he is learning English on his own through the use of technology.

The fifth person sample only learns English from his elementary, middle, and high school subjects. But he also got it in the lecture building where he is currently enrolled, specifically the Arabic Literature major. He did, however, admit to being interested in learning English through social media platforms.

The attitude and desire of the learners toward the target language are addressed by motivation. The higher the motivation, the more likely it is that the students will meet their needs. According to Tanner (2012: 9), language proficiency rises in tandem with increased motivation. Personal objectives can also have an impact on the need and desire to achieve correct pronunciation. According to the fourth and fifth person, they both have motivation or they both want to learn English.

5.   CONCLUSION

The researcher discovered, after analyzing the respondents' pronunciation, that Javanese learners of English struggled to pronounce the 13 consonant sounds /ʒ, v, θ, ð, z, ʃ, f, g, k, d, ʧ, ŋ, j/. The study's findings indicated that respondents frequently used sound substitution when producing English consonant sounds. Some English consonant sounds were substituted by respondents for sounds that were similar to those in English. Aside from that, they made a sound in Javanese that sounded like what they wanted to hear. It occurred when the target sound was not present in the phonological structure of Javanese, the target sound was not produced correctly, or the word was not pronounced correctly. Including the phonemes /b/ and /d / that we made this study, the phoneme sounds that sound like ph, θ, ð.

The study's objective was to determine how Javanese English speakers pronounce the allophonic variants of the phonemes /b/ and /d/. The results of this research are discussed as follows:

The collected data indicate that allophonic variations in Javanese English words containing the b and d phonemes are caused by several different factors.

First, the mother tongue is one of them, and it has a strong influence on their pronunciation. Their day-to-day speech also has a significant impact on how they pronounce these English words that contain the b and d phonemes. In their everyday Javanese language, words with the /b/ and /d/ phonemes typically have an emphasis that is pronounced by exhaling heavily. Consequently, it sounds like an "h". The respondents spoke Javanese as their first language. They have used Javanese since they were children and continue to do so. They eventually learned other languages, including English and Indonesian. However, they continued to favor Javanese over other languages. Furthermore, the majority of them began learning English in elementary school, which was indicated before puberty. Although they shared the same first language and began learning English at the same time, their pronunciation abilities differed.

Second, there must be a lot of experience or insight from people about the language to be spoken. A simple example is learning English by self-taught or asking to be taught by people around you. Often practicing English pronunciation is also important, to better know how to pronounce words properly and correctly in English.

The first person

The results of the first-person sample are that almost all words that have phonemes b and d have pronunciation changes to p^h and (θ), ($\eth$). Judging from the background of this first person, she often uses Javanese in her daily life. So that the accent is carried over into the pronunciation of English sentences. Moreover, he is not a person who studies English, so when compared to the correct pronunciation in English, it can be called a pronunciation error.

The second person

The result of the second-person sample is that all words that have the phonemes b and d have variations in pronunciation changes to become p^h and (θ), ($\eth$). This is related to her background, namely, she is in the Javanese environment or uses the Javanese language every day. This long time affects the way she pronounces English, which sounds like a mispronunciation. Moreover, she did not study English.

The third person

The results of the 3rd person sample are all words that have the phonemes b and d have variations in pronunciation changes to become p^h and ($\eth$). An error occurred because the 3rd person lived in the neighborhood and used Javanese as their everyday language. And he also learns English just because English is a compulsory subject.

The fourth person

Pronunciation of the phoneme /b/ is mostly correct. The pronunciation of the phoneme /d/ is correct but is still present in the pronunciation of the words in the phoneme /d/. Even though she lives in an environment that uses the Javanese language, 4therson has a lot of correct pronunciation of the phonemes /b/ and /d/. Maybe because she also studied pronunciation deeply.

The fifth person

5th person has an error in pronouncing the phoneme /b/ which becomes p^h, and the pronunciation of the phoneme /d/ becomes (t^h). An error occurred because the 5th person

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lived in the neighborhood and used Javanese as their everyday language. And she also learns English just because English is a compulsory subject. She does not deepen English like the 4th person

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Analysis of Phonological disorders and Pronunciation variations of R phoneme in people with Lisp

Aurachel Umara LDA & Syabina Ayu Tri Astiti
Faculty of Adab and Cultural Science
UIN Sunan Kalijaga, Yogyakarta
21101050042@student.uin-suka.ac.id
2101050047@student.uin-suka.ac.id

Abstract

The lisp disorder is caused by articulatory factors so that those who experience this disorder cannot pronounce /r/ with apicoalveolar trills like Indonesians in general. The articulators as producers of human speech organs are a source of study of phonological disorders which, when transcribed more clearly into units of fonts and allophones, must be translated phonetically, not only autographically. The research entitled Analysis of Slurred Speech Disorders (Studies in Psychological and Neurological Perspectives) according to its title emphasizes psychological and neurological aspects, with an autographic transcription. This research is descriptive qualitative which is explained. The data acquisition technique in this study was an interview technique, with the division of the interview divided into two sessions. It is intended to answer the study problem to obtain data about cases of students who have slurring speech and provide information and solutions to students who speak slaurred.

I.   INTRODUCTION

Phonology as the smallest unit in linguistic composition has an important role in communication. Phonology is the basis for the formation of the next language unit so that the morphological structure is formed, and then continues sequentially into syntax and discourse. The study that distinguishes these meanings in phonology is called phonetic studies. According to (Chaer, 2019) in general, phonetics can be explained as a branch of phonology which examines the sounds of language without regard to their status, whether the sounds of language can distinguish meaning (words) or not. Meanwhile, a deeper study of phonology which regulates how the sound of each existing phoneme is regulated in phonemic studies according to (Chaer, 2019) phonemics is a branch of phonological study which examines the sounds of language by paying attention to its function as a differentiator of meaning (words). .

The study of phonetics and phonemics is closely related to sound analysis for those who have language disorders. (Chaer, 2019) argues that the results of phonological studies are also needed in the clinical field, namely in helping those who have speech and hearing difficulties. The articulators as producers of human speech organs are a source of study of phonological disorders which, when transcribed more clearly into units of fonts and allophones, must be translated phonetically, not only autographically. This is intended so that the sounds produced by speakers are more detailed in their transcription and provide any differences in the fonts and allophones that appear. For example, in the phoneme /u/ which is realized in the allophones [u] and [U] in the words <book> book and <libur> [libUr] where [u] is a cod (open) syllable and [U] is a cod (closed) syllable.

Phonemes that should be sounded normally in certain cases with various influences such as stoke as a serious illness experience interference and cause confusion to the listener when carrying out the decoding process. There are similar research done by (Yuliastuti, R. A, 2020) with the title Lsvt Loud Improves Verbal Communication Ability of Ischemic Stroke Patients with Dysarthritis at Rsi Jemursari Surabaya. (Dewi, Y. K., & Sastra, G., 2015) Changes in the Sound of Language in Sufferers of Wernicke's Aphasia (Studies on Patient Mr. D). (Johan, M., & Susanto, A, 2018) Language Disorders in Stroke Sufferers: A Study: Neurolinguistics. (Purba, H. S. R, 2018) Phonological Acquisition of 6-Year-Old Children with a History of Febrile Seizures (a qualitative study of Nazwa's phonological acquisition). Is an example of a language disorder in which there is a study of phonology and sources of language disorders with certain diseases. Another study discussing phonology was conducted by (Devianty, R, 2018) Language Acquisition and Language Disorders in Toddlers. (Maharany, A. F, 2016) Phonological Symptoms of Indonesian in Children Aged 3-4 Years at Preschool Permata Hati, Kendari City. (Amaliah, M. N, 2017) Acquisition of Phonological Competence and Speech Production Disorders in Children Aged 3 to 4 Years. Research by Devianty, Maharany and Amaliah discusses the research object aged under five and is a treasure that the writer studied in deepening the causes of phonological disorders in children.

In cases in the field, there are cases of slurred speech in adults whose articulators can be said to be perfect and are unlikely to develop any further, having disturbances in the pronunciation of the phoneme /r/ so that the sound that should be trill apicoalveolar becomes /l/ which is lateral apico alveolar. And then after it was observed that the five informants had differences in the pronunciation of the phoneme /r/ which had to be proven phonetically so that what the five informants said could be properly transcribed. (Arsal, 2012) conducted a study entitled Analysis of Pedigree Lisp (Case Study of Several Districts in South Sulawesi) discussing the causes of slurred from a genetic standpoint and concluded that the causes of slurredness are (1) Lisp can be caused by hereditary factors. (2) The inheritance pattern of the lisp gene is autosomal recessive. In his jury, the cause of this lisp itself was stated clinically as a dysentery disorder. according to dr. Lily Sidiarto in (Arsal, 2012) lisp is a form of dysarthria, which is a term for articulation disorders (pronunciation of words) caused by structural disorders or ganglia function of the articulatory organs. Lisp can be caused by structural disorders, among others, due to the relatively short size of the tongue or abnormalities in the muscles under the tongue. Abnormalities of the two muscles can cause tongue movement to be less good.(Frans Praba, n.d.)

In another case, a participant named Yogi in Dewi, Sastra (Dewi, Y. K., & Sastra, G., 2015) with a study entitled Phonological Disorder Sufferers of Ankyloglossia Speakers of Riau Malay, this slurred disorder is caused by tongue-tie where the frenulum linguae is at the bottom of the tongue causing the tip of the tongue to be unable to work properly. Like non-Ankyloglossia children's tongue work. Research on slurred speech was also written by (Janella, T., Muzzamil, A. R., & Syahrani, A, 2019) who examined elementary school-age children with the statement that the pronunciation of /r/ is a competency that must be possessed by grade 1 students in semester 2 of elementary school. In this study the researcher only transcribed orthographically which only took data

What phonemes have been mastered and not mastered by the object of research? In this study, there has been no discussion of phonemic differences or variations of the lisp itself. More specific research on adults was conducted by (Matondang, C. E. H, 2019) with a 27-year-old research object. The research entitled Analysis of Slurred Speech Disorders (Studies in Psychological and Neurological Perspectives) according to its title emphasizes

psychological and neurological aspects, with an autographic transcription. The conclusion of this research is that the cause of the slurred speech is psychological factors when the mother was a child which affected the neurological research object. A more varied case in the pronunciation of the phoneme /r/ was written by (Rodzi, N. S. M., & Jaafar, S. R. S., 2018) entitled Phonological Study of Sound Errors in Children's Language with findings of changes in consonant [r] which found (a) consonant [r] was replaced with a consonant [ɣ], (b) consonant [r] is replaced by consonant [w] and (c) consonant [r] is replaced by consonant [l].

The phoneme /r/ which is a consonant in a word can occupy all positions, namely beginning, middle and end, for example: king, vein and width (Chaer, 2009). Judging from the phonological process, consonants also have consonant clusters (clusters) which are double consonants. Specifically for the phoneme /r/ the consonant groups are /br/, /dr/, /fr/, /pr/, /cur/, and /tr/. All of these consonant clusters in a word can be at the beginning and in the middle but not at the end. And the two consonant groups that are only at the beginning are /gr/, /kr/, and /sr/. With this theory, researchers will look at the sound of the phoneme /r/ produced by the participants in terms of position and each variant of the phoneme cluster to see whether /r/ has an effect on the word or not. And like the research on phoneme clusters conducted by (Peishi, N., Sumarti, S., & Rusminto, N. E, 2018) on Mandarin speakers who looked at the accuracy of pronunciation in all clusters.

From the several studies that have been stated above with various causes, researchers see that this slurred research is mostly carried out in children whose artuculator can still change physically or there is a possibility of recovery. Even for those who only have psychological and neurological burdens, they are very changeable even though they are already adults. However, (Matondang, C. E. H, 2019) does not offer suggestions for how to cure those who suffer from slurred speech due to psychological and neurological burdens. Researchers in slurred research on average, even from all slurred studies that the authors encountered, did not transcribe phonetically with a detailed study of the pronunciation of the phoneme /r/ itself.

The researcher wanted to see the difference in the phoneme pronunciation of the two participants because in Sundanese terms or in terms of the village where I live, there are slurred terms and there are different terms of working on. The two participants, Aden, were considered to have worked on it, while Ilham was considered to be slurred. With the existence of these local terms, the researcher wants to prove these two differences and look for more details on the pronunciation of the phoneme /r/ in slurred persons by conducting a case study on two participants who were met. Because in the case of slurred researchers have not encountered cases of different sounds or get other terms from this lisp. Researchers will also look at the causes of these disorders as a reference for the emergence of suggestions so that sufferers of slurred disorder can recover.

II.   LITERATURE REVIEW

We used the previous article, namely the article entitled Language Acquisition and Language Disorder in Toddlers as our reference in compiling this paper. The article discusses the pronunciation disorders of the phonemes R and L in toddlers. Similar to the article, our paper will analyze the pronunciation of the R phoneme in people with lisp and then transcribe it with the correct pronunciation. The different is the sources that we choose for our analysis. The researcher will analyze the pronunciation of the R phoneme in adults and then compare it with the actual pronunciation.

Another article that we use as our reference is Research Objects on The Causes of Phonological Disorders in Toddlers (Subyantoro, n.d.). The subject of the article is actually the same as our paper. The different is they are looking for the causes of pronunciation disorders in toddlers where their pronunciation is not perfect, whereas our paper looking for the causes of pronunciation disorders in adults where their pronunciation is already perfect. The article sample that we use is also different from the article, if the article is sampled from toddlers, then our paper takes the sample by conducting interviews with adults. Basically, our paper uses one article for our reference, but we use our own subject and method for this paper which differentiates our paper from those articles and at the same time builds on the articles already in this paper.

III.   METHODS

The research method used in this study is descriptive qualitative which is explained. Bogan and Tailor in (Pentury, H. J, 2018) that descriptive research is a research procedure that produces descriptive data in the form of written or spoken words from people or behavior that can be observed. The purpose of qualitative descriptive research is to describe, summarize various conditions, various situations, or various phenomena of social reality that exist in society which are the object of research and try to draw that reality to the surface as a characteristic, character, trait, model, sign, or description of certain conditions, situations, or phenomena (Hossein Nassaji, n.d.). The data acquisition technique in this study was an interview technique, with the division of the interview divided into two sessions. Namely open interviews related to the causes of slurred speech in participants and closed interviews in the form of experiments on pronouncing /r/ in words prepared by the researcher. Respondents sent in their voice recordings saying the sentences we made up. Then we transcribed the voice recordings manually and compared them with the correct sentence transcripts in the table. Then we classify sentences with the letter R consonant at the beginning, middle, and end. The participants here are Aden Eka Pradana (Speaker 1) 19 years old, Ilham Malulana Irsyad (Speaker 2) 20 years old, Elleazar Khrisna Putra Wibowo (Speaker 3) 19 years old, Devara Saptoni (Speaker 4) 19 years old, Silvia Anggraini (Speaker 5) 21 years old who is a Civil Engineering student at Yogyakarta State University. In this study the authors chose the data analysis model of Miles and Huberman as stated in (Sugiyono, 2017). This technique was chosen because it is more interactive and in accordance with the research theme which requires more intense and in-depth descriptions and interviews with informants. The steps of the data analysis technique of the Miles and Huberman (Mey Hariyanti, n.d.) model is data collection, data reduction, data display, and conclusion drawing/verification.

IV.   FINDING AND DISCUSSION

This chapter presents the findings. It is intended to answer the study problem to obtain data about cases of students who have slurred speech and provide information and solutions to students who speak slurred. In finding, the researcher described a more intense and in-depth description and interview process with the informants and presented the results of the data. Whereas in the discussion section the researcher will analyze the findings. From the research conducted, it was found that the results of open interviews with five informants were related to the cause of the first question. Find out the reasons and causes of slurred speech. The three sources, did not know the causes and reasons for their slurred speech. Respondent 1 answered this question more clearly by explaining that his tongue did not

reach the palate (velar). Respondent 2 explained that the condition of his tongue was indeed short, but when pronouncing /r/ it reached the palate it just couldn't vibrate and it was difficult, but it was clearer than respondent 2 even though it reached the velar area only under certain conditions and even then, it ended with a little force.

Respondent 3 explained that his tongue was up to the sky but slightly vibrating. Meanwhile respondent 1 and 2 explained that hereditary factors from the family caused their lisp disorder. The second question relates to the experiment or method used to cure. Respondent 2 answered this, "I have done a lot of friends' suggestions to do some tongue exercises such as repeatedly saying /r/ and saying lots of /r/ words like water, paper, friends, but still can't and doesn't change my lisp". While respondent 1 explained that he often practiced saying the R-word and the results improved slightly. Respondent 4 answered the second question by explaining that he had massaged and pulled his tongue, which he said was so that it was long and could reach the palate when pronouncing the apicoalveolar trill. Apparently still cannot change the lisp. Respondent 3 and 5 have never done anything to reduce the lisp. On the third question about the influence of lisp in everyday life.

The five informants explained the same experience that some friends often mocked this, and if they were speaking in front of the class or chatting, they were often stopped just to justify the letter /r/ which had an effect when presenting or performing certain things in front of the class. The fourth question was whether they ever succeeded in stamping /r/ with apicoalveolar trills. Speaker 1 hesitantly answered yes but it was difficult and Speaker 2 answered it was very difficult. Speaker 3 answer was once again explained that at that time he was doing tongue exercises by pronouncing the letter /r/. Speaker 4 and 5 cannot pronounce R with apicoalveolar trills.

A. Phoneme /R/ at the beginning of the word.

In this section, we expose 2 words that we find that consist of the phoneme /R/ at the beginning of the word. The word that we find will we a transcript and we compare it with transcript of the correct R pronunciation:

R at the start	Read	Rock
Speaker 1	/l/	/l/
Speaker 2	/r^h/	/r^h/
Speaker 3	/r^r/	/r^r/
Speaker 4	/r^r/	/r^r/
Speaker 5	/l/	/l/

From the table above it can be seen that all words consisting of the phoneme /R/ at the beginning of the word that we describe in the table are pronounced. We can take the example of the words "Read" and "Rock". of the five sources, three out of the five succeeded in pronouncing /R/. So based on the table above we can conclude that the phoneme /R/ at the beginning of a word can be pronounced easily.

B. Phoneme /R/ at the middle of word

In this section we describe 9 words we found that contain the phoneme /R/ in the middle of the word. We will transcribe the word we find and compare it with the correct R pronunciation transcript.

R in the middle	Bookmark	Yesterday	Scissors	Interesting	Write	Journal	Friends	Are	Thursday
Speaker 1	-	-	-	-	/l/	/l/	-	/r^h/	-
Speaker 2	/r/	-	/r/	/r/	/r/	/r/	-	/r/	/r/
Speaker 3	-	-	/r/	/s/	/r/	/r^r/	/r^h/	/r/	/r^h/
Speaker 4	/r/	/r/	/r/	/r/	/r/	/r^r/	/r^h/	/r/	/r^h/
Speaker 5	/l/	/l/	/l/	/l/	/l/	/l/	/l/	/l/	/l/

From the table above it can be seen that all words consisting of the phoneme /R/ in the middle of the word that we describe in the table are pronounced. We can take the example of the words "Journal" and "Friends" and "Thursday". of the five informants, almost all of them had difficulty pronouncing the word /R/ which is in the middle of the word, because it was mixed with double /R/ or /H/. So based on the table above, we can conclude that the phoneme /R/ in the middle of a word is difficult for people with lisp to pronounce.

C. Phoneme /R/ at the end of the word

In this section we describe 4 words we found that consist of the phoneme /R/ at the end of a word. We will transcribe the word we find and compare it with the correct R pronunciation transcript:

R at the end	Paper	Your	Far	Car
Speaker 1	-	-	-	/r^h/
Speaker 2	/r/	-	/r/	{r/
Speaker 3	-	/r^r/	/r^r/	/r^r/
Speaker 4	-	/r^r/	/r^r/	/r^r/
Speaker 5	-	/r/	/r^h/	/r/

From the table above it can be seen that all words consisting of the phoneme /R/ at the end of the word that we describe in the table are pronounced. We can take the example of the word "Far" and "Car". of the five informants, almost all of them had difficulty pronouncing the word /R/ which is in the middle of the word because it was mixed with a double /R/. So based on the table above, we can conclude that the phoneme /R/ in the middle and at the end of a word is difficult for people with a lisp to pronounce compared to the phoneme /R/ at the beginning of a word.

V. CONCLUSION

From the results of the research conducted by the author, it can be concluded that the lisp is caused by articulatory factors so that those who experience this disorder cannot pronounce /r/ with apicoalveolar trills like Indonesians in general. This condition also affects daily life which has an impact on the psychology of the sufferer. However, the lisp disorder can be eliminated by improving the anatomy of the body organs. For example, if there is a bad jaw relationship, we can put braces, then if you have a short tongue, you can do minor surgery, and improve physiological functions, by coming to a speech therapist to overcome the lisp. The pronunciation variation of lisp will differ depending on the position of /r/ in the word and depending on the patient's condition. The position of the R phoneme affects its pronunciation, as the initial R is easier to pronounce than the middle r and final r. This proves that the position of the phoneme and the type of phoneme are very influential. And recently discovered the fact that the pronunciation of R in English is easier to

pronounce than Indonesian. This research proves that lisp not only pronounces /r/ into /l/ but in the study of phonology becomes complex and varied so that what is heard by an academic must be different from ordinary people who do not know the theory and generalize the pronunciation of each phoneme. The development of phonology in lisp disorder phonetic transcription will be able to describe the disorders and variations in the pronunciation of participants' speech.

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Semantic Ambiguity in The Use of Polysemy in 'The Lottery' by Shirley Jackson

Aditya Adi Katon Aji

Department of English Literature. Sunan Kalijaga State Islamic University, Yogyakarta, Indonesia

Email: 21101050027@student.uin-suka.ac.id

Abstract

This study identifies how the use of polysemy in the short story "The Lottery" by Shirley Jackson's can cause misunderstanding for readers. This study also provides solutions to readers' misunderstandings in understanding this short story. The method used in this study is qualitative descriptive. This method is used to describe polysemy words and reader responses in this short story. The findings showed that most English Literature students easily understand the polysemy words that appear. However, there are still a small number of students who fail to understand polysemy words. Some of the causes are they are not careful in understanding the storyline, they do not read the whole story, and the last is lack of vocabulary. There are several solutions that appear based on the causes of readers failing to understand polysemy words. In order for English Literature students to understand the polysemy words that appear, they must improve their vocabulary understanding. They can use a dictionary to improve their understanding. English Literature students should pay more attention to vocabulary and be more careful when reading short stories or other literary works. In order to understand this short story thoroughly, readers must read and understand the existing storyline. Understanding the context in the story greatly influences how readers understand the polysemous words that appear.

Keywords: Polysemy, English Literature students, understanding

INTRODUCTION

Humans use a sophisticated system of communication called language. By using language, we can communicate with others, impart information, share knowledge, and share our thoughts, feelings, and opinions as well as our wishes, gratitude, and promises. The language used by humans is a very important tool that can influence our activities as social beings for international communication (Ahmadi, 2018). Language is a social tool used by people around the world to exchange information and interact with one another. The media used by humans as social beings to give and receive information from a message is language (Puspita, 2020). If someone has a second language, then that second language can be used for education, work, and other purposes related to one's career, and usually the second language can be an official or social language such as English (Derakhshan & Karimi, 2015). The process by which language is produced in the head is supported by different regions in the brain that are separate (Friederici & Gierhan, 2013). A language that is used by someone can reflect a large amount of knowledge and information from speakers of that language to the other person or listener(Kinzler, 2021). According to (Poeppel et al., 2012), in the process of a language there are various aspects, the first aspect is perception, the second aspect is sign language, the third and last aspect is meaning

construction. Language has one unique feature in that humans can use memory to combine lexical building blocks in an endless number of ways(Hagoort & Indefrey, 2014). The main feature of discrete infinity distinguishes a biological capacity from that possessed by all humans, namely language(Hauser et al., 2014). A language can be useful for making a contribution to our ability as humans to acquire and use abstract concepts (Dove, 2018). The relationship between culture and language is very important because they can show how language and culture can influence human thinking (Imai et al., 2016). We need to have the ability to understand that language. The way to understand the language is to translate it into a language that can be understood. There are many theories of translating languages, writer need to be detail on every aspect of translating, one of those details is a proper writing style of how do the writer translating languages so that it would be more easy to understood by the reader. There is also one thing of detail which have to be comprehended; Conceptual meaning.

Conceptual meaning is an understanding of a word that is found in the dictionary; or its descriptive definition (Nordquist, 2019). According to John Spacey (2016), in semantic studies, conceptual meaning is the literal or core meaning of a word. Conceptual meaning is one of the seven types of meaning explained by Geoffrey Leech that isn't included in any associative meaning. The concept of conceptual meaning refers to philosophy or logical sense of human mind. For example, when we were talking about the idea of a "'tree", we were talking about a non-specific one, but it will become a specific one if we stop talking about the conceptual meaning anymore. A concept of polysemy is one of the linguistic study that dealing with conceptual meaning.

Polysemy is a word or a combination of two or more words that has more than one meaning. The ambiguous form of a word that has two or more related senses is called a polysemy word (Gries, 2019). According to experts, in English, more than 40% of the words in this language have more than one meaning or can be called Polysemy(Nordquist, 2019). According to Falkum & Vicente (2015), Polysemy is a phenomenon that occurs when a word is associated with two or more related meanings. There is debate related to the study of polysemy. The debate is about the meaning of lexical words. Functional and lexical words have differences, and those distinctions are notoriously difficult to make, but lexical words serve to describe and categorize words (Vicente, 2017). The association between word and another word in polysemy is just about the changed of meaning of the words but not with the conceptual meaning, it have to be the same as it original concept thus it will cause confusion. One of the finest media to enhance our susceptibleness of conceptual meaning is shorty story.

Short story is basically kind of text which has a brief fictional prose narrative that is shorter than a novel (not more than 10.000 words)(Cambridge Dictionary, 2023). The classic short stories of 1870-1925 tended to contain psychological complexity and nuanced characters in each short story, and the short stories of that time were subject to strict conventions (Goyet, 2014). Short story is one of the literary genres that can function as an enhancer of students' language skills, motivate students to read, and can raise awareness of their culture (Zahra & Farrah, 2016). There are so many genres of short story, including: fables, folktales and fairy tale, ghost stories, horror stories and many more. All of those genres has its own characteristics and quality as a reading, most of us thought it all depends on the story goes by. Sometimes we forgot that a good reading is a reflection to a good author/writer. The author takes a main part as the god of their story, how the plot was written, the character development, how it started and how it ends, sometimes how it makes the reader's heart beating, it was all to the author's ability of writing.

Shirley Jackson was a very famous American writer of her time. Shirley was born on December 14, 1916 in San Francisco California. Shirley is a reliable writer and one of the ways he gained popularity was through a short story work which was quite controversial in his day entitled "The Lottery"(Cunningham, 2022).

The research in this paper aims to analyze readers' problems in the semantic realm related to the use of polysemy in Shirley Jackson's short story "The Lottery". This study also aims to provide in-depth knowledge about how the use of the word polysemy can affect the reader's impression and experience in reading the Shirley Jackson's short story "The Lottery". This study chose "The Lottery" as the object because this short story was famous in America in 1948. This short story contains an important moral message, namely about human injustice in carrying out traditions that have been passed down from generation to generation by previous generations where these traditions can harm certain individual. This short story also has relevance to the social problems we face in modern times. These social problems such as the absence of justice in the social and cultural system, and the influence of a culture which can usually harm somebody. The researcher wants to identify how the use of polysemy in this short story can cause misunderstandings for readers. The researcher also wants to provide solutions to readers' misunderstandings.

METHODS

This research used qualitative descriptive method. In analyzing the use of polysemy in Shirley Jackson's short story "The Lottery", it is very important to collect and analyze the right data. Researchers used several steps in data collection. Researchers identify and highlight several polysemy found in short stories. After obtaining the data, the researcher conducted an analysis by taking sentences containing the word polysemy and giving these sentences to the respondents. The respondents that the researcher prepared were respondents with the same level of education. The number of respondents is 10 respondents who are students of English Literature.

To get data from the respondents, the researchers used Google forms for data collection. Respondents were asked to interpret the word after reading the story. The word polysemy that will be interpreted by respondents is "lottery, black box, civic, stone, and tradition". Researchers take one sentence in a short story that has the word polysemy. After the researcher got the data from the respondents, the researcher compared the data with the context in the story. Researchers see whether the data from respondents will be different from the context of the story. The researcher concludes the results of the research that has been done.

RESULTS AND DISCUSSION

1.   Semantic Ambiguity Analysis

In the context of polysemy words in Shirley Jackson's "The Lottery", semantic analysis helps the reader understand the possible meanings associated with those words. In analyzing the semantic ambiguity in polysemy words, we need to pay attention to how the meaning of these words can affect the reader's understanding of the short story as a whole. Several polysemy words that have the possibility of making readers confused in understanding this short story are "lottery, black box, civic, stones, tradition, village, Mr. Summers & Mr. Graves, and children".

a.   Lottery

The word 'lottery' in Shirley Jackson's "The Lottery" has an ambiguous meaning. Usually the word refers to a form of gambling or lottery where people are chosen at random

and prizes are awarded to winners but in the case of this short story the author used the word to describe a tradition far beyond what the reader might expect. On the other hand, in this short story, the lottery tradition also speaks of violence and sacrifice.

By using the word 'lottery', the author is able to surprise the readers' expectations by changing the expectations of the short story. The author uses conventional entertainment words, and then shakes the reader's expectations by showing acts of violence. The author was able to create a wonderful effect by using this word in this short story. The use of the word 'lottery' in this short article illustrates how polysyllabic words can have the power to create tension and surprise in a text. The author also uses the word to refer to the significance of tradition in the building of the whole story.

b. Black box

The word 'black box' in Shirley Jackson's "The Lottery" has semantic ambiguity. Literally, the word 'black box' means a box that has a black color. Outside the context of this short story, this word can be interpreted as a black box in an airplane. However, the author uses the word to give it a deeper symbolic meaning. The use of this word in the short story allows us to know that this term contains related meanings and symbols.

In the context of this story, the 'black box' is an object that is used to carry out the traditional lottery event. The community takes out a piece of paper with the name of the person from this box to determine who will be the victim. Symbolically, this word can denote something frightening, something mysterious, and hard to understand. The word 'box' can symbolize deep power and uncertainty. In the story, this box gives authority to the conduct of the lottery. The people in this story obey the rules associated with the box. There are other figures involved with this black box. Mr. Summers has complete control over the course of events in the short story.

c. Civic

The word 'civic' in Shirley Jackson's short story "The Lottery" can raise semantic ambiguity. This word can be interpreted with several meanings depending on the context. For example, in public affairs and citizenship in society, this word is related to the responsibilities of citizens towards society and the state. When people interpret this word, semantic ambiguity can arise because the way people interpret something is different.

In another context, for example, the word 'civic' has a relationship with the local community. This word can refer to something that has a relationship with the city or local community, for example political activities and social activities carried out by residents. When viewed from the two cases above, it can be concluded that the semantic ambiguity that arises from this word can arise from differences in understanding and interpretation of the reader.

d. Stones

The word 'stones' in Shirley Jackson's short story "The Lottery" can raise semantic ambiguity. Taken literally, this word refers to a hard solid object of natural origin. In a variety of different contexts, this word can be used to enrich meaning. In the context of this short story, the word 'stones' can be interpreted as a deeper symbol.

In the short story "The Lottery", the word 'stones' is used for ritual performance. The stone here is a tool used to kill the victim. In addition, this word has a deeper meaning. This word has connotations that describe the strength of group solidarity. The role of society in this short story is represented by this word in carrying out an act of violence. This word can reflect how tradition can influence a person to commit cruel acts. Semantic ambiguity can arise when the reader misinterprets this word. Because people use objects or things that are usually used as natural beauty for violence.

e. Tradition

The word 'tradition' in Shirley Jackson's short story "The Lottery" can create an ambiguous meaning. Taken literally, the word refers to a trait that is passed down from generation to generation. In other cases, as in this short story, the word tradition can have a deeper meaning.

In the short story "The Lottery", the word 'tradition' can be defined as a ritual performed by the villagers every year. All villagers who follow this tradition, have no question about this custom. Since this term can be interpreted both positively and negatively, meanings can arise. On the positive side, tradition here allows a community to retain its identity. On the negative side, on the other hand, the tradition here allows violence and injustice to be justified and sanctioned. Questions from readers about how they can still continue the values of traditions used by the people there also raise meaning shifts. The writer may use this term to criticize readers who unwittingly use the traditions the value of this tradition.

f.   Village

The word 'village' in Shirley Jackson's short story "The Lottery" can raise semantic ambiguity. If taken literally, this word refers to a place and a small community that exists in an area. In the context of this short story, the author uses this word to enrich the meaning in it.

The word 'village' in Shirley Jackson's short story "The Lottery" describes a unitary community in which the people there tend to resist changes and have different thoughts on the traditions they carry out every year. Even though this word has a positive side, this word can describe solidarity and unity among residents in the village. This word can invite readers to think critically in how the impact of traditions left by previous generations can affect individuals today. Overall, this word can provide complexity and tension in this short story.

g.   Mr. Summers & Mr. Graves

The use of these two words in the naming of two characters in Shirley Jackson's short story "The Lottery" can lead to semantic ambiguity. The author uses these words which have a deeper meaning. These two words can also give a different impression of the story that occurs in the short story.

The first character is Mr. Summers. The word 'summer' can be interpreted as a season where it is a season that is warm, cheerful, and fun. However, in the context of this story, the character is the person who is responsible for the traditional rituals in the village. Which in the end of the ritual ends tragically. This concept contrasts with the name 'summer' which is supposed to bring joy but instead brings violence.

The second character is Mr. Graves. The word 'graves' can be interpreted as a grave where the place can bring a scary atmosphere. In the context of the story "The Lottery", this character acts as Mr.'s helper. Summers. These two characters have opposite names, but they work together to carry out rituals in the village. The writer using this word as the name of a character can increase the tense atmosphere in the story.

h.   Children

The word 'children' in Shirley Jackson's short story "The Lottery" can raise semantic ambiguity. Taken literally, this word refers to young children in a general context. In this short story, the use of this word has a more complex meaning.

The word 'children' is often associated with innocent and holy humans. However, in the context of the short story "The Lottery", they are involved in an annual ritual where the ritual does not discriminate which one must be sacrificed each year. The author's use of this word can surprise and bring up semantic ambiguity in the reader. The author can use this word to invite readers about parental responsibility that is very important for children.

Especially children who are still innocent, helpless, and need protection. Readers are expected to understand the impact that will occur if children are involved in traditional rituals that have no clear benefit.

2.   How Polysemy Affects Respondents' Understanding

There are 5 polysemy words given to 10 English Literature students by the researcher. The 5 polysemy words are "lottery, black box, civic, stone, and tradition". These five words have multiple meanings, and the meaning and usage of each word differs depending on the context. Respondents were asked to fill out a Google form where they had to read the short story first before filling it out. Respondents were given five sentences where each sentence has one polysemy word. In each of the sentences, it can already be seen which a polysemy word is, so they don't need to guess which polysemy word needs to be interpreted. They were asked to interpret the word polysemy according to the context of the sentences and short stories. The following is the data that has been collected by researchers.

a.   Lottery

Table 1 answers to the word polysemy 'lottery' by students

NO	THE NUMBER OF OBJECTS THAT ANSWERED	THE ANSWER
1	3 Students	A form of random selection involving an element of gambling and the random drawing of numbers to win a prize.
2	6 Students	A tradition that is held every year in which residents choose one person to be the victim.
3	1 Student	A place used to carry out lottery activities in the story.

The first polysemy word is 'lottery'. This word is taken from "...in some towns there were so many people that the *lottery* took two days and had to be started on June 26th..". The researcher found that there were three students who interpreted the word in a form of random selection which involved an element of gambling. The reaction of the readers here is that they misunderstood. In the context of Shirley Jackson's short story "The Lottery", the word 'lottery' in the sentence refers to a random selection that does not involve gambling, there is no specific prize to get in the short story. A raffle doesn't always lead to a prize. But the person named in the lottery will be sacrificed.

There are six students who interpret the word 'lottery' in a form of a tradition that is held every year in which residents choose one person to be the victim. They understand short stories well. They interpret it unlike its previous meaning which involved gambling. Usually gambling involves money or something else. Money or other things must be sacrificed and then later it is possible to get a greater amount of money. There is nothing in this short story that mentions money. Therefore the word 'lottery' here has nothing to do with gambling.

There were one student who interpreted the word polysemy 'lottery' as a place for the event to be held. The reader's reaction was that he was confused. He thought the word 'lottery' was a place where the lottery was held.

The word polysemy 'lottery' has many meanings that are not always explained in the short story "The Lottery". In the context of the short story, the word polysemy 'lottery' refers to a tradition that is held annually where residents choose one person to be the victim.

However, for some readers, the word polysemy 'lottery' refers to the drawing of prizes. This is their form of confusion. The factor that makes them misinterpret is that they may not finish reading the short story to the end. Because if they read to the end, they will be able to interpret the word polysemy 'lottery' according to the context.

b. Black Box

Table 2 answers to the word polysemy 'black box' by students

NO	THE NUMBER OF OBJECTS THAT ANSWERED	THE ANSWER
1	9 Students	A box that has a black color that is used as a place to draw raffle papers.
2	1 Students	The term for a leather bag that is usually used as a place to carry money.
3	-	The black box on the plane is used to store important flight data.

The second polysemy word is 'black box'. This word is taken from "The postmaster, Mr. Graves, followed him, carrying a three-legged stool, and the stool was put in the center of the square and Mr. Summers set the *black box* down on it". The researcher found that there were 9 students who interpreted the word with a black box that was used to select lottery victims. In the context of Shirley Jackson's short story "The Lottery", the word 'black box' in this sentence refers to a black box that is used to hold the names of the residents who took part in the event.

There are one student who interpret the word 'black box' to mean a leather bag that is usually used to carry money. The person's reaction was that she misunderstood. Nothing in this short story mentions the leather bag used to store money. It is possible that the student did not read the short story to the end.

None of the students interpreted the word polysemy 'black box' to mean a black box in an airplane that is used to store flight data. In the context of Shirley Jackson's short story "The Lottery", the word 'black box' has nothing to do with airplanes. Even the word 'airplane' is not found in this short story.

The word 'black box' in this story also has a dark connotation. At the end of Shirley Jackson's short story "The Lottery", the word 'black box' can have dark connotations. Students who do not understand the story have a high probability that they will interpret the word 'black box' as something mysterious and frightening. Students can also misinterpret it with the symbol of death because at the end of the story the reader can find out that the lottery winner will receive a prize in the form of being stoned to death. Therefore, understanding the word 'black box' is very important in this story. Context knowledge plays a very important role in understanding the whole story.

c. Civic

Table (3) answers to the word polysemy 'civic' by students

NO	THE NUMBER OF OBJECTS THAT ANSWERED	THE ANSWER
1	7 Students	A type of activity organized by the villagers.

| 2 | 3 Students | The community or citizens involved in the story. |
| 3 | - | People who work in government. |

The third polysemy word is 'civic'. This word is taken from "The lottery was conducted by Mr. Summers, who had time and energy to devote himself to *civic* activities". The researcher found that there were seven students who interpreted the word to be a type of activity organized by the villagers. In the context of Shirley Jackson's short story "The Lottery", the word 'civic' in this sentence refers to the type of event carried out by the villagers. Their answers are answers that are in accordance with the context of the short story. They understand very well the sentences of this short story.

There are three students who define the word 'civic' to mean the community or citizens involved in the story. The student's reaction was that they misunderstood. In this sentence it is clear that it is a 'civic activities' where the word 'civic' refers to an activity or event carried out in the story.

None of the students interpreted the word 'civic' to mean someone who worked in government. In the context of government, 'civic' can indeed refer to an obligation involved with life in the city. An example is 'civic duty', this refers to the obligation of citizens to help build a better and more developed society. However, in the context of these five words, the word 'civic' has nothing to do with the government. Readers who are used to using the word 'civic' in the context of government and citizenship have a high probability of misunderstanding the meaning of the word. Such a wrong understanding can affect the way students understand the role of the word 'civic' in the story. Therefore, it is important for students to understand the context of the use of the word 'civic' in this story so as to avoid misunderstanding and can understand the story correctly.

d. Stones

Table (4) answers to the word polysemy 'stones' by students

NO	THE NUMBER OF OBJECTS THAT ANSWERED	THE ANSWER
1	5 Students	Hard and solid object existing in nature that is used to kill sacrificial victims.
2	4 Students	Hard and solid object existing in nature.
3	1 Student	Gift for the person who won the lottery

The fourth polysemy word is 'stone'. This word is taken from "Even though the villagers have forgotten the ritual and lost the original black box, they still remember to use the stones". The researcher found that there were five students who interpreted the word as a hard and solid object in nature that was used to kill the victim. In the context of Shirley Jackson's short story "The Lottery", the word 'stone' can be found in several sentences. This is a more correct answer in the context of the sentence. They read carefully the sentence that the researcher gave. They also understand this part of the short story well.

There were four students who translated the word polysemy 'stones' into its literal meaning, namely stones or hard and solid objects existing in nature. They didn't define it more clearly, and they didn't tell us what the stones were used for. The answer they gave is not quite right because 'stones' here can be used in a different context. Researchers cannot conclude whether they understand the context of the story or not. What is certain is that their answers are inaccurate and incomplete.

There was one student who interpreted the word 'stone' as a hard and solid object that exists in nature which was prepared as a gift for the person who won the lottery. In the context of this sentence, the word 'stones' refers to a hard and solid object that exists in nature that is prepared to kill the victim. He was not careful in reading the sentences the researcher gave. A wrong understanding like this will change the reader's understanding of the story drastically. Therefore, it is very important for readers to know the context and the use of words in that context so that erroneous meanings of words can be avoided.

In different contexts, 'stones' can have different meanings. For example, in the context of construction or architecture, 'stones' can be interpreted as materials used for buildings such as bricks and natural stones. It is very important to understand the context in which the word 'stone' is used so that the reader understands its intended meaning.

e.   Tradition

Table (5) answers to the word polysemy 'tradition' by students

NO	THE NUMBER OF OBJECTS THAT ANSWERED	THE ANSWER
1	7 Students	A sacred ritual or event carried out by people from generation to generation.
2	3 Students	A habit passed down from the previous generation to the current generation.
3	-	The style or model of an art, architecture, and design applied to the tradition of painting and classical architecture.

The fifth polysemy word is 'tradition'. This word is taken from "Mr. Summers spoke frequently to the villagers about making a new box, but no one liked to upset even as much *tradition* as was represented by the black box". The researcher found that there were seven students who interpreted the word to mean a sacred ritual or event carried out by people from generation to generation. In the context of Shirley Jackson's short story "The Lottery", the word 'tradition' refers to a ritual. This is a more appropriate answer in the context of the sentence. They were careful in reading the sentences the researcher gave and understood the short story.

There are three students who interpret the word 'tradition' to mean a habit passed down from the previous generation to the current generation. The answers they give are not quite right in the context of the short story "The Lottery", because what is meant by 'tradition' here is not a habit, but a ritual. The word 'tradition' in other contexts can indeed be interpreted as a habit, but not in the context of this sentence. They understand the meaning of 'tradition' in the story, but they are not careful with the sentences given.

None of the students interpreted the word 'tradition' to mean the style or model of an art, architecture, and design applied to the tradition of painting and classical architecture. This is an answer that has nothing to do with the context of the short story "The Lottery". There is nothing in the story that discusses art, architecture, and design.

Tradition in the short story "The Lottery" has an important role. The author wants to inform the reader that critical thinking is very important in understanding the traditions that have been passed down by previous generations. Critical thinking keeps people from falling into stupidity and violence like in the story "The Lottery". Tradition generally should benefit society but in the story tradition turns into violence. The author criticizes human stupidity who follows tradition without knowing the meaning and human value of that tradition.

CONCLUSION

The polysemy words in Shirley Jackson's short story "The Lottery" is quite clear and easily understood by most students of English literature. Factors that influence students who answer incorrectly because they are not careful. Accuracy in reading is very important. If readers read carefully, they can get the information that the author provides. Another factor is that they don't read through to the end. By not reading to the end, they do not get complete information. The last factor is the lack of vocabulary. Lack of vocabulary causes them not to understand the meaning of a word. To increase students' understanding of vocabulary, it is necessary to use a dictionary. The use of dictionaries that have different definitions or meanings of words can help students understand a story or text better. English Literature students must pay more attention to vocabulary and be more careful when reading short stories or other literary works.

In this paper it has been proven that the use of the polysemy words in the Shirley Jackson's short story "The Lottery" can influence interpretation and readers in reading the short story. The use of polysemy words in this short story can enrich the story reading experience. To get the exact meaning of these polysemy words, the reader must understand the context of the story. The use of polysemy words in this short story can also improve the reader's memory. In order to fully understand this short story, the reader must read and understand the polysemy words in the short story.

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The Realization /t/ and /d/ Pronunciation in *A Suitable Boy* Series

[1]Stevi Wulandari, [2]Uswatun Nisa Ashidiqi
[1]UIN Sunan Kalijaga, Indonesia
[2]UIN Sunan Kalijaga, Indoneasia

Abstract

A Suitable Boy is a Netflix series about the life of some Indian family. Although all of actors and actress are Indian, all of them use English language. From all of cast, writers found differences accent in some cast. This paper will analyse one of the most prominent accent differences, and it is in /t/ and /d/ pronunciation. Four cast are chosen in this research. They are Latta, Melati, Meenakshi, and Arun. From pronunciation /t/ and /d/ analysis we found that Latta and Melati speak Indian English accent, while Meenakshi and Arun speak British accent, and their living area determine their accent. The actors who have British accent live in former British colonies.

Keywords : A Suitable Boy, /t/ and /d/ pronunciation, Phonetic, Phonology, Accent

1. Introduction

There are differences pronunciation of t and d in some characters in a series named A Suitable boy. A Suitable Boy tells story about four families in India in the early 1950s after British occupation has ended and the India/Pakistan Partition has taken place. All of the families that are the main focus of the A Suitable Boy series come from elite families. Therefore, they speak English. However, despite speaking English with an Indian English accent. Indian English (IE) represents one of the most prominent new Englishes Indian English is the name for the English language used by people in India. In Indian English, there are lots of different pronunciations from the British accent.

Australia, the United States, and Canada are examples of "settler countries," while Sri Lanka, India, South Africa, Nigeria, Jamaica, and other nations that were not entirely settled but were politically governed by Britain are examples of "non-settler countries.". (Sekhar R.G,2012)

North America was where British colonial operations first started. At the same time, the British were successful in taking over Jamaica, the Bahamas, and Barbados in South America, an area previously governed by the Spanish. Two centuries after the American colonies failed in the American Revolution, the British started to colonize Australia, a country with native tribes.

In contrast to Australia and the United States, British territories in West Africa were governed by a limited number of British officials rather than serving as a hub for the immigration of British migrants. According to Leith, missionaries taught English to the locals of Western African nations like Nigeria and Sierra Leone. (Yardi and Akshay,2022)

Britannia dominated the Indian subcontinent from 1858 until 1947. British India, which was directly administered by the British, and the Native State, which was ruled by the Indian Emperor, were the two parts of India that were colonized. (Walid M,2014)

According (Suwarno ,2012) the start of British trade operations in India under the English East India Company, a trading organization founded in 1600 by traders in London. The British government granted this trading company monopoly rights to conduct business between England and the eastern countries of India, Indonesia, and China.

The East India Company is a singular phenomenon incomparable in human history. It started with a few small-scale private individuals' subscriptions. As a result of unanticipated events, it gradually developed into a powerful commercial entity with enormous resources, yet the people in charge of running its business continued to have little personal political influence or power. (Aitor ,2019)

Indian Rebellion or commonly called the Sepoy Rebellion (Indian army in IEC) or the First War of Independence was a rebellion carried out by Indian soldiers recruited by IEC. The movement of the British who increasingly controlled India and intended to take all control over India, made most Indians furious. The kings whose territories were dominated became one of the drivers of the rebellion.

The Sepoy Rebellion occurred after the use of beef and pork in soldiers' training at the EIC. This action made the people of India, who are predominantly Hindu and Muslim, rioted and this became the beginning of the rebellion.(Summers ,2015)

The East India Company was disbanded by Parliament, which gave the British government sole control over Indian affairs. Thus, India remained a British colony up until it gained its independence almost a century later, under Mahatma Gandhi's nonviolent leadership. English could only be learned by native Indians through the teaching of Christian missionaries. In fact, universities in Mumbay, Calcutta and Madras had opened by 1857. The rise of English to prominence was so rapid that the national press, government, and the upper classes used it as their first language.(Aitor ,2019)

One of the most important aspects of learning English is pronunciation. There are many ways in which each individual's pronunciation of the English sound system is affected by different variables including place of origin, early influences, and social environment. According to Moyer, "the articulation of segmental features is pronunciation." (Sewell,2016) Accent refers to larger global patterns, such as regional accents, but pronunciation rarely refers to the specific qualities of these patterns, such as how a speaker pronounces a word in an uncommon way, or what some refer to as "un-native-like pronunciation." Accents are important because without them, human speech would sound robotic and devoid of human characteristics.

Studies about English pronunciation have been becoming an interesting topic in language studies, ranging from normal participants to healed cleft lip and palate. (Zajac et al. 2013). Mohd Hilmi and Osama Gaber said that the most noticeable variations between these new English are in phonology, which retains different traits in several subvarieties of English. (Mohd Hilmi Hamzah and Osama Gaber El-Weshahi,2018). Only a few native speakers can pronounce English correctly. This happens because we come from diverse backgrounds and environments. When it comes to English pronunciation, non-native speakers may prefer their own accented English intonation, resulting in a variation of English. (Hamzah & Bawodood,2019)

Many people pronounce English differently when they speak it. And this is what makes each person have a different pronunciation of English in every region. one example is Indian English. According to Bansal, English is still the second language in India, serving as the official language of the Union, the official language of higher education, and the connecting language among educated individuals who do not speak Hindi. As a result, it has developed its linguistic patterns through influences from other Indian languages and socio-cultural situations across the country. While there are differences in vocabulary and

grammar, its phonology and phonetic patterns deviate significantly from native English. (Pandey,2015) So when the English language is spoken by Indian people who are not native speakers, it will look a difference in pronunciation.

This study will focus on discussing the pronunciation of Indian English t and d in some characters in the A Suitable Boy series. Other than that, the author will find out how there can be differences in the pronunciation of t and d when they are all Indians who speaks English.

2. Methods

In this study we used the Netflix series entitled A Suitable Boy. This Netflix series is a series played by English-speaking Indians. most of the actors and actresses in this series use English as a second language, this is evident when they sometimes use Hindi when talking to each other, besides that when using English their accent is still very clear. Through this we can analyze how English pronunciation by Indians.

In collecting data, we use documentary methods to collect data. The documentary method includes watching, listening, taking notes, and transcribing. We use several scenes in episodes one and two of this series as research objects. In these episodes a lot of English dialogue spoken by Indian actors and actresses uses words that contain the phonemes t and d.

After watching the first and second episodes of this series, we recorded several pronunciations of words that contained the phonemes t and d. A number of English dialogues of Indian actors and actresses became the initial data for this study. We will transcribe the words that contain phonemes t and d that spoken by the actresses. The appendix of this study we attach phonetic transcriptions of Indian and British English. we transcribe Indian English manually and use web *to Phonetics* to transcribe British. after that, we will analyze them by comparing them.

After comparing the two and researching using RP (Received Pronunciation), we will see if there is a difference in pronunciation by Indians who use Indian English accents especially when producing words containing the phonemes t and d.

3. Literature Review

The English alveolar plosive sound /d/ becomes a retroflex /ɖ/, in Indian English. Retroflex sounds are made by curving the tip of the tongue and touching the alveolar ridge.

The sounds /t/ and /d/, or alveolar explosives, are most susceptible to this process. However, the retroflex /ʂ/ always substitutes the sound /d/, while the voiceless consonant sound /t/ can only be retroflexed under specific conditions (Bytko,2017). The Indian English pronunciation is believed to exhibit a distinctive feature: the replacement of alveolar consonants with retroflex consonants, which are formed by the tip of the tongue curving to the hard palate. Furthermore, it highlights that if the aspiration of the voiceless sound emerged because of pronunciation effects, we could pronounce the sound /d/ similarly to /ð/. However, in words like *'mother'* and *'bathe*,' the sound /d/ remains smooth. Therefore, the voiced /ð/ is replaced by the voiced dental occlusive /d/ in words such as *'these*,' *'those*,' and *'weather*. (Bytko ,2017)

While we are on the subject of aspiration, it should also be noted that in Indian English, aspiration cannot always be predicted directly from the spelling. Bytko said in words with English is always /d/ or /ed/. That is to say that, in the standard English pronunciation, when the final consonant is deaf, the past tense indicator will be deafened as well, as, for example, in the word 'trapped'. In American English, it will remain voiced, and the word trapped will be pronounced as [træpd]. (Bytko,2017)

In RP when the final consonant is voiceless as in the word trapped (in which, however, the final consonant is spelled as a d) the final consonant is voiceless, in IE it is voiced. the / d / sound is not aspirated. The plosion during the production of / d / in final position is even very weak and often not audible. (Bytko ,2017)

Distinctive variety of Indian English and British English is a journal created by Syafrianto and Firmus, and this journal discusses the distinctive variations between Indian English and British English in the film My Name Is Khan. (Syafrianto.S, Firmus.M, and Aji.A ,2014) This journal has many focuses, one of which is to discuss vonem t and d.

In /t/ case, based on the journal by Thirumalai, Ph.D explained that /t/ completely replaced the alveolar; in fact, it has been found that the entire series of English alveolar consonants tends to be replaced by retroflex consonants. (Syafrianto, Firmus, and Aji ,2014) It is due to Due to the fact that the tongue tip is curled back in Hindi, it gives a different quality to voiced and voiceless consonants including /t/ and /d/. Like many English consonants, /t/ and /d/ are produced by pressing the tongue tip against the alveolar ridge.

The main change is undergone by alveolar /t / and /d/, which become retroflex as for place of articulation, as in today /ʈədeɪ/ and London /ləndɘn/. However, according to Sailaja the use of a voiced alveolar retroflex /ɖ/ is more frequent than of a voiceless alveolar retroflex /ʈ/. As a matter of fact, "more formal situations bring on the alveolar sounds and the less formal bring on the retroflex sounds" Sailaja, P(Kaur 2020). Thus, there would be a correlation between the use of retroflex sounds and nonstandard Indian English.

Related to connected speech, voiceless and voiced alveolar plosives, /t/ and /d/respectively, are subject to consonant cluster simplification in SIEP, e.g. text [ʈeks] or fast [fæs], when followed by another consonant Sailaja, P (Kaur 2020). This phenomenon can be related to alveolar plosive elision of RP.

4. Finding and Discussion

This discussion comes from three scenes in episodes one and two of series A Suitable Boy. The first scene is taken from the first episode minutes 10.00 – 10.40. The scene contains Latta and Melati discussing topic limitations in a research that Latta wants to do.

The second scene is taken from the second episode minutes 50.15 – 53.50. During the scene, we focus on Meenakshi and Arun's dialogue. The scene contains Meenakshi dressing Latta for a party until Meenakshi meets Latta with one of the men named Amit.

The data will be summarized in the table below.

Table 1. Words that contain phonemes /t/ which spoken by Latta and Melati

No	Sentences	Words	IE	RP
		Beginning		
1.	*"Last **term**, I was in University Hall with you,..."* (10.25 – 10.30)	Term	t⁼ɜːm	tɜːm
2.	*"Wasn't university supposed **to** be exploring everything."* (10.00-10.05)	To	t⁼u	tuː

	Middle			
3.	*"Wasn't **university** supposed to be exploring everything."* (10.00-10.02)	University	juːnɪˈvɜːsɪ t̤i	ˌjuːnɪˈvɜːsɪti
4.	*"**Standing** up to Professor Mishra."* (10.04 – 10.06)	Standing	ˈs t̤endɪŋ	ˈstændɪŋ
	End			
5.	*"But really, they **just** want us to explore the little bits they have chosen for us."* (10.02 – 10.04)	Just	dʒest	dʒʌst
6.	*"**But** really, they just want us to explore the little bits they have chosen for us."* (10.02 – 10.04)	But	bɪts	bʌt

In the table above, there are words that change, but there are words that don't change their pronunciation. /t/ at the beginning of a word changes to /t̄/. The /t/ sound changes to something like a mix between t and d. The same goes for /t/ in the middle of a word. However, at the end of words, the pronunciation of /t/ doesn't change. The pronunciation of /t/ is still pronounced /t/ in Indian English.

Table 2. Words that contain phonemes /d/ which spoken by Latta and Melati

No	Sentences	Words	IE	RP
	Beginning			
1.	*"It didn't **do** me any good, though, did it?"* (10.16 – 10.17)	Do	ḍɔ	<u>duː</u>
2.	*"It **didn't** do me any good, though, did it?"* (10.16 – 10.17)	Didn't	ḍɪd̤ː nt	dɪdnt
	Middle			
3.	*"An **obedient** little girl like you?"* (10.06 – 10.07)	Obdient	ɔbd̤ɪent	ˌobdient
4.	*"**Standing** up to Professor Mishra."* (10.04 – 10.06)	Standing	steːnd̤ɪŋ	ˈstændɪŋ
	End			

| 5. | *"We shouldn't be so **hard** on them."* (13.58 – 13.59) | Hard | hɑ | hɑːd |
| 6. | *"**And** now, I am leaving with my sister and her husband, and my mother too."* (10.31 – 10.33) | And | ən | ænd |

The English alveolar plosive sound /d/ becomes a retroflex /ɖ/, in Indian English. Retroflex sounds are made by curving the tip of the tongue and touching the alveolar ridge. So /d/ at the beginning and in the middle is the same, which changes to /ɖ/. Meanwhile, /d/ at the end is removed, because the English Indian alveolar plosive /d/ is not heard when it is at the end of a word.

Table 3. Words that contain phonemes /t/ which spoken by Meenakshi and Arun

No.	Sentences	Words	IE	RP
Beginning				
1.	*"**Trailing** clouds of glory from his book tour."* (51.53 – 51.55)	Trailing	ˈtreɪlɪŋ	ˈtreɪlɪŋ
2.	*"Trailing clouds of glory from his book **tour**."* (51.53 – 51.55)	Tour	tʊə	tʊə
Middle				
3.	*"That's **better**."* (50.20 – 50.21)	Better	ˈbɛtə	ˈbɛtə
4.	*"**Fortunately** for you, you have a very clever girl."* (51.21 – 51.23)	Fortunately	ˈfɔːʧnɪtli	ˈfɔːʧnɪtli
End				
5.	*"You are a clever girl. But remember Luts, **first**-class results don't help with men."* (50.51 – 50.55)	First	fɜːst	fɜːst
6.	*"You are a clever girl. But remember Luts, first-class **results** don't help*	Result	rɪˈzʌlt	rɪˈzʌlt

with men." (50.51 – 50.55)				

The table above shows no difference at all between Indian English and British pronunciation. At the beginning, middle, and end, the /t/ pronunciation in IE remains the same as the /t/ pronunciation in RP.

Table 4. Words that contain phonemes /d/ which spoken by Meenakshi and Arun

No	Sentence	Words	IE	RP
Beginning				
1.	*"**Doesn't** your sister look lovely?"* (50.30 – 50.31)	Doesn't	dʌznt	dʌznt
2.	*"Why is my sister **dressed** up to the nines?"* (51.21 – 51.22)	Dressed	Drɛst	Drɛst
Middle				
3.	*"There is Amit, **surrounded** by his admirers."* (52.22 – 52.23)	Surrounded	səˈraʊndɪd	səˈraʊndɪd
4.	*"She is **studying** at the university there."* (52.48 – 52.49)	Studying	ˈstʌdiɪŋ	ˈstʌdiɪŋ
End				
5.	*"**Good** night Apu, sleepy time."* (51.11 – 51.12)	Good	gʊd	gʊd
6.	*"You've done nothing to **find** a boy for Latta."* (51.23 – 51.24)	Find	faɪnd	faɪnd

The /d/ sound at the begining which is pronounced using a British accent is very strong like "do", "doesn't", and when the sound /d/ at the end which is pronounced using British accent it will be softer like "good" or "find", while when the sound /d/ in the middle which is pronounced using British it will be mix between softer an strong like ,"studying", "surrounded".

Latta and Melati pronounce words that have the phonemes /t/ and /d/ at the beginning and in the middle of the word from alveolar plosives to retroflex.

English alveolar plosives /t/ and /d/ become retroflexes /ʈ/ and /ɖ/, in Indian English. Retroflex sounds are made by curving the tip of the tongue and touching the alveolar

ridge.(Linda J, Robert, and Joel ,2013) For example, when she says the words "to" or "term" and "do" or "standing".

Retroflex sounds are made with the tongue tip curled back. Depending on how far the tongue curls back, retroflexes can be apico-postalveolar or apico-palatal. In some languages, retroflex plosives have the tongue curled back so far that the part that contacts the roof of the mouth is the underside of the tongue tip. Indian English typically uses retroflex / ʈ / and /ɖ / where other dialects of English use alveolar /t/ and /d/.(Linda J, Robert, and Joel ,2013)

The English alveolar plosive /d/ was removed when the actress spelled the past tense of the words. It should be an English alveolar plosive /d/ pronounced in final position; However, they do not produce it.(Kaur ,2020) There is an omission when the actress pronounces the English alveolar plosive /d/ in the words "told" or "and." In RP, the alveolar plosive /d/ must be heard even in the final word position. Meanwhile, the English alveolar plosive /t/ at the end of a sentence does not change in Indian English.

In tables 4 and 5, tables derived from the pronunciation of Meenakshi and Arun, there is no change at all in the pronunciation of /t/ and /d/ vowels. It happens in all positions, at the beginning, in the middle, and at the end. The vowels /t/ and /d/ remain in the alveolar plosive, in contrast to Tables 1 and 2 which change to retroflexes.

The purpose of separating the tables between Latta – Melati and Meenakshi – Arun is so that we can see the difference in their pronunciation. It can be seen clearly in Tables 1 and 2 that there are differences in the pronunciation of /t/ and /d/. But in tables 4 and 5 there is no difference at all. This can happen because the background of each character is different.

In the film, Meenakshi and Arun are depicted as a husband and wife who live in a very British style. They both live in Calcutta, which is where the UK founded the first EIC. That could be the main reason why Meenakshi and Arun speak British accents.

Meenakshi and Arun thought it was cool to live British style and looked down on other Indians. This is proven in episode 1 minute 4. Arun calls people who are not from Shell and Caltex "sea of brown". He alludes to skin color which is definitely a sensitive thing for white people to do. As explained in the introduction, those who use English in India are the elite. Arun's orientalist behavior proved that he was one of the elites who had been indoctrinated by previous British colonialism. The setting for the film A Suitable Boy was taken shortly after India's independence. The behavior of people who act like Arun still happens a lot.

5. Conclusion

The place of residence influences the Indian accent. Latta who lives in Berhampur speaks with an Indian English accent. Unlike Meenakshi and Arun who lived in Calcutta, where it was the first British stopover in India. The accent used by Meenakshi and Arun sounds more British, although it cannot be said to be a purely British accent because someone who is not native can never become a native speaker because we do not live in an English-speaking environment.

This research was investigated with a few objects. Therefore the results from this study cannot be said to produce strong results. Further research is needed to produce more valid data and conclusions.

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