Volume 3

THE 3rd INTERNATIONAL SYMPOSIUM ON THE PRACTICE OF COEXISTENCE IN ISLAMIC CULTURE

UIN Sunan Kalijaga, Yogyakarta, Indonesia

May 28-30th, 2024

AICONICS PROCEEDINGS

CONFERENCE PROCEEDINGS

The 3rd International Symposium on
The Practice of Coexistence in Islamic Culture

May 28th – 30th 2024
Sunan Kalijaga State Islamic University (UIN)
Yogyakarta, Indonesia

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"The Practice of Coexistence in Islamic Culture"

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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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CONTENTS

Ferdinand De Saussure's Semiotic Analysis: A Comparison of Signifier and Signified of The Characters in The Game "Genshin Impact" with Their Reference Figures

Felix Anggarda
Lead Presenter
UIN Sunan Kalijaga, Indonesia, and 21101050061@student.uin-suka.ac.id

Genshin Impact is so interesting as it updates, because there are Islamic elements included in the game. The relationship between signifier and signified can be analyzed if the character's name is given in accordance with the reference character. This attracts the attention of researchers to analyze whether the names and these characters have a relationship using Ferdinand de Saussure's semiotic theory. This research uses descriptive qualitative research methods. Then the data was collected by conducting observation and documentation. To check the validity of the data, the researcher used credibility test. Researchers only analyzed several characters to be studied, namely Anisa Purbiruni, Khedive Pursina, Alhaitam, and Firnas. Researchers analyzed the background of several Sumeru characters using Ferdinand de Saussure's semiotic analysis and Richard and Ogden's triangle. As a result, some of Sumeru's characters in the analyzed Genshin Impact game are close to the figures who inspired the creation of his characters. The Genshin Impact game can provide historical insight to its players by using Islamic golden age figures as inspiration for character development. However, the characters in Genshin Impact are fictitious interpretations, and certain characteristics can be changed to suit the game's story and character design preferences.

Keywords: Genshin Impact, Semiotic, Ferdinand de Saussure's, Richard and Ogden's triangle.

A. INTRODUCTION
1. Background of Study

Games are software applications that are intended to entertain. Games are activities that use electronics media, in the form of multimedia that is made as interesting as possible so that players can get inner satisfaction (Barros et al., 2018). Usually, children are more into games than adults but these days many adults play game too. Gaming has become one of culture and daily activities of society. The culture of playing games has become a lifestyle that is favored by many people, especially the younger generation and even children at elementary school age, whether in rural or urban areas (Henry, 2013). Games are helpful in brain development as they motivate players to improve concentration and solve problems accurately and quickly. In addition, games also contain a lot of conflicts and difficulties that players need to handle appropriately.

The online gaming industry in Indonesia is currently growing rapidly, thanks in large part to advanced technology. One of the online games that has been played a lot in recent years in Genshin Impact. Genshin Impact is an action RPG (Role Playing Games) genre online game developed by HoYoverse in Sanghai, China, and launched on September 28, 2020. This online game depicts the story of a Traveler (Main Character) who travels the worlds in search of his twin sister who was kidnapped by the Unknown God. In Indonesia, Genshin Impact is still popular and often discussed. Total downloads of Genshin

Impact online games on the Play Store by the end of 2023 are estimated to reach 50 million users (Qolby & Anggapuspa, 2022).

Based ondata.ai insights generator (2022) for the period January to February 2022 in Indonesia, Genshin Impact is ranked first in terms of user monetization and audience attention. Genshin Impact's popularity has been proven by several awards, including in the Best Video Game and User Choice Video Game categories at the 2020 google Play Awards, and in the Best Mobile Game category at The Game Awards 2021, which was broad cast live in YouTube on The Game Awards channel on December 10, 2021, as well as in Google Play's Best Game of 2020 as voted by Google Play. Genshin Impact was also nominated for two The Game Awards 2020, in the categories of Best Mobile video Game and Best Role-Playing Video Game (Qolby & Anggapuspa, 2022).

The diversity of characters in games is one of the things that makes online games so interesting. The presence of characters in a game brings the game world to life and provides atmosphere to the players. Characters that become iconic and unforgettable are one of the most important features in an online game where the creator or developer has effectively built a character that differentiates the online game. The key to keeping an online RPG game popular is to keep updating it regularly. HoYoverse, the developer of the online game Genshin Impact, regularly provides regular updates by adding new characters, so that players do not get bored and always try new things in the features and characters of the online game. Characters with different personalities and visual designs differ from each other so that each has its own quality and distinctiveness (Qolby & Anggapuspa, 2022).

In version 3.0 Genshin Impact released a new region called Sumeru. The area has mixed theme of tropical rainforest and dessert and is inspired by South Asian and Middle Eastern cultures. From the update version 3.0 to 3.8 there were many new character additions and expansion of regions in the game. Along with these updates there were also Islamic elements incorporated in the game. Some of the non-player characters (NPCs), historical figures, and surnames mentioned in the game have names inspired by Islamic golden age figures, such as Purbiruni inspired by Al-Biruni, Pursina inspired by Ibn Sina, Alhaitam inspired by Ibn Al-Haytham, and Firnas inspired by Abbas bin Firnas.

In the virtual world, the use character names always have a connection between the name, the character, and the trait or power it has. The visuals of this game are virtual animations that are free and independent of the real world (Jafar, 2014). This is not the same as physical images that belong to the fictitious world, which is a reflection of the real world brought into the world of imagination. However, both animated and fictional characters have names and personalities that cannot be separated from reality. In fictional studies, this is referred to as lifelikeness. Lifelikeness is a type of character relevance often associated with the events that can arise in the real world for the character (Nurgiyantoro, 2018).

The relationship between linguistic signs, concepts and symbols can be analyzed when naming characters according to their reference characters. This attracts the attention of researches to analyze whether the names of these characters have a relationship between signifier and signified using Ferdinand de Saussure's structuralism theory, especially semiotic theory.

2. Academic Statement

The purpose of this study is to answer the questions:
a) Does the naming of characters in the game have a relationship between signifier and signified in accordance with Ferdinand de Saussure's semiotic theory?
b) Is the portrayal of characters in the game in accordance with the Islamic figures it references, when compared to Ferdinand de Saussure's semiotic theory?

3. Literature Review

This research is closely related to several other studies. The first study was conducted by Ali Jafar, who used the triangle coined by Richard and Ogden to research the names of zombies based their strengths and characters in the game Plants vs Zombie. The researcher found various criteria about the suitability between the name, character, and power possessed. As a result, there is a connection between the name, character, and the power (Jafar, 2014).

The second study, conducted by Ayutya Kris Hartati, examines the names of creatures in The Lord of the Rings movie trilogy and how the author describes these names in concrete form. There will be a relationship between the name of creature (sign), phonetic writing (signifier), the meaning of the name of the creature (signified), and its concrete form (referent) when describing the names of the creatures. The relationship between the sign and its meaning and physical form in the trilogy movie The Lord of the Rings can be explained by using Ferdinand de Saussure's structuralism theory, especially the theory of semiotics (Kris, 2013).

The third study Amelia Permata Putri examines whether the names and characters of fictional characters are really interconnected and have equivalence. This equivalence does not only occur in movies with real character, but also in animated human and animal characters. Naming sometimes considers the physical character as well as the character to be named. It would be strange if the name and the character are not related. Therefore, the suitability of names and characters is very important in shaping the integrity of a story (Putri, 2013).

The fourth research from Annisya Syaiful Qolby and Meirina Lani Anggapuspa examines the visual of Venti as a beautiful young character. The purpose of this research is to find out the forms and meaning that exist in the visual character of Venti. Descriptive qualitative research method is used do that the research can be described methodically, factually, and accurately using the design review approach. The character Venti, as a result of this visual research, has an androgynous character appearance with a poet dress style inspired by Europe in the 16th century Renaissance era (Qolby & Anggapuspa, 2022).

The fifth study, conducted by Rafi Zikrul Fakhri S and Arie Prasetio, examined the representation of sensuality in female characters while understanding the meaning of sensuality through Roland Barthes' semiology. The researchers used three layers of semiology to analyze sensuality: denotation, connotation, and myth. From the denotation point of view, the female character is seen wearing revealing and tight clothing that exposes her things and chest. The game tries to attract the player's attention at the connotation level by displaying revealing and tight clothing as an attraction. At the mythical level, the researcher found the purpose of the sensuality displayed in Genshin Impact is to be addictive, thus causing players to be willing to spend money to get the characters in the game. According to the findings of this study, female sensuality in the game is used as an attraction as well as a means of profit and addiction for players, which allows them to feel comfortable while playing the game Genshin Impact (Fakhri & Prasetio, 2022).

4. Research Methods

The research uses qualitative descriptive research methods. Qualitative method is a research appoarch used to on natural object conditions, where the researcher is the key instrument, data collection techniques are combined, data analysis is inductive, and research results emphasize meaning (Sugiyono, 2010). Sukmadinata's view is citied to suggest that the approach used is one that describes and explain existing phenomena, both natural and man-made, with a focus on the qualities, characteristics, and relationships

among various activities (Thabroni, 2021). Qualitative descriptive research analysis involves existing objects, conducting research theoretical frameworks and opinions of experts, and then constructing problems to produce results and truth. This type of research uses a descriptive approach to describe something methodically, factually, and correctly.

The data sources in this research are primary data sources, such looking at history and background of Sumeru's character in the Genshin Impact game. And secondary data sources for this research include the internet web, reference books, and journal related to this topic. Before analyzing, researchers only determine several characters from the Sumeru region that researchers will research both playable characters, non-player characters (NPCs), historical figures, and surnames inspired by Islamic golden age figures, namely Anisa Purbiruni, Khedive Pursina, Alhaitam, and Firnas.

In this study, data was collected through observation and documentation. According to Nawawi and Martini, observation is one that is documented in an orderly and structured manner and consist of phenomena that arise on the object under investigation, which is then put into the research in an organized manner in accordance with applicable laws (Sujana, 2021). Observation is carried out by regularly or constantly monitoring the object of research as well as the character under study in the Genshin Impact game. Meanwhile, documentation is a technique for collecting documents relating to the study item and anything else related to the research (Fakhri & Prasetio, 2022). Documentation is done by collecting data from the object under study.

To minimize errors or confusion in the data that has been obtained, it is very important to validate the authenticity of the data after collecting and analyzing it. To assess the validity of the data, researchers use credibility test, such as increasing the persistence of observations and exchanging ideas with peers. The validity of data is checked using the criteria degrees of trust (credibility) with triangulation techniques, persistence of observation, and peer checking (Moleong, 2002).

B. THEORETICAL FRAMEWORK

The study in this paper is based on Ferdinand de Saussure's structural linguistic theory. Ferdinand de Saussure was born on November 26, 1857 in Guneva, Switzerland and died on February 22, 1913 in Vufflens-le-Château, Switzerland. He had learned Geek, Sanskrit, French, German, English, and latin by the age of 15. At such a young age, he discovered a universal language system: all languages are based on two or three basic sounds. He originally explored this linguistic research with Adolf Pictet, a family friend and philologist (Ubaidillah, 2019). In linguistics, Saussure divided the sign system into two parts: langue and parole. Langue is the language system that we speak without thinkink about it, whereas parole is the language that we understand in individual utterances (Carter, 2012).

The difference between signifier and signified is another classification proposed by Saussure. Every linguistic sign or language sign, according to Saussure, consist of two components: the signified or "meaning" component in the form of a sequence of linguistic signals, and the signifier or "interpreted" component in the form of understanding or concept (owned by the signified) (Chaer, 2012). The signifier is the sound symbol or linguistic sign itself, and the signified is the thought or concept contained in the signifier. Because signifier and signified are inseparable entities, their relationship is extremely intimate (Chaer, 2012). For example, the linguistic sign <book> consist of the marker component / bʊk / this sign will relate to the concept "a collection of papers". This idea suggest that every language has a meaning is associated with a real-world object, then there will be a relationship between the linguistic sign, the concept in the linguistic sign, and the

symbol that can be read from the linguistic sign. The following example chart illustrates this idea.

/ bʊk /
signifier

<book>
sheets   a collection or set of papers or

sign   that are written or containing

writing.

"a collection of paper"   (referent)
Signified
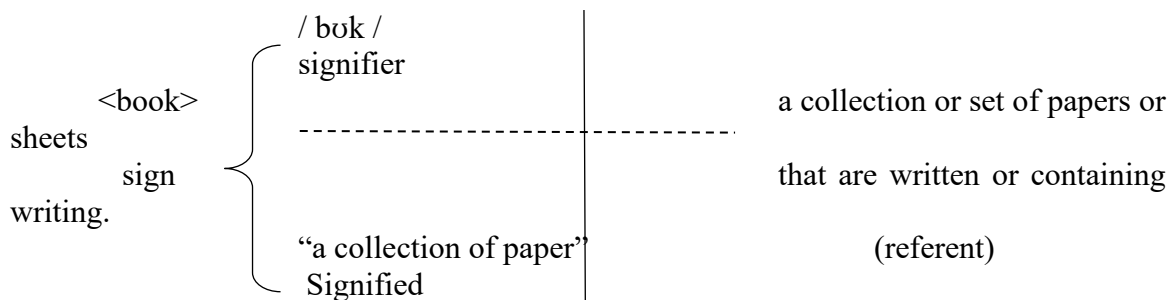
Figure 1: The concept of signifier and signified

The above concept, by Richard and Odgen, is displayed in a triangle known as the meaning triangle or Richard and Ogden triangle. Richard and Ogden examine language signs from three sides, namely the linguistic sign (sign), concept (signified), and referent. The relationship between the elements of sign, depicted as a triangle with a dotted line at the bottom of the triangle (Chaer, 2012).

Concept (Signified)
"a collection of paper"

Sign   Referent
<book>   a collection or set of papers or sheets
                              that are written or containing writing.
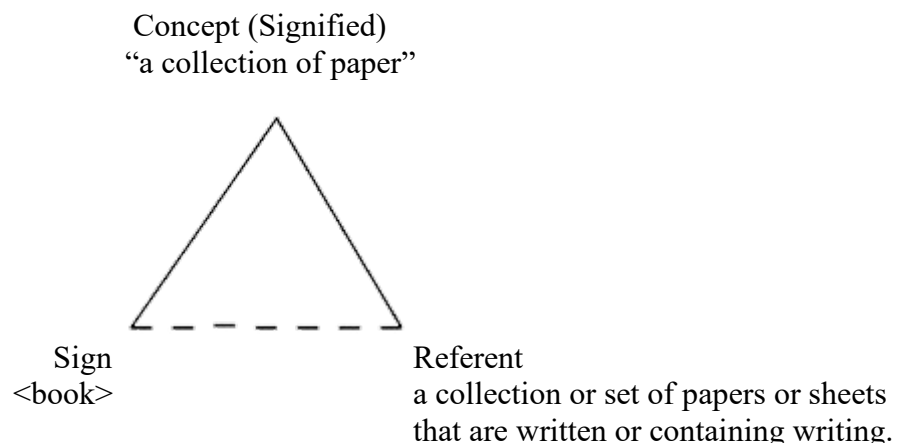
Figure 2: Richard dan Ogden triangle

In the triangle, Eco suggest that signs and concepts are closely intertwined, as are concepts and referents. However, only the referent and the sign are relevantly connected. One only uses the relationship to indicate the referent (Putri, 2013). Linguistic signs and referents are connected with a dotted line, while linguistic signs and concepts, as well as concepts and referents, are connected with a regular line, because the relationship between linguistic signs and referents is not direct, because linguistic signs are a matter within the language and referents are a matter outside the language, and the relationship between them is arbitrary. The relationship between linguistic sign and referent is direct, as is the relationship between referent and referent. The linguistic sign and the referent both exist within the language; the referent references the relationship between the referent and the referent (Chaer, 2012).

Semiotic studies examine the sign in structuralism. According to semiotics, language is a system of signs that reflect something else called meaning (Nurgiyantoro, 2018). Games often fail to fully convey and characterize their character. It is that

description that obscures imaginary characters. There is a difference between fictional and non-fictional characters in this regard. Non-fictional characters are presented by creating details to expose the character, whereas fictional characters must be presented by evaluating facts to understand and reveal them (Putri, 2013).

C. ANALYSIS
1. Comparison of Anisa Purbiruni with Al-Biruni
a) Biography of Anisa Purbiruni

Anisa Purbiruni is a non-player characters (NPCs) that lives on Watatsumi Island in Inazuma. She only appears during and after the Solitary Sea Beast World Mission is completed. Anisa is a Sumeru Academia researcher with a strong interest in oceanography. Anisa is a descendent of the sage Biruni who lived 500 years ago, and she is also an apprentice dastur or priestess at the Sumeru Academia's Oceanographic Society.

Signifier   : / anisa / and / purbiruni /
Signified   : "fun friend" and "Biruni's son"
Referent   : A researcher from Sumeru Academia with a special interest in oceanography.

b) Meaning triangle of Anisa Purbiruni

<anisa> with a signifier / anisa / and signified "fun friend". <purbiruni> with a signifier / purbiruni / and signified "Biruni's son". Here is Richard and Ogden's triangle chart of the analysis.

Concept (Signified)
"Fun friend" and "Biruni's son"

Sign
<anisa purbiruni>

Referent
A researcher from Sumeru Academia with a special interest in oceanography.
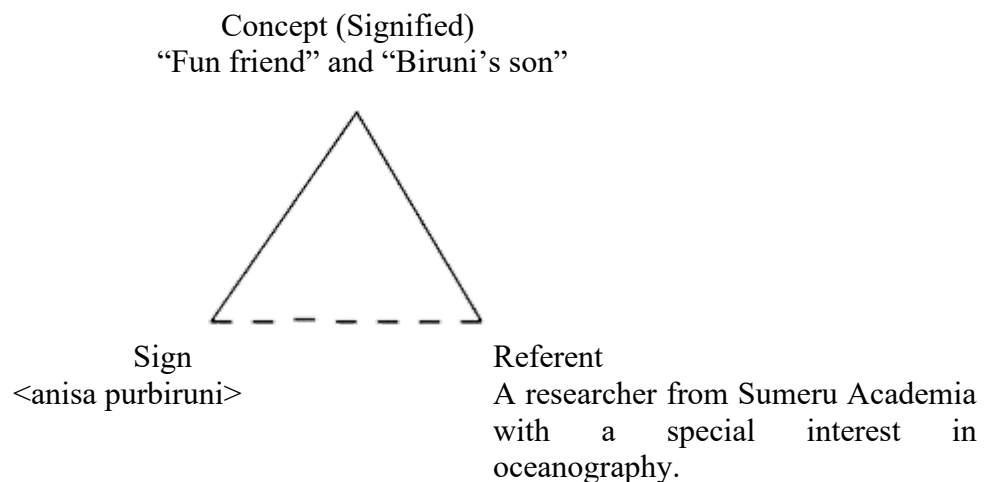
Figure 3: Richard dan Ogden triangle

c) Biography of Al-Biruni

Al-Biruni, whose real name was Abu Al-Rayhan Muhammad bin Ahmad Al-Biruni, was an Al-Farisi (Persian) born in Beirun, located south of the Aral Sea in the Khowarizm region, in 362 AH or 973 AD. This region is now located in Turkestan, Central Asia (Sirajulhuda, 2019). Al-Biruni was a medieval Muslim scientist who was unique in his expertise in various fields on knowledge, including astronomy, chronology, mathematics, physics, chemistry, mathematical geography, mineralogy, history, anthropology, comparative religion, codoxy, astrology, and poetry, according to Mohaini Mohamed. Al-Biruni's life was spent studying his field, and most of his writings are still used as references today. He mastered many languages, including Arabic, Turkish, Parsi, Sanskrit,

Aramaic, Hebrew, Syriac, several Indian and Iranian dialects, Greek, Babylonian, Zoroastrian, Manichean, and his native Khawarizmi (Shahimi & Umar, 2020).

Signifier : / albiruni /

Signified : "the name of a famous scholar and scientist who wrote extensively on astrology, mathematics, and geography"

Referent : A medieval Mislim scientist who specialized in astronomy, chronology, mathematics, physics, chemistry, mathematical geography, mineralogy, history, ethnography, comparative religion, codoxy, astrology, and poetry.

d) Meaning triangle of Al-Biruni

<albiruni> with a signifier / albiruni / and signified "the name of a famous scholar and scientist who wrote extensively on astrology, mathematics, and geography". Here is Richard and Ogden's triangle chart of the analysis.

Concept (Signified)
"The name of a famous scholar and scientist who wrote
extensively on astrology, mathematics, and geography"

Sign
<albiruni>

Referent
A medieval Mislim scientist who specialized in astronomy, chronology, mathematics, physics, chemistry, mathematical geography, mineralogy, history, ethnography, comparative religion, codoxy, astrology, and poetry.

Figure 4: Richard dan Ogden triangle

e) Comparison of signifier and signified of Anisa Purbiruni with Al-Biruni

After comparing the meaning triangle chart between Anisa Purbiruni and AL-Biruni, there are similarities in the fields pursued by both. Anisa Purbiruni is a researcher who has a special interest in oceanography. Oceanography is a branch of geography that focuses on the nature, phenomena, and depiction of the sea or ocean, as will ass its subfields, such as marine biology. This is in accordance with the fields of geography and biology which are some of the fields mastered by Al-Biruni.

2. Comparison of Khdive Pursina with Ibn Sina

a) Biography of Khdive Pursina

Khedive Pursina is a non-player characters (NPCs) who lives in The Chasm, Liyue. He is a Sumeru Academia Amurta member. Amurta is one of the Six Darshan, Sumeru Academia's six primary schools that specializes in biology and includes allied fields such as ecology and medicine. He agreed to sponsor the Ravine Exploration Team and examine

the ecological changes occurring in Ravine as part of a collaboration agreement with Liyue Qixing. Khedive was originally found on the surface near The Chasm's easternmost waypoint. He moved to the Chasm Exploration Team Camp during the Chasm Spelunkers World Quest in The Chasm Delvers Series.

Signifier   : / kɪˈdiːv / and / pursina /
Signified   : "viceroy of Egypt" and "Sina's son"
Referent   : Amurta member at Sumeru Academia. Amurta is one of Six Darshan, Sumeru   Academia's six primary schools that concentrate in biology and cover related   fields like as ecology and medicine.

b)   Meaning triangle of Khdive Pursina

<khdive> with a signifier / kɪˈdiːv / and signified "viceroy of Egypt". <pursina> with a signifier / pursina / and signified "Sina's son". Here is Richard and Ogden's triangle chart of the analysis.

Concept (Signified)
"Viceroy of Egypt" and "Sina's son"

Sign   Referent
<khdive pursina>   Amurta member at Sumeru
                                  Academia. Amurta is one of Six
                                  Darshan, Sumeru Academia's six
                                  primary schools that concentrate in
                                  biology and cover related fields like
                                  as ecology and medicine.
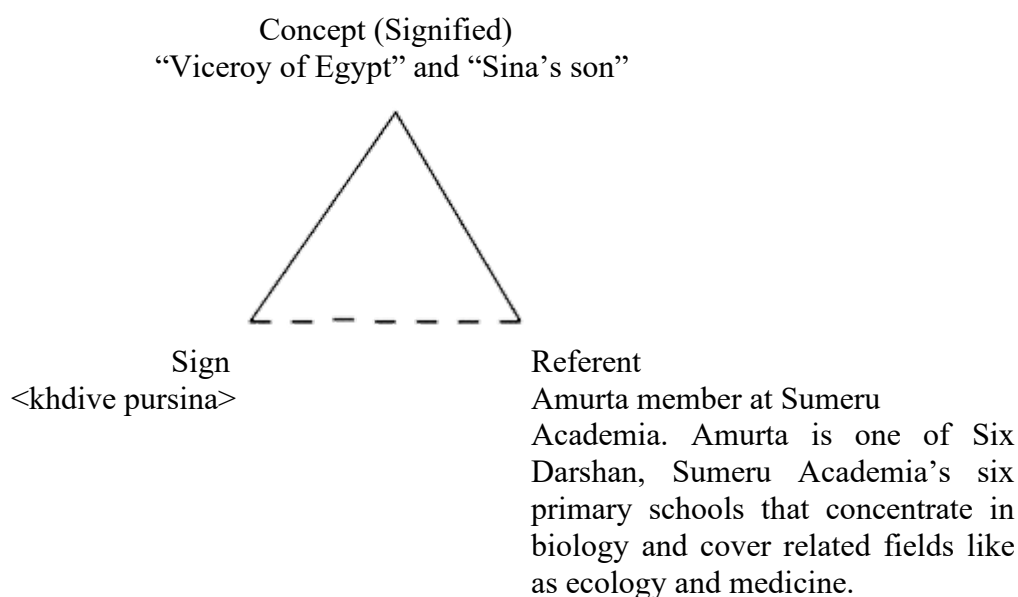
Figure 5: Richard dan Ogden triangle

c)   Biography of Ibn Sina

Ibn Sina was a Muslim scholar who mastered various fields of knowledge (religion, science, medicine, and humanities). Ali Al-Husein bin Abdullah Al-Hasan bin Ali bin Sina is his full name. he was born in the city of Afshanah, Central Asia, in 370 AH or 980 AD and died in Hamadzan in 428 AH or 1038 AD at the age of 57. In Western countries, his name is better known as Avicenna. Turks, Persians and Arabs, on the order hand, consider Ibn Sina to be their ancestor. This is due to the fact that his mother was Turkish and his father was Arabs. His father lived in Balakh, but a few years after Ibn Sina was born, the family moved to Bukhara because his father became the governor of one of the cities of the Samanid Daulat during the reign of Amir Nuh bun Mansyur (Putra, 2015).

Signifier   : / ibnu / and / sina /
Signified   : "boys" and "Sinai"
Referent   : A Muslim intellectual who mastered various fields (religion, science, medicine, and humanities).

d) Meaning triangle of Ibn Sina

<ibn> with a signifier / ibnu / and signified "boys". <sina> with a signifier / sina / and signified "Sinai". Here is Richard and Ogden's triangle chart of the analysis.

Concept (Signified)
"boys" and "Sinai"

Sign
<ibn sina>

Referent
A Muslim intellectual who mastered various fields (religion, science, medicine, and humanities).
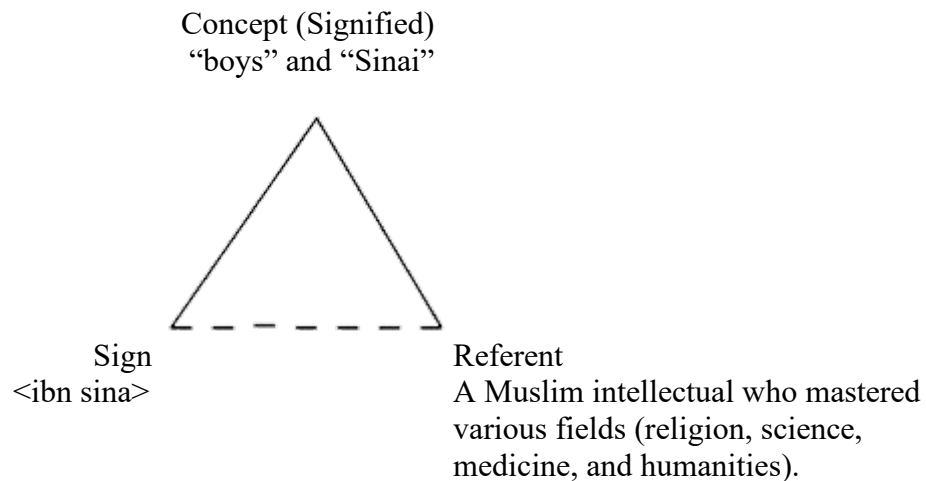
Figure 6: Richard dan Ogden triangle

e) Comparison of signifier and signified of Khdive Pursina with Ibn Sina

After comparing the meaning triangle chart between Khedive Pursina and Ibn Sina, there are similarities in several ways. The portrayal of Khedive Pursina as a person who specializes in biology, and includes related disciplines such as ecology and medicine, corresponds to Ibn Sina who is considered by many to be the father of "modern Medicine". In addition, Khdive Pursina was a prominent person known by some people of Sumeru Academia and even known by some people from The Chasm, Liyue. It was similar to the popularity of Ibn Sina who was a polymath Mu'tazilah Muslim who was considered the most important physician of Islamic golden age, even in the West he was known as Avicenna and was considered the most influential astronomer, writer, and philosopher of the pre-modern era.

3. Comparison of Alhaitam with Ibn Al-Haytham
a) Biography of Alhaitam

In the Genshin Impact game, Alhaitam is one of playable Dendro characters. Alhaitam is a Sumeru Academia Haravatat member and the Academia's Scribe, in charge of documenting their results and creating laws. Despite his intelligence, people in the Academia are perplexed by Alhaitam's unwillingness to seek greater status despite being narcissistic, and many disagree with him because of his unwavering on rationality and truth.

Signifier : / alhaitam /
Signified : "which is easy"
Referent : A Haravatat member of Sumeru Academia and Academia Scribe in charge
of documenting their findings and creating laws. The Haravatat is one of the
six Darshan, Sumeru Academia's six main schools focusing in semiotics, the
study of sign processes and meaning-making, which covers fields like linguistics
and ancient rune studies.

b) Meaning triangle of Alhaitam

<alhaitam> with a signifier / alhaitam / and signified "which is easy". Here is Richard and Ogden's triangle chart of the analysis.
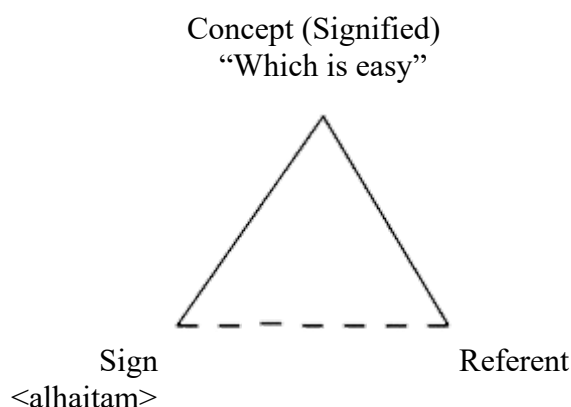
Concept (Signified)
"Which is easy"

Sign
<alhaitam>

Referent

A Haravatat member of Sumeru Academia and Academia Scribe in charge of documenting their findings and creating laws. The Haravatat is one of the six Darshan, Sumeru Academia's six main schools
focusing in semiotics, the study of sign processes and meaning-making, which covers fields like linguistics and ancient rune studies.

Figure 7: Richard dan Ogden triangle

c) Biography of Ibn Al-Haytham

Ibn Al-Haytham, also known as Abu Ali Al-Hasan ibn Al-Hasan ibn Al-Haytham, was born in 965 Ad in Basrah (Iraq) and died in 1039 AD. This world-renowned specialist in optics and physics, known in the West as Al-Hazen or Avennathan, was also astronomer, mathematician and physician. Al-Haytham's diligence and ability to analyze natural event made him famous in Muslim society and the Western world. In medieval times, his greatest and most scientivid works was the "Kitab al-Manazhir", which became focused with is Latin translation, "Opticae Thesaurus", by Fredrick in Bastle 1572 AD (Aqsa et al., 2017).

Signifier   : / ibnu / and / alhaytam /
Signified   : "boys" and "young eagle"
Referent   :   A world-renowned physicist and optical scientist, as well as an astronomer,   mathematician, and physician.

d) Meaning triangle of Ibn Al-Haytham

<ibn> with a signifier / ibnu / and signified "boys". <alhaytham> with a signifier / alhaytham / and signified "young eagle". Here is Richard and Ogden's triangle chart of the analysis.

Concept (Signified)
"boys" and "young eagle"

Sign
<alhaytham>

Referent

A world-renowned physicist and optical scientist, as well as an astronomer, mathematician, and physician.
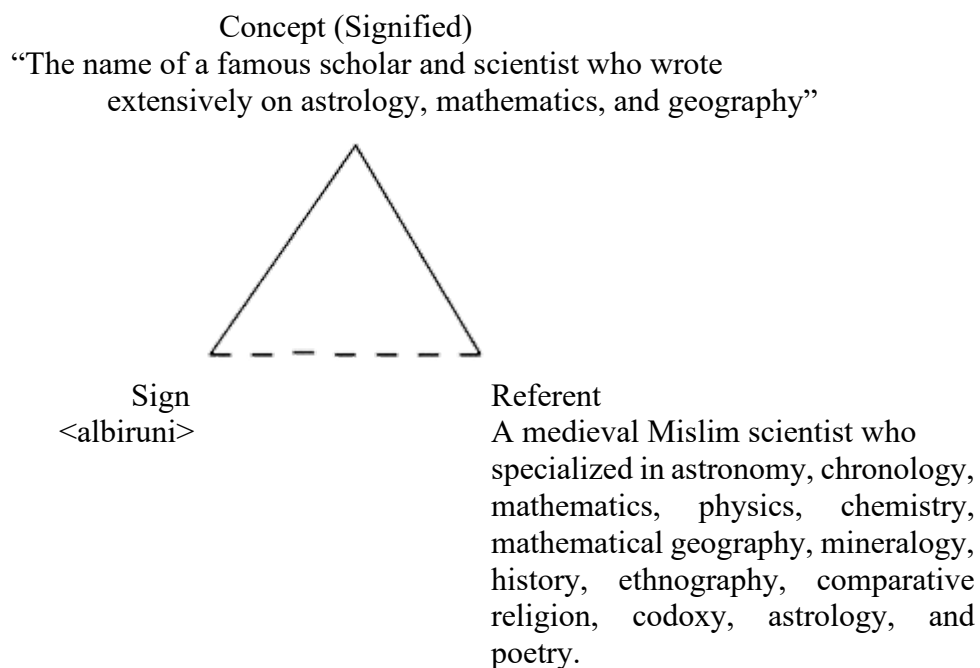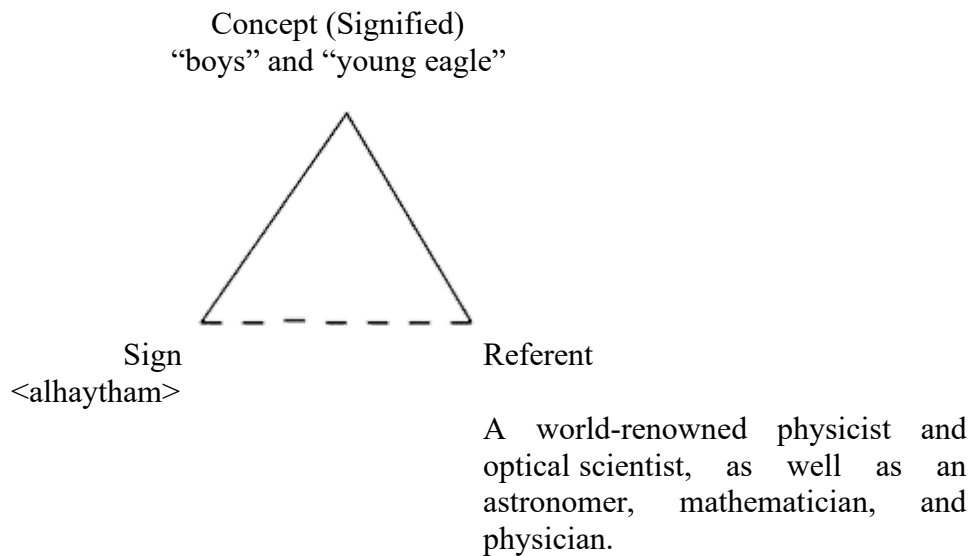
Figure 8: Richard dan Ogden triangle

e) Comparison of signifier and signified of Alhaitam with Ibn Al-Haytham

After comparing the meaning triangle chart between Alhaitam and Ibn Al-Haytham, there are similarities in both. Alhaitam was a scribe of the Academia who was responsible for documenting their findings and drafting regulation, hence the need for a camera for his investigative work. Similarly, Ibn Al-Haytham was a scientist who loved to investigate; he was also the first to discover and publish important data about light, and thanks to his writings, Westerns were able to develop cameras, microscopes and telescopes.

4. Comparison of Firnas with Abbas Ibn Firnas

a) Biography of Firnas

Firnas was initially a scholar and lecturer at Sumeru Academia. Hosseini mentions him in passing when discussing "our great teacher, Firnas." But now he's a lecturer at the Academia who claims to have a lot of dreams and is good at remembering them. As a result, he is remembered as a poet and dreamer rather than a researcher or creator. Firnas recognized that the Wind Gilder, or the launching mechanism for flying in the game, did not obey the laws of physics, and that it could only be used by those who were dependent on Archon Anemo. He attempted to build a Wind Gilder using only the laws of physics, but it started that after meeting Dendro Archon in her Dream, Firnas began to understand that the gods' blessing was also of the part of the world's laws.

Signifier   : / fɜːz /
Signified   : "deep and prayerful good wishes"
Referent   : A lecturer, poet, and dreamer, but formerly a Sumeru Academia professor.

b) Meaning triangle of Firnas

<firnas> with a signifier / fɜːz / and signified "deep and prayerful good wishes". Here is Richard and Ogden's triangle chart of the analysis.

Concept (Signified)
"Deep and prayerful good wishes"

Sign
<firnas>

Referent
A lecturer, poet, and dreamer, but
formerly a Sumeru Academia
professor.
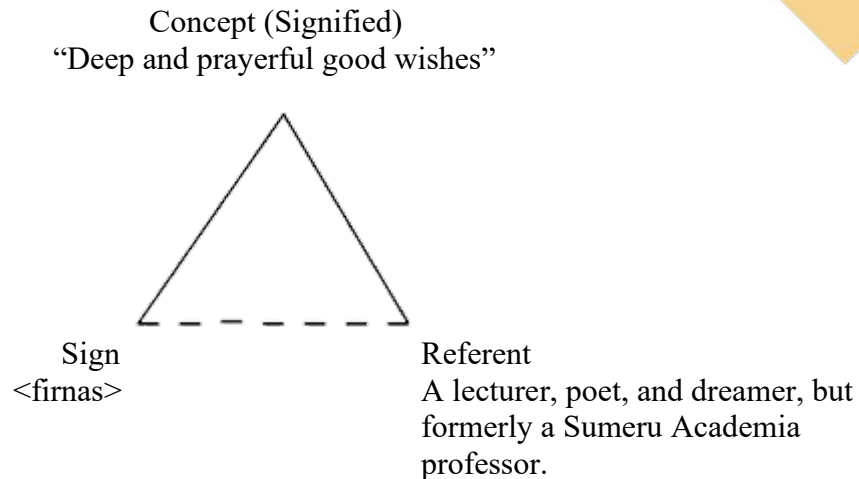
Figure 9: Richard dan Ogden triangle

c) Biography of Abbas Ibn Firnas

Abbas Ibn Firnas was the first Muslim scientist from Cordoba to pioneer the idea of an airplane. Abbas Ibn Firnas was a versatile scientist who excelled in various disciplines, including physics, chemistry, technology and music. This is evidenced by the many experiments carried out by Abbas Ibn Firnas and invented objects such as al-Miqat (a clock made ofwater to determine time), al-Munaqalah (a tool for calculating in ancient times similar to a calculator), Dzatul Halqi (Astrolab which functions to determine the rotation of the stars), al-Qubah as-Samawiyah (a dome in which there is the sky and its contents with the aim of providing education for everyone who wants to study it), and the last is making glass from stone and sand. Abbas Ibn Firnas' full name Abu Al-Qasim Abbas bin Firnas bin Wirdas At-Takurini Al-Andalusi Al-Qurthubi, also known as Abbas Ibn Firnas. He was born in 810 AD in Izn-Rand Onda (Ronda), Al-Andalus, or what is known as Andalusia (Spain), according to historians. However, Abbas Ibn Firnas is thought to have lived in the 9th century AD under the reign of Abdurrahman Al-Ausath or Abdurrahman II bin Hakam (Carenzino et al., 2022).

Signifier   : / æbz /, / ibnu / and / fɜːz /
Signified   : "lion", "boys", and "deep and prayerful good wishes"
Referent   : The first Muslim scientist to develop the concept of an airplane.

d) Meaning triangle of Abbas Ibn Firnas

<abbas> with a signifier / æbz / and signified "lion". <ibn> with a signifier / ibnu / and signified "boys" <firnas> with a signifier / fɜːz / and signified "deep and prayerful good wishes". Here is Richard and Ogden's triangle chart of the analysis.

Concept (Signified)
"lion", "boys", and "deep and prayerful good wishes"

Sign
<Abbas Ibn firnas>

Referent
The first Muslim scientist to develop
the concept of an airplane.
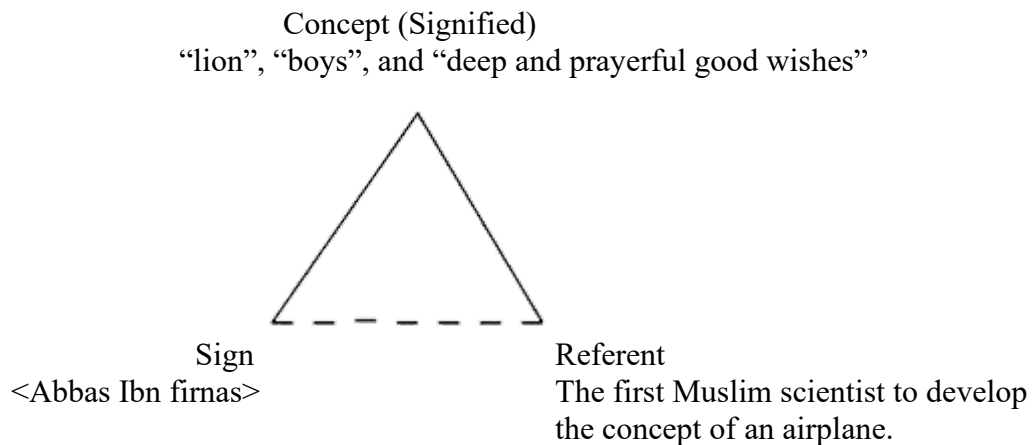
Figure 10: Richard dan Ogden triangle

e) Comparison of signifier and signified of Firnas with Abbas Ibn Firnas

After comparing the meaning triangle chart between Firnas and Abbas Ibn Firnas, there are similarities in their inventions. In the game, Firnas, who is a professor, tries to make a Wind gilder or a launching device for flying that works through the laws of physics alone, but fails because in order to be able to cut it must have the blessing of Archon Anemo, this is similar to Abbas Ibn Firnas, the first Muslim scientist to pioneer the concept of airplanes and the initial experiments carried out by him were not smooth because the tool cloud only hover not fly.

D. CONCLUSION

Based on the analysis of the four data above, the researcher can state that some of characters of Sumeru in the Genshin Impact game analyzed are close to the figures who inspired the creation of his character. With Ferdinand de Saussure's semiotic analysis, researchers have analyzed the background of several Sumeru character and analyzed them using signifier and signified, as well as using Richard and Ogden's triangle. The developers of the game took inspiration from historical figures of the Islamic golden age to create their fictional characters. In the data above, for example, Firnas tried to make a Wind Gilder or a launching device for flying that works through the laws of physics alone because he had witnessed similar device from distant lands abroad and realized that their working principles did not follow the laws of physics at all. However, his first attempt at flying failed because his launcher did not receive the blessing of Archon Anemo. The situation was similar with Abbas Ibn Firnas who invented and tested a basic flying device. The initial experiments carried out by Abbas Ibn Firnas were not smooth because the tool could only hover instead of flying.

The Genshin Impact game can give players an insight or at least an overview of history by using Islamic golden age figures as inspiration for character development. It can also help them learn more about prominent figures in the history of Islamic golden age. However, keep in mind that the characters in Genshin Impact are fictitious interpretations, and certain characteristics can be changed or customized to suit the game's story and character design preferences. Depictions like this can help educate gamers about the historical figures of the Islamic golden age in the game.

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Allophonic Variations in the Realization of English Consonant /t/ by Indian Actor Ravi Dubey

Nur Ardian Rahmawati[1]*, Fadila Khaerani[2]
* Lead Presenter
[1]* UIN Sunan Kalijaga, Indonesia and 21101050004@student.uin-suka.ac.id
[2] UIN Sunan Kalijaga, Indonesia

Language is used as a communication tool to share information and is closely related to culture as it reflects the attitudes and behaviors of the speaking community. The study of phonology is important to understand proper pronunciation so that the intended meaning can be correctly received by the listener. Phonology studies how the sounds of language are combined and organized into meaningful units. Every country including India has its own first language, so this affects the pronunciation of the same phoneme called allophones. This research focuses on the allophonic variation of consonant /t/ in English pronunciation by Indian actor, Rafi Dubey. The research method used is descriptive qualitative method. Data is obtained through a video interview on a YouTube channel entitled "The Secret To Achieving the "Impossible" | Ravi Dubey | TEDxGGDSDCollege". The results showed allophonic variation in the consonant /t/ in the speakers' English pronunciation. Ravi Dubey tends to replace the alveolar consonant [t] with the retroflex [ʈ], especially in words' initial and middle positions. The pronunciation is influenced by the location of the /t/ phoneme in the word. The data shows that the /t/ phoneme at the end of a word tends to be omitted when followed by the previous consonant. This variation is due to the influence of mother tongue and pronunciation habits in the native language of the speakers. Not all pronunciation of consonant [t] is pronounced with consonant [ʈ], because there is no regular pattern in the pronunciation.
Keywords: Allophonic Variations, Allophones, Phoneme realization

1. INTRODUCTION

Everyone uses language as a communication tool in daily life to share information and make arguments with others. In this instance, language and culture are inextricably linked since Language is a representation of the nation and is closely linked to the attitudes and actions of the groups of speakers of that language (Rabiah, 2018). Humans utilize language as a tool for communicating in daily life by using a system of sounds and sound symbols to describe their thoughts, feelings, and desires. If we want to communicate, the first thing we need to know is how to speak the language. When a speaker uses language but pronounces a word incorrectly, the listener or interpreter may not understand the terms actual meaning. According to Priatna & Setyarini (in Sukma, 2019), speaking abilities are a type of behavior in people that are influenced by a variety of physical, neurological, linguistic, and psychological factors.

There is no denying that language has been essential to human relationships in the modern era, contributing to social order. Saville-Troike talks about language use in a situation where speaking audibly and choosing arbitrary symbols at random becomes routine (Saville-Troike, 2012).

Phonology is the study of spelling or the understanding of the appropriate sounds made by our speech organs. According to (Fromkin, 2009) "Phonetic is the study of speech sounds, while phonetic is part of phonology." The study of language sounds in relation to their function is called phonology in the subject of linguistics. The area of grammar or branch of linguistics known as phonology studies how words sound in general.

Phonemics, a subfield of phonological study, examines the sounds of language by focusing on how these sounds distinguish between different kinds of meaning (Kridalaksana, 1979). However, phonology is concerned with how a language's sounds are joined and patterned into a meaningful unit of sounds rather than how they are produced (McMahon, 2001:1).

Millions of individuals speak English as their first language, despite the fact that there are thousands of languages spoken throughout the world. Language is the only means of imparting knowledge, whether it be a native tongue or a foreign tongue (Ahmed, 2022). Additionally, millions of people use English as a second language or a foreign language to communicate with people around the world. For almost one and a half centuries, English has been crucial to every element of national life. (Kumar & Supriyatno, 2021; Ritonga, 2021). According to (Ilyosovna, 2020) English is the most widely spoken language on earth, making it extremely important in today's global society. One of the most widely used languages in the world is English. Many people are able to speak and comprehend English, even outside of nations like the USE and UK. One billion individuals worldwide are thought to speak English, including those who do so as a second language. Furthermore, English is used as a primary language in 67 additional countries and is the second official language in 27 other countries. Like many of the languages, English has different dialects, but they are less distinct than those in other languages. English language accent varies from one country to another, and each country has its own accent on English pronunciation, and all these accents mostly mainly different from native American and British Accents. It can be claimed that an accent has an impact on the phonetic structure of English in a country since it affects how English is spoken. Phonetics and phonology are fields of study that focus on the production and perception of speech by humans. Indian English is a prime example of English pronunciation variations.

According to (Wells. 1982) there are almost 2000 different dialects spoken in India, which has 23 official languages, including English. Indian English (IE), sometimes known as the English that Indians speak as their second language, is the primary language used in the educational system. According to (Grolman, 2021) India is the second-most populous and seventh-largest country in the world. About 17% of the world's population lives there. There are many dialects in addition to the 22 official languages. Hindi and English are both official languages, albeit English has a more minor role. The most glaring feature of Indian English, in the opinion of some scholars, is its phonology. There are several differences between Indian English phonology and British English pronunciation standards. Indian English speakers often have trouble pronouncing words because of interference from their mother tongue, which manifests as different phonetic representations of matching phonemes in English and Indian (Noviyenty, 2021).

The reality of difficult pronunciation may indicate one of the pronunciation issues. All speakers of verbal language occasionally experience pronunciation difficulties. It might also occur to people who often use English, such as Indian actor Ravi Dubey. Ravi dubey attended some shows which compel him to speak English, one of which is being a guest speaker on ted talks.

Because every country including India has its own first language, so it affects the pronunciation of a sound of the same phoneme called allophone. as with phoneme identity, allophone identity also only applies to a particular language. In English spoken by Indians the sounds /t/ and /d/ are pronounced with different sounds from the pronunciation of Americans in general, but the phonemes are the same, only the pronunciation is different. Therefore, the goal of this study is to identify the allophonic sounds employed in Indian English speakers' pronunciation.

2. LITERATURE REVIEW

There are three researchers that have relationship with the topic of this research. First, prior research written by A.A. Ayu Nanda Surya Prabawati, I Made Sastra, I Komang Sumaryana Putra (2017) from English Department, Faculty of Arts, Udayana University. The second prior study discussed by Jeri Sukmawijaya, Sutiono Mahdi, Susi Yuliawati (2020) from Linguistics Program, Faculty of Cultural Sciences, Padjajaran University. The last prior research by Ayesa and Miva Aziza (2016) from Master of Linguistic Program, University of Indonesia.

The first journal discusses the Indian English accent's distinctive segmental and suprasegmental traits in relation to the Bollywood film Jab Tak Hai Jaan. The first article focuses on identifying distinctive contrasts between the movie's Indian English (IE) and Received Pronunciation (RP). The researcher conducts both library research and documentation. To sum up, the emphasis on words and intonation in the film differs from the current rules for Received Pronunciation in terms of suprasegmental elements (RP). Meanwhile, the emphasis on the movie's sentences and pronunciation follows the guidelines outlined in the Received Pronunciation (RP).

The second earlier journal examines how a voiceless alveolar plosive, or /t/, is pronounced by speakers of Sundanese in Indonesian and English. The purpose of the study is to determine the Voice Onset Time (VOT) or duration of the /t/ sound in English, Indonesian, and Sundanese as generated by Sundanese speakers. The author makes use of information gathered from voice recordings of eighteen undergraduate students. All of them are native Sundanese speakers. In conclusion, Sundanese and Indonesian have the same average duration of the letter /t/ in the word's first segment. In Sundanese and Indonesian, in denotes that they do not aspirate the sound /t/. They translate their two languages' /t/ sounds into English, which they speak as a foreign language.

The third prior journal discusses how Javanese accent affects the pronunciation of phoneme /d/ in English. The study is concerned with how Javanese accented English affects speech length, particularly in the plosive consonant /d/. In order to compare and control his findings, the author uses data from two subjects: a native English speaker and a foreign English speaker who has been impacted by a Javanese accent. Each of them is given five sentences with six words that start with the letter "d." As a result of the sound fluctuation of the plosive /d/ sound, there are differences in duration between native and non-native English speakers.

The similarities between this paper and the three prior researches is located in the writer concern on phoneme. This paper with all prior researches are also similar in their method in conducting the research which is qualitative. The difference of this paper and first prior research is that the writes of this paper analyze the allophonic variation of phoneme /t/ in Indian English, while the writer of the first prior research analyzes the aim to find differences in characteristics among Indian English in films with Received Pronunciation. The difference of this paper and second prior research is that writer of this paper analyzes the allophonic variation of phoneme /t/ in Indian English, while the second writer prior research analyzes duration of phoneme /t/ in Sundanese, Indonesia, and English by Sundanese speaker. The difference of this paper and second prior research is that writer of this paper analyzes the allophonic variation of phoneme /t/ in Indian English, while the second writer prior research analyzes the influence of the Javanese language on the phoneme /d/.

3. METHODS

The researchers use is a qualitative methodology to conduct this research. According to (Abdussamad, 2022) Data collection for qualitative research is influenced by facts discovered during field research rather than by theory. As a result, the data analysis performed is inductive and is based on the facts discovered. A hypothesis or theory can then be developed from this data analysis. In this research study, it is done by looking at and looking for existing sources to obtain data related to the analysis that the researchers will do. The data obtained were analyzed descriptively qualitatively with theories from various video sources.

In case study, researchers employ listening and note-taking strategies. Sudaryanto (1993, p. 133) claims that listening techniques give information by hearing data regarding language use. While the note-taking method proposed by Sudaryanto (1993, pp. 135-136) is a sophisticated method for recording data so that it can be categorized directly. The data is collected through the process of internet searching, watching YouTube videos, taking notes, and analyzing.

The video that researchers use is from YouTube *"The Secret To Achieving the "Impossible" | Ravi Dubey | TEDxGGDSDCollege"*. The video discusses about Ravi Dubey's journey starting from his career, family, and the path that brought him to where he is now by providing a motivation. We collected data by looking for words that have the phoneme /t/ sound in each of Ravi Dubey speech, then we took notes and looked for the phonetic transcript of the word. The transcript used from Longman pronunciation dictionary. We found several words that differ in pronunciation from the RP phonetic transcript.

4. FINDING AND DISCUSSION

Table 1. *Table of various consonants /t/ in Indian*

Devanagari letter	IPA
ट	/ʈ/
ठ	/ʈʰ/
त	/t, t̪/
थ	/tʰ, t̪ʱ/

In Indian phonological system, there are four kinds of phoneme /t/. The retroflex consonants, which are produced when the tongue's curved tip rests against the hard palate, take the place of alveolar consonants in Indian English pronunciation. The alveolar plosives [t] and [d], which are most susceptible to this process, are these two sounds. The voiceless consonant sound [t], on the other hand, can occasionally only be retroflexed, while the sound [d] is always replaced by a retroflex [ɖ] (Bytko, 2017). Other scholars contend that the usage of retroflexed consonants is typically accepted in the various forms of Indian English, particularly in South India, and that the plosives [t] and [d] are regularly mirrored in it.
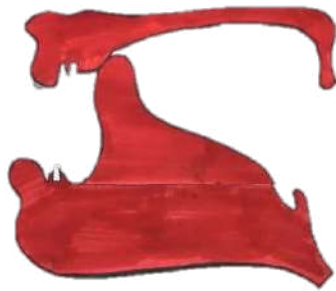
| **Figure 1**. *The tongue placement for pronouncing /t/ sound* | **Figure 2.** *The tongue placement for pronouncing retroflex /t/ sound* |
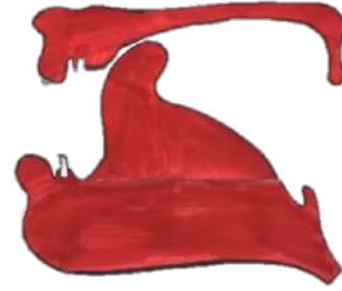
When a native speaker makes the sounds "t" or "d," they move their tongue just in front of their two front teeth and touch the alveolar ridge, which is a soft tissue. The tip of their tongue will be facing forward rather than curled back, and it won't be touching the two front teeth. Instead of spelling the "t" sound in English, Indian speakers are more likely to move their tongue behind their two front teeth as could be seen from the figures above obtained from the video entitled "*Retroflexes: The Linguistics of South Asia*". However, when their tongue touches the roof of their mouth, they are more likely to curl the tip of their tongue and point it backwards. This pronunciation of the /t/ and /d/ sounds is referred to as a retroflex pronunciation, and it is particularly widespread in India.

The data that researchers get from YouTube video is classified into three /t/ and /r/ sounds position in the beginning, middle, and final of word. The data places to table presents the original form of the word and how those words are pronounced on Received Pronunciation compares to how Indian English speakers pronounce those words.

Initial /t/

Table 2. *Table of Data Consonant /t/ at the initial words*

Words	RP	Ravi Pronunciation
Take	ˈteɪk	ˈʈek
Tips	ˈtɪps	ʻʈɪps
Tool	tuːl	ʻʈuːl
Try	ˈtraɪ	ʻʈraɪ
Turned	tɜːnd	ʻʈɜːnd
Telecommunications	ˌtelɪkəˌmjuːnɪˈkeɪʃn̩z	ˌʈelɪkəˌmjuːnɪˈkeɪʃn̩z
Taken	ˈteɪkən	ʻʈeɪkən
Transform	ˈtrænsfɔːm	ʻʈrænsfɔːm
Tremendous	trɪˈmendəs	ʻʈrɪˈmendəs
Telling	ˈtelɪŋ	ʻʈelɪŋ

In initial /t/'s table shows that the pronunciation of Ravi Dubey pronunciation for those words is different with the Received Pronunciation (RP) system. The difference is evident in pronouncing consonants /t/ which in English pronunciations of Indians there are more pronunciations that sound distinctly different from RP pronunciations. In RP the sound of /t/ is pronounced less prominent and pronounced in front of the tip of the tongue, while Ravi Dubey shows a very sharp and clear alveolar pressure. When used in the first place of a word or syllable, the phoneme/t/ is assimilated into RP. However, in Indian English, the difference between aspirated and un-aspirated plosives is the phonemes.

Middle /t/

Table 3. *Table of Data Consonant /t/ at the middle words*

Words	RP	Ravi Pronounciation
Limited	ˈlɪmɪtɪd	ˈlɪmɪʈɪd
Fruitful	ˈfru:tfəl	ˈfru:tfəl
Into	ˈɪntə	ˈɪnʈə
Gratitude	ˈgrætɪtju:d	ˈgrætɪtju:d
Actor	ˈæktə	ˈækʈə
Attention	əˈtenʃn̩	əˈʈenʃn̩
Meeting	ˈmi:tɪŋ	ˈmi:ʈɪŋ
Important	ɪmˈpɔ:tnt	ɪmˈpɔ:ʈnt
Pattern	ˈpætn̩	ˈpæʈn̩
Until	ʌnˈtɪl	ʌnˈʈɪl

In middle /t/ the use of retroflex remains applicable, but in some words the retroflex /t/ is not visible, instead the speaker pronounced the phoneme /t/ using alveolar /t/ in the RP standard as seen in "into", the speaker does not pronounce "into" with /ɪn. ʈu/, but is the same as RP.

In other pronunciations, the use of retroflex prevails, in which in some words the alveolar pronunciation /t/ is very clear speakers pronounce the phoneme /t/ using the retroflex which is characteristic of their pronunciation, as seen in the word "important", speakers pronounce "important" with "ɪm.ˈpɔ:rʈn" which is a retroflex /t/ followed by the vibration of the previous /r/ consonant, but in "important" RP, it uses the alveolar /t/ sound and the consonant /r/ does not follow it or omitted.

Final /t/

Table 4. *Table of Data Consonant /t/ at the final words*

Words	RP	Ravi Pronunciation
Get	ˈget	ˈget
Not	nɒt	nɒt
First	ˈfɜ:st	ˈfɜ:s

Different	ˈdɪfrənt	dɪfrən
Want	ˈwɒnt	ˈwɒn
Great	ˈɡreɪt	ˈɡreɪt
Student	ˈstjuːdnt	ˈsʈjuːdnt
Seat	siːt	siːt
Pilot	ˈpaɪlət	ˈpaɪlət
Kept	kept	kep
Account	əˈkaʊnt	əˈkaʊn
Attempt	əˈtempt	əˈtempt

The pronunciation of words in the final /t/ is different from the initial /t/ and middle /t/, if the initial /t/ and middle /t/ are still dominant with the use of retroflex /t/ and some use the alveolar /t/,

The pronunciation is different words in the final /t/ where the dominant /t/ phoneme is omitted as could be seen on the word "different" in RP phonetic transcribe, phoneme /t/ is still sounded, but how Ravi Dubey pronunciate the word "dɪfrən," he didn't sound the phoneme /t/ or he omitted the phoneme /t/. In the omission of the phoneme /t/ there is a similarity, that is before the phoneme /t/ is a consonant letter as in the word "want" in RP it is read "ˈwɒnt" while Ravi Dubey pronounces it with "wɒn". Meanwhile, the phoneme /t/ followed by a vowel is not removed and Ravi uses the sound /t/ as could be seen in the word "get", "not", "great", "seat", and "pilot".

The Elements that Contribute to Pronunciation Errors

India is made up of 29 states, many of which are similar but differ greatly in terms of culture and traditions. When speaking English, which is not their native language, it is more difficult in India than in other nations because most of the states have their own language and script. It is known among Indians. Anyone with a different accent is usually conscious of it. Most native English speakers cannot even attempt to pronounce the phonetic "t" sound in the variety of ways used by Indians since they are not accustomed to doing so.

The Western "t" sound can be heard in words like take, time, table, etc. Indians do not pronounce the letter "t" in this way. As opposed to Westerners, they would pronounce it with their tongue's underside tip hitting the roof of their mouth (as opposed to the top tip contacting directly behind the top row of teeth). This explains why it sounds strange when spoken by Indians. Indians most frequently pronounce words with a loud "t" sound. Westerners struggle to pronounce this since it is unfamiliar to them, and vice versa.

The person's overall accent also varies depending on the state they are from. Indians don't all speak with the same accent, then. For instance, a Tamil speaker will sound significantly different from a Punjabi speaker. And a Mumbai native might sound more contemporary and be easier to comprehend.

5. CONCLUSION

Compared to Indian languages like Hindi, Bengali, Marathi, and Tegulu, English is significantly different. This is universally true; there isn't much language in common, and even the intonation and individual sounds do not really match. However, learning to pronounce English correctly is an additional obstacle for Indian speakers. In fact, many Indian speakers English is more comfortable to read or write than to speak out loud.

The Indian English pronunciation of dominant speakers replaces the allophone [t] sound with the [ʈ] allophone sound, but the pronunciation is affected by the location of the phoneme /t/. From the data obtained, it can be concluded that the phoneme /t/ at the end of the word allophone [t] is omitted due to the presence of the previous consonant. Not all allophone [t] sounds are pronounced with that allophone [ʈ] because it doesn't have a regular pattern. The pronunciation of the phoneme /t/ in Indian English speakers is influenced by their mother tongue where in their daily life they pronounce the phoneme /t/ with retroflex /ʈ/ and because of the influence of the Indian accent.

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Word Class Shift in The English - Indonesian Translation of A Webtoon Entitled "Who's Mr. President?": A Semantic Analysis

Sausan Shofi Salsabila

UIN Sunan Kalijaga, Indonesia, and 21101050037@student.uin-suka.ac.id

ABSTRACT

This study investigates the word class shifts that occur in the English-Indonesian translation of the webtoon "Who's Mr. President?" from a semantic perspective. This study aims to understand how semantic meaning is affected when English nouns are translated into Indonesian verbs. According to Saeed (2003) and Ichiro (1991), morphological processes can change the meaning of words, phrases and sentences. By examining word class shifts and unshifts, this study identifies the reasons behind these changes and compares their semantic implications. This research uses a qualitative method, focusing on active sentences from episodes 1-5 of the webtoon. The study categorizes the data into formal and dynamic equivalence to assess the impact of the shifts on accuracy, readability, and acceptability. The findings show that the shifts of six word classes significantly alter semantic meaning, often due to the lack of direct equivalents in Indonesian or the translators' attempts to retain non-standard expressions for better readability. The study concludes that understanding these shifts is crucial to improving translation quality, ensuring that the target text retains the desired effect of the original message. This analysis is valuable for webtoon readers and translators, highlighting the importance of grammar and semantic changes in achieving effective translation.

Keywords: Word class shifts, semantic, translation.

1. INTRODUCTION

Webtoon is getting more popular all over the world. According to information taken from the Webtoon application itself, Webtoon, a blend of 'web' and 'cartoon', refers to online comics accessible through websites. Kim Jun-koo established Webtoon in South Korea in 2004, motivated by the decline of the manhwa industry during the late 1990s and early 2000s. On July 2, 2014, Webtoon expanded globally, eventually offering services in multiple languages, including English, Thai, Spanish, French, German, and Indonesian. With the emergence of Indonesian and English webtoons, researchers are interested in semantically analyzing the sentences in the webtoon entitled Who's Mr. President?.

Saeed (2003:3) defines semantics as the study of meaning as conveyed through language. Ichiro (1991:1-3), a contemporary semanticist, states that semantics focuses on the meanings of words, phrases, and sentences. Furthermore, semantics is linked to morphology because while morphology deals with the structure and formation of words, semantics examines the meaning derived from these morphological processes. In semantic relationships, various derivations occur, such as verbs being derived from nouns, nouns from adjectives, and adjectives from verbs. According to Charles (1998), nouns signify entities, verbs denote activities or states, and adjectives describe qualities or characteristics.

Translation is a tool that helps people around the world communicate with each other easily. According to Bravo (2021), translation is a way to share messages

accurately, keeping their original meaning intact. Because many people speak different languages, we need translations to understand each other. Translation involves changing the meaning of a text from one language (the source text) to another language (the target text) so that the reader understands it. A translator's job is to ensure the message is clear and unchanged, without adding or leaving out any information. The translation should be accurate, easy to read, and acceptable to the audience.

Accuracy, readability, and acceptability are essential criteria that translators must follow to achieve high-quality translations. Nababan, as cited by Umam (2018), introduced these factors to evaluate translated texts, focusing on sentence structure, the introduction of new terminology, and the complexity of grammatical adjustments. This aligns with the views of other experts, such as Catford, who defines translation as the process of transferring text from one language to another (Hendrawati & Budiarta, 2017).

The process of translating text from a source language (SL) to a target language (TL) involves rendering the original meaning effectively for the new audience. Translators must adeptly structure the source text to ensure clarity and comprehension in the target language. This process includes modifying grammatical elements like words, phrases, clauses, and sentences, essential for preserving the integrity of the translation. Therefore, the primary goal of translation is to accurately convey the message from SL to TL, ensuring both literal and non-literal translations suit the linguistic nuances to prevent misinterpretations (Umam, 2018).

At the core of grammatical structure lies the word, the fundamental unit within a sentence that undergoes transformations, particularly nouns transitioning into verbs when translated. This investigation explores how these shifts in word class affect semantic meaning and delves into the rationale behind translating English nouns into Indonesian verbs. The study also contrasts cases where such shifts occur against those where they do not, providing insights into effective translation strategies.

This study aims to help webtoon readers to understand the translation that undergoes word class shifts, from English nouns to Indonesian verbs in the webtoon titled 'Who's Mr.'. This study also aims to find out the differences between the word classes that change and those that do not and the reasons for them.

2. LITERATURE REVIEW

When a verb is derived from a noun, its unit becomes a positional action or predicate, which loses its quantitative properties but becomes part of the aspectual system of the form. This analysis is interesting and has been discussed (e.g. Gaeta 2002, 2004, Grossmann 2004 in Italian) how to describe the meaning of confessional verbs without derivational morphemes and the meaning of nouns turned into verbs when studying Italian semantic writers (Claudia, 2013). The next previous research was conducted by Tiswaya and Hamid (2019). The purpose of the research is to describe the structure of noun items, grammatical changes and other elements. The results showed that the entire process of transposition of verbs into nouns on the subject was initiated based on the priority of the statement speaker's comments. Another study by Fikri (2017) proposes to identify the affixes that occur in the process of inflection and derivation in the Ngeno-Ngene dialect (SLND) of Sasak language and verbs that occur with zero conjugation. For example, for verbs with zero derivations, the results show that some words in SLND are similar and have different meanings, functions and parts of speech categories. For example, some words can function as both nouns and verbs, and the translation also uses the closest equivalent to the target text.

3. METHOD

Qualitative methods are applied in this research through continuous comparative analysis. According to Strauss et al. (2018), this process involves not only collecting data but also breaking it down into simpler parts. Constant comparison involves examining portions of the data to identify similarities and differences. The research material consists of active sentences from the Webtoon "Who's Mr. President?" derived from the characters' conversations. Documentation is used as the data collection method, focusing on both the English and Indonesian versions of the Webtoon. Active sentences from the conversations were separated and numbered from the first to the fifth episode, and then coded for analysis.

Each piece of information was categorized. To properly apply the method in this study, several steps were taken, including collecting all English nouns used in the source text and translating them into Indonesian verbs in the target text. Additionally, the target language's readability was considered, enabling the translator to make word class shifts and identify similarities and differences in the translated text. The researcher used Nida and Taber's (1982:22-24) equivalence theory to classify the translations into two types: (1) formal equivalence, which focuses on maintaining the form and content of the original text, and (2) dynamic equivalence, which prioritizes the effect on the recipient to achieve both textual and contextual meaning. The researcher then analyzed the data to describe and explain the shifts found to achieve equivalence and the reasons behind them. For analyzing meaning and word class, the KBBI Indonesian and Merriam-Webster English dictionaries were used.

4. RESULT AND DISCUSSION

In this study, we identified six words that underwent a word class shift and four words that retained the same root word without experiencing a word class shift in the webtoon "Who's Mr. President?" The classifications of these findings are as follows:

Table 1. Shifting word classes in the sentences of *Who's Mr. President?* webtoon.

No.	English Version	Indonesian Version
1.	"Is this a prank or what?"	*"Ini lagi dikerjain atau apa sih?"*
2.	"Mr. Nevada was correcting him at every turn when there was a knock on the door."	*"Mr. Nevada mengoreksinya setiap kali, ketika seseorang mengetuk pintu."*
3.	"I don't have any expectations."	*"Saya tidak berharap apapun."*
4.	"Today, I'm going to school for the first time."	*"Hari ini, aku akan bersekolah untuk pertama kalinya"*
5.	"He had been a comfort to me,..."	*"Dia sudah menghiburku,..."*
6.	'No ma'am, there ain't no charge..."	*"Tak usah, bu, tak perlu membayar..."*

Table 2. Non-shifting word classes in the sentences of Who's Mr. President webtoon?

No	English Version	Indonesian Version
1.	"This may just be another one of their pranks"	*"Mungkin aja ini salah satu lelucon mereka lagi "*
2.	"Chiara knocked the office door."	*"Chiara mengetuk pintu kantor..."*
3.	Krisopras high is known as the most elite private school in the nation.	*"SMA Krisopras dikenal sebagai sekolah swasta paling elit di Indonesia"*
4.	"Don't worry, Chiara," Mr.Nevada comforted me	*"Jangan khawatir,Chiara," Mr. Nevada menghiburku"*

Table 1 presents sentences that exhibit word class shifts, while Table 2 contains sentences that do not undergo word class shifts. The underlying factors for these shifts are explained as follows:

The first explanation is that in tables 1 and 2, in the first number sequence there are "a prank" and "pranks", both of which in the Indonesian translation version are "dikerjain" and "lelucon".

o   Is this **a prank** or what?
    *ini lagi **dikerjain** atau apa sih?*
o   This may just be another one of their **pranks**
    *Mungkin aja ini salah satu **lelucon** mereka lagi*

It shows that there is the Indonesian word "dikerjain", whose word class is as a passive verb. Its function as a passive verb can be seen from its affix "di-", which means that the subject "I" is being pranked. This has a different meaning from the source language version, which is "prank", whose function as a noun can be seen from the article "a" which indicates quantity. Whereas, in semantic features, nouns represent entities, verbs represent activities or states, so, the closest meaning to the word "prank" is "lelucon" or it could be "candaan". In this case, the translator used the closest meaning of "prank". Move to the next sample.

o   Mr. Nevada was correcting him at every turn, when there was **a knock** on the door
    *Mr. Nevada mengoreksinya setiap kali, ketika seseorang **mengetuk** pintu.*
o   Chiara **knocked** the office door
    *Chiara **mengetuk** pintu kantor*

In the second row, both the first and second tables, the term "knock" in the source language originates from the English noun form of the irregular verb "knock," typically used in English as an intransitive verb. This characteristic is exemplified by other instances where "knock" functions similarly as a verb. When used intransitively,

"knock" acts as a fundamental verb that can also be nominalized. The translation of the English zero-derived noun into an Indonesian verb is influenced by the structure of the phrase "there was a knock" in the source text, which includes a linking verb. To address this, the translator replaced "there was" with the subject "seseorang" (someone), thereby requiring a predicate in the target text. Consequently, the English noun "knock" in "there was a knock" is accurately translated into the Indonesian verb "mengetuk" in "Seseorang mengetuk" (someone knocked). Another effective method to tackle this translation challenge is to consider the semantic intricacies involved, ensuring precise conveyance of meaning. Employing semantic analysis in translation proves highly advantageous for achieving such accuracy.

o   I don't have any **expectations**
     *saya tidak **berharap** apapun*

As the written sentences above, there is the Indonesian word "berharap", whose word class is as a verb. The word "berharap" in the KBBI has the meaning of wishing for something to happen. This has a meaning that is not aligned with its source language version, namely "expectation", which functions as a noun that in the Merriam-Webster dictionary has the meaning of something expected. Whereas, in semantic features, nouns represent entities, verbs represent activities or states, hence, the closest meaning that the word "expectation" should have is "harapan/ekspektasi". So, it should be "saya tidak memiliki harapan apapun" or "saya tidak memiliki ekspektasi apapun".

o   Today, I'm going to **school** for the first time
     *Hari ini, aku akan **bersekolah** untuk pertama kalinya*
o   Krisopras high is known as the most elite private **school** in the nation
     *(SMA Krisopras dikenal sebagai **sekolah** swasta paling elit di Indonesia)*

The word "school" in the sentences above has a locative meaning as a noun base. If this is made into a verb, the meaning can be rewritten as "to insert (put in)". So, when it's translated into Indonesian verbs, the translation for "school" is "bersekolah". It comes from ``sekolah" which refers to ``where students are sent to acquire knowledge". The target language prefix 'ber-' indicates that its use is to establish an Indonesian formality that inevitably gives an additional suffix to any word construction.

o   He had been **a comfort** to me,
     *Dia sudah **menghiburku,***
o   Don't worry, Chiara, Mr. Nevada **comforted** me
     *Jangan khawatir,Chiara, Mr. Nevada **menghiburku***

The English noun "comfort," defined as "the state of being relaxed and not worrying too much," can be transformed into a verb meaning "to ease the feelings of those who are worried." Therefore, translating the English noun "comfort" into the Indonesian verb "menghibur," derived from the base "hibur," is appropriate. In Indonesian, the prefix "me-" in "menghibur" conveys an inchoative aspect, similar to the base verb "hibur," which encompasses actions aimed at comforting or cheering someone up. Hence, opting for the Indonesian verb "menghibur" accurately captures the intended meaning of the English noun "comfort."

The definition of the English noun "comfort" denotes "the state of being relaxed and not worrying too much." When used as a verb, it signifies "to ease the feelings of those who are worried." Therefore, substituting the English noun "comfort" with the Indonesian verb "menghibur," derived from the base "hibur," appears appropriate. In Indonesian, the prefix "me-" in "menghibur" conveys an inchoative meaning akin to "hibur," indicating actions aimed at comforting or cheering others. Thus, translating the English noun 'comfort' into the Indonesian verb 'menghibur' seems to be the most fitting choice.

o 'No ma'am, there ain't no **charge**
   *Tak usah, bu, tak perlu **membayar.***

The last number in the example indicates that ``charge'' is a noun-based English word that refers to ``the amount someone charges for goods or services''. As a verb, we can rewrite it as "to use money to pay for goods or services" to preserve meaning. This transposed verb has an instrumental association, which can also be called an instrumental meaning. So the whole sentence conveys the meaning of 'charger', which in the target language is understood as a tool used for payment'. So the translator translates this to the verb ``membayar'' instead of ``tak ada biaya''.

5. CONCLUSION

In English, there are eight recognized classes of words, categorized into major classes, which carry semantic content in sentences, and minor classes, which contribute to grammatical structure (DeCapua, 2008: 27). These classes include Nouns, Verbs, Adjectives, Adverbs, Prepositions, Pronouns, Connectives, and Determiners. This study focuses on verbs and nouns, which undergo shifts between the source language and the target language in the webtoon "Who's Mr. President." From the analysis, it is evident that six shifts in word classes affect their semantic meaning. Some words change because direct equivalents do not exist in Indonesian, necessitating explanations to convey the intended meaning accurately. Most changes occur due to non-standard translation practices by the webtoon translator, influencing word class shifts. Words that remain unchanged often have equivalent terms and share the same base form, such as verbs ending in "-ed" indicating regular past tense.

Overall, the criteria and classifications used to analyze strategies for transforming word classes in translation are essential for accurately conveying the message to

readers. Grammar adjustments during translation are crucial for ensuring accuracy and readability, thereby enhancing reader comprehension across different backgrounds.

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Realization of the English Phoneme /z/ by Sundanese Speakers

Afifah Khoirotul Istianah [1]*, Hani Azfariza[2]
* Afifah Khoirotul Istianah
[1]*UIN Suka, Indonesia, and E-Mail akhistianah@gmail.com
[2]UIN Suka, Indonesia

ABSTRACT

The realization of the phoneme /z/ by Sundanese speakers in English pronunciation has its own uniqueness in language learning. This research aims to determine the pronunciation of the phoneme /z/ by Sundanese speakers in English. As many people know, Sundanese speakers pronounce the phoneme /z/ in Indonesian differently from other people's pronunciation. Research in collecting data selected five Sundanese people to be used as research objects. The research objects have different backgrounds in understanding pronunciation in English. Researchers gave English texts without transcripts to Sundanese speakers and speakers gave voice messages to researchers for further study. This study also differentiates into three categories according to the placement of the /z/ phoneme, namely the /z/ phoneme at the beginning, the /z/ phoneme in the middle, and the /z/ phoneme at the end. The research results show that Sundanese people have a good background in learning English, but their English pronunciation doesn't sound serious and there are also many English pronunciations that still have a strong accent and tone of voice when speaking Indonesian with a Sundanese accent. And most Sundanese speakers experience changes in pronunciation in English, resulting in changes in meaning.

Keywords: *Sundanese speaker, pronunciation of the phoneme /z/, phonological interference*

1.   INTRODUCTION

English is one of the languages used as a means of communication for many people around the world, including in Indonesia. Indonesia is a country that has many tribes, customs, cultures and languages. The diversity of languages is one of Indonesia's wealth that must be preserved, but every language in Indonesia must have its own characteristics, including those known as accents. The definition of accent according to the KBBI is 1. Voice stress on words or syllables, 2. Typical pronunciation that characterizes a person; accent, 3. Stress, 4. Diacritical marks.

I Diani, A Azwandi (2021) Phonological change is a language phenomenon that occurs because language users change the distribution of phonemes in a language, to find out it requires a comparison so that contrasting differences can be seen.

In this study, researchers will examine one of the tribes in Indonesia which has a unique accent characteristic in the use of its language, namely the Sundanese. The Sundanese are one of the tribes in Indonesia, precisely in West Java. This tribe has a unique accent in the use of their language, one of which is when pronouncing the phoneme /z/.

Pronunciation according to the KBBI is a class of nouns or nouns so that pronunciation can state the name of a person, place, or all objects and everything that is objectified. Meanwhile, according to the Oxford dictionary pronunciation is the way in which a

language, words, and sounds are pronounced as they are mentioned. Meanwhile, according to Mustin (2010:30) "Articulation are structures in the brain that involve the ability to speak (speech ability area), reading or other word processing and additional motion areas (writing, sketching, and other expressive movements. We can conclude that articulation is a process in which a language, words and sounds are produced when speaking or reading a sentence. Pronunciation also involves articulation, stress, and intonation, but in this study the focus of the researcher is to examine the articulation that occurs when Sundanese people pronounce phonemes. /z/ in speaking/reading English.

According to B.Andi-Pallawa (2013) to find out the pronunciation difficulties that occur require an investigation of the differences in sound between the two languages and compare from the point of view of their structure and organization which in both languages have their respective phonemes, morphemes, words, sentences and clear variety, definite word parts, system, meaning, etc. In order to accurately recognize that each language is a structurally different system of communication, at least two languages are analyzed for contrast.

The focus of the researcher here is to examine the Sundanese people when pronouncing the phoneme /z/ when speaking or reading in English. As is known, Sundanese people when speaking in Sundanese and Indonesian, there are several phonemes which when realized are different from the original phoneme sound. One of the things that the researcher studied was the realization of the /z/ phoneme when Sundanese people spoke or read in English. However, we also need to know that when speaking or reading there are several phoneme sounds that are not in accordance with the original phoneme sound, it is not their desire to abuse the sound of the phoneme, but because it has become a characteristic of those who are already attached when they say it. certain phonemes. The purpose of this study was to find out how Sundanese people realize the phoneme /z/ when speaking or saying words in English, whether the realization of the phoneme will change as well as when they speak Indonesian or Sundanese or not. Then if it is true that their daily accent which focuses on the realization of phonemes that are not in accordance with the actual sound has an effect on speaking English, then whether it will affect the meaning or not, or maybe even form a new meaning.

In this study, the researcher chose 5 Sundanese natives to study their articulation in sounding certain phonemes, especially phoneme /z/ when speaking or reading in English. Whether their accent when realizing certain phonemes especially phoneme z does not match the original sound will affect when they speak English or not, and whether changes in the realization of these phonemes will affect the meaning or maybe even form a new meaning or not. The researcher gave some words to be read by the object, then the researcher also recorded using a recording device with the aim of making it easier for researchers to analyze whether the sound of the phoneme /z/ changed when the object was spoken or not. In this study, the researcher answered a question. The question is how to realize the phoneme /z/ when Sundanese people speak or read English, whether they experience a change from the actual sound or not. This is important because before delving deeper into whether these phoneme changes form new meanings or not, it is important to know in advance whether the accent that Sundanese people usually use when speaking in daily life will have an effect when they speak or read English. Furthermore, knowing whether the change in the realization of the /z/ phoneme which is usually done by Sundanese people when speaking daily will also affect when they speak or read English or not is important in this study. The second question in this study is related to changes in the sound of a phoneme when speaking or reading English will produce a new meaning or not,

from here the researcher tries to find out that a change in the sound of a phoneme will affect the meaning or produce a new meaning or not.

2.   METHOD

In analyzing whether when Sundanese people speak English their daily accent will carry over or not which then results in more or less effect when speaking in English or not, proper data collection and analysis is needed, so the researcher uses several steps in data collection. . Data collection was carried out through a process, namely by preparing a paragraph of words in English which contained many phonemes /z/ in various places, both at the beginning, in the middle and at the end as the focus of the researchers in this study. The paragraph is written by the researcher in a book or in word and then given to the object to be read. Apart from that, the researcher also used a recording aid in the form of a recording application on the cellphone to record the sound of the object when reading the paragraph with the aim that it would be easier for the researcher to analyze whether the accent of the Sundanese people's speech which is usually different in realizing the sound of certain phonemes, especially the phoneme /z/ It will also affect when they speak English or not.

There are 5 people who will be examined by researchers who have different backgrounds. The first object is a native Sundanese speaker where he is a native Sundanese speaker who now lives in Lampung. He is a student at a university in Lampung. Then even though the object no longer lives in the Sundanese speakers' environment, the object still always uses Sundanese when communicating on a daily basis with its family members. The second object is a native Sundanese speaker who still lives in the Sundanese speakers' environment, but even so this second object has received in-depth English learning, in fact he has taken courses at an English language course institution in East Java. The third object is a native Sundanese speaker who still lives in the Sundanese speakers' environment and is currently studying at a university in West Java, besides that the object also still uses Sundanese when communicating everyday. The fourth object is a native Sundanese speaker who is currently studying at a university in Lampung. He is also known to have received in-depth English lessons up to the university level. The fifth object is a native Sundanese speaker, he is no longer living in the Sundanese speakers' environment. In addition, it is also known that the object is currently studying at a university in Yogyakarta.

After the researcher has obtained these data the researcher tries to analyze by listening to the sound recording carefully, whether the differences in phoneme realization when speaking English will affect meaning or form new meanings or not. Then if the realization of the z phoneme forms a new word, the researcher will find out whether it also forms a new meaning or not. In addition, researchers will also make comparisons between Sundanese people who already understand English in the sense that they have studied and been taught English and then understand, with Sundanese people who do not really understand English in the sense that they may have studied and been taught English but do not really understand, or maybe even those who have never learned and been taught English. Researchers will see whether there is a significant difference between the two or not. Do the two have similarities when realizing certain phonemes, especially the z phoneme or not. The following is research material prepared by the researcher.

Research material

a zealous reformer was making a speech on the stage. The amazing thing is, he really believes he'll get away with it. **Razz somebody to tease somebody by saying or doing things to make people laugh at them.** a zippy little car was heading to the museum. Fitri has bizarre behavior, like eating paper. Bees buzzed lazily among the flowers. Rara saw a zebra at the zoo. I know it sounds crazy but it just might work. The quiz will be a team event organized by the local school. Dandi got zero marks in the practice questions.

Transcript

ə ˈzɛləs rɪˈfɔːmə wɒz ˈmeɪkɪŋ ə spiːʧ ɒn ðə steɪdʒ. ði əˈmeɪzɪŋ θɪŋ ɪz, hiː ˈrɪəli bɪˈliːvz hiːl gɛt əˈweɪ wɪð ɪt. ræz ˈsʌmbədi tuː tiːz ˈsʌmbədi baɪ ˈseɪɪŋ ɔː ˈdu(ː)ɪŋ θɪŋz tuː meɪk ˈpiːpl lɑːf æt ðɛm. ə ˈzɪpi ˈlɪtl kɑː wɒz ˈhɛdɪŋ tuː ðə mju(ː)ˈzɪəm. Fitri hæz bɪˈzɑː bɪˈheɪvjə, laɪk ˈiːtɪŋ ˈpeɪpə. biːz bʌzd ˈleɪzɪli əˈmʌŋ ðə ˈflaʊəz. Rara sɔː ə [ˈzɛbrə] æt ðə zuː. aɪ nəʊ ɪt saʊndz ˈkreɪzi bʌt ɪt dʒʌst maɪt wɜːk. ðə kwɪz wɪl biː ə tiːm ɪˈvɛnt ˈɔːgənaɪzd baɪ ðə ˈləʊkəl skuːl. Dandi gɒt ˈzɪərəʊ mɑːks ɪn ðə ˈpræktɪs ˈkwɛsʧənz.

3.   FINDING & DISCUSSION

In the methods section, the researcher includes readings which are research materials given to participants to be read and recorded. Also included is the original transcript of the writing. The researcher gave research materials to 5 objects, namely Sundanese speakers to be read and then recorded. The following will be transcribed into the phonemes spoken by each object. However, the focus of the researcher here is only to examine the realization of the phoneme /z/ which is located at the beginning, in the middle, or at the end. The following provides the realization of the phoneme /z/ in various places.

3.1 Phoneme /z/ at the beginning

No	Word	Transcipt	Objek 1	Objek 2	Objek 3	Objek 4	Objek 5
1.	Zealous	/ˈzeləs/	/ˈjeləs/	/ˈzeləs/	/ˈdʒeləs/	/ˈdʒeləs/	/ˈdʒeləs/
2.	Zippy	/ˈzɪpi/	/ˈjɪpi/	/ˈzipi/	/ˈjipi/	/ˈjipi/	/ˈzipi/
3.	Zebra	/ˈziːbrə/	/ˈjəbra/	/ˈziːbrə/	/ˈjiːbrə/	/ˈjɪːbrə/	/ˈziːbrə/
4.	Zoo	/zuː/	/jo/	/zuː/	/zuː/	/zuː/	/zuː/
5.	Zero	/ˈzɪrəʊ/	/jero/	/ˈzɪrəʊ/	/ˈjɪrəʊ/	/ˈjɪrəʊ/	/ˈzɪrəʊ/
6.	Zip	/zɪp/	/jiːp/	/zɪp/	/jɪp/	/jɪp/	/zɪp/
7.	Zippers	/ˈzɪpər/	/ˈjipər/	/ˈzɪpər/	/ˈjɪpər/	/ˈjɪpər/	/ˈzɪpər/

First participant

From the results of research on the phoneme /z/ which is located at the beginning, it was found that there are many differences in the realization of the phoneme from the original sound. This can be seen in words containing the phoneme /z/ either at the beginning, in the middle or at the end, the realization is different from the original transcript. Like in the word zealous where the correct realization is /ˈzeləs/ while the participant sounds it becomes /ˈjɪpi/, in the word Zippy the correct realization is /ˈzɪpi/ but the participant sounds it becomes /ˈjɪpi/, in Zebra the word where the correct realization is

/ ˈziːbrə/ but the participant sounds it becomes /ˈjəbra/, the word zoo which is realized correctly is /zuː/ but the participant sounds it becomes /jo/, the word zero which is the correct realization is /ˈzɪrəʊ/ but the participant sounds it becomes /jero/, the word zip which is pronounced /zɪp/ but the participant sounds it is /jiːp/, and the word zippers which is pronounced is /ˈzɪpər/ but the participant sounds it is /ˈjipər/. From this analysis, it can be seen that the participant has difficulties to correctly realize the phoneme /z/ which is located at the beginning. This can occur due to the participant 's background being a native Sundanese speaker who still uses Sundanese in daily communication with his family and it is also thought that the participant does not learn English well. it is these things that make the Sundanese accent especially the difference in the realization of phonemes especially the phoneme /z/ which is still very attached to participant s which results in differences in the realization of the phoneme /z/ when reading or speaking English.

Second participant

From the results of research on the second participant, there was no difference in the realization of the phoneme /z/ at the beginning. This could be because the participant is a native Sundanese speaker who has often moved from place to place, causing the Sundanese accent inherent in him to start to disappear. Therefore, it can realize the phoneme /z/ when it starts correctly.

Third participant

From the results of research on the third participant, it was found that there were quite a lot of differences in the realization of the phoneme from the original sound. The difference in the realization of the phoneme /z/ is often found when the participant sounds a word that contains the phoneme /z/ which is located at the beginning. As in the word zealous where the correct realization is /ˈzeləs/ but the participant sounds it becomes /ˈdʒeləs/, the word zippy which the correct realization is /ˈzɪpi/ but the participant sounds it becomes /ˈjipi/, the word zebra where the correct realization is / ˈziːbrə/ but the participant sounds it becomes /ˈjiːbrə/, the word zero which is the correct realization is /ˈzɪrəʊ/ but the participant sounds it becomes /ˈjɪrəʊ/, and the word zippers which the correct realization is /ˈzɪpəʊ/ but the participant sounds it becomes /ˈjɪpər/. From this analysis, it can be seen that the participant has difficulties to correctly realize the phoneme /z/ which is located at the beginning. This could be due to the fact that the Sundanese accent of the second participant is still very strong, causing it to be difficult to correctly realize the phoneme /z/ at the beginning.

Fourth participant

From the results of research on the fourth participant, it was found that there were quite a lot of differences in the realization of the phoneme /z/ which is located at the beginning of the actual transcript. As in the word zealous where the correct realization is /ˈzeləs/ but the participant sounds it becomes /ˈdʒeləs/, the word zippy which the correct realization is /ˈzɪpi/ but the participant sounds it becomes /ˈjipi/, the word zebra where the correct realization is / ˈziːbrə/ but the participant sounds it becomes /ˈjiːbrə/, the word zero which is the correct realization is /ˈzɪrəʊ/ but the participant sounds it becomes /ˈjɪrəʊ/, and the word zippers which the correct realization is /ˈzɪpəʊ/ but the participant sounds it becomes /ˈjɪpər/. Actually, the participant has no difficulty in realizing the phoneme /z/ correctly when it is in the middle or at the end, but the participant has difficulties when realizing the phoneme /z/ when it is at the beginning. This is because the participant is a

native Sundanese speaker but has long lived in Sumatra so that his Sundanese accent is not too attached anymore.

Fifth participant

From the results of research on the phoneme /z/ which is located at the beginning, it was found that there was an inaccurate realization. This is thought to have happened because the participant was not careful in pronouncing the word. That is in the word zealous which contains the phoneme /z/ at the beginning, where the correct realization is /ˈzeləs/ while the participant sounds it becomes /ˈjeləs/. the word is still too foreign for the participant so it is certain that 'Zealous' is 'Jealous'. It can be concluded like this because only differences in the realization of the phoneme /z/ are found when the phoneme is in front. The same thing does not happen when the participant realizes the phoneme /z/ when it is in the middle and at the end.

3.2 Phoneme /z/ in the middle

No	Word	Transcipt	Objek 1	Objek 2	Objek 3	Objek 4	Objek 5
1.	Amazing	/əˈmeɪzɪŋ/	/eˈmejiŋ/	/əˈmeɪjiŋ/	/əˈmeɪjɪŋ/	/əˈmeɪjɪŋ/	/əˈmeɪzɪŋ/
2.	Bizarre	/bɪˈzɑːr/	/bɪˈsər/	/bɪzɑːr/	/bɪsɑːr/	/bɪsəːr/	/bɪˈzər/
3.	Buzzed	/bʌz/	/bʌjet/	/bʌz/	/bʌz/	/bʌz/	/bʌzd/
4.	Lazily	/ˈleɪzɪli/	/ˈlaji/	/ˈleɪzɪli/	/ˈleɪzili/	/ˈleɪzili/	/ˈleɪzili/
5.	Crazy	/ˈkreɪzi/	/krezi/	/ˈkreɪji/	/ˈkreɪzi/	/ˈkreɪzi/	/ˈkreɪzi/
6.	Organized	/ˈɔːrgənaɪzd/	/organis/	/ˈɔːrgənɪzd/	/ˈɔːrgənɪzd/	/ˈɔːrgənɪzd/	/ˈɔːrgənaɪzd/
7.	Unzip	/ˌʌnˈzɪp/	/anjip/	/ˌʌnˈzɪp/	/ˌʌnˈjɪp/	/ˌʌnˈjɪp/	/ˌʌnˈzɪp/

First participant

From the results of research on the phoneme /z/ which is located in the middle, it was found that there was an inaccurate realization, very different from the original sound. This can be seen in words that contain the phoneme /z/ in the middle whose realization is different from the original transcript. Like in the word Amazing where the correct realization is /əˈmeɪzɪŋ/ while the participant sounds it becomes /eˈmejiŋ/, the word Bizarre where the correct realization is /bɪˈzɑːr/ but the participant sounds it becomes /bɪˈsər/, the word Buzzed where the correct realization is /bʌz / but the participant sounds it becomes /bʌjet/, the word Crazy which the correct realization is /ˈleɪzɪli/ but the participant sounds it becomes /ˈlaji/, the word Crazy which the correct realization is /ˈkreɪzi/ but the participant sounds it becomes /krezi/, the word Organized which where the correct expression is /ˈɔːrgənaɪzd/ but the participant sounds it is /organis/, the Unzip word which is the correct realization is /ˌʌʌnˈzɪp/ but the participant sounds it is /anjip/. From this analysis, it can be seen that the participant has difficulty realizing the phoneme /z/ which is located in the middle correctly. This can occur due to the participant's background being a native Sundanese speaker who still uses Sundanese in daily communication with his family and it is also thought that the participant does not learn English well. it is these things that make the Sundanese accent especially the difference in the realization of phonemes especially the phoneme /z/ which is still very attached to participant s which results in differences in the realization of the phoneme /z/ when reading or speaking English.

Second participant

From the results of research on the second participant, several differences in the realization of the phoneme /z/ were found when it was in the middle. Seen in words that contain the phoneme /z/ in the middle which is not quite right when it is realized by the participant. Like in the word Amazing where the correct realization is /əˈmeɪzɪŋ/ but the participant sounds it becomes /əˈmeɪjiŋ/, in Crazy the word where the correct realization is /ˈkreɪzi/ but the participant sounds it becomes /ˈkreɪji/, and in the words Bizarre and Organized the participant is correct for the realization of the phoneme /z/ is just not quite right in the emphasis and pronunciation. The results of this study indicate that the participant is not too difficult to realize the phoneme /z/ although it cannot be avoided if there are several phonemes /z/ in the middle which are still not quite right

Third participant

From the results of research on the third participant, several differences were found in the realization of the phoneme from the original sound. The difference in the realization of the phoneme /z/ is often found when the participant sounds a word containing the phoneme /z/ which is located in the middle. Like in the word Amazing where the correct realization is /əˈmeɪzɪŋ/ while the participant sounds it becomes /eˈmejiŋ/, the Bizarre word where the correct realization is /bɪˈzɑːr/ but the participant sounds it becomes /bɪsɑːr/, the word Unzip where the correct realization is /ˌʌnˈzɪp / but the participant sounds it to /anjip/. And in the word Organized participant it's just that the pronunciation is not quite right.

Fourth participant

From the results of research on the fourth participant, it was found that there were several differences in the realization of the phoneme /z/ from the original sound when it was in the middle. As in the word Amazing where the correct realization is /əˈmeɪzɪŋ/ while the participant sounds it becomes /eˈmejiŋ/, the word Bizarre where the correct realization is /bɪˈzɑːr/ but the participant sounds it becomes /bɪsəːr/, the word Unzip where the correct realization is /ˌʌnˈzɪp / but the participant sounds it to /ˌʌnˈjɪp/. Whereas in the word Organized participant it's just that it's not quite right in its pronunciation.

Fifth participant

From the results of research on the fifth participant on the phoneme /z/ which is located in the middle, it shows that the participant can already be realized correctly, it's just that there are several realizations that show if the participant is not quite right in pronunciation. Like the word Bizarre which should be /bɪˈzɑːr/ but the participant sounds it becomes /bɪˈzər/, the word Buzzed which should be /bʌz/ but the participant sounds it becomes /bʌzd/. These results indicate that the participant is able to correctly realize the phoneme /z/ which is located in the middle, it's just that the participant is not quite right in its pronunciation.

3.3 Phoneme /z/ at the end

No	Word	Transcipt	Objek 1	Objek 2	Objek 3	Objek 4	Objek 5
1.	Razz	/ræz/	/ras/	/raz/	/ras/	/ræz/	/ræz/
2.	Quiz	/kwɪz/	/kwɪs/	/kwɪz/	/kwɪs/	/kwɪs/	/kwɪs/

First participant

Here will be discussed about the research results that the researchers found when the participant spoke English with words containing the phoneme /z/ at the end. On the first

participant he sounds the word Razz to become /ras/ where the correct sound is /ræz/. We can see that in this word the participant realizes the phoneme /z/ which is not quite right at the end. Where the phoneme should have been realized as /z/ but this first participant realized it into the phoneme /s/. Then in the word quiz the first participant becomes /kwɪs/ where the correct sound is /kwɪz/. We can see clearly that the first participant translates the phoneme /z/ which is at the end of the word quiz to the phoneme /s/.

Second participant

  In the second participant, the participant realizes the phoneme /z/ which is at the end of the words razz and quiz correctly. It seems that the second participant has no difficulty in properly realizing the final phoneme /z/. In this case, the researcher estimates that the second participant already has a fairly good understanding of English or that the second participant has often heard the words razz and quiz so that he can realize them correctly.

Third participant

  This third participant seems to have the same difficulties as the first participant, namely the difficulty of realizing the phoneme /z/ which is at the end of a word. So that we can see in this word the participant realizes the phoneme /z/ which is located at the end is not quite right. Where the phoneme should be realized as /z/ but the participant realizes it into the phoneme /s/. Then in the word quiz the participant is to make it /kwɪs/ where the correct sound is /kwɪz/. We can see clearly that the third participant translates the phoneme /z/ which is at the end of the word quiz to the phoneme /s/. so that it can be said that the third participant has difficulties in realizing the phoneme /z/ when it is at the end

Fourth participant

  The fourth participant realizes the word razz correctly, but the participant realizes the word quiz to be /kwis/ where the correct sound is /kwiz/. The participant realizes the phoneme /z/ at the end of the word quiz to become the phoneme /s/. So, the researcher estimates that the participant actually has no difficulty in realizing the phoneme /z/ at the end, but because the participant is used to saying the word quiz in everyday it is sounded as /kwis/.

Fifth participant

  On the fifth participant the researchers found the same thing as what happened on the fourth participant. Where the participant sounds the word razz correctly i.e. /raez/. While the participant sounds the word quiz incorrectly, namely it becomes /kwiz/ where the correct sound is /kwiz/. In this case, the researcher estimates that the participant actually has no difficulty in sounding the phoneme /z/ at the end, but why an error occurs when sounding the word quiz is because the participant is used to sounding the word quiz to become /kwis/ when speaking everyday

CONCLUSION

  After looking at the results of the research participant , we found that there were several words that sounded careless in their pronunciation, meaning that even though the participant had a good background in the field of English before, he did not pay close attention to the existing words so that mistakes occurred. in the pronunciation that even changes the meaning of the word. On the other hand, there are participant s that are still

very strong with language, the accent inherent in them is still very visible, so that many phonemes /z/ change in their realization when speaking or reading English.

I Fauzi (2017) multi-ethnic phoneme variation which shows that the accent of the mother tongue of ethnic groups affects the way English phonemes are pronounced and has phonemic variations in spoken English in terms of vowel and consonant sounds.

Y Karlina, A Rahman, R Chowdhury (2020) difficulty in pronunciation can lead to mistakes in pronunciation, which are thought to be caused by factors of fatigue, inattention, and lack of knowledge about grammar. The pronunciation error is also the result of the behavior of the organs that function for speech (fatigue), failure to imitate sounds (inattention), and lack of ability to produce sounds in the learning process (lack of knowledge).

Furthermore, the researchers also found a word that almost all participant s pronounce the same, namely the word zealous /ˈzeləs/ which is pronounced as /ˈjeləs/ or /ˈdʒeləs/ which is thought to be a transcript of the word jealous. So that when examined further, the pronunciation forms a different meaning from the word zealous.

Then the researchers also observed that between participant s, namely Sundanese speakers who did not get deeper English learning and participant s who did get deeper English learning, there was a significant difference. participant s that have received deeper English learning, even though when speaking Indonesian, the Sundanese accent is still very strong, allowing for differences in the realization of several phonemes, but when speaking or reading English, the accent disappears so that there are almost no differences in the realization of phonemes

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A Difficult Pronunciation Analysis on Long Vowel and Short Vowel of Puan Maharani's Speech

Anis Chilyatunnisa[1]*, Tika Rahayu Puspita Ningrum[2]
* Lead Presenter
[1]* Sunan Kalijaga Islamic State University, Indonesia, anischilyatunnisa@gmail.com
[2] Sunan Kalijaga Islamic State University, Indonesia

This paper is written to analyze Puan Maharani's English speech in Inter-Parliamentary Union which has some difficulty in long vowel and short vowel pronunciations. In same way, the authors find several factors that caused her to have difficulty in pronouncing the long and short vowels, including interlingual and intralingual. The research method used in this paper is qualitative method that focuses on quality data to obtain deeper description about the topic. The aims of the study are to obtain the difficult pronunciations on long vowels and short vowels which are found in Puan Maharani's speech and to determine the sources of the difficulty pronunciation that are existing during the speech. The result of this research are shows that there are 659 words in total, with 119 long vowel and 540 short vowels. The researchers have found 71 difficulties in total which 64 difficulties in pronouncing long vowel and 7 difficulties in pronouncing short vowel.

Keywords: *linguistics, phonology, speech, long and short vowel.*

1. INTRODUCTION

English is an international language, a language that most people in the world use it. Language is also representing the culture of the people. By understanding their language, we can also understand how they interact with one another because people express their feelings through language either expressing in saying or writing. Language is systematic and must be a sign. It is sound, dynamic, meaningful, arbitrary, productive, conventional, and varied. (Chaer, 2012: 33).

Long before the letter of alphabet was discovered, people communicated with a code, then they produced sound to speak until finally they found the letter of alphabet. From the brief history, it can be seen that sound was invented before letter. Hence, in English linguistics, a word is not one that consists of letters, but one that consists of sound syllables. English language is inseparable from the influence of colonial nations before, yet now English is used in many countries and it may be pronounced differently or we can call as accent. The most prominent of accent are American and British.

What makes the pronunciation of language can be different? It may mix with their local language, culture, and accent. Specifically, it can be termed as interlingual transfer which the pronunciation of English is influenced by the mother tongue or first language of speaker. Otherwise, it can happen because the speaker has limitation in understanding the new system of second language studied. The term can be named as intralingual. Both of term above can cause someone to make an error in English pronunciation.

Error and mistake in pronunciation are different meaning, but have similar problem. The differences are error refers to the competence and mistake implies to the performance, The main cause of both that someone is not able whether in processing or delivering somethings (Nisrina, 2021). Both errors and mistakes can happen to anyone, including Indonesians especially Puan Maharani as representative of Indonesia in Inter Parliamentary

Union (IPU). However, this study more analyses about the difficulty of pronunciation that can cause error and mistake pronunciation.

Regardless of English, Indonesia has own particular rules indeed. For example, both of the vowel and consonant sound amounts is not same. In English, there are 24 consonants sound which some of them are different with consonant in Indonesia. This consonant word that is nothing in Indonesia consonants are [θ], [ð], [sh], [zh]. This distinct can be one of cause Indonesian to pronounce English incorrectly in the consonant. Not only are there consonants that don't exist in Indonesia, but there are also several English vowel rules that are dissimilar.

Vowel is a sound produced which "the articulators are far enough apart to allow the airflow to exit unhindered, that is, with open approximation." (Davenport & Hannahs, 2010: 58). Among Indonesia and English have alike classification, there are monophthongs and diphthongs. Monophthongs can be called as open vowel when there is no obstruction in the air stream, and diphthongs are the association of two vowel sounds which mix into one (Nisrina, 2021). Despite the classification of vowel is similar, in English, monophthongs have long vowel and short vowel that are no one in Indonesia. This part will be discussed more in this study especially in analyzing data from Puan Maharani's speech.

According to background of study above, the researchers make an easier classification to organize some problems by dividing the question into two question and it will be answered in the discussion. The questions are how is the difficulty of pronunciation on long vowel and short vowel in Puan Maharani's speech? What kind of difficulty sources on long vowel and short vowel that occur in the speech?

The research makes aims for this research to underlie the highlight discussion. Firstly, to obtain the difficult pronunciations on long vowels and short vowels which are found in Puan Maharani's speech. Secondly, to determine the sources of the difficulty pronunciation that are existing during the speech. By all of the purpose, the author concern to conduct research entitled **"The Difficult Pronunciation Analysis on Long Vowel and Short Vowel of Puan Maharani's Speech."**

2. LITERATURE REVIEW

To make easy this research, the researcher need to read some references either from books or journals that related to this discussion. In purpose of conducting and finishing this paper, the author use "the difficult pronunciation" that makes error and mistake in pronunciation. On the other hand, to avoid plagiarism optimally, reading as many as possible is the key. Some detailed journals and books will be put in reference page, but there are researches that are closely concerned helping this research.

The first one research is a graduated paper from UIN Sunan Kalijaga that entitled "Errors in Joko Widodo's Speech: An Analysis of Pronunciation". The research clarifies about the error pronunciation which is made by Jokowi as Indonesia's representative in APEC, Beijing. As most of people know, Jokowi is the people number one in Indonesia, but it doesn't mean he avoid the error. This research more or less helping this paper because it is almost similar to this paper. However, this paper is mini research so that the discussion is limited unlike that research. The object of both research is dissimilar, but the method is same.

The second one is a journal which is written by Gusdian under tittle *Errors in Long Vowel Pronunciation: A Case of English Language Education Department Students.* The research has a purpose of investigating the errors in the long vowel realizations that performed by students of English Language Education Department. It has been general

similarity that both of research discuss about long vowel, yet this paper discusses more about the short vowel. However, the difference is the collected data. If this journal takes a data from story telling the student, this paper \will be collected by listening the speech. Therefore, this journal is totally different from this paper and the author read this journal as one of reference.

Before discussing further, it would be better if the author put the definition of some key terms below:

a. Difficult pronunciation:

According to Nisrina (2021: 20), pronunciation deals with the way the speaker pronounce certain sounds and it refers to all the sounds produced to convey meaning. There are two big factor that the research highlight in this research: Interlingual and intralingual (Brown, 2000).

Interlingual. Long before someone can speak multiple languages, that person must have a mother tongue, the first known language, so one of the difficulties in learning another language can be caused by this factor. This is reinforced by James's statement that "elements that are similar in the mother language and in the target language will be easier to learn than the different ones" (2013: 179) For example, in English case, there is no phoneme /ʃ/ in Indonesia. A word *she* may be not pronounced as /ʃiː/, but /siː/ as in word *see.* Furthermore, the case of long and short vowel can be categorized by this factor because nothing rules of that in Indonesia.

Intralingual. After a person has been involved in learning another language, there are times when he/she has limitations in understanding or achieving so it is based on (Richard (1973), intralingual the errors involve overgeneralization, restriction, incomplete application of rules, and all errors. For instance, the generalization of pronouncing the suffix 'er' in all the suffix word.

b. Vowel in English

According to Dobrovolsky and Katamba (1997: 35) "vowel sounds may vary depending on the placement of the body of the tongue and shaping the lips. They state again vowel sounds are divided into two major types, monophthongs (also known as simple vowel) and diphthongs (1997:36). "Monophthongs are all the open vowels that happen when the air stream has no obstacle." (Nisrina, 2021: 27). Because of discussing limitation, the researcher just explains more about monophthongs which are including short vowel and long vowel.

Short Monophthongs

There are nine short monophthongs:

Short Monophthong
P**i**t [ɪ]
P**e**t [e]
P**a**t [æ]
P**o**t [ɑ]
C**u**t [ʌ]
P**u**t [ʊ]
About [ə]
Happ**y** [i]
Act**u**ality [u]

Table 1. Table of Short Monophthongs

Long Monophthongs

There are five long monophthongs:

Long Monophthongs
Sheep [i:]
Part [a:]
Port [ɔ:]
Boot [u:]
Bird [3:]

Table 2. Table of Long Monophthongs

The following is a figure of vocal chart showing where each vowel comes out. From the figure it can be seen which part produces long and short vowel. As a rule, if the vowel is closer to the vocal chart in term open, the air produced will be more unhindered.
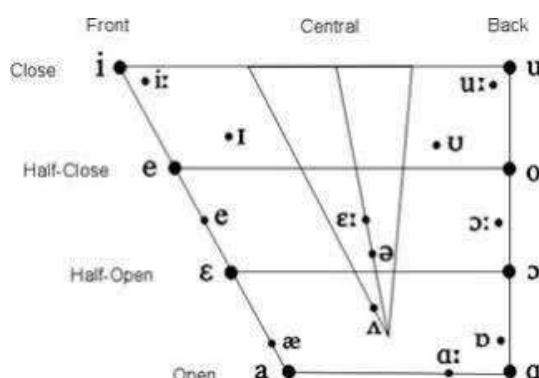
Figure 1. Vocal Chart

c.   Monophthongs in RP and GA

"One of the difficulties with describing 'the vowels of English' is that English speakers don't all have the same ones. As with the consonants, such variation is in part to do with the regional origins of the speaker, and in part to do with sociolinguistic factors like social class and age." (Davenport & Hannahs, 2010: 43). As the author described in the introduction, the prominent accent of English is RP (British) and GA (American). Those, to make ease the explanation, there are example especially for monophthongs.
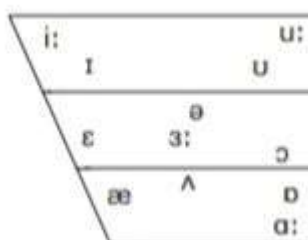
Figure 2. Monophthongs of RP
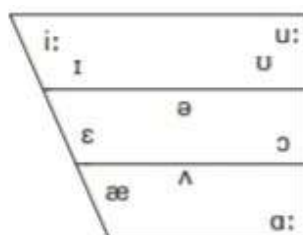
Figure 3. Monophthongs in GA

The main difference compared to RP, nothing /ɒ/ phonemes in GA because in GA that phoneme is long vowel like in word *pot* is /pɑːt/ and in RP it's short vowel /pɒt/.

3. METHOD

The research method used in this paper is qualitative method. The qualitative method is a research method that focuses on quality data to obtain deeper description about a topic. Cresswell (1994) defines it as "Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting."

In this study the authors used the method of collecting observational data based on YouTube video by Paradigma TV channel. The video contains that Puan Maharani speak English as Indonesia's representative in Inter Parliamentary Union (IPU). This research includes primary data and secondary data (Kothari, 2004: 95) to observe the data. The primary data is audio transcription of Puan Maharani's speech and the secondary data is Oxford dictionary. So, the data needed by the authors were collected by listening the video and recorded it. Then the researchers transcribe spoken text into written text.

After collecting the data, the authors process the data by some steps. First of all, the researchers make a phonetic transcription from the written text based on Oxford dictionary. From the phonetic transcription, we calculate the number of long and short vowels then compare the most between the two. Next, we identify difficulties in pronouncing words that contain short and long vowels.

4. FINDING AND DISCUSSION

a. Finding

After done the analysis, we find that there are 659-word total in Puan Maharani's Speech. From 659 words, there are 117 long vowels and 542 short vowels in total. We find 64 difficulties in pronouncing long vowels, however we only found 7 difficulties in pronouncing short vowels. The researchers write it in the table 3, table 4, and table 5.

Total Long Vowel: 117

No.	Long Vowels	Total Difficulties	Percentage
1	ɑː	20	31,2%
2	uː	19	29,7%
3	iː	12	18,8%
4	ɔː	7	11%
5	ɜː	6	9,3%
		64	100%

Tabel 3. Long vowel difficulties

There are 64 long vowel difficulties in total, it means that mostly the difficulties are in long vowels, the percentage is 54,7% from the long vowel in total.

No.	Short Vowels	Total Difficulties	Percentage
1	[ɪ]	2	0,4%
2	[e]	-	0%
3	[æ]	-	0%

4	[ɑ]	-	0%
5	[ʌ]	-	0%
6	[ʊ]	-	0%
7	ə]	-	0%
8	[i]	5	0,9%
9	[u]	-	0%
		7	1,3%

Tabel 4. Short vowel difficulties

The researchers also found some difficulty in pronouncing short vowel, mostly the difficulties are in the vowel [i], Puan Maharani pronounce the short vowel [i] become [i:]. But, the difficulties in short vowel that we find is only 7 or we can say it only 1,3% from the total of the short vowel.

Annotation	Number
Words in total	659
Long Vowel in total	117
Long Vowel Percentage	17,8%
Short Vowel in total	542
Short Vowel Percentage	82,2%
Difficulties in total	71
Long Vowel Difficulties	64
Short Vowel Difficulties	7

Tabel 5. Distribution of difficulties

The researchers write the distribution of the difficulties on the table above. We know that Puan Maharani's English Speech has 659 words in total, which 17,8% of them are the long vowel and 82,2% are short vowel. The researchers find 71 difficulties in total which is 64 of them are difficulties in long vowel pronunciation and 7 of them are the difficulties in pronouncing short vowel.

b. **Discussion**

The researchers found the difficulties of pronouncing long vowel and short vowel in Puan Maharani's English speech about Covid-19 pandemic in Inter-Parliamentary Union in Madrid. As mentioned before, we know that there are 2 factors that affected the long vowel and short vowel in American accent pronunciation which is the most similar with Puan Maharani's pronunciation in her speech. That are Interlingual transfer and Intralingual transfer (Brown, 2000).

The difficulty of pronouncing long and short vowel in Puan Maharani's speech are included in these table. These table is mentioned words that have the difficulty in pronouncing. In this case, the pronunciation of long vowel and short vowel from the sounds / ɑ:/, / u:/,/ i:/,/ ɔ:/,/ ɜ:/,/ ɪ/,and /i/.

Sounds	Word	Difficulty Pronunciation	Correct Pronunciation
ɑ:	Are	ɑr	ɑ:r
	Parlement	ˈpɑrləmənt	ˈpɑ:rləmənt
	Inequality	ˌɪniˈkwɒlɪti	ˌɪniˈkwɒ:lɪti

u:	Continue	kənˈtɪnju	kənˈtɪnju:
	Humanitarian	hjuːˌmænɪˈteərɪən	hjuːˌmænɪˈteərɪən
	Groups	Grups	gruːps
	Do	Du	duː
	Two	Tu	tuː
i:	Need	Nid	niːd
	Been	Bin	biːn
	Meeting	ˈmitɪŋ	ˈmiːtɪŋ
	Economic	ˈikəˈnɒmɪk	ˈiːkəˈnɒmɪk
	Speaker	ˈspikə(r)	ˈspiːkə(r)
	Vaccine	ˈvæksin	ˈvæksiːn
ɔː	All	ɔl	ɔːl
	Authority	ɔˈθɒrɪti	ɔːˈθɒrɪti
	Almost	ˈɔlməʊst	ˈɔːlməʊst
ɜː	Service	ˈsɜrvɪs	ˈsɜːrvɪs
	World	wɜrld	wɜːrld
ɪ	Crisis	ˈkraɪsɪːs	ˈkraɪsɪs
	Contested	kənˈtɛstɪːd	kənˈtɛstɪd
i	Assembly	əˈsɛmbli:	əˈsɛmbli
	Excellencies	ˈɛksələnsi:z	ˈɛksələnsiz
	Countries	ˈkʌntri:z	ˈkʌntriz
	Democracy	dɪˈmɒkrəsi:	dɪˈmɒkrəsi

From the table above we can know that Puan Maharani has difficulty in pronouncing long vowel, and sometimes pronouncing short vowel become long vowel in the end of the word. For example, the word "Excellencies" or we can transcript as /ˈɛksələnsiz/, Puan Maharani pronounce it /ˈɛksələnsi:z/, with a long vowel [i:] in the end of the syllable. Puan Maharani in her speech also pronouncing long vowel becomes short vowel. For Example, the word "Meeting", or we can transcript as /ˈmiːtɪŋ/, Puan Maharani pronounce it /ˈmitɪŋ/ with a short vowel in the first syllable that should be long vowel.

In this speech, Puan Maharani often pronouncing "Parliament" which transcripted in RP /ˈpɑːləmənt/, but she pronounces it /ˈpɑrləmənt/, without long vowel in vowel [ɑː]. Similar case in the word "continues" (kənˈtɪnju:), she repeatedly pronounces it /kənˈtɪnju/ without long in the vowel [u:]. Then, in vowel [ɔː], in the word "Almost" transcript as /ˈɔːlməʊst/, Puan Maharani pronounced it with /ˈɔlməʊst/ without long vowel.

The word "inequality" (ˌini'kwɒ:lɪti), Puan Maharani pronounced it /ˌini'kwɒlɪti/ without a long vowel in [ɒː], the same case, Puan Maharani repeatedly pronounced the

word "humanitarian" (hjuːˌmænɪˈteərɪən) with / hjuˌmænɪˈteərɪən/, without long vowel pronounced in the vowel [uː].

The researchers found the difficulties in pronouncing vowel [ɜː] in the word "world" which can be transcribed as / wɜːrld/, however Puan Maharani pronounced it with /wɜːrld/ without long vowel in [ɜː]. The other word is "service" (ˈsɜːrvɪs) which Puan Maharani pronounced as / ˈsɜrvɪs/ without any long vowel.

The same case the researchers also find in the vowel [iː]. For example, in the word "been" (biːn) ,Puan Maharani pronounced it /bin/ without any long vowel in the vowel [iː]. And in the vowel [ɔː] there is a word "authority" (ɔːˈθɒrɪti) which Puan Maharani repeatedly pronounced it as / ɔˈθɒrɪti/ without any long vowel in the vowel [ɔː].

Puan Maharani is the Head of the House of Representative in Indonesia, an Indonesian woman which her ethnic is Javanese and Minangnese. In Indonesia, there is no rules of long vowel or short vowel in pronouncing a word (Ulfa,2018). So, that's an interlingual factors which affected the difficulty of pronouncing long vowels of English language. And also, the short vowel pronounces as a long vowel it may happens because of the accent in pronouncing Bahasa Indonesia which there is no rules of short or long vowels.

Indonesia has many ethnic groups that any ethnic has their own language culture. The many ethnicities and culture with their ethnic language make Indonesia unique. However, not all Indonesian people's first language is Bahasa Indonesia, some of them has their own ethnic language like Javanese, Madurese, Sundanese, and Minangnese accent which can affect the long or short vowel while pronouncing English and make some difficulties in pronouncing it. Indonesian people sometimes speak two or three languages, for example, one Indonesian person may speak two ethnic languages such as Javanese and Sundanese but they also speak Bahasa Indonesia.

To emphasize, when Puan Maharani pronouncing the word "Groups" which transcripted with / gruːps/, but she pronouncing it with /grups/ without long in [uː]. There is a same word in Bahasa Indonesia "*Grup*" means "*kelompok*" in Bahasa Indonesia. The word "*Grup*" in Bahasa Indonesia pronounced with /grup/ (Moeliono,2007), without long vowel in [u], same as the way Puan Maharani pronounce the word "Groups".

A similar case in the word "Democracy" transcript as /dɪˈmɒkrəsi/ without any long vowel, but Puan Maharani in her speech pronounce it /dɪˈmɒkrəsiː/ with long vowel in [iː]. In this case, Puan Maharani in her English speech repeatedly pronounced the last word in a sentence or a word before commas (,) and dot (.) with a long vowel. The word "Democracy" is placed in the last part of the *sentence "COVID-19 has brought enormous impact on the progress of **democracy**".* A same case with the word "Assembly" is pronounced with a long vowel /əˈsɛmbliː/ in the sentence *"President of **Assembly**".* Both of the word is in the end of the sentences and Puan Maharani pronounced both of them with a long vowel.

There are many things can affect the pronunciation of long vowel and short vowel in English especially for the non-native speakers which English is not their first language. A contrastive structure of pronouncing either English or Indonesian language makes it has many pronouncing the English long vowel and short vowel. Based on Nurul Ulfa's research, non-native speakers also don't understand which words are short vowel or long vowel, that will make the non-native speaker or English learners faced difficulties in pronouncing long vowel and short vowel.

5.   CONCLUSION

In this chapter the researchers will conclude that Puan Maharani's English speech in Inter-Parliamentary Union has some difficulty in long vowel and short vowel pronunciation. From 659 words in total,119 long vowel and 540 short vowels. The researchers have found 71 difficulties in total which 64 difficulties in pronouncing long vowel and 7 difficulties in pronouncing short vowel.

Puan Maharani has 54,7% difficulties in pronouncing long vowel, but she has no difficulty in pronouncing short vowel, it can be emphasized with the percentage of the difficulties of pronouncing short vowel is only 1,3%.

Most of the difficulty in pronouncing long vowel is in vowel [u:] which took 37 difficulties in total, and most of the difficulty in pronouncing short vowel is in vowel [i:] which took 7 difficulties in total, but it still can't be defined as a difficulty because the difficulties in pronouncing short vowel is only 1,3% from the total short vowel.

The factor that affected the difficulty in pronouncing long vowel and short vowel is interlingual transfer and intralingual transfer. It's affected by Interlingual transfer because it affected by Bahasa Indonesia as Puan Maharani's mother language have no rules about long or short vowel.

The findings of this research are in light of some limitation, the sample of the research is *lack of the sample data of the short vowel difficulties that make it lack of evidences for the short vowel pronunciation to be called difficulties in pronouncing short vowel.*

So, we conclude that Interlingual transfer is affected the difficulties of pronouncing long vowel and short vowel in Puan Maharani's speech about covid-19 in Inter-Parliamentary Union in Madrid.

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Direct and Indirect Speech Acts in The Short Movie "*Two Distance Strangers*": A Pragmatic Analysis

Disa Wandayu Nestika Prabandari
UIN Sunan Kalijaga, Indonesia, 21101050046@student.uin-suka.ac.id

ABSTRACT

This analysis aims to identify both functions and types of indirect and direct speech acts in the movie Two Distant Strangers, named Perri. This study uses a descriptive qualitative method. The data for this study is the utterances of the side characters in the movie Perri. The results showed the existence of direct speech acts for 30 utterances and indirect speech acts for six utterances. Direct speech acts are then categorized into declarative (16 utterances), imperative (five utterances), and interrogative (nine utterances) types. Similarly, indirect speech acts are divided into declarative (two utterances), imperative (one utterance), and interrogative types (three utterances). Functionally, direct speech acts function as statements (16 utterances), orders/requests (five utterances), and questions (nine utterances). Indirect speech acts also function as statements (3 utterances), orders/requests (two utterances), and questions (one utterance). The analysis reveals that the film's mood, which is mainly serious and tense, influences the high frequency of direct speech acts.

Keywords: Indirect Speech Act; Direct Speech Act, Movie

INTRODUCTION

Communication occurs when more than one person is involved in a social activity, typically between a speaker and a listener. The term "language form" describes the words they speak. Language is a sign system humans use to communicate thoughts, feelings, and opinions to others. In contrast, linguistics is the scientific study of language, aiming to describe languages and explain all speakers' unconscious knowledge about their language (Shahhoseiny, 2013)**.** Linguistics is a language study that includes pragmatics, phonology, morphology, syntax, and semantics. Among these, pragmatics is one of the most essential areas of linguistics. Pragmatics is the study of the relationship between language and its context. (Niswa, 2021). It examines how context affects meaning and how human understanding of language varies. Additionally, pragmatics explores the psychological processes and states involved in language comprehension and the mechanisms responsible for contextual inferences. Critical topics in pragmatics include metaphor, irony, politeness, disambiguity, reference assignment, and speech acts.

This research focuses on the study of speech acts within pragmatics. A speech act is "an action via utterances (Yule,1996)". Speech act refers to the types of linguistic expressions characters use in communication, such as stating, ordering, affirming, objecting, etc. (Quoc et al., 2022). Unlike descriptive statements, speech acts are intended to affect real situations. They usually do not refer to past events but perform actions to change the state of the target object. Speech act analysis can be applied to various forms of literature and media, including poetry, short stories, novels, songs, and movies. Since

speech acts are embedded in utterances or conversations, we can analyze dialogues in these literary works using speech act theory. Therefore, this research aims to analyze speech acts occurring in movie dialogues, which are essential components of conversation in films.

Speech acts fall into two categories: direct speech acts and indirect speech acts. Yule (1996) mentions that direct speech acts occur only when the utterance's structure and function are directly related. On the other hand, indirect speech acts only occur when the utterance's structure and function are indirectly related. In direct speech, the content is explicit in form and content. Conversely, in indirect speech, speakers embed their intended content within their conversations. People will express their thoughts in a variety of ways during everyday communication. When they talk to each other or ask for something, they may not always use direct command expressions or make their purposes evident. This phenomenon occurs not only in everyday life but also in literary works and films.

Indirect speech acts are considered one speech act with one deictic center, while direct speech acts have two different speech acts and two deictic centers (Serafim, 2022). Those in authority often use direct speech acts. This is seen in court proceedings, where declarative, directive, and other speech acts are used. Compliments, sarcasm, and complaints can result in indirect speech acts. The continuum approach lacks a solid foundation for cross-language comparisons, and the distinction between direct and indirect speech is not universal. Various sentence forms, each with their specific functions, exist in languages. Certain particles or morphological marks can indicate the function of a sentence, but these markings vary across languages depending on their typology. The sentence types include declarative, interrogative, and imperative forms (Huang, 2007; Yule, 1996).

The illocutionary force in each sentence can be attributed to declarative, interrogative, and imperative sentences. The illocutionary force refers to the function or intention behind an utterance, such as expressing thoughts and feelings or requesting (Ratri et al., 2022). Declarative sentences provide information; interrogative sentences ask questions; imperative sentences give commands or orders (Agbara, 2016). In addition, declarative sentences have the illocutionary power to explain or provide information to speech partners, whereas interrogative sentences have the illocutionary power to ask speech partners something. Imperative sentences have the illocutionary power to command or command or request action from the listener.

These three sentence types are often used when speaking in any language. However, an utterance's tense sometimes does not correspond to its intended illocutionary force. When an utterance is delivered in a way that is different from the tense with the intended illocutionary force, it is considered a direct speech act. In contrast, when the tense is used to state something (declarative) in the same way or with illocutionary force, it is considered an indirect speech act. For example, an interrogative sentence may be used with an imperative illocutionary force, effectively asking the listener to do something.

Linguists are still arguing about the indirect speech act concept. Yule (1996) mentions that an utterance is considered direct speech if there is a direct relationship between the form of the sentence structure and the communication function. The sentence structures intended are declarative, interrogative, and imperative. The communication function is equivalent to making a statement, asking a question, or ordering. An indirect speech act, on the other hand, happens when the sentence structure and communicative function are not directly related.

Direct speech acts are evident when declarative sentences are used to make statements and interrogative sentences are used to ask questions. However, when declarative or interrogative sentences are used with a different intention (e.g., using a question to make a

request), they become indirect speech acts. Understanding these speech acts is essential in analyzing various forms of communication, including dialogue in films/movies.

Movies are mass entertainment that uses enormous props, artifice, and special effects to generate emotions through pictures (Radigales, 2013). They serve as social representations through sounds, images, themes, and stories from their social contexts. This study focuses on a literary work in the form of the short movie "Two Distant Strangers." This 2020 American short film, written by Travon Free and directed by Free and Martin Desmond Roe, won Best Live Action Short Film at the 93rd Academy Awards, making it the first time a Netflix-distributed film has won in this category.

Several studies are closely related to this research. First, in the study by Fyngky Oktadistio et al. (2018), the authors aimed to discover the functions and types of speech acts, whether direct or indirect speech acts, concerning the movie script of the film 'The Revenant.' The author analyzed the utterances of the main characters. Using Yule's (1996) theory, they analyzed the main characters' utterances, finding that direct speech acts (13 utterances) were more dominant than indirect speech acts (9 utterances). Direct speech acts were further categorized into imperative (5 utterances), declarative (2 utterances), and interrogative (6 utterances), while indirect speech acts were classified as interrogative (1 utterance) and declarative (8 utterances). This study focused on how genre and Felicity Conditions influenced the characters' usage of direct speech acts rather than indirect ones. The difference between this and the authors' study is that the writers use utterances in the movie *Two Distant Strangers.*

Second, in the study by Mahdi Ahmad and Zainurrahman (2021), The authors intended to depict the use of direct and indirect speech acts in Tennessee Williams' drama "A Streetcar Named Desire." Their research focused on dialogues with elements of indirect speech, employing content analysis techniques to interpret the data. They concluded that the dynamic use of language in the play was reflected in the various uses of indirect speech acts. The key difference between their study and the current research is the medium of analysis; while they analyzed a play, this research focuses on the short film "Two Distant Strangers."

Third, in the study by Yunia Rahmayanti (2020), The writers intended to determine the types and roles of speech acts in The Story of Princess Hase-Hime, whether they were direct or indirect, as well as the most dominating speech act and their contribution to pragmatics education. The data of the study was derived from the characters' utterances. The study used the theory from Yule (1996). The data analysis leads to the conclusion that whether direct speech acts or indirect speech acts are both used by the characters in this story. There were a total of 32 direct and 15 indirect speech acts. It suggested that direct speech was the most frequent type. Based on sentence structure, 11 imperative, 19 declarative, and five interrogative sentence patterns were discovered among all direct speaking acts. Additionally, there were eight imperative, 19 declarative, and five interrogative sentence types for the indirect speech act. Furthermore, based on their function, the characters in Princess Hase-Hime's narrative used three direct and indirect speech types—the direct speaking act of 19 statements, five questions, and eleven order/request functions. The indirect one has only two functions: 15 statements and no order/request or question functions. It also finds that The Story of Princess Hase-Hime can serve as a reference or alternative source of learning for pragmatics education. Unlike Rahmayanti's analysis of a written text, this research examines speech acts within the dialogues of a movie.

The researcher chose this film because it investigates the death of a black American citizen while facing the police, as seen through the perspective of a guy locked in a time loop that ends with his death. The utterances in the movie utilize both direct and indirect

speech acts. Therefore, the researchers were intrigued to conduct a study with the title "DIRECT AND INDIRECT SPEECH ACTS IN THE SHORT MOVIE 'TWO DISTANCE STRANGERS': A PRAGMATIC ANALYSIS" " to identify the functions and the types of both indirect and direct speech acts performed by Perri, a secondary character in the film Two Distant Strangers. By analyzing these previous studies and focusing on the speech acts in "Two Distant Strangers," this research aims to understand how direct and indirect speech acts function in movie dialogues, providing insights into the dynamics of character interactions and the impact of context on communication.

METHODS

This study applies a descriptive qualitative approach. Qualitative research is focused on providing explanations of social phenomena, with the goal of helping us understand the world in which we live and why things are the way they are (Hancock, 2002). Descriptive qualitative analysis is used to describe and interpret the data's results. In this study, the data is gathered by watching and re-watching the short film, taking notes, analyzing it, and summarizing the study's conclusions. This study aimed to discuss the indirect and direct speech acts and their classification in the short movie *Two Distant Strangers*. The data were collected by watching and listing the direct and indirect speech acts in the dialogues in the Oscar-winning short film *Two Distant Strangers*. The social phenomenon of deriving meaning from utterances is discussed in this study. This study examines dialogues between one of the characters in the short film, Perri, that include both direct and indirect speech. The researchers analyzed the forms of direct and indirect speech acts based on Yule's book Pragmatics (1996).

FINDINGS AND DISCUSSIONS

1. Data Found from the Observation
In the finding stage, we collect and classify data according to Yule's theory. The following is the data and classification.

Table 1. Categories of indirect and direct speech according to the types

No	Category of speech acts	Types			Total
		Declarative	Imperative	Interrogative	
1.	Direct	16	5	9	30
2.	Indirect	2	1	3	6
Total					36

In the table above, the authors present the number of indirect and direct speech acts in the short film *Two Distant Strangers* and their types, which include imperative, declarative, and interrogative. There are 30 direct speech acts, 16 declarative types, five imperative, and nine interrogative types. On the other hand, there are six indirect speeches, with two declarative types, one imperative type, and three interrogative types.

Table 2. Categories of indirect and direct speech according to the function

No		Function	Total

	Category of speech acts	Statement	Order/Request	Question	
1.	Direct	16	5	9	30
2.	Indirect	3	2	1	6
Total					36

In the table above, the authors present the number of indirect and direct speech acts in the short film *Two Distant Strangers* and their function, which contains statements, orders/requests, and questions. There are 30 direct speech acts with 16 statement functions, five order/request functions, and 9 question functions. On the other hand, there are six indirect speech acts with 3 statement functions, two order/request functions, and 1 question function.

2.   Example of Types and Functions Found in the Data

a.   Direct Speech Acts

1)   Direct Speech Acts in Declarative Utterance Type as A Statement
Scene minute:16.12 – 16.16
Context: Carter had just woken up and was experiencing time loops for the umpteenth time. Carter woke up and repeated the same incident after a police officer killed him. Then he asked Perri what she would do if someone wanted to kill her every day. Perri responded by suggesting killing 'him' back. Then she offered her gun. However, Carter is confused and asks why Perri needs a gun.

> *Carter: Wait. You-you got a gun?*
> **Perri: I am a Black woman in America. Damn right, I got a gun.**

The words in bold are direct speech acts. This is because Perri immediately answered Carter's question with a declarative utterance. The answer Perri gave explained something that made Carter wonder. The fact given by Perri that she is a Black woman answers very clearly why she should have a gun. The discrimination against Black people that often occurs in America is the main factor that implicitly becomes the reason why Perri has a gun.

2)   Direct Speech Acts in Interrogative Utterance Type as A Question
Scene minute: 27.17 – 27.24
Context: The scene begins with Perri's response to Carter's story about the time loops he was experiencing. Then Perri asked if Carter had tried to talk to the police who killed him. Then Carter explains that all the work he has done has changed nothing and that he will continue to get killed.

Perri: Have you tried to talk to him?
Carter: Look, I realize now, no matter what I say or what I do or how I try to do it, this dude just wanna… He just wanna kill me.

In this scene, Perri's question concerns direct speech acts. This is because the question was Perri's confused response to Carter's unusual story. In this question, Perri genuinely wanted to ask and wanted clarity.

3.) Direct Speech Acts in Imperative Utterance Type as An Order

Scene minute: 13.11 – 13.14

Context: Charter and Perri were cooking their breakfast together when suddenly, a pack of armed cops banged on the door and forced their way into Perri's apartment. Both Perri and Carter were confused and put their hands in the air. Carter got a knife in his hand from cooking, and a cop saw it and shot Carter down.

Perri: Call the ambulance!

In this scene, Perri's utterance is about direct speech acts. Perri's speech is an explicit instruction to call an ambulance in response to Carter's state on the ground after being shot by cops. The context suggests a rapid action. The exclamation mark indicates that this statement is a demand for order. It demonstrates that the situation is chaotic. Exclamation sentences convey feelings and affirmations about a dreadful situation. They affect the activities that the listener or reader will take.

b. Indirect Speech Acts

1) Indirect Speech Acts in Imperative Utterance Type as A Statement

Scene minute:12.17 – 12.20

Context: To avoid the police outside Perri's apartment, Carter stayed longer. He decided to make breakfast with Perri at the apartment and not go home immediately.

Perri: You know what my granny's secret to French toast is?
Carter: What?
Perri: Adding a little bit vanilla extract in the mix.

Perri's utterance has the structure of an imperative utterance but functions as a statement. By not mentioning the subject at the beginning of the utterance, we can think of Perri's words as an order. In that statement, we can assume that Perri is telling Carter to add a little vanilla, and she is also telling Carter to stir. However, in the context of the film, Perri is telling what her grandmother used to do or what her grandmother's recipe was when making French toast. Thus, we can conclude that Perri's bold statement is indirect speech.

2) Indirect Speech Acts in Interrogative Utterance Type as A Statement

Scene minute: 15.54 – 16.03

Context: Carter woke up for the umpteenth time from the time loops he was experiencing. Then he asked Perri for her opinion.

Carter: Let me ask you something. What would you do if somebody was trying to kill you every day?
Perri: I would try to kill them back?

Perri's utterance is an indirect speech act because she utters a statement with an interrogative sentence, giving the impression of hesitation. Carter's question was sudden and contained a sensitive topic, making Perri answer hesitantly.

There are all types and functions in all of Perri's utterances. Perri's direct and indirect speech covers all types and functions. In direct speech, there are 16 declarative

utterances as statements, five imperative utterances as orders/requests, and nine interrogative utterances as questions. Like Yule's theory that we use, direct speech occurs when the type of utterance matches its function. Therefore, the number of functions and types in direct speech acts is the same. In indirect speech acts, there are two interrogative utterances as statements: one declarative utterance as order, one declarative utterance as a question, one interrogative utterance as order, and one imperative utterance as a statement. All types of indirect speech found do not match their function. This makes the two categorizations have different amounts.

Of all the utterances stated by Perri, some types and functions dominate in each indirect and direct speech act. In direct speech acts, a declarative statement is the utterance that appears most often. Meanwhile, in indirect speech acts, what dominates is the interrogative utterance as a statement. Even though they both dominate, the number of interrogative utterances as statements in indirect speech acts is not much different from other indirect utterances. This is because Perri has expressed a few indirect speech acts. However, the direct speech acts that dominate have significant differences in number. The number of differences is between 7-11 utterances.

The atmosphere in the film influences the direct and indirect speech acts. Indirect speech comes out a lot during relaxing scenes. However, during severe or tense scenes, all the speech is direct speech acts. This is very normal because the atmosphere greatly influences how people communicate. Indirect speech in a relaxed atmosphere is very likely to occur due to a lack of time efficiency in that atmosphere. Meanwhile, direct speech will be used in severe and intense situations because these situations require time efficiency. Speakers and respondents need time quickly to understand the meaning quickly.

CONCLUSION

In dealing with the research questions, the first research question is about the types of indirect and direct speech acts found in Perri's utterance in the Two Distance Strangers movie. It was found that there are a total of 36 utterances included in types of indirect and direct speech acts. Direct speech acts consist of 30 utterances, which include 16 declarative, five imperative, and nine interrogatives. Next, it was discovered that six utterances are included in indirect speech acts, with two being declarative, one being imperative, and three being interrogative. The second research question focuses on the functions of indirect and direct speech acts. As a result, there are 30 direct speech acts, including 16 utterances as statements, five as orders/requests, and nine as questions. There are six utterances in indirect speech, including three as statements, two as orders/requests, and one as a question. All types and functions in direct speech are sustainable but not in indirect speech. In addition, the researcher discovered that the high proportion of direct speech acts compared to indirect speech acts is influenced by the atmosphere in the film, which most of them have a severe and tense atmosphere.

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Allophonic Variation of English Consonants /k/ and /g/ by *Ngapak* Speakers

Farah Rizki Aulia

UIN Sunan Kaliaga, Indonesia, farahrzk06@gmail.com

Abstract

Some English learners have difficulty pronouncing English. Problems can arise from certain factors. One of the factors is the impact of the first language sound system on the English pronunciation of speakers. Indonesia, which has many tribes, has many variations of languages. Each tribe's language has its own set of consonants and vowels. he *Ngapak* accent is famous for its innocent, firm, and straightforward pronunciation. *Ngapak* stress in its pronunciation uses lighter and thicker emphasis on letters, such as the letter /k/ at the end of a word that is read closer to the /g/ sound, the letter /p/ near the sound /b/, and the letter /l/, which have a clear and bold pronunciation. This research uses qualitative method which is use five respondents of *Ngapak* speaker to interview. The results are, there is 36% the respondent use aspiration in /k/ consonant and 92% the respondent didn't use aspiration in /g/ consonant. And there are cases that /g/ consonant replaced by /k/ consonant by *Ngapak* speakers. First, when the /g/ consonant in the last of word, such as in the second respondent, she pronounces big and dog as /bɪk/, /dok/. And then in the word with sound (ɪg) such as in words exist, exert, exam, most of them use /k/ consonant; /ekˈsɪst/, /ek.sɝːt, /, /ekˈsæm/.

Keywords: Consonant, *Ngapak* Speaker, Allophonic Variation

1. INTRODUCTION

English is the most widely spoken language in the world (Sartono, 2020). The cause for this is because English is the major language in most countries. As a result, the English language has become so important that many people want to be proficient in it. Now, many countries make the English language their compulsory lesson. In the study of the English language, pronunciation plays an essential role in delivering the words. Celce-Murcia says that understandable pronunciation is one of the important components of oral communication (Murcia, Brinton, & Goodwin, 1996). When speaking English, proper pronunciation is required so that others can understand the message. If there are wrong pronunciations, it can cause a misunderstanding with others so that their communication fails. Some English learners have difficulty pronouncing English. Problems can arise from certain factors. One of the factors is the impact of the first language sound system on the English pronunciation of speakers. The English language is extremely beneficial to non-English speaking countries, including Indonesia, in a variety of fields such as education, tourism, and business. Indonesia is a country made up of many islands, so it has many tribes, like the Javanese, Sundanese, Betawi, etc. Based on Errington (Conners & Kock, 2016) tells that Javanese have a structural and localized dialect.

Vowels are sounds made with the mouth open, the tongue in the center of the mouth, and without touching the teeth or lips (Webster, 1982). Speech sounds are usually divided into vowels and consonants. In general, consonants shape the airflow from the larynx more

noticeably than vowels. However, there is no clear boundary in linguistic terms between all members of the two groups. The distinction between vowels and consonants is made mainly on the basis of phonology, i.e., the function that certain spoken sounds have in a syllable (Gut, 2009). In English, there are 24 consonants phonemes (Skandera & Burleigh, 2005). Indonesia, which has many tribes, has many variations of languages. Each tribe's language has its own set of consonants and vowels. Sometimes one tribe and another have the same sounds, but not always. In this paper, the writer the main focus is in consonant sounds rather than vowel sounds.

Local languages have their own characteristics, both in their consonant and vowel sounds. In Java, there are *Ngapak* and *Medhok* accents. The *Ngapak* Javanese accent is identical to the language of the western part of Central Java, while the *Medhok* Javanese accent is identical to the language of the eastern part of Central Java and East Java. In this paper, the writer will focus only on *Ngapak* speakers. The *Ngapak* accent is famous for its innocent, firm, and straightforward pronunciation (Maknuun, Ningrum, Amalia, & Utami, 2019). The nature of the language is rougher than the standard Javanese language, which is often used in the areas around Solo and Yogyakarta. *Ngapak* stress in its pronunciation uses lighter and thicker emphasis on letters, such as the letter /k/ at the end of a word that is read closer to the /g/ sound, the letter /p/ near the sound /b/, and the letter /l/, which have a clear and bold pronunciation (Maknuun, Ningrum, Amalia, & Utami, 2019). And in this paper, the main focus discussion in this research is the consonants "k" and "g" used by *Ngapak* speakers.

Several research has studied about how *Ngapak* speakers pronounce English. There is research about how *Ngapak* speakers' pronunciation English voiced plosive such as /b/, /d/, /g/ (Maknuun, Ningrum, Amalia, & Utami, 2019). In another research about the influence of Javanese dialect in pronunciation English consonant, such as consonant /b/, /d/, /g/, /dʒ/, and /ð/ (Purwaningsih & Nurdiawati, 2020). Based on their research the writer wants to find out about the influence of *Ngapak* speakers on the consonant /k/ and /g/ pronunciation of English. In this research the writer focuses in the /k/ and /g/ consonants because they are same as velar sounds. In *Ngapak*, they also have their own characteristic such /k/ consonant at the end of a word that is pronounce closer to the /g/ sound. So, the writer will be able to identify the *Ngapak* speaker's pronunciation of English consonant sounds. The writer hopes that this paper will provide benefits to readers.

2.   LITERATURE REVIEW

In the research about localized English for *Ngapak* speakers (Sabiq, 2020), tells that some English teacher sometimes teach their students with *Ngapak* dialect, so this makes the students more influence with dialect. Almost of student use their local language as the first language and Indonesian as their second language. So, their English pronunciation sometimes use dialect. Several teachers are not making a problem about that moreover, they think it sound good and unique. Some students said that they proud of their dialect because it is their characteristic of them.

In the previous study written by Luklu, the result of this research is, almost of the respondent of *Ngapak* speakers pronounce the words correctly, the percentages are 97,46% for the respondent who pronounce voiced plosive sounds correctly and only 2,54% for the respondent who pronounce it incorrectly. This research proves that the Banyumas student with *Ngapak* dialect can pronounce the English voiced plosive such as /b/, /d/, /g/without any difficulties. Moreover, they dialect help them to pronounce the words well. *Ngapak* students are better at pronounce voiced plosive sounds than the other dialect. (Maknuun, Ningrum, Amalia, & Utami, 2019)

In another research written by Purwaningsih, their objects are the students of Universitas Peradaban that from Tegal, Banyumas, Brebes, Ajibarang, Kebumen, and most of them are from *Ngapak* dialect areas. This research investigates about the problem of the student English pronunciations, such as /p/ which substituted with /f/, /ʒ/ which substituted with /ʃ/, and /t/ with /ɵ/. And several consonants such /b/, /d/, /g/, /dʒ/, and /ð/ have been affected by *Ngapak* dialect. The results are; in consonant /b/ should be pronounced bilabial plosive, but the *Ngapak* speakers pronounce it bilabial non continuant, its identify by *(h)* aspiration, then consonant /d/ should be pronounce voiced alveolar plosive consonant, but they pronounce apicodental non continuant, its identify by *(h)* aspiration, in consonant /g/ should pronounce voiced velar plosive, but they pronounce dorso-velar non continuant, its identify by *(h)* aspiration, in consonant /dʒ/, It should be pronounced voiced palate-alveolar affricative, but they pronounce medio-palatal non continuant, and last, consonant /ð/ pronounced voiced dental fricative, but they pronounce apicodental non continuant that is identified by *(h)* aspiration. (Purwaningsih & Nurdiawati, 2020)

3.   METHODS

This research use qualitative method. The writer will use data from 5 persons of *Ngapak* speakers. People are the first source of information. The writer uses 5 subjects of *Ngapak* speakers. The *Ngapak* speakers is from Kebumen, Banyumas, and Cilacap with dialect. This research uses one speaker from Cilacap, two of Banyumas, and two of Kebumen. The writer chooses the subject that native *Ngapak* speakers which is they stay longer in their native area. This research is considered with *Ngapak* speaker's pronunciation, especially in /k/ and /g/ consonant sound of English.

The data collection method is with an interview. The technique of interview aimed to know about specific information from the subjects. To do this, the writer will ask several questions. The question is about their first language, how long they live in *Ngapak* areas, how far they studied English and other question which still related with consonant pronunciation. The writer will ask them to pronounce around 20 words of each consonant /k/ and /g/. The words are variety, from the consonant /k/ and /g/ exist as initial, middle or end of the world. This interview aims to find how they pronounce the words in some variations. In this technique, the writer will compare the information of each subject. And then the writer will complete the data with documentation through the interviews.

The writer will analyze the data that already collected with describing the result of the subject's pronunciation interview with classified of their variations. Then, the result will be analyzed how they pronounce the words with transcript phonemic. And next, it will investigate the result and find the allophonic variation of their pronunciation. Then, the writer will do observation of the result and find the factors of it based of their demographic. And from that all, it will be able to get a conclusion about the influence of *Ngapak* speakers on pronunciation of English /k/ and /g/ consonant sounds.

4.   FINDING AND DISCUSSION

This research uses the Javanese people from *Ngapak* speakers. Two from Banyumas, one from Cilacap, and two from Kebumen. All of the areas are use *Ngapak* dialect. Each of respondent have different background. This research shows about the *Ngapak* speakers when pronounce English consonant /k/ and /g/. The writer finds that the aspiration in some words that contain /k/ and /g/ consonants. Then the writer finds out the errors of the application /k/ sound. Where the consonant /g/ is pronounce with /k/ sound. The respondents have been interviewed with some words that contains /k/ or /g/ sounds either in the beginning, in the middle, or in the last word. There are 25 words that contain

/k/ consonant and 20 words contain /g/ consonant. The writer also finds about the influence of *Ngapak* speakers in pronunciation /g/ and /k/ consonants, so the writer investigates each of the respondent. Here is the result of interview by respondents from *Ngapak* speakers:

a. **Demographic's Respondents**

Demographic data is used to find out the influence of the respondents in pronunciation /g/ and /k/ consonants. Those also used to investigate the factor of the allophonic variations in *Ngapak* speakers. The data from the respondents about their background are exlplained in the tabel below:

Tabel 1 Respondents Background

No.	Respondent	Native	Lived in native (year)	Lived in non-Native (year)	How far Study English
1.	Respondent 1	Cilacap	18	1	Basic English in school until university
2.	Respondent 2	Kebumen	18	1	Basic English in school until university and attended English training for 2 weeks in Kebumen
3.	Respondent 3	Kebumen	18	2	Basic English in school until university
4.	Respondent 4	Banyumas	19	-	Basic English in school until university and attended English training for a week in Pare
5.	Respondent 5	Banyumas	22	-	Basic English in school until university

Based on the table, almost of the respondents are lived in their native *Ngapak*; Cilacap, Kebumen, and Banyumas. They have different background in the how far they studied English. Three of them just studied basic English in their school until university. And two of them has attended English training even just for a short time.

b. **Phonemic result of the respondents**

The respondents pronounce several words which they contains /g/ and /k/ sound as initial, middle or end. This interview aims to find out how the *Ngapak* speakers pronounce the /k/ and /g/ sounds. The writer analyzes their pronunciation and transcript it in phonemic transcript. The result of the analysis is:

a) **/k/ consonant**

Consonants /k/ is voiceless. It is velar sound which is made by placing the back of the tongue on or near the velum, or soft palate. /k/ consonant are velar plosives, plosives are sounds in which the speaker completes the closure of the vocal tract at some point, holds the closure while building air pressure, and then releases the air though mouth. /k/ consonant is produced with the fortis articulation (Skandera & Burleigh, 2005). The result of the transcript is:

1. /k/ consonant as initial

Tabel 2 Transcript /k/ consonant as initial

No	Words	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5
1.	Keep	ˈkiːp	ˈkiːp	ˈkʰiːp	ˈkʰiːp	ˈkʰiːp
2.	Kill	ˈkɪl	ˈkʰɪl	ˈkʰɪl	ˈkʰɪl	ˈkʰɪl

3.	Keen	ˈkʰiːn	ˈkʰiːn	ˈkiːn	ˈkʰiːn	ˈkʰiːn
4.	Kiss	ˈkɪs	ˈkɪs	ˈkɪs	ˈkʰɪs	ˈkʰɪs
5.	Clear	klɪr	klɪr	kʰlɪr	klɪr	klɪr
6.	Click	ˈklɪk	ˈklɪk	ˈklɪk	ˈkʰlɪk	ˈklɪk
7.	Class	klæs	klæs	kʰlæs	klæs	klæs
8.	Clean	ˈkliːn	ˈkliːn	ˈkliːn	ˈkliːn	ˈkliːn
9.	Credit	ˈkreˌdɪt	ˈkʰreˌdɪt	ˈkʰreˌdɪt	ˈkreˌdɪt	ˈkreˌdɪt
10.	Crash	ˈkʰræʃ	ˈkʰræʃ	ˈkʰræʃ	ˈkʰræʃ	ˈkʰræʃ
11.	Cream	ˈkriːm	ˈkʰriːm	ˈkriːm	ˈkriːm	ˈkriːm
12.	Critical	ˈkrɪˌtɪkˌl̩	ˈkʰrɪˌtɪkˌl̩	ˈkrɪˌtɪkˌl̩	ˈkrɪˌtɪkˌl̩	ˈkrɪˌtɪkˌl̩
13.	Quick	ˈkwɪk	ˈkʰwɪk	ˈkʰwɪk	ˈkʰwɪk	ˈkwɪk
14.	Question	ˈkwestʃən	ˈkwestʃən	ˈkwestʃən	ˈkwestʃən	ˈkwestʃən
15.	Quite	ˈkwaɪt	ˈkwaɪt	ˈkwaɪt	ˈkwaɪt	ˈkwaɪt

2. /k/ consonant as middle

Tabel 3 Transcript /k/ consonant as middle

No	Words	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5
1.	Token	ˈtoʊkən	ˈtoʊkən	ˈtoʊkən	ˈtoʊkʰən	ˈtoʊkʰən
2.	Action	ˈækʃn	ˈækʃn	ˈækʃn	ˈækʰʃn	ˈækʃn
3.	Active	ˈækˌtɪv	ˈækˌtɪv	ˈækˌtɪv	ˈækˌtɪv	ˈækˌtɪv
4.	Fact	fækt	fækt	fækʰt	fækʰt	fækt
5.	Account	əˈkˌaʊnt	əˈkʰˌaʊnt	əˈkʰˌaʊnt	əˈkʰˌaʊnt	əˈkʰˌaʊnt

3. /k/ consonant as end

Tabel 4 Transcript /k/ consonant as end

No	Words	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5
1.	Talk	ˈtɔːk	ˈtɔːk	ˈtɔːk	ˈtɔːkʰ	ˈtɔːk
2.	Walk	ˈwɔːk	ˈwɔːk	ˈwɔːk	ˈwɔːkʰ	ˈwɔːk
3.	Took	ˈtʊk	ˈtʊk	ˈtʊk	ˈtʊkʰ	ˈtʊk
4.	Cake	ˈkeɪk	ˈkeɪk	ˈkeɪk	ˈkeɪkʰ	ˈkeɪk

b) /g/ consonant

Consonants /g/ is voiced. It is velar sound which is made by placing the back of the tongue on or near the velum, or soft palate. The /g/ consonant is also velar plosives. The difference between /k/ and /g/ consonants are the /k/ sound is produced with fortis articulation, whereas /g/ sound with lenis articulation (Skandera & Burleigh, 2005). The result of the analysis is:

1. /g/ consonant as initial

Tabel 5 Transcript /g/ consonant as initial

No.	Words	Responden t 1	Responden t 2	Responden t 3	Responden t 4	Responden t 5
1.	Give	ˈgɪv	ˈgʰɪv	ˈgɪv	ˈgɪv	ˈgɪv
2.	Gift	ˈgɪft	ˈgʰɪft	ˈgɪft	ˈgɪft	ˈgɪft
3.	Get	ˈget	ˈget	ˈget	ˈget	ˈget
4.	Guess	ˈges	ˈges	ˈges	ˈges	ˈges
5.	Glimpse	ˈglɪmps	ˈglɪmps	ˈglɪmps	ˈglɪmps	ˈglɪmps

6.	Glare	ˈɡleɪ	ˈɡleɪ	ˈɡleɪ	ˈɡleɪ	ˈɡleɪ
7.	Glance	ˈɡlæns	ˈɡlæns	ˈɡlæns	ˈɡlæns	ˈɡlæns
8.	Green	ˈɡʰriːn	ˈɡriːn	ˈɡʰriːn	ˈɡriːn	ˈɡriːn
9.	Grip	ˈɡrɪp	ˈɡrɪp	ˈɡrɪp	ˈɡrɪp	ˈɡrɪp
10.	Grab	ˈɡræb	ˈɡræb	ˈɡræb	ˈɡræb	ˈɡræb

2. /g/ consonant as middle

Tabel 6 Transcript /g/ consonant as initial

No .	Word s	Responden t 1	Responden t 2	Responden t 3	Responden t 4	Responden t 5
1.	Begin	bɪ.ˈɡɪn	bɪ.ˈɡɪn	bɪ.ˈɡɪn	bɪ.ˈɡɪn	bɪ.ˈɡɪn
2.	Again	ə.ˈɡʰen	ə.ˈɡen	ə.ˈɡen	ə.ˈɡen	ə.ˈɡen
3.	Ago	ə'ɡʰo.ʊ	əʰˈɡo.ʊ	ə'ɡo.ʊ	ə'ɡo.ʊ	ə'ɡʰo.ʊ
4.	Exist	ek.ˈzɪst	ek.ˈzɪst	ek.ˈzɪst	ek.ˈzɪst	ek.ˈzɪst
5.	Exert	ek.ˈzɝːt	ek.ˈzɝːt	ek.ˈzɝːt	ek.ˈzɝːt	ek.ˈzɝːt
6.	Exam	ek.ˈzæm	ek.ˈzæm	ek.ˈzæm	ek.ˈzæm	ek.ˈzæm

3. /g/ consonant as end

Tabel 7 Transcript /g/ consonant as end

No .	Word s	Responden t 1	Responden t 2	Responden t 3	Responden t 4	Responden t 5
1.	Big	bɪk	bɪk	bɪɡ	bɪɡ	bɪk
2.	Bag	bæɡ	bæk	bæɡ	bæɡ	bæk
3.	Dog	dɒɡ	dɒk	dɒɡ	dɒɡʰ	dɒɡ
4.	Egg	ˈeɡ	ˈeɡ	ˈeɡ	ˈeɡʰ	ˈeɡ

From the table transcription above, we can classify them into the table below:

Tabel 8 classified of data

No.	Respondent	Aspiration		No aspiration		Percentage Aspiration	
		/k/	/g/	/k/	/g/	/k/	/g/
1	Respondent 1	3	2	22	18	12%	10%
2	Respondent 2	9	3	16	17	36%	15%
3	Respondent 3	10	0	15	20	40%	0%
4	Respondent 4	16	2	9	18	64%	10%
5	Respondent 5	7	1	18	19	28%	5%
		Average				36%	8%

Paul Skandera and Peter Burleugh, state that word "aspiration" come from Latin "aspirare" that's mean 'breathe out'. That mean the audible blow of breach (h-sound) resulting from the abrupt expulsion of air during plosive articulation. It can be signified by the diacritic [h] after the symbol. Aspiration is found only after three sounds (p/t/k), but them usually unaspirated, or scarcely aspirated (Skandera & Burleigh, 2005).

The writer gives some words that contain consonants /k/ and /g/. There are 25 words with /k/ consonant, and 20 words with /g/ consonant. Frist respondent pronounce /k/ consonant with aspiration only in 3 words and aspirated 2 words of the /g/ consonant. Second respondent pronounce 9 aspirated /k/ consonant and 3 words aspirated in /g/ consonant. The third respondent pronounce 10 aspirated /k/ consonant and aspirated all of the /g/ consonant. The fourth respondent pronounce 16 aspirated /k/ consonant and

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two aspirated /g/ consonant. And the last respondent pronounces 7 aspirated /k/ consonant and aspirated one of the /g/ consonant. First respondent 12% use aspiration in /k/ consonant and 90% didn't use aspiration in /g/ consonant. Second respondent 36% use aspiration in pronounce /k/ consonant and 85% didn't use aspiration in /g/ consonant. Third respondent 40% pronounce words correctly with aspiration in /k/ consonant and 100% didn't use aspiration in /g/ consonant. Fourth respondent 64% pronounce words correctly with aspiration in /k/ consonant and 90% didn't use aspiration in /g/ consonant. And last 28% pronounce words correctly with aspiration in /k/ consonant and 95% didn't use aspiration in /g/ consonant. So, there is 36% the respondent use aspiration in /k/ consonant and 92% the respondent didn't use aspiration in /g/ consonant.

The English pronunciation consonant /k/ and /g/ are influenced by *Ngapak* dialect which is the characteristic of it is firmly, straightforwardly, not floating or half measures. Several of them use *(h)* aspiration when the /k/ consonant in the beginning of the word. And some of them pronounce the words with the /k/ consonant in the middle of word with aspiration, it is identified by *(h)* aspiration, but more don't use it. /k/ consonant in the last word pronounces unaspirated, only the fourth respondent pronounce it aspirated, because she has attended English training in Pare even just a week. And almost of them unaspirated the /g/ consonant even it in the beginning, middle or last word. But in the word *ago* almost of them pronounce it with aspiration; /əʰˈɡo.ʊ/. And in this research, the writer found that, almost of them replace the /g/ consonant with /k/ consonant, especially when the /g/ consonant in the last of word, such as in the second respondent, she pronounces *big* and *dog* as /bɪk/, /dok/. And in the word with sound *(ig)* such as in words *exist, exert, exam,* most of them use /k/ consonant; /ekˈsɪst/, /ek.sɜː t, /, /ekˈsæm/.

Based the demographic's respondents, they come from same areas with *Ngapak* dialect and live longer in their native. The writer found out that how far they study English can influence their pronunciation. This can be proved from the data, almost of them who study basic English in their school, pronounce with characteristic *Ngapak* speakers, but the respondent 4 can pronounce better than the others because she has attended English training in Pare. Respondent 2 has attended English training in Kebumen, but her pronounce not better than others, this is because English training in Pare more effective than in Kebumen. As we know, Pare is famous with their good English training.

The result of this research is relevant with previous study, that *Ngapak* dialect help them to pronounce voiced plosive sounds. In the previous study's result is the *Ngapak* speakers pronounce sound /b/, /d/, and /g/. The percentages are 97,46% for the respondent who pronounce voiced plosive sounds correctly and only 2,54% for the respondent who pronounce it incorrectly (Maknuun, Ningrum, Amalia, & Utami, 2019). And in this research, 92% for the respondent who pronounce correctly and 8% incorrectly.

In the result of second previous research (Purwaningsih & Nurdiawati, 2020), are consonant /b/, /d/, /g/, /dʒ/, and /ð/ pronounce with aspirate. But in this research 97% *Ngapak* speakers pronounce /g/ consonant unaspirated. This is because in the second previous research use the object more abstract in University Peradaban, and in this research use object that native and live longer in their origin place.

5. CONCLUSION

Through interview with some *Ngapak* speakers,the writer finds about the influence of *Ngapak* dalect in English pronunciation /k/ and /g/ consonant. Most of them can pronounce English well but there are some problem and variation, such as in the /k/

consonant, most of them not aspirated them. It is because the characteristic /k/ consonant pronounce clear and firmly in *Ngapak* dialect. Almost of them pronounce use the /k/ consonant in the beginning of the word with aspiration, it is identified by *(h)* aspiration. And some of them pronounce the words with the /k/ consonant in the middle of word with aspiration, but more don't use it. /k/ consonant in the last word pronounces unaspirated. And almost of them unaspirated the /g/ consonant even it in the beginning, middle or last word. The results are, there is 36% the respondent use aspiration in /k/ consonant and 92% the respondent didn't use aspiration in /g/ consonant. And there are a cases that /g/ consonant replaced by /k/ consonant by *Ngapak* speakers. First, when the /g/ consonant in the last of word, such as in the second respondent, she pronounces *big* and *dog* as /bɪk/, /dok/. And then in the word with sound *(ɪg)* such as in words *exist, exert, exam,* most of them use /k/ consonant; /ekˈsɪst/, /ek.sɝːt, /, /ekˈsæm/.

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Semantic Analysis of the Verbs Formed by Nouns in English and Indonesian Versions in Several Chapters of "Shine" by Jessica Jung

Farida Azzahro[1]*, Jihan Nurhanifah[2]
* Lead Presenter
[1]* Sunan Kalijaga State Islamic University, Indonesia, 21101050031@student.uin-suka.ac.id
[2] Sunan Kalijaga State Islamic University, Indonesia

This research delves into the use of semantic and morphological relations, namely the semantic process in derivation, especially regarding the formation of a word from a noun to a verb present in both English and Indonesian versions of selected chapters from "Shine" by Jessica Jung. By employing a comparative approach, this study aims to elucidate the nuanced differences in the meaning of lexical that changed from noun to verb across two languages and the cause of the change in sense or meaning of the lexical in the verb formed from the noun. Drawing upon linguistic theories and methodologies, an analysis is conducted to examine the contextual usage and semantic nuances of the verbs, exploring how cultural, linguistic, and contextual factors influence their meanings and interpretations. The findings contribute to a deeper understanding of the semantic dynamics between English and Indonesian, shedding light on the intricacies of the differences between the verbs formed from nouns in the two languages caused by the fact that not all noun forms in Indonesian can be directly converted into verbs with the same base word. Thus, there is a need for adjustment related to the verbs used due to translation from English to Indonesian.

Keywords: semantic, morphology, derivation, noun, verb

1. INTRODUCTION

In the grammatical arrangement of English, nouns, and verbs are essential components. Verbs are one of the most important lexical items and can dominate a text. Even in everyday English learning, students are usually given a list of essential verbs by their teacher. In general, it is said that mastering grammatical structures is significant for the success of language learning, and students need to master grammar to be able to use the structure of the language, so that's how it can be said they're being appropriately studied. Therefore, in the process of learning English, knowledge of vocabulary in detail is inadequate. Because teachers only focus on the layout and arrangement of components in a sentence or text. However, it is believed that learning and teaching are much broader than just knowledge of grammatical structures and grammar. The college also requires knowledge of the semantic system and the word lexically (Sibold, 2011).

A study conducted by Rudzka & Ostyn (2003) said that lexical word knowledge could ensure the learner's success in mastering the target language. And knowledge of a word lexically is considered the basis of accurate and smooth communication. They also said it doesn't matter how good a person is at learning structure and grammar. If it is not equipped with an in-depth understanding of words to express a broader meaning, then communication cannot occur in a meaningful way. Therefore, studying words lexically by knowing the meaning in-depth and more comprehensively is also essential, as in this paper, namely the study of the formation of the meaning of a word that comes from nouns to verbs.

In the past, many linguists argued about changing nouns into verbs, arguing that later, this change would cause the difference between the two functions or lexical identities to become thinner. If the category identity of a lexical dwindles, confusion will arise in determining which lexical category or classification is appropriate for that word.

In the science of morphology, it has been explained that there are several ways of converting lexical categories from noun to verb forms. Some of the processes that are carried out are (1) not changing any of the lexical forms or commonly called conversions or zero changes, for example, "I hate *rain*, but I'm afraid it will *rain* soon." (2) the following method is by adding an affix to the related lexical so that later, it will change the lexical category. i.e., "He is my *idol*. I *idolize* him." (3) the following method is changing the lexical category by providing modifications, either addition or subtraction on the lexical, and is commonly referred to as a mutation. i.e., "That's my *belief*, so I'll *believe* it." (4) The last method is reduction. Reduction is changing the lexical category by modifying the stress. Example "Is that the *contract*? When did you *contract* it? (Lieber, 2022).

The explanation above is the formation of lexical verb categories from nouns in the scope of morphology. Whereas in the context of semantics, it will discuss the direction of derivation, which is an essential and more significant problem, and explain the meaning after a change in lexical categories. And in this paper, we will distinguish how the direction or meaning of a noun lexical category changes to a verb. Nouns are abstract words treated as "objects" and when a verb is derived from a noun, the word will change its function to become a predicate in a language structure or grammatical setting. Verbs formed from nouns have been classified into several parts, namely, (1) Transfer meanings (2) Effective meanings, (3) Instrumental meanings, (4) Vehicular meanings, (combination of instrument and transfer) (Kreidler, 1998).

In this paper, an analysis will be carried out through a comparison of several chapters between the original text in English and the translation in the Indonesian version of the novel entitled "Shine," written by a mixed American-Korean writer, Jessica Jung. From this analysis, it will aim to answer several questions, such as, are there any differences in the meaning of lexical that changed from noun to verb in English and Indonesian? And the last is, what caused the change in sense or meaning of the lexical in the verb formed from the noun?

2. METHOD

The data used in this research was taken from a fiction novel titled *Shine*, written by Jessica Jung. She is an American singer, influencer, fashion designer, and actress born in San Francisco on April 18, 1989. She is a former member of the popular K-Pop girl group Girls' Generation, which debuted in 2007. Jessica Jung left the group in 2014 after seven years due to personal reasons. After that, she focused on her career as a fashion designer for her own brand, Blanc and Eclare. In addition, she also pursued her life as a writer. Her first published work is the novel that is the subject of this study. The novel was first published in English on September 29, 2020, and later translated into Indonesian by Gramedia Pustaka Utama Publisher in the same year. For the English version, this novel consists of twenty-seven chapters with 346 pages. In the Indonesian version, the novel also has twenty-seven chapters, but with more pages, totaling 360 pages. The Indonesian version has more pages because there are additional pages for credits.

Several steps were used in this study to collect data. The method used by the researcher in this paper is to first read the whole novel in English. After the reading process, the researcher will collect sentences containing verbs formed from nouns taken from the research object, namely the English version of Shine's novel. Furthermore, these sentences

will be analyzed and classified based on the thematic structure to produce more detailed verb meanings. Then the verbs contained in these sentences will be classified according to the type of meaning they convey, of which there are four types: transfer meaning, effective meaning, instrumental meaning, and vehicle meaning.

The next step, the researcher compared the verbs formed from nouns in English with the translation books in Indonesian. This comparison is done by looking at the resulting lexical meaning. Comparison of meaning will be based on denotative or dictionary meaning, which will show differences or similarities between the two in terms of the original meaning. And the second is a more detailed determinant of the meaning of the two verbs. If there is a difference in meaning in the dictionary, will you find different meanings, or does the difference in meaning arise to adjust the context of the claim the author wants to convey?

In the final step, the researchers will analyze the process that leads to differences in both form and meaning that occur during the translation of verbs derived from nouns from English to Indonesian.

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The next step, the researcher compared the verbs formed from nouns in English with the translation book in Indonesian. This comparison is done by looking at the resulting lexical meaning. Comparison of meaning will be based on denotative or dictionary meaning using https://dictionary.cambridge.org and English-Indonesia dictionary that conducted by John M Echols and Hassan Shadily, which will show differences or similarities between the two in terms of the original meaning. And the second is a more detailed determinant of the meaning of the two verbs. If there is a difference in meaning in the dictionary, will you find different meanings, or does the difference in meaning arise to adjust the context of the claim the author wants to convey?

In the final step, the researchers will analyze the process that leads to differences in meaning that occur during the translation of verbs derived from nouns from English to Indonesian.

3. RESULT AND DISCUSSION

In this study, the authors use semantic and morphological relations, namely the semantic process in derivation, especially regarding the formation of a word from a noun to a verb. Verbs derived from nouns are classified into several parts, namely transfer meanings, effective meanings, instrumental meanings, and vehicular meanings. Some of the words included in this classification are taken from several chapters in the book "Shine" by Jessica Jung.

1.   Transfer Meanings

Transfer verbs, with their objects, talk about the movement of something to a goal or from a source, causing the inception of a new location or the termination of a previous one (Kreidler, 1998). The sentence we found in the novel that includes this category is "Akari is watering the plants on the windowsill."

The verb of the sentence above is "*watering*" which comes from the noun "*water*" and includes a transfer meaning because it has implications like 'Akari cause water to be on the plants' or 'Akari provide the plants with water.' So the verb here causes a change to a new place. The verb "*water*" represents the transfer of an entity, "*plant*" is the location or destination of the move. And "*Akari"* is the name of the agent that caused the new location. So, the representation of the thematic structure would be like this:

<div align="center">

verb
|
agent – theme – goal
| | |
Akari water plant

</div>
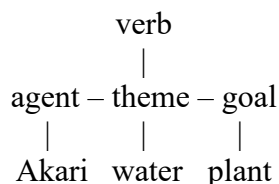
According to the Cambridge Dictionary, the word "*water*" which has a lexical category noun, means, 'a clear liquid, without color or taste' and when it turns into a verb, "*water*" means, 'to pour water on the plants or the soil where they grow in.' And lexically, "*water*" is defined in Indonesian as "*air*" (Echols & Shadily, 2002).

On the other hand, in the Indonesian version of the novel, 'Akari is watering the plants on the windowsill' is defined as 'Akari menyirami tanaman yang ada di bingkai jendela.' It can be seen that the word "*watering*" is defined as "*menyirami*" because the writer translates its meaning contextually. In contrast, lexically or conceptually, the meaning of the word "*water*" when it becomes a noun is "*air*" and changes to "*mengairi*" when the lexical category has become a verb. From here, it can be concluded that changes in the meaning of a verb derived from a noun can also change the lexical meaning. Because if "*water*" which changes its lexical category to "*watering*" changes its conceptual meaning, then "*menyirami*" will become "*mengairi*." And the word "*mengairi*" is deemed inappropriate for the writer when put in the context of the sentence above. So, the writer prefers to use the meaning of the word with contextual meaning.

2.   Effective Meanings

In effective meanings, the nouns mean status. There are three kinds of meanings in this category. **First**, the verb here can be defined as producing something (the entity) to cause something (the entity) to exist (Kreidler, 1998). Some sentences that occur in this category are shown in the table below:

English	Indonesian

I **punch** the bag again.	Aku kembali **meninju** sarung pasir.
My brow **furrows**.	Alisku **berkerut**.
Juhyun **tilts** her head to the side.	Juhyun **menelengkan** kepala ke satu sisi.
She **arches** an eyebrow at me.	Dia **menatapku** dengan alis terangkat.
She **screams** again.	Dia kembali **menjerit**.

The following points are the analysis of two samples taken from the sentences in the table above.

a. I punch the bag again.

The verb in the sentence "I punch the bag again" is the word "punch," which is formed from the same noun "punch" and falls under the category of producing or causing something to exist. Therefore, the sentence can be interpreted to mean "I produce the punch with reference to the bag". Further, this could be expanded to mean "I cause the punch to exist and impact the bag". This can also be observed through the thematic structure provided below:

$$verb$$
$$|$$
$$agent - effect - affected$$
$$|\qquad|\qquad|$$
$$I \qquad punch \quad bag$$
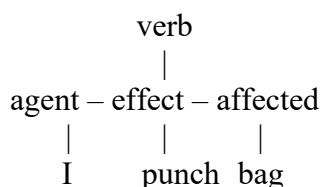
In the structure above, it can be concluded that "I" acts as an agent who does the action or causes the action to happen. Then, "punch" acts as a verb that simultaneously becomes the effect, and "bag" is the recipient of the effect, which is the target of the action performed by the agent "I".

According to the online Cambridge Dictionary, the meaning of "punch" as a noun is 'a forceful hit with a fist or closed hand'. Meanwhile, "punch" as a verb in the same dictionary also has a similar meaning, which is 'to hit someone or something with your fist or closed hand'. The Indonesian translation of the sentence "I punch the bag again" as "Aku kembali meninju sarung pasir" indicates that the usage of the two words is not very different in both languages. "Punch" in the English-Indonesian dictionary by John M. Echols and Hassan Shadilly means "pukulan". The translator chose to use "meninju" instead of "memukul" because it suits more to the context of the sentences before and after. In Indonesian language, if the word "tinju" is used as a verb, it needs to be prefixed with "me-" which would result in the meaning "memukul dengan tinju". According to KBBI (Kamus Besar Bahasa Indonesia), the meaning of the word "tinju" is 'kepalan tangan (untuk memukul)'. Both "punch" (as a verb) and "meninju" have the same lexical meaning and are used appropriately in the context of the sentence.

b. My brow furrows.

Verb in the sentence "My brow furrows" is the word "furrow" which is formed from the same noun "furrow" and in this category it means to produce (something), cause (something) to exist. Therefore, the sentence can be interpreted as meaning "My brow produces or creates or makes the furrow." If the sentence is further interpreted, it can be "My brow causes the furrow to exist." In a simpler term, the sentence means that the skin on the forehead between the eyebrows becomes wrinkled or creased due to a frown or

concentration, forming a furrow. This can also be seen through the thematic structure provided below:
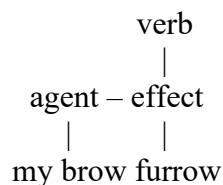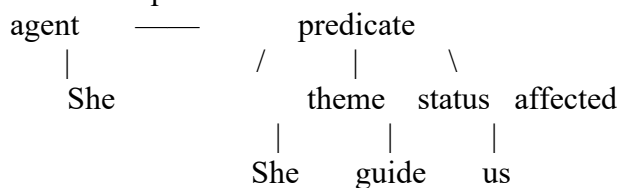
verb
|
agent – effect
| |
my brow furrow

From the given structure, it can be concluded that "My brow" acts as an agent that does the action or causes the action to occur. Then, "furrow" acts as a verb that also denotes the effect, and in this sentence, something that is affected is not explicitly mentioned.

According to the online Cambridge Dictionary, the noun "furrow" means 'a long line or hollow that is formed or cut into the surface of something'. Meanwhile, the verb "furrow" in the same dictionary also has a similar meaning, which is 'to form or cut a long line or hollow in the surface of something'. The translated version of the sentence "My brow furrows" in the Indonesian language book is "Alisku berkerut.", so it can be concluded that the usage of the term in both languages is not much different. "Furrow" in the English-Indonesian dictionary by John M. Echols and Hassan Shadily means "kerut". According to KBBI (Kamus Besar Bahasa Indonesia), the meaning of the word "kerut" is 'lipatan kulit (pada dahi atau sebagainya)'. In Indonesian language, if "kerut" is used as a verb, it should be given a prefix "ber-" or "me-" to produce the meaning of forming wrinkles. In terms of lexical meaning, both "furrow" and "kerut" are similar, as they can both occur on the surface of something. And their usage is also similar in the context of furrowed eyebrows.

Second, the verb here has a meaning cause someone or something has a status regarding another entity (Kreidler, 1998). The sentence that occurs in this category is *She guides us across the room*. The verb in the sentence "She guides us across the room" is "guides". This word is derived from the same noun "guide" and in this category, it has the meaning of causing oneself to have a certain status with regard to another entity. Therefore, the sentence can be interpreted as 'She becomes or makes herself a guide with respect to us' or 'She positions herself as our guide or leads us across the room'. This can also be observed through the thematic structure provided below:

agent   ——   predicate
| / | \
She   theme   status affected
| | |
She   guide   us

The structure above can be concluded that "She" acts as an agent who is the doer of the action or the cause of the action. Then "guide" acts as a verb which also has a status, so "She" makes herself take on that status, making herself the guide to the people in the room.

According to the online Cambridge Dictionary, the meaning of "guide" as a noun is 'a person whose job is showing a place or a particular route to visitors'. Meanwhile, "guide" as a verb in the same dictionary also has a similar meaning, which is 'to take someone somewhere or to show someone how to get somewhere'. The Indonesian version of the sentence "She guides us across the room" in the translated book is "Ia menuntun kami melintasi ruangan", which means that the usage in both languages is not too different. Based on the KBBI (Kamus Besar Bahasa Indonesia), the meaning of the word "menuntun" is 'menunjukkan (mengarahkan) ke jalan yang benar'. In terms of lexical meaning, "guide" and "menuntun" are almost the same. The word "guide" in Indonesian can also mean "pemandu" (a guide) based on the English-Indonesian dictionary by John M. Echols and Hassan Shadily. The translator chose to use the word "menuntun" instead of "memandu" to

better suit the context of the sentence. The usage of both words can be different depending on the context of the sentence. The sentence "She guides us across the room" means that "She" gives directions to "us" to cross the room.

Third, the verb here has a verb derived from such a noun that expresses causation and the inception of that status also giving the effect to the one who's affected (Kreidler, 1998). The sentences we found in the novel that include in this category are:

a. His words splinter my heart.

The verb in the sentence above is "*splinter*" which comes from the noun "*splint,*" and has an effective meaning with the category of verb derived from a noun that has the meaning of express causation. So, the meaning of this sentence can also be 'his words made my heart splinter' or 'his words cause my heart to be/become splinter.' And the representation of the thematic structure would be like this.

```
                          verb
                           |
        agent  – affected – status
          |         |         |
        word      heart    splinter
```
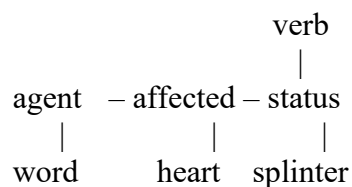
In the diagram above, we can see that "*word*" here has a role as an agent who expresses the causation, and then "*heart*" is the one who got affected by the agent, and it made a new status of the "*heart*" to become "*splinter.*"

According to the Cambridge Dictionary, the word "*splinter*" which has a lexical category noun, means, 'a small, sharp, broken piece of something.' And when it turns into a verb, "*splinter*" means, 'to break into a small, sharp piece.' And the lexical "*splinter*" which is a noun in Indonesian, is defined as "*serpihan/retakan*" (Echols & Shadily, 2002). On the other hand, in the Indonesian translation novel, the sentence 'his words splinter my heart' is defined as 'kata-katanya menghancurkan hatiku.' From this, it can be seen that the word "*splinter*" in the novel is interpreted contextually as "*menghancurkan,*" while lexically/dictionary, "*splinter*" when it becomes a noun means "*retakan.*" So, it can be concluded that the verb derived from a noun has a translation result different from its conceptual meaning. Because if "splinter" changes the lexical meaning, then the meaning of "*menghancurkan*" will change to "*meretakkan*" and the word "*meretakkan*" is deemed inappropriate for the writer when it is put in the context of the sentence above. So, the writer prefers to use the meaning of the word with contextual meaning.

b. I risk my entire career.

The verb "risk" in the sentence "I risk my entire career" is formed from the same noun "risk" and falls under the category of causation, indicating the inception of a status. Therefore, the sentence can be interpreted to mean 'I make my entire career a risk'. If the sentence is further analyzed, it could be understood as 'I cause my entire career to be or become a risk'. This can also be observed through the thematic structure provided below.
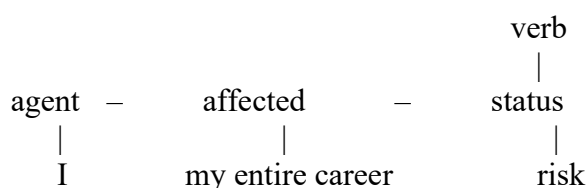
```
                             verb
                              |
       agent   –    affected    –    status
         |            |                |
         I      my entire career      risk
```

Based on the structure above, it can be concluded that "I" acts as the agent who carries out the action or the cause of the status. Then, "risk" acts as the verb that also represents a status, and "my entire career" is something that is affected by the action of the agent "I".

According to the online Cambridge Dictionary, the meaning of "risk" as a noun is 'the possibility of something bad happening'. While the meaning of "risk" as a verb in the same dictionary is not much different, which is 'to do something although there is a chance of a bad result'. The Indonesian translated version of the sentence "I risk my entire career" is "Aku mempertaruhkan seluruh karirku" which means "I put my entire career at risk." Therefore, it can be concluded that the usage in both languages is not much different. "Risk" in the English-Indonesian dictionary by John M. Echols and Hassan Shadily means "risiko". According to KBBI (Kamus Besar Bahasa Indonesia), the meaning of "risiko" is 'akibat yang kurang menyenangkan (merugikan, membahayakan) dari suatu perbuatan atau tindakan'. In terms of lexical meaning, "risk" and "risiko" are the same. The sentence "I risk my entire career" means that "I" make my entire career something risky or put it at risk. The translator chose to use the word "mempertaruhkan" to convey a more suitable meaning for the context, because the direct verb form of "risiko" does not exist in Indonesian. The meaning of "mempertaruhkan" is the same as "risk" as a verb, which means to put or sacrifice something for a dangerous outcome.

3. Instrumental Meanings

In this category, a noun names a kind of useful object or instrument, and a verb derived from such a noun indicates the use of that object with respect to some entity named by the object of the verb. Or we can say that the verb here indicates the use of an object to an entity (something) (Kreidler, 1998). The sentences we found in the novel that includes in this category are shown on the table below:

English	Indonesian
She's **mopping** the sauce on the floor.	Dia **mengelap** saus yang ada di lantai.
She **eyes** me in the rearview mirror.	Dia **menatapku** dari kaca spion.
They're **brushing** my hair.	Mereka **menyisir** rambutku.
She **fingered** the earrings.	Dia **meraba** anting-anting itu.
She **pins** my floral headpiece into place.	Dia **memasang** hiasan kepala berbentuk bunga di puncak kepalaku.

For further analysis this research will use the sample which is one of the results in the sentence "She's mopping the sauce on the floor."

The verb in the sentence above is "*mopping*" which is formed from the noun "*mop*," and the verb is included in the instrumental meaning category. The sentence has an equivalent meaning as 'use the mop with respect to the sauce' or 'affect the sauce by means of the mop.' So here, the "*she*" has the role of an agent who uses the 'entity' to affect 'something' whereas here, what is affected is the "*sauce*" and the instrument used is the "*mop*." Here's the representation of the thematic structure of this sentence:

$$\begin{array}{ccc} & \text{verb} & \\ & | & \\ \text{agent} - & \text{affected} - & \text{means} \\ | & | & | \\ \text{she} & \text{sauce} & \text{mop} \end{array}$$
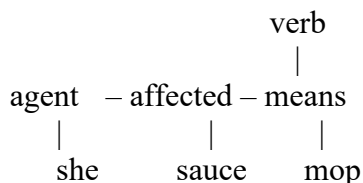
According to the Cambridge Dictionary, the word "*mop*" as a noun means 'a stick with soft material to one end, especially used for washing floors.' When the noun changes the lexical category to the verb "*mop*" it means 'to use a mop to wash something.' And if the noun "*mop*" is interpreted in Indonesian lexically, the meaning will be "*pengepel* (tool)," and the verb become "*mengepel*" (Echols & Shadily, 2002). On the other hand, in the novel's Indonesian translation, the sentence 'she's mopping the sauce on the floor' is translated as 'dia mengelap saus yang ada di lantai.' It can be seen that the word "*mopping*" in the novel is translated to "*mengelap*" and not "*mengepel*" when it becomes a verb which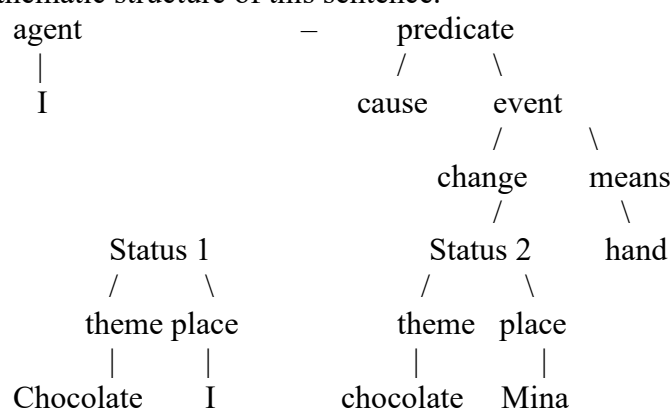 is an element of the lexical meaning of "*mop/pel*" when the lexical category is still a noun. So, it can be concluded that conceptually defined nouns may have a meaning that changes lexically if translated in a particular sentence context and already has a different lexical category (verb). Because if the word "*mop*" is translated conceptually, then the meaning of "*mengelap*" will change to "*mengepel*" and it is deemed inappropriate for the writer to include that word in the context of the sentence 'dia mengelap saus yang ada di lantai.' Therefore, the writer prefers to use contextual meaning to translate the word "*mopping*."

4.   Vehicular Meanings

This category is a combination of instrumental and transfer meanings. This is a special kind of instrument which means for going and coming, or for moving some entity from one place to another. So, the verb in this category indicates the instrument that makes the entity move from one place to another (Kreidler, 1998). The sentence we found in the novel that includes this category is "I'm handing the melted chocolate to Mina."

The verb in the sentence above is "*handing*" which comes from the noun "*hand*." This verb includes the meaning of a vehicle because "*handing*" is an instrument used to move something from one place to another. The verb "*handing*" is more or less equivalent to 'transferring the chocolate by hand from 'I' to Mina.' The sentences express a transfer, causing the "*chocolate*" or the entity to change from one location to another. Here's the representation of the thematic structure of this sentence.

```
        agent              –      predicate
          |                       /        \
          I                    cause      event
                                         /      \
                                    change     means
                                    /      \        \
                       Status 1           Status 2   hand
                       /      \            /      \
                  theme  place       theme   place
                    |       |          |        |
              Chocolate    I      chocolate   Mina
```

In the thematic structure above, it can be seen that the "*I*" is the agent who moves an instrument or means where it is a "*hand*" and that causes a change in location status from status 1, when "*chocolate*" (as a theme) is in "*I*" (as a place) changes to status 2 where "*chocolate*" moves to "*mina*."

According to the Cambridge Dictionary, the word "*hand*" as a noun means 'the part of the body at the end of the arm that is used for moving things.' And the word "*hand*" as a verb means 'to put something from your hand into someone else's hand.' The word "*hand*" when translated lexically into Indonesian, means "*tangan*" (Echols & Shadily, 2002). On the other hand, in the Indonesian translation of the novel, the sentence 'I'm handing the

melted chocolate to Mina' is translated as 'aku menyerahkan cokelat yang telah meleleh itu ke Mina.' It can be seen that the word "*handing*" is not translated lexically to become "*menangani,*" instead, it is translated into "*menyerahkan.*" So, it can be concluded that every translation carried out by the writer tends not to translate its meaning contextually, but, the writer uses words that have a conceptual meaning and are close to the word "*handing*" itself.

4. CONCLUSION

Several studies are a form of the relationship between semantics and morphology in linguistic studies, namely the process of derivation. The derivation used by the researcher here is the change in lexical category from noun to verb. In the relationship between semantics and morphology, in this study, semantics will discuss the meaning generated due to changes in the lexical category. Some of these meaning changes are further divided by Kreidler (1998) into several parts: transfer meaning, effective meaning, instrumental meaning, and vehicular meaning.

The analysis results described above show a change in the lexical meaning when changing the lexical category from noun to verb. Where changes and differences in meaning appear in the translation results written by the author in translating words that include verbs formed from nouns, this difference is caused by the suitability applied by the author to translate the word in a contextual form of meaning. And the contextual meaning does not have a meaning that is so far from the conceptual meaning. In addition, the differences between the verbs formed from nouns in the two languages are also caused by the fact that not all noun forms in Indonesian can be directly converted into verbs with the same base word. Thus, there is a need for adjustment related to the verbs used due to translation from English to Indonesian.

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Difficulty in Translating Indonesian Words to English Derivational Morphemes in Senior High School Students of Wahid Hasyim

Hani Azfariza, Afifah Khoirotul Isti'anah
Hani Azfariza
UIN Sunan Kalijaga Yogyakarta, Inconesia, haniazfariza@gmail.com
UIN Sunan Kalijaga Yogyakarta, Indonesia

ABSTRACT
This study focuses on the ability of grade 12 high school students in translating words in a text. It also explores the reasons behind the object's errors in translating words or text from Indonesian to English. Word phrases are the largest unit in morphology. In translating affixed words, there are special rules that must be learned by every individual who will translate Indonesian text into English. Translation is an important process because it involves every aspect that will be translated from the original language to the target language. The research method used in this study is observation method to collect data. The result is that the object has difficulty in translating derivational adverb type. This can be seen from the number of students who are wrong in translating derivational adverb affixed words.

Keywords: Morphology, Difficulty Translating, Words with Affixes, Words with Suffixes

INTRODUCTION

Communication is a process where someone conveys a stimulus or whatever they want to convey (usually through words) to change or shape other people's behavior (Hovland, Janis, & Kelley; 1995). There are many languages used as a means of communication between people on this earth, one of which is English, which is an international language used by almost everyone in all parts of the world, including Indonesia. Talking about Indonesian and English, we cannot be separated from the translation process, where this process is very important, especially for Indonesian people when they want to write or communicate using English. English is one of the most important languages to learn. To master English, we need to learn one of the most important things in English, namely the word formation process. The word formation process is a way of presenting separate words continuously.

(Siregar, Junifer; 2021) Morphology and syntax have the same object of study, namely that they both study words. In syntax, the word is the smallest unit, while in morphology the word is the largest lingual unit. However, the difference is that morphology investigates changes in word structure and word class, while syntax investigates the relationship between one word and another. There are two basic concepts of word formation, namely derivation and inflection. Derivation is the process of forming words by adding affixes in the form of prefixes, suffixes, or insertions which can then change the meaning or even the word class of the word. Meanwhile, inflectional is a word that has the same basic meaning as the base word, the use of additional words follows the derivative rules of grammar and use of the word.

The researcher's focus here is to determine students' abilities in using derivatives. Whether or not the use of derivatives is correct when translating Indonesian sentences into English. As we know, studying derivation in English is not an easy thing, therefore it is

important to research it to contribute to the progress of morphological learning. This research aims to determine the extent of Wahid Hasyim High School students' ability to use derivations when translating Indonesian texts into English. Apart from that, it will also be analyzed whether the object sentences translated from Indonesian to English which contain many derivative words in various forms make mistakes, what words the object will form, and whether the words change meaning or not.

In this research, the researcher chose the research object of grade 12 students at Wahid Hasyim High School to study how they translated Indonesian texts into English. Is the application of the derivation correct and following the rules or is it not following the rules which ultimately causes the meaning or word to be incorrect? In this study, researchers also answered a question about the extent of the ability of grade 12 students at Wahid Hayim High School to translate writing from Indonesian to English, whether they had applied derivational correctly or not.

METHOD

In analyzing Wahid Hasyim High School students in translating Indonesian paragraphs into English, researchers will examine whether 12th-grade students at Wahid Hasyim High School experience special difficulties or not. Did the object make a fatal mistake in translating derivational words from the paragraph that the researcher had prepared, from English to Indonesian or did the student create several words that were perhaps beyond the researcher's control?

The object of this research is class XII students at Wahid Hasyim High School who have different backgrounds and experiences in learning English. Researchers will ask for help from subject teachers so that the object process when translating text from Indonesian to English does not use the help of other tools such as online dictionaries, other people, or manual dictionaries. This research aims to determine the extent of the ability of grade 12 students at Wahid Hasyim High School to use derivations in translating Indonesian texts into English.

Data collection is necessary to help researchers analyze the weaknesses or strengths of objects correctly. The researcher uses several steps in collecting data, namely the first step the researcher will prepare a paragraph in the form of Indonesian text which contains many derivative words. Next, the researcher will ask for help from one of the teachers who is responsible for the English material section in one of the final classes or class. The researcher will give the person in charge of the object 1 day, after that, the researcher will make observations by checking the work of the object in the object paragraph. Does the object have difficulty translating Indonesian paragraphs into English, does the object apply derivation of English morphemes well or does the object apply derivation of English morphemes but not well in terms of the structure of its word class derivatives? The following is a paragraph that contains many derivative words in various forms that researchers give objects to be translated without using tools such as dictionaries, Google Translate, or the help of other people. Then we also include the appropriate English translation.

Masukkan satu sendok gula ke dalam air. Perkembangan dari negeri ini sangatlah lambat. Suasana hati Anita sangat berubah-ubah. Tanpa bahan bakar, kendaraan akan menjadi tidak berguna untuk memindahkan perbekalan. Untuk mengaktifkan akun milikmu, kamu harus mengkonfirmasi alamat emailmu. Saya berjalan kaki pulang ke rumah, karena ban sepeda motor saya bocor. Saya tidak bisa melihat dengan jelas tanpa kacamata. Ada banyak sekali sampah di sepanjang sungai. hubungan saya dan pacar saya

sedang tidak dalam situasi yang baik. malam itu, ibuku menggunakan riasan di pesta itu dan dia terlihat lebih cantik. Aldi tidak bahagia, tidak ada yang tahu mengapa. Feni merasa sangat tidak aman dengan kondisi ini. Manusia takkan pernah bisa mengulangi gerakan yang sama dengan sempurna. Kamu tidak bisa mengkritik seseorang hanya karena kamu tidak menyukai penampilannya. Saya melampirkan katalog kami yang paling sesuai dengan program perdagangan anda.

Put a spoonful of sugar into the water. The development of this country is really slow. Anita's moods are very changeable. Without fuel, the vehicles will become useless for moving supplies. To activate ur account, u need to confirm ur email address. I walked to get back home because my motorcycle tire was a leak. I can't see clearly without my glasses. There is a lot of rubbish along the river. My relationship with my boyfriend is not in a good situation. That night, my mom used makeup on that party and she looked more beautiful. Aldi is unhappy, but no one knows why. Feni is so insecure with this condition. Humans can never perfectly reproduce the movements. You can't criticize someone just because u don't like their look. I enclose our catalogues which are most appropriate to your trade program.

FINDING AND DISCUSSION

The discussion that will be presented is about how the object, namely class XII students of SMA Wahid Hasyim, translates sentences from Indonesian into English which contain many derivational words in various forms. The explanation is taken from the analysis of the data that has been collected by the researcher. It will also be explained further if the object is not appropriate in translating sentences into English, especially in the derivational part of the word, what word will it form, and whether the word changes the meaning or not.

1. Noun Derivation

NO	Words	Translate	Number of Responders	answer results
1	Satu Sendok	Spoonful	5 peoples	One spoon
			7 peoples	A spoon
			4 peoples	Spoonful
2	Perkembangan	Development	8 peoples	Development
			3 peoples	Grow
			5 peoples	Progress
3	Hubungan	Relationship	7 peoples	Relationship
			5 peoples	Connection
			3 peoples	Relation
			1 people	Relations

From the research material that the researcher gave to 16 objects, where the paragraph contains various forms of derivational, namely noun derivation, verb derivation, adverb derivation, and adjective derivation, the researcher found that 5 people translated the word "Spoonful" into "one spoon". Where should they add a suffix to the word spoon which will then form the word 'spoonful' This happened because these 5 people still had very minimal understanding of the English language, especially derivational material, so

when they translated the word "se-sendok" they interpreted the words not using "spoonful", namely a noun with a prefix added in the form of a suffix *-ful.*

Then in the word "spoonful", 7 objects out of 16 translate into "a spoon". This can be expected because the 7 objects consider that 'a' is a sign that something is a single number, so they translate it into a spoon. What happened was that the word "spoon" was a class of nouns and had an affix added in the form of the suffix *-ful.*

From the research on the word "spoonful", which previously found many inaccurate translations, it turns out that the researchers also found that there were several objects that translated the word "spoonful" correctly. Furthermore, there are 4 out of 16 objects that translate the word "spoonful" correctly. The researcher estimates that this is due to a deep understanding of the 4 objects related to English learning material, especially in derivational material, so that the 4 objects can translate sentences from Indonesian into English properly, especially in derivational words.

Furthermore, in the word "development", 5 people translate it into "progress". When viewed grammatically the words development and progress have differences. Development is a word that has undergone a derivational process with the addition of a suffix *-ment* so that a noun derivation is formed. Meanwhile, "progress" is a word that has a noun class without going through the derivational process. The object's error in translating the word development is thought to be due to the object's ability to understand and use the derivational is still not good.

Then some objects translate the word "development" into "grow", where both have quite different word classes and meanings. "Grow" has a more physical meaning. The word class of "grow" is also different from "development". The word "Grow" has a class of verbs without going through the derivational process. So it can be said that the change that the object creates also changes the actual word class. Besides that, several objects translate the word development well. more precisely there are 8 people out of 16 people who translate the word development well.

Then 3 objects translate the word "relationships" into "relations". If we look closely, the words "relation" and "relationship" occupy the same class of words, namely nouns. When viewed in terms of the meaning of the relationship, it means the relationship between one thing and another. Meanwhile, the word "relation" itself has the meaning of "relatedness" which is usually used in the context of state, institutional, or community relations. So it can be said that changes to words made by objects do not change word classes and meanings. It's just that the place of use is not quite right. Furthermore, there is 1 person who translates the word 'relationship' into 'relations'. The same is true for the previous changes. This change does not change the word class or meaning. It's just that the context of its use is not quite right.

2. Adjective Derivation

No	words	Translate	Number of Responders	The answer results
1	Berubah-ubah	Changeable	7 peoples	Changes
			4 peoples	Unstable
			2 peoples	Always change
			3 peoples	Changeable
2	Tidak berguna	useless	14 peoples	Not use
			2 peoples	useless

3	Tidak aman	Insecure	5 peoples	Insecure
			11 peoples	Not safety
4	Cantik/Indah	beautiful	5 peoples	good
			11 peoples	beautiful
5	Tidak bahagia	Unhappy	9 peoples	Not happy
			3 peoples	unhappy

Here the researcher will explain the research results obtained in translating sentences from Indonesian into English, especially in derivational words. In this chapter, we will discuss the results of research on objects in one form of derivation, namely adjective derivation. In the first adjective derivation word is "changeable" which refers to something that often or always changes or is not fixed within a certain period. And here are 7 people who translate it into "changes". If examined further "change" and "changeable" have different meanings and word classes. "Changeable" is a class of adjectives where a noun is added with an affix in the form of a suffix *-able* so that a "changeable" is formed which has a class of adjectives. Meanwhile, the word "change" tends to mean something that changes at a time, and the word "change" is a class of noun words. If we take a closer look at the 7 objects, they can translate the word "changeable" into "change" because the object's understanding of English material, especially in terms of derivational, is still not good. so that the object only knows the translation of something that is not fixed, that is change.

Then in the next object, 4 people interpret the "changeable" to be "unstable". This could have the same meaning and the same class of words as adjectives. However, in the word "changeable", we can find that the word change, which is a noun, is added with the suffix *-able*, so the word "changeable" is formed with an adjective class. Meanwhile, the word unstable already has an adjective class whereas the stable class is an adjective added with an affix in the form of the prefix *un-*.

Furthermore, some objects translate the word "changeable" to "always change". 2 people translate the word "changeable" to "always change". If examined further, the meaning of both has the same meaning, where both refer to something that is not fixed and continues to change within a certain period. However, if examined grammatically, both of them have different word classes. "Changeable" is a word that has undergone a derivational process so that an adjective derivational is formed. Meanwhile, if "always change" is focused on the word "change", it has a class of verbs. So we can conclude that the word interpreted by the object changes the class of the original word translation.

After we examined the previous objects which on average translated the word "changeable" into various forms, now the researchers found that there were several objects that were clearer, 3 objects that translated the word "changeable" correctly. This is what the researchers think is because the 3 objects have been studied and understood correctly related to derivational material, so they can translate words that have affixes, both prefixes and affixes, correctly.

Then in the word "useless", the researcher found that there were 14 people who translated it to "not use". In meaning, the words "useless" and "not use" have a difference. "Useless" refers to something that is not useful, while the word "not use" refers to something that cannot be used properly. If viewed grammatically both also have differences. "Useless" is a word that has undergone a derivational process where the word "use" gets the suffix *-less* so that an adjective derivation is formed. While "not use". The word "use" occupies the class of verbs without experiencing a derivational process. So it

can be concluded that if the translation made by the object changes the word class and also the actual meaning.

Furthermore, 2 objects can translate the word "useless" correctly. However, this figure is very small when compared to the number of students in the class. So it can be said that the students in this class are not able to translate words into "useless". This is thought to be because most people in the class have difficulty translating the word 'useless' and this could be because their understanding of the derivational is not good or it could be because they rarely hear the word "useless" so they don't know it.

Next is the adjective derivation "insecure" which is more inclined to a state of feeling insecure. And here 5 people translate it into "not savety". If further investigated, "insecure" and "not safety" have different meanings and word classes. This is where the word "insecure" is a class of adjectives, an adjective "secure" is added with an affix in the form of a prefix *in-* so that "insecure" is formed, but in this section, it does not change the class of words or it can be said to remain an adjective even though there is a change because there is a prefix-*the*. Meanwhile, "not safety" tends to refer to environmental conditions or non-safety, and "not safety" is a class of nouns. 11 people translate it as "not safety", if we take a closer look at these 11 people, they translate it into "not safety" because the object's understanding of English material, especially in terms of derivational, is still not good so that the object only knows the translation of feeling insecure it is "not safe".

And then there is the adjective derivation "unhappy" which tends to mean a situation that is far from happy. And here 3 people translate it to "unhappy". And 9 people translate it into "not happy". The word 'not happy' has the meaning of someone who just doesn't feel happy. If further investigated, "unhappy" and "not happy" have the same class of words, namely adjectives, and even though they have the same meaning, namely unhappy, they are in different contexts. And the object that mostly translates into "not happy" is not wrong, it's just that it's not quite right to translate it into "not happy"

3. Verb derivation

No	Words	Translate	Number of Responders	The Answer Result
1	Mengaktivasi	Activate	16 people	Activate
2	Memproduksi	reproduce	16 people	Reproduce
3	Melampirkan	enclose	8 people	Give
			8 people	Attach

Next, here we will explain the results of research on derivational objects, especially verb derivation. The first word is "activate". It seems that grade 12 students at Wahid Hasyim High School are very familiar with these words so they can translate active words well. There is no change in words that changes the class of words or the meaning contained in an object from what is actually in the word.

The next word is "reproduction", which can be precisely defined by all objects. This is expected because the object understands the verb derivation concept well. Apart from that, the object can be translated correctly because students are very familiar with the word "reproduction", or the object has often been heard or uses the prefix re- which means repetition. This means that students will not make any mistakes when translating the word "reproduction".

Next is the word "attach". 8 people translate it as giving and 8 people who translate it as attaching. There is not a single object that can translate the word "attach" correctly. This is because the object rarely uses or encounters the word "enclose" so it cannot translate the word "enclose" correctly.

4. Adverb Derivation

No	Words	Translate	Number of Responders	The Answer Result
1	Dengan jelas	Clearly	12 people	Clear
			3 people	Finish
			1 people	Clearly
2	Sepanjang	Along	4 people	As long
			12 people	Along

Here the researchers explain derivational adverbs. The first word is "clearly" where there are 12 people who translate it to "clear". If we are careful, the words "clear" and "clearly" have different word classes. "clearly" is a word that has gone through the derivation process with the addition of a suffix so that it is formed "clearly" with the adverb word class. Meanwhile, the word "clear" occupies the adjective class without going through the derivational process. So it can be said that the word translated by the object changes the word class from the actual one.

Then 3 people answered, "finish". If we look further, "clearly" and "finish" have different meanings and occupy different word classes. The word "Finish" has the meaning of tending to finish something that was done. The word "finish" occupies the verb class while "clearly" occupies the adverb word class which originally was the word clear which occupies the adjective class and gets the suffix -*ly*.

Furthermore, after analysis, it turned out that only 1 person out of 16 people could translate the word well. If reviewed further it turns out that the object is challenging in translating the word that becomes an adjective derivation. This is thought to be because objects rarely use adverb derivations in translating sentences into English.

Next is the word "along". Seen from the results of research on objects are class XII students of SMA Wahid Hasyim, some of them are familiar with the word "along". 12 people write the word along correctly. While the other 4 people wrote as long where the words "along" and as long have different word classes. "Along" occupies the adverb derivation word class after going through the derivational process, namely the word 'long' is added to the prefix *a-,* forming "along".

From the results of the research that has been done, we found again the reasons that form the basis of why the object makes many mistakes when translating Indonesian sentences into English. One other factor is the difference in sentence structure between Indonesian and English. Soleha, Marisa.(2019) Forbes.Id. differences in sentence structure in Indonesian and English are found in differences in usage times, differences regarding verbs, differences based on sound or way of reading, differences in changing pronouns, and differences in sentence structure.

Indonesian Sentences	English Sentences
Saya akan menjahit baju	I will sew clothes
Mereka telah menjahit baju	They have sewn clothes
Dia sedang menjahit baju	He was sewing clothes

From these two sentences, the difference in sentence structure is visible. Both in terms of use of time and use of vocabulary. If in Indonesian to say something has started and is still being done up to that time then the sentence uses the word 'is', but if in an English sentence to say something has started and is still being done up to that time the sentence uses the present tense to be plus v-ing. The same thing happens when you want to say that something has not been done but will be done, or when you say that something has been done. This difference in structure makes it difficult for these objects to translate English sentences into Indonesian

CONCLUSION

The researchers provided research material in the form of paragraphs in Indonesian which contain many derivational morphemes in English and asked the object to translate it without using any tools or asking anyone for help. It can be concluded that the object which is a class XII student at Wahid Hasyim High School is easier to translate derivational words, namely the type of verb derivation. This can be seen from the number of students' correct answers, mostly in the verb derivation section. Meanwhile, based on data analysis, students tend to have difficulty translating derivative words with adverb types. This can be seen from the number of students who were able to translate the derivation of adverbs correctly. Meanwhile, object derivation of nouns and derivation of adjectives tend to give almost the same results. In the derivation of nouns, many students translated the word correctly, it is the word "development" and in the derivation of adjectives students tended to translate the word correctly in the fourth word "beautiful". This is thought to occur because the word has often been heard by the object.

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Allophonic Variation of English Consonant [θ] & [ð]
by Javanese Students in English Literature
of UIN Sunan Kalijaga University

Intania Noviadanti[1]*, Putri Annafi[2]
* Lead Presenter
[1*] UIN Sunan Kalijaga, Indonesia, 21101050005@student.uin-suka.ac.id
[2] UIN Sunan Kalijaga, Indonesia

This study investigates the allophonic variation in the pronunciation of the English consonants [θ] and [ð] by Javanese students studying English Literature at UIN Sunan Kalijaga University. The research aims to identify and analyze the phonetic deviations when these students articulate the targeted consonants. The study is motivated by the linguistic differences between Javanese and English, specifically in the consonantal systems and the challenges Javanese speakers face in producing certain English sounds. Data were collected through interviews and recordings of five Javanese students pronouncing English sentences containing [θ] and [ð]. These recordings were analyzed to detect variations and patterns in their pronunciation. The findings indicate that Javanese students often substitute [θ] with [ṭ] and [ð] with [d], reflecting the influence of their native phonetic system. This substitution is attributed to the absence of these sounds in Javanese phonology and the different points of articulation and manner of articulation in the two languages The study highlights the importance of phonetic training for Javanese learners of English to improve their pronunciation and reduce allophonic variations. It suggests incorporating targeted pronunciation practices in English language curricula to address specific phonetic challenges faced by these learners. This research contributes to the broader understanding of second language phonetics and the impact of native language phonology on learning English.

Keywords: Phonology, Allophonic Variation, Javanese, Consonants, Phonetics

1.   INTRODUCTION

Nowadays, many people want to learn to speak English. They want to be able to speak English fluently as a native speaker. English is very familiar and widely used by various countries as the official language. Learning English can make us to gain some information around the world more easily. English has been taught in response to the growth of globalization, which requires fluency in the language from all citizens of the world's nations. We cannot converse with individuals in other nations if we do not know how to speak English. Due to their lack of regular contact in English, Indonesians may encounter certain challenges when learning English as a foreign language. It is exclusively used as an everyday language in a few communities. It makes sense that the majority of Indonesians struggle to pronounce words correctly when speaking English due to a lack of exposure to the language. Their mother tongue language, surroundings, geographic locations, regional accent, and dialect all still have an impact on how they pronounce English.

Indonesia itself actually has many regional languages, for example there are Sundanese, Javanese, Balinese, and many other regional languages. Usually, the regional language is used as the mother tongue or the first language taught. Javanese is the most

widely used language in Indonesia. Based on data published by *Ethnologue* in 2015, Javanese is spoken by 68.200 million people in Indonesia. Javanese is the language used by ethnic communities Java, even used by other countries besides Indonesia. It is one of the regional languages which used as a means of communication in everyday life between one person and another by Javanese community. Even so the Javanese also want to learn to speak English.

Javanese language speakers can speak Javanese fluently because it is their mother tongue. Maybe they have difficulty in pronouncing other language, especially English. That's why they often pronounced English word in a different way because it's not their own language. They must to learn the new language, and also the correct pronunciation when speaking English. Javanese people usually have difficulty pronouncing English consonants. The influence of the Javanese accent will be seen when Javanese speakers use English. However, the most important thing that needs to be prioritized is that the English is understood by the interlocutors. Although different in pronunciation, it doesn't result in a different word or meaning. Based on research from some student in the world, it can happen because variation in language is ubiquitous (Llompart et al., 2021). Pronunciation variants in language are due to the many languages used by the community to interact with fellow people. Because Javanese is the mother tongue used, it can affect the difference in their pronunciation in speaking English.

Javanese also have phonetics called Javanese phonetics. The Javanese phonetics classifies into three categories are consonants, vowels, and semivowels. Same as English consonants, Javanese classified the consonants into place of articulation and manner of articulation. According to *Tata Bahasa Jawa Mutakhir,* based on place of articulation, Javanese has nine types part of articulation. (Luviya, 2016, p. 15). There are, bilabial, labiodental, apiko dental, alveolar, lamino alveolar, palatal, medio palatal, velar, and also glottal. There are types of manner of articulation in Javanese, voiced and voiceless sounds, stop and nasal sounds, fricative sounds, affricative sounds, glide sounds, and also liquid sounds.

While speaking English, Javanese find difficulties, especially in certain consonants. This is because the Javanese phonetic transcription is not the same as the standard of English phonetic transcription in the dictionary. Phonetic transcription may be defined as an ambiguous system by means of writing, the basic principle being to assign one and only one letter to each phoneme of the language (Laila, 2012). Phonetic transcription is very helpful to improve English pronunciation.

Phonetics is a study of a speech sound, how they are produced (articulatory phonetics), the study of their physical properties (acoustic phonetics), and how they are perceived (auditory phonetics). In phonetics, we know about phonetics transcription. Phonetics transcription is consistent and unambiguous as a result of there is invariably one-to-to one image correspondence between sounds and symbols. Phonetic symbol are written in square brackets, [ ]. This symbol is different with letters because it represents the sounds of language, not letters of writing system. As a reference for differentiating phonetic transcriptions there is something called International Phonetic Association (IPA) and Received Pronunciation (RP). In this paper the author used the phonetic alphabet based on International Phonetic Association (IPA). International Phonetic Alphabet (IPA) is the reference to decide the phonemes or symbols of sounds. British English and American English are referring to this IPA.

The International Alphabet (IPA) utilizes specific symbols for each distinctive sound of language and it classifies English sounds into two major natural classes are vowels and consonant.

Based on the statement above, the writer wants to identify the allophonic variation in the pronunciation of some English consonants [θ] & [ð] spoken by Javanese people. The reason why this case is chosen as the paper is the author want to investigate how allophonic variation in the realization of the consonants [θ] & [ð] when Javanese speakers pronounced it. The Javanese people way of pronouncing consonants [θ] & [ð] from words will be discussed in this paper. The use of phonetic alphabet is based on International Phonetic Association (IPA) as the standard worldwide.

2. LITERATURE REVIEW

Many studies have discussed about allophonic variation in English and Javanese. There are two previous studies that have been found by the authors have similarities with this research. First is Nurlaili and Ani Susanti's research, it pointed to determine Javanese students' problems in articulating a few English consonants and to decide the conceivable causes of the issues. The author collected the information through perusing out loud errand. The investigate appeared that Javanese understudies had a few issues with articulating a few English consonants. The consonants were [θ], [ð], [ʃ], [ʒ], [dʒ], [ʧ], and [v]. The problems were shown as interlingual mistakes and intralingual mistakes. Be that as it may, students had restricted information of put and way of verbalization of English consonants, so that most students regularly alter and substitute the English consonants with pertinent Javanese consonants. (Nurlaili, 2019)

Another research, which is similar, has been done by Linda Purwati English Department of Teacher Training Education Muhammadiyah University of Makasar 2021. She identified kinds of errors made by the third semester students at English Department of Universitas Muhammadiyah Parepare in pronouncing English Consonants. The researcher used pronunciation test by selected sentence which related to English consonants (fricatives and affricates sound) by recorded. And then, the data were analyzed to find the errors. This journal aimed to analysis the kinds of error and dominant error in pronunciation of English consonants. The result of Purwati's journal is that the dominant error in pronouncing English consonants was misformation. There are still a lot of students that made the error in fricative and affricative sounds. So, most of them had not understood how to pronounce that sound correctly. (Purwati, 2021)

This study draws methodological and analytical inspiration from the works of Nurlaili (2019) and Purwati (2021) in investigating English consonant pronunciation among Javanese learners. However, it diverges in terms of its sample selection and research focus. Unlike the previous studies which primarily utilized pronunciation tasks and recordings, this study incorporates a novel approach by including interviews. These interviews feature a demographic questionnaire that enriches the data analysis by providing contextual insights into the participants' backgrounds. This methodological innovation aims to deepen understanding of phonetic challenges faced by Javanese students, particularly in the pronunciation of [θ] and [ð], shedding light on allophonic variations influenced by native language phonology.

3. METHODS

This paper employs a qualitative approach to explore the allophonic variations in the pronunciation of the English consonants [θ] and [ð] by Javanese speakers. A qualitative design is chosen to gain in-depth insights into the phonetic challenges faced by these learners and to understand the underlying phonological processes influencing their pronunciation. In working on this paper, the writer used several sample studies. The writer chooses several data samples to achieve the purpose of writing this paper which was to

describe the differences of Javanese in pronounced English consonant [θ] & [ð]. The data was obtained by recording the speech sound from the speaker. The writer then listens to the recording and analyzed it.

The data used in this study was in the form of voice recordings. The author obtained the data by interviewing several English Literature students of UIN Sunan Kalijaga to obtain the information needed in the research. The students interviewed were five people who use Javanese. In the interview, the writers will give several demographic questions in each interview. The question is about their first language, how far they studied English and other question which still related with consonants pronunciation. The demographic questions used are to know the ability of students to pronouncing consonants in English. The writers will compare the information of each subject, and will complete the data with documentation trough the interview.

Several steps of the analysis were carried out. The first step is to compare English and Javanese consonants to find out which consonants are causing different pronunciation. The second step is to search for an English paragraph containing several [θ] & [ð] English consonants. The third step is to find five students of the Department of English Literature at UIN Sunan Kalijaga who uses Javanese to be interviewed. The consideration is whether students have understood how to pronounce English words well. We also ask some of the demographic questions that we have made for them. The fourth step is to record their reading or pronunciation and save it to be listened to many times and to check their pronunciation. The fifth step is to analyze the recorded voice data and identify any different pronunciation that occurred. The final step is to identify what makes consonant features change through differences.

Here's the paragraph that we have searched to use in this research. **Martha** and **Dorothy** were best friends. **Their birthdays** were on **the** same day and **they** always celebrated **that** day **together**. **They both** liked **the** same **smooth** music and **the** same **authors**. Everybody who met **them thought they** were sisters. **They** always told **the truth** to each **other** and **they** respected each **other** very much. **They** wanted to move to **the Netherlands** and planned to visit every country on **Earth**. For **the** two of **them, there** was **nothing** better **than their** friendship.

ˈmɑrθə ænd ˈdɔrəθi wɜr bɛst frɛndz. ðɛr ˈbɜrθˌdeɪz wɜr an ðə seɪm deɪ ænd ðeɪ ˈɔlˌweɪz ˈsɛləˌbreɪtəd ðæt deɪ təˈgɛðər. ðeɪ boʊθ laɪkt ðə seɪm smuð ˈmjuzɪk ænd ðə seɪm ˈɔθ ərz. ˈɛvriˌbɑdi hu mɛt ðɛm θɔt ðeɪ wɜr ˈsɪstərz. ðeɪ ˈɔlˌweɪz toʊld ðə truθ tu iʧ ˈʌðər ænd ðeɪ rɪˈspɛktɪd iʧ ˈʌðər ˈvɛri mʌʧ. ðeɪ ˈwantəd tu muv tu ðə ˈnɛðərləndz ænd plænd tu ˈvɪzət ˈɛvəri ˈkʌntri an ɜrθ. fɔr ðə tu ʌv ðɛm, ðɛr wʌz ˈnʌθɪŋ ˈbɛtər ðæn ðɛr ˈfrɛndʃɪp.

4. FINDING AND DISCUSSION

The recorded data is a paragraph, so the total data is five paragraphs because there are five respondents. In one paragraph consists of 33 words that contain consonants [θ] & [ð]. The total data is 165 words of recorded speech analyzed. All of the respondents were female. The gender of the respondents does not make any difference in speaking. It is only information. The focus is only on the result of the English pronunciation. Here's the result data from the recorded speech that the authors analyzed.

According to Dardjowidjojo, to producing consonants we must know about the points of articulation. Points of articulation are the parts of the mouth involved are the tongue, the lips, the tooth ridge, the teeth, the palate and the velum, and the uvula (Dardjowidjojo, 2009, p. 23). There are two points of articulation, place of articulation and manner of articulation. The place of articulation consists of which articulators that the consonants are produced. It refers to what and where articulators are involved to produce

speech sounds. Points of articulation have seven types. Such as bilabial sounds, labiodental sounds, interdental sounds, alveolar sounds, palatal sounds, velar sounds, glottal sounds, and glottal sounds.

According to Luviya, (Sahulata, 1998, p. 12) describe that manner of articulation is how consonant sounds are articulated. It means how the airstream modified by the vocal tract to produce the sound. There are the types of manner of articulation. Which have voiced and voiceless, nasal and oral, stop sounds, fricatives sound, affricatives sound, glide sounds and also liquid sounds.

In manner of articulation English consonants and Javanese consonants both have affricative sound, but there are some characteristics that are voiced and voiceless sound. In fricative sound Javanese has [f, s, z, h], while English has five more sounds, [v, θ, ð, ʃ, ʒ], rather than Javanese. The English fricative sounds consist of [f, v, θ, ð, s, z, ʒ, ʃ, h]. Besides that, English don't have sound [ʈ, ɖ, ʈʃ, dʒ] as a stop sound in Javanese. Javanese just have one consonants sound that voiced sounds. The voiced sound in Javanese is [r] sounds. There is a consonant sound [j] in Javanese included to glide sound. But, in English that consonant [j] is a member of stop sounds.

However, in manner of articulation between English and Javanese has similarity in the voiced consonants that contain of [b, d, g, m, n, ŋ, z, w, l, r]. English Fricative consonants and Javanese fricative consonants have [f, s, z, h] sounds. In the stop consonants sound both English and Javanese has sounds [p, b, t, d, k, g, ʔ]. The voiceless consonant between Javanese and English also have similarity. The consonants sound in voiceless sounds are [p, t, k, ʔ, f s, h]. Not only in those previous consonants, but also in the nasal consonants. The similarities are in sounds [m, n, ŋ].

In place of articulation, Javanese and English consonants sound have similarity in labiodental, glottal, palatal, bilabial, velar, and alveolar. They have similarity in inventory except only [w] sound. English and Javanese consonants sound both have [ʔ and h] in glottal position.

Javanese inventory of palatal position is [ʈ and ɖ], while English inventory of palatal position are [ʃ, ʒ, tʃ, dʒ, j]. There is also a difference in apiko-dental position in Javanese that it has two consonants are [t and d]. In English consonants sound [t and d] appear in alveolar position. There are seven English consonants which are absent in Javanese consonants. The consonants sounds are [v, θ, ð, ʃ, ʒ, tʃ, dʒ]. Based on that, it can be the reason that the seven consonants cause the allophonic variation.

4.1. English Consonant [θ] and [ð] in the Initial Position

Table 1 Initial Position

Words	English Pronunciation	Javanese Pronunciation
Their	/ðɛr/	/ðɛr/
The	/ðə/	/ðə/
They	/ðeɪ/	/ðeɪ/
That	/ðæt/	/ɖæt/
Them	/ðɛm/	/ðɛm/
There	/ðɛr/	/ɖɛr/
Than	/ðæn/	/ɖæn/
Thought	/θɔt/	/tɔt/

The table above explains that some of the respondents change the word containing the consonant [θ] changed to the consonant [ʈ] at the initial position. Some of the respondents also change the English consonant [ð] into [d]. When producing the consonants [ð] in the initial position some of the Javanese speakers were applying the voiced correctly, but the others were not. Based on the demographic question that was asked, there were respondents who had used English a lot since school. The respondents were familiar with the words above so their pronunciation corresponds to English pronunciation.

4.2. English Consonant [θ] and [ð] in the Medial Position

Table 2 Medial Position

Words	Transcript	Javanese Pronunciation
Martha	/ˈmɑrθə/	/ˈmɑrʈə/
Dorothy	/ˈdɔrəθi/	/ˈɖɔrəti/
Birthdays	/ˈbɜrθˌdeɪz/	/ˈbɜrɖˌdeɪ/
Together	/təˈgɛðər/	/təˈgɛɖər/
Authors	/ˈɔθərz/	/ˈɔʈərz/
Other	/ˈʌðər/	/ˈʌðər/
Netherlands	/ˈnɛðərləndz/	/ˈnɛðərləndz/

The table above explains that some words containing the consonant [θ] change into consonant [ʈ]. The words containing the consonant [ð] also change to the consonant [d]. It happens because the consonant is in the medial position. The English consonant [ð] also similar with the Javanese consonant [d].

4.3. English Consonant [θ] and [ð] in the Final Position

Table 3 Final Position

Words	Transcript	Javanese Pronunciation
Both	/boʊθ/	/boʊt/
Smooth	/smuð/	/smuɖ/
Truth	/truθ/	/trut/
Earth	/ɜrθ/	/ɜrʈ/

The table above explains that the words containing the consonant [θ] change into consonant [ʈ]. The words containing the consonant [ð] also change to the consonant [d]. This happens because the consonant is in the final position so that consonant becomes the last component in the word.

Based on the data that the authors got, they are many different in pronounced English consonants [θ] & [ð]. Most Javanese speakers changed the words when they pronouncing word in English. Especially if the Javanese speakers are not fluent or not familiar with several English word, it can be the reason why Javanese speakers changed that consonants. The consonant [θ] they change it into [ʈ] at the initial and medial position. While Javanese speakers change [θ] changed it into [t] which applied spelling pronunciation. The English consoant [ð] by Javanese speakers changed into [d] as in the table above.

In this case, Javanese phonemes does not have consonants sound [θ] & [ð] in their consonants sound. The two sounds are [θ] & [ð] is absents in Javanese consonants. However, those two consonants are included in interdental fricative sounds in English. Javanese speakers have difficulty in pronounced those two sounds easily because the consonant sounds [θ] & [ð] not exists Javanese language. Furthermore, in Javanese have two consonants that are [t and d] in apiko dental. In English, [t and d] are included in alveolar position.

Changing the consonants sound is because many factors behind that so, Javanese speaker did it. The factor is the differences in producing some consonants. Besides that, another factor is that there are several consonant sounds do not exist in one another's language. Each different language may also have differences in producing sounds wave. Apart from these two factors, another factor that created difficulty to pronouncing English words is there were several respondents who felt they were not familiar with the words. The Javanese respondents do not know how to pronounce the word correctly.

5. CONCLUSION

This study demonstrates how Javanese students pronounce English consonants throughout the English language consonant pronunciation interview. The authors discovered that there are some differences in how Javanese students pronounce English consonants. Most Javanese students can speak English well, but there are some differences, such as the sound /θ/, which become the sound /t/, and the sound /ð/, which becomes the sound /d/. Based on the research that has been done, we conclude that there are differences in the pronunciation of English consonants [θ] & [ð] by Javanese speakers. The difference occurs because of the difference in the location of the consonants in each word. Most words in all positions pronounced different. Then, there are several different features in voiced and voiceless sounds in English and Javanese consonants.

The phonological process exists due to each language's diversity of phoneme systems. Several phoneme systems in Javanese do not exist in English phoneme systems. That is what causes is Javanese speakers who want to say something in English have little different and difficulty.

Since the Javanese complement impacts English consonant articulation, Javanese understudies in English Writing UIN Sunan Kalijaga confront a few challenges. For example, there's a misconception in their communication since their English consonant is deficiently, and when they examined a content, they cannot appropriately articulate modern words they have never listened some time recently. To overcome the challenges that Javanese understudies have with English consonant articulation, there are a few things they can do, they can hone a part with their companions, listen to music and after that mirror the pronunciation, watch English motion pictures, examined English books, and after that attempt to articulate the words that they examined. The articulation course can also offer assistance Javanese understudies overcome their challenges articulating English consonant elocution.

However, this research also has limitations in its process because less data is taken when only taking from five samples. The five samples are just from the students in English Literature UIN Sunan Kalijaga. Furthermore, our research is limited to only two phonemes that to be subject of the study. The phonemes are [θ] & [ð]. We just used eight word that contain English consonants sound [θ] & [ð] in initial position, seven in the middle position, and four in the final position

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