

# Segmental Sound Changes Produced by Madurese EFL Learners

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**Abstract**—In producing speech of other than mother tongue, the term bilinguals might fit the condition where an EFL learner is trying to use two different languages alternately. It has come into common recognition that Madurese people are typically identified for their accent when they speak other than their mother tongue. This study is aimed at describing the segmental sounds pronounced by Madurese learners of English as a foreign language (EFL). Using a case study upon three subjects, this descriptive-qualitative research employed the theory of structural phonology for the analysis, that is, to describe how consonant and vowel sounds of English were pronounced by the learners. The subjects were observed for three months. They represented the characteristics of Madurese producing their English segmental sounds when speaking and reading their English. The data of the research were focused on English segmental sounds taken from both in natural conversation and sentence reading that represents certain English sounds (consonants and vowels) by means of participant and non participant observation. In conversation there were 59 sets of utterances (S1), 17 (S2), and 53 (S3), while there are 44 sets in the sentence reading for each subject. The results of the research shows that in the production of English segmental sounds (consonants and vowels), the learners' EFL pronunciation was categorized into general and specific characteristics of the segmental sounds. The general characteristics refer to those of speech sounds which are produced by EFL Madurese students meeting the general phonological errors by EFL students in common. Those general characteristics fall into the vowel and consonant changes, and the syllable structure changes. Meanwhile, the specific characteristics refer to the strikingly different speech sound production by EFL Madurese students due to the influence of their mother tongue phonetic features.

**Keywords**—*structural phonology; segmental sounds; segmental sound changes; Madurese EFL learners*

## I. INTRODUCTION

Madurese language has respectably attracted some language researchers. There are several studies about the language (Wibisono et al., 2001) that position Madurese a worth studying research object, such as its syntax, morphology, semantics, and phonology. In line with Madurese phonology, there have been some studies conducted (Oka et al. 1988; Budi et al.:1986) in the concern of structuring its speech sounds.

However, referring to the second language learning, the most interesting is its being different. The different system of phonology is the point which underlies this study as it may influence the production of the second language being learned. Suhana Shereef (2001), looked at the phonological development of children in English, Spanish, Arabic, and Cantonese based on the information currently published about the acquisition of phonology in these languages. The focus was to compare the ages of acquisition across the four languages. Under the title *A Cross-linguistic Study of Phonological Development*, she noted that it was necessary to note the differences in the acquisition of phonology across different languages. Furthermore, Ingrid Mathew (1999) reported her study upon the errors of pronouncing the English final consonants by Indonesian, Gayo, and Aceh EFL students. She claimed that, based on contrastive analysis, the students generally were not capable of realising the pronounced final voiced consonants ( /b/, /d/, /g/ ) in their speech production. Instead, such voiced consonants remained not pronounced and substituted by the voiceless ones ( /p/, /t/, /k/ ). This is because the first language phonology allowed the differences. She also found the complexity of language phonology of multicultural speakers. Gayo, for example, does not have sound /v/. However, Gayo students often substituted sound /b/ with /v/. She referred to the Gayo speaking Bahasa Indonesia for their second language. This is to say that such different system might contribute to the characteristic of speech sound produced when speaking the target language. Since language is sound, that is why phonological analysis is being chosen to see such characteristics.

This research, therefore, is aimed at describing the segmental sounds pronounced by Madurese learners of English as a foreign language (EFL). It falls into two categories of presentation: the general and specific characteristics of the segmental sounds produced by the learners.

## II. LITERATURE REVIEW

### A. English as a Foreign Language

English as a foreign language (henceforth, EFL) becomes an important term since English in Indonesia has become such an important subject for schools and higher education levels like universities. Students are to take the course either for compulsory or optional subject. In this way, the teaching and learning of the language occurs in a formal setting (Oxford and Shearin, 1994 in Sulistiyo, 2016). Therefore, teaching English in a foreign language learning context, learners have only few opportunities to use English as target language in terms of communication among people.

Among language components to be taught as an EFL, pronunciation is not that matters in the classroom to have a special attention in the curriculum. It appears to be crucial when the learner is encountered with his or her speaking problems. The teacher, finally, is aware of the situation that the learners do not adequate quality of pronouncing some words in English by referring to correct pronunciation. It is, furthermore, apparent that the learners are from different backgrounds, for example their place of origin.

Concerning the notion that language is sound, one problem about learning English is how to produce acceptable or correct production of the sound of the language. In line with someone's particular place of origin, Contrastive Analysis put a blame on the first language of the learner. This kind of interference errors became major data for language analysis upon the EFL learners, especially at phonological level.

This research, of course, has become one among others that put importance on such speech production by focusing on the segmental sounds analysis.

### B. Phonology and English Segmental Sounds

Phonology deals with the linguistic patterning of sounds in human languages. There are two areas of phonology. First is the segmental phonology, which refers roughly to "what you say". It is concerned with the fundamental building blocks of sound structure (the vocoids and contoids). The second is called supra segmental phonology, which refers to "how you say what you say". It involves phenomena such as stress, pitch, intonation, tone, etc. (Bloomfield, 1961; Clark, 1981).

The purpose of phonology arrives at several crucial points. First, it uncovers the principles of language universalities. This goes with the act of comparing the sound systems of any languages in the world. Second is the segmentation of speech sounds. Third, it classifies sound patterns and classes of human language. Fourth is to analyse the phonological process and fifth is to explain the language varieties based on their variation of the speech sounds. Finally, it has a purpose of describing the changes of speech sounds of the human language (Yusuf, 1998:7).

### C. English Segmental Sounds

English segmental sounds deal with phones (phonetic level) and phonemes (phonemic level). English phonemes have their allophones and they are called contoids and vocoids. In phonemic level, English consonants are twenty-four in number (Nasr, 1984:30). The chart of English consonants below arranges the consonants according to the manners and places of articulation. And they also have their major allophones. Meanwhile, the English vowels are fourteen in number. In addition to these vowels, there are glides and diphthongs, which are really combinations of vowels.

English vowels are divided into two major types. They are simple vowels or pure vowels or monophthongs and diphthongs. There are two kinds of simple (pure) vowels: lax and tense vowels. Lax vowels are /ɪ/, /ʊ/, /e/ or /ɛ/, /æ/, /ɒ/ or /ɔ/, and /ʌ/, while tense vowels are /i:/, /u:/, /ɜ:/, /ɔ:/, and /ɑ:/. Another, diphthongs are vowels that exhibit a change in quality within a single syllable due to tongue movement away from the initial vowel articulation towards another vowel position. There are nine diphthongs and classified into two classes: centring and closing diphthongs. There are four centring diphthongs: /ɪə/, /eə/, /ʊə/, and /ɔə/. Besides, there are five closing diphthongs: /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, and /aʊ/.

English consonants are characterized for their three qualities: quality of voicing, places of articulation, and manners of articulation. Concerning the place of articulation, the consonants are known as bilabial(/p/, /b/, and /m/), labio-dental(/f/ and /v/), inter-dental (/θ/ and /ð/), alveolar(/t/, /d/, /n/, /s/, /z/, and /l/), alveo-palatal(/tʃ/ and /dʒ/), palatal(/j/), velar (/k/, /g/, and /ŋ/) and glottal (/h/). According to the manner of articulation, the English consonants are characterized as stops (/p/, /b/, /t/, /d/, /k/, /g/, and /ʔ/), fricatives (/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/), affricates (/tʃ/ and /dʒ/), nasals (/m/, /n/, and /ŋ/), liquids (/l/ and /r/), and glides (/w/ and /j/).

### D. Madurese Language

Madurese is one of specific regional languages in Indonesia that is widely spoken in the areas of both Madura island and East Java. It is used as not only a means of communication but also a mediator language within social interaction among the Madurese. This language is widespread among its speakers living in smaller islands like Kangean, Bawean, Sapudi, Raas, and Sapeken; and some parts of East Java such as Surabaya, Situbondo, Banyuwangi, Pasuruan, Probolinggo, Jember, and Gresik (Wibisono,

1995:1). Madurese forms part of the sub-family of Malayo-Polynesian which includes the languages of western Indonesia and of the Philippines. More narrowly, it is closely allied to Javanese, Sundanese, Balinese, and Malay. It has generally been considered most closely related to Javanese. Much of the apparent closeness to Javanese in the lexicon is in the so-called high vocabulary (Madurese: *alus*; Javanese: *karma*) and this is highly suspect of having been borrowed. The low vocabulary (Madurese: *kasar*; Javanese: *ngoko*), however, shows greater affinity to Malay. Grammatically, however, there seem to be more similarities between Madurese and Javanese than between Madurese and Malay.

Madurese has nine vowel, four diphthong and twenty-seven consonant phonemes in number. The vowels, like English vowels, arrange them according to their place of articulation in the mouth. Front, central, back, high, mid, and low represent the position of the tongue in the mouth. Rounded and unrounded refer to the shape of the lips. Then, close and open refer to relative openings of the jaw. The consonants, based on the existence of some obstruction of the air stream from the lungs, there are some following consonants: plosives, affricates, nasals, laterals, fricatives, trills, geminate, and semi-vowels. In line with points of articulation, there are bilabials, apico-alveolar, retroflex, lamino-alveolar, dorsovelar, pharyngeal, and glottal. Next, there are voiced and voiceless consonants. Finally, there are also aspirated and unaspirated consonants.

However, Madurese has twenty-eight contoids or the allophones of the consonants. Also, there are some geminate sounds, that is the ones which are intensively pronounced in length and phonemical. Due to their being phonemical, these sounds are considered into separated phonemes. And there are eighteen geminate phonemes in Madurese. Such sounds can be found among these following phonemes: /s/, /t/, /m/, /p/, /l/, /gh/, /dh/, /k/, /bh/, /b/, /dh/, /c/, /d/, /t/, /ñ/, /dh/, /gh/, and /n/. For example, /rami/ and /rami/ are phonemically different. The first is noisy while the latter is sack.

### III. METHOD

This is a descriptive research and qualitative in nature. This research is descriptive since it is to provide information about the nature or structure of the language, exclusively the nature of segmental sounds production by Madurese EFL learners. It is a case study of three Madurese EFL students of English Department Wijaya Kusuma Surabaya University. The selection upon the three subjects above falls into four mian categories: age, health condition, place of origin, and EFL background. The subjects were observed for three months. They represented the characteristics of Madurese producing their English segmental sounds when speaking and reading their English. The data of the research were focused on English segmental sounds taken from both in natural conversation and sentence reading that represents certain English sounds (consonants and vowels) by means of participant and non participant observation. In conversation there were 59 sets of utterances (S1), 17 (S2), and 53 (S3), while there are 44 sets in the sentence reading for each subject. The subjects were recorded for their speech in both conversation and sentence reading session. The data obtained were transcribed and analysed by using phonetic analysis, which was structurally performed to refer to articulatory phonetics that yield to segmentation of the speech sounds. Finally, the data were classified and interpreted in accordance with the purpose of the research, that is, describing the segmental sounds focusing on how English vowels and cosonants were pronounced by the learners.

### IV. RESULT AND DISCUSSION

The result of the study constitutes the findings, which obviously provide both general and specific characteristics of segmental sounds pronounced by Madurese learners of English as a foreign language (EFL). The following is the detailed description the two kinds.

#### A. The General Characteristics of Madurese Learners' EFL Segmental Sound Production

The general characteristics refer to those of speech sounds which are produced by EFL Madurese students meeting the general phonological errors by EFL students in common.

EFL Madurese students, like other EFL students in general, produce English speech sounds which are different from how the native speakers pronounce them. This is because they go through some processes when producing them. In the concern of this kind of difference, some strategy is sometimes employed by the EFL learners when struggling to pronounce English words using the sound from their mother tongue. This yields to some changes in the production of English vowels. The followings are some changes of speech sounds produced by them which fall into some categories: the vowel and consonant change, the syllable structure change, and some sound simplifications.

1) *The Vowel Change*: The production of English vowels may result differences in length. For the native speakers it is very significant. And the long English vowels are very long in comparison with average lengths in other languages (Walker, 2001: 2). EFL Madurese students are generally noted to have several vowel changes in their production. The changes are known as follows.

a) *Diphthongs → Pure Vowels*: In this case, subject 1 seemed to do the sound simplification a lot more rather than the other two subjects. His preference to simplify diphthong into pure vowel, especially sound [eɪ] referred back to the list of Madurese diphthongs. Unfortunately, such diphthong does not exist in Madurese since there are only four different diphthongs, namely [ɔy], [əy], [ay], and [uy]. It is clearly noted that the other two subjects showed the same characteristics in the diphthong production.

This diphthong [eɪ] was considered difficult for the subjects to pronounce prominently. Rather, they shifted to some other sounds which are similarly alike in production. Those similar sounds are noted to have a shortened version of diphthong [eɪ]. As a result, the subjects approached the low area of their Madurese vowel chart such as [ɛ] and [ʌ] (=Madurese [a]). Consequently, instead of pronouncing [dʒeɪms] or [treɪn], they turned to [dʒʌmʌs] or [trɛn]. However, the case showed that the change of diphthong [eɪ] into [ʌ] was only found in subject 1. The other two subjects generally referred to sound [ɛ].

According to Contrastive Analysis Hypothesis, especially in the phonological level analysis, such phenomenon happened because the linguistic relation between English and Madurese was differently set up. Both languages have diphthongs in the list of their segmental sounds but each has different types of them. The absence of one item in Madurese had resulted in a kind of difficulty in pronouncing one in English. Therefore, the act of referring back to their mother tongue for the sound stock has always become an alternate way despite the different characteristic of the sound being substituted.

b) *Pure Vowels → Diphthongs*: It can be seen clearly that the subjects favoured sound [əʊ] for English diphthongs. The change of sounds [ɔ:] or [ʊ] into [əʊ] can be explained this way. For one thing, most Madurese orthography is read the way it is spelled. For example, the word kompa and opa (= Madurese. for pump and wage) are pronounced /kɔmpa/ or /kɔmpʌ/ and /ɔpa/ or /ɔpʌ/. However, sound [o] is limited only to some borrowed words such as toko, soto and kado (=Bahasa Indonesia. for store, soto, and gift). The words are also pronounced the way they are spelled: [təʊkəʊ], [səʊtəʊ], and [kʌdəʊ]. In Madurese, it is generally recognizable to pick words which sound [ɔ] or [o]/[əʊ] as in kompa and toko. Another thing, the subjects do speak Bahasa Indonesia as their National language. It goes without saying that when the words are considered borrowed from Bahasa Indonesia, they will automatically shift into sound [o]/[əʊ] rather than sound [ɔ]. Unfortunately, it was applied into their producing English sounds. The words containing letter o will be pronounced [əʊ] rather than [ɔ:] or [ʊ] as in [stəʊ] for 'store' [st ɔ:]. Some other changes such sound [eɪ], [aɪ], and [ɔɪ] as in [ɔ:g əst] became [eɪdʒɪs], etc. can be classified as individual case since the number was quite small and did not show any similarities to the other sounds produced.

c) *Diphthongs → Diphthongs*: The explanation of the two previous cases can be applicable to the following case. As it is noted that the types of Madurese diphthong are different from those of English, the subjects had a tendency to produce another diphthong in their production of certain English diphthongs. However, the diphthongs produced were similarly alike with their Madurese vowel [o], that is [əʊ]. This sound was more commonly produced for their preference to diphthongs alike..

d) *Low Vowels → Middle Vowels*: The absence of sound [æ] in Madurese has something to do with the case of vowel quality. The lowest vowel in Madurese is [a], which is very different from that of English [æ] in quality. However, the subjects were found to turn to sound [ɛ] rather than [a]. It might be the case of phonemic coding ability of the subjects. The pronunciation of English [æ] was heard as [ɛ] that is quite different phonemically. English words like 'bad' and 'bed' are pronounced differently as [bæd] and [bɛd]. The first deals with the case of vowel length. [æ] in 'bad' is pronounced much longer than [ɛ] in 'bed'. However, such difference is not that recognizable enough for the subjects. They captured the sound [æ] and [ɛ] in the same quality. This is said that their phonemic coding ability cannot be graded as good enough that they produce the simplified sound, that is [ɛ]. The subjects could have been able to lower the position of their segmental [ɛ]. Unfortunately, the vowel chart shows that the sound stock in the lower area is only [a], which is far different from the quality of English [æ].

e) *Middle Vowels → High Vowels*: It was noted beforehand that there was a trend for the subjects to have preference to sound [ɛ]. However, in this case, this front unrounded middle vowel was found to be substituted with some other sounds like [ɪ] or [i:] as the example provided previously. Looking at the number of the case, it can be concluded that such a case is individual. The subjects might have had slip of the tongue or in confusion to recognize the letter and transfer it into a certain sound. However, the word 'chessgame' [geɪm] was differently pronounced by two subjects as in [ʃɪsgeɪm] and [ʃi:sgeɪm]. It can be explained this way. The English word 'chess' [ʃɛs] has some other similar forms, namely 'chest' [ʃɛst] and 'cheese' [ʃi:z], which are differently pronounced and phonemically different. The two subjects were perhaps confused to pick which was which that they stumbled on one among the others.

f) *High Vowels → Low Vowels*: Looking at the examples above, it can be noted that the change was caused by semantic problem. As it was previously explained, sounds [o] and [ɔ] in Madurese are for letter o in orthography symbol. It seemed that the subjects did not understand the meaning of 'spoons' and 'scoop' that they, finally, played trial and error for pronouncing the words.

g) *High Vowels → Middle Vowels*: Sound [ɪ] in English is characterized as a lax vowel whose quantity is much less than [i:]. Its being short in sound production is sometimes confused with the production of [ɛ], especially in rapid pronunciation. This may affect the non native speakers of English's phonemic coding ability. Furthermore, the orthography of the words like 'exciting', 'English', and 'result' is clearly the one that affects the non native speakers' pronunciation. Letter 'e' is usually pronounced [ɛ], while in English letter 'e' might have more than one sound. The example above shows how the subjects' phonemic coding ability was affected that they were not aware of various sounds in the production of letter 'e'.

h) *Middle Vowels → Low Vowels*: The replacement of sound [ə] or schwa is very common in English. However, this sound can be represented in English by any vowels, for example 'a' in 'about', 'e' in 'synthesis', 'i' in 'syndicate', 'o' in 'tailor', 'u' in



syllabus, and 'y' in 'analysis'. Unfortunately, the various kind of sound [ə] in such words has not yet helped the subjects to pronounce the words properly. They seemed to be troubled with their native language in terms of borrowed word for 'alarm' that is pronounced [ʌlɑ:rəm]. However, sound [ə] in 'upon' did not come at the same explanation. This sound was changed into [ʌ] because of the case of overgeneralization. The subject was trying to over-generalize the sound as in 'under' [ʌndə], etc. with 'upon'. The initial 'u' was over-generalized into the same sound production.

i) *Low Vowels → High Vowels*: The explanation refers to the same characteristic previously described in point d., where The absence of sound [æ] in Madurese has something to do with the case of vowel quality. For example sound /æ/ became [ɪ] in 'imagine' and 'companion'.

j) *Vowel Fronting*: This condition is triggered by the letters provided. The words like 'circus', 'ability', 'departure', and 'calm' were pronounced according to their orthographic symbols. Letter 'a' in 'ability', 'departure', and 'calm' has the same pronunciation, that is [ɛ]. The subjects seemed to have the same idea of producing such sound with those of 'bat' [bæt], 'can' [kæn], 'lamp' [læmp], etc. However, since they had incapability of producing a perfect [æ] (see discussion low vowel to middle vowel), they substituted the sound with [ɛ].

k) *Vowel Shortening*: Vowel quantity seemed to become a serious problem for these three subjects since they were found to be difficult to produce the English tense vowels. Vowel quantity is significant in English because they are phonemic. The three subjects ignored the case that their sound production in their utterances was actually misunderstood. Check the word 'spoon' [spu:n], for example. It was pronounced [spʊn] instead. In Madurese, there are similar tense vowels as those in the English vowel chart. The degree of the tense, however, seems to be the main problem. The tense vowels of Madurese are not as tense as those of English tense vowels. The production, therefore, was tracked in the lax English vowels when the subjects were meant to pronounce the tense ones.

l) *Vowel Raising*: The case of vowel raising was not that significant since there was only one subject who produced such characteristic. It could be a case of tongue slip for the subjects generally avoided the vowel raising. For example sound /ɪ/ became [i:] in 'quick' and 'fix'.

m) *Vowel Insertion*: This vowel insertion, in its effect, was in relation to the change of syllabic structure. And it was very common among the three subjects. They were noted to add sound [ə], [ʊ], and [ɪ]. This insertion was applied because the orthography symbol provided the sound to insert with. For example 'interest' would absolutely be read [ɪntərəs] because of the second letter 'e' in there. It also happened to the words 'vegetable', 'statement', etc.

n) *Vowel Deletion*: In one case, the deletion process can be understood for the sake of efficiency such as in 'it's' rather than 'it is', etc. However, this vowel deletion referred to the state of incapability of the subjects in both recognizing the meaning of the word and producing the appropriate sounds. Sound /ɪ/ was deleted in the words 'severe' and 'material', for example, that it was pronounced as [sɛvə] and [mətəriəl]. It seemed that the subject did not know the meaning of the word and then he went on pronouncing the word using trial and error technique to keep the flow of the speech. On the other hand, the word 'material' was pronounced according to its orthography symbol.

2) *The Consonant Change*: The most prominent case of English consonant production by EFL Madurese students is the consonant devoicing, some deletion and insertion of final or medial sounds that do not happen to be in their mother tongue. Another list of sound changes is described in the following.

a) *Interdental Fricative Change*: The absence of sound [θ] allowed the incapability of the subjects to produce such sound. However, in some cases, the three subjects were able to pronounce [θ], for example in careful speech. The reason was sent back to the educational background of the subjects: they learned Arabic from Quran and sound [θ] was learned from there. As a result, only few data were found as this sound /θ/ was pronounced into [t] as in 'think', 'thick', and 'three'.

b) *Alveolar Stop Change*: This change can be explained through the influence of the orthography symbol of the word. The word 'eight' is pronounced [ert]. The presence of letter 'gh' affected the subjects to add another sound and combine it with [t]. As a result, they produced [eɪk] instead.

c) *Labio-dental Fricative Change*: The explanation refers to the same characteristic previously described in alveolar stop change. Sound /f/ became [p] in the pronunciation of 'Philippines'.

d) *Velar Stop Change*: This change referred much to the incapability of subject 1 to pronounce the word 'August'. The combination of two letters 'a' and 'u' had made the subject difficult to produce which sounds. It seemed that he shifted quickly to the pronunciation of English 'a', that is, [eɪ] and then [dʒ] for 'g', in order to keep the flow of communication.

e) *Alveo-palatal Fricative Change*: The reasons for this kind of change is a matter of incapability of pronouncing the word 'machine' for Madurese does not have sound /ʃ/ that finally the subject ran for a similar sound for the letter provided, that is [tʃ] which is closely related to /c/ and /s/ in Madurese. For example, sound /ʃ/ became [tʃ] and [s] as in the pronunciation of 'machine', 'fresh', and 'special'.

f) *Alveo-palatal Affricate Change*: The explanation refers to the same characteristic previously described in alveolar stop change, where sound /dʒ/ was pronounced as [g] and [d] in ‘vegetable’ and ‘village’.

g) *Consonant Addition*: This change was commonly found in the three subjects. Once again, the explanation refers to the same characteristic previously described in alveolar stop change and others, which is the influence of orthography symbol of the words. The words are all ended with letter ‘r’ and that was pronounced strongly by the subjects. For example /tʊgɛðə/ became [tʊgɛðər], /ti:tʃə/ became [ti:tʃər], and /sɛtlə/ became [sɛtlər].

h) *Consonant Deletion*: In English some phonemes are released. ‘desk’ is pronounced in this way [desk], in which non native speakers usually ignore the final letter to pronounce. Such a case was shown by deleting sound [k] and [g] in ‘think’, ‘English’, etc. This showed incapability of producing such sounds despite their presence in Madurese but different distribution.

i) *Consonant Devoicing*: The only fricative that Madurese has is [s] and [h]. For English [z] which is voiced in its production, the subjects commonly turned to [s]. For example, sound /z/ became [s] in ‘clause’, ‘confused’, and please’.

3) *The Syllable Structure Change*: The syllable structure change refers to either the reduction or insertion of certain sound that may affect to the structure of the word syllable. Like other EFL learners, EFL Madurese students also undergo this kind of process and the following is the description.

a) *Syllable Addition*: This addition affects the syllable structure. It is obviously a kind of obstruction from the orthography symbol provided by the word. [intrəst], which has two syllables was pronounced [ɪntərəs] with three syllables since the orthography symbol is ‘interest’. The same rules occurred in the words ‘statement’ and ‘Wednesday’.

b) *Syllable Reduction*: Like the addition, this syllable reduction also affects the syllable structure of sound. For example, ‘severe’ was pronounced [sevə] instead of [səvɪə] for not knowing the actual pronunciation of the word.

c) *Epenthesis*: This process often occurred as vowel epenthesis. The addition was more syllabic rather than non-syllabic. Anyhow, the consonant insertion was rarely found to be syllabic. They often inserted vowels such as [ə], [ʊ], and [ɪ] as /ɪntərəst/, /ju:zəl/, and /bju:tɪfl/ became [ɪntərəst], [ju:sʊəl], and [bju:tɪfʊl]. This insertion was applied because the orthography symbol provided the sound to insert with. For example ‘interest’ would absolutely read [ɪntərəs] because of the second letter ‘e’ in there. It also happened to the words ‘vegetable’, ‘statement’, etc.

d) *Strong Forms*: In terms of non-native speaker production, teaching should focus on achieving adequate prominence on the stressed syllable, rather than on attaining perfect weak forms or schwas for the reduced vowels. By providing appropriate strong form, even if totally lacking in weak forms or schwa, a learner’s English will be intelligible. This was shown clearly in EFL Madurese students’ speech. Most of them employed strong form and avoided linkage in their speech. The following table shows such phenomenon. Some phrases such as ‘what do you’, ‘a lot of’, ‘As I think’, and ‘I’m from Bangkalan’ were pronounced in strong forms as [wɒt dʊ jʊ], [əʊt ɒf], [ɛs aɪ θɪŋ], and [aɪəm frɒm bʌŋkɑ:lʌn].

## B. Specific Characteristics

Specific characteristics are exclusively defined as the strikingly different speech sound production by EFL Madurese students due to the influence of their mother tongue phonetic features. The characteristics refer to the preference to sounds [əʊ] and [ɛ], the consonant devoicing in final position, the preference to vowel shortening, the frequent alveo-palatal fricative change, elision, and the presence of geminate sounds. The description of such specific characteristics is as follows.

1) *The Preference to Sounds [əʊ] and [ɛ]*: The presence of sounds [əʊ] and [ɛ] was dominant among the three subjects. Most of them were characterized as having preference to such sounds when struggling to pronounce the words such as ‘storm’, ‘store’, ‘cod’, ‘special’, ‘companion’, ‘exciting’, ‘anywhere’, and ‘jar’. Those words were pronounced as [strəʊm], [stəʊ], [kəʊd], [spɛsɪl], [kɒmpənɪən], [ɛksəɪtɪŋ], [ɛnɪweɪ], and [dʒɛr].

2) *The Consonant Devoicing in Final Position*: In English, words that end with letter -ed have certain rules when pronouncing the sounds. For example, the final letter -ed can be pronounced /d/, /t/, or /ɪd/. However, at the time some words should have been voiced in their final [d], these three EFL Madurese students averagely applied the devoicing of the sound. This characteristic was noted to have occurred in the three subjects pronouncing ‘please’, ‘five’, ‘have’, and ‘need’ as [pli:s], [faɪf], [hæf], and [ni:t]. This brought about the prominent contribution to the act of deleting final /d/ in the pronunciation of the words carrying sounds final [d] as in [dɪməns] and [ɛŋlən] when pronouncing the words ‘demands’ and ‘England’.

3) *The Preference to Vowel Shortening*: Most of the subjects showed the trend of referring much to vowel shortening when they came across with English tense vowels as in the words ‘firstly’, ‘ball’, ‘seats’, ‘spoon’, ‘meet’, and ‘father’. They pronounced them as [fɜ:stɪ], [bɒl], [sɪts], [spʊn], [mi:t], and [fɑ:ðər].

4) *The Frequent Alveo-palatal Fricative Change*: Alveo-palatal fricatives such as /ʃ/ and /ʒ/ were frequently transferred into either alveo-palatal affricative [tʃ] or alveolar fricative [s]. For example the words ‘explosion’, ‘fresh’, ‘fashion’, and ‘station’ were pronounced as [ɪkspləʊsn], [fɹɛs], [feɪsn], and [steɪsn].

5) *Elision*: In this case, it was difficult to detect the presence of sound cluster [ŋg] in EFL Madurese students’ speech. They always had a trend to avoid such sound by deleting sound /g/ as in ‘English’, ‘England’, and ‘language’. Those words were pronounced as [ɛŋlɪs], [ɛŋlən], and [lɛŋʊɪdʒ].

6) *The Presence of Geminate Sounds*: Madurese language is characterized with geminate sounds. The sounds are present in the form of word intensified in such a way that the listeners would perceive it as a the lengthened form. The presence of some intensified sounds or geminate sounds were found in some utterances such as ‘I mean’, ‘sailor’, ‘will give to yayasan’, ‘my book’, ‘will kill him’, there is’, and ‘junior’. Those utterances represented some geminate sounds and that they were pronounced as [ɑr mɛn], [sɛɪlɔr], [wɪl ɡɪf tʊ ja:ja:sən], [mɑɪ bʊk], [wɪl kɪl hɪm], [d̪ɛɪs], and [d̪ʒʊnɪo:r].

There are two important point to discuss by referring to the result of the research. Due to sound simplification performed by the three subjects, there two important points to ponder in this research for discussion: the linguistic relationship between English and Madurese and the role of EFL teaching strategies in classroom. The classroom strategy involves the teacher, the material, the techniques selected, and the atmosphere.

Discussing the linguistic relationship, between English and Madurese there is a linguistic gap (phonological level) as interference of mother tongue (Madurese) had been seen as the factor to disqualify the subjects’ English performance. This is in line with the statement saying that languages with more similar items are more easily learned rather than those with distant linguistic characteristics (Brown, 2000). However, there has been a significant change in the role of English throughout the world that it is essential to re-examine this situation (Walker, 2001:1). Currently, the number of non-native speakers of English is getting more and more. Given this very fact, English is now perceived not as a means of communicating with the native speakers, but also as a means of communication among non native speakers within the local regions. In the concern of linguistic differences between English and other languages in the world, it should be taken as a consideration that the need of language core in which both native speakers and non-native speakers might refer to intelligibility anywhere in the world. And then, in line with this need the Lingua Franca Core was created by Jennifer Jenkins in order to take the reality of fully EIL into account (Walker, 2001:2).

The second point is the role of EFL teaching strategies in classroom. For one thing, the role of the teacher is important. To be both knowledgeable and well-trained in English pronunciation would contribute a great deal of benefit for the learners since they require both theory and practice of the language. Besides, to have an acceptable English pronunciation would help much the learners to exposed to the language. Another, the role of the material that is used in the classroom. The material that encourages the learners to keep practicing would be in great help to shape their competence in the language production. Next, it would be quite useful when teacher can select appropriate techniques for practising the language either inside or outside the classroom. For example, as what structuralist pointed, drilling is always recommended to make the learners fluent in their pronouncing their English. However, a big or too high expectation should not be taken up into the goal of teaching, for example to urge or demand the learners to native-like pronunciation. As far as it is intelligible enough the pronunciation would be appreciated. Finally, it is important to consider the atmosphere for learning the language. Both teacher and learners are supposed to work together in building a situation in which they can practice fluency in the language.

## V. CONCLUSION

The results of the research shows that Madurese EFL learners were commonly found to perform some flaws in their English pronunciation. Furthermore, specifically, they were also indicated to have preferences to some sounds production in which such sounds represented their being Madurese. To help such learners with English fluency, EFL teachers-to-be are highly recommended to have adequate knowledge and understanding and well-trained capability of the language in order to provide more legitimate competency.

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