MISPRONUNCIATION OF JAVANESE SEGMENTAL SOUNDS PRODUCED BY AUSTRALIANS IN VIDEOS ENTITLED *'BAHASA JAWA RASA BULE 1'* AND *'BAHASA JAWA RASA BULE 2'*

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Abstract

This study investigates mispronunciation of Javanese segmental sounds produced by twelve Australians in two videos entitled *'Bahasa Jawa Rasa Bule 1'* and *'Bahasa Jawa Rasa Bule 2'*. The aims of this study are to figure out kinds of mispronunciation applied by the subjects, the factors that influenced mispronunciation, and intelligibility of mispronunciation in carrying the message. This study applied qualitative research design because it provides explanation in understanding phenomena of foreigners who speak Javanese in two videos taken from *youtube*.

The results shows that the subjects has problem in pronouncing ten Javanese vowel sounds: [ə], [e], [U], [ɔ], [i], [ɪ], [a], [u], [ɛ], and [o]. While in consonant sounds category, the subjects has problem in pronouncing seven Javanese consonant sounds: [ʔ], [r], [d], [n], [t], [c], and [ŋ]. Substitution rules applied by all subjects while the two others rules named segment insertion/segment deletion and metathesis are only applied by some of them. Factors influenced mispronunciation of Javanese segmental sounds are: lack of knowledge of Javanese language and phonology, the differences between Javanese and English system, the age of acquiring Javanese as foreign language, and the frequency of the subjects using Javanese in communication. In terms of the message of the mispronounced sounds which can be understood, there are two categorize applied: intelligible and unintelligible. Intelligible stands for the mispronounced sounds which can be recognize and understood while unintelligible is vice versa. Subject 1, 2, 3, 4, 5, 6, 7, 8, 9, and 12 are considered as intelligible while the rest two subjects named subject 10 and subject 11 are considered as unintelligible.
Keywords: mispronunciation, Javanese, Australians

Abstrak

Penelitian ini mengusut kesalahan pelafalan unit bunyi bahasa Jawa yang dituturkan oleh duabelas orang Australia dalam dua video yang berjudul *'Bahasa Jawa rasa Bule 1'* dan *'Bahasa Jawa Rasa Bule 2'*. Tujuan penelitian ini adalah untuk mengetahui jenis kesalahan pelafalan yang diterapkan oleh subjek penelitian, faktor-faktor yamg mempengaruhi kesalahan pelafalan, dan kejelasan kesalahan pelafalan dalam membawa pesan. Penelitian ini didesain secara kualitatif untuk memberikan penjelasan tentang fenomena orang-orang asing yang berbicara bahasa Jawa dalam dua video yang diambil dari *youtube*.

Hasil penelitian menunjukkan bahwa subjek penelitian mempunyai kesulitan dalam melafalkan sepuluh vokal bahasa Jawa: [ə], [e], [U], [ɔ], [i], [ɪ], [a], [u], [ɛ], dan [o]. Sementara pada bunyi konsonan, subjek penelitian mempunyai kesulitan dalam melafalkan tujuh bunyi konsonan bahasa Jawa: [ʔ], [r], [d], [n], [t], [c], dan [ŋ]. Kaidah subtitusi diterapkan oleh semua subjek, sementara dua kaidah lainnya yakni penambahan atau pengurangan unit dan kaidah metatesis hanya diterapkan oleh beberapa subjek. Faktor-faktor yang mempengaruhi kesalahan pelafalan unit bunyi bahasa Jawa antara lain: kurangnya pengetahuan tentang kebahasaan dan fonologi bahasa Jawa, perbedaan sistem antara bahasa Inggris dan bahasa Jawa, usia saat memperoleh bahasa Jawa sebagai bahasa asing, dan frekuensi penggunaan bahasa Jawa dalam komunikasi yang dilakukan oleh subjek penelitian. Dalam hal kesalahan pelafalan bunyi bahasa yang masih bisa dimengerti, terdapat dua kategori yang diterapkan yaitu: dapat dimengerti dan tidak dapat dimengerti. Kategori dapat dimengerti dimaksudkan untuk kesalahan pelafalan bunyi bahasa yang masih bisa dikenali dan dipahami, sementara kategori tidak dapat dimengerti dimaksudkan sebaliknya. Subjek 1,2,3,4,5,6,7,8,9, and 12 dikategorikan dapat dimengerti, sementara dua subjek lainnya yakni subjek 10 dan subjek 11 dikategorikan tidak dapat dimengerti.
Kata kunci: kesalahan pelafalan, bahasa Jawa, penutur Australia

INTRODUCTION

In this modern era, the communication between people across the nation becomes easier because the advancement of tools of communication. As a result, this condition makes the relationship between people across the nation becomes more intimate. Moreover, direct interaction between different ethnics in different culture also encourages people to learn new culture, including the language used. For instance, Australians who lives in Surabaya will learn *Suroboyoan* Javanese in order to adapt their surroundings.

According to *About World Language*, Javanese is one of regional languages of Indonesia which spoken by Indonesian settlements in Java island and becomes the fourteen most widely spoken language in the world which is not only spoken by people in Java island, but also spoken by Javanese settlements in Sumatera, Kalimantan, Sulawesi, Maluku, Nusa Tenggara, and Papua. As state on the same website,

Javanese is also spoken in other countries like Malaysia, Singapore, Australia, Suriname, the Netherland, and New Caledonia in which the variety of Javanese on these countries is different with the one spoken in Java. It happens because Javanese spoken by non-Javanese people has already been influenced by their mother-tongue and also might influenced by other languages (Hs., 2011).

There are three main dialects of Javanese, Western Javanese, Central Javanese and Eastern Javanese. Central Javanese then becomes standard of Javanese. While others two dialects of Javanese are influenced by *Sundanese* and *Madurese*. *Suroboyoan* Javanese or often called by '*Basa Arekan'* is a form of Eastern Javanese dialect which spoken around Surabaya. According to Wikipedia, the boundary of the use of *Suroboyoan* Javanese is in all areas of *Gerbangkertosusila*, Malang, Pasuruan, and most of horseshoe areas in the east part of Java except Banyuwangi. In those areas, *Suroboyoan* Javanese is used in daily communication. Structurally, *Suroboyoan* Javanese is considered as the most coarsen dialect. However, the use of softer form of Javanese (Madya to Krama) is still exist by *Surabaya* people in order to give honor to the other even though the softer form of *Suroboyoan* Javanese is not as soft as standard Javanese used in Central Java.

The phenomenon of foreigners who learn Javanese is common, but the one that discuss about phonology of *Suroboyoan* Javanese spoken by foreigner is rarely found. This phenomenon then can be found in family of Dave Jepchott or well-known as *Londokampung* who comes from Australia. The subject of this research is not focused on *Londokampung*, rather the family members of *Londokampung* who lives in Australia and who has different background of knowledge about Javanese language.

This study is aimed to identify the distinctiveness of Javanese phonology spoken by foreigners. Moreover, it is also aimed to figure out some factors that affect mispronunciation of Javanese phonemes and the intelligibility of mispronunciation in carrying the messages.

Similar to the position of English in Indonesia, Javanese in Australia also considered as foreign language. According to Eddy (2004) foreign language is a language other than mother-tongue which acquires by someone who is interested to the target language and who has plan on the future dealing with the use of language acquired. It is chosen voluntary by individual and it has no important value in communication to the others on its community or country or to the other country someone moved to (Eddy, 2004).

On the process of acquiring foreign language, there are some factors considered influential, they are role of language environment, role of input, role of the first language, internal processing and individual learner differences (Eddy, 2004).

Role of language environment as stated by Dulay, Burt, & Krashen (1982) consists of naturalness of the environment which means the more natural the language environment is, the better results someone can get during the process of acquiring the language; the learner's role in communication in which the learner should have opportunity to practice the language acquired in communication; availability of concrete referents when the environment of acquiring language is far from natural like it should be substitutes with the one alike; and the last is target language model is important features which can be used in formal situation and able to give feedback to the learner.

Role of input takes an important place to the foreign language learners in acquiring foreign language because some data in target language should be available on the learner's brain as input (Eddy, 2004). Input language hypothesis claims that people only take one way in acquiring language, taken by understanding messages or by receiving intelligible input (Svoboda and Hrehovick, 2006).

Role of first language has two controversial points of view: based on identity hypothesis and contrastive hypothesis (Eddy, 2004). Identity hypothesis states that it does not matter whether someone acquires another language or not before acquiring a new foreign language because the process of acquisition of the first, second, foreign, or others following language remain same. While contrastive hypothesis states that acquisition of foreign language is influenced by acquired first language both in positive way or the negative one. Positive transfer happens when the structure of the target language is identical with the first language. While when the structure of the first and the target language are contrast, it may cause problem on difficulty, error or interference as the result of negative transfer.

According to Dulay et al. (1982) there are three major of internal processes in foreign language acquisition: sift, organizer, and monitor. Filter sorts any incoming languages and permit it or not to go through further process. Organizer has responsibility on organize new language. Monitor has responsibility on conscious processing language.

Individual learner differences are several factors which influence one learner to another and differ depends on the learner's inner idiosyncratic. There are many researchers have the different ideas on determining the factors which influence individual learner, however, the complete one stated by Bond (2002) put some check on the factors influence the learners: age, exposure of foreign language infancy, fascination, intelligence, personality, attitude and motivation, relationship between first language and target language, sensory style, learning strategies, and other factors such as mimicry or musical ability.

Every language has language system which differs from other language. The system of English phonology and Javanese phonology are also different. The differentiation of phonological system of English and Javanese can be seen from the differentiation of phonemes place of articulation and manner of articulation.

Although Javanese and English have several vowels which slightly similar, however, there are also some differences of vowel sound between Javanese and English. The [a] sound in Javanese is classified as the low front unrounded vowel (Marsono, 2017) while in English it is classified as the low back unrounded vowel (Fromkin et al, 2014). The [o] sound in Javanese is classified as the mid back rounded vowel (Marsono, 2017) while in English it sounds like the low back rounded vowel [ɔ:] (Fromkin et al, 2014). The [ɔ] sound in Javanese is classified as the mid back rounded vowel [ɔ] (Marsono, 2017) while in English it is nearly sounds like the mid back rounded vowel [ɒ] (Fromkin et al, 2014). Javanese does not have the low central unrounded vowel [ʌ] like English has. Moreover, Javanese also does not have the low front unrounded vowel [æ] as in English.

The consonant sounds of Javanese which do not exist on English are the voiced alveolar trill [r], the voiceless palatal stop [c], the voiced palatal stop [j], the voiced palatal glides [y], and the laringal voiced [h]. While the consonants sounds of English which do not exist on Javanese are the voiceless interdental fricative [θ], the voiced interdental fricative [ð], the voiced alveolar liquid [ɹ], the voiceless palatal fricative [ʃ], the voiced palatal fricative [ʒ], the voiceless palatal affricate [ʧ], the voiced palatal affricate [ʤ], and the voiced palatal glides [j].

Rules of phonology organize the relationship between phonemic and phonetic representation of a word or the way how a word is pronounced. According to Fromkin et al. (2014), phonological rules are speaker's part of knowledge about language in which those rules are divided into assimilation, dissimilation, feature changing, segment insertion and deletion, and movement or metathesis.

Nelson (2012) proposed that the term intelligibility frequently used to cover all of the various part of understanding. He also states that in order to make interaction become successful, there are three levels of complexity in language use proposed by Smith (1992) which categorized as intelligibility refers to the *'technical sense'* of the language use component with the fewest variable as involves by just sound system; comprehensibility stands for the listeners' understanding about the spoken words or speech, and interpretability which deals with 'the meaning behind the word or utterances'.

As many other researchers there is no universal agreement on definition or practice in operating the intelligibility of second language speech (Kang et al., 2018). According to Kang et al. (2018) intelligibility can be measured by using: responses to true or false statement, scalar rating of speech, perception of nonsense sentences, perception of filtered sentences, and transcription speech.

Although theoreticians and practitioners have divided historically, the researchers of second language pronunciation have became more conscious and have became more realistic in conducting pronunciation goals (Kang et al., 2018). Specifically, speakers must goal for intelligibility rather than nativeness (Levis, 2005, Munro and Derwing, 1995).

METHOD

Since this study focused on the mispronunciation of Javanese segmental sounds and several factors that influence it, this study applied qualitative research design because it provides explanation in understanding phenomena of foreigners who speak Javanese in two videos taken from *youtube*.

The subjects of this study are twelve Australians. All participants is participated in reading challenge of Javanese sentences conducted by *Londokampung* in two videos entitled 'Bahasa Jawa Rasa Bule 1 and 'Bahasa Jawa Rasa Bule 2 in which all participants have different background knowledge of Javanese. There are seven males and five females from the different range of age.

The sources of data in this study are taken from videos recording which entitled 'Bahasa Jawa Rasa Bule 1 from and 'Bahasa Jawa Rasa Bule 2' uploaded by *Londokampung* in his you tube account.

The data of this study are taken from subjects' utterances when they pronounce Javanese segmental sounds. The data focused on the utterances that contain mispronunciation.

In conducting the research, the researcher herself is the main instrument in collecting the data. It means that the researcher planed everything dealing with the research. The researcher collects, classifies, decides and analyzes the data by herself based on the theories used in this study.

This study uses chrome as the instrument due to the source of data which is taken from two videos uploaded in *youtube*.

Observation and list of words which consists of standard phonemic transcription and subjects' utterance transcription is also used to get the data. The researcher checks the words pronounced by the subjects to figure out mispronunciation of Javanese phonemes.

The pronunciations of the subject's utterances in two videos are listened for several times to get familiar with subjects' utterancs that contain mispronunciation of Javanese segmental sounds.

To get the data, the researcher transcribes all subjects' utterances into phonemic transcription and compares to standard phonemic transcription based on Marsono (2017) in order to figure out subject's mispronunciation. The transcripts of subject's utterances, then, identified based on mispronunced sounds.

Miles and Huberman (1994) suggest that qualitative data analysis consist of three procedures: data reduction, data display, and data verification.

Data reduction is the process of reducing and discarding unneeded data of qualitative research (Miles and Huberman, 1994). The transcription of all subjects, then, be devided into correct pronunciation and mispronounced utterances. All mispronounced utterances will be taken as the data to be analyzed, while the correct one will be discard.

Data display in this research is in the form of table and description. To answer the first research question, the Table 1 is used:

Table 1 Data Display for the First Research Question

Sound Category	Position	Orthography	Phonemic Transcription		Rules of Phonology	Note
			Standard	Subject		
Vowels	initial	sik	[sɪʔ]	[sik]	Substitution	[ɪ] → [i]
	mid	…	…	…		…
	final	…	…	…		…
Consonants	initial	…	…	…		…
	mid	…	…	…		…
	final	sik	[sɪʔ]	[sik]		[ʔ] → [k]

The data on the Table 1, then, be analyzed and discussed in the form of description as follows:

According to Table 2, Subject 2 has two kinds of mispronunciation of Javanese segmental sounds. There are one vowel mispronunciation and one consonant mispronunciation. The vowel sound is the high front unrounded [ɪ] and the consonant sound is the glottal stop [ʔ]. Subject 2 has difficulty in pronouncing the word *sik* ***'still'*** [sɪʔ]. He tends to pronounced it as [s**ik**] while the correct pronunciation of the word *'sik'* is [sɪʔ]. So, there are two kinds of mispronunciation in pronouncing the word *'sik'*. The vowel sound should be pronounced as the high front unrounded vowel [ɪ] instead of the high front unrounded [**i**], and the consonant sound in the final position should be pronounced as the glottal stop [ʔ] instead of the voiceless velar stop [**k**].

Subject 2 has problem in pronouncing the high front unrounded vowel [ɪ] and the glottal stop [ʔ] in the mid and final position of the word *sik* ***'still'*** [sɪʔ] which by the subject pronounced as [sik].

Subject 2 also applied substitution rule, a process of replacing a sound with another sound because of unfamiliarity of the subject in pronouncing certain sound correctly (Fromkin et al., 2014). In this case, Subject 2 is actually familiar with those mispronounce sounds because they are also occur in English. However, the subject is not familiar with the structure of Javanese words. So, when the mispronounce sounds occur in Javanese words, the subject has difficulty in pronouncing it. As the result, he pronounced Javanese words in the way English did. The high front unrounded vowel [ɪ] changes into the high front unrounded vowel [i] and the glottal stop [ʔ] changes into the voiceless velar stop [k]. It seems that Subject 2 in this case tends to change the mispronounce sounds with the nearest sound.

Same as the previous subject, Subject 2 also only applied one from the seven rules of phonology proposed by (Fromkin et al., 2014), in this case is substitution. The other rules named: assimilation, dissimilation, feature changing, segment insertion/segment deletion, metathesis, and fusion are not prevail for Subject 2.

FINDINGS AND DISCUSSION

Kinds of Mispronunciations Applied by the Subjects

The subjects of the study applied several rules of phonology when they are pronouncing Javanese sounds in sentence-reading challenge conducted by *Londokampung* in two videos entitled *'Bahasa Jawa Rasa Bule 1'* and *'Bahasa Jawa Rasa Bule 2'* which are uploaded in his *youtube* channel. The rules are substitution, segment insertion/ segment deletion, and metathesis rule. Substitution is the most applied rule when the subjects pronouncing Javanese segmental sound because the subjects are unfamiliar with several sounds both vowel sounds and consonant sounds exist on Javanese word, even though several sounds also occur in English. In vowel sound category, the subjects has problem in pronouncing ten vowel sounds: [ə], [e], [U], [ɔ], [i], [ɪ], [a], [u], [ɛ], and [o]. In consonant sounds category, the subjects of the study has problem in pronouncing seven consonant sounds: [ʔ], [r], [d], [n], [t], [c], and [ŋ].

Table 2 below shows the summary of sounds changing that lead into mispronunciation.

Table 2 Summary of Mispronounce Sounds and the Changes

Vowel Sounds	Changes	Consonant Sounds	Changes
[ə]	[e], [u], [a]	[ʔ]	[k]
[e]	[a], [i], [ə], [æ]	[r]	[ɹ], [y]
[U]	[a], [ə]	[d]	[t], [ḍ], [ð]
[ɔ]	[a], [o], [u], [ɔʊ]	[n]	[ŋ]
[i]	[ɪ], [aɪ]	[t]	[k]
[ɪ]	[i], [e]	[c]	[k]
[a]	[e], [i]	[ŋ]	[nj]
[u]	[a]		
[ɛ]	[e], [i]		
[o]	[ɔ]		

There are three rules of phonology applied by the Subjects of the study: substitution, segment insertion/ segment deletion and metathesis rule. Table 3 below shows the summary of the rules of phonology applied by the subjects.

Table 3 Summary of Rules of Phonology Applied by the Subjects

Substitition	Segment		Metathesis
	Insertion	Deletion	
Subject 1	-	-	-
Subject 2	-	-	-
Subject 3	Subject 3	Subject 3	-
Subject 4	Subject 4	Subject 4	-
Subject 5	-	-	-
Subject 6	-	Subject 6	-
Subject 7	-	Subject 7	-
Subject 8	Subject 8	Subject 8	-
Subject 9	-	Subject 9	Subject 9
Subject 10	-	-	-
Subject 11	-	Subject 11	Subject 11
Subject 12	-	-	-

Substitution rules applied by all subjects of the study while the two others rules are only applied by some of them. Segment insertion rule applied by Subject 3, Subject 4 and Subject 8 and segment deletion rule applied by Subject 3, Subject 4, Subject 6, Subject 7, Subject 8, Subject 9, and Subject 11. The last rule which also occur is metathesis applied by Subject 9 and Subject 11. The other four rules from the seven rules of phonology as stated by Fromkin et al. (2014) are not prevail to the subjects of the study. They are assimilation, dissimilation, feature-changing, and fusion. So, again there are only three rules applied: substitution, segment insertion/ segment deletion, and metathesis rule.

Factors Influenced Mispronunciation

There are some factors influenced mispronunciations of Javanese segmental sounds produced by twelve Australians in two videos uploaded by *Londokampung*. Based on the summary of data from the table 1 and table 2, the factors influence mispronunciation of Javanese segmental sounds are the lack of knowledge on Javanese language and phonology which caused unfamiliarity of Javanese segmental sounds, the differences between Javanese and English system especially in consonant and vowel clusters in occur Javanese words and the way to pronounce it, the age of acquiring Javanese as foreign language, and the last is the frequency of the subjects using Javanese to communicate with others and also listening to the others who speak Javanese.

The subjects of this study have lack of knowledge of Javanese language and phonology which caused unfamiliarity of Javanese segmental sounds. This factor deals with the position of Javanese as a foreign language in Australia. According to Eddy (2004) foreign language is a language other than mother-tongue which acquires by someone who is interested to the target language and who has plan on the future dealing with the use of language acquired. It is chosen voluntary by individual and it has no vital value in communication to the others in its community or country or to the others country someone moved to. This position makes Javanese is rarely acquired and learned on wide community in Australia. It also happens to the subjects of the study which are neither acquired nor learned Javanese rather than just participate in Javanese challenge conducted by *Londokampung*. Even though some of them are familiar with Javanese (Subject 2 and Subject 5) because they live in Surabaya, but they do not have opportunity to learn Javanese due to the job requirements and the age of learning (https://www.youtube.com/watch?v=fX6sg2xuvCw&t=38s). As the result, when they are participating on reading challenge, they have difficulties in pronouncing several sounds on Javanese.

The differences between Javanese and English system especially in consonant and vowel clusters occur in Javanese word and the way to pronounce it also becomes the crucial factor influenced mispronunciation produced by the subjects of this study. This factor by Azevedo & Corder (1983) is called language transfer which can caused interference. Eddy (2004) in reviewing contrastive hypothesis states that acquisition of foreign language is influenced by acquired first language both in positive way or negative one—positive transfer happens when the structure of the target language is identical with the first language while when the structure of the first and the target language are contrast, it may cause problem such as difficulty, error, or interference as the result of negative transfer. As what states on the beginning of this paragraph, Javanese and English have different system especially on pronunciation. The way to pronounce Javanese is mostly same with its orthography while in English the orthography and the way to pronounce it is different. Therefore, the subject tends to produce mispronounce sound when they are pronouncing Javanese words due to the negative transfer which cause error in pronunciation caused by mother-tongue interference.

The age of acquiring Javanese as foreign language also become important factors which by Eddy (2004) categorized as individual learning differences. The younger someone acquires new language, the better result he or she can get because the language acquisition device which place on the brain works better on early age. Bond (2002) lists some factors on individual learning differences including age, exposure of foreign language infancy, immersion,

intelligence, personality, attitude and motivation, relationship between first and target language, sensory style, learning strategies, and other factors such as mimicry or musical ability. As seen on the video 1 and video 2 , the subjects of this study are taken from different range on age and ability in understanding Javanese, it can be said that the age and the learning experience of any language influence how the subject acquiring Javanese as foreign language.

The frequency of the subjects using Javanese to communicate with others and also listening to the others who speak Javanese also influence the subjects in acquiring Javanese. This factor is belong to the role of language environment which consist of naturalness of the environment means that the more natural the language environment is, the better results someone can get during the process of acquiring target language; the learner's role in communication by which the learner should have opportunity to practice language acquired in communication; availability of concrete referents when the environment of acquiring language is far from natural like it should be substitute with the one alike; and the last is target language model becomes important features which can be used in formal situation and able to give feedback to the learners (Dulay et al., 1982). In this case, the subjects are not frequently use Javanese to communicate with others, however, Subject 2 and Subject 5 are frequently listening others who speak Javanese because both subjects are live in Surabaya though they cannot speak Javanese but their understanding in Javanese are better than the others subjects on this study. So, it is proven that environment take an important role in influencing language acquisition.

Intelligibility of Mispronunciation in Carrying the Messages

There are several mispronounced sounds which can be recognize and understood and also several mispronounced sounds which cannot be recognize and understood. As many researchers stated that there is no universal agreement on definition or practice in operating the intelligibility of second language speech (Kang et al., 2018), the researcher as the main instrument who also as a Javanese native speaker, decides the intelligibility of the mispronounced Javanese segmental sounds based on the mispronounced data which can be recognized and understood for each subject. The mispronounced sounds which can be recognize and understood are considered as intelligible while the mispronounced sounds which cannot be recognize and understood are considered as unintelligible.

The consideration whether the subjects of this study are intelligible or not based on the perspective of nonsense sentences, a techniques which can be used by the listeners to decide intelligibility as the number of content words which can be identify correctly (Kang et al., 2018).

In terms of the message of the mispronounced sounds can be understood, there are two categorize applied: intelligible and unintelligible. Intelligible stands for the mispronounced sounds which can be recognize and understood while unintelligible is vice versa. Subject 1, 2, 3, 4, 5, 6, 7, 8, 9, and 12 are considered as intelligible while the rest two subjects named subject 10 and subject 11 are considered as unintelligible.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and discussion on chapter 4, it can be conclude that the subjects of the study applied several rules of phonology when they are pronouncing Javanese sounds in sentence-reading challenge conducted by *Londokampung* in two videos entitled *'Bahasa Jawa Rasa Bule 1'* and *'Bahasa Jawa Rasa Bule 2'* which are uploaded in his *youtube* channel. The rules are substitution, segment insertion/segment deletion, and metathesis rule. Substitution is the most applied rule when the subjects pronouncing Javanese segmental sound because the subjects are unfamiliar with several sounds both vowel sounds and consonant sounds exist on Javanese word, even though several sounds are also occurs on English. In vowel sound category, the subjects has problem in pronouncing ten vowel sounds: [ə], [e], [U], [ɔ], [i], [ɪ], [a], [u], [ɛ], and [o]. In consonant sounds category, the subjects of the study has problem in pronouncing seven consonant sounds: [ʔ], [r], [d], [n], [t], [c], and [ŋ].

Substitution rules applied by all subjects of the study while the two others rules are only applied by some of them. Segment insertion rule applied by Subject 3, Subject 4 and Subject 8 and segment deletion rule applied by Subject 3, Subject 4, Subject 6, Subject 7, Subject 8, Subject 9, and Subject 11. The last rule which also occur is metathesis applied by Subject 9 and Subject 11. The other four rules from the seven rules of phonology as stated by Fromkin et al. (2014) are not prevail to the subjects of the study. They are assimilation, dissimilation, feature-changing, and fusion.

Factors influenced mispronunciation of Javanese segmental sounds produced by the subjects of this study, they are: lack of knowledge of Javanese language and phonology, the differences between Javanese and English system, the age of acquiring Javanese as foreign language, and the frequency of the subjects using Javanese in communication.

In terms of the message of the mispronounced sounds which can be understood, there are two categorize applied: intelligible and unintelligible. Intelligible stands for the mispronounced sounds which can be recognize and understood while unintelligible is vice versa. Subject 1, 2, 3,

4, 5, 6, 7, 8, 9, and 12 are considered as intelligible while the rest two subjects named subject 10 and subject 11 are considered as unintelligible.

Suggestion

The results of this study are expected to enlarge the reader's point of view on learning phonology, especially phonology in cross language. This study can be used as reference for linguistics students on learning both Javanese phonology and English phonology. It also can be used a model in learning phonology in general. For future research, the researcher suggests to the next researcher that it would be better to conduct field study or direct observation so that the next researcher will have kind of similar data from the subjects of the study so that the next researcher will able to figure out the consistency of the subject in produce mispronounced sounds and if it is possible it would also be better to form a kind of treatment to help the subjects solving their mispronunciation problem. Study in phonology also can be combined with other field of study like psycholinguistics and sociolinguistics, so that the next researcher would have wider experience in conducting future research. Hopefully the study of mispronunciation of Javanese segmental sounds produce by Australians can help the readers in understanding comparison of Javanese phonology and English phonology and how big this mispronunciation affects the interlocutors in understanding the meaning conveyed by the subjects.

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