CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. The researcher looked at the collected data and aimed to understand: 1. How Madurese students perceive Javanese students when they speak English; and 2. How Javanese students perceive Madurese students when they conduct a conversation in English.

4.1.1 Findings of phonetics transcriptions from observation field notes and audio video recorder

Conversation analysis by Group 1. between the Javanese speaker and the Madurese

JS: hi, I hope you are fine. By the way where do you want to go for the next holiday? (/haɪ/, /aɪ/ /həʊp/ /juː/ /ɑː/ /faɪn./ /baɪ/ /də/ /weɪ/ /weə/ /duː/ /juː/ /wɒnt / /tuː/ /gə/ /fɔː/ /**də**/ /**nɛks**/ / ˈhɒlədeɪ /?)

MS: I am good. Wow, I **went** to go to Ngebel lake, do you know Ngebel lake? (/aɪ/ /æm/ /gʊd./ /waʊ/, /aɪ/ /**wɛntu**ː/ /gə/ /tu/ /**ŋəbellɛk**,/ /duː/ /juː/ /nɔ/ /**ŋəbellɛk**?/)

JS: What is ngebellek? (/wɒt/ /ɪz/ /ŋəbəllɛk/)

MS: (just silent and takes smartphone then searches for Ngebel Lake)

JS: it is great. The location is in Ponorogo, East java. Is it right? (/ɪt/ /ɪz/ / greɪt./ /ðə/ /**lɔkesəɪn/** /ɪn/ /Pɔnɔrɔgə/, /iːst/ /ˈʤɑːvə/. /ɪz/ /ɪt/ /raɪt/?)

MS: yes, it is right. How do you know it? (/jɛs/, /ɪt/ /ɪz/ /raɪt/. /haʊ/ /duː/ /juː/ /**kenɔw/** /ɪt?/)

JS: of course, I know it. Because my mother is from Ponorogo, and I ever went to Ngebel. (/ɒv/ /**kɔːrs/**, /aɪ/ /nəʊ/ /ɪt./ /**bɪˈkɒuz**/ /maɪ/ /mʌðər/ /ɪz/ /frɒm/ /Pɔnɔrɔgə/, / ænd/ /aɪ/ /ɛvə/ /wɛnt/ /tuː/ /ŋəbəl/.)

MS: I see, do you **won** to go with me there? (/aɪ/ /si:/, /du:/ /ju:/ **/wɔntu:/** /gəʊ/ /wɪð/ /mi:/ /der?/)

JS: okay, I will **akompany** you to go there. Please contact me if you will go there. (/əʊ/ˈ/keɪ/, /aɪ/ /wɪl/ /əˈkʌmpəni/ /ju:/ /tu:/ /gəʊ/ /ðer/. /pli:z/ ˈ/kɒntak/ /mi:/ /ɪf/ /ju:/ /wɪl/ **/gəʊ der./**)

MS: thank you so much, I hope we will be happy. How about your next holiday? (/θæŋk/ /ju:/ /səʊ/ /mʌtʃ/, /aɪ/ /həʊp/ /wi:/ /wɪl/ /ˈhæpi/. /haʊ/ /əˈbaʊt/ /jɔ:/ /nɛkst/ /ˈhɒlədeɪ/?)

JS: I want to go to Situbondo. Visit my grandfather house. (/aɪ/ /wɒnt/ /tu:/ /gəʊ/ tu:/ /Situbɔndə/. /ˈvɪzɪt/ /maɪ/ /*ˈgrænd.fa:ðəl* /haʊs/)

MS: What will you do in Situbondo? (/ wɔ:t / /wɪl/ /ju:/ /du:/ /ɪn/ /Situbɔn.ndə/?)

JS: I will go to Pasir putih beach and play with a thousand sand. (/aɪ/ /wɪl/ /gəʊ/ /tu:/pasɪr putɪ/ /bi:tʃ/ /ænd/ /pleɪ/ /wɪð/ /ə/ /ˈθaʊzənd/ /sænd/.)

MS: It sounds good. Okay, thank you I hope we will be happy. (/ɪt/ /saʊndz/ /gʊd/. /ˈəʊˈkeɪ/, /θæŋk/ /ju:/ /aɪ/ /həʊp/ /wi:/ /wɪl/ /ˈhæpi/.)

JS: Okay see you. Have a nice day. (ˈ/əʊ/ˈ/keɪ/ /si:/ /ju:/. /hæv/ /ə/ / naɪs / /deɪ/.)

The conversation above indicated that JS was for a Javanese speaker and MS for a Madurese speaker. There are some mistakes of grammatical and vocabulary made by students both Madurese and Javanese students that gave bold text by the researcher, (**want replaced by went, want to be replaced by won, accompany replaced by akompany**) then, the analysis of the phonetics displayed by the table below:

Table 4.1: list of phonemes inaccuracy by Javanese speakers

No	Phonemes	In words	Students pronounced
1.	ðə	The	də
2.	nɛkst	Next	nɛks
3.	ləʊˈkeɪʃᵊn	Location	lɔkesəin
4.	kɔːs	Course	kɔːrs
5.	bɪˈkɒz	Because	bɪˈkɒuz
6.	wɒt	What	wɔt
7.	gəʊ ðeə	Go there	gəʊder

Table 4.2 the phonemes inaccuracy by Madurese students

No	Phonemes	In word	Students pronounced
1.	ŋəbel leɪk	Ngebel lake	ŋəbellɛk
2.	nəʊ	Know	kenɔw
3.	wɛnt tuː	Went to	wɛntuː
4.	wɒnt tuː	Want to	wɔntuː
5.	wɒt	What	wɔːt

As seen in the conversation, most errors occur when student inaccuracy mostly occurs because students pronounce the words as they are written. There was a lack of perception when Madurese students produced '**Ngebel lake**' it should be the word **Ngebel** and **Lake** being apart but the Madurese students saying '**ŋəbellɛk**' indicates that Madurese mother tongue interference of articulation and made a misperception. This phenomenon is related to (Davies, 1964) as cited by (Fauzi & Puspitorini, 2018) theories. The Madurese licit syllable roots when consonant meets consonant sometimes any pressure and it sounds like a double syllable.

Conversation analysis by group 2.

MS: hi, I hope you are fine. By the way, where do you want to go for the next holiday? (/haɪ/, /aɪ/ /həʊp/ /juː/ /ɑː/ /faɪn./ /baɪ/ / ðə / /weɪ/ /weə/ /duː/ /juː/ /**wɔn**/ /tuː/ /gə/ /fɔː/ ðə/ /nɛkst/ /ˈhɒlədeɪ /?)

JS: I am good. Wow, I want to go to Ngebel lake, do you know Ngebel lake? (/aɪ/ /æm/ /gʊd./ /waʊ/, /aɪ/ / wɒnt/ /tuː/ /gə/ /tu/ /ŋəbəl/ / leɪk/, /duː/ /juː/ /nə/ /ŋəbəl/ /leɪk/?)

MS: it is great. The location is n Ponorogo, East java. Is it right? (/ɪt/ /ɪz/ /**gər.riːt**./ /ðə/ /əʊˈkeɪʃˀn /ɪn/ /**Pɔn.nɔrɔgɔ**/, /iːst/ /ˈdʒɑːvɑ/. /ɪz/ /ɪt/ /**raɪk**/?)

JS: yes, it is right. How do you know it? (/jɛs/, /ɪt/ /ɪz/ /raɪt/. /haʊ/ /duː/ /juː/ /**kənɔw**/ /ɪt/?)

MS: of course, I know it. Because my mother is from Ponorogo, and I ever went to Ngebel. (/ɒv/ /kɔːs/, /aɪ/ /nəʊ/ /ɪt./ /**bɪˈkɔz**/ /maɪ/ /ˈmʌðər/ /ɪz/ /frɒm/ /Pɔnɔrɔgɔ/, /ænd /aɪ/ ˈ/ɛvə/ /**wɛnntʊ**/ /tuː/ /ŋəbəl/.)

JS: I see, do you want to go with me there? (/aɪ/ /siː/, /duː/ /juː/ /**wɔntuː** /gɔ/ /wɪð/ /miː/ /der?/)

MS: okay, I will accompany you to go there. Please contact me if you will go there. (/əʊ/ˈ/keɪ/, /aɪ/ /wɪl/ /əˈkʌmpəni/ /juː/ /tuː/ /gəʊ/ /ðer/. /pliːz/ ˈ/kɒntak/ /miː/ /ɪf/ /juː/ /wɪl/ / gəʊ/ /ðer).

JS: Thank you so much, I hope we will be happy. How about your next holiday? (/θæŋk/ /juː/ /səʊ/ /mʌʧ/, /aɪ/ /həʊp/ /wiː/ /wɪl/ /ˈ**hɛpi**/. /haʊ/ /əˈbaʊt/ /jɔː/ /nɛkst/ /ˈhɒlədeɪ/?)

MS: I want to go to Situbondo. Visit my grandfather house. (/aɪ/ /wɒnt/ /tuː/ /gəʊ/ tuː/ /Situbɔndɔ/. /ˈvɪzɪt/ /maɪ/ /ˈgrændˌfɑːðə/ /haʊs/)

JS: What will you do in Situbondo? (wɒt wɪl juː duː ɪn Situbɔndɔ?)

MS: I will go to Pasir putih beach and play with a thousand sand. (/aɪ/ /wɪl/ /gəʊ/ /tuː/pasɪr **pɔtɛh**/ /biːʧ/ /ænd/ /pleɪ/ /wɪð/ /ə/ /ˈθaʊzənd/ /sænd/.)

JS: It sounds good. Okay, thank you I hope we will happy. (/ɪt/ /saʊndz/ /gʊd/. /**oke**/, /θæŋk/ / juː/ /aɪ/ /həʊp/ /wiː/ /wɪl/ /ˈ**hɛpi**/.)

MS: Okay see you. Have a nice day. (ˈ/əʊkeɪ/ /siː/ /juː/. /hæv/ /ə/ / naɪs/ /deɪ/.)

In the second and the third conversation, the text of the conversation had been fixed by the teacher. So the lack of vocabulary and grammar was clear. In this part, the researcher just focused on the inaccuracy of speakers' phonemes. The table below shows the inaccuracy analysis by students' phonetics.

Table 4.3: list of Madurese phonemes inaccuracy

No	Phonemes	In word	Students pronounced
1.	wɒnt	Want	wɔn
2.	greɪt	Great	gər.rɪːt
3.	Pɔnɔrɔgɔ	Ponorogo	Pɔn.nɔrɔgɔ
4.	raɪt	Right	raɪk
5.	bɪˈkɒz	Because	bɪˈkɔz
6.	wɛnt tʊ	Went to	wɛn.ntʊ
7.	putɪ	Putih	pɔtɛh

Table 4.4: list of Javanese phonemes inaccuracy

No	Phonemes	In word	Students pronounced
1.	nəʊ	Know	kənɔw
2.	wɒnt tuː	Want to	wɔntuː
3.	gəʊ	Go	gɔ
4.	ˈhæpi	Happy	hɛpi

| 5. | ˈəʊˈkeɪ | Okay | ʊke |
| 6. | ˈhæpi | Happy | hɛpi |

Both Javanese and Madurese pupils, as seen in the table above, pronounce "**want to**" exactly as it is a familiar sound, and no misperceptions were found in the conversation by group 2. Sometimes, the Madurese speaker when delivering words in Bahasa the dialects of the mother tongue still interferences yet when delivered in consonant sometimes contains a paused at the same points of articulation in the conversation when speakers say Ponorogo as "**Pɔn.nɔrɔgɔ**", putih as "**pɔtɛh**" so in English when Madurese speakers say right as "**raɪk**". The illustration of the conversation above indicates that the Javanese speaker sometimes has inaccuracy articulation when producing vowels, it appears in the conversation when the Javanese speaker says happy as "**hɛpi**" twice. The study observed a deficiency of pronunciation by the pupils yet communication still functioned for both Madurese students and Javanese students.

Conversation analysis by the group. 3

JS: hi, I hope you are fine. By the way where do you want to go for the next holiday? (/haɪ/, /aɪ/ /həʊp/ /juː/ /ɑː/ /faɪn./ /baɪ/ /də/ /weɪ/ /weə/ /duː/ /juː/ / wɒnt / /tuː/ /gɔ/ /fɔː/ /**də**/ /**nɛks**/ /**hɒlide**/?)

MS: I am good. Wow, I want to go to Ngebel lake, do you know Ngebel lake? (/aɪ/ /æm/ /gʊd./ /waʊ/, /aɪ/ / wɒnt/ /tuː/ /gɔ/ /tu/ /**ŋəbellɛk**,/ /duː/ /juː/ /nɔ/ /**ŋəbellɛk**?/)

JS: it is great. The location in Ponorogo, East java. Is it right? (/ɪt/ /ɪz/ / greɪt./ /ðə/ / ləʊˈkeɪʃᵊn/ /ɪn/ /Pɔnɔrɔgɔ/, /**ɛst**/ /ˈʤɑːvə/. /ɪz/ /ɪt/ /raɪt/?)

MS: yes, it is right. How do you know it? (/jɛs/, /ɪt/ /ɪz/ /raɪt/. /haʊ/ /duː/ /juː/ **ken.nɔw/** /ɪt?/)

JS: of course, I know it. Because my mother is from Ponorogo, and I ever went to Ngebel. (/ɒv/ / kɔːs, /aɪ/ /nəʊ/ /ɪt./ / bɪˈkɒz / /maɪ/ /mʌðər/ /ɪz/ /frɒm/ /Pɔnɔrɔgɔ/, / ænd/ /aɪ/ /**ɛpər**/ /wɛnt/ /tuː/ /ŋəbəl/.)

MS: I see, do you want to go with me there? (/aɪ/ /siː/, /duː/ /juː/ / wɒnt/ /tuː/ /gəʊ/ /wɪð/ /miː/ /**ðear**?/)

JS: okay, I will accompany you to go there. Please contact me if you will go there. (/əʊ/ˈ/keɪ/, /aɪ/ /wɪl/ /əˈkʌmpəni/ /juː/ /tuː/ /gəʊ/ /ðer/. /pliːz/ ˈ/kɒntak/ /miː/ /ɪf/ /juː/ /wɪl/ /gəʊ/ /ðeə /).

MS: thank you so much, I hope we will be happy. How about your next holiday? (/θæŋk/ /juː/ /səʊ/ /mʌʧ/, /aɪ/ /**hɔp**/ /wiː/ /wɪl/ /ˈhæpi/. /haʊ/ /əˈbaʊt/ /jɔː/ /nɛkst/ /ˈhɒlədeɪ/?)

JS: I want to go to Situbondo. Visit my grandfather house. (/aɪ/ /wɒnt/ /tuː/ /gəʊ/ tuː/ /Situbɔndɔ/. /ˈvɪzɪt/ /maɪ/ / grænd ˌfɑːðə / /haʊs/)

MS: What will you do in Situbondo? (/wɒt/ /wɪl/ /juː/ /duː/ /ɪn/ /**Situbɔn.ndɔ/**?)

JS: I will go to Pasir putih beach and play with a thousand sand. (/aɪ/ /wɪl/ /gəʊ/ /tuː/pasɪr putɪ/ /biːʧ/ /ænd/ /pleɪ/ /wɪð/ /ə/ /ˈθaʊzənd/ /**sɛn**/.)

MS: It sounds good. Okay, thank you I hope we will be happy. (/ɪt/ /**saʊndəz**/ /gʊd/. /ˈəʊˈkeɪ/, /θæŋk/ /juː/ /aɪ/ /həʊp/ /wiː/ /wɪl/ /ˈhæpi/.)

JS: Okay see you. Have a nice day. (ˈ/əʊ/ˈ/keɪ/ /siː/ /juː/. /hæv/ /ə/ / naɪs / /deɪ/.)

Table 4.5: list of Javanese phonemes inaccuracy

No	Phonemes	In word	Students pronounced
1.	ði:	The	də
2.	nɛkst	Next	nɛks
3.	hɒlədeɪ	Holiday	hɒlide
4.	i:st	East	ɛst
5.	ˈɛvə	Ever	ɛpər
6.	sænd	Sand	sɛn

Table 4.6: list of Madurese phonemes inaccuracy

No	Phonemes	In word	Students pronounced
1.	ŋəbel leɪk	Ngebel lake	ŋəbellɛk
2.	nəʊ	Know	ken.nɔw
3.	Situbɔndə	Situbondo	Situbɔn.ndə
4.	saʊndz	Sounds	saʊndəz
5.	həʊp	Hope	hɔp
6.	ðeə	There	Đear

No misconception was found based on the table and discussion that were described above. When both Javanese and Madurese students created the word "Situbondo," the Madurese students said "**Situbɔn.ndə**" sounds like a double and paused "consonant" and when delivered Ngebel lake as "**ŋəbellɛk**" in the middle of the word but no misconception because the Madurese and Javanese speakers known it from the first group conversation. The study

discovered certain mispronounces that were undertaken by Javanese and Madurese students and varied articulation. There is no communication interruption due to the differentiation. The communication flowed effectively.

The mispronounced result none of the findings stated clearly whether Javanese students or Madurese students dominate the inaccuracy made by Madurese or Javanese students. But sometimes the misplaced stress which is further explained in a suprasegmental aspect of phonology makes a misperception beyond Javanese and Madurese students.

According to discussion groups, 1,2, and 3 the researcher observed Madurese and Javanese students in sound replacement are usually found as the inability to recognize the orthographic writing with its sound, the utterance is pronounced as if they are ordinary writing or familiar sound. This discovery holds for both categories, making it simpler to anticipate future mistakes in various terms. As second language learners develop their language abilities, they frequently come across words that contain sounds that are unfamiliar to them, which leads to sound replacement. Thus, it turns out that the approach they use while making the sound is to replace the new sounds with ones that are more familiar to them, such as those derived from their L1. Even if it might not be acceptable in the long run, being informed is crucial to be aware of sounds that students frequently substitute.

4.1 Findings and Discussion

Through English conversation, the researcher discovered multiple interference articulations performed by Javanese and Madurese students. Six respondents, two from each of both a pair of Madurese and Javanese student populations were split into three groups.

The researchers also demonstrated their bilingualism. Some of them learned the Madurese language through their Javanese acquaintances and were able to converse well in both languages when they came to the city for their further education (they resided in the suburbs of Jember, Lumajang, and Pasuruan). Some of them were Madurese yet their parents spoke Javanese. These conditions were considered to be essential for getting accurate data for descriptive study.

The information is presented in the form of a video of English conversation students. The topic of the students' conversations is their holidays, and each chat has a distinct text. The video and audio were uploaded on social media exceptionally clearly and of high quality, providing accurate information on the students' pronunciation abilities. The researcher conducted a phonetic analysis to determine whether utterances included mistakes. It was anticipated that pattern-finding would better describe the dialect interference of Javanese and Madurese mother tongues in English conversation as a foreign language.

The research has made it possible to explore developing trends due to the findings that are offered in the table and description. Each sort of dialect interference will be covered concerning these patterns. According to (Lloyd, 1999) cited by (Romaine, 2010). Dialects can be divided into three categories: *pronunciation, grammar, and vocabulary*. If there are any grammar mistakes in the students' conversations, the researcher underlined them in bold text. The students' transcriptions of the discussion and phonetics were analyzed by the Cambridge Advanced Dictionary (Miller, 2009), then the manuscripts are provided below.

4.1.2 Findings from questionnaires data

The respondent from the questionnaires is mostly 200 persons. The frequency of questionnaire responses involved 100 people of the student's Javanese mother tongue and 100 of the students' Madurese mother tongue, 97 Male and 103 Female. The respondents were divided by 52 people in Junior high school, 64 people in Senior high school, 43 persons in undergraduate students and 41 respondents were post graduate students. On the other side, 12-15 years by 52 participants, 16-18 years 64 persons, 47 participants age average is around 19-24, and 39 participants aged 25-41 years. There are demographic data was adopted from (Kyndt et al., 2011). Age, gender, educational level.

Dialect analysis points (vocabulary, grammar or syntax, and pronunciation) are included in the demographic data. The surveys were essential for knowing the perception both of Javanese and Madurese students towards their dialects. The set of questionnaires has 7 points:

1. How often do you communicate in English with colleagues from different mother tongues?
2. I can communicate in English with colleagues of different mother tongues (Javanese-Madurese / Madurese-Javanese).
3. The vocabulary used by a person who speaks a different mother tongue is very familiar and easy to understand.
4. The grammar of the interlocutor who speaks a different mother tongue is very good and clear.
5. The interlocutor (Madurese/Javanese) is very clear when pronouncing vowels.
6. The interlocutor (Javanese/Madurese) is very clear when pronouncing consonants.

7. The syllable or intonation of the interlocutor (Javanese/Madurese) is very clear and easy to understand.

Perception by gender

Based on the participants there are 97 males and 103 females, according to the amount divided into 50 male Javanese mother tongue and 47 male Madurese mother tongue, 53 female Javanese mother tongue, and 50 Madurese female mother tongue. The table below shows the gender perception both of Javanese and Madurese students toward their dialect points (vocabulary, grammar, pronunciation).

Table 4.7. Gender group statistic

No	Gender	No. Statements	Mean	Listwise (N)	
1.	Javanese students' male	Statement 1.	4.28	50 participants	Likert scale point:
		Statement 2.	3.84		
		Statement 3.	2.74		
		Statement 4.	2.72		1. Strongly disagree
		Statement 5.	2.40		
		Statement 6.	2.44		
		Statement 7.	2.28		
2.	Madurese student's male	Statement 1.	3.80	47 participants	2. Disagree
		Statement 2.	3.00		
		Statement 3.	2.61		3. Neutral
		Statement 4.	2.42		
		Statement 5.	2.10		
		Statement 6.	2.44		
		Statement 7.	2.17		
3.	Javanese student's female	Statement 1.	4.69	53 participants	4. Agree
		Statement 2.	3.58		
		Statement 3.	2.71		5. Strongly agree
		Statement 4.	2.75		
		Statement 5.	2.49		
		Statement 6.	2.77		P= Mean score
		Statement 7.	2.49		
4.	Madurese student's female	Statement 1.	4.36	50 participants	
		Statement 2.	3.04		
		Statement 3.	1.68		
		Statement 4.	2.32		
		Statement 5.	1.88		
		Statement 6.	2.28		
		Statement 7.	2.12		

Table 4.7 above illustrates that both Javanese and Madurese students often communicate in English with each other (statement of the number 1). The table shows contribution points are Javanese male is 4.28 with P>4, Madurese male is 3.80 scores P>3, Javanese female is 4.69 with P> 4, and Madurese female is 4.36 with P>4 accordingly, the total of measurement is above 3 and 4. In other words, it can be said both Javanese and Madurese students often contributed to communicating in English with each other.

The clearance of communication in different mother tongues (statement number 2) from the table shows Javanese male is 3.84 calculated P>3, Madurese male is 3.00 with P=3,

Javanese female is 3.58 with P>3, Madurese female is 3.04 with P>3. According to the Likert scale, the measurement point is around 3. It indicates the values of clearance communication in English for both Madurese and Javanese students is neutral which means not strongly clear and not clear.

The responses by the participant towards vocabulary (statement number 3) that conveys both Madurese and Javanese speakers are not clear. The data from the table shows that Javanese male is 2.74 with P<3, Madurese male is 2.61 with P<3, Javanese female is 2.71 with P<3, and Madurese female is 1.68 with P<2. According to the Likert scale points above the responses of Javanese males, Madurese males, and Javanese females are not clear when listening to vocabulary distributed by different mother tongues in English conversation, and Madurese female point is 1. It indicated a strong lack of vocabulary when conducting conversations in English.

Furthermore, in grammar (statement number 4) produced by Javanese and Madurese speakers when they conduct English conversation still misunderstanding, it can be seen in the table above the respondents shows Javanese male is 2.72 with P<3, Madurese male is 2.42 with P<3, Javanese female is 2.75 with P<3, and Madurese is 2.32 with P<3 where grammar was not emphasized.

Besides, misunderstanding of conversation caused when produced vowels (statement number 5) in English conversation is not clear, producing vowels is a significant factor to be communication can work. The respondent shows that they still have misperception when they communicate in English yet deliver in vowels, the data shows that Javanese male is 2.40 with a P value >2, Madurese male is 2.42 with P>2, Javanese female is 2.75 with a P value >2, and Madurese female is 2.12 with P>2. The findings revealed that students tended to pronounce vowels that were not clear.

From the questionnaires deployed to the participants, it can be seen most participants lacks consonant (statement number 6) distributed by Javanese or Madurese speakers when communicating in English, according to the data it shows that Javanese male is 2.44 with P<3, Madurese male is 2.44 with P<3, Javanese female is 2.77 with P<3 and Madurese female is 2.28 with P<3. This data shows that the average of N values by the Likert scale is 2 where it is disagreed or not clear.

Based on the questionnaire responses, the syllables (question number 7) of Madurese and Javanese speakers are not clear, the data shows Javanese male is 2.28 with P<3, Madurese male is 2.17 with P<3, Javanese female is 2.49 with P<3 and Madurese female is 2.12 with P<3. It indicates the syllable that produced by Javanese and Madurese speakers is not clear. Lack of pronunciation instruction and ignorance of word stress conventions are two factors that might affect word stress. This anomaly could be connected to the fact that neither Javanese nor Madurese have a particular guideline for where to apply the stress in words with many syllables. As a result, the students often mispronounced single-syllable words and stressed terms where they thought it would be most natural to do so.

Perception by age

The demographic data by the age were 12-15 years by 52 participants, 16-18 years by 64 persons, 47 participants' age average is around 19-24, and 39 participants are 25-41 years. The table below shows the perception of respondents.

Table 4.8. Age group statistics

No	Age	No. Statements	Mean	Listwise (N)
1.	12-15 years	Statement 1.	4.48	52 participants
		Statement 2.	2.57	
		Statement 3.	3.76	
		Statement 4.	3.48	
		Statement 5.	3.84	

		Statement 6.	3.63	
		Statement 7.	3.94	
2.	16-18 years	Statement 1.	4.57	64 participants
		Statement 2.	2.77	
		Statement 3.	3.85	
		Statement 4.	3.35	
		Statement 5.	4.0	
		Statement 6.	3.85	
		Statement 7.	3.88	
3.	19-24 years	Statement 1.	4.55	47 participants
		Statement 2.	2.82	
		Statement 3.	3.17	
		Statement 4.	3.0	
		Statement 5.	3.1	
		Statement 6.	3.1	
		Statement 7.	3.4	
4.	>25 years	Statement 1.	4.55	39 participants
		Statement 2.	2.47	
		Statement 3.	2.42	
		Statement 4.	2.44	
		Statement 5.	2.84	
		Statement 6.	2.57	
		Statement 7.	2.73	

The table above describes the students aged 12-15 years who often conduct conversation in English, The measure appears: in statement no.1 is 4.48 with P>4. The communication between Javanese and Madurese interlocutor is not clear it can be seen in the table; the table shows 2.57 with P<3. The vocabulary used is not good but can be understood it shown in the table The score is 3.76 with P>3. The grammar, vowels, consonant, and intonation distribution are neutral it means is not good but can be understood. The measurements in the table show: the grammar is 3.84 with P>3, for the vowels is 3.63 with P>3, the consonant distribution is around 3.63 with P>3, and 3.94 for the intonation between Javanese and Madurese speakers with P>3.

Based on the table it shows the perception by respondents in age 16-18 years. They have often been communicating with other races (Madurese or Javanese), The table shows 4.57 with P>4, they had something lacking in communication within the P value is 2.77 with P<3. The vowel distribution is clear at 4.0 with P=4. Vocabulary, grammar, consonant, and intonation distribution are clear but a bit misunderstanding. The average of measurements is

around 3 with calculated; for intonation is 3.88 with P>3, the speakers' grammar is 3.35 with P>3, and the score of 3.85 for both vocabulary and consonant distribution with P>3.

Besides, the responses from questionnaires in age 19-24 years they often conduct communication as an interlocutor with a different mother tongue (Javanese/Madurese) the score from statement no.1 is 4.55 with P>4. Then, the communication is not clear P value is 2.82 with P<3. A vocabulary, grammar, vowels, and intonation distribution for around 3 with the specific; for the grammar is 3.0 with P=3. The intonation is 3.4 with P>3. Vocabulary mastery, vowels, and consonant distribution are 3.1 with P>3. The data indicates the perceptions towards Madurese and Javanese speakers' dialects in age 19-24 years P value is around 3 it can be understood but a little bit not clear.

Furthermore, in age >25 years both perception and communication towards Madurese and Javanese speakers is not clear. The data shows that the communication that they had conducted is 2.47 with P<3. Then for the vocabulary, grammar, vowels, consonant, and intonation distribution are P values<3. The specific data shows: 2.42 for vocabulary with P<3, 2.44 for grammar with P<3, a vowels score is 2.57 with P>2, a consonant distribution is 2.57 with P>3, and an intonation distribution are 2.7 with P>2. The qualification of the respondent perception with qualified they often conduct communication with different mother tongue (Javanese/Madurese) is 4.55 with P>4.

Perception by educational level

The perception from the participants is classified by educational level in demographic data, the data findings are 42 students from junior high school, 61 respondents from senior high school, 48 participants from undergraduate students, and 49 respondents from post-graduate students. Then, the findings from demographic educational level towards dialects questionnaires are explanatory below:

Table 4.9. Educational level statistics

No	Education level	No. Statements	Mean	Listwise (N)
1.	Junior High School	Statement 1.	4.59	42 participants
		Statement 2.	2.59	
		Statement 3.	3.52	
		Statement 4.	3.81	
		Statement 5.	3.78	
		Statement 6.	3.50	
		Statement 7.	3.90	
2.	Senior High school	Statement 1.	4.47	61 participants
		Statement 2.	2.47	
		Statement 3.	3.68	
		Statement 4.	3.42	
		Statement 5.	3.81	
		Statement 6.	3.45	
		Statement 7.	3.81	
3.	Undergraduate students	Statement 1.	4.47	48 participants
		Statement 2.	2.66	
		Statement 3.	4.0	
		Statement 4.	3.50	
		Statement 5.	4.0	
		Statement 6.	3.79	
		Statement 7.	3.93	
4.	Post-graduate students'	Statement 1.	4.59	49 participants
		Statement 2.	2.59	
		Statement 3.	3.61	
		Statement 4.	3.46	
		Statement 5.	3.81	
		Statement 6.	3.63	
		Statement 7.	3.65	

The data from the table above show us in junior high school, the participants often have conversations in different mother tongues (Javanese/Madurese), the score is 4.59 with P>4. The communication is not clear or miscommunication each other when

delivered in English, the score of communication clearance is 2.59 with P<3. For the vocabulary, grammar, vowels, consonants, and intonation distribution are around 3 with details; for the delivered vocabulary is 3.52 with P>3, grammar is 3.81 with P>3, a vowel is 3.78 with P>3, a consonant is 3.5 with P>3 and intonation are 3.9 with P<4.

The data show that the perception from senior high school students towards dialects of Madurese/Javanese speakers is neutral=3. The details are; vocabulary is 3.68 with P>3, grammar is 3.42 with P>3, vowel and intonation distribution are 3.81 with P<4, consonant is 3.45 with P>3. The data taken from respondents who often conduct conversations with different mother tongues, the value is 4.47 with P>4, the respondents report that had been lack when delivering communication in English, the value of communication clearance is 2.47 with P>2.

Miscommunication in English conversation between both Javanese and Madurese speakers sometimes appears among undergraduate students. The data shows that undergraduate students by communication clearance is 2.66 with P<3. Then, the vocabulary, vowels, and consonant distribution are neutral in value average is 3 with the details; vocabulary is 3.5 with P>3, vowels is 3.79 with P<4, and consonant is 3.93 with P<4. The grammar distribution is clear with a P value is 4.0, and the data taken from students who often conduct conversation with each other both Javanese and Madurese speakers the data shows 4.59 with P>4.

Post-graduate students from the respondent data who often communicate in English with Javanese or Madurese speakers is 4.59 with P>4. Practically, they had something lacking when processing conversation the data communication appears 2.59 with P<3. For the vocabulary, grammar, vowels, consonants, and intonation are neutral, the data distribution shows 3 with details; 3.61 with P>3 in vocabulary, 3.46 with P>3 in grammar, 3.81 in vowel distribution, 3.63 with P<4 in consonant, and for the delivered intonation is 3.65 with P<4.

4.2. Discussion

This study focused on knowing in depth how is Madurese students' perception of Javanese students' speakers in English conversation, and how is Javanese students' perception of Madurese students' speakers in English conversation. The researcher deploys questionnaires to 200 students starting from junior high school until post-graduate students. Before the questionnaires spread out the researcher wants to know the real situation of student's English conversation in the class.

This section offers a more thorough justification of the results. As seen in (Perwitasari, 2018), the analysis of video recordings has shown instances of phonological interference from participants' native tongues in English phonemes. In particular, the study found that Javanese pupils made errors when generating several vowels. The findings from this study show that Javanese pupils typically had lesser accuracy in the generation of vowels like /æ, ɛə, iː, eɪ, aʊ, əː, ɔː, uː, ɒ, ɪə, əʊ, ʊ, ɑː, ɪ, ʊə, ɔɪ, aɪ/. It's crucial to remember that these errors did not affect the conversation's flow; instead, the dialogue continued as usual. Contrarily, a research carried out by (Mahendra & Marantika, 2020), which concentrated on Madurese's pupils, explicitly emphasized problems with the vowels /ə/ and /ɪ/.

The findings of this study agree with the statements but no interference in the communication process, the delivered conversation between both Javanese and Madurese speakers still works. The miscommunication of the speakers conducted by Madurese consonant and intonation, the data shows when the Madurese speak 'Ngebel lake' as '**Ngebellake**' without space in two words, and speaks 'Situbondo' as '**situbon.do**', putih as **"pɔtɛh"** likes adding consonant when produced consonant meets consonant and as familiar sounds. It seems like contains a pause a the same points of articulation. Not only when delivered words in Bahasa but in English when produced right as **"raɪk"**.

As seen in Table 4.3–4.4, Madurese speakers have more consonants than Javanese speakers have in the study of pupils who speak that language. It appears unreasonable to claim that linguistic interference is dominated by faults in Javanese or Madurese. Additionally, the comparison may be hampered by the different study's research methodology and data-gathering tools.

Based on the questionnaire data by respondents. The first discussion is about Madurese perceptions of Javanese speakers. The Madurese speaker was 100 respondents connected with 7 statements including dialect points (vocabulary, grammar/syntax, and pronunciation) (Lloyd, 1999) as cited by (Romaine, 2010), the result of the data was measured by (Sugiyono, 2022). The listwise was explanatory by the table:

Table 4.2.1 Madurese Perception

No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I often communicate in English with colleagues from different mother tongues (Javanese)	60	37	3		
2.	I can communicate in English with colleagues of different mother tongues (Javanese).	4	19	31	32	14
3.	The vocabulary used by a person who speaks a different mother tongue	17	17	26	8	32

No.	Statement					
	is very familiar and easy to understand.					
4.	The grammar of the interlocutor who speaks a different mother tongue is very good and clear.	5	42	41	10	2
5.	The interlocutor (Javanese) is very clear when pronouncing vowels.	20	55	20	5	
6.	The interlocutor (Javanese) is very clear when pronouncing consonants.	8	54	31	6	1
7.	The syllable or intonation of the interlocutor (Javanese) is very clear and easy to understand.	14	14	22	6	44

Total N= 100 participants

Pvalues= Nx100%

Based on the table above the Madurese perception by statement no.1, 60 Madurese respondents every day communicate with Javanese speakers, 37 often communicate and 3 respondents are neutral or do not often communicate, the percentage is 97% is P<3, and 3%=3.

These findings to know-how offer the respondents conversations with different mother tongues each other. The data are reliable and connect to the next statements.

Regarding the Madurese respondents' reactions to statement number 2, out of the 100 participants surveyed, only 4 individuals expressed a strong sense of clarity when communicating in English with Javanese speakers. Additionally, 19 respondents indicated that they were clear, 31 participants adopted a neutral stance, 32 individuals found it unclear, and 14 respondents felt strongly unclear. This data implies that 46 respondents had P values less than 3, while 31 respondents had a P value of 3. Conversely, when examining Madurese respondents' reactions to statement number 2, the data reveals that 46% of the participants did not find the communication clear, 31% maintained a neutral perspective, and merely 23% considered it clear. This outcome suggests that Madurese participants generally experienced difficulties in achieving clarity during English conversations with Javanese speakers.

The data gathered towards statement no.3 from Madureses respondents that adopted from the table, the data were gathered 17 respondents strongly agree, 17 people agree, 26 respondents were neutral, 8 participants disagree, and 32 persons strongly disagree. It means 34% with P>3, 26% with P=3, and 40% with P<3. The data was taken from 100 Madurese participants, The vocabulary delivered by Javanese speakers when a conducted conversation in English around 40% were not clear with Pvalues<3.

According to the data that was gathered from the respondents' input on statement number 4, 5 participants highly agreed, 42 respondents agreed, 41 respondents had a neutral opinion, 10 respondents disagreed, and 2 respondents strongly disagreed. With a P value larger than 3, the statistics show that a total of 47 participants (including those who agreed and those who agreed strongly) indicated agreement. In addition, 12 individuals (including those who opposed and strongly disagreed) had a perspective with a P value less than 3, whereas 41 people took a

neutral posture with a P value of 3, and the neutral position of 41 participants had a P value of 3. Essentially, this data indicates that a sizeable majority of the respondents thought Javanese speakers utilized good, unambiguous language. The results showed that 12% of participants disagreed with a P value of less than 3, while 41% remained neutral with a P value of 3, and 47% of participants indicated agreement.

According to the data presented, it can be seen that 20 respondents strongly agreed, 55 people agreed, 20 people expressed a neutral position, and 5 people disagreed with statement number 5, based on the replies given by the participants. This shows that 75 people overall agreed with the proposition, 20 participants took no position, and 5 responses disagreed. As a result, when Javanese speech is given using vowels, the general feeling among the Madurese respondents is one of clarity. P values larger than 3 resulted in agreement from about 75% of the participants, 20% of whom took a neutral stance, while P values less than 3 resulted in just 5% of the participants disagreeing.

Madurese respondents towards statement no.6 agreed, the respondents gave a high score to the Javanese speakers when producing consonants in English conversation. The data shows that 8 persons answered strongly agree, 54 respondents agreed, 31 persons were neutral, 6 persons answered disagree, and only 1 person strongly disagreed. It indicates nothing problem when Javanese speakers produced consonants when conversation in English. Based on the data measurements 62 respondents agreed, 31 respondents were neutral and 7 respondents were not clear or disagree. The percentages were 62% with P>3, 31% with P=3, and 7% with P<3.

For the last statement no.7, the Madurese respondents towards Javanese syllables when delivered in English conversation were not clear. The data shows 14 respondents answered strongly agree, 14 persons agreed, 22 respondents were neutral, 6 persons answered disagree, and 44 respondents were strongly disagree. It indicates that 28 respondents agreed with the

statement, 22 persons were neutral, and 50 respondents disagreed. The results of measurements were 28% with P>3, 22% with P=3, and 50% with P<3.Table 4.2.2. Javanese perception

No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I often communicate in English with colleagues from different mother tongues (Madurese)	51	49			
2.	I can communicate in English with colleagues of different mother tongues (Madurese).	4	13	28	34	21
3.	The vocabulary used by a person who speaks a different mother tongue is very familiar and easy to understand.	8	13	18	36	25
4.	The grammar of an interlocutor who speaks a different mother tongue is	2	17	15	55	11

No.	Statement					
	very good and clear.					
5.	The interlocutor (Madurese) is very clear when pronouncing vowels.	20	47	26	5	2
6.	The interlocutor (Madurese) is very clear when pronouncing consonants.	11	37	47	5	
7.	The syllable or intonation of the interlocutor (Madurese) is very clear and easy to understand.	6	11	13	46	24

Total N= 100 participants

Pvalues= Nx100%

Based on the background above, the Javanese often communicate with interlocutors or Madurese in English. The data shows that 51 participants communicate every day, and 49 persons answered often communicate. It was indicated the respondents often communicate

with each other in English the score was 100 with P>3, and the percentage was 100% of Javanese respondents often communicate with the Madurese speakers. The data are reliable for the next statements.

The data from the table through statement no.2 show us, the Javanese respondents were not clear when conducting conversation in English with the Madurese speakers. Based on the table above, 4 respondents answered strongly clear, 13 were clear, 28 persons were neutral, 34 respondents answered not clear, and 21 persons were strongly not clear. It indicates that 17 participants (13+4) were clear, 28 persons were neutral, and 55 participants (34+21) were not clear. The percentage shows 17% with P>3, 28% with P=3, and 55% were not clear with P<3.

The Javanese perceptions towards statement no 3. Based on the data can be described as: 8 participants answered strongly agree, 13 persons did not agree, 18 persons were neutral, 36 participants answered not agree, and 25 persons answered strongly disagree. It indicates that Javanese participants sometimes a lack of vocabulary understanding when Madurese delivered an English conversation, The data show us that 21 persons agreed that 18 participants were neutral, and 66 participants (36+25) were not clear. The scores were 21% with P>3, 18% with P=3, and 66% with P<3.

English grammar that was produced by the Madurese speaker (statement no.4), the Javanese participants gave a score of 19% with P>3, 15% with P=3, and 66% with P<3. The description of P values were: 19 participants with P>3, 15 participants with P=3, and 66 participants with P<3. Based on the table above, 2 persons strongly agreed with the statement, 17 participants agreed, 15 persons were neutral, 55 persons disagreed, and 11 participants strongly disagreed.

Statement no.5 was described: 20 participants strongly agreed, 47 agreed, 26 participants were neutral, 5 participants did not agree, and 2 participants strongly disagreed. It

indicates that Javanese participants can understand Madurese vowels produced in English conversation. The data shows 67 participants (20+47) with P>3, 26 with P=3, and 7 (5+2) with P<3. Then the percentage is described as 67% with P>3, 26% with P=3, and 7% with P<3.

The responses from respondents towards statement no.6 indicates that the Javanese respondents nothing problem with Madurese when delivered consonant in English conversation, The data shows 11 participants strongly agreed, 37 persons agreed, 47 participants were neutral, 5 participants disagreed, then the score understanding was: 48 persons (37+11) with P>3, 47 participants with P=3, and 5 participants were P<3. Or can be described as a percentage: 48% with P>3, 47%=3, and 5%<3. Only 3% of the Javanese respondents listed the inaccuracy of the Madurese when producing consonants in English conversation.

In the last statement (no.7), the responses of the Javanese respondents towards the Madurese syllable were: 6 participants strongly agreed, 11 participants agreed, 13 participants were neutral, 46 participants disagreed, and 24 participants strongly disagreed. Then the analysis of the P value was: 17 participants (11+6) with P>3, 13 participants with P=3, and 70 participants with P<3. On the other hand, 17% with P>3, 13% with P=3, and 70% with P<3. It indicates the big problem of Javanese participants understanding of Madurese speakers is the Madurese syllable, based on the data 70% of participants with P<3.

4.2.1. Javanese and Madurese perception

To answer research Statement number 1 and number 2 the researcher spread out the online questionnaires to the 200 respondents including 100 Javanese respondents and 100 Madurese respondents Then, to make a conclusion the data were analyzed and tabulated (Arikunto, 2007). The overall criteria score is the highest score x total statements x respondents, in this measurement overall highest score is 3500 (see in appendix). So in this section, the score gathered were 2118 for Javanese perception and 2576 for Madurese perception after that,

2118:3500 was 60% according to the criteria the result of measurement was a continuum categorized as:

700	1400	2100		2800	3500
SD	D	N 2118		A	SA

SD: Strongly disagree   D: Disagree   N: Neutral

A: Agree   SA: Strongly Agree

The Highest score criteria x N total instrument x Total respondents

The score of 2118 is an interval categorized between neutral and agree but nearest from neutral. For another conclusion was:

1. If all participants strongly disagree

2. If participants agree 25%

3. If participants agree 50%

4. If participants agree 75%

5. If participants agree 100%

The percentage of measurements of Javanese perception is 60%, so the perception of Javanese towards Madurese dialects based on the 7 questionnaires is categorized neutral but nearest of agree it indicates Javanese respondents did not get a problem towards Madurese speakers dialects when conducted in English conversation. Then the Madurese responses towards Javanese dialects was 2576:3500= 73%. The continuum criteria were categorized below:

700	1400	2100		2800	3500
SD	D	N	2576	A	SA

The score of 2576 was categorized as an interval between neutral and agree but nearest to agree. Then the percentage of 73% is 3 nearest of 4. It indicates the Madurese participants agree with

7 statements of the questionnaires, the Madurese respondents did not have a problem with Javanese speakers' dialects when conducted in English conversation.