UNDERGRADUATE THESIS

THE INTERFERENCE OF JAVANESE LANGUAGE IN ENGLISH FOUND ON ONLINE MEDIA

By

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ENGLISH EDUCATION STUDY PROGRAM

STATE ISLAMIC INSTITUTE OF METRO

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FOUND ON ONLINE MEDIA

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STATE ISLAMIC INSTITUTE OF METRO

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APPROVAL PAGE

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NOTIFICATION LETTER

Number   : -
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Matter   : **In order to hold the Munaqosyah**
               of Bima Dimas Ade Putra

To:
The Honorable the Head of
Tarbiyah and Teacher Training Faculty
of State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research script which is written by:

Name   : Bima Dimas Ade Putra
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Title   : THE INTERFERENCE OF JAVANESE LANGUAGE ON STUDENT'S ENGLISH MASTERY

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

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NOTA DINAS

Nomor   : -
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Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                   Bima Dimas Ade Putra

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di-Tempat

Assalamu'alaikum Wr. Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh :

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     Program Studi : Tadris Bahasa Inggris (TBI)
     Fakultas   : Tarbiyah dan Ilmu Keguruan
     Judul   : THE INTERFERENCE OF JAVANESE LANGUAGE ON
                       STUDENT'S ENGLISH MASTERY

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya kami ucapkan terimakasih.
Wassalamu'alaikum Wr. Wb.

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RATIFICATION PAGE
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An Undergraduate Thesis entitled: THE INTERFERENCE OF JAVANESE LANGUAGE IN ENGLISH FOUND ON ONLINE MEDIA**,** written by: Bima Dimas Ade Putra, Student Number 20010501005, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, June 24th, 2024 at 10.00 – 12.00 WIB.

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Examiner I : Dr. Ahmad Subhan Roza, M.Pd (.....................)

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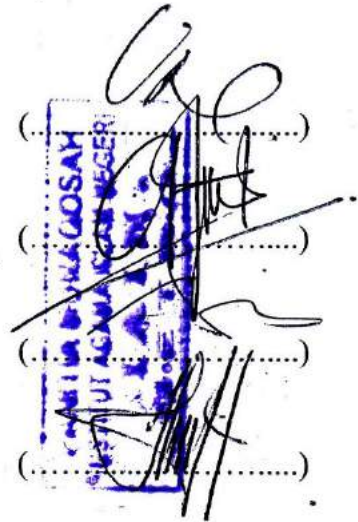
The Dean of Tarbiyah and Teacher Training Faculty
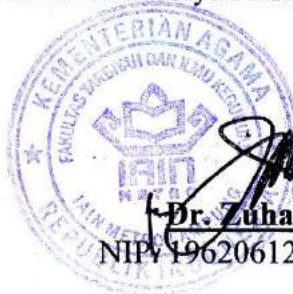
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ABSTRACT

THE INTERFERENCE OF JAVANESE LANGUAGE IN ENGLISH

FOUND ON ONLINE MEDIA

By:

Bima Dimas Ade Putra

This research aims to find out the types of Javanese (L1) to English (L2) interference that occur in the online media, and its impact on English language acquisition.

This type of this research is literature study used a descriptive qualitative with an observation method, which aims to explain and describe more specifically the phenomenon of Javanese (L1) to English (L2) interference. Data collection includes observation and documentation conducted in various media on the internet as the main source of research data.

The results show that there are 31 Javanese language interference data categorized into four types of language interference with details, 6 phonological interferences, 17 grammatical (syntax) interferences, 5 semantic interferences, and 3 lexical interferences. This shows that language interference also occurs in Javanese as a mother tongue towards English as a second language. Apart from having the negative impact on English language acquisition, Javanese interference also has the positive impact.

Keywords: *Javanese-English Interference, Grammatical Interference, Online Media*

ABSTRAK

INTERFERENSI BAHASA JAWA DALAM BAHASA INGGRIS YANG DITEMUKAN PADA MEDIA DARING

Oleh:

Bima Dimas Ade Putra

Penelitian ini bertujuan untuk mengetahui jenis-jenis interferensi bahasa Jawa (L1) terhadap bahasa Inggris (L2) yang terjadi di media daring, serta dampaknya terhadap penguasaan bahasa Inggris siswa.

Jenis penelitian ini adalah studi pustaka dengan menggunakan metode kualitatif deskriptif melalui pendekatan observasi, yang bertujuan untuk menjelaskan dan menjabarkan lebih luas fenomena interferensi bahasa Jawa (L1) terhadap bahasa Inggris (L2). Pengumpulan data meliputi observasi dan dokumentasi yang dilakukan di berbagai media yang ada di internet sebagai sumber utama data penelitian.

Hasil penelitian menunjukkan terdapat 31 data interferensi bahasa Jawa yang dikatergorikan menjadi empat jenis interferensi bahasa dengan rincian, 6 interferensi fonologi, 17 intereferensi gramatikal (sintaks), 5 interferensi semantik, dan 3 interferensi leksikal. Hal ini menunjukkan bahwa interferensi bahasa juga terjadi pada bahasa Jawa sebagai bahasa ibu terhadap bahasa Inggris sebagai bahasa kedua. Selain berdampak negatif terhadap penguasaan bahasa Inggris, interferensi bahasa Jawa juga memiliki dampak positif.

Kata Kunci: *Interferensi Bahasa Jawa-Inggris, Interferensi Gramatikal, Media Daring*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Bima Dimas Ade Putra

Student Number : 2001051005

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State that this undergraduate thesis is originally the result of the researcher's research, in expectation certain parts which are excerpted from the bibliographies mentioned.

Metro, June 28th, 2024

The Researcher,

BIMA DIMAS ADE PUTRA
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ORISINALITAS PENELITIAN

Yang bertandatangan di bawah ini:

Nama   : Bima Dimas Ade Putra

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Program Studi   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 28 Juni 2024

Yang Menyatakan,

BIMA DIMAS ADE PUTRA
NPM. 2001051005

MOTTO

اِنَّ مَعَ الْعُسْرِ يُسْرًا ۝

"Indeed, with hardship will be ease"

(Al-Insyirah:6)

"Just because you took longer than others, doesn't mean you failed. You right on

your own time."

- Bima Dimas Ade Putra -

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. My parents, Mr. Yulianto and Mrs. Sri Mulyani and my family who always contribute their support, power and advice for my life and my study, thank you a lot for your everlasting love and incessant prayer.

2. All of my bestfriends, Gesia, Andika, Bagus, Inggit, Ninda, Ijah, Wida who have offered a lot of support and help during the process of completing this thesis.

3. All of Clown's Crown members who always support my steps until I can finish this thesis.
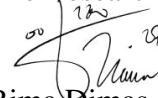
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an exclusive means of communication possessed alone by humans. Language serves as a universally understood means of communication. Language has a crucial role in the existence of human beings. According to the Oxford Language, "meaning" refers to a communication method employed by a particular country or society. [1] Language may be defined as the means of communication, encompassing spoken words, written text, and even non-verbal gestures. Therefore, language is a system of customary spoken, manual (signed), or written symbols that people use to express themselves as members of social groups and participants in their cultures.

The English language was the first Germanic language spoken in England in the early Middle Ages and is now the most widespread language in the world, with English serving as the official language of 53 countries. English has had the most rapid growth among languages in the contemporary world. English is a globally spoken language in various fields, including engineering, technology, scientific research, banking, medicine, science, pharmacy, trade and commerce, education, film industry, internet, business, advertising, tourism, and transportation.[2]

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[1] Sitti Rabiah, "Language as a Tool for Communication and Cultural Reality Discloser," *Communcation and Culture* 1, no. 1 (2018): 1–11.

[2] Parupalli Srinivas Roa, "The Role of English as a Global Language," *Research Journal Of English* 4, no. 1 (2019): 65–79.

The Indonesian education system mandates the learning of English as a foreign language from primary through tertiary levels. However, learners often exhibit persistent difficulties in acquiring English proficiency, which can be partly attributed to the influence of their native languages, such as Javanese. The acquisition of a second language (L2) will always be influenced by various factors, one of which is interference from the mother tongue (L1). Interference, or the influence of one language on another, is a common phenomenon in bilingual and multilingual societies. Interference is an error which occurs due to negative transfer from mother tongue or native language. [3] The interference of first language usually can occur when the speaker use second language such as in grammatical, lexical, phonological, or semantics.[4]

In the context of Indonesia, particularly in regions where Javanese is widely spoken, this linguistic interference can significantly affect the acquistion of English among learners. Javanese, as one of the most spoken local languages in Indonesia, has a profound impact on its speakers. With its rich vocabulary, distinct phonetic patterns, and complex grammatical structures, Javanese presents a unique set of challenges for its speakers when learning English. These challenges often manifest as linguistic interference, where the structures and rules of Javanese are applied to English, leading to errors and non-standard usage in learners' English language output.

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[3] Tania Syafutri and Andri Saputra, "The First Language Interference toward Students' English Speaking as Foreign Language," *Linguists : Journal Of Linguistics and Language Teaching* 7, no. 1 (2021): 39.

[4] Muhammad Arif Firmansyah, "Interferensi Dan Integrasi Bahasa," *Paramasastra* 8, no. 1 (2021): 46–59.

Based on a pre-survey conducted by the researcher, there are various kinds of Javanese language interference on English that are spread across many platforms on the internet. This is prominently seen in the creative expressions found on the internet, where English phrases are often humorously or creatively adapted into Javanese contexts. Internet postings on social media platforms often reflect a blend of both languages, illustrating the dynamic and fluid nature of linguistic interaction in these media. Due to this, this research aims to explore the specific ways in which the Javanese language interferes with learners' English language acquisition, focusing on various aspects such as phonology, grammatical (syntax), semantics, and lexical. Moreover, it seeks to examine the occurrence of English language shifts into Javanese in various forms of media and platform on internet.

Within the description provided, the researcher aims to conduct a thorough analysis of the influence of Javanese language on the English language. In this instance, the researcher employed qualitative research methodology. Therefore, the researcher produced a thesis titled "*The Interference of Javanese Language in English Found on Online Media*". Finally, this research will focus on the analysis of types of Javanese interference on English language that occur on many media and platforms on internet as the main source of the data and then determine the impacts on English acquisition based on the theory.

B. Research Questions

Based on the statement of the background of study above, the researcher addresses these following problem statements as follows:

1. What type of interference of Javanese language in English language?

2. What are the impacts of the interferences towards English language acquisition?

C. Objectives and Benefits of the Study

1. Objective

   Related to the research question above this particular study objective as follows:

   a. To identify and categorize the types of linguistic interference from Javanese language in English.

   b. To determine the impact of Javanese language interference on English language acquisition.

2. Benefit

   This research is hoped to be useful not just for the researcher but for lecture, students, and readers. The benefits of the study in this research, includes:

   a. For Lecture, understanding the specific challenges and areas of interference for Javanese-speaking students can enable lecturers to tailor their teaching methods to address these issues effectively.

   b. For Learners, awareness of the differences between Javanese and English can help learners recognize and correct language interference errors, leading to more accurate language production and communication skills.

c. For Readers, gain insight into the complex dynamics of language interference and bilingualism, enriching their understanding of language acquisition and usage in diverse cultural contexts.

D. Prior Research

In order to conduct this analysis, three previous studies conducted by different researchers will be evaluated. The first prior research is done by Aulia Rahmi in 2020 in Medan using qualitative method.[5] This research was aimed to find out the types of interference, how first language interference in speaking English, and why the first language interference in speaking English at second-grade students MAN 4 Mandailing Natal. This research was aimed to find out the types of interference, how first language interference in speaking English, and why the first language interference in speaking English at second-grade students MAN 4 Mandailing Natal.

The second prior research was conducted by Durratul Hikmah and Irfan Wahyudi in Probolinggo in 2023.[6] This research aimed to identify the language interference in the students' English writing assignment, and what factors behind them at Al-Mashduqiah Plus Junior High School. The research used descriptive qualitative. The results showed that the form of interference in Al- Mashduqiah Plus Junior High School is morphological and syntactical structure. Besides, these

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[5] Aulia Rahmi, "AN ANALYSIS OF FIRST LANGUAGE INTERFERENCE ON STUDENTS' SPEAKING OF ENGLISH AS FOREIGN LANGUAGE AT MAN 4 MANDAILING NATAL" (State Islamic University of North Sumatera Medan, 2020).

[6] Durratul Hikmah, Muhammad Iskandar Dzulqarnain, and Sulton Arifin, "Grammatical Interference in English Communication Used by Nurul Jadid Students," *International Journal of English Education and Linguistics (IJoEEL)* 3, no. 1 (2021): 20–30.

interferences are caused by several factors; they are structural and non-structural factors.

The third prior research from Zulfadi, Bukhari, and Syafira in 2019 in Banda Aceh.[7] This study investigates the effects of learning Japanese as a foreign language towards learners' first language use, Indonesian. The data for this qualitative study were obtained from five Japanese learners who had different backgrounds of Japanese learning. This study investigates the effects of learning Japanese as a foreign language towards learners' first language use, Indonesian. The data for this qualitative study were obtained from five Japanese learners who had different backgrounds of Japanese learning.

This research has similarities and differences with some of the prior researches above. The similarites with all of the prior research are that these research uses qualitative research, particulary descriptive methods and all these researches analyze the language interference. However, the difference between this research and the first research is that the first research focuses on analyzing interference in speaking skills. The difference with the second research is that the second research examines grammatical interference in student communication. And the difference with the third study is that the third study explores the interference of the second language (Japanese) to the first language (Indonesian).

Another difference between this study and these three researchs is that the three prior researchs involved students directly as research subjects, while this

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[7] Zulfadli Abdul Aziz, Bukhari Daud, and Syafira Yunidar, "Second Language Interference towards First Language Use of Japanese Learners," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 4, no. 1 (2019): 159.

research does not involve students directly, and only discusses the impact of Javanese language interference on learners using a theoretical approach. The novelty of this research is the subject of the research, which is the source of information on various platforms and media on the internet as the main source. This research will focus on explaining the types of Javanese language interference in English that have been found and try to explain the impact on langugae acquisition of English.

CHAPTER II

THEORETICAL REVIEW

A. Language Interference

Interference is one indication of language dominance where the bilingual is not absolutely balanced, one language is said to be dominant. Interference occurs when people are most dominant in their first language.[1] To put it another way, because the original language is more prevalent, it affects language transfer. The mistakes in learning a second language are caused by interference.

It is the result of the use of the first language as an utterance initiator: first language competence may replace acquired second language competence in the performance model. The frequent use of one's native tongue may have an impact on one's target language errors. When the first language's structure and functions are transferred into the target language, interference results. When an L1 structure or rule is used in an L2 utterance and that use is inappropriate and considered an "error".[2] The first language has an impact on how a second language is used. It is the reason why elements of the first language get transferred to the second language. Then, the second language's linguistic codes and structure changed, causing errors or interference.

Moreover, interference as 'transfer' which he says in the impact that the learner's native language exerts over the acquisition of target language.[3] When

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[1] Marisa Fran Lina, "Language Interference in Teaching English As Foreign Language Viewed From Psycholinguistics," *E-Link Journal* 10, no. 1 (2023): 68.

[2] Muriel Saville-Troike, *Introducing Second Language Acquisition* (New York: Cambridge University Press, 2012).,p.19

[3] Rod Ellis, *Understanding Second Language Acquisition* (New York: Routledge, 2015).,p.31

someone learns a new language but continues to blend or use their mother tongue in their new language, it is termed interference in the language acquisition process. It happens naturally. Mother tongue is typically the source of interference in language learning because it is the first language a person learns from birth. It is used daily, making the individual highly bonded to it. When learning a new language or the target language, the mother tongue may interfere and affect the learning process by forming habits in the person's speech, such as word-by-word placement and accent. As a result, the person may need help to acquire and use the target language.

Furthermore, Jendra in Firmansyah said that language interference occurs in four main aspects, including phonological, grammatical (syntax), semantic, and lexical.[4]

1. Phonological Interference

   In the phonological aspect, there are two focuses of the problem, the first is the interference that occurs in the production of sounds produced by speakers from one language to another.[5] Because the sound systems of the first and second languages, as well as between native languages and foreign languages, differ, bilingual people experience interference in their speech. Apart from the differences in the sound elements of the two languages, the similarity of sound patterns is also the focus of the problem in this aspect of phonology. Apart from the differences in the sound elements of the two languages, the

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[4] Firmansyah, "Interferensi Dan Integrasi Bahasa."
[5] Evie Eunike Mendrofa, "The Negative Impact of Nias Language Interference in Learning Indonesia Language" (2016).

similarity of sound patterns is also the focus of the problem in this aspect of phonology.[6] This is more often recognized by the term of Spoonerism. Semantically, this phenomenon does not have the same meaning, but the factor of similarity of sounds or homophones is influenced by the language interference.

2. Grammatical (Syntax) Interference

Grammar studies play an important role in forming good sentences. Without grammar, spoken and written words are useless and difficult to understand. In other words, grammar helps learners understand what people say and write in both native and target language communication. Literary interference occurs when language learners identify grammatical patterns from the original language and apply them to the target language. Grammatical interference is when the learners identify the structure or morpheme of their mother tongue into the second or foreign language.[7]

3. Semantic Interference

Semantic interference is occur when the recipient language absorbs cultural insight of words as the origins from another language. This process is known as expansive.[8] In this aspect, language interference is intended as the impact of the mother tongue on the expression of meaning in expressing an action

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[6] Alip Sugianto, "Javenglish: The Language Game in the Era of Multilingual Society," *Ranah: Jurnal Kajian Bahasa* 11, no. 1 (2022): 103.

[7] Ibid.

[8] Samsul Maulana Hasanudin, "An Analysis of English Interference Into Indonesian Language Used in Talk Show ' Hitam Putih ' At Trans 7," *Project Profesional Journal of English Education* 1, no. 6 (2018): 743–749.

and attitude.[9] The interference in the semantic aspect refers to the use of English sentences to represent an expression found in Javanese.

4. Lexical Interference

Lexical Interference is the usage of second language vocabulary into the first language.[10] The most common occurrence of lexical interference is the combination of L1 and L2 vocabulary in one sentence or expression.

B. Javanese Language

Javanese language is an Austronesian language spoken by about 80 million people in Indonesia and Suriname. In Indonesia, Javanese is spoken in Java, particularly in central and east Java, and on the north coast of West. Then, Javanese is one of the languages in Indonesia. Javanese is a communication tool for Javanese people. Javanese is the spoken language of people in the central and eastern parts of the island of Java. Rahmah states that Javanese is a communication tool for the Javanese people.[11]

In Indonesia, Javanese language has the most speakers of the existing another language speakers. Javanese People or Javanese language speakers have high latitude hence the spread of Javanese language to be more spread evenly in Indonesia.[12] The Javanese language is divided into two, namely Ngoko and Kromo. Ngoko in its development is indirectly subdivided into rough ngoko and smooth

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[9] Sugianto, "Javenglish: The Language Game in the Era of Multilingual Society."

[10] Ibid.

[11] Miftahur Rahmah, Ainur Rohmah, and Hastuti Retno Kuspiyah, "An Analysis of Student's Javanese Language Interference in Pronunciation of English," *Channing: Journal of English Language Education and Literature* 8, no. 1 (2023): 19–26.

[12] Lusi Nur Aini, "Linguistic Analysis on Javanese Language Selogudig-an Dialect in Selogudig, Pajarakan, Probolinggo," *Jurnal Ilmiah Bahasa dan Sastra* 2, no. 2 (2016): 118.

ngoko (a mixture of ngoko and kromo). Furthermore, Krama was further divided into Krama Madya and Krama Inggil (Smooth Krama). [13] Ngoko Javanese language is used by someone else who is the same age or is already close. For example, You" in ngoko "Kowe." At the same time, Javanese Krama is a subtle Javanese language that is usually used when talking to parents or older people. For example, "You" in krama "Panjenengan or Sampeyan."

It currently has no official status though is recognized as a regional language in Central Java, Yogyakarta, and East Java. It is taught in some schools, and there are some radio and TV programs in Javanese, as well as a number of magazines. The Javanese alphabet was also used to write Balinese and Sundanese, but has been replaced by the Latin alphabet. This language has its own letters, which sadly, are not popular in present time. There are some similarities between Javanese language and English language.

Both languages employ subject and predicate. In Javanese language languages headwords mostly come before modifiers, except the use of numeric determiner. Many Javanese words have been adopted into Indonesian language, the national language, and vice versa, particularly in daily communication. This implies that in formal communication, adopted words exist, but the application is limited.

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[13] Fahtin Azmi Rohma, "The English Pronunciation of Javanese Stundents' at SMP Negeri 1 Lamasi" (State Islamic Institute of Palopo, 2022).

C. English as a Foreign Language (EFL)

English as a Foreign Language (EFL) refers to the teaching and learning of English by learners who do not use it as their native language or in their everyday lives.[14] EFL is taught in countries where English is not an official language or where it is not widely spoken. The goal of EFL instruction is to enable learners to develop proficiency in English for various purposes, such as communication, education, business, and travel.

In learning a new language, the main points are not just about how to master vocabulary items.[15] The first thing that should be mastered by learners is the sound system of language, understand the stream of speech to hear the distinctive sound features, and to approximate their production. The second point, mastery of the features of arrangement that constitute the structure of the language.

English as a Foreign Language (EFL) has become an integral part of the Indonesian education system. Given Indonesia's diverse linguistic landscape, the implementation and importance of English vary across educational levels, with higher education institutions placing significant emphasis on English proficiency.[16] EFL instruction in Indonesian higher education institutions has undergone significant transformations in recent decades. The traditional focus on grammar and translation has given way to more communicative approaches that

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[14] Tri Rahayu Agustina, "EFL Teaching in Indonesia: A Critical Review of Current Practices and Future Directions," *International Journal of English Language Teaching and Learning* 6, no. 2 (2016): 117–136.

[15] Lika Anggraini and Eni Nuraeni, "The Influence of Teaching English Using Communicative Approach on Students' Communicative Competence at Junior High School Level," *International Journal of Applied Linguistics and English Literature* 2, no. 3 (2014): 128–136.

[16] Utomo Darmawan, "Teaching English as a Foreign Language in Indonesia: A Review of Current Trends and Future Directions," *International Journal of English Language Education and Literature* 8, no. 1 (2019): 1–10.

emphasize fluency and practical language use. This shift aligns with the growing demand for English proficiency in various professional and academic settings.

Despite these advancements, several challenges persist in EFL education at the university level. One of the primary concerns is the uneven distribution of English language skills among learners.[17] While some learners enter university with a strong foundation in English, others may struggle to meet the required proficiency level. This disparity can hinder effective learning and participation in academic activities.

Another challenge lies in the limited exposure to English outside the classroom. Many learners lack opportunities to practice English in their daily lives, which can prevent their language development. [18] Additionally, the lack of qualified EFL teachers and appropriate teaching materials can further hinder the learning process. EFL plays a crucial role in preparing Indonesian university learners for success in an increasingly interconnected world. By addressing the challenges and implementing effective teaching strategies, Indonesian higher education institutions can foster a generation of English-proficient graduates who are well-equipped to contribute to the global community.[19]

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[17] I Wayan Ardi, "The Challenges of Teaching English as a Foreign Language in Indonesia: A Case Study of an Islamic University," *IAJES International Journal of English Studies* 14, no. 1 (2020): 1–10.

[18] Ibid.

[19] Agustina, "EFL Teaching in Indonesia: A Critical Review of Current Practices and Future Directions."

D. Factors Affecting Common Use of Javanese Language for EFL

Several factors influence how Javanese EFL learners use their native language when learning English:[20]

1. Sociolinguistic Environment

The sociolinguistic environment of a community encompasses the extent of English exposure and the sociolinguistic status of Javanese. This entails gauging the degree of English influence, shaped by historical, economic, and educational factors, alongside assessing the societal value and usage patterns of Javanese. Communities with high English exposure may integrate it into various spheres of life, while the sociolinguistic status of Javanese determines its prestige and vitality, impacting its usage in formal settings, cultural practices, and everyday communication. Understanding these dynamics is crucial for language planning, education policy, and efforts aimed at preserving or revitalizing Javanese within the community.

2. Educational Background

The effectiveness of English language teaching in schools and language institutions greatly impacts learners' proficiency and confidence in using English. Limited access to quality English instruction may result in a reliance on Javanese, especially in situations where English proficiency is not essential. Access to English learning materials, such as textbooks, audiovisual aids, and language learning software, can significantly affect language

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[20] Colin Baker and Wayne E Wright, *Foundations of Bilingual Education and Bilingualism*, *Language Problems and Language Planning*, vol. 21 (Clevedon: Multilingual Matters Ltd, 2017).,p.109

acquisition.[21] Limited resources may hinder learners' exposure to English outside the classroom, reinforcing the use of Javanese

3. Cultural Identity

Strong cultural ties to Javanese heritage and identity may lead learners to prefer using Javanese, particularly in interactions with fellow Javanese speakers. The desire to maintain cultural heritage through language usage can influence language choices, even in EFL contexts. Social interactions with peers who predominantly use Javanese can reinforce the tendency to switch languages, especially in informal settings such as social gatherings or online communities.[22]

4. Cognitive Factors

The age at which learners are exposed to English can affect their language preferences and proficiency.[23] Early exposure to English may lead to a higher degree of proficiency and a reduced reliance on Javanese, while late learners may struggle to achieve fluency and resort to using their native language more frequently. Learners' motivation to learn English and their inherent language learning aptitude play crucial roles in determining their language use patterns. Highly motivated learners with a strong aptitude for language learning may be more inclined to immerse themselves in English, whereas those with low motivation or aptitude may rely more on Javanese.

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[21] Ellis, *Understanding Second Language Acquisition*.,p.36
[22] Ibid.,p.55
[23] Ibid.,p.12

E. Online Media

Along with the development, media and technology are inseparable. With its rapid progress, technology significantly influences the development of media among humans. Technically, online media is telecommunications and multimedia-based media (computers and the internet). Among the online media are portals, websites (websites including blogs and social media such as Twitter and Facebook), online TV, online radio, and email.[24]

Online media is a communication medium that utilizes internet devices. Therefore, online media is classified as a specific media. The specificity of this media is based on the need to have an information technology network using computer devices. Online media is also called Cyber media because the pattern of work and access to this mode of information always uses internet media (computers).[25] iWith internet media, audiences can directly enjoy the products produced, without being bound by space and time or the standard procedures of any broadcasting institution, even when the event takes place, the information can be accessed.

In the perspective of media studies or mass communication, online media is included in the object of study of the theory of new media. The definition of new media is a term that refers to a pathway for access to content (content or information) anywhere, on any digital device, as well as interactive user feedback, creative participation, and community building around media content and aspects

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[24] Asep Syamsul M. Romli, *Online Jurnalistic* (Bandung: Nuansa Cendikia, 2014).p, 30
[25] Indah Suryawati, *Junrnalistik Suatu Pengantar* (Bogor: Ghalia Indonesia, 2014).p, 46

of "real-time" generation. New media is a simplification of the term (simplification) of media forms outside the five conventional mass media, namely television, radio, magazines, news, papers, and films. The characteristics of new media are fluids, individual connectivity, and a means to divide the roles of control and freedom.[26]

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[26] Romli, *Online Jurnalistic*.p, 31

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristics of Research

It has been believed that several methods can be applied in research, either qualitative, quantitative, classroom action research, or research and development. In this case, the researcher analyzed the influence of Javanese language interference on English and its relation to the impact on English language acquisition. For that reason, the researcher used a qualitative research method.

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.[1] Researcher made data interpretations based on what they see, hear and understand. Qualitative research aims to develop and improve understanding of social phenomena from various points of view.

In addition, according to Creswell, qualitative research has some characteristics:[2]

1. Explore an issue and comprehend a core phenomenon in detail.

2. The literature assessment has a little part to play but the problem is justified.

3. Specify the purpose and research issues of the participant's experiences in general and Broadway.

4. Collection of word-based data from a few people to acquire the perspectives of participants.

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[1] John W Cresswell, *Research Design Qualitative, Quantitative,and Mixed Methods Approaches*, 4th ed. (USA: SAGE Publications, 2014).,p.32

[2] Ibid.,p.185

5. Analysis of description data, analysis of the topics, use the analysis of text and interpretation of the results.

6. The report should be drawn up utilizing flexible frameworks and criteria for evaluation, including the subjective reflexiveness and bias of the researchers.

This research method used observation research method. The observation research method aims to accurately analyze the types of the interference of Javanese language on English and the impact on English language acquisition. The data of this research are in the form of Javenese language's interference and the expert's theory about the impact of language interference to English language acquisition. Based on the explanation above, this research will emphasize on observing the data. Finally, the researcher will only collect the data resources and then observe them according to the discussion that will be analyzed.

B. Data Resource

1. Primary Source

Primary source is data obtained directly from first source.[3] In this research, the primary data comes from various platforms on internet, which are contains information about the interference of Javanese language on English language. These primary resources will be useful for this analysis to help the researcher do the reseach.

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[3] Ranjit Kumar, *Research Methodology: A Step-by-Step Guide for Beginners*, 3rd ed. (London: SAGE Publications, 2011).,p.132

2. Secondary Source

Secondary sources provide second-hand data. [4] Secondary source presents explanation or analysis based on primary sources. In this research, secondary source is from documentation, journals, e-books, articles, and many more references that are related to the research. Those resources will help the researcher as references for this analysis.

C. The Data Collection Techniques

In collecting data there are also research instruments of this research. Research instrument is a tool used to measuring surroundings phenomenon or social observation. Data and information collection is done through documents, such as written documents, photographs, images, and electronic documents that can support the writing process. In accordance with the technique used, there are three sorts of tool utilized by research technique, such as:

1. Observation

Observation is the process of collecting direct information by observing people and places at the research site. [5] Observation means an activity to collect the data by concerning in observing and remembering the subject of the research.

In order to get the qualified data, the researcher utilized the step in doing the observations. The steps are as follows:

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[4] Ibid.,p.133

[5] Cresswell, *Research Design Qualitative, Quantitative,and Mixed Methods Approaches*.,p.53

a. Firstly, the researcher search and observed the data on internet to the interference of Javanese on English. The researcher will take notes or screenshots to collect data.

b. Secondly, the researcher will take notes, make resume, or screenshots to collect data.

c. Third, the researcher catagorized the data into types of language interference.

d. The last, the researcher made conclusion from the result the observation about the types of the interference of Javanese on English and the impact on English language acquistion.

2. Documentation

Cresswell mentioned two important things in the documentation, namely private documentation, and public documentation. Personal documentation including answers to information, photos, etc. stated by respondents, while public records include important data from the location studied.[6] In this research, documentation is collected such as documents or books related to Javanese language interference in English language acquisition.

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[6] Ibid.,p.180

D. The Data Analysis Technique

The researcher applied Miles and Huberman model to analyze the data.[7] The components of this analysis model are pictured by this figure. Data analysis using the Miles and Huberman model performs the following steps:
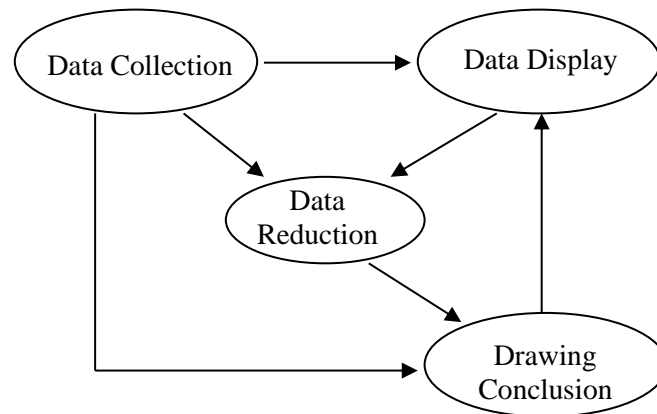
1. Data Reduction

   Data reduction is the process of selecting, simplifying, and transformation the data into field note. The data gotten from the observation might be a lot, so it needs to be reduced. In this step the researcher summarized the data and chose only the key point to decided clear and specific data correlated with the problem in this research.

2. Data Display

   In this step, the researcher analyzed the data. According to Miles & Huberman data display is the information that has been collected, classified, and organized based on data reduction. In addition, the researcher will present the data in description or narration.[8]

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[7] Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 4th ed. (Arizona State University, USA: SAGE Publications, 2019).,p.12

[8] Ibid,p.105

3. Drawing Conclusion

The final step was making conclusion and verification. Here, the researcher concluded the data obtained from previous step. In addition, the researcher made a brief conclusion of the research that has been conducted that answering the research questions.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter will present the results of research and discussion regarding the analysis of Javanese language interference on English and also its impact on English language acquisition. Systematically, the data will be presented in two structures, namely research results and discussion. In the research results the data will be presented based on the two research questions and in the discussion section discuss further by linking it to the theories used in this research.

A. Research Result

Based on the research that has been conducted on the interference of Javanese language with English on various platforms on the internet, a lot of data was found. After data reduction, the amount of data that can be classified is 31 data. The analysis result of the classification consists of 6 phonological interferences, 17 grammatical (syntax) interferences, 5 semantic interferences, and 3 lexical interferences. This classification also answers the first research question. The data is presented in tabular form as follows:

Table 1

Javanese Language Interference on English Language

No.	Aspect	Indicator	Description	Data Found
1	Phonology	Homophone	The similarity of Javanese and English sounds	a. *Wish a does do wrong? next do wrong, a does seek. Been she gear, awake is so she heat or a di ro boonk smooth land law leer, bend o a key cut. (Wis adhus*

				dhurung? Nek dhurung, adhus sek. Ben seger, ora di robong semut lan laler, ben ora kecut). b. *Saw way how are jump moo, jump moo good dunk tell law. Saw way racket them moo, them moo peace sun go way girl law. (Suwe ora jamu Jamu godhong telo Suwe ora ketemu Temu pisan gawe gelo)* c. *The Meet (Dhemit), The Look (Dhelok), The Like (Ndelek), The Mook (Dhemok), The Gun (Dhegan), The Box (Dhebok), The Prock (Ndeprok), Men the leph (Mendhelep), The Loosor (Dhelosor), The Redeg (Nderedeg), The Rest (Dheres), New wont she who (Nyuwun Sewu).* d. *Oh Yeah (Uyah)* e. *Pit Check (Picek)* f. *Well Like Your Band (Elek Yo Ben)*
2	Grammatical (Syntax)	Sentence Structure	Use of Javanese sentence structures in English	a. *Don't mother think, I am not father (Gak Usah Mbok Pikir, Aku Ra Popo)* b. *Don't To Milk (Ojo Kesusu).* c. *Push Where? (Tekan Endhi?)* d. *The Hot is Potato Potato (Panase Ngentang-Ngentang)*

				e. *My Body Taste Like Enter The Wind (Awakku Rasane Koyo Masuk Angin)*
				f. *He Smart Does Not Play (Kepinterane Ra Main-Main)*
				g. *I Brake Brake, Do Not Eat. The Wheel, No Flower Again (Wes Tak Rem-Rem Ora Mangan, Ternyata Banne Ora Ngembang Maneh)*
				h. *Don't Follow Mix Hard (Ojo Melu Campur Tangan)*
				i. *My Body is Not Delicious (Awaku Ijek Ra Enak)*
				j. *I Don't Care About Your Kitchen (Ora Urus Dapuranmu)*
				k. *No What What (Aku Ra Popo)*
				l. *Don't Mother Corner (Ojo Mbok Tikung)*
				m. *Your Head Break Down (Gundulmu Jeblok)*
				n. *Buy Cat Rice at Crocodile Forget (Tuku Sego Kucing Neng Boyolali)*
				o. *Hungry is Not Public (Luwene Ora Umum)*
				p. *Hot is Not Public (Panase Ora Umum)*
				q. *Don't to milk liver liver on the road. (ra sah kesusu ati-ati neng dalan)*
3	Semantic	Expression of Meaning	Use of English to express Javanese	a. *Riding an old bicycle (Ngonthel)*
				b. *Walk slow on the edge of the road (Mlipir)*

			meaning patterns in social	c. *Fall backward and then hit own head (Nggeblak)* d. *Whole bottle tip gets into the mouth (Ngokop)* e. *Being overly active carelessly (Pecicilan)*
4	Lexical	Daily Vocabulary Usage	Mixing of English and Javanese language.	a. *.....Think about it sedilit wae..... Suwun banget wes moco iki, and have a great day.....* b. *.... The Gluduks sound jlegar jleger like mercon.... The rain sound gembrojog nang nduwure roof.... It was hot wedang jae seller!....* c. *Where is your omah? Omah mimin is nang Puwokerto*

After classifying the data into types of language interference, the second research question about the impact of Javanese language interference on English will be discussed. Based on the classification of Javanese language interference towards English above, the researcher has some thoughts about the impact on English learning. The first is in the aspect of phonology, the similarity of sounds in this aspect is the main factor that affects English from Javanese. This will cause confusion in oral communication if the context is not clear.

Furthermore, in the aspect of syntax, interference that occurs in this aspect can lead to frequent grammatical errors. These errors can affect both written and spoken English, impacting on overall language proficiency. From the examples that have been displayed, the structure of English sentences is influenced by the structure of the

Javanese language, which in general, the structure of English sentences and the Javanese language is different. This is certainly an error in English grammar terms.

Then in the semantic aspect, the main impact of this language interference is meaning and cultural interference. Javanese and English have different semantic systems. For example, some Javanese words may not have direct equivalents in English or have different meanings. This can lead to confusion and semantic errors when learners try to translate or understand English words. Moreover, culture is also affected in this aspect. People who speak Javanese may have difficulty in understanding cultural concepts contained in English that do not exist in Javanese culture, and vice versa.

The last in the lexical aspect is the mixing of vocabulary from both Javanese and English. Learners may use Javanese words in English sentences or translate words directly from Javanese to English, which can lead to errors or unnatural word usage. Moreover, learners may feel limited in their lexical expression in English because they do not know the right words to express their ideas or feelings. As a result, this could lead to the use of words that are simple or not appropriate to the context.

B. Discussion

In this discussion will be elaborated further based on the theory used in this research. The first is a discussion of the types of language disorders in English and the second is the impact on language acquisition of English.

1. Phonology

Phonology is not only about sound production errors from one language to another, in this aspect also the similarity of sounds or homophones is also

taken into consideration as a language interference. As stated by Sugianto that in the aspect of phonology also uses sound elements, namely by utilizing the pattern of sound similarities between Javanese and English.[1] As in one of the examples of data that has been found, which is, "*Wish a does do wrong? next do wrong, a does seek*" this English sentence has similarities in pronunciation with Javanese which refers to the expression "*Wis adhus dhurung? Nek dhurung, adhus sek*". This shows that language interference in the aspect of phonology occurs based on the similarity pattern of sounds in both languages.

2. **Grammatical (Syntax)**

The grammar aspect is divided into two, namely morphology and syntax. However, in this research no language disorder was found in the morphological aspect, but only in the syntactic aspect. Grammatical interference is when the learners identify the structure or morpheme of their mother tongue into the second or foreign language.[2] This grammatical aspect highlights errors in English sentence structure due to the impact of Javanese. As in the example, "*Don't mother think, I am not father*" which refers to the sentence "*Gak Usah Mbok Pikir, Aku Ra Popo*". Another example is "*Don't To Milk*" which refers to "*Ojo Kesusu*". The sentence patterns in both examples are of the incorrect due to the Javanese language interference. Therefore, this example shows that English sentence structure can be affected by Javanese language interference.

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[1] Sugianto, "Javenglish: The Language Game in the Era of Multilingual Society."
[2] Syafutri and Saputra, "The First Language Interference toward Students' English Speaking as Foreign Language."

3. Semantics

In this aspect, language interference is intended as the impact of the mother tongue on the expression of meaning in expressing an action and attitude.[3] This pattern is called an expression pattern because it reflects a certain expression that shows an attitude or behavior. In the analysis results there are examples of English sentences such as "*Riding an old bicycle*" which in Javanese language is a description of an activity called "*Ngonthel*". Another analysis is "*Walk slow on the edge of the road*" referring to an activity called "*Mlipir*". The English sentence represents the meaning of the Javanese language. Although grammatically the sentence is of course incorrect, but in oral speech people easily receive the message that wants to be conveyed. Meanwhile, the English sentence above has a very simple meaning in Javanese.

4. Lexical

Lexical interference is when one vocabulary interferes with another.[4] Therefore, lexical is the vocabulary that is influenced by the first language that caused interference when the learners speaking in English as foreign language. It can also occur as the expansion of first language's simple word, that is expanding the existing meaning so get new word, or it can occur as combination of both. For example, "*.....Think about it sedilit wae..... Suwun banget wes moco iki, and have a great day.....*" and "*.... The Gluduks sound*

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[3] Sugianto, "Javenglish: The Language Game in the Era of Multilingual Society."
[4] Syafutri and Saputra, "The First Language Interference toward Students' English Speaking as Foreign Language."

jlegar jleger like mercon.... The rain sound gembrojog nang nduwure roof....

It was hot wedang jae seller!...." These examples have lexical interference

where English and Javanese vocabulary are mixed in one discourse.

The influence of Javanese on English manifests in several linguistic aspects,

leading to various types of interference that can cause confusion and errors in

communication. The following are some of the effects of language interference

based on theory:

a) Phonologically, similar sounds can create confusion in speech.[5]

b) Syntactically, different sentence structures lead to frequent grammatical

errors in both writing and speaking.[6]

c) Semantically, differing meanings and cultural contexts cause

misunderstandings, as some Javanese words lack direct English equivalents

or have different meanings.[7]

d) Lexically, mixing vocabulary from both languages results in unnatural or

incorrect word usage, limiting learners' ability to express themselves

effectively in English.[8]

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[5] Lina, "Language Interference in Teaching English As Foreign Language Viewed From Psycholinguistics."

[6] Hikmah, Dzulqarnain, and Arifin, "Grammatical Interference in English Communication Used by Nurul Jadid Students."

[7] Hasanudin, "An Analysis of English Interference Into Indonesian Language Used in Talk Show ' Hitam Putih ' At Trans 7."

[8] Aini, "Linguistic Analysis on Javanese Language Selogudig-an Dialect in Selogudig, Pajarakan, Probolinggo."

In addition to the negative impacts, there are also positive impacts of language interference on English language acquisition. These positive impacts include:

a) Language interference can enhance metalinguistic awareness, helping learners become more aware of linguistic structures and differences.[9]

b) Dealing with language interference can promote cognitive flexibility, allowing learners to switch between languages more effectively.[10]

c) Learners may develop better language learning strategies as they learn to manage and overcome interference from their native language.[11]

d) Exposure to multiple linguistic systems can foster linguistic creativity, allowing learners to use language more innovatively.[12]

e) The process of dealing with interference can help learners gain a deeper understanding of the mechanics of both their native language and English.[13]

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[9] Kenneth R. Paap et al., "Other Language Proficiency Predicts Unique Variance in Verbal Fluency Not Accounted for Directly by Target Language Proficiency: Cross-Language Interference?," *Brain Sciences* 9, no. 8 (2019).

[10] Susan Pollard, "The Benefit of Code Switching within a Bilingual Education Program," *Digital Commons IWU*, no. 2 (2002), https://digitalcommons.iwu.edu/hispstu_honproj.

[11] Mouzah Y Alebaid, "The Effects Of First Language On The Learning Of English As A Second Language," *Multi-Knowlegde Electronic Comprehensive Journal For Education And Science Publications (MECSJ)*, no. 44 (2021).

[12] Pollard, "The Benefit of Code Switching within a Bilingual Education Program."

[13] Kaka A. Ochagu and Joy Obim Agban, "Influence of Mother-Tongue On English Language Use Selected Mother-Tongue Factors Affecting English Language Usage, A Case Study of Ikom Local Government Area," *European Journal of English Language and Literature Studies* 10, no. 4 (2022): 37–57.

CHAPTER V

CONCLUSION AND SUGGESTION

The researcher addresses the conclusions and suggestions of the study titled "The Interference of Javanese Language in English Found on Online Media" in this chapter. The research findings and the information the researcher provided in the prior chapter, both in the form of descriptions and table data, constitute the foundation for the conclusions and recommendations in this chapter.

A. Conclusion

From the results of research and discussion in this study, it can be concluded that Javanese language interference in English found on various platforms on the internet there are 31 Javanese language interference. The interference is classified into four types of language interference with details of 6 phonological interferences, 17 grammatical (syntax) interferences, 5 semantic interferences, and 3 lexical interferences. These results show that language interference can also occur in Javanese towards English in several aspects.

From these several aspects, there are also impacts that can affect language acquisition of English. The interference of Javanese on English spans multiple linguistic aspects, leading to significant interference. Phonologically, similar sounds can cause confusion in speech. Syntactically, differences in sentence structure result in frequent grammatical errors. Semantically, different meanings and cultural contexts lead to misunderstandings and translation errors. Lexically, mixing vocabulary from both languages results in unnatural or incorrect word

usage. Together, these interferences hinder overall language proficiency, impacting both written and spoken English.

B. Suggestion

From the conclusion above, the researcher recommends some suggestions. The following suggestions are as follows:

1. For Learners

    Engage in regular pronunciation practice, focus on understanding English grammar, expand vocabulary through extensive reading, and immerse in English-speaking cultures to better grasp phonological, syntactic, lexical, and cultural nuances.

2. For Teacher

    Provide targeted pronunciation exercises, emphasize differences in sentence structures, teach word meanings within cultural contexts, and create activities promoting appropriate English vocabulary use.

3. For Further Researcher

    The researcher suggests the other researcher to develop similar research with a different data resource and a better research technique.

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APPENDICES

Observation Sheet (Javanese Language Interference on English Language)

No.	Aspect	Indicator	Description	Data Found
1	Phonology	Homophone	The similarity of Javanese and English sounds	a. *Wish a does do wrong? next do wrong, a does seek. Been she gear, awake is so she heat or a di ro boonk smooth land law leer, bend o a key cut. (Wis adhus dhurung? Nek dhurung, adhus sek. Ben seger, ora di robong semut lan laler, ben ora kecut).* b. *Saw way how are jump moo, jump moo good dunk tell law. Saw way racket them moo, them moo peace sun go way girl law. (Suwe ora jamu Jamu godhong telo Suwe ora ketemu Temu pisan gawe gelo)* c. *The Meet (Dhemit), The Look (Dhelok), The Like (Ndelek), The Mook (Dhemok), The Gun (Dhegan), The Box (Dhebok), The Prock (Ndeprok), Men the leph (Mendhelep), The Loosor (Dhelosor), The Redeg (Nderedeg), The Rest (Dheres), New wont she who (Nyuwun Sewu).* d. *Oh Yeah (Uyah)* e. *Pit Check (Picek)*

				f. *Well Like Your Band (Elek Yo Ben)*
2	Grammatical (Syntax)	Sentence Structure	Use of Javanese sentence structures in English	a. *Don't mother think, I am not father (Gak Usah Mbok Pikir, Aku Ra Popo)* b. *Don't To Milk (Ojo Kesusu).* c. *Push Where? (Tekan Endhi?)* d. *The Hot is Potato Potato (Panase Ngentang-Ngentang)* e. *My Body Taste Like Enter The Wind (Awakku Rasane Koyo Masuk Angin)* f. *He Smart Does Not Play (Kepinterane Ra Main-Main)* g. *I Brake Brake, Do Not Eat. The Wheel, No Flower Again (Wes Tak Rem-Rem Ora Mangan, Ternyata Banne Ora Ngembang Maneh)* h. *Don't Follow Mix Hard (Ojo Melu Campur Tangan)* i. *My Body is Not Delicious (Awaku Ijek Ra Enak)* j. *I Don't Care About Your Kitchen (Ora Urus Dapuranmu)* k. *No What What (Aku Ra Popo)* l. *Don't Mother Corner (Ojo Mbok Tikung)* m. *Your Head Break Down (Gundulmu Jeblok)* n. *Buy Cat Rice at Crocodile Forget*

				(Tuku Sego Kucing Neng Boyolali) o. *Hungry is Not Public (Luwene Ora Umum)* p. *Hot is Not Public (Panase Ora Umum)* q. *Don't to milk liver liver on the road. (ra sah kesusu ati-ati neng dalan)*
3	Semantic	Expression of Meaning	Use of English to express Javanese meaning patterns in social	a. *Riding an old bicycle (Ngonthel)* b. *Walk slow on the edge of the road (Mlipir)* c. *Fall backward and then hit own head (Nggeblak)* d. *Whole bottle tip gets into the mouth (Ngokop)* e. *Being overly active carelessly (Pecicilan)*
4	Lexical	Daily Vocabulary Usage	Mixing of English and Javanese language.	a. *.....Think about it sedilit wae..... Suwun banget wes moco iki, and have a great day.....* b. *.... The Gluduks sound jlegar jleger like mercon.... The rain sound gembrojog nang nduwure roof.... It was hot wedang jae seller!....* c. *Where is your omah? Omah mimin is nang Puwokerto*

Documentation (Data Sources)

Ayo pamer boso inggris
lur
I dont care about your
kitchen = Ora urus
dapuran mu
Dont to milk = Ojo ke susu
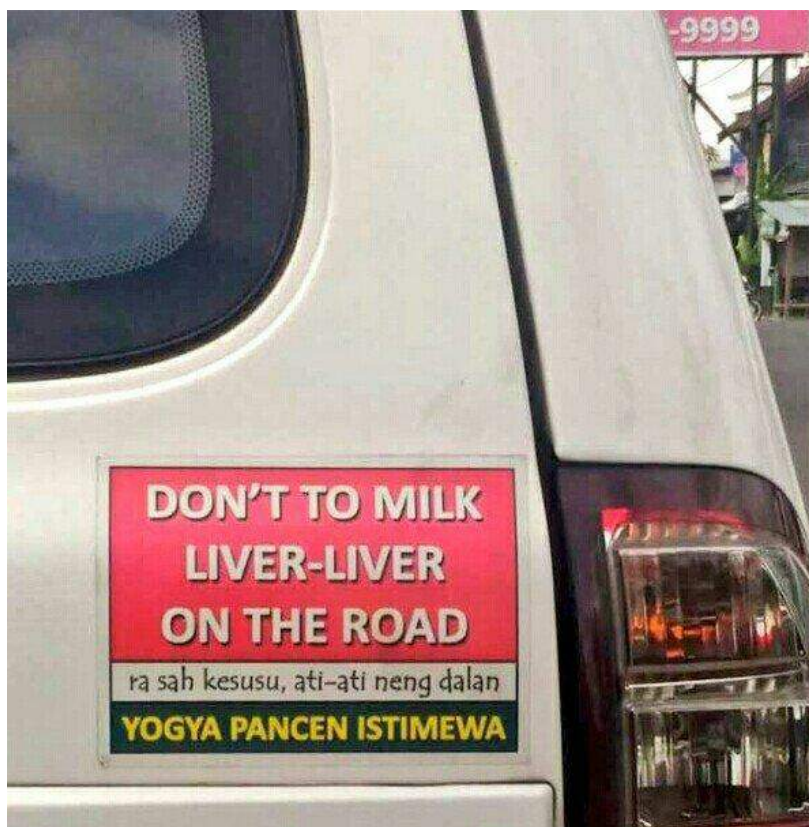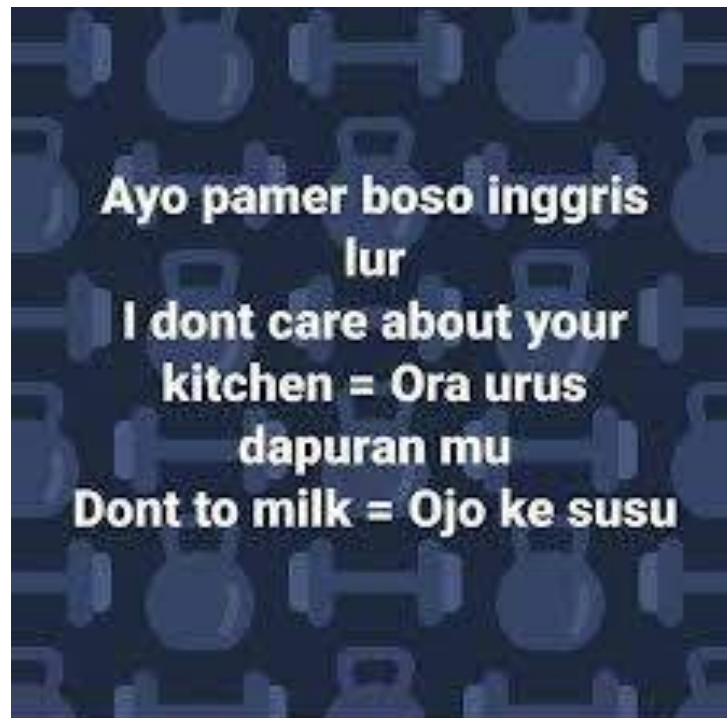
YOU CAN'T MOCO IKI
KECUALI AWAKMU TRILINGUAL

Being trilingual kuwi salah siji hal paling seru sak dunyo. Think about it sedilit wae. Kowe iso menggunakan three different languages di saat yang sama nganti utekmu meh mbledug karena cepetnya switch from one language ke boso yang satu lagi, tapi kowe isih iso ngerti dan bikin kamu ngerasa spesial di saat yang sama, makane kowe unique. Bahwa you can read this text tanpa harus diartiin kabeh teks e ning utek kuwi talent yang gak dimilikin too many people. Mayoritas wong struggle to read just one sentence tapi sik mbok lakoni itu tanda kejeniusan mutlak. Iso moco teks yang complicated in three languages secara bersamaan berarti kowe iku nerd dan someone who finds joy soal bahasa. Reading this text dalam tiga bahasa mesti give your brain a nice little olahraga, makane kowe mesti ngesyer ning medsos. Suwun banget wis moco ini, dan have a great day.

Hantu = The meet

Melihat = The look

Sembunyi = The dike

Menyentuh = The mek

Kedinginan = The Ro dog

kelapa muda = The gan

Pohon Pisang = The Box

Mari belajar LINGGIS TRANSLATE

INDONESIA – LINGGISH JOWO

1- Menyentuh = The Mook

2- Melihat = The Look

3- Bersimpuh = The Prock

4- Sembunyi = The Lick

5- Tenggelam = Men The Leph

6- Kelapa Muda = The Gun

7- Batang Pisang = The Bock

8- Jatuh Dari Sepeda = The Loosor

9- Ketakutan = The Redeg

10- Hujan Lebat = The Rest

11- Permisi = New Wont She Who

JAVENGLISH

This bengi, the mendung is gumandul on the sky. The gludug sound jlegar jleger like mercon. The lightning mak clorot many times. My memean is miber up to my windows because kesebul the wind. The trees geal geol also almost fall. The rain sound gembrojog nang nduwure roof. It is very mbebayani ! Now, I'm afraid alone while turon turon in my room.

I miss you so much my lovely yayang. Instead of lenger lenger alone, I heard sound of klenengan. I'm getting curigo. I check it out. Damn, it was hot wedang jae seller ! I'm running jumpalitan to the wedang jae seller. Then I call him and tuku sak mug beg. Then I sruput it until entek.

Now I'm heavily mbleneg. Cheers...

INDOMEME

PUSH WHERE

PUSH   PUSH

TEKAN ENDI?

THE HOT IS POTATO POTATO

PANASE NGENTANG-NGENTANG

BRILIO.NET

MY BODY IS NOT DELICIOUS

AWAKU LAGI RA ENAK

Riding an old bicycle

NGONTHEL

Sing A Song dulu : Saw way how are jump moo, jump moo good dunk tell law.
Saw way racket them moo, them moo peace sun go way girl law

Javenglish
21 Maret 2014 · 🌐

berikut ini bukti bahwa bahasa jawa lebih "ringkas" daripada bahasa inggris :

1.walk slow on the edge of the road = MLIPIR
2.fall backward and then hit own head = NGGEBLAK
3.got hit by a truck that is moving backward = KUNDURAN TREK
4.smearing one's body with hot liquid and then massaging = MBLONYO
5.going without notice = MLENCING
6.taking the longer way to get to the destination = NGALANG
7.riding an old bicycle = NGONTHEL
8.falling forward and may hit own face = KEJLUNGUP
9.a small and sharp thing embedded inside one's skin = SUSUBEN
10.drinking straight from the bottle without using glass where
11.whole bottle tip gets into the mouth = NGOKOP
12.cannot open eyes because something is shining very bright = BLERENG
13.being overly active carelessly = PECICILAN
14.feeling unwell because of cold temperatur = KATISEN
15making too much noice and disturbing other people = MBRIBENI
16.tripping over accidentally caused by wires, clothes, gowns, etc = KESRIMPET
17.falling caused on foot goes right and another goes left = KEPLENGKANG

Javenglish
2 Juni 2016 · 🌐

Where is your omah? Omah mimin is nang purwokerto
Like lan komen yoo

👍 28

Chandra Adi

Don't Mother Corner

Ojo mbok tikung

4 tahun   Suka   Balas

Muhammad Hafith Sholeh
Your head break down=gundolmu jeblok

4 tahun   Suka   Balas

Emby Sakha
Hot is not public = panase ora umum

4 tahun   Suka   Balas

Pita Telur
Garam= oh yeah

4 tahun   Suka   Balas

Edrea Dra
The hot is not public = panas e ra umum

4 tahun   Suka   Balas

Rizkoo Lumuters
No what what = ora popo

4 tahun   Suka   Balas

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-5358/In.28/J/TL.01/11/2023   Kepada Yth.,
Lampiran : -   Kaprodi Tadris Bahasa Inggris IAIN
Perihal   : **IZIN PRASURVEY**   Metro
                                                 di-
                                                      Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**BIMA DIMAS ADE PUTRA**
NPM	:	2001051005
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF UNDERGRADUATE STUDENT'S JAVANESE ACCENT ON ENGLISH PRONUNCIATION

untuk melakukan prasurvey di Tadris Bahasa Inggris IAIN Metro, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 20 November 2023
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

<u>SURAT KETERANGAN</u>
Nomor: B-5837/In.28.1/J/TL.00/12/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:
Nama   : Dr. Much Deiniatur, M.Pd.
NIP   : 19880308 201503 1 006
Jabatan   : Ketua Jurusan
Jurusan   : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama   : Bima Dimas Ade Putra
NPM   : 2001051005
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi   : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"AN ANALYSIS OF UNDERGRADUATE STUDENT'S JAVANESE ACCENT ON ENGLISH PRONUNCIATION "* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 18 Desember 2023
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.
NIP.19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2488/In.28/D.1/TL.00/05/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KETUA PRODI TADRIS BAHASA
INGGRIS IAIN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2487/In.28/D.1/TL.01/05/2024, tanggal 30 Mei 2024 atas nama saudara:

    Nama   : **BIMA DIMAS ADE PUTRA**
    NPM   : 2001051005
    Semester   : 8 (Delapan)
    Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KETUA PRODI TADRIS BAHASA INGGRIS IAIN METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di TADRIS BAHASA INGGRIS IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INTERFERENCE OF JAVANESE LANGUAGE ON STUDENT`S ENGLISH MASTERY".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Mei 2024
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN
Nomor: B-2954/In.28.1/J/TL.00/06/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:
Nama   : Dr. Much Deiniatur, M.Pd.
NIP   : 19880308 201503 1 006
Jabatan   : Ketua Jurusan
Jurusan   : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama   : BIMA DIMAS ADE PUTRA
NPM   : 2001051005
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi   : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul ***"THE INTERFERENCE OF JAVANESE LANGUAGE ON STUDENT'S ENGLISH MATERY"*** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 21 Juni 2024
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.
NIP.19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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S U R A T   T U G A S
Nomor: B-2487/In.28/D.1/TL.01/05/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**BIMA DIMAS ADE PUTRA**
NPM	:	2001051005
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di TADRIS BAHASA INGGRIS IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INTERFERENCE OF JAVANESE LANGUAGE ON STUDENT'S ENGLISH MASTERY".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 30 Mei 2024

Mengetahui,
Pejabat Setempat

[Verniatur, M.Pd.B]

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bima Dimas Ade Putra   Jurusan : TBI
NPM : 2001051005   Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Monday, April 1, 2024	✓	Typos → revise Focus of study ?	
2	Thursday April 4, 2024	✓	Enrich your theory of Javanese books.	
3	Monday, April 5. 2024	✓	Phonetic transcription of the javanese language	

Mengetahui
Ketua Jurusan TBI

Dr. Much Deiniatur M.Pd.B.I.
NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum.
NIP. 19620424 199903 2 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   :   Bima Dimas Ade Putra   Jurusan   :   TBI
NPM   :   2001051005   Semester :   8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4	Thursday, April 16, 2024	√	primary source → explain the number y the semester.	
5	Friday, April 18, 2024	√	original sources→ etuk is.	
6.	Monday, April 19, 2024	√	Revision is OK ACC for seminar	

Mengetahui
Ketua Jurusan TBI

Dr. Much Deiniatur M.Pd.B.I.
NIP. 19880908 201503 1 006

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum.
NIP. 19620424 199903 2 001

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APPROVAL PAGE

Name   : Bima Dimas Ade Putra
NPM   : 2001051005
Department : English Education
Faculty   : Tarbiyah and Teacher Training
Title   : AN ANALISYS OF THE UNDERGRADUATE STUDENT'S JAVANESE ACCENT OF THEIR ENGLISH PRONUNCIATION

APPROVED BY:

To be discussed in the proposal (seminar) in Tarbiyah and Teacher Training Faculty of State Islamic Institute (IAIN) of Metro.

Metro, 19 April 2024
Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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NOTA DINAS

Nomor   : -
Lampiran   : -
Perihal   : **Mohon Diseminarkan Proposal**
                  Bima Dimas Ade Putra

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

       Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka proposal yang disusun oleh :

Nama   : Bima Dimas Ade Putra
NPM   : 2001051005
Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi : TBI
Judul   : AN ANALISYS OF THE UNDERGRADUATE STUDENT'S JAVANESE ACCENT OF THEIR ENGLISH PRONUNCIATION

Sudah kami dapat persetujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

                                       Metro, 19 April 2024
Ketua Program Studi TBI,   Dosen Pembimbing,

Dr. Much Deniatur, M.Pd.B.I   **Dr. Umi Yawisah, M.Hum**
NIP. 19880308 201 503 1 006   NIP. 19620424 199903 2 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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NOTIFICATION LETTER

Number   : -
Appendix   : -
Matter   : **In order to hold the Seminar**
              of Bima Dimas Ade Putra

To:
The Honorable the Head of Tarbiyah and Teacher Training Faculty
of State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

   We have given guidance and enough improvement to research proposal
script which is written by:

Name   : Bima Dimas Ade Putra
St. Number   : 2001051005
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education
Title   : AN   ANALISYS   OF   THE   UNDERGRADUATE
               STUDENT'S JAVANESE ACCENT OF THEIR ENGLISH
               PRONUNCIATION

It has been agreed so it can be continued to the Tarbiyah and Teacher Training
Faculty in order to be discussed on the seminar. Thank you very much.

Wassalamu'alaikumWr. Wb.

The head of English Education   Metro, 19 April 2024
Department   Sponsor

Dr. Much Deiniatur, M.Pd.B.I   **Dr. Umi Yawisah, M.Hum**
NIP. 19880308 201 503 1 006   NIP. 19620424 199903 2 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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RATIFICATION PAGE

The Research Proposal entitled: THE INTERFERENCE OF JAVANESE LANGUAGE ON STUDENT'S ENGLISH MASTERY, written by: Bima Dimas Ade Putra, Student Number: 20010501005, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Friday, May 8th 2024 at 09.30 – 11.00 WIB.

BOARD OF EXAMINERS

Chairperson : Dr. Umi Yawisah, M.Hum (.......................)

Examiner I : Prof. Dr. Dedi Irwansyah, M.Hum (.......................)

Examiner II : Dr. Much Deiniatur, M.Pd.B.I (.......................)

Secretary : Yuniarti, M.Pd (.......................)

Head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bima Dimas Ade Putra   Jurusan : TBI
NPM : 2001051005   Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	31 Mei 2024	✓	Abstract → Revise	
2.	3 Juni 2024	✓	chapter II → elaborate the theory of Interference	
3.	5 Juni 2024	✓	chapter III Revise	

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No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	June 7, 2024	✓	Result & Discussion: → related to the theory	
5.	June 10, 2024	✓	Conclusion = answer the research Question	
6.	June 13, 2024	✓	- Revision is OK - Acc for munaqosyah	

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NPM   : 2001051005
Prodi   : Tadris Bahasa Inggris
Judul Skripsi   : THE INTERFERENCE OF JAVANESE LANGUAGE ON
                  STUDENT'S ENGLISH MASTERY

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THE INTERFERENCE OF JAVANESE LANGUAGE ON STUDENT'S ENGLISH MASTERY

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CURRICULUM VITAE

The researcher's name is Bima Dimas Ade Putra was born on March 27, 2000, in the peaceful village of Bumi Harjo, has journeyed through life as the eldest of three children to Mr. Yulianto and Mrs. Sri Mulyani. Bima's academic background demonstrates a consistent dedication to education. His formal education began in 2006 at TK Ma'arif Bumi Harjo, followed by primary education at SD Negeri 1 Bumi Harjo, which he completed in 2012. He then transitioned to secondary education at SMP Negeri 2 Metro, graduating in 2015. In 2018, he furthered his studies at SMK Negeri 1 Metro. Committed to further studies, Bima enrolled in the State Islamic Institute of Metro in 2020, majoring in English Education.