



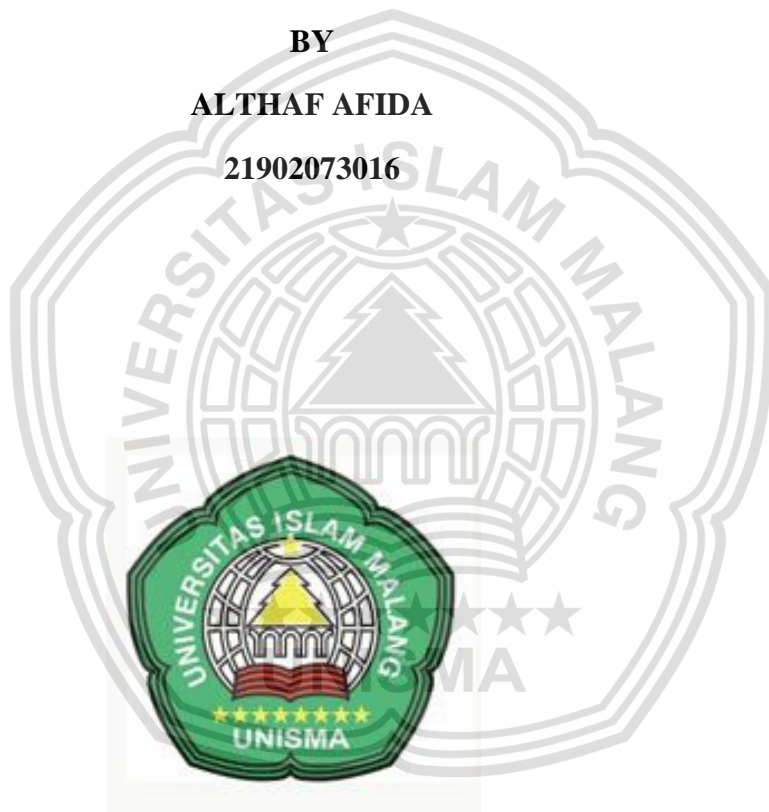
**ANALYSIS OF SEGMENTAL AND SUPRA-SEGMENTAL ERRORS OF
JAVANESE ENGLISH SPEAKERS IN PP. DARUL ULUM AL-FADHALI**

THESIS

BY

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UNIVERSITY OF ISLAM MALANG

POSTGRADUATE PROGRAM

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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**ANALYSIS OF SEGMENTAL AND SUPRA-SEGMENTAL ERRORS OF
JAVANESE ENGLISH SPEAKERS IN PP. DARUL ULUM AL-FADHALI**

THESIS

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By

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ABSTRACT

Afida, Althaf. 2021. Analysis of Segmental and Suprasegmental Errors of Javanese English Speakers in PP. Darul Ulum Al-Fadhali. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisor: Dr. Alfian Zuhairi, M.Pd.

Keywords: Errors, Segmental Features, Suprasegmental Features, Javanese Language and Speakers.

In the concept of Second Language Acquisition, first language is able to interference second and foreign language. English as an international language is able to be the first, second, or even foreign language. Javanese speakers treat Javanese language as the first language, Indonesian language as the second language, and English as foreign language. Because English is treated as foreign language, Javanese speaker could interefence the first language to the target language. The interference could cause errors of pronunciation while reading English text.

This study aimed at two main purposes: (1) identifying whether there is error of Javanese speakers while pronouncing English consonants and English vowels, and (2) indentifying whether there is error of Javanese speakers while pronouncing length, intonation, stress, and tone in English.

This study uses qualitative research methodology, precisely in case study. The instrument used in it is observation. There were 5 participants. The participants have to be Javanese native speakers, born in Javanese language surroundings, living in Javanese language area.

The data is collected from the result of participants' recordings. They read an English text which is "The Greedy Lion". They were recorded in Oppo F7 recording application. Then the result is written in phonetic transcription to be compared with Oxford Dictionary which contains National American English and British English. Those which are not similar to Oxford Dictionary are belonging to be errors.

The result of this study shows that there are errors in segmental and suprasegmental features. The errors of segmental features are divided into consonants and vowels errors. In pronouncing consonant, the errors are: /v/ sounds were mostly pronounced /f/, /θ/ sounds were mostly pronounced /t/, /ð/ sounds were mostly pronounced as /d/, /s/ sound was mispronounced once because of different regular type (/əs/) and strengthened type (/æz/), /z/ sounds were most pronounced to /s/ sound because Javanese frequency of pronouncing /z/ is less than /s/, /r/ sounds were mostly pronounced with lip vibration not rolling the lip, /k/ sounds were changed from /k/ to /tʃ/, /s/, and /t/, /g/ sound was not pronounced because "ng" is pronounced as /ŋ/ in Javanese language, not /ŋg/.

The vowels errors are: 1. /i/ sounds were incorrectly pronounced only 1% (1 of 135 sounds), /ɪ/ sounds were incorrectly pronounced 12.8% (23 of 180 sounds), /u/ sounds were incorrectly pronounced 10% (1 of 10 sounds), /ʊ/ sounds were incorrectly pronounced 60% (18 of 30 sounds), /e/ sounds were incorrectly pronounced 18.75% (15 of 80 sounds), /ə/ sounds were incorrectly pronounced 10.7% (30 of 280 sounds), /ʌ/ sounds were incorrectly pronounced 17.1% (6 of 35 sounds), /ɔ/ sounds were incorrectly pronounced 12.5% (5 of 40 sounds), /æ/ sounds were incorrectly pronounced 9.2% (6 of 65 sounds), and /a/ sounds were incorrectly pronounced 15.4% (17 of 110 sounds).

In suprasegmental features, there were not really many errors. The participants tends to lengthened diphthongs. It happened because most of diphthongs are made in a letter. In

intonating sentences, there is only an error in this case in sentence “thought the lion”. It means that there is no massive error of this feature beside its lackness in variousity of intonations. In stressing words, text “The Greedy Lion” has 7 stressed words in the first paragraph, 4 stressed words in the second paragraph, 7 stressed words in the third and fourth paragraph. So that, there are 25 stressed words in the text. This is incredible because most of participants has stressed the syllables correctly unless Firjon. Firjon did an error in word “letting”, he stressed the two syllables in stress which is /'le'tɪŋ/. Furthermore, there is no analysis in tone because English is not tonal language.

In term of segmental features, this research has some lacknesses because there is no several sounds which are /ʒ/, /tʃ/, /dʒ/, /j/, /ʔ/, and /o/. In term of suprasegmental features, it has lackness in intonation because there is no perfect reference to be measurement of the correct intonation. Therefore, I suggest to all next researcher to take a text which contain complete sound of consonant and valid measurment of intonation. Besides, I suggest to all readers of this research to improve anything related to the occupation. For English teachers, writing English word should be with photetic transcription to minimize errors in the most mispronounced sounds. For curriculum stakeholders, books or pdf form should be printed with the phonetic transcription or even improving great application for students.



ABSTRAK

Afida, Althaf. 2021. Analisis Error pada Aspek Segmental dan Supra-segmental pada Penutur Bahasa Jawa dalam Bahasa Inggris di PP. Darul Ulum Al-Fadhali. Tesis, Pendidikan Bahasa Inggris, Pascasarjana, Universitas Islam Malang. Dosen Pembimbing: Dr. Alfian Zuhairi, M.Pd.

Kata Kunci: Error, Fitur Segmental, Fitur Supra-segmental, Bahasa Jawa, dan Penutur Bahasa Jawa

Di dalam konsep Pemerolehan Bahasa Kedua, bahasa pertama bisa mempengaruhi bahasa kedua dan bahasa asing. Bahasa Inggris sebagai bahasa internasional bisa menjadi bahasa pertama, bahasa kedua, bahkan bahasa asing. Penutur bahasa Jawa menjadikan bahasa Jawa sebagai bahasa pertama, bahasa Indonesia sebagai bahasa kedua, dan bahasa Inggris sebagai bahasa asing. Karena bahasa Inggris dijadikan bahasa asing, penutur bahasa Jawa bisa mencampur adukkan bahasa pertama mereka kepada bahasa target. Dan itu bisa menjadi sebab error bagi penutur bahasa Jawa dalam membaca teks bahasa Inggris.

Penelitian ini bertujuan untuk: 1) mengidentifikasi error pada penutur bahasa Jawa ketika melafalkan konsonan dan vokal dalam bahasa Inggris, dan 2) mengidentifikasi error pada penutur bahasa Jawa ketika melafalkan panjang, intonasi, tekanan, dan nada dalam bahasa Inggris.

Penelitian ini menggunakan metodologi penelitian kualitatif, lebih tepatnya adalah dalam studi kasus. Instrumen yang digunakan dalam penelitian ini adalah obserfasi. Ada 5 partisipan. Mereka adalah penutur bahasa Jawa, lahir di lingkungan berbahasa Jawa, dan hidup di lingkungan berbahasa Jawa.

Data penelitian dikumpulkan dari hasil rekaman semua partisipan. Mereka meambaca sebuah teks bahasa Inggris "The Greedy Lion". Mereka direkam menggunakan aplikasi rekaman di smartphone Oppo F7. Hasil dari rekaman tersebut ditulis dalam transkrip fonetik untuk dibandingkan dengan Kamus Oxford yang berisi National American English dan British English. Hal-hal yang tidak selaras dengan kamus Oxford akan tergolong dalam error.

Hasil penelitian ini menunjukkan bahwa memang ada error dalam aspek segmental dan supra-segmental. Error dalam aspek segmental dibagi menjadi error dalam konsonan dan vokal. Dalam melafalkan konsonan, error-erornya adalah: bunyi /v/ kebanyakan difalkan /f/, bunyi /θ/ kebanyakan dilafalkan /t/, bunyi /ð/ kebanyakan dilafalkan /d/, bunyi /s/ yang salah pelafalan karena perbedaan tipe biasa (/əs/) dan tipe yang diperkuat (/æz/), bunyi /z/ yang kebanyakan dilafalkan dengan bunyi /s/ karena frekuensi tingkat keseringan melafalkan /z/ itu lebih sedikit daripada /s/, bunyi /r/ kebanyakan dilafalkan dengan getaran ujung lidah bukan dengan menggulung lidah, bunyi /k/ diubah menjadi /tʃ/, /s/, dan /t/, bunyi /g/ yang tidak dilafalkan karena dalam bahasa Jawa bentuk "ng" dilafalkan dengan /ŋ/, bukan /ŋg/.

Error dalam pelafalan bunyi vokal adalah sebagai berikut: error pada bunyi /i/ mencapai 1% (1 dari 135 bunyi), error pada bunyi /ɪ/ mencapai 12.8% (23 dari 180 bunyi), error pada bunyi /u/ mencapai 10% (1 dari 10 bunyi), error pada bunyi /ʊ/ mencapai 60% (18 dari 30 bunyi), error pada bunyi /e/ mencapai 18.75% (15 dari 80 bunyi), error pada bunyi /ə/ mencapai 10.7% (30 dari 280 bunyi), error pada bunyi /ʌ/ mencapai 17.1% (6 dari 35 bunyi), error pada bunyi /ɔ/ mencapai 12.5% (5 of 40 sounds), error pada bunyi /æ/ mencapai 9.2% (6 dari 65 bunyi), dan error pada bunyi /a/ mencapai 15.4% (17 dari 110 bunyi).

Di dalam aspek supra-segmental, tidak terlalu ada banyak eror. Para partisipan cenderung memanjangkan diftong. Hal ini terjadi karena kebanyakan diftong dalam bahasa Inggris itu terdapat dalam satu huruf. Dalam mengintonasikan kalimat, hanya ada satu eror yaitu dalam kalimat “thought the lion”. Hal ini menunjukkan bahwa tidak ada eror di aspek ini disamping kekurangannya dalam keberagaman dalam intonasi. Dalam menekan kata, teks “The Greedy Lion” memiliki 7 kata yang memiliki tekanan di paragraph pertama, 4 kata bertekanan dalam paragraf kedua, 7 kata bertekanan dalam paragraph ke tiga dan ke empat. Jadi ada 25 kata yang memiliki tekanan dalam teks tersebut. Ini menakjubkan karena semua partisipan (kecuali Firjon) menekan pada silabel pada kata-kata tersebut dengan benar. Firjon melakukan eror dalam kata “letting” dengan pelafalan /'le'tɪŋ/. Lebih jauh lagi, tidak ada analisis pada penandaan karena Bahasa Inggris bukan tonal language.

Ada beberapa kekurangan dalam penelitian ini. Dalam aspek segmental, ada beberapa bunyi yang tidak tercakup dalam penelitian ini karena ketidaklengkapan bunyi dalam teks. Bunyi-bunyi itu adalah \int , /tʃ/, /dʒ/, /j/, /ʔ/, dan /o/. Dalam aspek supra-segmental, kekurangannya ada pada intonasi karena tidak ada referensi sempurna untuk menjadi acuan dalam intonasi kalimat. Oleh karena itu, saya menyarankan kepada peneliti selanjutnya untuk mengambil teks yang terdiri dari bunyi yang lengkap dan pengukuran yang benar dalam intonasi. Di samping itu, saya menyarankan kepada semua pembaca agar mengembangkan semua yang berhubungan dengan profesi pembaca. Untuk guru bahasa Inggris, menulis kata dalam bahasa Inggris harus dengan transkrip fonetik untuk meminimalisir kesalahan pelafalan. Untuk pegiat kurikulum, buku dalam hard dan soft copy harus dicetak dengan transkrip fonetik atau bahkan mengembangkan aplikasi bagi peserta didik.

CHAPTER I

INTRODUCTION

This chapter consists of related issue of topic, some reasons of the chosen topic, research question, the purpose of the study, significance of study, and the definition of key terms.

1.1 Research Context

When people talk to one another, their general goal is to get listeners understand what they are saying. It happens while they are interacting. When people talk each other they use languages that they understand. But if they are from different country, they need to talk in English. For non-native English speakers, first language will intervene second language. As stated by Dulay, Burt, and Krashen (1982), language interference is the transfer due to habit, if the first or native language onto target language.

The interference of the first language to second language could be positive or negative. Negative transfer pertains to difficulties in using the target language which are mainly attributed to mother-tongue interference. Positive transfer however implies the ease or facilitation in learning the L2 resulting from similarities between the L1 and the L2 (Patric, Didam, and Gyang: 2013). The most difficult part of the negative transfer is while the rule of the L2 is nothing in the L1. For example, in Indonesian, there is no change of 'verb' whether it is in the past, present,

or future. Indonesian will say 'makan' whenever it happens. But English will say 'ate' for the past, 'eat' for present, 'be eating' for continuous, 'eaten' for the perfect tense. There would be in a different story for native Arabic who learns English. Term 'tense' in English is also used in Arabic which are ماضي, حال, and مستقبل. This case is called positive transfer.

In mastering English, every country has their self-problem. For those which of the second language is English (e.g. Philippine and India), it is not a big problem. But for Indonesia, which the second language is its National language, mastering English is quite difficult. Moreover, it has many regional languages. Quoted from Facts and Details, Indonesia has 730 regional language which Javanese is on the top, Sundanese in the second, and Madurese in the third place of everlasting regional language. Javanese language stays in the first position that it can be proven that this language is still spoken regularly.

Different type of rules influences mastering of second language. It is able to create error. Afida (2019) has studied the diphthong of Joko Widodo. It shows that Joko Widodo was able to pronounce English diphthong well if they are available in Javanese language. It is really interesting that first language hold strong interference for the second interference. Perwitasari (2018) has found that Javanese were less accurate in perceiving the new vowels /ɑ:/, /ʌ/, /æ/, /ɜ:/, /ɪ/, and /ʊ/. Besides, Asyidiq et al. (2020) concluded that Javanese are really difficult to pronounce /z/. These two articles has showed that the first language is able to intervene the second language. Perwitasari (2018) and Asyidiq et al. (2020) proved that in segmental aspect, Javanese intervene their Javanese towards English in term of less accurate (e.g.

pronouncing /d/ in /ð/). These articles have lackness in complicity. Therefore, I need to complete their studies about how Javanese speakers pronounce English both in segmental and suprasegmental features due to the development of Language. Because language is developing year by year, this really important to have this study.

Beside of these things, it has to be clear that intelligibility and fluency in pronouncing language is more important than the accuracy of pronunciation. So, it is more acceptable that language's purpose is to be understandable. But, in case of looking for errors, the need is what to be tendency. In spite of the existence of interlanguage of Global English, National American English, British English, and Australian English are the most accepted as international English accents to be tendency.

Furthermore, after looking at these problems studied by previous researchers, it is important to study the way Javanese speakers pronounce English. Analyzing errors is the way to see how Javanese speakers pronounce English correctly or incorrectly. It would be proper if the study is conducted to research both in segmental and suprasegmental errors of pronunciation. Furthermore, I will conduct a research under title "Analysis of Segmental and Supra-segmental Errors of Javanese English Speakers in PP. Darul Ulum Al-Fadhali".

1.2 Research Objectives

Research objective of this study is to answer the following questions:

1. What errors do Javanese speakers commit when they pronounce English consonants and English vowels?
2. What errors do Javanese speakers commit when they pronounce length, intonation, stress, and tone in English?

1.3 Significance of Study

Every researcher expects that their research will be useful, and so does it, the researcher hopes that the result of this research will be something worthwhile both theoretically and practically.

1.3.1 Theoretical Significance

Theoretically, this research can contribute to phonological theory about the way Javanese errors pronounce their consonant, vocal, length, stress, intonation, and tone while reading English text. Therefore, this study is able to make clear that Javanese speaker commit errors while they pronounce certain aspect mentioned before.

1.3.2 Practical Significance

a. For teachers

After reading this thesis, teachers are expected to notice some errors committed by Javanese speaker. After that consideration, they are expected to emphasize the errors to be taught deeply for their Javanese students.

b. For students

From the result of this research, researcher hopes that this research could be the source of study for the students especially in University of Islam Malang, whether for enrichment of lecturing studies or on behalf of the research which probably has some similarities. Besides, it is expected also for Javanese learners to emphasize their learnings based on the errors committed by Javanese speakers in this study. After that, these Javanese learners are expected to avoid these errors that they can read English text better.

c. For curriculum developer

Besides for teachers and students, this research is expected to be valuable for curriculum developers. After knowing the errors committed by Javanese speakers in this study, the curriculum developers are expected to develop their education system to emphasize materials which commonly become errors for Javanese speakers. For example, they can add phonetic transcription in their book to avoid errors, they can use audio of native English speakers.

1.4 Scope and Limitation of Study

The scope of this study is in Linguistics, in the discussion of Phonetics. To avoid a wider explanation about this research, this research is limited only for the discussion on the Javanese segmental and supra-segmental aspect while pronouncing English. It will be compared with Oxford Dictionary. In the segmental aspect, the consonant and the vowels are the main discussion. Diphthong and triphthong belongs to the vowels discussion. In the segmental aspect, tone aspect

will not be discussed because English is not tonal language like Chinese, Tagalog and Vietnamese.

1.5 Definition of Key Terms

1.5.1 Error

Error is a systematic deviation made by learners who have not mastered the rules of L2.

1.5.2 Segmental Features

A segmental feature system is the sounds that include vowel, consonant, cluster, and diphthong. The classification is based on the differences in the functions in utterance and their ways of production.

1.5.3 Supra-segmental Features of Phonology

Supra-segmental, also called prosodic feature, in phonetics, is a speech feature such as stress, tone, or word juncture that accompanies or is added over consonants and vowels; these features are not limited to single sounds but often extend over syllables, words, or phrases.

1.5.4 Javanese Speakers

In this study, Javanese speakers are those who were born in Java Island, live in Java Island, live in Javanese language neighbourhood, speak Javanese language since they were child, and study in PP. Darul Ulum Al-

Fadhali, Malang. If they do not have one of these criteria, they do not belong to this study.





CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter shows the conclusion of the study. It will answer the two questions in the two questions for] the objective of study. Besides, researcher wants to accept some suggestions.

6.1 Conclusion

6.1.1 Error of Segmental Features

In the consonant sounds, five participants made no errors in /b/, /m/, /w/, /f/, /t/, /d/, /n/, /l/, /ʃ/, /ŋ/ and /h/. 8 of them (/v/, /θ/, /ð/, /s/, /z/, /r/, /k/, and /g/) were incorrectly pronounced by all participants due to some reasons. /v/ sounds were mostly pronounced /f/. /θ/ sounds were mostly pronounced /t/. /ð/ sounds were mostly pronounced as /d/. /s/ sound was mispronounced once because of different regular type (/əs/) and strengthened type (/æz/). /z/ sounds were most pronounced to /s/ sound. /r/ sounds were mostly pronounced with lip vibration not rolling the lip. /k/ sounds were changed from /k/ to /tʃ/, /s/, and /t/. /g/ sound was not pronounced because “ng”.

In pronouncing vowels, All participants made error in the whole read vowels unless in /ε/. /i/ sounds were incorrectly pronounced only 1% (1 of 135 sounds). /ɪ/ sounds were incorrectly pronounced 12.8% (23 of 180 sounds). /u/ sounds were incorrectly pronounced 10% (1 of 10 sounds). /ʊ/ sounds were incorrectly pronounced 60% (18 of 30 sounds). /e/ sounds were incorrectly pronounced 18.75% (15 of 80 sounds). /ə/ sounds were incorrectly pronounced 10.7% (30 of 280 sounds). /ʌ/ sounds were incorrectly pronounced 17.1% (6 of 35 sounds). /ɔ/ sounds

were incorrectly pronounced 12.5% (5 of 40 sounds). /æ/ sounds were incorrectly pronounced 9.2% (6 of 65 sounds). /a/ sounds were incorrectly pronounced 15.4% (17 of 110 sounds).

6.1.2 Error of Suprasegmental Features

Suprasegmental features are length, stress, intonation, and tone. They made little errors in suprasegmental features. The participants tends to lengthened diphthongs. It happened because most of diphthongs are made in a letter. In intonating sentences, there is only an error in this case in sentence “thought the lion”. It means that there is no massive error of this feature beside its lackness in variety of intonations. In stressing words, the text “The Greedy Lion” has 7 stressed words in the first paragraph, 4 stressed words in the second paragraph, 7 stressed words in the third and fourth paragraph. So that, there are 25 stressed words in the text. This is incredible because most of participants has stressed the syllables correctly unless Firjon. Firjon did an error in word “letting”, he stressed the two syllables in stress which is /'le'tɪŋ/.

There is no analysis in tone because English is not tonal language.

6.2 Suggestion

In term of segmental features, this research has some lacks because there is no several sounds which are /ʒ/, /tʃ/, /dʒ/, /j/, /ʔ/, and /o/. In term of supra-segmental features, it has lack in intonation because there is no perfect reference to be measurement of the correct intonation. Therefore, I suggest to all next researcher to take a text which contain complete sound of consonant and valid measurement of intonation.

Besides, I suggest to all readers of this research to improve anything related to the occupations. For English teachers, writing English word should be with phonetic transcription to minimize errors. For curriculum stakeholders, books or pdf form should be printed with the phonetic transcription or even improving great application for students.



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