THE ACCURACY OF NON-ENGLISH MAJOR STUDENTS OF UIN RIL IN PRONOUNCING ENGLISH WORDS WITH ALVEOLAR VOICED CONSONANT

A Thesis
Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By :
LUTFIA NANDA BHAKTI
NPM. 1811040431

Study Program : English Education

Advisor   **: M. Ridho Kholid, S.S., M.Pd**
Co-Advisor   **: Zakiyah, M.Pd**

FACULTY OF TEACHER TRAINING AND EDUCATION
ISLAMIC STATE UNIVERSITY OF RADEN INTAN LAMPUNG
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ABSTRACT

The Accuracy of Non-English Major Students of Uin Ril In Pronouncing English Words with Alveolar Voiced Consonant

By

Lutfia Nanda Bhakti

Pronunciation is one of the basic skills in English that is important and necessary for anyone who wants to use English communicatively. This research was conducted to know The Accuracy of Non-English Major Students of Uin Ril In Pronouncing English Words with Alveolar Voiced Consonant.

The research was conducted by using contrastive analysis research method. The data was gathered from interview and documents. The researcher did the interview by interviewing 20 student of Islamic communication and broadcasting and ask them to pronounce 30 english words through tape recorder or voice note.

This research found that the The Accuracy of Non-English Major Students of Uin Ril In Pronouncing English Words with Alveolar Voiced Consonant from Islamic communication and broadcasting is not that good. The accuracy of they pronounce [d] is 51%, [l] is 65%, [t] is 58, [n] is 77% and [r] is 48%. It showed that the accuracy of the student of pronouncing alveolar voiced consonant is Pretty good. The alveolar consonant from indonesian and English Consonant is not different but what makes it difficult for students to pronounce English words is the way of pronouncing English which is different from Indonesian.

Keyword : Contrastive Analysis Research, Student Pronoun Accuracy, Alveolar Voiced Consonant

DECLARATION

The researcher students' with the following identity :

Name	:	Lutfia Nanda Bhakti
Students Index Number	:	1811040431
Thesis Title	:	The Accuracy of Non-English Major Students of Uin Ril In Pronouncing English Words with Alveolar Voiced Consonant

I declare that this thesis is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, July 2024
Declared by,

<u>Lutfia Nanda Bhakti</u>
NPM. 1811040431

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

Title : THE ACCURACY OF NON-ENGLISH
MAJOR STUDENTS OF UIN RIL IN
PRONOUNCING ENGLISH WORDS WITH
ALVEOLAR VOICED CONSONANTS
Student's Name : Lutfia Nanda Bhakti
Student's Number : 1811040431
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

To be tested and defended in the examination session at Tarbiyah and
Teacher Training Faculty state Islamic University of Raden Intan
Lampung

Advisor   Co-Advisor

M. Ridho Kholid, S.S., M.Pd.   Zakiyah, M.Pd.
NIP. 198505512201503 1004   NIK. 202112011984030 7017

The Chairperson of
English Education Study Program

M. Ridho Kholid, S.S., M.Pd.
NIP. 198505512201503 1004

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

ADMISSION

A thesis entitled: "The Accuracy of Non-English Major Students of UIN RIL in Pronouncing English Words with Alveolar Voiced Consonants" by : Lutfia Nanda Bhakti, Students' Number: 1811040431, Study Program: English Education, has been successfully defended as thesis defence of the Tarbiyah and Teacher Training Faculty State Islamic University of Raden Intan Lampung. The thesis defence was held on: Friday, July 19th 2024.

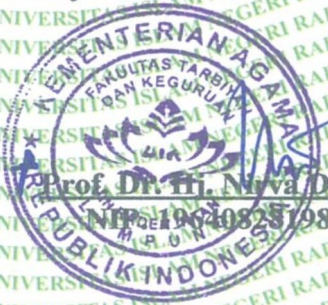## BOARD OF EXAMINERS

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The Dean of
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NIP. 196408281988032002

MOTTO

وَاللّٰهُ اَخْرَجَكُمْ مِّنْ بُطُوْنِ اُمَّهٰتِكُمْ لَا تَعْلَمُوْنَ شَيْـًٔا وَّجَعَلَ لَكُمُ السَّمْعَ وَالْاَبْصَارَ وَالْاَفْـِٕدَةَ لَعَلَّكُمْ تَشْكُرُوْنَ

It is He who brought you forth from the wombs of your mothers when
ye knew nothing; and He gave you hearing and sight and intelligence
and affection: That ye may give thanks (To Allah).
(Qs. An-Nahl: 78)

DEDICATION

From the deep of my heart, this thesis is dedication to everyone who cares, love and support me. I would like to dedicate this thesis to :

1. My Wonderful God Allah SWT for all the blessing that you have been given to me so that it can make me strong and finish the thesis.
2. My beloved parents, father Pribadi Fajar Subekti and my mother Susi Handayani who always pray, support, motivation and never give up to guide me to finish my study.
3. My beloved brother Pradiatama Rangga Bhakti and my sister Hafizhah Anindya Bhakti, both of them also always give me advice and motivation.
4. My best friends since Senior High School, Adinda Mulia Putri, S.Gz and Vivi Yuliatama, Merizka Dea Mahendra, A.Md.Gz. who always give me positive affirmation, advice and motivation for me.
5. My beloved best friend from collage, Rora Almaida, S.Pd., Mariza Dwi Utami, S.Pd., Rosa Purnama, S.Pd., Elasari, Fadilla Millinia Hakim, Rizki Rahma Nurbaiti, Siti Wilza Alifia, Renaldo Jefri Mahendra, Nabila Rizkia Putri, S.Pd Who always support each other to finish our thesis and give motivation for me.
6. My beloved lecturer and Excel Class.

CURRICULUM VITAE

The researchers name is Lutfia Nanda Bhakti. She was born in Pontianak, West Kalimantan on May 12th 2000. She is the second child of Mr. Pribadi Fajar Bhakti and Mrs. Susi Handayani. She has one elder brother name Pradiatama Rangga Bhakti and one younger sister name Hafizhah Anindya Bhakti.

The researcher started her study at TK Minasopa in Makasar in 2004 move to TK Angkasa in South Balikpapan in 2005. Then continued her study at SD N 002 South Balikpapan in 2006 move to SD N 027 Sungai Kunjang in Samarinda, and finished in 2012. In the same year, she registered to SMP Cordova Samarinda move to SMP N 1 Banjarbaru and completed her study in 2015. After that, she continued her study at SMA N 1 Terbanggi Besar in Central Lampung and completed her study in 2018. Then, in the same year she continued her study in State Islamic University (UIN) Raden Intan Lampung as the student of English Education Study Program of Tarbiyah and Teacher Training Faculty.

Bandar Lampung, July 2024
Declared by,

Lutfia Nanda Bhakti
NPM. 1811040431

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Praise to Allah the Almighty, the Most Merciful and the Most Beneficent for blessing me with His mercy and guidance to finish this thesis. Peace be upon our prophet Muhammad SAW., with his family and followers. This thesis entitled "The Accuracy of Non-English Major Students of Uin Ril In Pronouncing English Words with Alveolar Voiced Consonant" is submitted as compulsory fulfillment of the requirement for S1-Degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Raden Intan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistance, aid or support and many valuable things from various sides. Therefore, the reseacher would sincerely thanks to:

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2. M. Ridho Kholid, S.S., M.Pd., as the Head of English Education Study Program of State Institute of Islamic Studies Raden Intan Lampung. Also as the first advisor, who has patiently guided and directed the writer for the compliment of this thesis as well
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6. For my beloved classmate of Excel Class, thank you for the support and time we spent together.

Finally, it has to be admitted that nobody is perfect and it is fully realized that there are still a lot of weaknesses in this thesis. Therefore, criticisms and suggestions from the readers are sincerely welcomed to enhance the quality of this thesis. Furthermore, the researcher expects

that the thesis is useful for herself and especially for those who are involved in English teaching profession.

Bandar Lampung, July 2024
Declared by,

Lutfia Nanda Bhakti
NPM. 1811040431

TABLE OF CONTENT

CHAPTER III : THE DESCRIPTION OF RESEARCH OBJECT

CHAPTER IV RESULT AND DISCUSSION

CHAPTER V CONCLUSION AND RECOMMENDATION

REFFERENCES
APPENDIX

CHAPTER I
INTRODUCTION

A. Title Confirmation

As a first step to understand the title of the research, and avoid misunderstanding, the researcher think that need to explain the title of the research. The titles of this research is THE ACCURACY OF NON-ENGLISH MAJOR STUDENTS OF UIN RIL STUDENT IN PRONOUNCING ENGLISH WORDS WITH ALVEOLAR VOICED CONSONANTS as description of some terminology contained the title of the research.

1. Pronounciation

Pronunciation is one of the basic skills in English that is important and necessary for anyone who wants to use English communicatively. In other words, pronunciation mastery has the phonology system and the ability to produce sounds so that the listener can understand their meaning.[1]

2. Voiced Sound

Voiced Sound is one of the way to produce sound when the vocal folds are brought close together, but not tightly closed, air passing between them cause them to vibrate.[2]

3. Alveolar Consonant

Alveolar Consonant are sounds produced by placing the tongue near or against the alveolar ridge, the bumpy part behind your upper front teeth. They are a common type of consonant found in many language [3]

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[1] Nubuo Yuzawa, "Teaching English Pronunciation" 50 (1990): 95–107.

[2] William O'grady, *Contemporary Linguistic: An Introduction*, ed. William o'grady, *Study and Research Guide in Computer Science*, 1993.

[3] Alveolar consonants in English: "Production and perception" (2023)TeachersCollegesj, "Whats Is the Final Consonant?," https://teacherscollegesj.org/what-is-the-final-consonant/.TeachersCollegesj, "Whats

4. UIN Raden Intan Lampung

UIN Raden Intan Lampung is a educational unit at the University level in Sukarame, kec. Sukarame. Bandar Lampung city, Lampung. Indonesia. Islamic State University Of Raden Intan Lampung was founded in 1968 under the name IAIN (Institut Agama Islam Negeri) and in 2017 IAIN changed to UIN RIL (Universitas Islam Negeri Raden Intan Lampung). UIN is location is on Jl. Letkol H. Endro Suratmin. kec. Sukarame. Bandar Lampung city, Lampung. Indonesia. In UIN RIL There are about 6 faculties.[4] UIN RIL has an "A" accreditation.[5]

B. Background of the Problem

English is recognized and used as an international language, leading to its widespread popularity and global usage. In Indonesia, English is a crucial tool for navigating the era of globalization. Many job positions in the country now require proficiency in English, making it a key criterion for employment. Consequently, many individuals strive to master both spoken and written English. This highlights the importance of learning English from an early age for students, as improving English skills is a priority for enhancing employability. Since the 15th

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Is the Final Consonant?," https://teacherscollegesj.org/what-is-the-final-consonant/.TeachersCollegesj, "Whats Is the Final Consonant?," https://teacherscollegesj.org/what-is-the-final-consonant/.TeachersCollegesj, "Whats Is the Final Consonant?," https://teacherscollegesj.org/what-is-the-final-consonant/.TeachersCollegesj, "Whats Is the Final Consonant?," https://teacherscollegesj.org/what-is-the-final-consonant/.TeachersCollegesj, "Whats Is the Final Consonant?," https://teacherscollegesj.org/what-is-the-final-consonant/.TeachersCollegesj, "Whats Is the Final Consonant?," https://teacherscollegesj.org/what-is-the-final-consonant/.TeachersCollegesj, "Whats Is the Final Consonant?," https://teacherscollegesj.org/what-is-the-final-consonant/.TeachersCollegesj, "Whats Is the Final Consonant?,".

[4] Wikipedia, "UIN Raden Intan," https://id.wikipedia.org/wiki/UIN_Raden_Intan.

[5] LPM UIN Raden Intan Lampung, "Sertifikat Akreditasi" (n.d.), https://lpm.radenintan.ac.id/akreditasi.

century, English has been taught to non-native speakers, a practice that mirrors the current situation in Indonesia.[6]

In pronunciation, consonants from one country will be different from other countries, one of them is Indonesian consonants and English consonants. Indonesian and English have very different rules. Indonesian has 28 phonemes[7] while English has 44 phonemes.[8] English has more phonemes than Indonesian, and this will make it difficult for Indonesian learners to learn English. In addition, English phonemes are arbitrary. They are not based on text; one character in English can be pronounced as different phonemes in different words. It's not just the differences in a few phonemes that make second language learners usually make mistakes such as misspronounce. Misspronounce can also be caused by the mother tongue used by students. The influence of mother tongue can appear in phonology, vocabulary and grammar fields. [9] Though Indonesian students have learned English for years, it does not guarantee that they can speak English fluently and correctly. The fact, many Indonesian students still cannot pronounce it as they study in Non-English major at college. While speaking English, they produce sounds in many different ways. If some students are asked to pronounce one word in English, they will have different utterances and sounds which refer to that word.[10]

Pronunciation has commonly become one of the main problems of students in the context of English learned as a foreign language. Pronunciation is the production of sounds that are used for making meaning. To avoid misunderstanding, the speaker should have a good pronunciation. The listener cannot understand what the speaker says if the speaker's pronunciation is

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[6] Jennifer Jenkins, "The Phonology of English as an International Language: New Models, New Norms," last modified 2000,

[7] Kushartanti and Yuwono U, "An Introduction to English Phonology" (Jakarta: Edinburgh Eniversity Press, 2007).

[8] Forel Claire and Puskas, "Phonetics and Phonology." (2005).

[9] Hugo Baetens Beardsmore, "Bilingualism: Basic Principles" (1982).

[10] Novalina and Fiber Yun, "An Analysis of Pronunciation Errors Made by the Fourth Semester Students of English Education Study Program at Unika" 3 (2016): 40–53.

not good. By having good pronunciation, grammar and vocabulary, the speaker can speak fluently and accurately, thus interloculator can understand easily. When we talk about language, we have to talk about pronunciation too. Pronunciation is the foundation of speaking. Good pronunciation may make the communication easier and thus more successful. That is the reason why pronunciation is the most important aspect in acquiring English as foreign language because it is a core of language. It is impossible for us to use language in our communication if we do not know how to pronounce every words of that language. The speaking is disjointed and mispronounced, others might not understand the meaning.[11]

Referring to this, pronunciation of English which is spoken by many students who are from non-English major at college is out of standard because they still have their own accent and characteristic of Indonesian language. Based on the history, English is the language which is in the second largest number of speakers which are spoken by much less 340 million people.[12] It originates from England and it spreads in Australia, United States, New Zealand, and other English ex-colonization.[13] In Indonesian language, the word is always pronounced the same way as what is written, while English is different. In addition, each sound in Indonesian monophtong is spelled by one character only. In English, each sound may represents two or three characters and one character may be pronounced in two or more different ways.[14]

From that point, it is true that non-English major students do not learn the system of how sound is produced[15]. Mostly, non-English major students are learning grammar which is related to the structure. They are asked to master that material because

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[11] Lado, "Language Teaching: A Scientific Approach" (1964): 70.

[12] William Samarin, "Lingua Franca," *Implant Dentistry* 18, no. 4 (2009): 279.

[13] And Thomas Cable Albert Baugh, *A History of the English Language: Revised Edition*, *A History of the English Language: Revised Edition*, 2014.

[14] Soendjono Dardjowidjodjo, *English Phonetics and Phonology for Indonesians* (Jakarta: Yayasan Obor Indonesia, 2009).

[15] Ibid.

structure is an important thing in speaking. The result is students have difficulties in mastering good pronunciation. They just listen to the pronunciation from other sources like TV, Radio, and Movies[16].

One of the problems that English major students have is in pronouncing English words with Alveolar voiced consonants though they have learned pronunciation in their subject. They usually are wrong to pronounce English words with Alveolar voiced consonants. For the example, instead of pronouncing kind [kaɪnd] the respondent omitted [d] and said kind [kaɪ:n]. The respondents also often changed the voiced consonant into voiceless since Indonesian word does not have voiced consonant.

There are the difference between the previous researches with the current research has many differences in the selection of subjects, selection object, the content of investigation and the comparison of time.

The researcher chooses to use alveolar consonant because Alveolar sound is the sound that is produced by touching the tip of the tongue into the alveolar ridge. This type of sound was selected as the focus of the study since it has seven sounds, the richest among the other types, with the assumption that the more variable used will present the various answer on conducting the research. For this research, the researchers focus on alveolar voiced consonants which consist of letters [d], [l], [t], [n] and [ɹ].

Then how they pronounce Alveolar voiced consonants then is a big question to be thinking of. This phenomenon then leads this thesis to be made. The purpose is to find out the accuracy of non-English major students in pronouncing English words with Alveolar voiced consonants.

C. Focus and Sub-Focus of the Research

Related on the background above, This research will focuss on Students' Accuracy in Pronouncing English Alveolar Sounds. The researcher wanted to identify how students can

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[16] Ibid.

pronounce English Alveolar sounds accurately. Apart from that, this research also wants to know the most common factors encountered by students in English alveolar voiced sounds. Apart from that, this research was only conducted for 5 students in each semester majoring in Communication and Islamic Broadcasting at Raden Intan Lampung State Islamic University. Some students were selected because based on existing experience and it was believed that the students had sufficient English skills on the topic.

D. Formulation of the Research

1. How are the differences pronunciation between Indonesian and standard English pronunciation?

2. How do non-English major students pronounce English words with Alveolar voiced consonants?

E. Purpose of The Problem

1. This research is aimed to find out How are the differences pronunciation between Indonesian and standard English pronunciation.

2. This research will find out how non-English major students pronounce English words with Alveolar voiced consonants.

F. Significance of The Problem

The researcher expects the result of the study give some advantages. The advantages are as follow:

1. Theoretically

   a. The result provide information and benefit readers about pronounciation especially alveolar voiced consonant.

   b. This result are expected know how to pronounce English alveolar voiced consonant in accurate sounds, and also know which part of their organs of speech that are used to produce English palate alveolar sounds. It is also expected that the students improve their learning style in order to pronounce and communicate accurately.

2. Practically

    a. For students, this research can be advantages to readers, espesially to the students of English Departement who are intrested in pronounce espesially phonetic.

    b. For lectures, this study may contribute to give valueable information about the difficulties faced by student pronouncing English sounds especially alveolar voiced sounds [d], [l], [t], [n], [ɹ], and understand the students' accuracy and the factors found in pronouncing English alveolar voiced consonant for their students.

    c. For othe researchers, hopes the result of the study can be use as the reference for other researchers who want to conduct a research related to pronounce espesially alveolar.

G. Previous Study

There are some studies related with the voiced Consonant. The first is a study conducted by Nur Indah Arfianti under the title "The accuracy of non-English major students of STMIK Amikom Yogyakarta in pronouncing English words with Alveolar voiced consonants". This research aimed to find out the accuracy of non-English major students in pronouncing English Alveolar voiced consonants. This research uses an empirical approach. Meaning to say, observation is the way to do this research. The data is obtained from the informatics system students of STMIK AMIKOM YOGYAKARTA. The students pronounce the English words and the data are taken from their voice recording. Based on the research, the differences of English final voiced and Indonesian voiced consonants lie on the distribution of voiced sounds in the end of the words. There are 13 English voiced consonant sounds that exist in the final position. There are:/b/, /d/, /g/, /dʒ/, /v/, /ʒ/, /ð/, /z/, /m/, /n/, /ŋ/, /l/ and /r/. While, Indonesian Alveolar voiced consonants have only 5 that are/m/, /n/, /ŋ/, /l/, and /r/. In addition /r/ in English including as approximants while /r/ in Indonesian is included as

trill. There are substitution and deletion sound when the students pronounce the English voiced sounds. It happens since there are some voiced consonants that do not exist in Indonesian phonetic. Besides, they tend to change English words with final voiced consonant sounds with voiceless sounds. On the other hand, the students climinate/t/, /k/ in the end of the word. For Indonesian itself, they do not have a consonant combination that has or does not have the same manner and place of articulatios[17]

The second study conducted by Kris Rahardian Rahadjosidhi under the title "Mispronunciation of English Alveolar-Alveolar and Velar-Alveolar Consonant Clusters by the Students of SMA Santa Maria Yogyakarta". There are two problems to lead the discussion in this research. The first is to find out the mispronunciation of final alveolar-alveolar and velar-alveolar consonant clusters that often made by Indonesian native speaker. The second is to analyze the reason behind the mispronunciations. Based on the data analysis, there are 295 mispronunciations of final alveolar-alveolar and velar-alveolar consonant clusters from 405 pronunciations (15 participants x 27 English words). From the analysis, there are two errors that contribute to the mispronunciations. The first is the interlingual or interference error. This error contributes to the 291 mispronunciations of final alveolar- alveolar and velar-alveolar consonant clusters. The participants had tendencies to omit the last consonant in the consonant clusters.[18]

The third study conducted by Novalita Pradnya Paramitha, under the title "The pronunciation of alveolar-alveolar and bilabial-alveolar consonant clusters in English words by Indonesian learners of English". This research aimed to here are three main analyzed purposes in this research. The first one is to find out of how Indonesian learners of English utter English

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[17] Nur Indah Arfianti, "The Accuracy of Non-English Major Students of STMIK Amikom Yogyakarta in Pronouncing English Words with Alveolar voiced consonants" (Universitas Sanata Dharma Yogyakarta, 2012).

[18] Kris Rahardian Rahadjosidhi, "Mispronunciation of English Final Alveolar-Alveolar and Velar-Alveolar Consonant Clusters by the Students of SMA Santa Maria Yogyakarta," 2016.

alveolar-alveolar and bilabial-alveolar consonant clusters. Then, the second is to observe phonological processes befalling in their pronunciations. The last is to scrutinize phonological factors affecting the pronunciations. The purposeful sampling method was used to collect the data of the research. Ten students of Management Study Program batch 2018 of Sanata Dharma University were asked to enunciate 8 words with alveolar-alveolar and bilabial-alveolar consonant clusters selected from their module Bahasa Inggris: English for General Purposes. Those words were displayed in the questionnaires part A while part B covers some questions about the respondents' backgrounds. These questions were operated to solve the research question of phonological factors. The results are 73.75% of the respondents mistakenly utter the consonant clusters whereas 26.25% others do not. Those 77% of the respondents are known to act certain language phenomena or phonological processes. They are deletion, feature-changing rule, and insertion. The main factor leading up to these phenomena is the mother tongue of all the respondents, Indonesian, so that it influences their enunciations. It occurs because English and Indonesian have different phonological system. Furthermore, it is found that their utterances are not backgrounded by their understandings of English knowledge although they all have it, yet their familiarity of the language itself.[19]

The fouth study conducted by Faza Lutfiyana, Under the title "Students' Accuracy in Pronouncing English Palate Alveolar Sounds (A Case Study of Students of English Department , Universitas Negeri Semarangin the Academic year of 2019/2020)". This research was aimed at (1) investigating the students' accuracy in pronouncing English Palate alveolar sounds, and (2) finding outthe factors encountered in the students' accuracy in pronouncing English Palate Alveolar Sounds. This research used a qualitative method. The participants of this

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[19] Novalita Pradnya Paramitha, "The Pronunciation of Alveolar-Alveolar and Bilabial-Alveolar Consonant Clusters in English Words by Indonesian Learners of English" (2019).

research were 20 students of fourth terms in the academic year 2019/2020 of English department, Universitas Negeri Semarang. The result showed that in pronunciation test, the students' categorized was good. Mostly the students did well in pronuncing the sounds although there were some students tried to substitute [ʃ], [ʒ],[ʧ],[ʤ] with the existing sounds in their native language. Yet, the lowest accuracy of the students was when they pronounced [ʒ] and tended to replace with [z] because they was not familiar with the sounds. In addition, from the interview, it can be concluded that students' accuracy were mostly caused by native language. Other factors were the students' aptitude in learning English proved by students' recognition in English palate alveolar sounds. The last factors were the students motivation in learning pronunciation. [20]

The fifth study conducted by Muhammad Ishak, under the title "Analysis Of Students' Error in Pronouncing English Consonants at The Fifth Semester of English Education Study Program at Islamic University Sulthan Thaha Saifuddin Jambi". This research was intended to identify the students" errors in pronouncing English consonants that consists of Labiodental (v), Dental ((ɵ), (ð), Postalveolar (ʤ) and Velar (ŋ) sounds of English Education Study Program At Islamic University Sulthan Thaha Saifuddin Jambi which is located at JL.Jambi Muaro Bulian KM.16 Simpang Sungai Duren, Muaro Jambi. In this research, the researcher used descriptive qualitative and simple random sampling technique as a technique sampling and also the subject used 24 students consist of 4 classes each class was taken 6 students. The instrument of this research text recording from the observation. In test found that the most problematic sound are Dental (ɵ), (ð) and Labiodental (v).[21]

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[20] Faza Lutfiyana, *Students ' Accuracy in Pronouncing English Palate Alveolar Sounds Faculty of Languages and Arts*, 2020.

[21] Muhammad Ishak, "Analysis Of Students' Error in Pronouncing English Consonants at The Fifth Semester of English Education Study Program at Islamic University Sulthan Thaha Saifuddin Jambi," 2021.

H. Method of the Research

1. Research Design

In this research, researcher uses qualitative research. In this research, Contrastive analysis is used because the research process is to indicate a systematic comparison of certain aspects between the two languages. Contrastive analysis serves to make teaching an efficient and effective language for students who have different language backgrounds.[22] In this research, researcher want to compare Indonesian phonetic with English phonetic, using non-English major.

2. Research Subject

The research subject of this research is a student from the Islamic broadcasting communication department of UIN Raden Intan Lampung. The range of students is from 2018 and 2022 academic year. The purpose of the student's choice is to compare whether they have the same level of pronouncing English words with Alveolar voiced consonants or not. The English course in the KPI major has been carried out in semester 1 along with other basic courses.

3. Instrument of the Research

As climed by Wilkinson and Birmingham, research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose. In other word, the instrument is a tool used to collect, measure, and analyze data related to our research and there are various instruments to choose related to our research. The choice of which specific research instrument tool to use will be decided on the by the researcher. There are many types of qualitative research tools; however, the one you choose must go

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[22] Bejo Sutrisno, *Contrastive Analysis, Error Analysis, and Interlanguage*, 2017.

according to our research objectives. The researcher using a test for the instrument on this research. The test is in the form of 30 word-list reading which will be read by students majoring in Islamic communication and broadcasting which contains simple vocabulary containing alveolar voiced consonants placed in the initial, medial and final. These words will be explained in the table below:

No	English Word	IPA	Position
1	Dog	/dɔg/	[d] alveolar initials voiced consonant
2	Develop	/dɪˈvɛləp/	[d] alveolar initials voiced consonant
3	Wednesday	/ˈwɛnzˌdeɪ/	[d] alveolar medial voiced consonant
4	Educate	/ˈɛdʒəˌkeɪt/	[d] alveolar medial voiced consonant
5	Heard	/hɜːrd/	[d] alveolar final voiced consonant
6	Second	/ˈsɛkənd/	[d] alveolar final voiced consonant
7	Leave	/liːv/	[l] alveolar initials voiced consonant
8	Listen	/ˈlɪsn/	[l] alveolar initials voiced consonant
9	Help	/hɛlp/	[l] alveolar medial voiced consonant
10	Elbow	/ˈɛlboʊ/	[l] alveolar medial voiced consonant
11	Bowl	/boʊl/	[l] alveolar final voiced consonant
12	Dollar	/ˈdɒlər/	[l] alveolar final voiced consonant
13	Listen	/ˈlɪsn/	[t] alveolar initials voiced

			consonant
14	Leave	/liːv/	[t] alveolar initials voiced consonant
15	Absolutely	/æbˈsɒluːtli/	[t] alveolar medial voiced consonant
16	Button	/ˈbʌtn/	[t] alveolar medial voiced consonant
17	Don't	/dəʊnt/	[t] alveolar final voiced consonant
18	Right	/raɪt/	[t] alveolar final voiced consonant
19	Know	/noʊ/	[n] alveolar initials voiced consonant
20	Night	/naɪt/	[n] alveolar initials voiced consonant
21	Ink	/ɪŋk/	[n] alveolar medial voiced consonant
22	Sentence	/ˈsɛntəns /	[n] alveolar medial voiced consonant
23	Run	/rʌn/	[n] alveolar final voiced consonant
24	Open	/ˈoʊpən/	[n] alveolar final voiced consonant
25	Rip	/ɹɪp/	[ɹ] alveolar initials voiced consonant
26	Rain	/reɪn/	[ɹ] alveolar initials voiced consonant
27	Normal	/ˈnɔːrməl/	[ɹ] alveolar medial voiced consonant
28	Scary	/ˈskɛəri/	[ɹ] alveolar medial voiced consonant
29	Poor	/pʊər/	[ɹ] alveolar final voiced consonant
30	Sir	/sɜːr/	[ɹ] alveolar final voiced consonant

Table 1 Alveolar voiced consonants initials medial and final Word-list

This 30 word-list will later be given to 20 Islamic communication and broadcasting students and their voices will be recorded using a Tape Recorder or Voice Note

4. Data Source

a. Primary Data

Primary data is data obtained from primary sources through data collection procedures and techniques in form of observation and interviews. There will be 20 Islamic communication and broadcasting students who will be the population in this research.

The data collection technique in this research uses a purposive sampling technique. Pengambilan sampel dengan tujuan adalah teknik yang banyak digunakan dalam penelitian kualitatif untuk mengidentifikasi dan memilih kasus yang kaya informasi untuk memanfaatkan sumber daya yang terbatas secara paling efektif (Patton, 2002). Hal ini melibatkan identifikasi dan pemilihan individu atau kelompok individu yang memiliki pengetahuan khusus atau berpengalaman dengan fenomena yang diminati (Cresswell & Plano Clark, 2011). the primary data in this research is the results of interviews with communication and Islamic broadcasting students themselves. This type of purposive sampling is the selection of samples based on certain characteristics or properties that are considered to be closely related to previously known characteristics or properties of the population.

The characteristics of the population that will be used as the researcher's sample are as follows:

1) Islamic communication and broadcasting students have active status.
2) Have male or female gender
3) Have taken English language courses in semesters 3 and 4
4) Have passed the English language course in semesters 3 and 4
5) Have the willingness and sufficient time to be interviewed

From the characteristics above, the researcher determined 20 samples using stratified random sampling consisting of 6 students from 6th semester, 7 students from 8th semester students and 7 students from 10th semester, namely:

No	Name	Semesters	Gender
1	FMH	6	Female
2	QH	6	Female
3	MDU	6	Female
4	RRN	6	Male
5	RJM	6	Male
6	AMP	6	Female
7	VY	8	Female
8	PS	8	Male
9	MYP	8	Male
10	FFA	8	Male
11	NA	8	Female
12	MSA	8	Male
13	MRM	8	Male
14	AH	10	Male
15	AA	10	Male

16	YMS	10	Female
17	DK	10	Female
18	MA	10	Female
19	DP	10	Male
20	AYSA	10	Female

Table 2 names of students who are research respondents

b. Secondary Data

Secondary data is data obtained from graphic documents such as books, journals, written works and articles which can strengthen primary data. Secondary data sources obtained by researchers are data obtained directly from related parties in the form of a voice recorder containing the pronunciation of several English words and as literature that is relevant to the discussion.

5. Data Collecting Technique

The method that will be used is an empirical approach. Empirical approach means the data is taken from the observation and it is not library research. From that point, collecting data is done by coming to the students of informatics systems (as data respondents) in Universitas Islam Negeri Raden Intan Lampung and giving some English using Alveolar voiced consonants. The range students are between 2019 – 2023 years. Since the purpose of this research is related to the pronunciation, gathering data will be done by voice recording. Students pronounce 20 English words with Alveolar voiced consonants words and their voice will be recorded in tape recorder (instrument). The use of this instrument is very important since this research needs an instrument to save students" voice. Their voice then will be heard in order to make the phonetic transcriptions of the sounds that have been recorded.

After collecting data, those students" voice will be transcribed into phonetic transcription. These phonetic transcriptions then can be compared to actual English phonetic transcription based on the pronunciation dictionary that is from Oxford dictionary. Since the theories of English and Indonesian consonants have been written in chapter 2, the differences of both consonants and the difficulties of students can be predicted

6. Data Analysis

The data analysis technique in this research used the data analysis adopted by Miles and Huberman. Miles and Huberman state that qualitative data analysis consists of three concurrent flows of activity:

a. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger. [23] In this research, data condensation will refers to the process of focuss on The accuracy of non-English major students in pronouncing English words with Alveolar voiced consonants

b. Data Display

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and the action. In the process of the reducing and displaying the data, it was based on the formulation of the research problem. The formulation of the research problems are 1) How is non-English major students pronunciation of English

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[23] Matthew B. Miles, et.al, *Qualitative Data Analysis: A Methods Sourcebook Third Edition*, (California: SAGE Publications, 2014): 51.

different from the Standard English pronunciation? 2) How do non-English major students pronounce English words with Alveolar voiced consonants? This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.[24]

c. Drawing and Verifying Conclusions

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the researcher using steps by ellis to analysze the data such as: (a) Transcribing the students' speaking test results (b) Identifying the accuracy (c) Describing and Explaining the accuracy (d) Observing the interview result (e) Criterion of Interpreting the Data. In the other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about the pronoun accuracy especially about alveolar voiced consonant.

I. Trustwortiness of the Data

Onwuegbuzie said Triangulation "involves the use of multiple and different methods, investigators, sources and theories to obtain corroborating evidence". Qualitative research has four criteria for testing the validity and reliability of data, namely credibility, transferability, dependability, and confirmability, which are explained as follows:

a. Credibility

The explanation regarding credibility is a trust test carried out on research data so that the results are not in doubt.

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[24] Ibid

Data credibility can be achieved to meet the data reliability criteria.

b. Transferability

Transferability refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or places. In this case, the researcher is responsible for generalizing and reporting the results of the research by describing the context in which the research was conducted. The description report must be disclosing specifically so that the conclusions and research findings obtained are understood.

c. Dependability

The dependability test was carried out in qualitative research with the aim that researcher results generally have consistency where other people conduct similar research. The dependability test is carried out by means of an audit of the entire research process. The method is carried out by an independent auditor or supervisor to audit all research activities when the research takes place. Starting from determining the problem or focus, entering the field, determining data sources, conducting data analysis, testing the validity of the data, and drawing conclusions, the researcher must be able to show it.

d. Confirmability

Confirmability or objectivity refers to research results that the researcher finds can be confirmed or can be selected by other people who read or other parties related to the research objectives. After the research has been carried out, other people can conduct data audits that test data collection and analysis so that they can determine if there are possible distortions and biases. It can be said that the confirmability test is the same as the objectivity test of the results of the research that has been done.

J. Systematic Discussion

The systematic discussion in this research is divided into three parts, namely, as follows:

Chapter I: This chapter is an introduction that consists of title affirmation, background and limitation of the problem, identification of the problem, formulation of the problem, objective of the research, significance of the research, relevant studies, research method, and systematic discussion.

Chapter II: This chapter presents theories from experts to support this research study which consists of theories about Artificial Intelligence, and Thesis.

Chapter III: This chapter consists of a general description of the object of the research, which is the impact of artificial intelligence in helping english students complete their thesis. There is a data and fact presentation of the research to show how the result of data analysis will be presented.

Chapter IV: This chapter presented research data and research findings. This chapter presented all the data obtained along with the result of the data analysis with the interpretation of the data.

Chapter V: This chapter presented the conclusion and suggestion of the research. This chapter presented what can be concluded from the result of the study and provides suggestion related to the conclusion.

CHAPTER II
THEORETICAL FRAME

A. Concept of Pronounciation

1. Definition of Pronounciation

Pronunciation is the important parts of English language. As a foreign language in Indonesia, English certainly has some difficulties to learnt by Indonesian people, especially in pronouncing some sounds that do not exist in their local language. As Novalina and ginting define pronunciation as the choice of sounds used in forming words.[1] Pronunciation takes an important role in communication the different pronunciation will cause different meanings, thus makes misunderstanding.

Yuzawa stated that pronunciation is a foundation and includes things that should be understood by anyone who will or is in the process of learning English communicatively.[2] In other words, pronunciation mastery has the phonology system and the ability to produce sounds so that the listener can understand their meaning. Pennington & Rogerson explain that pronunciation is the foundation of messaging in speech. It is the production of English sound system for making a good meaning.

Derwing and Munro stated that pronunciation is the ways in which speakers use their articulatory apparatus to create speech.[3] This concept encompasses all the individual speech sounds in a particular language as well as the prosodic and voice quality features that are shared by speakers of that language. Pronunciation is the actor result of producing the sound of speech, including articulation, stress

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[1] Novalina and Yun, "An Analysis of Pronunciation Errors Made by the Fourth Semester Students of English Education Study Program at Unika."

[2] Yuzawa, "Teaching English Pronunciation."

[3] M. J. Derwing, T. M., & Munro, "Second Language Accent and Pronunciation Teaching: A Research-Based Approach" (2005).

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and intonation often with reference to some standard of correctness or acceptability.[4] This means that pronunciation plays an important role in the sounds produced by a person in various aspects.

2. Pronunciation Problem

Indonesian learners often face difficulties in learning English, especially in its pronunciation. Since a childhood they speak in their mother tongue and they will automatically repeat the language. Learning language has been deeply implanted in him as part of his habits.[5] Moreover, he says that "it will be difficult for him to change the habit of moving his speech organs in such a way as to produce the foreign sounds. When they were born, their parents taught them based on the mother tongue and they will imitate him regularly. It is being a problem in Indonesian students to pronounce English sounds.

Kelly stated that "we all use the same speech organs to produce the sounds we become accustomed to producing." Besides that, Syafei explains the reasons why English is difficult for Indonesian learners as follows. The first, the difficulties are because of the irregular spelling of English. It offers poor guidance to its pronunciation. The second, the difficulties are due to interference (negative transfer) from Indonesian to the target language (English). The same person also said, the learners' effort to learn the new language will meet with strong opposition from his old established habits.[6] This is called "habit interference"

In learning any foreign language, a learner will certainly meet with any kinds of learning problems since there are always similar and different elements between the target

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[4] R. M. Aboe, *Buku Ajar Pronunciation Practice* (Ternate, Indonesia: Deepublish, 2018).

[5] Ramelan, *English Phonetics* (Semarang: Unnes Press., n.d.).

[6] A. Syafei, *English Pronunciation: Theory and Practice.* (Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal PendidikanTinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan., 1988).

language and his own language. The problem here can be understood since his mother tongue has been deeply implanted in him as part of his habits. The elements, which cause the problems, in this case can be the grammatical or the sound systems. On the other hand, the elements of the foreign language which are similar to those found in one's native language will not offer any problem. Some learners will understand some words in English without any difficulties because they are familiar with the sounds. For instance, they will produce /n/ in good sounds because they often pronounce well.

Duay et al divide the problem based on surface strategy taxonomy into four categories. There are Omission (problems are characterized by the absence of an item that must appear in a well formed utterance); Addition (the presence of an item that must not appear in a well formed utterance); Mis formation (characterized by the use of the wrong form of the morpheme or structure); and Misorder (characterized by the incorrect placement of a morpheme of group of morphemes in an utterance).

B. Concept of Phonology

1. Definition of Phonology

Learning phonetics is important to acquire correct pronunciation, because phonetics deals with the sounds that are produced by the speakers. 32 Many experts have defined phonetics as the study of speech sounds. Forel & Puskas, (2005) define phonetics with how the sounds are produced, transmitted, and perceived. Similar to this previous definition, Fromkin, Rodman, & Hyams, (2011) all agreed that phonetics is a science about human sounds that are produced by generating an air stream from their lungs. Yule (2010) also stated that Phonology is one of the main studies in pure linguistics which is focused in the patterns of sounds in a language and across languages like the second language or foreign language. In the term of more formally in study of

language and linguistics, phonology is the study of the categorical organisation and structured form of speech sounds in languages; how speech sounds are organised and got listed in the mind and used to describe the meaning by the sound.

2. The Rules of Phonology

When you pronounce the sentences, there are many rules that can be applied. Those rules include in phonology. It relates the phonemic representation to the phonetic representations and is part of a speaker's knowledge of the language. Actually, the phonetic representation derived by applying the phonological rules, includes all the linguistically relevant phonetic aspects of the sound. Based on Fromkin's book an introduction to language,[7] phonology has six rules according. They are:

1) Assimilation Rules

Assimilation rule refers to a rule which can make neighboring segments more similar by copying or spreading a phonetic property from one segment to another. A simple definition to explain what assimilation is the sound changes or the sound that makes it changes. There are many kinds of examples that belong to assimilation rule. The first example of assimilation rule can be heard clearly when the negative prefix in- is pronounced. Take a look at the example that has been provided below:

Example :

in + potent = ['Impətənt]

in + mature = [ˌImə't∫ ʊ r]

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[7] Fromkin Victoria., *An Introduction to Language (Seventh Edition)* (Boston: Heinle, 2003).

Another example of the assimilation rule can be said as the voiced assimilation. When the word great boy is pronounced, the [*t*] sound that is located in the middle of the word becomes a voiced sound. So, the pronunciation will be [greidbɔ I]. The [*t*] is influenced by the position of [*b*] sound which is voiced. That is why the [*t*] becomes voiced.

2) Dissimilation Rules

Dissimilation rules is the rules which segment becomes less similar to another segment[8]. This kind of rule actually has a natural explanation from the listening perspective rather than speaker's understanding. The example of dissimilation rules can be known when the word library ['laIbəri], governor ['g∧ vənə], february ['febjuri], and also particular [pə'tIkjələ(r)] are heard the first [*r*] is dropped. Since it is difficult to pronounce double [r] in a word then the [*r*] in the first syllable is dropped. The next example of the dissimilation rules is in the word sisxth [siksθ] and fifth [fifθ]. The dissimilation rules change the [θ] which is fricative to stop [*t*].

3) Feature Addition Rules

This rule is different from assimilation and dissimilation rules. Feature addition rules is a rule that add a feature sound in the word sound. Aspiration is a rule that is included in the feature addition rules[9]. The symbol of aspiration is [x^h]. The word can be aspirated if it is a voiceless stop [*p*], [*t*], [*k*] which is located in the initial position and it is stressed. For example, in the [*p*] sound as in the word paper is aspirated while the [*p*] sound is in the initial position, but then the [*p*] sound is not aspirated when it is not located in the initial position

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[8] Ibid;306
[9] Ibid;307

and it does not have stress like in the word deeper. It is the same with [*t*] sound. When the word time is produced, then the [*t*] will be aspirated. It is different from the word start.

4) **Segment Deletion and Insertion Rules**

Phonological rules may delete or add entire phonemic segments. These are different from the feature changing and feature-adding rules[10]. Deletion changes the syllable structure in a word and it does not follow the specific phonetic transcription. For example, the word Wild Wild West [wɑ Ild wɑ Ild west] becomes [wɑ Il wɑ Il wes]. The final consonant is deleted when it is combined with another consonant.

When deletion means delete the sound segment, then it is different from the insertion rule. Insertion rule is a phonology rule that insert a vowel or consonant in a segment sound of a word. This rule is also called epenthesis[11]. The example of insertion rules can be found in the word monolingual [ˌmɒ nəʊ ʻlIŋgwl]. Though the last syllable sound only has consonant sound, the [ə] sound can be added. So, the listener can be heard as [ˌmɒ nəʊ ʺlIŋgw˚l].

5) **Movement (metathesis) Rules**

Metathesis rule is phonological rule that may reorder sequences of phoneme. In English, metathesis rule can be found in the word ask. The correct phonetic transcription for the word ask is [æks] but then if the word ask is combined with suffix –ing then the pronunciation will be different from the original version. It will be [æskIŋ]. There is

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[10] Ibid
[11] Ibid;310

a movement sound between the [*k*] and the [*s*] sound[12].

6) Formal Notation Rule

Phonology rules have its own notation to describe the phonological phenomenon that occurs in the language. When a formula of phonology has been obtained, then there must have some explanations to describe the rule notation of phonology. Rule notation that phonology has as follows:

$$B \rightarrow C/ \ Y \_\_\_\_\_ \ Z$$

The B alphabet represents the target of features. Meaning to say it is the input that is affected by the phonology process. The arrow meaning that is located in the front of B is "become"[13]. Besides, the meaning of C is the feature that is changed because of the rule. Meaning to say, C is the output of the phonological rule that happens. The slash is written above means in "the environment of". The underscore between the Y and Z represents the segment changing has relation to the major segments in the environment. It is placed before or after the segments that condition the change[14]. The Y symbol of this notation represents preceding environment while the Z symbol indicates the following environment. Fromkin on her book, introduction to language gives an example that is related to this formal notation rule. Actually, this application rule is restricted to the plural and past tense morphemes. The example as follows:

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[12] Ibid;311
[13] Ibid;302
[14] Ibid;303

$$[+ \text{ voice}] \rightarrow [- \text{ voice}] \, / \, [- \text{ voice}] \, _____$$

The meaning of notation rule that is; a voiced segment becomes voiceless when the preceding segment is voiceless.[15]

C. Indonesian Consonant and English Consonant

In the purpose of knowing or contrasting what the two systems of languages are like, linguistics has a branch termed Contrastive Analysis. Contrastive Analysis believes that the sounds which are not found in language A, but found in language B will constitute problems for the speakers of A in learning language B. For instance, the fact that English cluster [skt] found at the final position of the word asked will be an obstacle for Indonesian learner of English , for Indonesian does not permit three consonants located in the final position of words (Dardjowidjojo, 2009).

The explanation discloses that Contrastive Analysis is the study analyzing the phenomena or problems of language from the contrasts existing in languages being observed . It gives the clues what kinds of problem that will be faced by the speaker or learner of a certain language. Then, these problems are partitioned into four groups.

The first is if a sound in language A does not arise in language B , it will initiate a problem for the speakers of B studying language A. For example , [ð] not being admitted in Indonesian, yet it is in English is going to complicate Indonesians in uttering that. The second problem is a sound differently distributed - such as [ŋ] in Indonesian beginning the word , but it does not exist in English - can trigger a difficulty as well. Next, the complication will appear if there is a sound in language A found in language B. yet they are dissimilar in the production of pronunciation. One of the examples is an English aspirated [t] is spoken the same anywhere. The last obstacle is if two or more

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[15] Ibid;304

sounds can be combined in language A, but not in language B, learners from language B will have a hindrance in comprehending languange A.

a. **English Consonant**

Consonants can be classified according to where in the vocal tract the airflow restriction occurs. The movement of the tongue and lips crates the constriction constriction, reshaping the oral cavity in various ways to produce various sounds. It is called **Place of Articulation**. (Fromkin, 2003: 235-236). Those consonants are classified as follows:

1. Labial

Any sound made with closure or near closure of the lips is said to be labial (O"Gardy, 2010: 23). Sounds which produce by involving the lower lip and upper teeth are called bilabial. It constricts the airflow to a greater or lesser extent.

Example: */m/* as in *miss*, */p/* as in *plot* and */b/* as in *bold*.

2. Labiodentals

Labiodentals are the sounds which is involving the lower lips and upper teeth. English includes the labiodentals heard in the word /f/ *as in fire* and /v/ as in *vow* (O"Gardy, 2010: 23).

3. Interdentals/Dental

The sounds that are produced with the tongue placed against or near is called Dentals (O"Gardy, 2010: 24). While, if the tongue is placed between the teeth, the sound is called Interdentals. Interdentals include the positions of the word /ᵟ / as in *this* and /θ/ as in *thing*.

4. Alveolar

Alveolar means the sound that is produced by raising the front part of the tongue to the alveolar ridge. Alveolar ridge itself is a small ridge protrudes from just behind the upper front teeth (O"Gardy, 2010: 24).

It is heard at the beginning of the words for /t/ as in *tea,* /d/ as in *drink* /n/ as in *now,* /l/ as in *lamp,* /s/ as in *see,* /z/ as in *zoo*, and /r/ as in *rough*.

5. Palato-Alveolar

Palato Alveolar Just behind the alveolar ridge, the roof of the mouth rises sharply. This area is known as the palato-alveolar area (O"Gardy, 2010: 24). These sounds can be heard in the words /ʃ / as in *shoes*, /ʒ / as in *leisure,* /tʃ / as in *church,* and /dʒ / as in *jade*.

6. Palatal

Palatal is the sound that is gotten by raising the front of the tongue to a point on the hard palate just behind the alveolar ridge (O"Gardy, 2010: 24). Palatal sound can be heard in the words, /j/ as in *yes*.

7. Velar

Velar is a sound that is produced by raising the back of the tongue or velum. Velum means the the soft area toward the rear of the roof of the mouth (O"Gardy, 2010: 24). Velar can be seen in the word like /k/ as in *king*, /g/ as in *gym*, and /ŋ/ as in *sing*.

8. Glottal

Glottal means a sound that is produced by using vocal folds as primary articulators. It can be felt when the word [h] as in *house* is pronounced. (O"Gardy, 2010: 24).

b. Indonesian Consonant

The comparison between Indonesian and English sounds can only be a rough guide. It is not only the vowels which have differences; several consonants are formed slightly different (Johns, 1977: 1). Indonesian has 24 consonants. Those consonants have their own way to be pronounced. The manner and place of articulation of consonants in Indonesian language are almost the same as English. The place of Articulations in Indonesian language consists of:

1. Bilabial

Bilabial is the sound which involves the upper lip and the lower lip. This meaning is almost the same with bilabial in English consonants. The sounds that are included in Bilabial sound in Indonesian language are /p/ as in the word *pilek*, /b/ as in the word *bobok*, /m/ as in the word *minta*, and /w/ as in the word *wanita* (Muslich, 2008: 51).

2. Labio-dental

The definition of labio-dental in Indonesian language is the same with English. The production of sound occurs when the lower lip touch the upper teeth. This sound can be found in /f/ as in the word *filem* and /v/ as in the word *variasi* (Muslich, 2008: 51).

3. Alveolar

This sound is produced when the parts of the mouth which are in contact are the tip of the tongue and the ridge just behind the upper teeth. That ridge is common with alveolar ridge (Darjowidjodjo, 2009: 25). Alveolar can be found in /t/ as in the word *tidur*, /d/ as in the word *diam*, /s/ as in the word *selingkuh*, /z/ as in the word *zaman*, and /l/ as in the word *laki-laki*.

4. Alveo-Palatal

Alveo-Palatal means a combination between alveolar and palatal sound. That is why it is called alveo-palatal or palato-alveolar (Darjowidjodjo, 2009: 26). It is produced when the tongue blade, that is, part of the tongue just behind the tip, is in the area of the hard palate, slightly further back from the alveolar ridge (Darjowidjodjo, 2009: 26). The sounds that include in this part are /tʃ / as in the word *cucian*, /dʒ / as in the word *jeruk* and /ʃ / as in the word *syariah*.

5. Palatal

The definition of palatal in indonesian consonant is almost the same with English. The sound is produced when the front of the tongue raises to a point on the hard palate just behind the alveolar ridge (O"Gardy, 2010: 24). The palatal consonants can be heard in /y/ as in the word *bayaran*, /ɲ / as in the word *nyisir*, /x/ as in the word *khabur*.

6. Velar

Velar sound produces /k/ as in the word *kuli*, /g/ as in the word *gombal*, and /ŋ/ as in the word *ngomong* as its consonants. It is produced when the articulator is the back part of the tongue which touches the area called the velum at the back part of the palate (Darjowidjodjo, 2009: 26)

7. Glotal

Glotal can be heard if the hole, that is called glottis in the vocal folds is closed. The word *hamzah* can be identified as Glotal (Murslich: 2008: 52).

D. Voiced Consonant Sound

Voiced Sound is one of the way to produce sound when the vocal folds are brought close together, but not tightly closed, air passing between them cause them to vibrate. (O'Grady, 2010).

Voiced sounds are formed by setting glottal with a vocal fold consistently (Giegerich, 1992, p.122). The vocal fold vibrates when the glottis is narrowing Consonants identified as voiced are called [+voice], while the rest of the consonants are called [-voice]

a. Indonesian Voiced Consonant Sound

Your vocal cords, which are actually mucous membranes, run across your larynx at the back of your throat. By contracting and relaxing as you speak, the vocal cords regulate the flow of breath that is expelled from the lungs. An easy way to determine whether a consonant is voiced or not is to place your finger down your throat. When you pronounce a letter, feel your vocal cords vibrate. If you feel a vibration, the consonant is voiced. These are voiced consonants: [b], [d], [g], [j], [l], [m], [n], [ng], [r], [sz], [th] (as in "then"), [v], [w], [y], and [z].

But if the consonants are only single letters, what are [ng], [sz], and [th]? It is a common sound produced by mixing two consonants phonetically.[16]

b. English Final Voiced Consonant Sound

There are 13 English voiced consonant sounds that exist in the final position. There are : [b], [d], [g], [dʒ], [v], [ʒ], [ð], [z], [m], [n], [ŋ], [l], and [r]

E. IPA Symbols

IPA based phonetic transcription is a valuable system for teaching pronunciation. It is a useful to show EFL students how to pronounce correctly, because teachers require students to use

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the modern dictionary that has a phonetic transcription inside as the basic way to introduce the phonetic symbols. In other words, there is a deep correlation between pronunciation and phonetic transcription shown when teachers involve phonetic symbols during transcribing the sound of word. By recognizing the manner of studying pronunciation using IPA, it helps students avoid mispronunciation, enhances a self-correction, and diminishes fossilization mistakes (Mompean, 2005).

Hanumanthappa (2014) stated IPA is the standard sound representation of each English alphabet that are written by using the Latin symbols. The IPA has 44 sounds which consist of 24 consonants, 12 vowels, and 8 diphthongs. Thus, phonetics can be a useful tool to transcribe the English pronunciation because several symbols are the same as the English letters or alphabets. Because of this similarity between IPA symbols and several English sounds, phonetic transcription based on IPA is an appropriate method to teach pronunciation for EFL students (Wells, J. C. 2018). One more benefit to 37 IPA is that English sounds are irregular, so it not enough for students to only listen to the sounds from teachers or friends then imitate them. Therefore, students should know the actual sounds by transcribing the pronunciation of words.

Phonetic transcription method closely relates with pronunciation teaching, because it involves students to recognize the phonetic symbols as the basic knowledge to produce the correct sound of word. Moreover, there are many benefits can students can get in utilizing this method. Hesselwood (2013) has elaborated several advantages that can be reached by applying the phonetic transcription to correct EFL students' pronunciation, they are:

1. Phonetic transcription represents the sounds clearly. One symbol is only for a single sound. This eliminates ambiguities for similar sounds heard by EFL students.

2. Phonetic transcription can also show EFL students how to pronounce the word or even phrase. It helps students to learn independently with correct pronunciation, and

without being affected by their individual or teacher's accent.

3. Phonetic transcription is a useful method for diagnosing EFL students' pronunciation errors, because they will understand their mistakes by looking at the visual fact of transcription.

4. EFL Students will have an effective time when phonetic transcription has been applied by the teacher in their pronunciation class. It is because the teacher does not use the repeat after me method anymore in which consumes so much times. Moreover, the teacher can directly instruct students to the sound and correct their pronunciation errors by using phonetic transcription.

The above benefits show how useful of IPA based phonetic transcription is in teaching and learning pronunciation. Moreover, it expands EFL students' opportunity to improve their pronunciation proficiency.

1. Place of Articulation

Consonants can be classified according to where in the vocal tract the airflow restriction occurs. The movement of the tongue and lips creates the constriction, reshaping the oral cavity in various ways to produce various sounds. It is called Place of Articulation. (Fromkin, 2003: 235-236). Those consonants are classified as follows:

1) Labial

Any sound made with closure or near closure of the lips is said to be labial (O'Gardy, 2010: 23). Sounds which produce by involving the lower lip and upper teeth are called bilabial. It constricts the airflow to a greater or lesser extent. Example : [m] as in *miss*, *[p] as in plot* and *[b] as in bold*.

2) Labiodentals

Labiodentals are the sounds which is involving the lower lips and upper teeth. English includes the labiodentals heard initially in the word [f] as in *fire* and

[v] as in _vow_ (O'Gardy, 2010: 23).

3) Interdentals/Dental

The sounds that are produced with the tongue placed against or near is called Dentals (O'Gardy, 2010: 24). While, if the tongue is placed between the teeth, the sound is called Interdentals. Interdentals include the initial positions of the word [ð] as in _this_ and [θ] as in _thing_.

4) Alveolar

Alveolar means the sound that is produced by raising the front part of the tongue to the alveolar ridge. Alveolar ridge itself is a small ridge protrudes from just behind the upper front teeth (O'Gardy, 2010: 24). It is heard at the beginning of the words for [t] as in _tea,_ [d] as in _drink [n]_ as in _now,_ [l] as in _lamp,_ [s] as in _see,_ [z] as in _zoo,_ and [r] as in _rough._

5) Palato-Alveolar and Palatal

Just behind the alveolar ridge, the roof of the mouth rises sharply. This area is known as the palato-alveolar area (O'Gardy, 2010: 24). These sounds can be heard in the words [ʃ] as in _shoes,_ [ʒ] as in _leisure,_ [tʃ] as in _church,_ and [dʒ] as in _jade._

While, Palatal is the sound that is gotten by raising the front of the tongue to a point on the hard palate just behind the alveolar ridge (O'Gardy, 2010: 24). Palatal sound can be heard in the words, [j] as in _yes._

6) Velar

Velar is a sound that is produced by raising the back of the tongue or velum. Velum means the the soft area toward the rear of the roof of the mouth (O'Gardy, 2010: 24). Velar can be seen in the word like [k] as in _king,_ [g] as in _gym,_ and [ŋ] as in _sing._

7) Glottal

Glottal means a sound that is produced by using vocal folds as primary articulators. It can be felt when the word [h] as in <u>house</u> is pronounced. (O'Gardy, 2010: 24).

In order to distinguish the sounds from their class to another, the manner of articulation is needed. The manner of articulation is defined as:

"The way the airstream is affected as it flows from the lungs up and out of the mouth and nose. It may be blocked or partially blocked; the vocal cords may vibrate or not vibrate". (Fromkin, 2003: 238)

2.   Manner of Articulation

In English consonants, the manner of articulation can be divided into[17]:

1.   Stops

Stops are made with a complete closure of articulators in the oral cavity, and the airflow is stopped completely (O'Gardy, 2010: 25). It means the airstream is totally blocked in the oral cavity. Stops can be found in [p] as in the word *plough*, [b] as in the word *bowl*, [t] as in the word *time*, [d] as in the word *dream*, [k] as in the word *kill*, and [g] as in the word *grill*.

2.   Fricatives

Fricatives define as the consonants produced with a continuous airflow through the mouth (O'Gardy, 2010: 26). The airstream is not completely stopped but is obstructed from flowing freely (narrowing in the oral cavity, resulting in turbulent airflow). Fricatives can be seen in the words [f] as in the word *fan*, [v] as in the word *van*, [θ] as in the word *thing*, [ð] as in the word *that*, [s] as in the word

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[17] O'grady, *Contemporary Linguistic: An Introduction*.

see, [z] as in the word zoo, [ʒ] as in the word *beige*, [ʃ] as in the word *she*, and [h] as in the word *house.*

3. Affricatives

    Affricatives are recognized as separated consonants because they appear to be made up by two consonants. When a stop articulation is released, the tongue moves rapidly away from the points of articulation. However, some non-continuant consonants show a slow release or the closure (O'Gardy, 2010: 28). Affricatives consist of [tʃ] as in the word *church* and [dʒ] as in the word *judge.*

4. Lateral

    Lateral is produced by having the blade of the tounge touch the alveolar ridge. The air is stopped in the alveolar ridge and released by having the airstream escape through the sides of the tongue without producing a friction (Darjowidjodjo, 2009: 97). A consonant that includes as lateral is [l]. British phoneticans say that there are two allophones of [l]; clear [l] and dark [l]. The clear [l] is found before a vowel as in the word *low* while the dark [l] can be found when it precedes a consonant as in the word *eels* (Darjowidjodjo, 2009: 97).

5. Approximants

    Approximants are considered as vowels as well as consonants. For some reason, they are called semi-vowel. This happens since their productions are similar to those vowels in that airstream is not impeded by any speech apparatus in the mouth. In addition, they are considered as consonants because of their distribution (Darjowidjodjo, 2009: 99). They occupy positions which consonants normally occur (Darjowidjodjo, 2009: 99). The consonants of approximants are [r] as in the word *rough*, [w] as in

the word *wonderful*, and [y] as in the word *you*.

6. Nasal

Nasal is produced when the velum is not in the raised position, air escapes through both the nose and the mouth (Fromkin, 2003: 246). The consonants that are included in Nasal are [m] as in the word *mother*, [n] as in the word *naughy*, and [ŋ] as in the word *sing*.

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