

**AN ANALYSIS OF MADURESE STUDENTS' PHONETIC FEATURES
IN ENGLISH CONVERSATION**

THESIS

By :

Hoirun Nisak

NIM: 13320088



ENGLISH LETTERS DEPARTMENT

FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2017

AN ANALYSIS OF MADURESE STUDENTS' PHONETIC FEATURES
IN ENGLISH CONVERSATION

THESIS

Presented to Universitas Islam Negeri Maulana Malik Ibrahim Malang
in partial fulfilment of the requirements for the degree of *Sarjana Sastra*

By:

Hoirun Nisak
NIM 13320088

Advisor:

Zainur Rofiq, M.A.



ENGLISH LETTERS DEPARTMENT

FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

2017

APPROVAL SHEET

This is to certify that the *Sarjana* thesis of Hoirun Nisak, entitled “An Analysis of Madurese Students’ Phonetic Features in English Conversation” has been approved by the advisor for further approval by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra* (S.S) in English Letters Department.

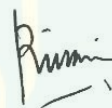
Malang, November 12, 2017

Approved by
The Advisor,



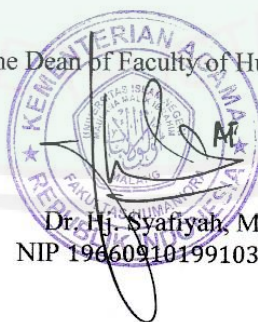
Zainur Rofiq, M.A.

Acknowledged by
The Head of English Letters
Department,



Rina Sari, M.Pd.
NIP 197506102006042002

The Dean of Faculty of Humanities



Dr. Hj. Syafiyah, M.A.
NIP 196609101991032002

LEGITIMATION SHEET


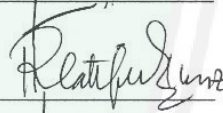

This is to certify that the *Sarjana* thesis of Hoirun Nisak, entitled
 “An Analysis of Madurese Students’ Phonetic Features in English
 Conversation” has been approved by the advisor for further approval by the
 Board of Examiners as one of the requirements for the degree of *Sarjana*
Sastra (S.S) in English Letters Department.

Malang, 26 November 2017

The Board of Examiners

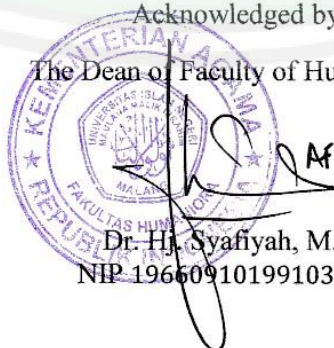
1. Rina Sari, M.Pd. (Main Examiner)
NIP 197506102006042002
2. Nur Latifah, M.A. (Chair)
3. Zainur Rofiq, M.A. (Advisor)

Signatures

1. 
2. 
3. 

Acknowledged by

The Dean of Faculty of Humanities,



Dr. Hj. Syafiyah, M.A.
NIP 196609101991032002

STATEMENT OF THESIS AUTHORSHIP

I am, Hoirun Nisak, hereby declare that the thesis I wrote entitled "An Analysis of Madurese Students Phonetic Features in English Conversation" is truly my original work and did not incorporate any materials previously written or published by another author except those indicated in the quotations and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, November 26, 2017



Hoirun Nisak

MOTTO

Always say Alhamdulillah in every situation, because Allah has given us beautiful life. Then try and try to be better in your life.



DEDICATION

This thesis is dedicated to my husband, he always give me support every time and my parents who always prayer me.



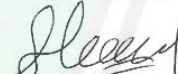
ACKNOWLEDGEMENT

I thank to Allah SWT, for his blessing and mercy until I can accomplish my thesis entitle an analysis Madurese students phonetic features in English conversation, of UIN Malang as the requirement of the degree of *Sarjana Sastra*. Sholawat and salam are delivered to Phophet Muhammad SAW, who has guided his followers to right way. I give thank for all of lecturer in my major, English Department who have given me all of knowledge.

First I give a lot of thanks for my lecturer, Zainur Rofiq, M.A my esteemed advisor for his great encouragement, thoughtful guidance, critical comments, and correction of my thesis. Then, for all my of lecturers of English Department in UIN Maulana Malik Ibrahim Malang who have shared the their knowledge with me.

Second, I never forget my mother and father who always support me untill I have finished my graduation, and also for my husband and my son, who have given spirit for my thesis, and he always accompanies me when I feel down in my life. However he gives me support, so that I can finish my thesis.

The researcher


Hoirun Nisak

ABSTRACT

Nisak, Hoirun. 2017. *An Analysis of Madurese Students' Phonetic Features in English Conversation*. Thesis. Faculty of Humanities. English Letters Department. Universitas Islam Negeri Maulana Malik Ibrahim state of Malang. Advisor: Zainur Rofiq, M.A.

Keywords: phonetic features, English consonants, English vowel.

This studies about pronunciation problems encountered by the English students of STKIP Bangkalan Madura. This study analyee is about the mispronounce of students English conversation in STKIP Madura. It was analyzed help by theory of yule (2010).

The study uses descriptive qualitative method to analyze the transcript records of the Speaking 2 in class presentation. From the data analysis, the writer found some incorrect pronunciations have done by the students in the conversation when doing presantion in class. Then, the data were classified between incorrect vowel and incorrect consonants in students conversation. After analyzing the data, the writer finds that most errors in consonants and vowels are divided to be analyzed phoneme and phonetic features. For all of the analized consonants and vowels. It has been found seven incorrect consonants and eight incorrect vowel.

ملخص

نيساك ، خويرون. ٢٠١٧ تحليل للخصائص الصوتية للطلاب مادورا في المحادثة باللغة الإنجليزية. أطروحة. كلية العلوم الانسانية. قسم الحروف الانجليزية. جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج . المشرف : زينور روفيق. M.A. ,

كلمات البحث: معاش-معاش الصوتية، هوروف العلة ظلام باهاسا إينجريس، دان هوروف ظلام ساكن باهاسا إينجريس

تبحث هذه الدراسة انكونوتيريد مشاكل النطق باللغة الإنجليزية طلاب مادورا بانجكالان ستيكيب. تحلل هذه الدراسة حول ميسبرونونوسي حول المحادثة باللغة الإنجليزية الطلاب في "مادورا ستيكيب". يمكن أن تساعد بها فكرة لعيد ميلاد المسيح (٢٠١٠). البحث يستخدم الأسلوب النوعي الوصفي لتصنيف وتحليل سجلات محاضر جلسات ٢ تحدث في عرض الفئة من تحليل البيانات، وجد الكاتب بعض النطق غير الصحيح الذي قام به الطلاب في المحادثة في بريسانشن. ثم، وتحليل البيانات تصنف بين العلة غير صحيحة والساكنة غير صحيحة في محادثة الطلاب. وبعد تحليل البيانات، يرى الكاتب أن معظم الأخطاء في الساكنة والعلة تنقسم إلى تحليل إلى عن طريق المعارضة الصوتية والسمات الصوتية لكل من أناليزيد الساكنة، وأحرف العلة. قد وجدت الساكنة غير صحيحة سبعة وثمانية إينكوركت العلة.

ABSTRAK

Nisak, Hoirun. 2017. *Analisis Bentuk Fonetik dari Percakapan Bahasa Inggris Mahasiswa*. Skripsi. Fakultas Humaniora, Jurusan sastra inggris. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen pembimbing: Zainur Rofiq, M.A

Kata kunci: bentuk fonetic, bahasa Inggris konsonan dan bahasa inggris vocal

pembelajaran ini mempelajari masalah pengucapan yang ditemui oleh bahasa siswa Inggris STKIP Bangkalan Madura. pembelajaran ini menganalisis tentang kesalahan pengucapan tentang percakapan bahasa Inggris siswa di STKIP Madura.

Hal ini dapat dibantu oleh gagasan Yule (2010). Penelitian ini menggunakan metode kualitatif deskriptif dengan mengelompokkan dan menganalisis catatan transkrip dari kelas Speaking 2 di dalam kelas ketika presentasi.

Dari analisis data, penulis menemukan beberapa pengucapan yang tidak benar yang dilakukan oleh pelajar dalam percakapan di dalam presentasi. Kemudian, cara analisis data yaitu dengan mengelompokkan antara vocal yang salah dan konsonan yang salah dalam percakapan siswa. Setelah menganalisis data, penulis menemukan bahwa sebagian besar kesalahan dalam konsonan dan vokal dibagi dianalisis melalui bentuk fonetik untuk semua analisis konsonan dan vokal. Didalam pembelajaran telah ditemukan tujuh kesalahan dari konsonan dan delapan kesalahan dari huruf vokal.

TABLE OF CONTENTS

THESIS COVER	i
APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
STATEMENT OF THESIS AUTHORSHIP	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
ABSTRACTS	viii
TABLE OF CONTENTS	xi
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Question	5
1.3 Objective of the Study	5
1.4 Significance of the Study	6
1.5 Scope and Limitation	7
1.6 Definition of Key Terms	7
1.7 Research Method	7
1.7.1 Research Design	7
1.7.2 Data Source	8
1.7.3 Data Collection	8
1.7.4 Data Analysis	9
CHAPTER II: REVIEW OF RELATED LITERATURE	10
2.1 phonetic and phonology	10
2.1 The English vowel	11
2.2.1 The vowel classification	13
2.2 The English consonant	16
2.3 voiced or voiceless	17
CHAPTER III: ANALYSIS	23
3.1 Analyzed consonant	24
3.2 Analyzed vowel	33

CHAPTER IV: CONCLUSION AND SUGGESTION.....	44
4.1 Conclusion.....	44
4.2 Suggestion.....	45
BIBLIOGRAPHY.....	46
APPENDIXES	



CHAPTER I

INTRODUCTION

This chapter contains some important points to provide background of the study, research questions, objectives of the study, scope and limitation, significances of the study, research methods, and definition of the key terms.

2.1 Background of the Study

As human being, communication is the most effective way in our daily activity. People have their own way to communicate with others. However, if people stay with other groups who speak different language, how they could blend into the group if they have problem with English pronunciation, because English has been an international language. By speaking English, people can communicate with all people in the world because it is used to communicate among people all over the world. Therefore, English is very important language to learn. According to Brown (2000: 217), errors by the foreign learners are a very significant thing because it can be a source of information about the way how language is learned and a procedure or strategy which is used by learners to learn the language.

Nowadays, English is very common in Indonesia. It becomes main subject taught in Indonesia in every education level. However, there are some people who still have not understood how to speak because English

as foreign language is difficult in pronunciation. It is known that Indonesian people do not use English in daily communication. Learning English pronunciation is not simple thing to do because people have to learn about phonology features. Phonology is a study about how human can produce the speech sound in any particular languages. Then, a communication can be stated as a successful communication if speakers and listeners can understand what they are talking about. Actually the different ways in pronouncing phonemes in English may cause different meaning of words.

The example of phoneme is consonant/v or f/ such as *vine* which has the pronunciation is (vaɪn) and *fine* the pronunciation is (faɪn). They almost have the same pronunciation but they have different meaning.

The present has several reasons why she chooses people's conversation in Madurese to analyze which are English Department students. Firstly, the writer chooses the English Department students because they may have relatively good skill in speaking, however, the problem is their strong accents/ mother tongue which makes difficult to pronounce English clearly. Students have strong accent because in daily activities they use Madurese language. It makes them have difficult to pronouncing. Secondly, students have studied about how to speak English since they are in the first semester. The present study aims to find the incorrect vowel and consonant pronounced by the students in English conversation because it is important thing for students to take care of

mispronounce. This theory in discussion in phonetic will be made clearer when its application in that content, also how to make pronunciation correctly in Madurese English conversation. Moreover, using Phonology method can make the accurate sound of words and phrase produced by Madurese students in English conversation. Otherwise, the students should learn more about phonology. It can make better in pronouncing and it can help them to know what makes difficult to speak clearly.

In studying English conversation or English pronunciation, the students should know about Phonology because it is a study about language and sound. In study phonology rules who has founded in Madurese English conversation to make clearly for students conversation who still cannot pronounce English words correctly in pronounce English. The writer can analyze that case by using phonetic features applying in their conversation.

The writer has found incorrect vowel and consonant words in their English conversation. The writer identifies the terms to find changed vowels and consonant sound in pronunciation produced by Madurese in English conversation. She analyzes the real consonant and vowel in their conversation using Oxford audio file because to know correct words pronounced clearly. Using Oxford audio file easier to analyzes the incorrect consonants and vowel sound. Beside, it can be applied in the theory of phonology.

This study uses the phonetic feature to describe the vowels and consonants which produced by Madurese students in English conversation. Phonology is a study of the way sounds are organized in a language. It is obvious that each language has its own set of sounds used to form words. Phonology makes of special symbols that represent speech sound called the phonetic. Specific symbol is from different speech sounds which involve vowel and consonant.

Analysis on phonetic features have been done by some researcher using different perspectives. Habibi (2016) studied about English pronunciation problem encountered by Indonesian advanced students this study analyzes about consonants and vowels which are produced in Madurese people in English student's conversation. Then, it is continued with the analysis of Rosyidin (2016) the phonological rule applied in Martin film. The next finding the study of research by Latif (2011) about suprasegmental features produced by English department students.

The advantages of finding vowel and consonant in students English conversation can help students to acquire English alphabet with correct pronunciation. The alphabet system is quite different from Indonesian. It can prove whether this method is effective to do. Therefore, why the writer interested in studying about it.

2.2 Problem of the study

Based on the description in the background of the study, this study aims to answer the question below.

- 1 What are the phonetic features of English vowel in English conversation by Madurese students at STKIP Bangkalan, Madura?
- 2 What are the phonetic features of English consonant in English conversation?

2.3 Objectives of the Study

1. This study aims to identify phonetic features in English vowel tend to use in English students in STKIP Bangkalan Madura.
2. Then to identify phonetic features in pattern and consonants sound which produced by Madurese students in English conversation. Find the different pronounce from consonant which produced by students conversation.

2.4 Significances of the study

Theoretical of this study gives contribution to phonology theory. It can be example of phonology research.

Practically this study is expected to give more insight and knowledge on the phonological theory for reader non native speaker. especially for students which study in English Department of STKIP Bangkalan, Madura. Hopefully, this can help the students to know the

phonetic feature in vowels and consonant sound then, it might help to reduce mispronunciation of the students of STKIP Bangkalan Madura.

This study might help Madurese students in English Department to emphasize use phonetic features when speaking English. Also, the researcher hopes for English Department students in STKIP Madura know the importance study phonological rule for English conversation.

2.5 Scope and Limitation

In this study, the writer focuses on analyzing English vowel and consonants on phonetic features produced by students in English conversation class room in STKIP Bangkalan Madura. The students have been studying in fourth semester. Therefore, they can produce good pronunciation in English because they have studied Phonology in class. Because study phonology make good in pronounce English language. The study limits investigation conducted during the students by using English presentation in class. This study does not study about pronunciation problem among Madurese students, however, the problemis they not use English daily activities.

2.6 Definition of the Key Terms

To make this study clearer and avoid misunderstanding, the researcher would like to give the definition about phonetic features of vowel and consonant.

Phonetic features is study of speech traditionally, phoneticians have relied on their ears and eyes, and their awareness of their own vocal organs to study pronunciation. Increasingly, they have been using instruments of various type to supplement.

Consonat is production is involving of some sort of obstruction of the air flow in the vocal tract. The consonat can be either voiced or voiceless.

The vowel is produced by letting air through the vocal tract and the vowel are always voiced.

2.7 Research Method

The research method of this study consists of research design, research instrument and data source, data analysis.

2.7.1 Research Design

This study the writer uses a qualitative research. the design of this study leads the investigation to construct descriptive of analysis on the data in form in the of utterances of students when speak English languages students in conversation. Ths study investigates the pronunciation problem in vowels and consonants of Madurese' students in English conversation.

This study primarily analyze the English vowel and consonant sound of students conversation in STKIP Bangkalan Madura. The researcher exploited students' language in Phonology rules within in data. It is also described the vowel and consonant which have been changed by their pronunciation. Besides, the writer uses the Oxford Advannced learners' audio file dictionary to analyze the data. It can be selected as dictionary that provides phoneme transcripton more detail in the contents.

2.7.2 Research Instrument

In this data, the writer uses video recorder to collect the data data by using video, it can make easy to analyze students in English conversation. Video is tool make easy to know the error pronounce in student's English conversation. To know the error of vowel and consonant words produced by Madurese' students when conversation in English, the Oxford audio file Dictionary is also used.

1.7.3 Data Source

The writer takes the data from conversation's videos of English students of STKIP Bangkalan Madura. The data selected from student of English conversation in the class. The writer found the data using camera record when the student had presentation in front of class. The writer analyses a conversation to apply theory of consonants and vowels to Madurese students in English conversation.

1.7.4 Data collection

Some steps which have been done by the writer to collect the data. The first step is the writer came to class to observe and listen the students' presentation. Second, writer record the student's presentation when having English conversation. The next steps video was watched to find the incorrect consonant and vowel, then the writer wrote and check the word consonant and vowel by using Oxford dictionary audiofile and devided word the consonant or vowel and marked every single vowel and consonant words which were mispronounced.

1.7.5 Data Analysis

In analysing the data the writer did several steps. firstly, the writer classified all of the pronunciation errors. Then, analysing the errors of words of student pronunciation of STKIP Madura in English language class. By using theory of Yule (2010), the writer also analyzes the errors that have different phonetic features from Oxford dictionary audiofile. Finally, the writer made conclusion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher discusses about theoretical framework that is related of the study. Definition about phonetic and kinds of vowel and consonant. This information is very important to support the theory applied in this study.

2.1 Phonology

Phonology is the study of sound systems of languages. And also phonology is essential the description of the system and patterns of speech sound in language. It is in effect, based on a theory of what every speaker a language unconsciously known about sound pattern of language

Definition of Consonants and the Articulation of sound based on receive pronunciation. when we learn a,i,u,e,o are vowel and Consonant b, c, d, so on. E.g. the consonant /p or b/ such as *can play* the pronounced are kæn ple and *can go* (kæn gou)

The study of speech sound is two fundamental syb- disciplines in linguistic, that is phonetic and phonology (McMaron: 2002; Hayes 2009)Phonology is the study about sound system of language then, phoneme is the phnological segment that can be phonetically predicted by a rule b/ bi in bit and p/ in pit. then phonetic is study about the way human makes transmit and receives sounds.

Phonology is specialized study of the way sound are organized in language. It is obvious that each language has its own set of sounds use to the form words. Phonology is closely related to other of language and linguistic that include pragmatic, semantic, syntax, morphology and phonetics.

Phonetic is study about speech sound features (yule 2010). It deals with characteristic of speech sound in human language. Phonetic is fundamentally an experimental science dealing with three point of view production, transmission and perception (Hayes, 2009).Diffences between phonology and phonetic is often interchangeably understood in both of talk about speech sounds.

2.1 The English Vowel

Vowel is a sound produced through the vocal folds with no restriction or constriction of airflow inside the mouth (yule, 2010). Vowel can be classified into the length, the tongue position, the lip position, and the stability of articulation. Vowel is when we learn a,i,u,e,o several example involve the vowel we found that there is free variation for some speakers between [i] and [ɛ]in *economic*, but that these two vowels nonetheless contrast, as shown by minimal pairs like *pet* – *peat*, or *hell* – *heal*. We also saw that the usual contraġst of /e□/, /ɛ/ and /_/_ is neutralized before /ɪ/ for many General American speakers, who pronounce *Mary*, *merry* and *marry* homophonously. It follows that the central ideas of

phonemic contrast, with minimal pairs determining the members of the phoneme system, and rules showing allophonic variation in different contexts, apply equally to vowels and to consonants; free variation, phonetic similarity and neutralization affect both classes of sounds too. To know the vowel is nasal or affricative, fricative, voice or voiceless.

Front vowels

SSBE GA

kit I I

dressɛ ɛ

trap a æ

fleecei: i:

face eɪ eɪ

Conversely, back vowels have the back of the tongue raised, towards the soft palate or velum. The vowels in (2) are back.

(2) Back vowels

SSBE GA

lot ɒ ɑ:

footʊ ʊ

palm ɑ : ɑ:

thought ɔ:ɔ:

goat ɔʊɔ:

goose u: u:

(3) *Central vowels*

about	ə	ə
nurse	ɜ	ɜr
strut	ʌ	ʌ

(5) *Low vowels*

trap	a	æ
lot	ɑ:	
palm	ɑ:	ɑ:

2.1.1 Vowel Classification

The labels outlined in the previous section are helpful, but may leave questions unresolved when used in comparisons between different languages or different accents of the same language.

Chart list of vowel

Front	Front	Central	Back
High	I		U
	I		u
Mid	E	ə	o
	ɜ	ʌ	ɔ
Low	æ	a	ɑ

2.1.2 The stability of Articulation

2.1.2.1 Monophthongs

Monophthongs are the single vowel in the articulation. They are [i, e, æ, ʌ, ɔ, ʊ, ʒ, u, ʌ, ə, ɒ]

2.1.2.2 Diphthongs

Diphthongs are vowel that are produced by a combination of a another vowel these sounds are, [eɪ, aɪ, ɔɪ, aʊ, əʊ, ɪə, eə, uə].

2.1.2.3 Diphthongs

Trip thongs are vowels made by a combination of two other vowels. These sounds are produced by gliding from a vowel to another. Diphthongs are composed by the closing diphthongs with ə as ending parts. There is composition of diphthongs as follow:

- a) eɪ + ə = eɪə
- b) aɪ + ə = aɪə
- c) ɔɪ + ə = ɔɪə
- d) əʊ + ə = əʊə
- e) aʊ + ə = aʊə

Monophthongs		i, e, æ, ʌ, ʊ, ɒ, ʌ, ʒ,
	i: u:, ɔ:	ɔ, ɔ

Diphthongs	aɪ, eɪ, ɔɪ, əʊ, ɪə, eə, ʊə	
Triphthongs	aɪə, aʊə	

Table.1 vowel (yule. 2010)

The following is the phonetic symbols of English consonants with example is words

I	See	/si:/
I	Hit	/hit/
E	Ten	/ten/
Æ	Happy	/'hæp.i/
A	Sample	/sɑ:m.pl/
ɒ	Got	/gɒt/
ɔ	War	/wɔ: r/
ʊ	Good	/gʊd/
u:	Zoo	/zu:/
ʌ	Lusty	/'lʌs.ti/
ə	about	/ə'baʊt/
eɪ	grade	/greɪd/
əʊ	Now	/naʊ/
oʊ	Go	/gou/

aɪ	Spain	/speɪn/
ɔɪ	Boy	/bɔɪ/
aʊ	Gown	/grəʊn/
ɪə	Near	/nɪə r /
ɛə	Cairn	/keən/
ʊə	Pure	/pjʊr/

Table. 2 (oxford dictionary)

2.2 The English Consonant

Consonant is a sound produced with restriction of the airflow in same manner(Yule, 2010). The sound articulated by constructing particular parts of the mounth with other parts. Consonant are frequently categorized into a so- called VPM label, with stand for voicing, place and Manner (puskas & forel, 2005).

Voicing is produced , there are voiced and voiceless consonants. When Production sound is done by vibrating vocal folds they are called voice consonant (yule 2010) in English consonants are{ b,,d,g,v, and etc. }

When the speaker produces sounds without vibration of the vocal folds, the phonemes is called voiceless. In the voiceless conconant are {p, t, k , and etc. }

Place of articulation of consonant

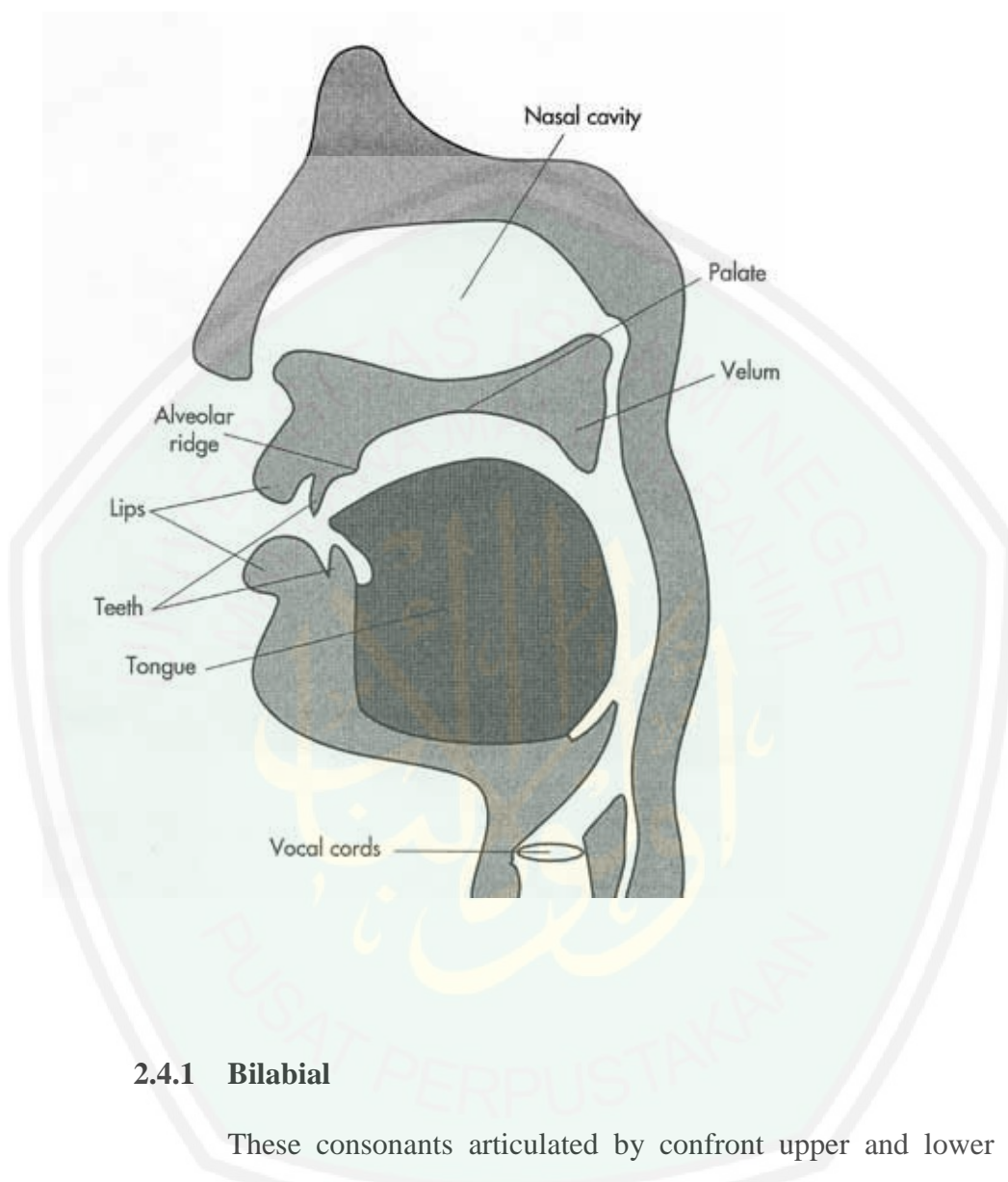
	Bilabial, labiodental, dental, alveolar, palatal, velar, glotta.					
	-v +v	-v + v	v + v	-v + v	- v + v	-v + v
Stops	p b			t d		
Fricative		f v	ð θ	s z	ʃ ʒ	h
Affricative						
Nasals	m			n		ŋ
Liquids				l r		
Glides	w				j	

Table. 1 consonant (yule, 2010)

2.3 Voiced or Voiceless

A major division among speech sounds which is relevant for all languages is the dichotomy of voiced and voiceless. If you put your fingers on your 'Adam's apple' or 'voicebox' (technically the larynx), and produce a very long [zzzzzz], you should feel vibration; this shows that [z] is a voiced sound. On the other hand, if you make a very long [ssssss], you will not feel the same sort of activity: [s] is a voiceless sound.

2.4 Place of Articulation



2.4.1 Bilabial

These consonants articulated by confront upper and lower lips. Example are [p] which is voiceless as in pay or { b } and { m } which are voiced as in bay and may, the Bilabial { m , p , b and w }.

2.4.2 Labiodental

Those consonants articulated when the lower lip is raised toward the upper teeth include the [f] *safe* is voiceless and [v] *voiced*, that labiodental consonant include [f and v]

2.4.3 Dental

Dental consonants are formed by touching the upper front teeth with the tip of the tongue. Example are [θ] *this* voiceless [ð] *clotes*.

2.4.4 Alveolar

Alveolar consonant is produced by raising the tip of the tongue towards the ridge that is right behind the upper front teeth. Called the alveolar ridge. Example [t,s] *too, sue* both voiceless and [d, z, n l, r] *do, zoo, nook, look,* all voiced.

2.4.5 Palatal

Palatal consonant are articulated by raising the blade of the tongue toward the part of the palate just behind the alveolar ridge. Example [ʃ] *pressure* [tʃ] *batch* voiceless and [ʒ] *pleasure* [dʒ] *badge* voiced and [j] *yes* is voiced

2.4.6 Velars

Velar consonants are articulated by raising the back of tongue towards the soft palate, called the velum. Example [k] *back* voiceless and [g, ŋ] both voiced *bag and bang* and [w] is velar which is accompanied with lip rounding.

2.4.7 Glottals

Glottals are formed when the air passes through the glottis as it is narrowed: h high [yule : 2010]

2.5 Manner Of Articulation

Manner of articulation is produce any consonant, an active articulator, usually located somewhere along the base of the vocal tract, moves towards a passive articulator, somewhere along the top. Where those articulators are, determines the consonant's place of articulation.

2.5.1 Stop Or Plosives

The consonants have a total closure within the mouth and then let the airflow go the are [p], [b], [t], [d], [k], , [ŋ] and [g].

2.5.2 Fricative

Fricatives consonants with characteristic that when they produced, the air escapes through a small passage and makes a hissing sound. These consonant have nearly closure within the mouth. They include [t], [v] [θ] [ð] [s], [z], [ʃ] and ʒ.

2.5.3 Affricatives

tʃ dan dʒ affricatives begin as plosives and end as fricatives they start with the release and hold phase of /t/ and d but instead of a rapid release with plosion and aspiration of fricative / ʃ/ and ʒ. Affricatives is a manner of combining a plosive and fricative the consonant are [tʃ], [dʒ],

2.5.4 Nasal

These consonants have total closure within the mouth, but the since the velum is lowered the air can break out through the nasal cavity the consonant [m, n] and [ŋ]. Three sounds are voiced the word morning name and knitting.

2.5.5 Liquids

Liquids are consonants in which the air breaks out around the sides of the tongue. These consonants are [l], [r]. They are both voiced.

2.5.6 Glides

Consonants are produced by moving the tongue gliding, from vowel sounds. These consonants are [w], [j], and [h]. They are both voiced and occur at the beginning of we, wet, you, yes.

The following is the phonetic symbols of English consonants with example is words

P	Pat	/pæt /
B	Bat	/bæt/
T	Top	/tɑ:p /
D	Dip	/dɪp /
K	Kill	//kɪl/
tʃ	Cheap	/tʃi:p/
dʒ	Jeep	/dʒi:p /
F	Fine	/faɪn /

V	Vine	/vaɪn/
θ	Think	/θɪŋk/
ð	The	/ðə/
S	See	/si /
Z	Zoo	/zu/
ʃ	Shoe	/ʃu/
ʒ	Treasure	/treʒ.ə r/
H	House	/haʊs /
M	Morning	/mɔː.nɪŋ/
N	Name	/neɪm /
ŋ	Thing	/θɪŋ /
L	Led	/led/
R	Red	/red /
J	Yes	/jes/
W	Wet	/wet /

Table 2. English consonants (yule, 2010)

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion on the kinds of vowels and consonants which found in Madura students English conversation. The main purpose in this chapter is to presents the answer the study problem posed in the first chapter above. The analysis will focus on the vowels and consonants in Madurere students conversation.

3.1. Findings

In this research the writer tries to solve the problem of English conversation used by Madurese students of English class in STKIP Bangkalan Madura. Then, this section the writer tries to classify and explain the data that found in English conversation made by Madurese students in STKIP Bangkalan Madura.

3.1.1 The Phonetic features vowel and consonants

After listening and watching the video of the students conversation, the writer tries to apply the theories of vowels and consonants in that contents. in exploring for phenomena in phonological rules. Then, finding concerned are obtained in the question. There are some students, 3 presenters and several hearers.

Concerning the analysis of English conversation used by Madurese students on English language class in STKIP Bangkalan Madura. The writer

focusses to analyze the pattern of phonology vowels and consonants. in the vowel analysis have found two type are the monophthong and diphthong.

1.1 The above consonants phoneme are analyzed via phonetic opposition and Phonetic Features ss follows

Datum 1. The sound (θ)

The following table the research discover some incorrect pronunciation in the consonant /θ/ words students conversation.

Position in the word	Example	Oxford dictionary	Students pronunciation
Initial	Thing	/θɪŋ/	Tɪŋ
Initial	Think	/θɪŋk	Tɪŋk

Table 3.1 of the problem with sound / θ/

The consonat analysis above there are incorrect pronunciation of consonants /θ/, the example (think, thing) Students pronounced phoneme /θ/ with t. It produced without the vibration of the vocal cords. It is also puts his tongue tip behind his upper front teeth. The standard features of consonant θ are dental, fricative, and voiceless. English students have changed the /θ/ becomes /t/. It changes the manner of articulation from dental, fricative and voiceless into alveolar, voiceless, stop or plosive consonants.

In the sound /θ/ of Indonesian system are considered pronounce /t/. English dental /θ/ sound does not exist in Indonesian phonetic system. Consequently, the students generated deviation in the pronounce /θ/ with /t/.

Phoneme /θ/

The English phoneme /θ/ in phonetic features, the initial incorrect analysis /θ/.

/θ/	Students	Oxford dictionary	Example
Dental	–	+	Thing
Voiced	–	+	Think
Fricative	–	+	

Datum 2. The sound /ð/

The following table the research discover some incorrect pronunciation consonants /ð/ words students conversation.

Position in the word	Example	Oxford dictionary	Students pronunciation
Initial	That	/ðæt/	Det
Initial	The	/ði:/	Nde

Table 3.2 problem with the sound /ð/

The consonant analysis above the example incorrect pronunciation of consonant /ð/ by student the example word are (that, the,) Students pronounced phoneme /ð/ with /d/. The standard feature of consonant /ð/ is dental, fricative, voiced. The first students deviation made in articulating /ð/ was the replacement of /ð/ as a voiced, dental fricative, with /d/ was being replaced with /d/ alveolar, voiceless, stop/plosive. The students should make sure that vocal vibrate because the students put her tongue tip behind her upper front teeth. This form of the sound ð is describe the initial. The object in did not touch or near with dental area but this object nearest was alveolar ridge and changed the manner of articulation to be stop or plosive.

Phoneme /ð/

The English phoneme /ð/ in phonetic features , the initial incorrect /ð/ analysis is dental.

/ð/	Students	Oxford dictionary	Example
Dental	–	+	The
Voiced	+	+	That

Fricative	–	+	
-----------	---	---	--

Datum 3. Sound /f/

The following table the research discover some incorrect pronunciation consonant /f/ words in students conversation.

Position in the word	Example	Oxford dictionary	Students pronunciation
Initial	Face	/feɪs /	Ves
Initial	Final	/faɪ.n ə l/	Vinal
Initial	Fashion	/fæʃ. ə n /	Vesion
Medial	Confidence	/'kɒn.fi.d ə n t s	Convidens

Table 3.3 the problem with sound /f/

This consonant word analysis above is incorrect sound of consonant /f/. The example words are (face, fashion, final, confidence) Students pronounced phoneme /f/ with /v/. The standard feature of consonant /f/ labiodental, voiced, fricatives. However the students pronounce becomes /v/, labiodental, voiceless, fricatives . the sound of /f/ and /v/ have similar place and manner of articulation, however the sound of /f / is voiceless and v voiced. The reason behind substitution sound the /f/ for /v/ does not exist in Indonesian phonetic system does not have voiced sound in its labiodental and fricative. The students pronounce this

sound almost have similar sound, however the students did not touch in area voiceless.

Phoneme /f/

The English phoneme /f/ in phonetic features, the initial and medial incorrect /f/ analyzed.

/f/	Students	Oxford dictionary	Example
Labiodental	+	+	Face
Voiceless	-	+	Final Fashion
Fricative	+	+	Confidence

Datum 4. The sound z

The following table the research discover some incorrect pronunciation consonant /z/ words in students conversation.

Position in the word	Example	Oxford dictionary	Students pronunciation
Initial	Is	/ɪz/	Is
Medial	Because	/bɪ'kəz/	bɪkos

Table 3.4 the problem the sound /z/

Students consonant analysis above is incorrect sound of consonant /z/. In Indonesian system of phonetic /s/ is the pronounce /s/, however English language has different phonetic features, students still pronounce s with the same place. The sound of /s/ and /z/ have same manner of articulation is alveolar, fricatives but the sound /s/ is voiced and the sound of the /z/ is voiceless. In this sound have changed, it pronounced / bikos/ it can be seen in the a vowel change also happened in the word /ə/. Also, it can discussed in the vowel section. The student's replacement only one of place of articulation / z/ voiceless with voiced.

Phoneme / z/

The English phoneme /z/ in phonetic features , the initial and medial incorrect /z/ analysis.

/z/	Students	Oxford dictionary	Example
Alveolar	+	+	Is
Voiced	-	+	Because
Fricative	+	+	

Datum 5. The sound / ʃ

Position in the word	Example	Oxford dictionary	Students pronunciation
Initial	short	/ʃɔ:t /	/sɔ:t /
Medial	Operation	/ɒp. ə r'eɪ.ʃ ə n/	/ɒp. ə r'eɪ.s ə n/
Medial	Conversation	/kɒn.və'seɪ.ʃ ə n/	/kɒn.və'seɪ.se n/
Medial	Question	kwes.tʃən	kwes.tʃen

Table 3.5 the problem with the sound /ʃ/

The English consonants /ʃ / is discribed palatal , fricatives, voiceless. Some the students found the problematic of this word. The problem this sound was term or articulation. The problem of this sound / ʃ / which should the palatal the students changes into /s/ alveolar. The English student of STKIP tend to make error in this pronouncing in this sound. in this particular word sound in Indonesia cannot be found in Indonesian phonetic system.

The sound have changed /ʃ/ to /s/ and happened in three position, initial and medial position. (short), the pronounce /ʃɔ:t /. The initial /ʃ/ sound changed with sound /c/ that made pronounce 'choice', they change the /ʃ/ to /c/ the pronounce is /cuɔɪs/. The medial substitution of the sound /ʃ/ is the word operation and conversation. The change of sound /ʃ/ to /s/. It problem almost all of students in English language do it. Not only the consonants /ʃ / but also the incorrect sound ə vowel this will be discussed in vowel section.

Phoneme /ʃ/

The English phoneme /ʃ/ in phonetic features, the initial and medial incorrect /ʃ/ analysis.

/ʃ/	Students	Oxford dictionary	Example
Palatal	–	+	Short
Voiced	–	+	Operation
Fricative	+	+	Conversation
			Question

Datum 7. The sound /tʃ/

Position in the word	Example	Oxford dictionary	Students pronunciation
Initial	Choice	/tʃɔɪs/	/cuɔɪs/

Table 3.6 the problem with the sound /tʃ/

Discussing about the sound /tʃ/ is described through three features they are state of vocal cords, the place of articulation and manner articulation. In the term of vocal cords /tʃ/ is palatal, affricative, categorized as a voiceless sound. The students not classified /tʃ/ sound into palatal in the place of articulation. /tʃ/ is characterized as affricative. The

students replace of the soun /tʃ/ with /c/, the pronounce /tʃ/ has deviation was replacement of /tʃ/ with /c/ for instance in “choice” in the deviation, the students replaced voiceless, palatal, affricative sound with voiceless palatal, stop/plosive sound.

The students had deviated only one characteristic the manner of articulation from affricative, which is indicated with existence of friction to stop/ plosive. It has similar to other sound investigated, / tʃ/ does not exist in Indonesian phonetic system. It make difficult the students pronounce / tʃ/.

The phoneme / tʃ/

The English phoneme / tʃ / in phonetic features , the initial and medial incorrect / tʃ / analyzed.

/ tʃ /	Students	Oxford dictionary	Example
Palatal	+	+	Choice
Voiceless	+	+	
Affricative	+	+	

1.2 The above vowel Phoneme Are Analyzed Via Phonetic Opposition And Phonetic Features As Follows.

The following the analysis the vowels in Madurese students conversation, the accuracy was determined with the phonetic transcription provide the Oxford dictionary audio file. The inaccurate of vowels and consonants will be described the phonetic theories by Yule (2010)

Datum 1. The sound vowel /ʌ/

The sound /ʌ/ is an open central vowel. The sound /ʌ/ produce involving the central part of the tongue. However the sound in vowel /ʌ/ is no fully open vowel. The central part of tongue is a little raised near with the area of the quality of the open middle of vowel sound.

Position in the word	Example	Oxford dictionary	Students pronunciation
Initial	But	/bʌt/	/Bat/
Initial	Done	/dʌn/	/dan/
Initial	Understand	/ʌn.də'stænd /	/ʌn.de'stend/
Medial	Make up	/meɪk.ʌp /	/Mek ap/

Table 1.2.1 vowel problem (ʌ)

The Students produces error the sound /ʌ/ with /a/. This error occurred the initial and medial “but”, (bʌt) and the medial “make up” (meɪk.ʌp).

The pronounce of the students are (bʌt) and (mek.ʌp) changed in the pronounced “bat” and “mek ap”, the sound /ʌ/ with /a/. Actually the sound /ʌ/ needs to tongue to be a little raised near with the quality of central middle of the vowel sound. The students did not pronounce the lips position in a neutral one. This following the phonemic opposition and phonetic features.

Phoneme /ʌ /

The English phoneme ʌ in phonetic features, the initial and medial incorrect analysis in vowel ʌ is monophthongs.

/ʌ /	Students	Oxford dictionary	Example
Middle	+	+	But Done Understand
Central	–	+	Make up

Datum 2. The sound of /aʊ/

This sound is closing diphthong. In this case is start with open vowel /a/ then move to close vowel. This sound diphthong moves to /aʊ/

monophthongs /ɒ/. This table following the incorrect /ɒ/ sound monophthong moves to diphthong /aʊ/

Position in the word	Example	Oxford dictionary	Students pronunciation
Initial	Out	/aʊt/	/ɒt/

Table 1.2.2 vowel problem /aʊ/

The incorrect pronounce of English student /aʊ/ vowel with /ɒ/ vowel monophthong. This sound /aʊ/ is diphthong happened in one position initial “about “and “out” the initial of diphthong in word /aʊ/ word into the sound /ɒ/. The students did not pronounce the area diphthongs but the sound omit sound (ʊ) /ɒt/ being The replacement of the sound /aʊ/ diphthong, students pronounce being Monophthong. The diphthong sound is glide to the front close position.

Datum 3. The sound vowel /əʊ/

The sound /əʊ/ is a back front closing with area the diphthong; it starts with low vowel or position low in the tongue and long vowel then move to close vowel /o/. This is incorrect sound /əʊ/ of the student pronounce is diphthong being Monophthong.

This table shows the diphthong change into monophthong

Position in the word	Example	Oxford dictionary	Students pronunciation
Initial	No	nəʊ	No
Initial	Know	nəʊ	No

Table 1.2.3 the problem vowel sound əʊ

This incorrect sound is /əʊ/, the sound əʊ is diphthong however students pronounce this sound is monophthong /o/. The incorrect students' pronounce found in initial diphthong /əʊ/ however, the students pronounce not touch in area diphthong starts in the tongue slightly raised then the vowel. "No and know" the lips starts at the neutral position and gradually rounded. Also, the students pronounce /o/ sound is monophthong near with middle back vowel, their pronounce is rounded position for the lips. It back part of the tongue that rises to a low position.

Datum 4. The sound vowel /eɪ/

The incorrect sound of student is /eɪ/. This sound close with diphthong, it starts with the open/low vowel moves to close vowel. The sound produce by students is /eɪ/ with / ɜ/

This table following the sound /eɪ/ diphthong with / eɪ/

Position in the word	Example	Oxford dictionary	Students pronunciation
Initial	Face	/feɪs/	/ fɜs/
Initial	Make	/meɪk/	/ mɜk/

Table 1.2.4 the problem vowel sound /eɪ /

This incorrect sound found in the initial, the diphthong change with the monophthong / ɜ/. Students pronunciation is with front and low vowel. This sound /eɪ/ is catagorized diphthongs, however the student changes the sound /eɪ/ with / ɜ/. The students pronounce the sound did not open the lips.

Datum 5. The sound the vowel /ɜ/

The English phoneme /ɜ/ happened in only the word in initial by student pronunciation. The pronunciation of the sound /ɜ/ with /e/. The pronunciation of sound /ɜ/ is central vowel.

This following the table of sound /ɜ/.

Position in the word	Example	Oxford dictionary	Students pronunciation
Initial	Gils	/gɜ:l /	/gel

Table 1.2.5 the problem vowel sound /ɜ/

This analysis the sound /ɜ/with /e/ have similar vowel close with middle front, however the student did not succed pronounce sound /ɜ/. Not only the sound of /ɜ/ but also the students omiting the sound /r/. The sound pronounce of /ɜ/ vowel isn neutral vowel the student lips did not in netreal position. The sudents sound not face much difficult pronounce, the researcher find in one sound in initial word. Below are its phonetic opposition and phonetic features.

Phonetic /ɜ/

The English phoneme ɜ, the initial incorrect analysis ɜ is monophthongs.

/ɜ/	Students	Oxford	Example
-----	----------	--------	---------

		dictionary	
Central	+	+	Girl
Middle	–	+	

Datum 6. The sound vowel /ə/

The sound / ə / is middle central vowel, it is produced part of tongue is raised between open and close area. The sound /ə/ changed into /e/ middle front vowel.

This table /ə/ shows the incorrect pronunciation with substitution /ə/.

Position in the word	Example	Oxford dictionary	Students pronunciation
Initial	About	/ə'baʊt/	/e'bɒt/
Medial	Operation	,pp. ər'eɪ.ʃ ə n/	,pp. ər'eɪ.ʃ e n/
Medial	Participant	/pɑ:'tɪs.i.p ə nt/	pɑ:'tɪs.i.p e nt/
Medial	Important	/ɪm'pɔː.t ə nt/	/ɪm'pɔː.t e nt/

Table 1.2.6 the problem vowel sound /ə/

The kid of substitution found in initial medial position. the sound of /ə/ actually should with pronounce be raised to the roof of the mouth was lowered with the quality of the middle central area. However the student

pronounce close with the area quality of midle front of vowel, the sound /ə/ change into /e/.

The English phoneme /ə/ in phonetic features , the initial and medial incorrect analyzed /ə/ is monophthongs.

/ə/	Students pronounce	Oxford dictionary	Example
Central	–	+	About
Middle	+	+	Operation Question Participants

Datum 7. The sound vowel /I/

The sound /I/ produced is close with the front area, when the sound /I/ produced the front of tongue is heightened to roof of the mouth with the lips are slightly spread.

This following the table problem in sound /I/

Position in the	Example	Oxford dictionary	Students pronunciation
Initial	Experience	/ɪm'pɔː.t ə nt/	/em'pɔː.t ə nt/
Initial	High	hai	Hack

Table 1.2.7 the problem vowel sound /I/

The subject of encountered the research of sound /I/ problem is the producing the sound /I/ with the middle front vowel. The problem in Indonesian phoneme does not similar with English language. It makes difficult to distinguish that pronounce /I/ with /e/. The substitution of the sound /I/ with /e/ happened in medial position “experience” with /em'pɪr.ɪ.ənt/. This following below is phonemic opposition and phonetic features.

Phonetic /I/

The incorrect English phoneme /I/ , the initial incorrect analysis /I/ is monophthongs.

/I/	Students pronounce	Oxford dictionary	Example
Front	–	+	Experience
High	–	+	High

Datum 8. The sound vowel /æ/

This sound is close with low front vowel, this sound is imployes /æ/ front the tongue which is kept the low position.

This below following the table problem the sound /æ/

Position in the word	Example	Oxford dictionary	Students pronunciation
Initial	Happy	/hæp.i/	/Heppi/
Initial	Have	/hæv/	/Hev /

Table 1.2.8 the problem vowel sound /æ/

The problem of pronunciation /æ/ sound the students pronounce this sound /æ/ into /e/. This substitution of sound /æ/ with /e/ happened in inital sound “ happy” (/Heppi) and “have” (Hev). This vowel /æ/ sound is pronouncing open mouth vowel. This student did not touch the vowel is a front vowel since the front of the tongue is raised when it is articulated; it is also an open low the vowel. This means that the tongue is in low position. The lips slightly spread.

Phonetic / æ /

The English phoneme /æ/ in phonetic features, the initial incorrect analysis /æ/ is monophthongs.

/æ/	Students pronounce	Oxford dictionary	Example
Front	+	+	Heppy
Low	-	+	

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the analysis from the study then suggestion from the research is also presented below.

4.1 Conclusion

The conclusion is based on the analysis of madurese students phonology features in English conversation. Then, the study is about incorrect pronunciation consonants and vowels in Madurese students English conversation of students English department, according of the analyzing the writer have found several happened in sound which produced students vowels and consonants in conversation. The students changed consonants of pronunciation have found six sounds then grouped into English consonants being observed in this study they are (/θ/, /ð/, /f/, /z/, /ʃ/ /tʃ/) and They was in form replacement / θ/ with /t/ , and /ð/ sound resplacement with /d/, the sound /f/ with /v/, then /z/ with /s/, the sound /ʃ/ with /s/ and also, /tʃ/ sound replacement with /c/. Additionally the students incorect vowels sound the researcher found eight sound that are diphthong and monophthong. The researcher found three diphthong and five monophthong. The form of vowel happened in this study /ʌ/, /aʊ/, / ɜ /, /əʊ/, /ɪ/, /ə/, /æ/, /eɪ/. There are three problems encountered by researcher the vowels diphthong vowel changes into monophthong sound.

From the finding discussion of this research, the writer hopes the next the investigation problem happened in English conversation with accent and intonation analysis.

4.2 Suggestion

After the done this research, the researcher suggest the Madurese English student to more seriously to learn phonology theory because the study about sound is very important to English department, The students will have good pronunciation if they correction their pronounce problem with use phonology theory . from lecturer always correction the incorrect pronounce from the first semester, this problem not only in Madurese student but also almost students in English language in Indonesia. The researcher hopes this thesis useful both learner and teacher English language. Additionally, for students' entire English department are expected to pay more attention to their own pronunciation. Then, the teacher might be able to develop their pronunciation lesson by concentrating on those problematic sounds, then more focus on teaching the English spelling system.

BIBLIOGRAPHY

- Abdi, A. (2013) A Comparative between English and Indonesian Phonology system.1. 106-128
- Adiputri, T.W. (2015). *The Use Phonetic Methods to Facilitice Student's Ability in Pronouncing long and Short Vowels*. Unpublished Thesis. Semarang: UIN walisongo Semarang.
- Brown, H. Douglas. (2000). *Principles of Language Learning and Teaching (4th.Ed)*. New York: Addison Wesley Longman, Inc.
- Fakhrunisa. (2015). *Indonesian Javanese Student' in English Monophthongs*. Unpublished thesis). Jogja: UIN Sunan Kalijaga.
- Habibi, M.W. (2016). *English Pronunciation Problems Encountered by Indonesian Advanced Student*. (Unpublished thesis). Malang: UIN Maulana Malik Ibrahim.
- Lathif, S.F. (2008). *A Contrastive Analysis in English Suprasegmental Features Produced by the English deparment Uin Maliki*. (Unpublished Thesis). Malang: UIN Maulana Malik Ibrahim.
- Lubis, J. (2013). *The Phonological of Process of Batak Toba language*. Ponorogo: Diponerogo University.
- Learner's Pocket Dictionary* (2008). New York: Oxford University Press. Yule, M., April. (2002). *An Introduction in English Phonology*. Edinbught: Edinbught. University press.
- Yule, Yule, G. (2010). *The Study of Language*. New York: Cambrigde University Press.
- Yustanto, A.M.A. (2008). *Study of English Phonology Errors Produced by English Deparment*. (Unpublished Thesis). Surabaya: Petra Cristian University.
- Yarmohammadi, L. (1996). *A Contrastive Analysis of Persia and English*. Payame: Payame Noor University.

Table 3.1 Students Conversation Patterns

2. Data Transcription

Data 1

student 1 :” but, what do you think about make up ?

Student 2 :“ make up in modern era is_ important. So many to understand of make up I think for girls_every girls have different ways to a_beauty by fashion.

Presenter 1: you have ever join in the contest?

Speaker 1 : of course, I join in the contest, like in japane.

Data 2:

Verse: presenter : what do you want to have in one town?

speaker 1 : actually, I want to be pramugary.

Presenter : not miss universe.

Hearer 1: what do you think about pramugary?

Speaker 1 : I think pramugary is ?

What the meaning pramugary ser?

Speaker 1 : For me hijab is important, hijab is identity, hijab is icon of thing.

Hearer 1 : what did to hang out aut

wear hijab? What do you feel?

Speaker 1 : there are reason I choice model hijab like tapain.

Hearer 1 : do you know the model tapain like your hijab?

Speaker 1 : like, is gracia Indonesia.

Data 3:

Hearer 2 : give me , when she study in senior high school.

Hearer 2: when you study experience about operation? Do you have final operation

Speaker 2 : yes now, my face is operation.

Hearer 2 : can you tell me short story.

Speaker 2 : when I am in operation. I can't nono

I can't stay like that.

Hearer 2: why you choiche operation?

Speaker 2: because I wanna be more beautiful.

Hearer 2 : question for participant may be.

hearer 3 : so many cloud you make your face more beatiful.

Speaker 2 : one million

Hearer 4 : what do you think after you do the *operation*.

Speaker 2 : now, I feel happy. Because I am confidence.

Presenter 1 : positive effect

Speaker 2 : positive effect is more confidence.

Hearer 2 : any question for participation.

Hearer 5 : do you feel regret after you have done.

Speaker 2 : no because it is from what I want.

Speaker 2 : I dont care about that..



APPENDIXES

The phonetic transcription table

a) The sound consonant /θ/

Position of word	Words	The correct pronunciation	Students pronounce
Initial	Think	/θɪŋ/	Tɪŋ
Initial	Thing	/θɪŋk	Tɪŋg

b) The sound consonant /ð/

Position of word	Words	The correct pronunciation	Students pronounce
Initial	The	/ðæt/	Det
Initial	That	/ðɪ:/	Nde

c) The sound consonant /f/

Position of word	Words	The correct pronunciation	Students pronounce
Initial	Face	/feɪs /	Ves
Initial	Final	/faɪ.n ə l/	Vinal
Initial	Fashion	/fæʃ. ə n /	Vesion

Medial	Confidence	/'kɒn.fɪ.d ə n t s	Convidens
--------	------------	--------------------	-----------

d) The sound consonant/ z/

Position of word	Word	The correct pronunciation	Students pronounce
Initial	Is	/ɪz/	Is
Medial	Because	/bɪ'kəz/	bɪkos

e) The sound consonant/ ʃ/

Position of word	Word	The correct pronunciation	Students pronounce
Initial	short	/ʃɔ:t /	/sɔ:t /
Medial	Operation	/ɒp. ə r'eɪ.ʃ ə n/	/ɒp. ə r'eɪ.s ə n/
Medial	Conversation	/kɒn.və'seɪ.ʃ ə n/	,kɒn.və'seɪ.se n/
Medial	Question	kwes.tʃən	kwes.tʃen

f) The sound consonant /tʃ/

Position of word	Word	The correct pronunciation	Students pronounce
Initial	Choice	/tʃɔɪs/	/cuɔɪs/

g) The sound vowel /ʌ/

Position of word	Word	The correct pronunciation	Students pronounce
Initial	But	/bʌt/	/Bat/
Initial	Done	/dʌn/	/dan/
Initial	Understand	/ʌn.də'stænd /	/ʌn.de'stend/
Medial	Make up	/meɪk.ʌp /	/Mek ap/

h) The sound vowel /əʊ/

Position of word	Word	The correct pronunciation	Students pronounce
Initial	No	nəʊ	No
Initial	Know	nəʊ	No

i) The sound vowel /eɪ/

Position of word	Word	The correct pronunciation	Students pronounce

Initial	Face	/feɪs/	/ fɜs/
Initial	Make	/meɪk/	/ mɜk/

j) The sound vowel /ɜ/

Position of word	Word	The correct pronunciation	Students pronounce
Initial	Gils	/gɜ:l /	/gel

k) The sound vowel /ə/

Position of word	Word	The correct pronunciation	Students pronounce
Initial	About	/ə'baʊt/	/e'bɒt/
Medial	Operation	,ɒp. ə r'eɪ.ʃ ə n/	,ɒp. ə r'eɪ.ʃ ə n/
Medial	Participant	/pɑ:'tɪs.i.p ə nt/	pɑ:'tɪs.i.p ə nt/
Medial	Important	/ɪm'pɔː.t ə nt/	/ɪm'pɔː.t ə nt/

l) The sound vowel /ɪ/

Position of word	Word	The correct pronunciation	Students pronounce
------------------	------	---------------------------	--------------------

Initial	Experience	/ɪm'pɔː.t ə nt/	/em'pɔː.t ə nt/
Initial	High	hai	hack

m) The sound vowel /æ/

Position of word	Word	The correct pronunciation	Students pronounce
Initial	Happy	/hæp.i/	/Heppi/
Initial	Have	/hæv/	/Hev /