

**ENGLISH PHONOLOGICAL ASSIMILATION APPLIED IN
“ENGLISH WITH LUCY” CHANNEL ON YOUTUBE**

THESIS



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This is to certify that Nadiah Nur Lathifah's thesis entitled *English Phonological Assimilation Applied in "English with Lucy" Channel on YouTube* has been approved by the thesis Advisor for further approval by the Board of Examiners.

Malang, 23 May 2018

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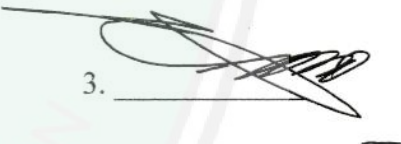
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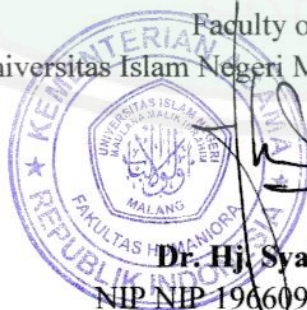
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STATEMENT OF ACADEMIC INTEGRITY

I, Nadiah Nur Lathifah, as the writer of the thesis entitled "*English Phonological Assimilation Applied in "English with Lucy" Channel on YouTube*" pronounce that this thesis is originally my work. It does not include any works which have been previously submitted at any higher education institutions, and to the best of my knowledge, this thesis does not include any works or opinions that have been previously written or published by any authors, except for those which are referenced in the text and listed in the bibliography. Thereby, I am highly responsible to the novelty of my thesis.

Malang, May 24, 2018



Nadiah Nur Lathifah

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MOTTO

“(This is) a mention of the mercy of your Lord to His slave Zakariya (Zachariah).

When he called out his Lord (Allah) a call in secret, Saying: “My Lord! Indeed, my bones have weakened, and grey hair has spread on my head, and never have I been unblessed in my invocation to You, O my Lord.”

(Q.S. Maryam 2-4)



DEDICATION

To my father, Utomo Widigdo; my mother, Fitri Retnani; my brothers, Muhammad Aburizal Zaky and Muhammad Azzam Al-Mujaddid; my sisters, Salma Hanun Afafy and Miska Khitami, and my lovely fluffy kitty, Mueezza.



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Malang, May 22, 2018

The Researcher

ABSTRACT

Lathifah, Nadiyah Nur. 2018. English Phonological Assimilation Applied in “English with Lucy” Channel on YouTube. Undergraduate Thesis, English Letters Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Prof. Dr. H. Mudjia Rahardjo, M.Si.

Keywords: assimilation process, articulation, speech, phoneme, “English with Lucy”.

Recently, phonology becomes the most-discussed topic among linguists. In world Englishes phenomenon, phonology proves that English is arbitrary used by almost all countries in the world. This present study aims to describe phonological assimilation as one of unique phenomena in phonology. “English with Lucy” channel on YouTube is used as the data source in which the English teachers who collaborated in English teaching videos are investigated as the subjects of the research. The owner of “English with Lucy” channel, Lucy Bella Earl has inspired the English learners to learn English in fun and easy way more than reading books. One of the fun teaching videos provided by Lucy is English teaching collaboration with English YouTube teachers. In the videos, within their teaching tutorials, the teachers applied assimilation processes in their rapid speech.

This study focuses on how the teachers alter sounds in the teaching collaboration. The researcher found that there were 207 data of assimilations, and they were reduced as 105 data of sound alterations and divided into 9 processes of assimilation. The reduction was done since the data have similar patterns which may provide same potential findings. The data were classified according to the theory proposed by Crystal (1991). The ideas of the experts are used to strengthen the theory of assimilation, which are Yule (2010) for articulation, Hayes (2010) about feature matrix, Skandera & Burleigh (2005) about sounds production, etc.

The varied processes of English assimilation applied by the English teachers in “English with Lucy” channel on YouTube show that each video has different rapidity, every teacher has different speed from others which finally trigger the assimilations to potentially occur. Hence, the accents possessed by the teachers also trigger the assimilations to occur in varied processes. Methodologically, this research is designed as descriptive qualitative study to comprehend the social phenomenon and human problems.

The results show that varied assimilation processes are found in 105 data formed as sound alterations in 207 words applied by the teachers in the teaching video collaborations. The assimilation processes are found in the highest number in the type of regressive assimilation. The sound alterations are most found in /n/ which assimilated into /m/. The processes of sound alteration are termed as labialization of stop consonant /t/, labialization of nasal consonant /n/, labialization of nasal consonant /ŋ/, velarization of stop consonant /t/, etc. For progressive assimilation, the assimilation is found in labialization of nasal alveolar consonant /n/. Lastly, coalescent assimilations are found in the sound alteration of /t/ into /dʒ/ with palatalization of stop consonant /t/ as the process of assimilation. In regard to the occurred assimilations, the reasons of the occurred assimilations are the rapidity of both the conversation in the video and the teachers’ speech, and the accents possessed by the teachers.

المخلص

لطيفة، ناديه نور. 2018. عملية إدغام الفونولوجي اللغة الإنجليزية الذي تطبيقها في فيديو التعاون تدريس اللغة الإنجليزية مع "English with Lucy" في YouTube. البحث العلم، قسم اللغة الإنجليزية وأدبها، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالنج.

المشريف : الدكتور الحاج موجيبا راجوا الماجستير.
الكلمة مفتاحية : عملية إدغام، الكلام، النطق، الصوت، "إنجليزية مع لوسي"

في يثبت علم الأصوات أن اللغة الإنجليزية تستخدم بشكل تعسفي من قبل جميع دول العالم تقريبًا. يهدف هذا البحث الحالي إلى وصف الاستيعاب الصوتي كواحد من الظواهر الفريدة في علم الأصوات. يتم استخدام قناة "اللغة الإنجليزية مع لوسي" على موقع الأونة الأخيرة ، أصبح علم الأصوات الموضوع الأكثر مناقشة بين اللغويين. في ظاهرة الإنجليز العالمية ، YouTube كمصدر للبيانات التي يتعاون فيها معلمو اللغة الإنجليزية في مقاطع فيديو تعليمية باللغة الإنجليزية كموضوع للبحث. لقد ألهمت لوسي بيلا إيرل ، مالك قناة ، "English with Lucy" متعلمي اللغة الإنجليزية لتعلم اللغة الإنجليزية بطريقة ممتعة وسهلة أكثر من قراءة الكتب. إحدى مقاطع الفيديو التعليمية الممتعة التي تقدمها لوسي هي تدريس اللغة الإنجليزية بالتعاون مع معلمي اللغة الإنجليزية على YouTube. في مقاطع الفيديو ، قام المعلمون في عملية التدريس الخاصة بهم بتطبيق عمليات الاستيعاب في خطابهم السريع.

تركز هذه الدراسة على كيفية تغيير المعلمين للأصوات في التعاون التعليمي. وجد الباحث أن هناك 207 بيانات من الاستيعاب ، وتم تخفيضها إلى 105 بيانات من التغييرات السليمة وقسمت إلى 9 عمليات استيعابية. تم إجراء التخفيض لأن البيانات تحتوي على أنماط متشابهة قد توفر نفس النتائج المحتملة. تم تصنيف البيانات وفقًا للنظرية المقترحة من قبل كريستال (1991). تستخدم أفكار الخبراء لتقوية نظرية الاستيعاب ، والتي (2010) Yule لتعبير ، (2010) Hayes حول مصفوفة الميزة ، (2005) Burleigh & Skandera حول إنتاج الأصوات ، إلخ.

تظهر العمليات المتنوعة من الاستيعاب الإنكليزي المطبقة من قبل مدرسي اللغة الإنجليزية في قناة "English with Lucy" على YouTube أن كل فيديو له سرعة مختلفة ، فكل معلم لديه سرعة مختلفة عن الآخرين مما يؤدي في النهاية إلى حدوث الاندماجات المحتملة. ومن ثم ، فإن اللهجات التي يمتلكها المعلمون تؤدي أيضًا إلى ظهور الاستيعابات في عمليات متنوعة. من الناحية المنهجية ، تم تصميم هذا البحث كدراسة نوعية وصفية لفهم الظاهرة الاجتماعية والمشاكل الإنسانية.

هر النتائج أن عمليات الاستيعاب المتنوعة موجودة في 105 بيانات تشكلت كتحويل سليم في 207 كلمات من كلمات المعلمين التي يطبقها المعلمون في تعاون التدريس. وجدت عملية الاستيعاب في أكبر عدد من الاستيعاب التراجعي. يتم العثور على معظم التعديلات الصوتية في /n/ التي تم استيعابها في /m/. وتسمى عمليات تغيير الصوت كما labialization من توقف ساكن /t/ ، labialization من ساكن أنفي /n/ ، labialization من ساكن أنفي /ŋ/ ، velarization من توقف ساكن /t/ ، وما إلى ذلك من أجل الاستيعاب التدريجي ، تم العثور على الاستيعاب في labialization من الأنف الساكني الساكن /n/. وأخيرًا ، تم العثور على الاستيعابات للفحم في التغيير الصوتي لـ /t/ إلى /dʒ/ مع حسامات توقف ساكن /t/ كعملية الاستيعاب. بالنسبة إلى حالات الاستيعاب التي حدثت ، كانت أسباب حدوث الاستيعاب هي سرعة كل من المحادثة في الفيديو وخطاب المعلمين ، واللهجات التي يمتلكها المعلمون.

ABSTRAK

Lathifah, Nadiyah Nur. 2018. Proses-proses Fonologi Asimilasi Bahasa Inggris yang Diaplikasikan dalam Video Kolaborasi Pengajaran Bahasa Inggris oleh Akun “English with Lucy” di YouTube. Skripsi, Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Dosen Pembimbing: Prof. Dr. H. Mudjia Rahardjo, M.Si.

Kata kunci: proses-proses asimilasi, perkataan, pengucapan, bunyi, “English with Lucy”.

Dewasa ini, fonologi menjadi topik yang hangat diperbincangkan oleh para ahli linguistik. Fenomena *world Englishes* yang terjadi dalam fonologi Bahasa Inggris merupakan sebuah bukti bahwa Bahasa Inggris telah berkembang pesat. Penggunaan Bahasa Inggris pun semakin beragam di seluruh dunia. Penelitian ini bertujuan untuk meneliti fenomena unik dalam fonologi Bahasa Inggris yaitu asimilasi. Penelitian ini mengambil salah satu akun YouTube sebagai sumber data, yaitu “English with Lucy”. Akun YouTube ini menyediakan berbagai hal tentang Bahasa Inggris, termasuk budaya berbahasa Inggris. Pemilik akun “English with Lucy”, Lucy Bella Earl telah berhasil membuat penonton terkesima dengan teknik mengajar Bahasa Inggris yang tidak monoton. Salah satu teknik mengajar yang diaplikasikan oleh Lucy adalah dengan membentuk kolaborasi mengajar Bahasa Inggris dengan guru-guru Bahasa Inggris di YouTube. Dalam video kolaborasi mengajar ini, selain mengajar Bahasa Inggris, guru-guru tersebut juga mempraktikkan proses-proses fonologi asimilasi.

Penelitian ini bertujuan untuk meneliti bagaimana guru-guru tersebut mengubah bunyi dalam video kolaborasi pengajaran bahasa Inggris. Peneliti menemukan sejumlah 207 data asimilasi yang direduksi menjadi 105 data dalam bentuk perubahan bunyi yang terbagi menjadi 9 proses asimilasi. Reduksi data dilakukan karena data-data tersebut memiliki bentuk yang sama yang menyajikan penemuan yang sama. Data tersebut diklasifikasikan menggunakan teori yang dikemukakan oleh Crystal (1991). Gagasan-gagasan para ahli juga digunakan untuk memperkuat pendeskripsian fenomena asimilasi, diantaranya adalah gagasan dari Yule (2010) tentang artikulasi, Hayes (2010) tentang matrix fitur, Skandera & Burleigh (2005) tentang produksi suara, dan lain-lain.

Proses-proses asimilasi yang bervariasi yang terapkan dalam video kolaborasi pengajaran bahasa Inggris menunjukkan bahwa kecepatan percakapan, kecepatan pengucapan dan dialek para guru menentukan terjadinya proses-proses asimilasi yang bervariasi. Secara metodologi, penelitian ini didesain sebagai deskriptif kualitatif studi.

Hasil dari penelitian menunjukkan bahwa 105 data perubahan bunyi telah terapkan dalam pengucapan guru-guru dalam video tersebut. Proses asimilasi banyak ditemukan dengan angka terbesar pada regresif. Perubahan bunyi pada regresif paling banyak ditemukan pada perubahan bunyi /n/ yang terasimilasikan menjadi /m/. Proses perubahan bunyi tersebut diantaranya adalah labialisasi konsonan stop /t/, velarisasi konsonan stop /t/, dan lain-lain. Untuk asimilasi progresif, perubahan bunyi ditemukan dalam labialisasi nasal alveolar konsonan /n/. Pada asimilasi timbal balik, banyak ditemukan pada perubahan bunyi /d/ menjadi /dʒ/ dengan proses asimilasi yang terjadi berupa palatalisasi konsonan stop /d/. Adapun alasan-alasan mengapa proses-proses asimilasi terjadi adalah didasari oleh kecepatan percakapan yang terjadi dalam video tersebut, kecepatan pengucapan yang dimiliki masing-masing guru-guru dan dialek yang dimiliki oleh guru-guru tersebut.

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CHAPTER I

INTRODUCTION

This chapter outlines background of the study, research questions, objectives of the study, significance of the study, scope and limitation, definition of the key terms, and research method.

1.1. Background of the Study

The phenomenon of World Englishes has been hotly debated in regard to Standard English as the real phenomenon of English as the global language. The phenomenon raises which case English is used by many countries in the world, whether it is used as their first, second, or foreign language. In his book entitled *English as Global Language*, Crystal (2006: 69) stated that the phenomenon occurs as the future of English which will be so around in the world. Quirk (1985, 1990) and Kachru (1985, 1991) debated about Englishes in various contexts especially in Outer-Circle countries, suggested that these varieties of English be the interference varieties and teachers of English were advised to focus on native like performance and stressed the need to uphold one common standard in the use of English.

How English develops in the world, as the international language means that no nation can have custody over it. The application of English in almost all countries in the world, whether the Inner-Circle countries which have English as their first language (England, United States, Australia) or the Outer-Circle countries which

have English as their second language (India, Singapore, Nigeria) they may reflect their local interest in the use of English. Then, the use of English is different from one country to another. For example, English accent and slang. From time to time, English becomes global over and over, and different accents, pronunciation, cultures, slangs, these are the realities come from the phenomenon when English becomes a global language. The fundamental change done in case of the varieties of English is in terms of the English sounds production. Scottish, for instance, may produce different sound from British, which case the Scottish tend to stress the schwa sound /r/ rather than British who almost loses the /r/ sound. Thus, the language use in case of phonology is the most potential to apply differently in the native speakers' speech in regard to their accents.

In normal and rapid speech, some of the speakers may possess different spelling of a word and its pronunciation, e.g. '*red bag*' is transcribed as /rep bæɡ/. Another example is the transcribed sounds /ðæk keɪs/ of the word '*that case*', and /steɪpmənt/ of '*statement*'. These particular sounds are changed, for instance, the words '*red bag*', in which the sound /d/ assimilates to the neighboring sound /b/, and it is altered as /p/ sound. The sound /t/ in the word '*that*' is assimilated and pronounced as /k/ sound due to the neighboring sound /k/ that those sounds seem identical. Again, in the word '*statement*' which the sound /t/ which assimilates to the sound /m/ and changes into /p/, in the process, the words are articulated as /steɪpmənt/. This phenomenon known as 'assimilation'.

Assimilation is one of phonological processes in which the last sound assimilates to the neighboring, adjacent or next sound. In case of the phonological process, the phenomenon happens as the manner of pronouncing, articulating or producing sound distinctively from the phonetic transcribed in the dictionary. Lass (1984) stated that assimilation, as one of phonological process that is most common occurred in speech among others; dissimilation, deletion, insertion, and many others.

Assimilation mostly occurs in the rapid speech of native speakers. Now, in case of the changed or assimilated sounds in assimilation, the phoneticians conclude that the reason why this phenomenon happens is because in the rapid speech, they usually either minimize or maximize the sounds of particular words or phrases in order to ease them in their rapid speech in regard to the neighboring sound. The reason of the sound production of assimilation above is because (a) the tongue cannot always move quickly enough to get from one position to another in order to articulate the next sound, or because (b) the mouth is too busy anticipating the following sound. In either case, it approximates the sound before moving on to the next segment of sound. This approximation is technically referred to as assimilation (Birjandi, 2005:132). Another reason is because assimilating sounds look beautiful in rapid speech such uncommon phenomenon that rarely happens in usual speech. This phenomenon occurs more often in the native speakers' speech rather than non-natives'. They speak in natural and fluent speech by applying assimilation to save their energy by which their speech sounds smoother, and more effortless.

According to the phenomena of assimilations occur in the native speakers, English teaching conversation is the representative as the subject due to the natural conversation occurs in the videos. The more rapid the conversation, the more potentially assimilations to occur within the conversation. So, “English with Lucy” channel on YouTube is taken as the subject of the study based on several reasons. The first reason is the teaching English collaboration done by the native speakers. The owner, Lucy, possess strong British accent. Other teachers in the videos are Emma who possesses strong Australian accent, Anna who possesses Scottish accent, Harry who possesses British accent, and Caroline Goyder who possesses Spanish-British accent. Then, “English with Lucy” has got the most hit English YouTube tutorial in 2017. It means, “English with Lucy” has many subscribers and viewers from around the world by which non-native learners learn English from this channel. Hence, the teachers involved in the conversation have got the best English tutors based on www.dailymail.co.uk in 2017. The assimilations applied by the teachers may differ from one to another. Thus, “English with Lucy” is qualified for investigation in regard to the language use, especially in assimilation as one of phonological processes.

In the teaching conversations, a teacher may produce different sound alterations in the assimilation processes from others. The assimilation processes occur by which the factors trigger the assimilation to potentially occur. Thus, this study not only investigates the types of the occurred assimilations, but also the factors which case

the assimilations occur in varied sound alterations in regard to the rapidity of the video and teachers' speech, and the accents possessed by the teachers.

Furthermore, the researches about assimilation have been investigated, Kulikov (2012) conducted a research entitled *Voicing and Voice Assimilation in Russian Stops*. The main objective the study was to investigate cues for the voicing contrast in stops in Russian for effects of speaking rate and phonetic environment. The study provided evidence that (1) voicing in voiced stops is affected by speaking rate manipulation, (2) stops in Russian retain underlying voicing specification in pre-sonorant position and voice assimilation occurs only in obstruent clusters, and (3) phonological processes of voice assimilation and final devoicing do not result in complete neutralization. The results of the study presented a challenge to assume that phonological processes precede phonetic processes at the phonology-phonetics interface. Hence, the study provided evidence that production of voicing assimilation varied in regard of voicing in stops in preposition, and voice assimilation for some Russian speakers.

Another research about assimilation was conducted by Lamont (2015) entitled *Progressive Place Assimilation in Optimality Theory* which case the large typology was occurred in progressive place assimilation as the reason why this study tried to examine. By analyzing progressive place agreement in word-medial clusters through the lens of Optimality Theory. This work argued that simple phonological mechanisms explain the cross-linguistic effects including an agreement constraint and conflicting faithfulness constraints.

One year later, the previous study about assimilation was conducted by Skarnitzl (2016) entitled *Voicing Assimilation in Czech and Slovak Speakers of English: Interaction of Segmental Context, Language and Strength of Foreign Accent*. This study focused on voicing assimilation across word boundaries in the speech of second language (L2) users. It compared native speakers of British English to speakers of two West Slavic languages, Czech and Slovak which differ with respect to voicing assimilation rules. Word-final voicing was analyzed in 30 speakers. The results suggested an effect of first language (L1) transfer in all L2 English speaker groups, with the tendency to assimilate being correlated with the strength of foreign accent. Importantly, the two language groups differed in assimilation strategies before sonorant consonants, as a clear effect of L1-based phonetic influence.

Based on the above-mentioned discussion, this research aims to investigate the phonological assimilation produced by English teachers on English teaching videos collaboration in “English with Lucy” channel on YouTube. The basic considerations why this research is conducted are as follows: the previous researchers focus on the sound alteration in regard to assimilation in the practice of non-native speakers. I believe that investigating the sound change in assimilation produced by native speakers is better in order to give broader phonological sight for EFL learners to the point of phonological aspect, especially in the types of assimilation occurred in their speech. Second, mostly previous researchers focus to compare the assimilation occurred between two different languages such as the assimilation compared in

English and Arabic. However, the present study focuses only the English assimilation applied by English teachers in “English with Lucy” channel on YouTube in order to have deeper understanding in the English assimilation featured by the teachers. The reason why this study takes the English teachers as the subject of study is because they have English as their mother tongue in which the assimilation featured as their natural competence. Moreover, the YouTube channel, “English with Lucy” provides fun and interesting language teaching collaboration with other English teachers from around the world through conversation, question and answer, and riddles. These significant reasons above become a significant guidance why this research is conducted.

1.2. Research Questions

From the case above, to make systematic approach to solve the problem, this study is provided to answer two research questions as follows,

- 1.2.1. How are the assimilations applied by English teachers in “English with Lucy” channel on YouTube?
- 1.2.2. Why are the assimilations applied by English teachers in ‘English with Lucy’ channel on YouTube?

1.3. Objectives of the Study

This research is functioned to have two purposes, which are:

- 1.3.1. To investigate the types of assimilation processes applied by the English teachers in English teaching videos collaboration in “English with Lucy” channel on YouTube.
- 1.3.2. To identify the reasons of the assimilation processes applied by the teachers regarding to the factors on English teaching videos collaboration in “English with Lucy” channel on YouTube.

1.4. Significance of the Study

Theoretically, this study on phonology is important to give more sights to the readers, particularly EFL learners. Hopefully, they can expand the theoretical perspective for their understandings regarding to the assimilation as one of phonological processes as a basic concept of phonology. To master the concept of assimilation, they will have deeper understanding in perceiving speech featured assimilation, especially the native speakers' speech. Practically, the results of the study will inspire the readers, particularly EFL learners to feature assimilation within their speaking practice, e.g. colloquial conversation, delivering speech, etc. in which mastering assimilation is significant since assimilation is a manner to ease and beautify the sounds production of pronunciation. For educational learning, the findings as the results from the data are potential to help teachers in phonological teaching, especially in EFL. Furthermore, the study is expected to provide helpful assistance to other researchers when conducting the future research in the same field.

1.5. Scope and Limitation

This research focuses on analyzing assimilations as one of phonological processes applied by English teachers in “English with Lucy” channel on YouTube. The data were analyzed in manual observation by the researcher. The analysis accomplished by identifying the assimilation produced by English teachers in English teaching videos in “English with Lucy” channel on YouTube. The primary theory in

this study is Crystal's (1991) theory. This theory encompasses the classification of assimilation processes and how the assimilations occur. The newer theory of Crystal's (1993) supports the theory on the case of the occurred assimilations in regard to the particular reasons which support the assimilations to occur. This present study is supported by the ideas of several experts regarding to assimilation concepts proposed by Roach (1998), Skandera & Burleigh (2006), and Yule (2010).

This research limits the discussion of phonological processes concerned only in assimilation as the most common phenomenon occurred in rapid speech. Due to the limited ability of the researcher, since the data were collected from uttered words from the teachers in English teaching videos in "English with Lucy" channel on YouTube, this study limits the research method to figure out the processes and factors of the occurred assimilations, this study uses comparative qualitative inquiry to comprehend the social phenomena and human problems (Creswell, 2009).

1.6. Research Method

The research method of this study encompasses the research design, data and data source, research instruments, data collection, and data analysis.

1.6.1 Research Design

This study designs to describe the phenomena of assimilations occur in "English with Lucy" channel on YouTube. The description encompasses the types of

assimilation processes applied in the YouTube videos and the reasons of the assimilations applied by the teachers regarding to the processes, patterns, and factors of the occurred assimilation. This study represents qualitative inquiry as the study which explores and comprehends the social phenomena and human problems (Creswell, 2009). Therefore, the design of this study leads the investigation to construct descriptive data in the form of spoken words from the observed people or characters (Bogdan & Taylor, 2007).

1.6.2 Data and Data Source

The data of this study were taken from the uttered words of English virtual teachers in “English with Lucy” channel on YouTube. The data of this study are in the form of words and phrases uttered by the investigated teachers in case of the phonetic transcription. The script of the videos was provided to avoid misunderstanding and ensure the produced utterances in case of assimilation. The data source was taken from the English videos collaboration downloaded in ‘English with Lucy’ channel on YouTube.

1.6.3 Research Subject

The participants of this study consist of English teachers in the teaching videos collaboration uploaded in “English with Lucy” channel on YouTube. The

teachers are from around the world taken as purposeful sample. They are Lucy from Britain, Emma from Australia, Harry from South Britain, Anna from Scotland, and Caroline Goyder from Spain.

1.6.4 Research Instruments

As the qualitative inquiry study, the key instrument employed in examining the document is the researcher himself (Creswell, 2009). In analyzing the assimilation in the data on the videos in “English with Lucy” channel on YouTube, the researcher contributes her language competence to transcribe the uttered words and identify the occurred assimilations in the sound alterations in particular words or phrases.

Besides, in analyzing the data, the researcher uses Oxford Advanced Learner’s Dictionary (OALD) as the utilized instrument to help and guide the researcher in transcribing the phonetic alphabet. The dictionary is selected as the instrument as it provides transcribed phonemes in more detail.

1.6.5 Data Collection

The data were collected through observation. The observation split up into several steps. Firstly, the researcher watched the English teaching videos collaboration downloaded from “English with Lucy” YouTube channel as well as

listening the whole conversation happened between two or three teachers on the videos. At the exact time, the researcher transcribed the words uttered by the investigated teachers. Secondly, the researcher focused and concentrated on the investigated teachers' conversation to find out applied assimilation in the teachers' speech then directly signed them on the transcribed words. Thirdly, the data were collected in the form of words and phrases. Fifthly, the data listed respectively to be analyzed with the theory proposed.

1.6.6 Data Analysis

After the data were collected in the form of script of the words and utterances produced by the teachers, firstly, I investigated the list of words and phrases featured with assimilations. By using Oxford Advanced Learner's Dictionary, the phonetic transcription is used to code the speech sounds produced by the investigated teachers. The sounds affected by assimilation were phonetically transcribed grounded in *IPA (International Phonetic Alphabet)*. Secondly, the data were identified in the case of alteration of speech sound. Thirdly, the data were analyzed according to the first research question on the types of assimilation processes occurred within the articulation and then listed separately based on the types of assimilation. Fourthly, the data were analyzed under the second question proposed on how the reasons of the occurred assimilations regarding to the factors

of the altered sounds. Lastly, the conclusion was provided to summarize the findings and discussion of the research.

1.7. Definition of the Key Terms

In order to avoid misunderstanding, some definitions are provided to understand the concepts of this study.

1. Assimilation is one of phonological processes as the manner in which a sound changes or becomes identical due to the neighboring or adjacent sound.
2. Pronunciation is the way of saying and uttering words.
3. Speech is the spoken language (Hornby, 2015).
4. Conversation is the interactive communication between two or more people.
5. Phoneme is the smallest unit of sounds in a particular language (Skandera & Burleigh, 2006).
6. “English with Lucy” is a YouTube channel which is included as the most watched channel in 2017. The owner, Lucy Bella Earl, is a British English virtual teacher. In her channel, she provides helpful and fun English teaching videos. Some of which, she collaborates with other virtual English teachers from around the world. They are Emma from Australia, and Anna from Scotland, Harry from South Britain, and Caroline Goyder from Spain.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the supporting theories of assimilation which include (1) Phonetics and Phonology, (2) Segmental Phonology, (3) The Production of English Sounds, (4) Phonological Processes, and (5) Assimilation. Each of these theories is presented in more detail below. Hence, the description about the YouTube channel “English with Lucy” is described to know more about the videos and the investigated teachers. The last, the previous studies are covered to know the gap of the present research.

2.1 Phonetics and Phonology

Phonetics is the science and general study of the characteristics of speech sounds focusing on the description of speech sounds according to their production, transference, and distinctive feature. The speech sounds are considered the essential unit. Phonetics provides methods for speech sounds description, classification, and transcription (Crystal, 2008:363, Bauman-Waengler, 2009:15, and Yule, 2010:30). It deals with the characteristics of a single sound in human languages. Further, Hayes (2009:29) declared that phonetics is fundamentally an experimental science dealing with three points of view, production, transmission, and perception. These viewpoints are, then, formulated and termed as phonetics sub-branches or areas, namely articulatory phonetics, acoustic phonetics, and auditory phonetics.

According to Robins (1964:84-85) indicates that from the point of view of the study of language and as a part of general linguistics, it is important to pay attention to articulatory phonetics. **Articulatory phonetics** concerns with how speech sounds are made, produced, or ‘articulated’ within human vocal tract. Furthermore, Crystal (2008:261) stated that articulatory phonetics is the internal process which enables the speakers to be aware of the movement and positions of their vocal organs during their speech. Meanwhile, Yule (2010:30) defined **acoustic phonetics** as the science that is concerned with the physical properties of speech as sound waves in the air transmitted between mouth and ear. It is concerned with measuring and analyzing the physical properties of the sound waves produced in speech. Fasold and Connor-Linton (2006:32-33) stated that what happens inside the mouth and how the speech sounds produced, the physical properties involved in the process are between the mouth and ear. Whereas, the other one is **auditory phonetics**, Chalker and Weiner (1998) defined auditory phonetics as the science that studies ‘the speech sounds from the point of view of the listener, concerned with the way the ears and brain process and perceive the speech’. It is the science of phonetics concerned with how the speech sounds are perceived by listeners (Hayes, 2009:31). Therefore, phonetics can be understood more deeply through the definition that it is the study of how the sounds are produced, transmitted, and perceived in actual speech.

‘Phonology deals with speakers’ knowledge of the sound system of a language’ (Skandera & Burleigh, 2006: 5). This study is defined by Ramamurthi

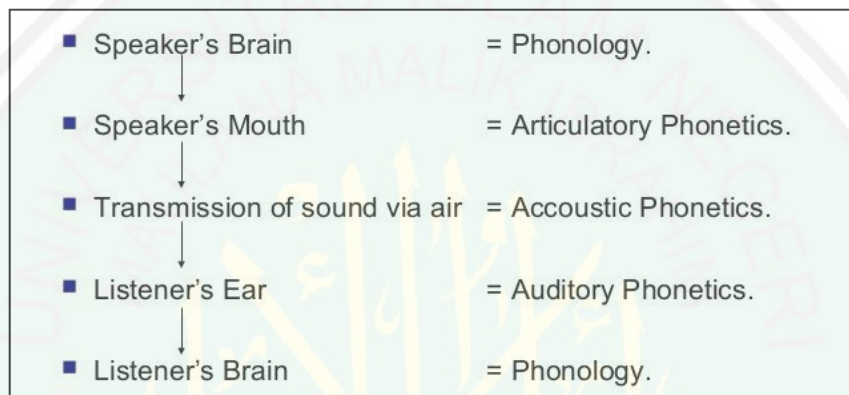
(1998:5) as a branch of linguistics, which deals with the ways in which speech sounds form systems, and patterns of language. Balasubramanian (2011:57) added that phonology is ‘the selection and organization of speech sounds in a particular language constitute the phonology of the language’. From what has been explained above, phonology is concerned with speech sounds design or arrangement of a particular language. Phonology studies the function of speech sounds relation within a language (Forel & Puskas: 2005). In other words, it is about how a single sound is concerned to each other so as to generate a meaningful word.

Phonology is divided into two branches: (1) segmental phonology and (2) suprasegmental phonology (Skandera & Burleigh, 2006:5). Segmental phonology is the segmentation of language that analyzes speech into separate segments such as vowels and consonants into various distinctive speech sounds that is presented by phonetics regarding to the function and the possible combinations of sounds, e.g. the word “cat” which consists of four segments, represented as “c”, “a”, and “t”. Suprasegmental phonology, also known as prosody, is unsegmented features of phonology, such as tone, stress, rhythm, and intonation (Skandera & Burleigh, 2006:5).

Phonetics and phonology are the studies dealing with the sound production. In more detail, it can be underlined that the difference between both of the linguistics branches lies on the area of these two studies. Phonetics deals with how sounds are produced, transmitted, and perceived, whereas phonology is about how sounds are

arranged and designed to form a meaningful word. Regardless to the difference, both possess a relation that phonetics is as a descriptive tool to investigate particular language phonological aspects (Puskas & Forel, 2005). The more detail distinction between phonetics and phonology is illustrated by the speech chain below.

Figure 1. The Speech Chain (Skandera & Burleigh, 2006:5).



2.2 Segmental Phonology

As defined above, segmental phonology is the segmentation of language into various distinctive speech sounds that is presented by phonetics (Skandera & Burleigh, 2006). For example, the word “learn” consists of five segments that is represented as “l”, “e”, “a”, “r”, and “n”. Thus, the domain of segmental phonology is analyzing individual, separate segments, phonological units in isolation. The individual and separate segments in phonology are called phonemes.

According to Skandera & Burleigh (2006: 19), ‘Phoneme is the smallest distinctive, or contrastive, unit in the sound system of language’. For example, the words pig and big are in contrast and produce different meanings since /p/ and /b/ represent different phonemes.

2.3 The Production of English Sounds

2.3.1 The English Vowels

Vowel is a sound produced through the vocal folds with no restriction or constriction of the airflow inside the mouth (Yule, 2010:26). Skandera & Burleigh (2005) stated that vowel can be classified into the length, the tongue position, the lip position, and the stability of articulation.

2.3.1.1 Vowel Length

Vowel length is based on the duration of the articulation. It is divided into long vowels and short vowels (Skandera & Burleigh, 2005). Long vowels encompass [i:, ɜ:, ɑ:, ɔ:, u], and short vowels are [ɪ, e, æ, ʌ, ɒ, ə, ʊ] (Roach, 1998; Skandera & Burleigh, 2005).

2.3.1.2 Tongue Position

According to Yule (2010), the vowel production takes vertical and horizontal position of the mouth. The vertical generates front, central or middle, and back vowels, while the horizontal produces high, middle, and low vowels.

2.3.1.3 The Shape of Lips

The vowels [i:, ɪ, e, æ, ɑ:, ʌ, ɜ:, ə] take the lips in neutral or spread position. The vowels are called *unrounded*. While, the vowels [o, ɔ:, ʊ, u:] are produced when the lips are drawn together so that the opening between them is more or less round. The vowels are called *rounded*. (Hayes, 2009).

2.3.1.4 Stability of Articulation

Monophthongs

Skandera & Burleigh (2005:38-39) stated that the quality production of vowels in which the process is constant when the vowels are pronounced is called as Monophthongs. They are [i:, e, ʊ, e, æ, ɑ:, ʌ, ɜ:, ə, ɒ]. These vowels production is called as pure or plain vowels where which the speech organs do not usually change their position.

Diphthongs

A vowel chart in which indicates the starting points and tongue movements in all English is called diphthongs (Skandera & Burleigh, 2005:38-39). The vowels are produced by combining another vowel. These sounds are [eɪ, aɪ, ɔɪ, aʊ, əʊ, ɪə, eə, uə]. Skandera & Burleigh (2005) divided diphthongs into 2 (two) groups: (1) Centring diphthongs in which the starting point of [ɪ], and [ʊ] in the words *air* [ɪə], and [ʊə] *tour* usually slightly higher than the position of the monophthongs.

Another group of diphthongs is known as closing diphthongs (Skandera & Burleigh, 2005:38-39), in which the vowels move towards a closer vowel. For example, in the word *mouth*, the sound [aʊ] becomes last two diphthongs are usually higher than the position of the monophthongs.

Triphthongs

Roach (1998) stated that triphthongs are vowels made by a combination of two other vowels. These sounds are produced by gliding from a vowel to another and then to the third vowel. Triphthongs are composed by the closing diphthongs with /ə/ as an ending parts. There are five compositions of triphthongs as follows:

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

e) $a\upsilon + \text{ə} = a\upsilon\text{ə}$

2.3.2 The English Consonants

Consonants are sounds produced with restriction of the airflow in some manner (Yule, 2010: 26-29). The sounds are articulated by contacting particular parts of the mouth with other parts. Consonants are frequently categorized into a so-called VPM-label, which stands for Voicing, Place, and Manner (Puskas & Forel, 2005).

2.3.2.1 Voiced and Voiceless Sounds

The important feature of the vocal folds for speech is that they can produce vibration if the airflow between them is rapid and if they have the appropriate tension and closeness to each other. According to Yule (2010:33), there is an articulatory process called voicing sounds which are divided into two types; voiced and voiceless consonants. When the production of the sound is done by vibrating the vocal folds, they are called *voiced consonants*. In English, the consonants are [b, d, g, v, ð, z, ʒ, l, r, j, w, dʒ, m, n, and ŋ]. Meanwhile, when speaker produces sounds without any vibration of the vocal folds, the phonemes are called *voiceless*. In English, the voiceless consonants are [p, t, k, f, θ, s, ʃ, h, tʃ].

2.3.2.2 Place of Articulation

According to Yule (2010), the place of articulation of the English consonants is divided into the parts as follows:

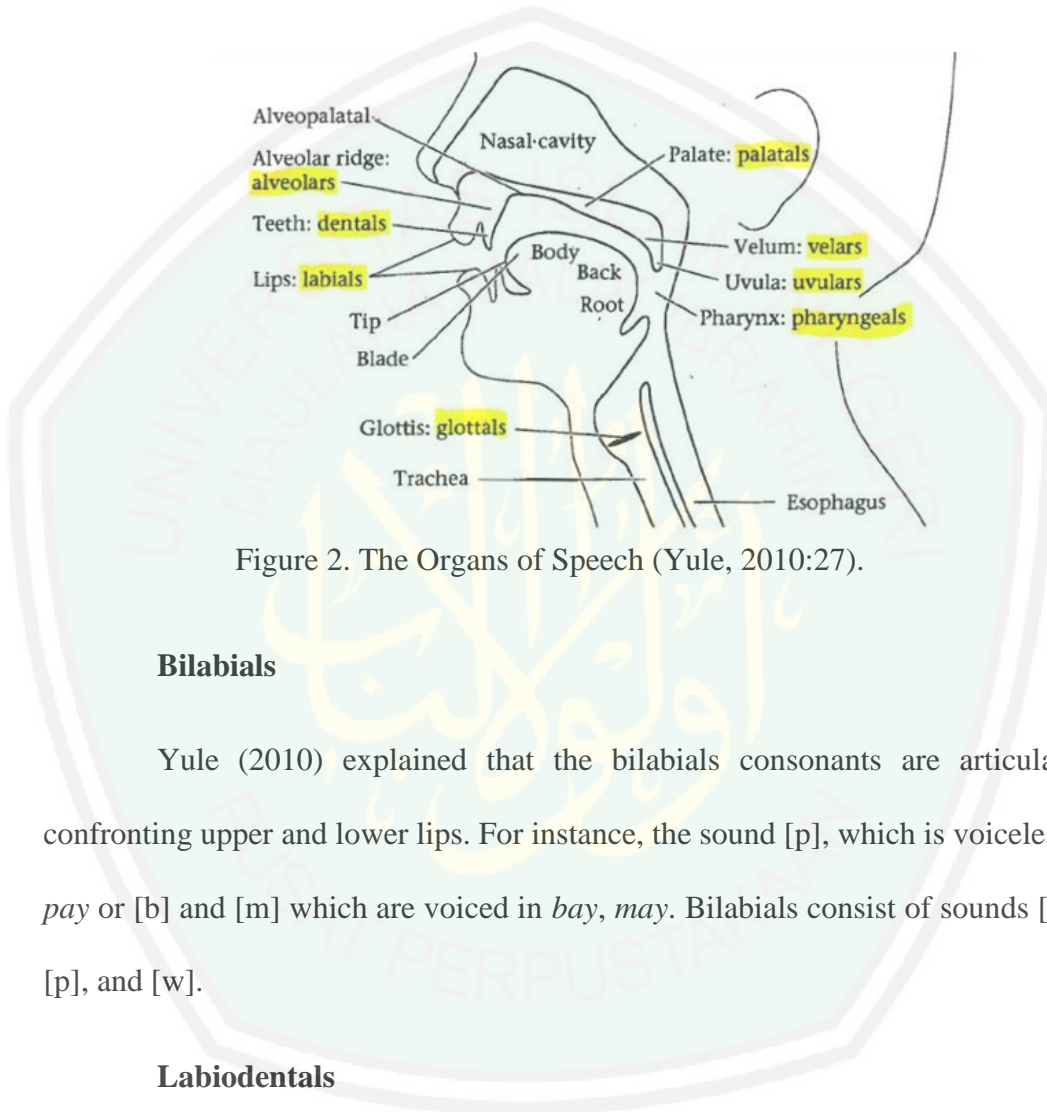


Figure 2. The Organs of Speech (Yule, 2010:27).

Bilabials

Yule (2010) explained that the bilabials consonants are articulated by confronting upper and lower lips. For instance, the sound [p], which is voiceless, as in *pay* or [b] and [m] which are voiced in *bay*, *may*. Bilabials consist of sounds [b], [m], [p], and [w].

Labiodentals

According to Yule (2010:27-29), labiodental consonants are articulated when the lower lip is raised towards the upper front teeth. The examples are [f] sound

in the word *safe* which is voiceless and the sound [v] in the word *save* which is voiced. The consonants include [f] and [v].

Dentals

Dental consonants are formed by touching the upper front teeth with the tip of tongue. For instance, the sound [θ] in the word *oath* which is voiceless, and the sound [ð] in the word *clothe* which is voiced. The consonants include [θ] and [ð] (Yule, 2010:28).

Alveolars

Alveolar consonants are produced by raising the tip of tongue towards the ridge that is right behind the upper front teeth, called as alveolar ridge. For example, the sounds [t, s] in the words *too*, and *sue*, both are voiceless, and the sounds [d, z, n, l, r] in the words *do*, *zoo*, *nook*, *look*, *rook* which all are voiced (Yule, 2010:27).

Palatals

Palatal consonants are articulated by raising the blade of tongue towards the part of the palate just behind the alveolar ridge. For example, the sound [ç] in the word *pressure*, [tʃ] in the word *batch* which are voiceless, and the sound [ʒ] in the word *pleasure* and the sound [dʒ] in the word *badge* which are voiced, and the sound [j] in the word *yes*, *yellow*, *beauty*, *new* and it is voiced (Yule, 2010:27).

Velars

Velar consonants are articulated by raising the back of the tongue towards the soft palate, called as velum. For example, the sound [k] in the word *back* which is voiceless, and the sounds [g, ŋ] in the word *bag* and *bang* which both are voiced. Another example is [w] sound as the velar consonants which produced accompanied with lip rounding (Yule, 2010:27).

Glottals

Glottal consonants are formed when the air passes through the glottis where which no active use of the tongue and other parts of the mouth that it is narrowed, these sound [h] in the words *who* and *whose*, and the sound [h] as in the word *high* that known as voiceless glottal (Yule, 2010:28).

2.3.2.3 Manner of Articulation

According to Yule (2010:31-33), manner of articulation is the description on how or the way the sounds are articulated.

Stops or Plosives

These consonants have a total closure within the mouth and then let the airflow go through. These consonants are resulted from blocking or stopping effect

on the air stream. The sounds are [p], [b], [t], [d], [k], and [g], formed by “stopping” the air stream (Yule, 2010:31).

Fricatives

These consonants have a nearly closure within the mouth. The manner of articulation used to produce these consonants involves almost blocking the air stream and having the air push through the narrow opening of the vocal tract. They include [f], [v], [s], [z], [ð], [ʒ], [ʃ], and [θ] (Yule, 2010:31-32).

Affricates

Affricates involve the combination between plosive (stops) and fricatives. By combining a brief stopping of the air stream with blocking release which cause some friction is the way of producing or articulating the sound of consonants [dʒ] and [tʃ] (Yule, 2010:32).

Nasals

These consonants have a total closure within the mouth, but since the velum is lowered the air can break out through the nasal cavity. These sounds are produced orally in which the velum is raised to prevent airflow from entering nasal cavity. The consonants are [m], [n], and [ŋ] (Yule, 2010:32).

Liquids

These consonants are formed by letting the air stream flow around the sides of the tongue in which the air breaks out around the sides of the tongue as the tip of the tongue makes contact with the middle of the alveolar ridge. These consonants are [l] and [r] (Yule, 2010:32).

Glides

These consonants are produced by moving the tongue (gliding) to or from a vowel sound. These consonants are [w], [j], and [h] and are sometimes called as semi-vowels (Yule, 2010: 32).

Glottal Stops and Flaps

Glottal stops are consonants articulated in which the air flows through the glottis is blocked totally then escaped. The glottal stop is represented by the sound [ʔ]. Meanwhile, the flaps are articulated with the tongue tip briefly touching the alveolar ridge. The flap is symbolized as [ɖ] or [ɾ] (Yule, 2010:30).

2.4 The International Phonetic Alphabet (IPA)

The phonetic symbols used are suggested by the International Phonetic Association. Kansakar (1998:53) stated that it is an organization founded in 1886 by a

group of European phoneticians. The International Phonetic Alphabet (IPA) is the set of the symbols and diacritics that have been officially approved by International Phonetic Association. IPA aims to symbolize all the distinctive sounds in languages and represent the sounds by symbols that serve to distinguish one word from another in a language. IPA is a system of phonetic symbols that anyone can learn to use and to be used to represent the sounds of any language. Since English writing system does not always give reliable guide to pronunciation, IPA is helpful to provide the transcription instead of ordinary spelling.

CONSONANTS (PULMONIC)

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			r					ʀ		
Tap or Flap				ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

Figure 3. The Phonetic Alphabets (Ogden, 2005: 5).

Classification of NAE Consonant Phonemes							
Manner of Articulation	Place of Articulation						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
Stop							
Voiceless	p			t		k	
Voiced	b			d		g	
Fricative							
Voiceless		f	θ	s	ʃ		h
Voiced		v	ð	z	ʒ		
Affricate							
Voiceless					tʃ		
Voiced					dʒ		
Nasal							
Voiced	m			n		ŋ	
Liquid							
Voiced				l	r		
Glide							
Voiced	w				y		

Figure 4. The Classification of Consonants (Ogden, 2005: 5).

2.5 Phonological Process

Phonological process or also called as *phonological rules* is defined as mappings between two distinct levels of sound representation (Goldsmith, 1995). Furthermore, Hayes (2009) describes phonological process as generalization about the distinct ways in which a particular sound can be pronounced in distinct environments. What are meant by environments in phonology are the neighboring phonemes. Thus, phonological process deals with the alteration of sound in a syllable of word or phrase caused by the preceding or following phoneme., *I can play*, for instance, is actually pronounced as /aɪ kæn pleɪ/ but it is alternated into /aɪ kæm pleɪ/, as the phoneme /n/ alters into /p/, and results the sound /m/ as the compensation. The sound change above is varied and classified into at least four common types, which

are assimilation, dissimilation, elision, and deletion (Birjandi, 2006: 121). In this present research, only one type which is later discussed as the most common types of phonological process, it is assimilation.

2.6 Assimilation

According to Crystal's (1991: 39), assimilation 'refers to the influence exercised by sound segment upon the articulation of another, so that the sounds become more alike, or identical'. Assimilation is a process in which the phoneme alters to produce another more similar to or even the same as the neighboring sound (phoneme). 'Red bag', for instance, is not pronounced as /red bæɡ/ but /rep bæɡ/.

Assimilation encompasses three types of sound change. Firstly, in case of the direction of the sound change, assimilation is divided into three kinds; regressive assimilation, progressive assimilation, and reciprocal assimilation. Secondly, in regard to how the sounds are assimilated, assimilation is divided into two kinds; partial and total assimilation.

2.6.1 Regressive Assimilation (Anticipatory)

Regressive assimilation is where the sound changes due to the influence of the following sound (Crystal, 1991:40). This type of assimilation commonly happens in alveolar consonants in word-final position, e.g. /tem baɪk/.

2.6.2 Progressive Assimilation

Progressive assimilation is when the sound is assimilated or influenced by the preceding sound (Crystal, 1991:40). This type of assimilation is less common. For example, ‘horse shoe’ in which the sound /s/ in the word horse becomes /ʃ/ due to the preceding sound /ʃ/ in ‘shoe’.

2.6.3 Coalescent (Reciprocal) Assimilation

Coalescent or reciprocal assimilation is when the assimilation occurred mutually (Crystal, 1991:40). For example, the word ‘don’t you’ the sound /n/ in ‘don’t’ and the sound /y/ in ‘you’ are articulated mutually as /ˈdəʊntʃu/.

In case of how the sounds are assimilated in which how assimilant resembles the assimilator, assimilation is split up into two kinds; partial and total assimilation.

2.6.4 Partial Assimilation

Partial assimilation is recognized as the normal form of colloquial speech due to the flow of articulation between the assimilated sound and the neighboring sound (Crystal, 1991:40). For example, /ten baɪks/ in which the sound /n/ is not fully articulated due to the neighboring sound /b/, becoming /m/.

2.6.5 Total Assimilation

Total assimilation is occurring when the preceding sound is fully articulated to the neighboring sound (Crystal, 1991:40). For example, /ten barks/ in which the sound /n/ is fully articulated to the neighboring sound /b/, becomes bilabials.

2.7. “English with Lucy” Channel on YouTube

“English with Lucy” is a YouTube channel lead by Lucy Bella Earl. As one of the most growth channel on YouTube, “English with Lucy” provides all useful things about English. Through the videos uploaded in the channel, the owner, Lucy Bella Earl teaches the learners about English as well as the culture. Started in January 2016, “English with Lucy” became the 3rd most watched channel and got more than 350.000 subscribers in 2017. More than 12 million of viewers, “English with Lucy” has one of the fastest growing language tutorial channels who teaches British accents and dialects. “English with Lucy” provides more the English tutorial with dialogues and conversation with another YouTube teachers. The teachers are Emma from Australia whose channel “MmmEnglish”, Anna from Scotland whose channel “British English Pro”, Harry from South British whose channel “Real English with Real Teachers”, and Caroline Goyder from Spain as English teacher and voice coach in TED-Talk YouTube channel. In the findings discussion later, to have deeper

understanding, those 5 investigated teachers are named as Teacher1, Teacher2, Teacher3, Teacher4, and Teacher5. Teacher1 is Lucy, Teacher2 is Emma, Teacher3 is Harry, Teacher4 is Anna and Teacher 5 is Caroline Goyder.

There are ten videos with the length of 5 up to 25 minutes of each used as the data source. Those videos are in the form of conversation between two teachers. The videos are listed below;

1. “British Slangs Vs Australian Slangs – Colloquial English Words and Phrases”. The video has length about 00:08:13 led by Teacher1 and Teacher2.
2. “Australian Vs British Slangs – English Vocabularies and Phrases with Lucy!”. The video has length about 00:05:25 led by Teacher1 and Teacher2.
3. “What do you do? – British and Australian Conversation and Filler Practice”. The video has length about 00:09:04 led by Teacher1 and Teacher2.
4. “Meeting Someone New in English – Introductions and Small Talk”. The video has length about 00:08:09 led by Teacher1 and Teacher2.
5. “10 British English Interjections – Conversation Training”. The video has length about 00:12:39 led by Teacher1 and Teacher3.

6. “British English Listening Practice – Getting to know Lucy”. The video has length about 00:15:47 led by Teacher1 and Teacher3.
7. “Teaching and Learning Tips & Experience”. The video has length about 00:17:21 led by Teacher1 and Teacher3.
8. “Northern Vs Southern Accents – British English Pronunciation”. The video has length about 00:06:47 led by Teacher1 and Teacher4.
9. “How NOT to Give Compliments – British English Speaking Practice”. The video has length about 00:06:30 led by Teacher1 and Teacher4.
10. “15 Secrets to Confidence in Any Situations with Voice Coach Caroline Goyder”. The video has length about 00:28:51 led by Teacher1 and Teacher5.

2.8. The Previous Studies

To have deeper understanding, some previous studies are utilized as guidance for the researcher to comprehend assimilation processes. The researchers who had done the research about assimilation are Kim (2010), Samokhina (2010), Jurgec (2011), Elramli (2012), Kulikov (2012), Skarnitzl (2016), and Rosyidin (2016).

The first previous study was conducted by Kim (2010). The research under the title *Consonant Assimilation in Early Phonological Development* was conducted

within the Optimality Theory that test the hypothesis that functionalist phonetic approaches have the potential to provide a more comprehensive explanation for children's speech development, in particular for assimilation patterns. Assimilation was attributed to limited production system capacities to produce diverse speech movements required by lexical target and may show how 36 months of age in ten English-speaking children achieve serial complexity to match their language from the production in their earliest vocalization patterns. Consonant assimilation patterns were evaluated relatively to the place and manner characteristics, vowel context, word level, and development over time. The result is the manner of articulation in nasal and fricative are commonly occurred by the children during the observation. It is due to the pattern of the consonant assimilation and the children capacities of pronouncing words.

In the same year, a research conducted by Samokhina (2010) entitled *Phonetics and Phonology of Regressive Voicing Assimilation in Russian Native and Non-native Speech*. Under the similar theoretical framework, this research examined the production of sequences of sounds in Russian L1 and L2 from both phonetic and phonological perspectives. The experiment analyzed native and non-native subjects' production of sequences of real and nonsense words containing obstruent clusters in which regressive voicing assimilation was required. The findings of the experiments were ranked the gradience of assimilation constraints within Optimality Theory.

One year later, the third previous study was conducted by Jurgec (2011) on how patterns of assimilation as the common cross-linguistic phenomenon differ from another. By using Autosegmental Phonology as supporting theoretical framework within Optimality Theory, this research examined to compare the variation of assimilation patterns applied in every language from around the world such as Arabic, Palestinian, Finnish, Applecross, and Irish, and Czech.

The next previous study was conducted by Elramli (2012). The study used a constraint-based framework to investigate some assimilatory processes in one variety of Libyan Arabic. Some of the assimilatory processes are so closely related that they can be accounted for using similar constraints. The types of the assimilation occurred on the Libyan Arabic speech were comprised as block voicing assimilation, lateral assimilation, partial, and total assimilation.

In the same year, Kulikov (2012) conducted a research entitled *Voicing and Voice Assimilation in Russian Stops*. The main objective the study was to investigate cues for the voicing contrast in stops in Russian for effects of speaking rate and phonetic environment. The study provided evidence that (1) voicing in voiced stops is affected by speaking rate manipulation, (2) stops in Russian retain underlying voicing specification in pre-nasal position and voice assimilation occurs only in obstruent clusters, and (3) phonological processes of voice assimilation and final devoicing do not result in complete neutralization. The results of the study presented a challenge to assume that phonological processes precede phonetic processes at the phonology-

phonetics interface. Hence, the study provided evidence that production of voicing assimilation varied in regard of voicing in stops in preposition, and voice assimilation for some Russian speakers.

Another previous study was conducted by Lamont (2015) entitled *Progressive Place Assimilation in Optimality Theory* which case the large typology occurred in progressive place assimilation as the reason why this study tried to examine. By analyzing progressive place agreement in word-medial clusters through the lens of Optimality Theory. This work argued that simple phonological mechanisms explain the cross-linguistic effects including an agreement constraint and conflicting faithfulness constraints.

One year later, the previous study about assimilation was conducted by Skarnitzl (2016) entitled *Voicing Assimilation in Czech and Slovak Speakers of English: Interaction of Segmental Context, Language and Strength of Foreign Accent*. This study focused on voicing assimilation across word boundaries in the speech of second language (L2) users. It compared native speakers of British English to speakers of two West Slavic languages, Czech and Slovak which differ with respect to voicing assimilation rules. Word-final voicing was analyzed in 30 speakers. The results suggested an effect of first language (L1) transfer in all L2 English speaker groups, with the tendency to assimilate being correlated with the strength of foreign accent. Importantly, the two language groups differed in assimilation

strategies before sonorant consonants, as a clear effect of L1-based phonetic influence.

In the same year, the previous study was conducted by Rosyidin (2016) entitled *English Phonological Rules Applied in “The Martian” Film*. This research was conducted to analyze the phonological rules (processes) under the framework theory of Lass (1984); assimilation, dissimilation, insertion, and deletion of the uttered words by the investigated characters in “The Martian” Film.

Based on the above-mentioned discussion, this research aims to investigate the phonological assimilation produced by English teachers on English teaching videos collaboration in “English with Lucy” channel on YouTube. The basic considerations why this research is conducted are as follows: the previous researchers focus on the sound alteration in regard to assimilation in the practice of non-native speakers. I believe that investigating the sound change in assimilation produced by native speakers is better in order to give broader phonological sight for EFL learners to the point of phonological aspect, especially in the types of assimilation occurred in their speech. Second, mostly previous researchers focus to compare the assimilation occurred between two different languages such as the assimilation compared in English and Arabic. However, the present study focuses only the English assimilation applied by English teachers in “English with Lucy” channel on YouTube in order to have deeper understanding in the English assimilation featured by the teachers. The reason why this study takes the English teachers as the subject of study is because

they have English as their mother tongue in which the assimilation featured as their natural competence. Moreover, the YouTube channel, “English with Lucy” provides fun and interesting language teaching collaboration with other English teachers from around the world through conversation, question and answer, and riddles. These significant reasons above become a significant guidance why this research is conducted.



CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. The findings consist of the analysis of the assimilation processes based on the Crystal's (1991) theory of the types of assimilation. The researcher then provides the discussion to answer the second research question on the reasons why the assimilation processes occurred in regard to the case of assimilation featured by the investigated teachers in their speech in English teaching video collaboration on "English with Lucy" channel on YouTube. For deeper understanding to answer the research questions, the researcher presents further discussion about the both cases.

3.1. Research Findings

The assimilations are found in 105 sound alterations in 207 words and phrases. In the later discussion, the data are reduced into 9 data based on the process of the occurred assimilations in regard to the phoneme alterations. The data are found in 10 teaching videos collaboration. The teaching videos collaboration are classified into 4 types of video. The first classification of the video collaboration is done between Teacher1 and Teacher2. The second classification of the video collaboration is done between Teacher1 and Teacher3. The third classification of the video

collaboration is done between Teacher1 and Teacher4. For the last classification of the video, the teachers who had teaching collaboration are Teacher1 and Teacher5.

In the following findings discussion, the data are described according to the sequence of the data occurred in each video. One video collaboration consists of two teachers, the collaboration held by Teacher1 with another teacher. With the title, the length, and the teachers who are involved in the video, the occurred assimilations are provided according to the time when it occurred.

The first classification of teaching videos collaboration done by Teacher1 and Teacher2. They had an English talk and discussed about their slangs and how they got into teaching English. There are four videos in which they not only teach English but also apply assimilation processes. The data below illustrates the words and phrases featured with assimilation by those two investigated teachers. The duration of the video, and the time when the assimilation processes occurred are also described in the description below.

Data 1.1. “British Slangs Vs Australian Slangs”

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Can possibly	/kæn pʌ'sibli/	/n/ into /m/	/kæm pʌ'sibli/	00:00:58
Gordon Bennet	/gɒ(r)dɒn bennet/	/n/into /m/	/gɒ(r)dem bennet/	00:01:50
Gordon Bennet	/gɒ(r)dɒn bennet/	/n/into /m/	/gɒ(r)dem bennet/	00:01:52
And prejudice	/ən predʒudɪs/	/n/ into /m/	/əm predʒudɪs/	00:01:55

Would you	/wud ju:/	/d/ into /dʒ/	/wudʒu:/	00:02:06
Quite close	/kwait kləʊs/	/t/ into /k/	/kwaɪk kləʊs/	00:02:10
Can't believe	/kæn bi'li:v/	/n/ into /m/	/kæm bi'li:v/	00:02:23
Don't believe	/dɒn bi'li:v/	/n/ into /m/	/dɒm bi'li:v/	00:02:42
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:05:21
Have posh	/hæv pɒʃ/	/v/ into /p/	/hæp pɒʃ/	00:06:26
Quite posh	/kwait pɒʃ/	/v/ into /p/	/kwaɪp pɒʃ/	00:06:53

The first video is entitled “British Slangs Vs Australian Slangs”. In the video with the duration about 00:08:13 minutes, Teacher1 and Teacher2 discussed and had a riddles about their slangs. Here are the occurred assimilations in the video provided with the sequence of the occurred assimilation.

In the minutes of 00:00:58, the assimilation process occurs in the sound /n/ into the sound /m/ due to the neighboring sound /p/. The assimilation process applied by Teacher2. The assimilation process occurs in the sound alteration of /n/ into /m/ in the words ‘**can possibly**’ which phonetically transcribed as /kæn pʌ'sibli/, in the video, Teacher2 pronounces the words as /kæm pʌ'sibli/.

In the minutes of 00:01:50, the assimilation process occurs in the sound /n/ into the sound /m/ due to the neighboring sound /b/. The assimilation process applied by Teacher1 in which the sound alteration of /n/ into /m/ occurs in the words ‘**Gordon Bennet**’ which phonetically transcribed as /gɔ(r)dɒn bennet/, in the video, Teacher1 pronounces the words as /gɔ(r)dɛm bennet/. The similar assimilation

process in the words '**Gordon Bennet**' also occurs in the minutes of 00:01:52 applied by Teacher2.

In the minutes of 00:01:55, the assimilation process occurs in the sound /n/ into the sound /m/ due to the neighboring sound /p/. The assimilation process in the phoneme alteration of /n/ into /m/ applied by Teacher2. The sound alteration occurs in the words '**and prejudice**' which phonetically transcribed as /ən predʒudɪs/, in the video, Teacher2 pronounces the words as /əm predʒudɪs/.

In the minutes of 00:02:06, the assimilation process occurs in the sound /d/ into the sound /dʒ/ as the sound compensation due to the neighboring sound /j/. The assimilation process applied by Teacher1. The sound alteration of /d/ into /dʒ/ occurs in the words '**would you**' which phonetically transcribed as /wud ju:/, in the video, Teacher1 pronounces the words as /wudʒu:/.

In the minutes of 00:02:10, the assimilation process occurs in the sound /t/ into the neighboring sound /k/. The assimilation process which occurs in the phoneme alteration of /t/ into /k/ applied by Teacher1. The sound alteration occurs in the words '**quite close**' which phonetically transcribed as /kwaɪt kləʊs/, in the video, Teacher1 pronounces the words as /kwaɪk kləʊs/.

In the minutes of 00:02:23, the assimilation process occurs in the sound /n/ into the sound /m/ due to the neighboring sound /b/. The assimilation process which occurs in the sound alteration of /n/ into /m/ applied by Teacher2. The sound

alteration occurs in the words '**can't believe**' which phonetically transcribed as /kæn bi'li:v/, in the video, Teacher2 pronounces the words as /kæm bi'li:v/.

In the minutes of 00:02:42, the assimilation process occurs in the sound /n/ into the sound /m/ sound due to the neighboring sound /b/. The assimilation process which occurs in the sound alteration of /n/ into /m/ applied by Teacher2. The sound alteration occurs in the words '**don't believe**' which phonetically transcribed as /dɒn bi'li:v/, in the video, Teacher2 pronounces the words as /dɒm bi'li:v/.

In the minutes of 00:05:21, the assimilation process occurs in the sound /d/ into /dʒ/ as the sound compensation between the preceding sound /d/ and the following sound /j/. The assimilation process in the sound alteration of /d/ into /dʒ/ applied by Teacher1. The sound alteration occurs in the words '**did you**' which phonetically transcribed as /did ju:/, in the video, Teacher1 pronounces the words as /dɪdʒu:/.

In the minutes of 00:06:26, the assimilation process occurs in the sound /v/ into the neighboring sound /p/. The assimilation process which occurs in the sound alteration of /v/ into /p/ applied by Teacher1. The sound alteration occurs in the words '**have push**' which phonetically transcribed as /hæv pɒʃ/, in the video, Teacher1 pronounced the words as /hæp pɒʃ/.

In the minutes of 00:06:53, the assimilation process occurs in the sound /t/ into the following sound /p/. The assimilation process which occurs in the sound

alteration of /t/ into /p/ applied by Teacher1. The sound alteration occurs in the words ‘quite posh’ which phonetically transcribed as /kwaɪt pɒʃ/, in the video, Teacher1 pronounces the words as /kwaɪp pɒʃ/.

Data 1.2. “Australian Vs British Slangs”

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Get going	/get ɡəʊɪŋ/	/t/ into /k/	/gek ɡəʊɪŋ/	00:01:01
Quite common	/kwaɪt ˈkɒmən/	/t/ into /ʔk/	/kwaɪk ˈkɒmən/	00:03:12
Could be	/kəd bɪ/	/d/ into /p/	/kəp bɪ/	00:03:49
Bit more	/bɪt mɔː(r)/	/t/ into /p/	/bɪp mɔː(r)/	00:04:50

The second video done by Teacher1 and Teacher2 is entitled “Australian Vs British Slangs”. The teaching video collaboration is done with the duration for about 00:05:25 minutes. Here are the data in the form of words and phrases featured with assimilation by Teacher1 and Teacher2.

In the minutes of 00:01:01, the assimilation process occurs in the sound /t/ into the sound /k/ due to the neighboring sound /g/. The assimilation process which occurs in the phoneme alteration /t/ into /k/ applied by Teacher2. The sound alteration occurs in the words ‘**get going**’ which phonetically transcribed as /get ɡəʊɪŋ/, in the video, Teacher2 pronounces the words as /gek ɡəʊɪŋ/.

In the minutes of 00:03:12, the assimilation process occurs in the sound /t/ into the neighboring sound /k/. The assimilation process which occurs in the phoneme

alteration of /t/ into k/ applied by Teacher2. The sound alteration occurs in the words ‘**quite common**’ which phonetically transcribed as /kwaɪt ‘kɒmən/, in the video, Teacher2 pronounces the words as /kwaɪk ‘kɒmən/.

In the minutes of 00:03:49, the assimilation process occurs in the sound /d/ into the sound /p/ due to the following sound /b/. The assimilation process which occurs in the sound alteration of /d/ into /p/ applied by Teacher2. The sound alteration occurs in the words ‘**could be**’ which phonetically transcribed as /kəd bɪ/, in the video, Teacher2 pronounces the words as /kəp bɪ/.

In the minutes of 00:04:50, the assimilation process occurs in the sound /t/ into the sound /p/ due to the neighboring sound /m/. The assimilation process which occurs in the phoneme alteration of /t/ into /p/ applied by Teacher2. The sound alteration occurs in the words ‘**bit more**’ which phonetically transcribed as /bɪt mɔ:(r)/, in the video, Teacher2 pronounces the words as /bɪp mɔ:(r)/.

Data 1.3. “What do you do – British & Australian Conversation”

Words/Phrases	Phonetically Transcribed	Phoneme Alteration s	The Speech Produced	Time Detail
Description box	/deskɹɪpʃɪən bɒks/	/n/ into /m/	/deskɹɪpʃɪəm bɒks/	00:00:50
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:01:15
But before	/bət bɪ'f ɔ:(r)/	/t/ into /p/	/bəp bɪ'f ɔ:(r)/	00:01:25
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:01:51
In person	/ɪn pɜ:sn/	/n/ into /m/	/ɪm pɜ:sn/	00:01:59

Even more	/i:vn mɔ:(r)/	/n/ into /m/	/i:vm mɔ:(r)/	00:02:53
Not being	/nɒt bi:ɪŋ/	/t/ into /p/	/nɒp bi:ɪŋ/	00:03:06
Not being	/nɒt bi:ɪŋ/	/t/ into /p/	/nɒp bi:ɪŋ/	00:03:07
Can be	/kən bi/	/n/ into /m/	/kəm bi/	00:03:38
Can be	/kən bi/	/n/ into /m/	/kəm bi/	00:03:42
Pronunciation practice	/prə,nʌnsi'eɪfŋ prækʰtɪs/	/n/ into /m/	/prə,nʌnsi'eɪfŋm prækʰtɪs/	00:03:59
Can be	/kən bi/	/n/ into /m/	/kəm bi/	00:04:28
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:05:52
In British	/ɪn brɪtɪʃ/	/n/ into /m/	/ɪm brɪtɪʃ/	00:06:24
Moved back	/mu:vd bæʃk/	/d/ into /p/	/mu:vp bæʃk/	00:06:34

The third video collaboration between Teacher1 and Teacher2 is entitled “What do you do? British & Australian Conversation and Filler Practice”. In the video with the duration about 00:09:04 minutes, Teacher1 and Teacher2 had a teaching collaboration about how they get into teaching English. Here are the data in the form of words and phrases featured with assimilation by Teacher1 and Teacher2.

In the minutes of 00:00:50, the assimilation process occurs in the sound /n/ into the sound /m/ due to the neighboring sound /b/. The assimilation process which occurs in the phoneme alteration of /n/ into /m/ applied by Teacher1. The sound alteration occurs in the words ‘**description box**’ which phonetically transcribed as /deskɪpʃɪən bʌks/, in the video, Teacher1 pronounces the words as /deskɪpʃɪəm bʌks/.

In the minutes of 00:01:15, the assimilation process occurs in the sound /d/ into /dʒ/ as the assimilation between the two sounds /d/ and /j/. The assimilation process which occurs in the above-mentioned sound alteration applied by Teacher1. The sound alteration occurs in the words '**did you**' which phonetically transcribed as /dɪd ju:/, in the video, Teacher1 pronounces the words as /dɪdʒu:/. The similar sound alterations in the words above also occur in the minute of 00:01:51 applied by Teacher1, and in the minute of 00:05:52 applied by Teacher2.

In the minutes of 00:01:25, the assimilation occurs in the sound /t/ into the sound /p/ due to the following sound /b/. The assimilation process which occurs in the phoneme alteration of /t/ into /p/ applied by Teacher2. The sound alteration occurs in the words '**but before**' which phonetically transcribed as /bət bɪ'fɔ:(r)/, in the video, Teacher2 pronounces the words as /bəp bɪ'fɔ:(r)/.

In the minutes of 00:01:59, the assimilation occurs in the sound /n/ into /m/ due to the neighboring sound /p/. The assimilation process which occurs in the sound alteration of /n/ into /m/ applied by Teacher1. The sound alteration occurs in the words '**in person**' which phonetically transcribed as /ɪn pɜ:sn/, in the video, Teacher1 pronounces the words as /ɪm pɜ:sn/.

In the minutes of 00:02:53, the assimilation occurs in the sound /n/ into the following sound /m/. The assimilation process which occurs in the phoneme alteration of /n/ into /m/ applied by Teacher2. The sound alteration occurs in the

words ‘**even more**’ which phonetically transcribed as /i:vn mə:(r)/, in the video, Teacher2 pronounces the words as /i:vm mə:(r)/.

In the minutes of 00:03:06, the assimilation occurs in the sound /t/ into the sound /p/ due to the following sound /b/. The assimilation process which occurs in the phoneme alteration of /t/ into /p/ applied by Teacher2. The sound alteration occurs in the words ‘**not being**’ which phonetically transcribed as /nɒt bi:ɪŋ/, in the video, Teacher2 pronounces the words as /nɒp bi:ɪŋ/.

In the minutes of 00:03:39, the assimilation process occurs in the sound /n/ into /m/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /n/ into /m/ applied by Teacher2. The sound alteration occurs in the words ‘**can be**’ which phonetically transcribed as /kən bi/, in the video, Teacher2 pronounces the words as /kəm bi/. The similar sound alteration also occurs in the minutes of 00:04:28 applied by Teacher2.

In the minutes of 00:03:59, the assimilation process occurs in the sound /n/ into the sound /m/ due to the following phoneme /p/. The assimilation process which occurs in the phoneme alteration of /n/ into /m/ applied by Teacher2. The sound alteration occurs in the words ‘**pronunciation practice**’ which transcribed as /prə,nʌnsi'eɪʃn præktɪs/, in the video, Teacher2 pronounces the words as /prə,nʌnsi'eɪʃm præktɪs/.

In the minutes of 00:06:24, the assimilation process occurs in the sound /n/ into the sound /m/ due to the following phoneme /b/. The assimilation process which occurs in the phoneme alteration of /n/ into /m/ applied by Teacher1. The sound alteration occurs in the words ‘**in British**’ which transcribed as /ɪn brɪtɪʃ/, in the video, Teacher1 pronounces the words as /ɪm brɪtɪʃ/.

In the minutes of 00:06:34, the assimilation process occurs in the sound /n/ into the sound /m/ due to the following phoneme /b/. The assimilation process which occurs in the phoneme alteration of /n/ into /m/ applied by Teacher1. The sound alteration occurs in the words ‘**moved back**’ which transcribed as /mu:vɪd bæk/, in the video, Teacher1 pronounces the words as /mu:vp bæk/.

Data 1.4. “Meeting Someone New”

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Bit more	/bɪt mɔ:(r)/	/t/ into /p/	/bɪp mɔ:(r)/	00:00:21
Incredible	/ɪnˈkredəbl/	/n/ into /ŋ/	/ɪŋkredəbl/	00:00:38
In Melbourne	/ɪn melbə:n/	/n/ into /m/	/ɪm melbə:n/	00:01:14
Happen before	/ˈhæpən brɪˈfɔ:(r)/	/n/ into /m/	/ˈhæpəm brɪˈfɔ:(r)/	00:02:58
Moved back	/mu:vɪd bæk/	/d/ into /p/	/mu:vp bæk/	00:03:41
Good pace	/gʊd peɪs/	/d/ into /p/	/gʊp peɪs/	00:04:53
Different places	/ˈdɪfrənt pleɪsɪs/	/n/ into /m/	/ˈdɪfrənm pleɪsɪs/	00:06:28
Met before	/met brɪˈfɔ:(r)/	/t/ into /p/	/meˈp brɪˈfɔ:(r)/	00:07:02
Can practice	/kæn prækɪsɪs/	/n/ into /m/	/kæm prækɪsɪs/	00:07:58

The fourth video collaboration between Teacher1 and teacher2 is entitled “Meeting Someone New”. The video is in the duration about 00:08:09 minutes. Teacher1 and Teacher2 had a talk about the great question on how to get into someone whom we never met. While teaching the ways, the teachers also apply the assimilation processes in their speech. Here are the data in the form of words and phrases featured with assimilation by Teacher1 and Teacher2.

In the minutes of 00:00:21, the assimilation process occurs in the sound /t/ into /p/ due to the neighboring sound /m/. The assimilation process occurs in the phoneme alteration of /t/ into /p/ applied by Teacher2. The sound alteration occurs in the words ‘**bit more**’ which phonetically transcribed as /bɪt mɔ:(r)/, in the video, Teacher2 pronounces the words as /bɪp mɔ:(r)/.

In the minutes of 00:00:38, the assimilation process occurs in the sound /n/ into /ŋ/ due to the neighboring sound /k/. The assimilation process occurs in the phoneme alteration of /n/ into /ŋ/ applied by Teacher2. The sound alteration occurs in the words ‘**incredible**’ which phonetically transcribed as /ɪnˈkredəbl/, in the video, Teacher2 pronounces the words as /ɪŋkredəbl/.

In the minutes of 00:01:14, the assimilation process occurs in the sound /n/ into the neighboring sound /m/. The assimilation process occurs in the phoneme alteration of /n/ into /m/ applied by Teacher2. The sound alteration occurs in the

words ‘**in Melbourne**’ which phonetically transcribed as /ɪn melbə:n/, in the video, Teacher2 pronounces the words as /ɪm melbə:n/.

In the minutes of 00:02:58, the assimilation process occurs in the sound /n/ into /m/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /n/ into /m/ applied by Teacher1. The sound alteration occurs in the words ‘**happen before**’ which phonetically transcribed as /ˈhæpən bɪˈfɔ:(r)/, in the video, Teacher1 pronounces the words as /ˈhæpəm bɪˈfɔ:(r)/.

In the minutes of 00:03:41, the assimilation process occurs in the sound /d/ into /p/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /d/ into /p/ applied by Teacher1. The sound alteration occurs in the words ‘**moved back**’ which phonetically transcribed as /mu:vd bæk/, in the video, Teacher1 pronounces the words as /mu:vp bæk/.

In the minutes of 00:04:53, the assimilation process occurs in the sound /d/ into the neighboring sound /p/. The assimilation process occurs in the phoneme alteration of /t/ into /p/ applied by Teacher1. The sound alteration occurs in the words ‘**good pace**’ which phonetically transcribed as /gʊd peɪs/, in the video, Teacher1 pronounces the words as /gʊp peɪs/.

In the minutes of 00:06:28, the assimilation process occurs in the sound /n/ into /m/ due to the neighboring sound /p/. The assimilation process occurs in the phoneme alteration of /n/ into /m/ applied by Teacher2. The sound alteration occurs

in the words ‘**different places**’ which phonetically transcribed as /’dɪfrənt pleɪsɪs/, in the video, Teacher2 pronounces the words as /’dɪfrə’m pleɪsɪs/.

In the minutes of 00:07:02, the assimilation process occurs in the sound /t/ into /p/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /t/ into /p/ applied by Teacher2. The sound alteration occurs in the words ‘**met before**’ which phonetically transcribed as /met bɪ’fɔ:(r)/, in the video, Teacher2 pronounces the words as /me’p bɪ’fɔ:(r)/.

In the minutes of 00:07:58, the assimilation process occurs in the sound /n/ into /m/ due to the neighboring sound /p/. The assimilation process occurs in the phoneme alteration of /n/ into /m/ applied by Teacher2. The sound alteration occurs in the words ‘**can practice**’ which phonetically transcribed as /kæn prækʰtɪs/, in the video, Teacher2 pronounces the words as /kæm prækʰtɪs/.

The second classification of teaching videos collaboration done by Teacher1 and Teacher3. They had an English talk and discussed about British words to share feeling in oral conversation, English listening practice, and how they got into teaching English. There are three videos in which they not only teach English but also apply assimilation processes. The data below illustrate the words and phrases featured with assimilation by those two investigated teachers. The duration of the video, and the time when the assimilation processes occurred are also described in the description below.

Data 2.1. “10 British English Interjections – Conversation Training”

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Can be	/kən bi/	/n/ into /m/	/kəm bi/	00:01:44
Could be	/kəd bɪ/	/d/ into /p/	/kəp bɪ/	00:02:48
Said British	/saɪd ‘brɪtɪʃ/	/d/ into /p/	/saɪp ‘brɪtɪʃ/	00:03:28
Would use	/wʊd ju:z/	/d/ into /dʒ/	/wʊdʒu:z/	00:04:36
Quite British	/kwaɪt ‘brɪtɪʃ/	/t/ into /p/	/kwaɪp ‘brɪtɪʃ/	00:06:09
Let me	/let mɪ/	/t/ into /p/	/lep mɪ/	00:06:51
Could use	/kəd ju:z/	/d/ into /dʒ/	/ kədʒu:z/	00:08:10
In Britain	/ɪn ‘brɪtɪn/	/n/ into /m/	/ɪm ‘brɪtɪn/	00:11:25

The first video done by Teacher1 and Teacher3 is entitled “10 British English Interjections – Conversation Training”. This video with the duration about 00:08:13, in which Teacher1 and Teacher3 had a talk about 10 common words used by British people to share their feelings in their speech. Here are the data in the form of words and phrases featured with assimilation by Teacher1 and Teacher3.

In the minutes of 00:01:44, the assimilation process occurs in the sound /n/ into /m/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /n/ into /b/ applied by Teacher1. The sound alteration occurs in the words ‘**can be**’ which phonetically transcribed as /kən bi/, in the video, Teacher1 pronounces the words as /kəm bi/.

In the minutes of 00:02:48, the assimilation process occurs in the sound /d/ into the sound /p/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /d/ into /p/ applied by Teacher1. The sound alteration occurs in the words '**could be**' which phonetically transcribed as /kəd bi/, in the video, Teacher1 pronounces the words as /kəp bi/.

In the minutes of 00:03:28, the assimilation process occurs in the sound /d/ into the sound /p/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /d/ into /p/ applied by Teacher3. The sound alteration occurs in the words '**said British**' which phonetically transcribed as /saɪd 'brɪtɪʃ/, in the video, Teacher3 pronounces the words as /saɪp 'brɪtɪʃ/.

In the minutes of 00:04:36, the assimilation process occurs in the sound /d/ into the sound /dʒ/ as the sound compensation due to the neighboring sound /j/. The assimilation process applied by Teacher1. The sound alteration of /d/ into /dʒ/ occurs in the words '**would use**' which phonetically transcribed as /wud ju:z/, in the video, Teacher1 pronounces the words as /wudʒu:z/.

In the minutes of 00:06:09, the assimilation process occurs in the sound /t/ into the sound /p/ due to the neighboring sound /b/. The assimilation process which occurs in the phoneme alteration of /t/ into /p/ applied by Teacher1. The sound alteration occurs in the words '**quite British**' which phonetically transcribed as /kwaɪt 'brɪtɪʃ/, in the video, Teacher1 pronounces the words as /kwaɪp 'brɪtɪʃ/.

In the minutes of 00:06:51, the assimilation process occurs in the sound /t/ into the sound /p/ due to the neighboring sound /m/. The assimilation process which occurs in the phoneme alteration of /t/ into /p/ applied by Teacher1. The sound alteration occurs in the words **'let me'** which phonetically transcribed as /let mɪ/, in the video, Teacher1 pronounces the words as /lep mɪ/.

In the minutes of 00:08:10, the assimilation process occurs in the sound /d/ into the sound /dʒ/ as the sound compensation due to the neighboring sound /j/. The assimilation process applied by Teacher3. The sound alteration of /d/ into /dʒ/ occurs in the words **'could use'** which phonetically transcribed as /cəd ju:z/, in the video, Teacher3 pronounces the words as /cədʒu:z/.

In the minutes of 00:11:25, the assimilation process occurs in the sound /n/ into /m/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /n/ into /m/ applied by Teacher1. The sound alteration occurs in the words **'in Britain'** which phonetically transcribed as /ɪn 'brɪtn/, in the video, Teacher1 pronounces the words as /ɪm 'brɪtn/.

Data 2.2. "British English Listening Practice"

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Would you	/wud ju:z/	/d/ into /dʒ/	/wʊtʃu:z/	00:04:36
Got into	/gɒt 'ɪntə/	/t/ into /ʔ/	/gɒt 'ɪntə/	00:05:18
In case	/ɪn keɪs/	/n/ into /ŋ/	/ɪŋ keɪs/	00:07:03

Eighteen birthday	/eɪ'ti:n bɜ:θdeɪ/	/n/ into /m/	/eɪ'ti:m bɜ:θdeɪ/	00:08:19
Would you	/wʊd ju:/	/d/ into /dʒ/	/wʊdʒu:/	00:10:01
Heard back	/hɜ:d bæk/	/d/ into /p/	/hɜ:p bæk/	00:10:15
Run back	/rʌn bæk/	/n/ into /m/	/rʌm bæk/	00:10:37
Set of	/set əv/	/t/ into /ʔ/	/se' əv/	00:12:08
Would you	/wʊd ju:/	/d/ into /dʒ/	/wʊdʒu:/	00:13:11
Bit more	/bɪt mɔ:(r)/	/t/ into /p/	/bɪp mɔ:(r)/	00:14:30

The second video done by Teacher1 and Teacher3 is entitled “British English Listening Practice”. This video with the duration about 00:15:47, in which Teacher1 and Teacher3 had a talk about listening skill as the toughest way of learning English and the best way of listening properly to have more on English comprehension. Here are the data in the form of words and phrases featured with assimilation by Teacher1 and Teacher3.

In the minutes of 00:04:36, the assimilation process occurs in the sound /d/ into the sound /dʒ/ as the sound compensation due to the neighboring sound /j/. The assimilation process applied by Teacher3. The sound alteration of /d/ into /dʒ/ occurs in the words ‘**would you**’ which phonetically transcribed as /wʊd ju:/, in the video, Teacher3 pronounces the words as /wʊdʒu:/. The similar sound alterations also occur in the minutes of 00:10:01 applied by Teacher1, and in the minutes of 00:13:11 applied by Teacher3.

In the minutes of 00:05:18, the assimilation process occurs in the sound /t/ into /ʔ/ due to the neighboring vowel sound /ɪ/. The assimilation process occurs in the phoneme alteration of /t/ into /ʔ/ applied by Teacher3. The sound alteration occurs in the words '**got into**' which phonetically transcribed as /gɒt 'ɪntə/, in the video, Teacher3 pronounces the words as /gɒ'ɪntə/.

In the minutes of 00:07:03, the assimilation process occurs in the sound /n/ into /ŋ/ due to the neighboring sound /k/. The assimilation process occurs in the phoneme alteration of /n/ into /ŋ/ applied by Teacher3. The sound alteration occurs in the words '**in case**' which phonetically transcribed as /ɪn keɪs/, in the video, Teacher3 pronounces the words as /ɪŋ keɪs/.

In the minutes of 00:08:19, the assimilation process occurs in the sound /n/ into /m/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /n/ into /m/ applied by Teacher1. The sound alteration occurs in the words '**eighteen birthday**' which phonetically transcribed as /eɪ'ti:n bɜ:θdeɪ/, in the video, Teacher1 pronounces the words as /eɪ'ti:m bɜ:θdeɪ/.

In the minutes of 00:10:15, the assimilation process occurs in the sound /d/ into the sound /p/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /d/ into /p/ applied by Teacher1. The sound alteration occurs in the words '**heard back**' which phonetically transcribed as /hɜ:d bæk/, in the video, Teacher1 pronounces the words as /hɜ:p bæk/.

In the minutes of 00:10:36, the assimilation process occurs in the sound /n/ into /m/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /n/ into /m/ applied by Teacher1. The sound alteration occurs in the words ‘**run back**’ which phonetically transcribed as /rʌn bæk/, in the video, Teacher1 pronounces the words as /rʌm bæk/. The similar assimilation process also occurs in the minutes of 00:10:37 applied by Teacher1.

In the minutes of 00:12:08, the assimilation process occurs in the sound /t/ into /ʔ/ due to the neighboring vowel sound /ə/. The assimilation process occurs in the phoneme alteration of /t/ into /ʔ/ applied by Teacher1. The sound alteration occurs in the words ‘**set of**’ which phonetically transcribed as /set əv/, in the video, Teacher1 pronounces the words as /seʔəv/.

In the minute of 00:14:30, the assimilation process occurs in the sound /t/ into /p/ due to the neighboring sound /m/. The assimilation process occurs in the phoneme alteration of /t/ into /p/ applied by Teacher1. The sound alteration occurs in the words ‘**bit more**’ which phonetically transcribed as /bit mɔ:(r)/, in the video, Teacher1 pronounces the words as /bɪp mɔ:(r)/.

Data 2.3. “Teaching and Learning Tips & Experience”

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
In person	/ɪn pɜ:sn/	/n/ into /m/	/ɪm pɜ:sn/	00:00:47

Didn't pick	/dɪd'nt pɪk/	/n/ into /m/	/dɪ'm pɪk/	00:01:15
Fourteen	/fɔ:'ti:n/	/n/ into /m/	/fɔ:'ti:m/	00:01:32
What can	/wɒt kæn/	/t/ into /k/	/wɒk kæn/	00:01:39
Had my	/hæd maɪ/	/d/ into /p/	/hæp maɪ/	00:03:12
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:03:24
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:03:42
Got back	/gɒt bæk/	/t/ into /p/	/gɒp bæk/	00:04:00
Teaching practice	/ti:tʃɪŋ præktɪs/	/ŋ/ into /m/	/ti:tʃɪm præktɪs/	00:04:17
Teaching practice	/ti:tʃɪŋ præktɪs/	/ŋ/ into /m/	/ti:tʃɪm præktɪs/	00:04:20
One month	/wʌn mʌnθ/	/n/ into /m/	/wʌm mʌnθ/	00:04:31
Get kept	/get kept/	/t/ into /k/	/gek kept/	00:05:35
Did my	/dɪd maɪ/	/d/ into /p/	/dɪp maɪ/	00:05:48
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:05:06
In class	/ɪn klɑs/	/n/ into /ŋ/	/ɪŋ klɑs/	00:09:54
Would you	/wʊd ju:/	/d/ into /dʒ/	/wʊdʒu:/	00:07:40
Can click	/kæn klɪk/	/n/ into /ŋ/	/kæŋ klɪk/	00:08:48
Can go	/kæn gəʊ/	/n/ into /ŋ/	/kæŋ gəʊ/	00:08:51
Can pick	/kæn pɪk/	/n/ into /m/	/kæm pɪk/	00:09:18
And but	/ən bət/	/n/ into /m/	/əm bət/	00:11:29
Lot more	/lɒt mɔ:(r)/	/t/ into /p/	/lɒp mɔ:(r)/	00:13:04

The third video done by Teacher1 and Teacher3 is entitled “Teaching and Learning Tips & Experience”. This video with the duration about 00:17:21, in which

Teacher1 and Teacher3 shared about their learning tips and experience in teaching English. Here are the data in the form of words and phrases featured with assimilation by Teacher1 and Teacher3.

In the minutes of 00:00:47, the assimilation occurs in the sound /n/ into /m/ due to the neighboring sound /p/. The assimilation process which occurs in the sound alteration of /n/ into /m/ applied by Teacher3. The sound alteration occurs in the words '**in person**' which phonetically transcribed as /ɪn pɜːsn/, in the video, Teacher3 pronounces the words as /ɪm pɜːsn/.

In the minutes of 00:01:15, the assimilation occurs in the sound /n/ into /m/ due to the neighboring sound /p/. The assimilation process which occurs in the sound alteration of /n/ into /m/ applied by Teacher1. The sound alteration occurs in the words '**didn't pick**' which phonetically transcribed as /dɪd'n pɪk/, in the video, Teacher1 pronounces the words as /dɪ'm pɪk/.

In the minutes of 00:01:32, the assimilation occurs in the sound /n/ into /m/. The assimilation process which occurs in the sound alteration of /n/ into /m/ applied by Teacher3. The sound alteration occurs in the words '**fourteen**' which phonetically transcribed as /fɔː'ti:n/, in the video, Teacher3 pronounces the words as /fɔː'ti:m/.

In the minutes of 00:01:39, the assimilation process occurs in the sound /t/ into the neighboring sound /k/. The assimilation process which occurs in the phoneme alteration of /t/ into k/ applied by Teacher1. The sound alteration occurs in the words

‘**what can**’ which phonetically transcribed as /wɒt kæn/ in the video, Teacher1 pronounces the words as /wɒk kæn/.

In the minutes of 00:03:12, the assimilation process occurs in the sound /d/ into the sound /p/ due to the neighboring sound /m/. The assimilation process occurs in the phoneme alteration of /d/ into /p/ applied by Teacher3. The sound alteration occurs in the words ‘**had my**’ which phonetically transcribed as /hæd maɪ/, in the video, Teacher3 pronounces the words as /hæp maɪ/.

In the minutes of 00:03:24, the assimilation process occurs in the sound /d/ into the sound /dʒ/ as the sound compensation due to the neighboring sound /j/. The assimilation process applied by Teacher1. The sound alteration of /d/ into /dʒ/ occurs in the words ‘**did you**’ which phonetically transcribed as /dɪd ju:/, in the video, Teacher1 pronounces the words as /dɪdʒu:/. The similar sound alterations also occur in the minutes of 00:03:42, and in the minutes of 00:05:06 applied by Teacher1.

In the minutes of 00:04:00, the assimilation process occurs in the sound /t/ into the sound /p/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /t/ into /p/ applied by Teacher3. The sound alteration occurs in the words ‘**got back**’ which phonetically transcribed as /gɒt bæk/, in the video, Teacher3 pronounces the words as /gɒp bæk/.

In the minutes of 00:04:17 and 00:04:20, the assimilation occurs in the sound /ŋ/ into /m/ due to the neighboring sound /p/. The assimilation process which occurs

in the sound alteration of /n/ into /m/ applied by Teacher3. The sound alteration occurs in the words ‘**teaching practice**’ which phonetically transcribed as /ti:tʃɪŋ prækʰtɪs/, in the video, Teacher3 pronounces the words as /ti:tʃɪm prækʰtɪs/.

In the minutes of 00:04:31, the assimilation occurs in the sound /n/ into the following sound /m/. The assimilation process which occurs in the sound alteration of /n/ into /m/ applied by Teacher3. The sound alteration occurs in the words ‘**one month**’ which phonetically transcribed as /wʌn mʌnθ/, in the video, Teacher3 pronounces the words as /wʌm mʌnθ/.

In the minutes of 00:05:35, the assimilation process occurs in the sound /t/ into the neighboring sound /k/. The assimilation process which occurs in the phoneme alteration of /t/ into /k/ applied by Teacher3. The sound alteration occurs in the words ‘**get kept**’ which phonetically transcribed as /get kept/, in the video, Teacher3 pronounces the words as /gek kept/.

In the minutes of 00:05:48, the assimilation process occurs in the sound /d/ into the sound /p/ due to the neighboring sound /m/. The assimilation process occurs in the phoneme alteration of /d/ into /p/ applied by Teacher3. The sound alteration occurs in the words ‘**did my**’ which phonetically transcribed as /dɪd maɪ/, in the video, Teacher3 pronounces the words as /dɪp maɪ/.

In the minutes of 00:07:40, the assimilation process occurs in the sound /d/ into the sound /dʒ/ as the sound compensation due to the neighboring sound /j/. The

assimilation process applied by Teacher3. The sound alteration of /d/ into /dʒ/ occurs in the words ‘**would you**’ which phonetically transcribed as /wud ju:/, in the video, Teacher3 pronounces the words as /wudʒu:/.

In the minutes of 00:08:48, the assimilation process occurs in the sound /n/ into /ŋ/ due to the neighboring sound /k/. The assimilation process occurs in the phoneme alteration of /n/ into /ŋ/ applied by Teacher3. The sound alteration occurs in the words ‘**can click**’ which phonetically transcribed as /kæn klɪk/, in the video, Teacher3 pronounces the words as /kæŋ klɪk/.

In the minutes of 00:08:51, the assimilation process occurs in the sound /n/ into /ŋ/ due to the neighboring sound /k/. The assimilation process occurs in the phoneme alteration of /n/ into /ŋ/ applied by Teacher3. The sound alteration occurs in the words ‘**can go**’ which phonetically transcribed as /kæn gəʊ/, in the video, Teacher3 pronounces the words as /kæŋ gəʊ /.

In the minutes of 00:09:18, the assimilation process occurs in the sound /n/ into /m/ due to the neighboring sound /p/. The assimilation process occurs in the phoneme alteration of /n/ into /m/ applied by Teacher3. The sound alteration occurs in the words ‘**can pick**’ which phonetically transcribed as /kæn pɪk/, in the video, Teacher3 pronounces the words as /kæm pɪk/.

In the minutes of 00:09:54, the assimilation process occurs in the sound /n/ into /ŋ/ due to the neighboring sound /k/. The assimilation process occurs in the

phoneme alteration of /n/ into /ŋ/ applied by Teacher3. The sound alteration occurs in the words ‘**in class**’ which phonetically transcribed as /ɪn klɑs/, in the video, Teacher3 pronounces the words as /ɪŋ klɑs/.

In the minutes of 00:11:29, the assimilation occurs in the sound /n/ into /m/ due to the neighboring sound /b/. The assimilation process which occurs in the sound alteration of /n/ into /m/ applied by Teacher3. The sound alteration occurs in the words ‘**and but**’ which phonetically transcribed as /ən bət/, in the video, Teacher3 pronounces the words as /əm bət/.

In the minutes of 00:13:04, the assimilation process occurs in the sound /t/ into the sound /p/ due to the neighboring sound /m/. The assimilation process occurs in the phoneme alteration of /t/ into /p/ applied by Teacher3. The sound alteration occurs in the words ‘**lot more**’ which phonetically transcribed as /lɒt mɔ:(r)/, in the video, Teacher3 pronounces the words as /lɒp mɔ:(r)/.

The third classification of teaching videos collaboration done by Teacher1 and Teacher4. They had an English talk and discussed about the difference between Northern and Southern British accents, and how to give compliment properly. There are two videos in which they not only teach English but also apply assimilation processes. The data below illustrate the words and phrases featured with assimilation by those two investigated teachers. The duration of the video, and the time when the assimilation processes occurred are also described in the description below.

Data 3.1. “Northern Vs Southern Accents – British English Pronunciation”

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Received pronunciation	/r'si:vd prə,nʌnsi'eɪfn/	/d/ into /p/	/r'si:vɒ prə,nʌnsi'eɪfn/	00:00:34
Don't go	/dɔ:n' gəʊ/	/n/ into /ŋ/	/dɔ:ŋ gəʊ/	00:04:14
Would be	/wud bɪ/	/d/ into /p/	/wʊp bɪ/	00:04:41
Description box	/dɪ'skrɪpʃn bɒks/	/n/ into /m/	/dɪ'skrɪpʃm bɒks/	00:04:43
Told you	/təʊld ju:/	/d/ into /dʒ/	/təʊldʒju:/	00:05:45

The first video done by Teacher1 and Teacher4 is entitled “Northern Vs Southern Accents – British English Pronunciation”. This video with the duration about 00:06:47 minutes, in which Teacher1 and Teacher4 compared their English accents. Here are the data in the form of words and phrases featured with assimilation by Teacher1 and Teacher2.

In the minutes of 00:00:34, the assimilation process occurs in the sound /d/ into the neighboring sound /p/. The assimilation process occurs in the phoneme alteration of /d/ into /p/ applied by Teacher1. The sound alteration occurs in the words ‘**received pronunciation**’ which phonetically transcribed as /r'si:vd prə,nʌnsi'eɪfn/, in the video, Teacher1 pronounces the words as /r'si:vɒ prə,nʌnsi'eɪfn/.

In the minutes of 00:04:14, the assimilation process occurs in the sound /n/ into /ŋ/ due to the neighboring sound /g/. The assimilation process occurs in the phoneme alteration of /n/ into /ŋ/ applied by Teacher4. The sound alteration occurs in

the words ‘**don’t go**’ which phonetically transcribed as /dɔ:n’ gəʊ/, in the video, Teacher4 pronounces the words as /dɔ:ŋ’ gəʊ/.

In the minutes of 00:04:41, the assimilation process occurs in the sound /d/ into the sound /p/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /d/ into /p/ applied by Teacher1. The sound alteration occurs in the words ‘**would be**’ which phonetically transcribed as /wud bɪ/, in the video, Teacher1 pronounces the words as /wup bɪ/.

In the minutes of 00:04:43, the assimilation occurs in the sound /n/ into /m/ due to the neighboring sound /b/. The assimilation process which occurs in the sound alteration of /n/ into /m/ applied by Teacher1. The sound alteration occurs in the words ‘**description box**’ which phonetically transcribed as /dɪ’skrɪpʃn bɒks/, in the video, Teacher1 pronounces the words as /dɪ’skrɪpʃm bɒks/.

In the minutes of 00:05:45, the assimilation process occurs in the sound /d/ into the sound /dʒ/ as the sound compensation due to the neighboring sound /j/. The assimilation process applied by Teacher1. The sound alteration of /d/ into /dʒ/ occurs in the words ‘**told you**’ which phonetically transcribed as /təʊld ju:/, in the video, Teacher1 pronounces the words as /təʊldʒu:/.

Data 3.2. “How Not to Give Compliments”

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Description box	/dɪ’skrɪpʃn bɒks/	/n/ into /m/	/dɪ’skrɪpʃm bɒks/	00:00:37

Should be	/ʃʊd bɪ/	/d/ into /p/	/ʃʊp bɪ/	00:00:55
Don't be	/dəʊn' bɪ/	/t/ into /m/	/dəʊm' bɪ/	00:01:00
Uncomfortable	/ʌn'kʌmfətəbl/	/n/ into /ŋ/	/ʌŋ'kʌmfətəbl/	00:01:13
Could be	/kəʊd bɪ/	/d/ into /p/	/kəʊp bɪ/	00:03:08
Treat people	/tri:t pi:pəl/	/t/ into /p/	/ tri:p pi:pəl/	00:03:47
Uncomfortable	/ʌn'kʌmfətəbl/	/n/ into /ŋ/	/ʌŋ'kʌmfətəbl/	00:04:35
Catcall	/kætkɔ:l/	/t/ into /k/	/kækɔ:l/	00:05:09
Description box	/di'skrɪpʃn bɒks/	/n/ into /m/	/di'skrɪpʃm bɒks/	00:05:24

The second teaching video tutorial done by Teacher1 and Teacher4 is entitled “How Not to Give Compliments – British English Speaking Practice”. This video with the duration about 00:06:30 minutes, in which Teacher1 and Teacher4 shared about the improper compliments we should not give to someone. Here are the data in the form of words and phrases featured with assimilation by Teacher1 and Teacher4.

In the minutes of 00:00:37, the assimilation occurs in the sound /n/ into /m/ due to the neighboring sound /b/. The assimilation process which occurs in the sound alteration of /n/ into /m/ applied by Teacher4. The sound alteration occurs in the words ‘**description box**’ which phonetically transcribed as /di'skrɪpʃn bɒks/, in the video, Teacher4 pronounces the words as /di'skrɪpʃm bɒks/. The similar assimilation process in the words ‘**description box**’ also occurs in the minutes of 00:05:24 applied by Teacher4.

In the minutes of 00:00:55, the assimilation process occurs in the sound /d/ into the sound /p/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /d/ into /p/ applied by Teacher4. The sound alteration occurs in the words '**should be**' which phonetically transcribed as /ʃʊd bɪ/, in the video, Teacher4 pronounces the words as /ʃʊp bɪ/.

In the minutes of 00:01:00, the assimilation occurs in the sound /n/ into /m/ due to the neighboring sound /b/. The assimilation process which occurs in the sound alteration of /n/ into /m/ applied by Teacher4. The sound alteration occurs in the words '**don't be**' which phonetically transcribed as /dəʊn' bɪ/, in the video, Teacher4 pronounces the words as /dəʊm' bɪ/.

In the minutes of 00:01:13, the assimilation process occurs in the sound /n/ into /ŋ/ due to the neighboring sound /k/. The assimilation process occurs in the phoneme alteration of /n/ into /ŋ/ applied by Teacher1. The sound alteration occurs in the word '**uncomfortable**' which phonetically transcribed as /ʌn'kʌmfətəbl/, in the video, Teacher1 pronounces the words as /ʌŋ'kʌmfətəbl/. The similar sound alteration in the word '**uncomfortable**' also occurs in the minutes of 00:04:35 applied by Teacher1.

In the minutes of 00:03:08, the assimilation process occurs in the sound /d/ into the sound /p/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /d/ into /p/ applied by Teacher4. The sound alteration

occurs in the words ‘**could be**’ which phonetically transcribed as /kəʊd bi/, in the video, Teacher4 pronounces the words as /kəʊp bi/.

In the minutes of 00:03:47, the assimilation process occurs in the sound /t/ into the neighboring sound /p/. The assimilation process occurs in the phoneme alteration of /t/ into /p/ applied by Teacher4. The sound alteration occurs in the words ‘**treat people**’ which phonetically transcribed as /tri:t pi:pəl/, in the video, Teacher4 pronounces the words as /tri:p pi:pəl/.

In the minutes of 00:05:09, the assimilation process occurs in the sound /t/ into the neighboring sound /k/. The assimilation process which occurs in the phoneme alteration of /t/ into k/ applied by Teacher4. The sound alteration occurs in the word ‘**catcall**’ which phonetically transcribed as /kæt kɔ:l/ in the video, Teacher4 pronounces the words as /kæk kɔ:l/.

The fourth classification of teaching videos collaboration done by Teacher1 and Teacher5. They discussed about the tips to be confident in any situations. With the length of 00:28:51, in the video, the teachers not only teach how to be confident in any situations but they also apply assimilation processes. The data below illustrate the words and phrases featured with assimilation by those two investigated teachers. The duration of the video, and the time when the assimilation processes occurred are also described in the description below.

Data 4.1. “15 Secrets to Confidence in Any Situation”

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
And being	/ən bi:ɪŋ/	/n/ into /m/	/əm bi:ɪŋ/	00:00:38
In Poland	/ɪn pəʊlənd/	/n/ into /m/	/ɪm pəʊlənd/	00:01:46
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:02:35
About confidence	/ˈəbaʊt ˈkɒnfɪdəns/	/t/ into /k/	/ˈəbaʊk ˈkɒnfɪdəns/	00:03:52
About confidence	/ˈəbaʊt ˈkɒnfɪdəns/	/t/ into /k/	/ˈəbaʊk ˈkɒnfɪdəns/	00:03:38
Brain chemistry	/breɪn ˈkemɪstri/	/n/ into /ŋ/	/breɪŋ ˈkemɪstri/	00:05:32
Brain chemistry	/breɪn ˈkemɪstri/	/n/ into /ŋ/	/breɪŋ ˈkemɪstri/	00:05:43
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:10:35
Great question	/greɪt ˈkwestʃən/	/t/ into /k/	/greɪk ˈkwestʃən/	00:10:47
In my	/ɪn maɪ/	/n/ into /m/	/ɪm maɪ/	00:12:13
Confident person	/ˈkɒnfɪdən pɜ:sn/	/n/ into /m/	/ˈkɒmfɪdəm pɜ:sn/	00:14:14
Ground your	/graʊnd jɔ:(r)/	/d/ into /dʒ/	/graʊndʒɔ:(r)/	00:14:50
Not gonna	/nɒt ɡəʊnna/	/t/ into /k/	/nɒp ɡəʊnna/	00:15:23
Not be	/nɒt bi/	/t/ into /p/	/nɒp bi/	00:19:19

In the minutes of 00:00:38, the assimilation occurs in the sound /n/ into /m/ due to the neighboring sound /b/. The assimilation process which occurs in the sound alteration of /n/ into /m/ applied by Teacher5. The sound alteration occurs in the

words '**and being**' which phonetically transcribed as /ən bi:ɪŋ/, in the video, Teacher5 pronounces the words as /əm bi:ɪŋ/.

In the minutes of 00:01:46, the assimilation occurs in the sound /n/ into /m/ due to the neighboring sound /p/. The assimilation process which occurs in the sound alteration of /n/ into /m/ applied by Teacher5. The sound alteration occurs in the words '**in Poland**' which phonetically transcribed as /ɪn pəʊlənd/, in the video, Teacher5 pronounces the words as /ɪm pəʊlənd/.

In the minutes of 00:02:35, the assimilation process occurs in the sound /d/ into the sound /dʒ/ as the sound compensation due to the neighboring sound /j/. The assimilation process applied by Teacher1. The sound alteration of /d/ into /dʒ/ occurs in the words '**did you**' which phonetically transcribed as /dɪd ju:/, in the video, Teacher1 pronounces the words as /dɪdʒu:/. The similar sound alteration in the word '**did you**' also occurs in the minutes of 00:10:35 applied by Teacher5.

In the minutes of 00:03:52, the assimilation process occurs in the sound /t/ into the neighboring sound /k/. The assimilation process which occurs in the phoneme alteration of /t/ into k/ applied by Teacher5. The sound alteration occurs in the word '**about confidence**' which phonetically transcribed as /'əbaʊt 'kɒnfɪdəns/ in the video, Teacher5 pronounces the words as /'əbaʊk 'kɒnfɪdəns/. The similar sound alteration in the word '**about confidence**' also occurs in the minutes of 00:03:58 applied by Teacher5.

In the minutes of 00:05:32, the assimilation process occurs in the sound /n/ into /ŋ/ due to the neighboring sound /k/. The assimilation process occurs in the phoneme alteration of /n/ into /ŋ/ applied by Teacher4. The sound alteration occurs in the word '**brain chemistry**' which phonetically transcribed as /breɪn 'kemɪstri/, in the video, Teacher5 pronounces the words as /breɪŋ 'kemɪstri/. The similar sound alteration in the word '**brain chemistry**' also occurs in the minutes of 00:05:43 applied by Teacher5.

In the minute of 00:10:47, the assimilation process occurs in the sound /t/ into the neighboring sound /k/. The assimilation process which occurs in the phoneme alteration of /t/ into k/ applied by Teacher5. The sound alteration occurs in the words '**great question**' which phonetically transcribed as /gret 'kwestʃən/ in the video, Teacher5 pronounces the words as /greɪk 'kwestʃən/.

In the minutes of 00:12:13, the assimilation occurs in the sound /n/ into the neighboring sound /m/. The assimilation process which occurs in the sound alteration of /n/ into /m/ applied by Teacher1. The sound alteration occurs in the words '**in my**' which phonetically transcribed as /ɪn maɪ/, in the video, Teacher1 pronounces the words as /ɪm maɪ/.

In the minutes of 00:14:14, the assimilation occurs in the sound /n/ into /m/ due to the neighboring sound /p/. The assimilation process which occurs in the sound alteration of /n/ into /m/ applied by Teacher1. The sound alteration occurs in the

words ‘**confident person**’ which phonetically transcribed as /'kɒnfɪdən pɜːsn/, in the video, Teacher1 pronounces the words as /'kɒnfɪdəm pɜːsn/.

In the minutes of 00:14:50, the assimilation process occurs in the sound /d/ into the sound /dʒ/ as the sound compensation due to the neighboring sound /j/. The assimilation process applied by Teacher5. The sound alteration of /d/ into /dʒ/ occurs in the words ‘**ground your**’ which phonetically transcribed as /graʊnd jɜː(r)/, in the video, Teacher5 pronounces the words as /graʊndʒɜː(r)/.

In the minute of 00:15:23, the assimilation process occurs in the sound /t/ into the sound /k/ due to the neighboring sound /g/. The assimilation process which occurs in the phoneme alteration of /t/ into k/ applied by Teacher5. The sound alteration occurs in the words ‘**not gonna**’ which phonetically transcribed as /nɒt gəʊnna/ in the video, Teacher5 pronounces the words as /nɒk gəʊnna/.

In the minutes of 00:19:19, the assimilation process occurs in the sound /t/ into the sound /p/ due to the neighboring sound /b/. The assimilation process occurs in the phoneme alteration of /t/ into /p/ applied by Teacher1. The sound alteration occurs in the words ‘**not be**’ which phonetically transcribed as /nɒt bɪ/, in the video, Teacher1 pronounces the words as /fɒp bɪ/.

The all above-mentioned assimilations are later encompassed into the classification of the assimilation processes in regard to the sound alteration occurs within them. The processes, firstly, are encompassed as regressive, progressive, and

coalescent assimilation for the direction of the sound change. Secondly, in regard to how the sounds alter, the assimilation processes are encompassed as total and partial assimilation.

3.1.1. The Assimilation Processes

In regard to the direction of the sound alterations, the findings suggest that the highest number assimilations occur in the regressive assimilation which results in 83 sound alterations which occur in 163 words and phrases. For the lowest number of assimilation is found in the progressive assimilation which occurs in 1 sound alteration in one word. For the coalescent assimilation, it occurs in 22 sound alterations in 44 words and phrases. In the discussion below, those three classification of assimilations are divided briefly into two types of assimilations in regard to how the sounds resemble other sounds as partial and total assimilations.

The regressive assimilation processes occur in 83 sound alterations the teaching videos collaboration are encompassed into 9 sound alterations. Those sound alterations are:

- | | |
|-----------------|-----------------|
| a. /t/ into /p/ | e. /n/ into /m/ |
| b. /d/ into /p/ | f. /n/ into /ŋ/ |
| c. /v into /p/ | g. /ŋ/ into /m/ |
| d. /t/ into /k/ | h. /t/ into /ʔ/ |

The first sound alteration in the regressive assimilation occurs in the sound /t/ which alters into /p/. The sound alteration of /t/ into /p/ occurs in 20 words and phrases which are illustrated in the table and description as follows.

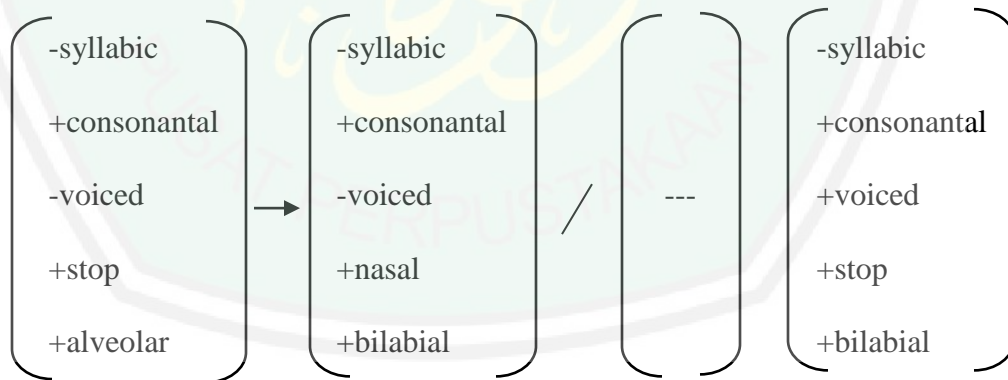
Sound alteration: /t/ into /p/

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced
Quite posh	/kwaɪt pɒʃ/	/t/ into /p/	/kwaɪp pɒʃ/
Bit more	/bɪt mɔː(r)/	/t/ into /p/	/bɪp mɔː(r)/
But before	/bət bɪ'fɔː(r)/	/t/ into /p/	/bəp bɪ'fɔː(r)/
Met before	/met bɪ'fɔː(r)/	/t/ into /p/	/me'p bɪ'fɔː(r)/
Quite British	/kwaɪt 'brɪtɪʃ/	/t/ into /p/	/kwaɪp 'brɪtɪʃ/
Let me	/let mɪ/	/t/ into /p/	/lep mɪ/
Got back	/gɒt bæk/	/t/ into /p/	/gɒp bæk/
Lot more	/lɒt mɔː(r)/	/t/ into /p/	/lɒp mɔː(r)/
Treat people	/tri:t pi:pəl/	/t/ into /p/	/ tri:p pi:pəl/
Not be	/nɒt bɪ/	/t/ into /p/	/nɒp bɪ/

The above-mentioned sound alterations of /t/ into /p/ in regressive assimilation are later identified with the feature matrix and split up into two types of sound alterations in regard to the change of the sounds' features in the sound alteration processes. In regard to how the sounds resemble the following sound, the above-mentioned sound alterations are classified into two types, partial and total regressive assimilations.

Partial regressive assimilations in the sound alteration of /t/ into /p/ occur whenever the sound /t/ is followed by the following sounds /m/ and /b/, and alters into the sound /p/. Whereas, total regressive assimilations in the sound alteration above occur whenever the sound /t/ alters totally into the following sound /p/.

The sound /t/ which is voiceless, stop, and alveolar consonant assimilates partially into the following sound /m/ which is characterized as voiced, nasal, and bilabial consonant, and results the sound /p/ in the process of phoneme alteration. For example, in the table above, the words ‘**bit more**’ which is phonetically transcribed as / bit mɔ:(r)/. The sound /t/ in the word ‘bit’ assimilates partially into the neighboring sound /m/ and alters as sound /p/. In the assimilation process, the words are produced in actual speech as / **bɪp** mɔ:(r)/, and the assimilation process in the sound alteration of /t/ into /p/ in case of followed by the neighboring sound /m/ is encompassed as **partial regressive assimilation**. The sound alterations above are then illustrated with the feature matrix as follows,



The rule of the assimilation process can be formulated as:

$$[+\text{stop}] \rightarrow [+\text{nasal}][+\text{labial}] / \text{_____ C}$$

|

[+labial]

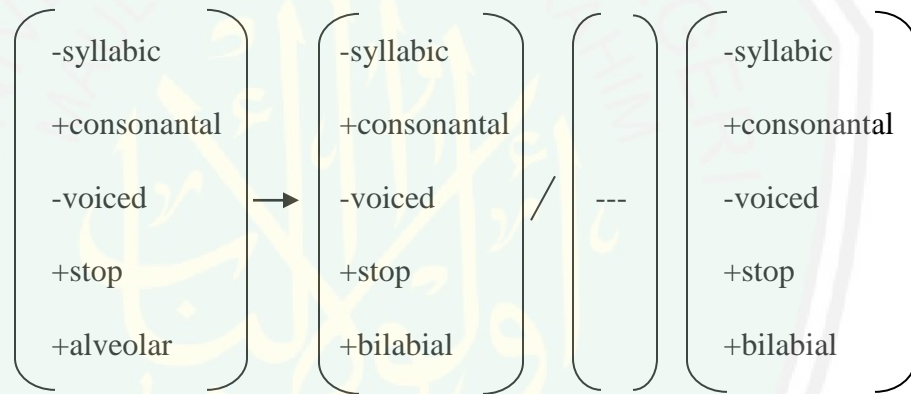
The rule of the above-mentioned assimilation process in the sound alteration of /t/ into /p/ in case of followed by the neighboring sound /m/ is encompassed as *labialization of stop consonant /t/* in which the process changes the feature of the sound /t/ which is alveolar consonant into /p/ sound which is bilabial. This process later effects the alveolar feature of the sound /t/ into bilabial feature of the sound /p/ whenever it is followed by nasal bilabial consonant /m/.

Another **partial regressive assimilation** in the sound alteration of /t/ into /p/ is whenever the sound /t/ which is voiceless, stop, and alveolar consonant followed by the sound /b/, it assimilates partially into the neighboring sound /b/, and alters as /p/ sound. For example, in the words ‘**quiet British**’ which is phonetically transcribed as /kwaɪt ‘brɪtɪʃ/, the assimilation process occurs when the sound /t/ assimilates to the sound /b/ and partially alters as the sound /p/. The bilabial feature of the latter phoneme is resembled into the preceding phoneme. As a result, the phoneme produced as /t/ is resembled to the sound /b/ and altered into sound /p/, and the words ‘about British’ is pronounced as /kwaɪp ‘brɪtɪʃ/. The assimilation processes occur in

the sound alteration of the sound /t/ into /p/ in case of followed by the neighboring sound /b/ are encompassed as **partial regressive assimilation**.

Whereas, **total regressive assimilation** in sound alteration of /t/ occurs whenever the sound /t/ alters totally into the neighboring sound /p/. For example, the words ‘**treat people**’ which articulated as /tri:t pɪpəl/. The /t/ sound in the word *treat* is assimilated totally and adopted the bilabiality of the following sound /p/.

The sound alterations above are then illustrated with the feature matrix as follows,



The rule of the assimilation process can be formulated as:

$$[+stop] \rightarrow [+stop][+labial] / \text{---} C$$

|
[+labial]

The rule that formulates the assimilation processes occurred in the sound alteration of /t/ into /p/ whenever it is followed by /b/ and /p/ is determined as

labialization of stop consonant /t/. The rule formulates the process on how the sound /t/ which is voiceless, stop, and alveolar consonant, alters into sound /p/ whenever it is followed by /b/ and /p/.

The second sound alteration in the regressive assimilation occurs in the sound /d/ which alters into /p/. The sound alteration of /d/ into /p/ occurs in 20 words and phrases which are illustrated in the table and description as follows.

Sound alteration: /d/ into /p/

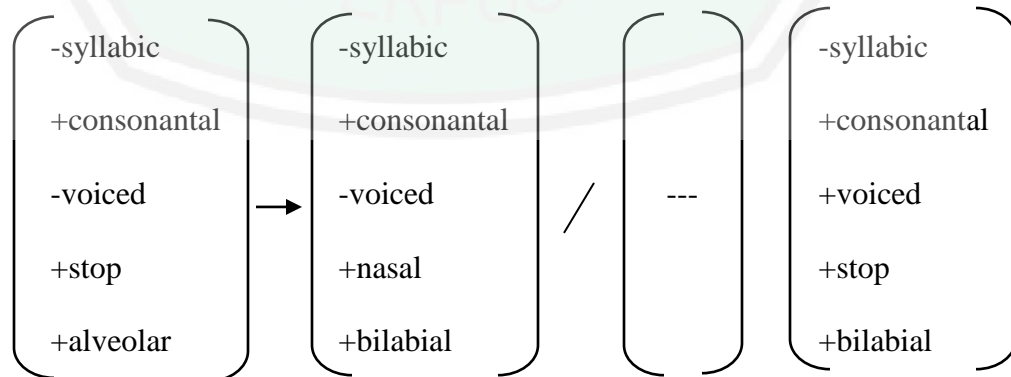
Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced
Could be	/kəd bɪ/	/d/ into /p/	/kəp bɪ/
Moved back	/mu:vd bæk/	/d/ into /p/	/mu:vd bæk/
Good pace	/gʊd peɪs/	/d/ into /p/	/gʊp peɪs/
Said British	/saɪd ˈbrɪtɪʃ/	/d/ into /p/	/saɪp ˈbrɪtɪʃ/
Heard back	/hɜ:d bæk/	/d/ into /p/	/hɜ:p bæk/
Had many	/hæd maɪ/	/d/ into /p/	/hæp maɪ/
Did my	/dɪd maɪ/	/d/ into /p/	/dɪp maɪ/
Received pronunciation	/rˈsi:vd prə,nʌnsiˈeɪʃn/	/d/ into /p/	/rˈsi:vɒ prə,nʌnsiˈeɪʃn/
Should be	/ʃʊd bɪ/	/d/ into /p/	/ʃʊp bɪ/
Would be	/wʊd bɪ/	/d/ into /p/	/wʊp bɪ/

The above-mentioned sound alterations of /d/ into /p/ in regressive assimilation are later identified with the feature matrix and split up into two types of sound alterations in regard to the change of the sounds' features in the sound

alteration processes. In regard to how the sounds resemble the following sound, the above-mentioned sound alterations are classified into two types, partial and total regressive assimilations.

Partial regressive assimilations in the sound alteration of /d/ into /p/ occur whenever the sound /d/ is followed by the following sounds /m/ and /b/, and alters into the sound /p/. Whereas, total regressive assimilations in the sound alteration above occur whenever the sound /d/ alters totally into the following sound /p/.

The sound /d/ which is voiceless, stop, and alveolar consonant assimilates partially into the following sound /m/ which is characterized as voiced, nasal, and bilabial consonant, and results the sound /p/ in the process of phoneme alteration. For example, in the table above, the words ‘had my’ which is phonetically transcribed as /hæd maɪ/. The sound /d/ in the word ‘had’ assimilates partially into the neighboring sound /m/ and alters as sound /p/. In the assimilation process, the words are produced in actual speech as /hæp maɪ/, and the assimilation process in the sound alteration of /t/ into /p/ in case of followed by the neighboring sound /m/ is encompassed as **partial regressive assimilation**. The sound alterations above are then illustrated with the feature matrix as follows,



The rule of the assimilation process can be formulated as:

$$[+\text{stop}] \rightarrow [+\text{nasal}][+\text{labial}] / \text{_____ C}$$

|

[+labial]

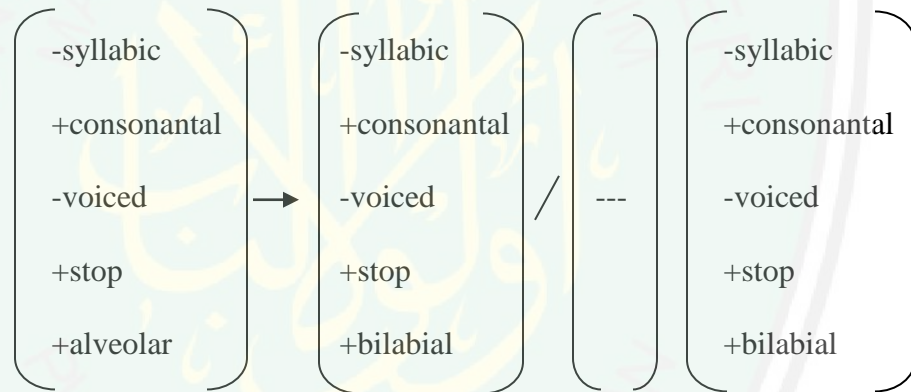
The rule of the above-mentioned assimilation process in the sound alteration of /d/ into /p/ in case of followed by the neighboring sound /m/ is encompassed as *labialization of stop consonant /d/* in which the process changes the feature of the sound /d/ which is alveolar consonant into /p/ sound which is bilabial. This process later effects the alveolar feature of the sound /d/ into bilabial feature of the sound /p/ whenever it is followed by nasal bilabial consonant /m/.

Another **partial regressive assimilation** in the sound alteration of /d/ into /p/ is whenever the sound /d/ which is voiceless, stop, and alveolar consonant followed by the sound /b/, it assimilates partially into the neighboring sound /b/, and alters as /p/ sound. For example, in the words ‘**said British**’ which is phonetically transcribed as /said ‘britɪʃ/, the assimilation process occurs when the sound /d/ assimilates to the sound /b/ and partially alters as the sound /p/. The bilabial feature of the latter phoneme is resembled into the preceding phoneme. As a result, the phoneme produced as /d/ is resembled to the sound /b/ and altered into sound /p/, and the words ‘about British’ is pronounced as /said ‘britɪʃ/. The assimilation processes occur in the

sound alteration of the sound /d/ into /p/ in case of followed by the neighboring sound /b/ are encompassed as **partial regressive assimilation**.

Whereas, **total regressive assimilation** in sound alteration of /d/ into /p/ occurs whenever the sound /d/ alters totally into the neighboring sound /p/. For example, the words ‘**received pronunciation**’ which articulated as /r’si:vp rə,nʌnsi’eiʃn/. The /d/ sound in the word *received* is assimilated totally and adopted the bilabiality of the following sound /p/.

The sound alterations above are then illustrated with the feature matrix as follows,



The rule of the assimilation process can be formulated as:

$$[+stop] \rightarrow [+stop][+labial] / \text{---} C$$

|

[+labial]

The rule that formulates the assimilation processes occurred in the sound alteration of /d/ into /p/ whenever it is followed by /b/ and /p/ is determined as *labialization of stop consonant /d/*. The rule formulates the process on how the sound /t/ which is voiceless, stop, and alveolar consonant, alters into sound /p/ whenever it is followed by /b/ and /p/.

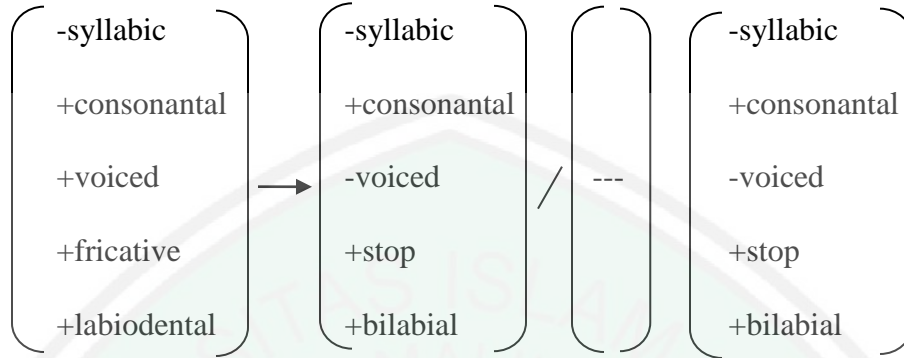
The third sound alteration in the regressive assimilation occurs in the sound /v/ which alters into /p/. The sound alteration of /d/ into /p/ occurs in 2 words which is illustrated in the table and description as follows.

Sound alteration: /v/ into /p/

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced
Have posh	/hæv pɒʃ/	/v/ into /p/	/hæp pɒʃ/

The above-mentioned sound alteration of /v/ into /p/ in regressive assimilation is encompassed as **total regressive assimilation**. The sound /v/ which is voiced, fricative, and labiodental consonant, assimilates totally into the neighboring sound /p/ which is voiceless, stop, and bilabial consonant. The example in the table above, the words ‘**have posh**’ which articulated as /hæv pɒʃ/, the /v/ sound in the word *have* assimilates totally and adopts the bilabiality of the following sound /p/, and the words are articulated as /hæp pɒʃ/.

The sound alteration in the words above is illustrated with the feature matrix as follows,



The rule of the assimilation process can be formulated as:

$$[+fricative] \rightarrow [+stop] / [+bilabial] \text{ ______ } C$$

$$|$$

$$[+bilabial]$$

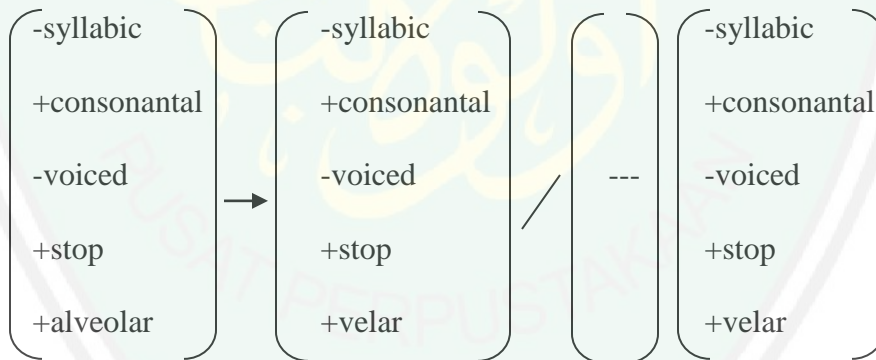
The rule of the above-mentioned assimilation process is encompassed as *labialization of fricative consonant /v/* in which the process changes the features of the sound /v/ which is labiodental and fricative consonant, into the following sound /p/ which is bilabial and stop consonant. This process later effects the labiodental and fricative features of the sound /v/ into bilabial and stop features of the sound /p/ whenever it is followed by the consonant /p/.

The fourth sound alteration in the regressive assimilation occurs in the sound /t/ which alters into /k/. The sound alteration of /t/ into /k/ occurs in 16 words is illustrated in the table and description as follows.

Sound alteration: /t/ into /k/

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced
Quite close	/kwaɪt kləʊs/	/t/ into /k/	/kwaɪk kləʊs/
Get going	/get ɡəʊɪŋ/	/t/ into /k/	/gek ɡəʊɪŋ/
Quite common	/kwaɪt 'kɒmən/	/t/ into /k/	/kwaɪk 'kɒmən/
What can	/wɒt kæn/	/t/ into /k/	/wɒk kæn/
Get kept	/get kept/	/t/ into /k/	/gek kept/
Catcall	/kæt kɔ:l/	/t/ into /k/	/kæk kɔ:l/
About confidence	/'əbaʊt 'kɒnfɪdəns/	/t/ into /k/	/'əbaʊk 'kɒnfɪdəns/
Not gonna	/nɒt ɡəʊnna/	/t/ into /k/	/nɒk ɡəʊnna/

The sound alterations in the words above are illustrated with the feature matrix as follows,



The sound /t/ which is featured as voiceless, stop, and alveolar consonant assimilates totally into the neighboring sound /k/ which is voiceless, stop, and velar consonant. The first phoneme takes the voiceless alveolar of the second phoneme. Hence, the phoneme produced is totally /k/ instead of /t/. For example, the sound /t/ in

the word ‘that’ assimilates totally into the neighboring sound /k/ in the word ‘**catcall**’. As a result, the words are pronounced as /kækɔ:l/ instead of /kætɔ:l/. This sound alteration is encompassed as **total regressive assimilation** in which the /t/ sound assimilates and sounds more identical to the neighboring sound /k/. The rule of the assimilation process can be termed with the rule as follows,



The rule of the above-mentioned assimilation process is encompassed as *velarization of stop consonant /t/* in which the process changes the feature of the sound /t/ which is alveolar consonant into the following sound /k/ which is velar consonant. This process later effects the alveolar feature of the sound /t/ into velar feature of the sound /k/ whenever it is followed by velar consonant /k/.

The fifth sound alteration in the regressive assimilation occurs in the sound /n/ which alters into /m/. The sound alteration of /n/ into /m/ occurs in 52 words phrases are illustrated in the table and description as follows.

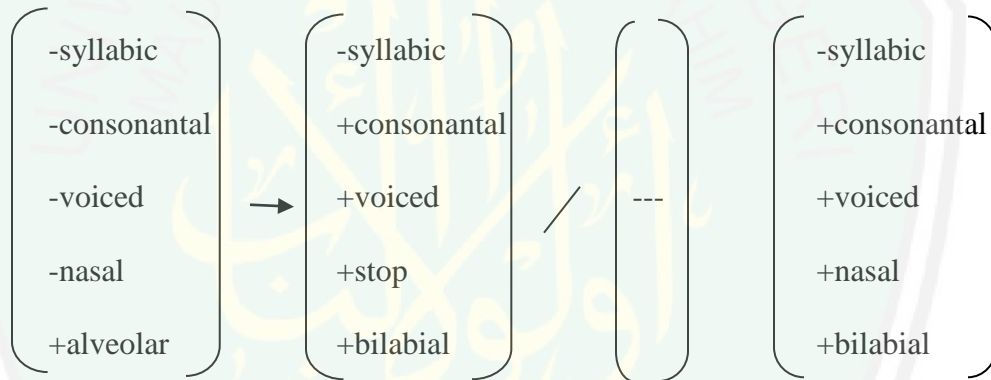
Sound alteration: /n/ into /m/

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced
Can possibly	/kæn pʌ'sibli/	/n/ into /m/	/kæm pʌ'sibli/
Gordon Bennet	/gɒ(r)dɒn bennet/	/n/into /m/	/gɒ(r)dɛm bennet/

And prejudice	/ən predʒudɪs/	/n/ into /m/	/əm predʒudɪs/
Can't believe	/kæn bi'li:v/	/n/ into /m/	/kæm bi'li:v/
Don't believe	/dɒn bi'li:v/	/n/ into /m/	/dɒm bi'li:v/
Description box	/deskriːpʃən bɒks/	/n/ into /m/	/deskriːpʃəm bɒks/
Can be	/kæn bi/	/n/ into /m/	/kæm bi/
In person	/ɪn pɜːsn/	/n/ into /m/	/ɪm pɜːsn/
Pronunciation practice	/prə,nʌnsi'eɪʃn prækʰtɪs/	/n/ into /m/	/prə,nʌnsi'eɪʃn prækʰtɪs/
In British	/ɪm brɪtɪʃ/	/n/ into /m/	/ɪm brɪtɪʃ/
In Melbourne	/ɪm melbɔːn/	/n/ into /m/	/ɪm melbɔːn/
Happen before	/ˈhæpən br'fɔː(r)/	/n/ into /m/	/ˈhæpəm br'fɔː(r)/
Different places	/ˈdɪfrənt pleɪsɪs/	/n/ into /m/	/ˈdɪfrənəm pleɪsɪs/
Can practice	/kæn prækʰtɪs/	/n/ into /m/	/kæm prækʰtɪs/
In Britain	/ɪm 'brɪtn/	/n/ into /m/	/ɪm 'brɪtn/
Eighteen birthday	/eɪ'ti:n bɜːθdeɪ/	/n/ into /m/	/eɪ'ti:m bɜːθdeɪ/
Run back	/rʌn bæk/	/n/ into /m/	/rʌm bæk/
Didn't pick	/dɪd'nt pɪk/	/n/ into /m/	/dɪ'm pɪk/
One month	/wʌn mʌnθ/	/n/ into /m/	/wʌm mʌnθ/
Can pick	/kæn pɪk/	/n/ into /m/	/kæm pɪk/
And but	/ən bət/	/n/ into /m/	/əm bət/
Don't be	/dəʊn' bi/	/n/ into /m/	/dəʊm' bi/
And being	/ən bi:ɪŋ/	/n/ into /m/	/əm bi:ɪŋ/
In Poland	/ɪn pəʊlənd/	/n/ into /m/	/ɪm pəʊlənd/
In my	/ɪn maɪ/	/n/ into /m/	/ɪm maɪ/

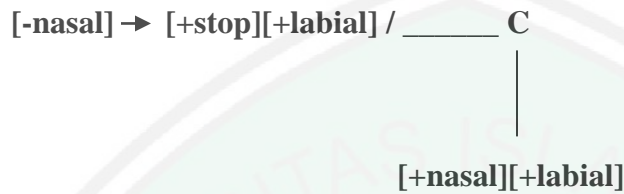
Confident person	/ˈkɒnfɪdən pɜːsn/	/n/ into /m/	/ˈkɒmfɪdəm pɜːsn/
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The above-mentioned sound alterations of /n/ into /m/ in regressive assimilation are later identified with the feature matrix and split up into two types of sound alterations in regard to how far the sounds are changed in the assimilation processes. The first type of sound alterations of /n/ into /m/ is whenever the sound /n/ is followed by bilabial sounds /p/ and /b/, the sound /n/ results as /m/. The sound alterations occurred in the particular words and phrases above are then illustrated with the feature matrix as follows,

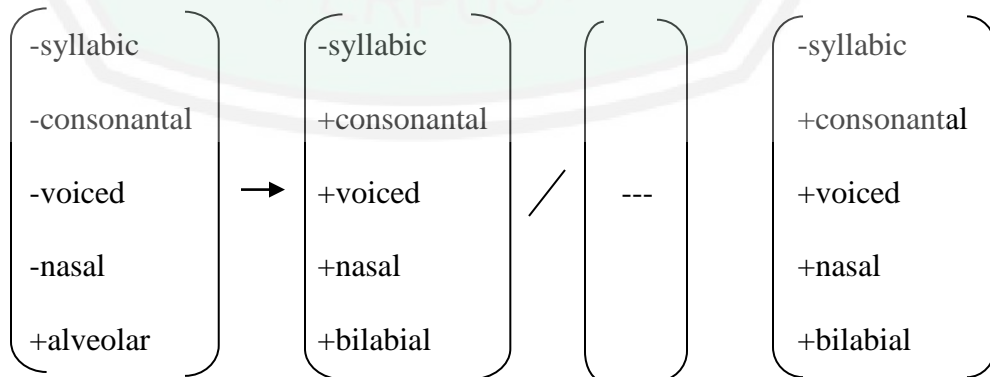


Whenever the sound /n/, which is featured as voiceless, nasal, and alveolar consonant, is followed by stop bilabial consonants /p/ and /b/, the sound /n/ assimilates partially into /m/ due to the neighboring bilabials /p/ and /b/. This assimilation process is encompassed as **partial regressive assimilation** which occurs in the words ‘**gordon bennet**’ and ‘**in Poland**’. Those words are phonetically transcribed as /gɒ(r)den bennet/ and /ɪn pəʊlənd/, due to the rapidity of the speech, assimilation is occurred in which the /n/ sounds in the words ‘garden’ are assimilated

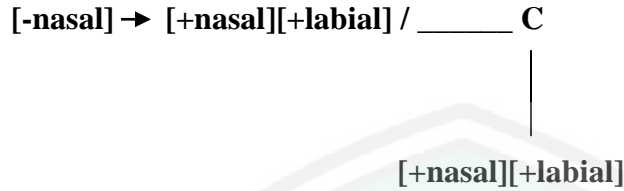
as /m/. The nasal sound /n/ is partially assimilates to the neighboring bilabial sounds /b/ and /p/ and resulted nasal sound /m/. Those words are pronounced as /gɒ(r)dem bennet/ and /ɪn pəʊlənd/ in the videos. The rule of the assimilation processes can be termed as:



The second type of the sound alteration occurred in the phoneme /n/ into /m/ is whenever the voiceless, nasal, and alveolar consonant /n/ is followed by voiced, nasal, and bilabial consonant /m/ the voiceless nasal /n/ becomes voicing. This type of assimilation process is also encompassed as *voicing assimilation*. For example, the word ‘one month’ is phonetically transcribed as /wʌn mʌnθ/. The sound /n/ assimilates totally into the neighboring sound /m/ and adopts the voicing and bilabiality of the sound /m/. As a result, those words are pronounced as /wʌm mʌnθ/ in the videos. The assimilation process is illustrated with the feature matrix as follows,



The above assimilation processes in the sound alterations are encompassed as **total regressive assimilation**. The rule of the assimilation process can be termed as:



The rules of the above-mentioned assimilation processes are encompassed as *labialization of nasal alveolar /n/* in which the process changes the feature of the sound /n/ which is alveolar consonant into /m/ sound which is bilabial. This process later effects the alveolar feature of the sound /n/ into bilabial feature of the following sound /m/.

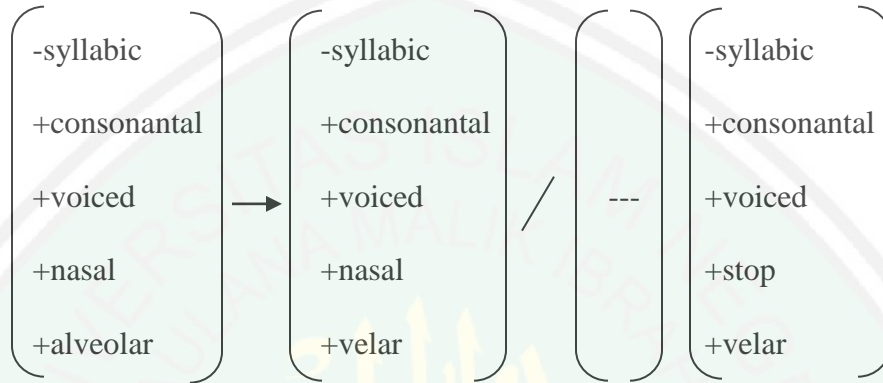
The sixth sound alteration in the regressive assimilation occurs in the sound /n/ which alters into /ŋ/. The sound alteration of /n/ into /ŋ/ occurs in 16 words and phrases are illustrated in the table and description as follows.

Sound alteration: /n/ into /ŋ/

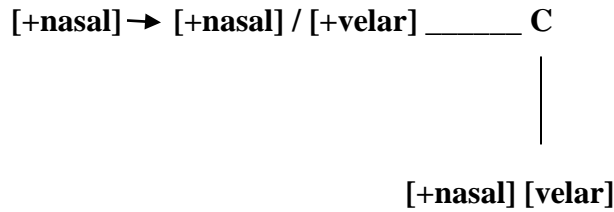
Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced
Incredible	/m ^ʔ kredəbl/	/n/ into /ŋ/	/ɪŋkredəbl/
In case	/ɪn keɪs/	/n/ into /ŋ/	/ɪŋ keɪs/
In class	/ɪn klɑs/	/n/ into /ŋ/	/ɪŋ klɑs/
Can click	/kæn klɪk/	/n/ into /ŋ/	/kæŋ klɪk/
Can go	/kæn gəʊ/	/n/ into /ŋ/	/kæŋ gəʊ/
Don't go	/dɔ:n' gəʊ/	/n/ into /ŋ/	/dɔ:ŋ gəʊ/

Uncomfortable	/ʌn'kʌmfətəbl/	/n/ into /ŋ/	/ʌŋ'kʌmfətəbl/
Brain chemistry	/breɪn 'kɛmɪstri/	/n/ into /ŋ/	/breɪŋ 'kɛmɪstri/

The sound alterations in the words above are illustrated with the feature matrix as follows,



The sound /n/ which is featured as voiced, nasal, and alveolar consonant, assimilates partially into the sounds /k/ and /g/, which are voiced, stop, and velar consonants. The sound /n/ takes only the velar feature of /k/ and /g/ within the process. Consequently, the sound produced is adopted from the features of sounds /k/, /g/, and /n/, is /ŋ/. For example, the phoneme alteration in the words ‘in class’ and ‘can go’ are articulated as /ɪŋ klʌs/ and /kæn gəʊ/ in which the nasal sound /n/ adopts the velarity of the sounds /k/ and /g/, and results the new sound / ŋ /. The phoneme alteration above is encompassed as **partial regressive assimilation**. The rule of the assimilation process can be formulated as:



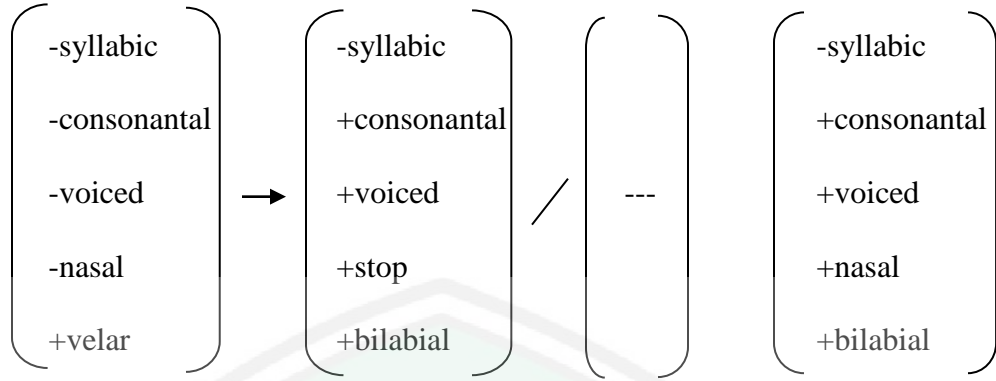
The rule of the above-mentioned assimilation processes is encompassed as *velarization of nasal consonant /n/* in which the process changes the features of the sound /n/ which is alveolar and nasal consonant, into the following sounds /k/ and /g/ which are velar and stop consonants. This process later effects the alveolar feature of the sound /n/ into /ŋ/ and becomes velar, whenever it is followed by velar sounds /k/ and /g/.

The seventh sound alteration in the regressive assimilation occurs in the sound /n/ which alters into /ŋ/. The sound alteration of /n/ into /ŋ/ occurs in 2 words is illustrated in the table and description as follows.

Sound alteration: /n/ into /m/

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced
Teaching practice	/ti:tʃɪŋ prækʈɪs/	/ŋ/ into /m/	/ti:tʃɪm prækʈɪs/

The sound alterations occurred in the particular words and phrases above are then illustrated with the feature matrix as follows,



Whenever the sound /ŋ/ which is voiceless, nasal, and velar consonant followed by the sound /p/ which is voiceless, stop, and bilabial consonant, the feature of the sound /ŋ/ changes into the sound compensation as /m/ sound which is voiced, nasal, and biabial consonant. The sound /ŋ/ adopts the bilabiality of the sound /p/. This assimilation process occurs as the partial regressive assimilation as the sound /ŋ/ assimilates partially to the sound /p/ and alters into the sound /m/. The rule of the assimilation processes can be termed as:

$$[-\text{nasal}] \rightarrow [+stop][+labial] / \text{---} \text{C}$$

$$|$$

$$[+\text{nasal}][+\text{labial}]$$

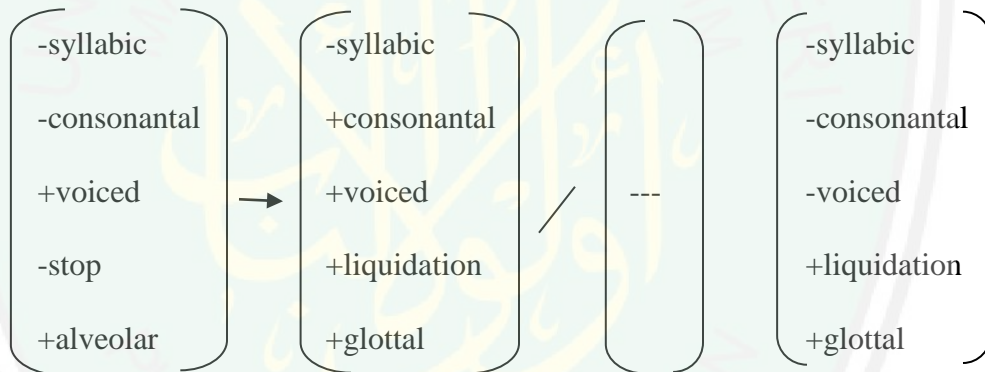
The rule of the above-mentioned assimilation process is encompassed as *labialization of velar nasal consonant /ŋ/* in which the process changes the features of the sound /ŋ/ which is nasal and velar consonant into the following sound /p/ which is stop and bilabial consonant, and alters into /m/ which features as nasal and bilabial consonant. This process later effects velar feature of the sound /ŋ/ into bilabial feature of the sound /m/ whenever it is followed by stop bilabial consonant /p/.

The eighth sound alteration in the regressive assimilation occurs in the sound /t/ which alters into /ʔ/. The sound alteration of /t/ into /ʔ/ occurs in 16 words and phrases are illustrated in the table and description as follows.

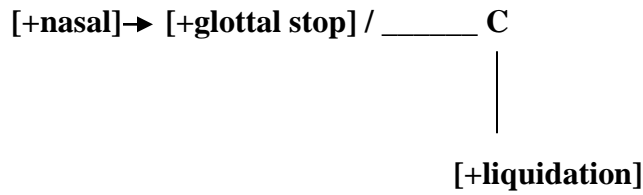
Sound alteration: /t/ into /ʔ/

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced
Got into	/gɒt 'ɪntə/	/t/ into /ʔ/	/gɒ ʔ 'ɪntə/
Set of	/set əv/	/t/ into /ʔ/	/seʔ əv/

The sound alteration of /t/ into /ʔ/ in the words above is illustrated with the feature matrix as follows,



The sound /t/ which is featured as voiced, nasal, and velar consonant, assimilates totally to the following vowel sound /ɪ/ and /ə/ which feature as voiceless and glottal. The sound alteration is encompassed as **total regressive assimilation** in which the sound /ʔ/ is produced as the result of the assimilation of the two sounds, /t/ and /ɪ/ and /ə/. The assimilation process of the sound alteration can be formulated with the rules as below,



The rule of the above-mentioned assimilation process is encompassed as *liquidation of alveolar consonant /t/* in which the process changes the feature of the sound /t/ which is alveolar consonant into /ʔ/ sound which feature as glottal.

The second classification of assimilation is progressive assimilation. Different from the regressive assimilation, this progressive assimilation is less occurred than the regressive one. Crystal stated that this type is less common (Crystal, 1991:40). Progressive assimilation process occurs in 1 sound alterations in 1 word in the teaching videos collaboration. The sound alteration is /n/ into /m/. The sound alteration is later illustrated in the table and description as follows.

Sound alteration: /n/ into /m/

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced
Fourteen	/fɔ:ʔti:n/	/n/ into /m/	/fɔ:ʔti:m/

The sound alteration of /n/ into /m/ in the words above is illustrated with the feature matrix as follows,

result the mutual sound of the assimilation processes between the preceding and following sounds. The sound alterations occur in the particular words are illustrated in the table and description as follows.

Sound alteration: /d/ into /dʒ/

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced
Would you	/wʊd ju:/	/d/ into /dʒ/	/wʊdʒu:/
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/
Would use	/wʊd ju:z/	/d/ into /dʒ/	/wʊdʒu:z/
Could use	/kəd ju:z/	/d/ into /dʒ/	/kədʒu:z/
Told you	/təʊld ju:/	/d/ into /dʒ/	/təʊldʒju:/
Ground your	/graʊnd jɔ:(r)/	/d/ into /dʒ/	/graʊndʒɔ:(r)/

The sound /d/ which is featured as voiced, stop, and alveolar, and the sound /j/ which is voiced, glide, and palatal consonant, assimilate into each other to finally produce the new phoneme /dʒ/ with the features, voiced, affricate, and palatal. For example, the assimilation process occurs in the words ‘**would use**’ and ‘**ground your**’. In the process, the words which are phonetically transcribed as /wʊd ju:z/ and /graʊnd jɔ:(r)/, within the process, the sounds /d/ and /j/ are assimilating into each other and featuring new sound /dʒ/ and the words are produced as /wʊdʒu:z/ and /graʊndʒɔ:(r)/ in the videos. The /dʒ/ sound is resulted from the voiceless feature of the earlier phoneme, and palatal feature in the latter phoneme.

resemblance. As divided into the minor types of assimilation, those all types belong to **partial assimilation** due to the mutual resemblance between two sounds.

3.1.2. The Factors of the Assimilation Processes

From all the types of assimilation processes discussed in the above-mentioned findings discussion, some factors are identified as the case of which assimilations occur. The factors are the rapidity of conversation between the teachers in the videos, the rapidity of the teachers' speech, and the accents possessed by the teachers.

The first factor is the rapidity of the dialogue in the videos. There are 10 English teaching videos collaboration are used in this present research as the data source. In the teaching videos, the teachers flow with the conversation. Teacher1 manages the conversation full of fun and joyful feelings between the other investigated teachers. For example, when Teacher1 had a conversation with Teacher2, who is an English teacher from her YouTube channel, *MmmEnglish*. Teacher1 and Teacher2 enjoyed the teaching process, even they often laughed in the video which is entitled *British Vs Australian Slangs: Colloquial Conversation*. Teacher1 who is British, compared her British slangs to Teacher2's slangs, which is Australian. The way of speech, between Teacher1 and Teacher2, triggers the assimilation to occur. Due to the rapid conversation between them, many assimilations occur in the video. Hence, the most numbers of assimilations are found

in the findings are in their speech. On the other hand, in Teacher1's teaching videos, she also provides the conversation with Teacher4, who is an English teacher in her channel, *British English Pro*. The video is entitled *Northern Vs Southern Accents – British English Pronunciation*. In the video, Teacher1 and Teacher2 who compared their English accents, had a slower conversation than the conversation with Teacher2. The slow way of speech in the conversation between Teacher1 and Teacher2 did not trigger the assimilation to occur in the video. Hence, in the findings discussion, only 7 assimilations applied by Teacher4. From the result of the number of assimilations, the more rapid the conversation between the teachers, the higher number of assimilations occur.

The second factor is the rapidity of the teachers' speech. In this present research, there are 5 teachers are investigated as the research subjects. They are Teacher1 from *English with Lucy* channel, Teacher2 from *MmmEnglish* channel, Teacher3, from *Real English with Real Teachers* channel, Teacher4 from *British English Pro* channel, and Teacher5 as the voice coach in her *TED-Talk* channel. From all the videos uploaded by Teacher1, those all teachers are English teachers on YouTube. Every teacher has his and her own channel to teach English with particular style and way of teaching. Teacher1, for instance, she provides daily conversation and cultures in her channel. She tends to teach slang words, how to swear properly in English, and accents of English speakers in her channel. Similar to Teacher1, Teacher2, Teacher3, and Teacher5 also provide vocabularies for daily conversation

on their channel. They often provide teaching conversation in which case the assimilation occurs in higher numbers due to the rapidity of their speech in teaching conversation. Different from Teacher1, Teacher4 provides more about grammar in her channel rather than daily conversation. She tends to provide solo teaching. Hence, in the findings discussion, Teacher1, Teacher2, Teacher3, and Teacher5 produce higher number of assimilations than Teacher4. This is the case of which assimilations occur. The teachers who get used to teach in conversation, the more rapid speech they have, the higher number of assimilations they produce.

The third factor is the accents possessed by the teachers. The accents of the teachers belong to the country where they are from. The country affects the accents they possess. Teacher1, for instance, who possess strong British accents with syllable stress, syllable length, and volume, which the assimilation she produces are more in the sound alterations of /n/ which assimilates into /m/ whenever it is followed by bilabial consonants /p/, /b/, and /m/. Even, Teacher1 makes the sound /n/ voicing into /m/ when she pronounces the words '**Gordon Bennet**'. In another hand, with strong Australian accent, Teacher2 produces assimilation more in the sound alteration of /t/ into /k/ as in the words '**quite common**', as the sound /t/ assimilates into /k/ due to the rapid speech she speaks. Different from Teacher1 and Teacher2, Teacher3, with his South British accents, tends to produce assimilation in the mutual resemblance between alveolar phoneme /d/ and /j/ which produced as /dʒ/. For example, in the words '**did you**'. Whereas, common assimilation processes produced by Teacher4

and Teacher5 in the sound alteration of /t/ into /p/ in the words ‘**treat people**’, for instance, with their Scottish-British accents. From the types of the uttered assimilations, the stronger British accents the teachers have, the more stressed the sound alterations occur in the assimilation processes in their speech.

3.2. Discussion

Based on the significance of this study to inspire the non-native speaker, this present study tries to help the EFL learners at least to understand the assimilation as phonological process, and for further, they can feature assimilation in their speaking in order to produce smooth and fluent speech. The investigation in regard to verify the first objective in which assimilation processes are classified into three types as regressive, progressive, and coalescent assimilation. Further, the three types later are encompassed into partial and total assimilation in regard to how sounds resemble the features of other sounds. This part of discussion is about how the teachers alter the sound in regard to what extent the processes of the assimilation are applied in their speech. The processes of the five types of assimilations applied by the investigated teachers in English teaching videos collaboration in “English with Lucy” channel on YouTube are illustrated in the previous findings discussion. Later, to answer the second research question, the produced assimilations are analyzed on the reasons and factors why the assimilations are occurred. The findings suggest that the assimilations are highly found in L1’s speech. Since one of the investigated teacher from Australia,

she did not alter sounds as many as the British teacher. For the rapidity of the speech, Teacher1 and Teacher2 have the same rapidity in their English teaching conversation, but Teacher1 produced higher number than Teacher2. Teacher1, as the leader teacher in the teaching collaboration, produced 49 sound alterations in 98 words, whereas, Teacher2 and Teacher3 produced for each 20 sound alterations in 40 words, and 19 sound alterations in 38 words. Hence, Teacher4 and Teacher5 for each produced 8 sound alterations in 16 words, and 9 sound alterations in 18 words.

From the three major types of assimilation proposed for investigation proposed by Crystal's theory (1991), only progressive assimilation is found in 1 sound alteration. Whereas, for other two types of assimilation which are regressive and coalescent assimilations, are resulted in 83 sound alterations in 166 words for the regressive assimilation, and 22 sound alterations in 44 words for coalescent assimilation, which later classified into total and partial in both regressive and coalescent (reciprocal) assimilation. The results show that the number of words and phrases featured with assimilation are quite high in the two types. From the data of assimilations obtained from the videos, the most familiar type to apply is the regressive assimilations. This indicates that the native speakers, represented by "English with Lucy" teachers, are severely applying the process of assimilation in their speech.

The case of the assimilation process is mainly led by the place and the manner of particular sounds' articulation. One sound might alter under the influence of the neighboring sound or phoneme. For example, the nasal consonant /n/ whenever it is

followed by bilabial consonants /p/, /b/, and /m/ in the process of assimilation, is altered and nasalized, as in the words ‘**confident person**’, ‘**happen before**’, and ‘**in my**’. The process results the sound /m/ is the sound compensation to ease the pronunciation of the preceding sound /n/ which undergo the bilabiality of following sounds /p/, /b/, and /m/.

Besides, another factor provokes the assimilation process is the rapidity of the teachers’ speech on teaching video collaboration on “English with Lucy” channel on YouTube. The speech rapidity might be based on the speakers’ emotional conditions in the process of the teaching video making. The teachers might utter their speech in their different feelings, such as angry, happy, nervous, and relaxed. The speed of the speech produced by each teacher is resulted from each of the feelings will be different. When the speakers are angry and happy, for example, they tend to utter quite faster speech. Nevertheless, when they are relaxed, they tend to utter speech quite slowly. This factor, in several cases, leads assimilation not to occur. These particular findings agree with Azanee & Pilus (2013) that examined the frequency of phonological assimilation comparison between L1 and L2.

However, speaking is not like as easy as pronouncing words and isolating the sounds in which the speakers can easily articulate all the segments of a words clearly as pronouncing in almost slow motion, but further complicated since it is connecting a word to the others in more rapid frequency. It is in line with Yule’s (2010) idea that normal speech is mostly fast and spontaneous that it constrains speakers’ articulators

to move slightly from one sound to the following sound without a break. The speakers, then, articulate one sound and the next sound almost at once, in which the process is called coarticulation (Yule, 2010). This factor triggers assimilation occurs in speech. Even in the teaching video, which case the teaching video is proceeded carefully by giving attention to the words uttered, assimilation, indeed, occurs in almost each of the teaching video. This results show that assimilation does not only occur in the rapid speech, but also in the slow speech where which teachers as the native speakers tried to ease their pronunciation by assimilating particular sounds. For future research, this finding might be useful to do research with the same topic, and it deserves to be investigated further.

From the findings of the data, to enhance the assimilation processes with the theory proposed which later are integrated as a real-world problem, the finding dialogue is provided to answer the significance of the research. According to David (2009: 1-3), research integration is essential and effective to investigate real-world problems that the different disciplines' insights brought together to explain how real the phenomenon happens. The different disciplines' insights which brought together requires the disciplinary experts with specific set of concepts and method skills. Hereby, not only the experts of linguistics concerned in phonology, but also the experts of psycholinguistics and sociolinguistics are essential to make the findings investigation effective. This integration of these relevant disciplines can enhance the findings to provide more comprehensive understanding of the problems existed in the

assimilation processes. ‘The research integration involves more than just bringing together knowledge in terms of ‘facts’. It requires appreciation of different epistemologies’ (David, 2006: 2). The different epistemologies provide variety of different ways in which the readers can come to know ‘something’.

One key set of methods to gather and combine the diverse disciplines are built in various techniques of dialogue. According to Franco (2006: 814), the dialogue is the way to create meaning and share understanding through conversation. The findings dialogue later accomplished by collecting all the facts and appreciation according to the relevant disciplines’ perspective about assimilation.

The first question proposed is “What is the purpose of the integration between phonology, psycholinguistics, and sociolinguistics in understanding the assimilation as the unique phenomenon of linguistics study?” The study of the sound change is encompassed as a branch of linguistic study, phonology. The process of the sound change is discussed in phonology study as the alteration of the sound’s place and manner of articulation. Broader than that, psycholinguistics discusses the process of the sound change in assimilation according to the psychological conditions of the speaker when alters the sound. The speaker’s feeling is in line to the alteration of the sound, for instance, when the speaker is happy, the rapidity of uttered speech raises and triggers the assimilations to occur. Assimilations are produced more in this condition. Whereas, when the speaker is in sad condition, the rapidity of the uttered speech might be slower, and the sound change in assimilation rarely occurs. Furthermore, as social phenomenon, assimilation occurs in sociolinguistics’

perspective is the distinction of the accents possessed by the speakers. Not only due to the psychological condition of the speaker, but the speaker's dialect also triggers the assimilation to occur in many varieties. From time to time, assimilations occur in more varieties. The varied sound alterations in assimilation processes which encompassed in sociolinguistics aspect are defined as the process which is dealing with humanity history (Crystal, 2003: 123).

The integration of the three linguistic aspects; phonology, psycholinguistics, and sociolinguistics undergo the phenomena of assimilation process. The process involves not only the sound alterations regarding to the place and manner of articulation, but also the psychological condition of the speaker, and the accents possessed by the speaker. Those integrated disciplines explain the process on how the assimilations occur.

The second question proposed is, "How is the integration being undertaken?" As defined in the significance of the research, the unique phenomena occur in assimilations do not only deserve to learn under the study of linguistics in which the English native speakers who are able to trigger the assimilation to occur. For English learners, the application of assimilations can occur in line with two cases, first, they have been fluent in pronouncing English words, and they are in the condition in which it triggers the assimilation to occur in their rapid speech. The purpose of the occurred assimilations is to ease pronunciation in the rapid speech.

Then, "What is the context of the integration?" The context in which the assimilations occur as discussed in this present research is in English teaching video

making. The English teachers featured varied assimilation which are classified under the framework theory of Crystal's (1991). The findings of the research suggest that even in the teaching process, the teachers tend to apply assimilation in their dialogue and conversation. The occurred assimilation may be unique for the non-native learners in which they often experience difficulties to perceive the teachers' featured assimilation. The findings are useful to help the non-native learners in understanding the phenomenon which later they are expected to feature the assimilation in order to make their pronunciation more natural.

The most important question proposed in investigating the phenomenon is "What is the outcome of the integration?". The findings discussion about assimilation processes show that every teacher features the significant numbers of assimilation that conclude that the teaching process run in relax way of teaching in which the teachers seem happy in the teaching team, as discussed above, happy situation provokes the assimilation to occur. Moreover, "English with Lucy" channel on YouTube inspires the non-native learners to learn English in fun way through teaching collaboration done by two up to three teachers to discuss and teach all about English as well as culture. One of the inspiring topic in the teaching collaboration is comparing British and Australian slangs and idioms. From the way of teaching, the non-native learners will know and understand English in broader way than reading books. As a result, English for non-native learners is easy to learn by understanding and implementing the way of having 'cool' English by applying one of the cool phenomenon in English pronunciation, assimilation, which has both purposes, first, is

to ease the pronunciation in rapid speech, second, is to have fluent English pronunciation in regard to their accents to make their speech more natural. All above, the way of altering sounds in the assimilation processes can help the speakers to save their energy in their speech.



CHAPTER IV

CONCLUSION AND THEORETICAL IMPLICATIONS

This chapter emerges the conclusion of the findings and discussion and suggestion for the following researchers.

4.1. Conclusion

From the findings discussed in the previous chapter, assimilations are found in 105 sound alterations in 207 words and phrases. The results show that from the three types of assimilations; regressive, progressive, and coalescent assimilations, the highest number of assimilations are found in regressive assimilations which occur in 83 sound alterations in 166 words and phrases. For progressive assimilation, only 1 sound alteration is found in 1 word. The last type of assimilation, coalescent assimilations, are found in 22 sound alterations in 44 words and phrases. The findings show that regressive assimilations are found in the highest number of sound alterations in the particular words than both progressive and coalescent assimilation.

Based on the case of the sound alterations above, assimilation deals with the sound change as influenced by the neighboring sound or phoneme. For regressive assimilation, the case occurs whenever the preceding sound is followed and influenced by the neighboring sound. Whereas, progressive assimilation occurs whenever the preceding sound which is followed by neighboring sound actually

influences the neighboring sound and changes the neighboring sound's features. Lastly, coalescent assimilation, occurs when two sounds, preceding and neighboring sounds, assimilate mutually and result new sound alteration as the sound compensation of the mutual resemblance between the two sounds.

Dealing with the assimilation processes, the phenomena occur by altering sound's place and manner of articulation. One particular phoneme can undergo the feature of one or two sounds at the same time. The feature alterations are identified in the processes of assimilation which are labialization of stop consonant /t/, labialization of stop consonant /d/, labialization of fricative consonant /v/, labialization of nasal alveolar consonant /n/, velarization of stop consonant /t/, velarization of nasal consonant /n/, labialization of velar consonant /ŋ/, and liquidation of stop consonant /t/ in regressive assimilation. Whereas, one feature alteration is identified as labialization of nasal consonant /n/ in progressive assimilation, and palatalization of stop consonant /d/ is the assimilation process occurs in coalescent assimilation in which the new sound /dʒ/ is produced as the mutual resemblance of the consonants /d/ and /j/.

In regard to the number of assimilation processes, three factors are identified as the case of which assimilations are triggered to occur. Those factors are the rapidity of the dialogue in the videos, the rapidity of the speakers' speech, and the accents possessed by the teachers. For the first factor, dealing with the rapidity of the teaching collaboration between the teachers, the more rapid the dialogue run in the

video, the higher number of assimilations occur. The next factor is the rapidity of the teachers' speech. This factor deals with how the teachers flow into the teaching collaboration. How the teachers apply teaching practice in their YouTube channel also affects the rapidity of the teachers' speech. The results show that the teachers who get used to have teaching collaboration apply higher number of assimilation than the teachers who get solo teaching. Moreover, the theme that the teachers usually use in their teaching video also affects the number of assimilations they produce since the teachers who get grammar as their basic teaching technique theme, the lower number of assimilations they produce. The third factor is the accents possessed by the teachers which also trigger the assimilations to occur in varied types of sound alterations. The findings suggest that the more British accents the teachers possess, the more stressed sounds they produce in assimilation.

4.2. Theoretical Implications

From the results of the English phonological assimilation analysis in “English with Lucy” channel on YouTube, the phenomena are found not only within the investigated assimilations as one of the phonological processes, but also other types of phonological processes such as dissimilation, elision, deletion, etc. Also, due to this research focuses only in the three types of assimilations, such other types of assimilation processes are found in the videos as assimilation of voicing, and

assimilation of place. For future researchers, it is recommended to conduct a research about other types of phonological processes and assimilation processes to enrich the understandings on phonological and assimilation processes.

Since this study focuses only on the assimilation processes applied by Inner-Circle speakers, the varied assimilation processes are limited only on the native speakers' perceived assimilation. Therefore, the investigation in the Outer-Circle speakers is considerable to have broader understandings about assimilation processes applied by non-native speakers.

From the perspective of the object of data, further researchers may use the framework theory of Optimality Theory proposed by Prince & Smolensky (1993) since the Optimality Theory (1993) has the data analysis on the processes of assimilations in which the intonation and stress of the investigated sounds are presented in more detail.

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APPENDICES

APPENDICES

1. Regressive Assimilation

Data 1.1.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Can possibly	/kæn pʌ'sibli/	/n/ into /m/	/kæm pʌ'sibli/	00:00:58
Gordon Bennet	/gɒ(r)dɒn bennet/	/n/into /m/	/gɒ(r)dem bennet/	00:01:50
Gordon Bennet	/gɒ(r)dɒn bennet/	/n/into /m/	/gɒ(r)dem bennet/	00:01:52
And prejudice	/ən predʒʊdɪs/	/n/ into /m/	/əm predʒʊdɪs/	00:01:55
Quite close	/kwɑɪt kləʊs/	/t/ into /k/	/kwaɪk kləʊs/	00:02:10
Can't believe	/kæn bi'li:v/	/n/ into /m/	/kæm bi'li:v/	00:02:23
Don't believe	/dɒn bi'li:v/	/n/ into /m/	/dɒm bi'li:v	00:02:42
Have posh	/hæv pɒʃ/	/v/ into /p/	/hæp pɒʃ/	00:06:26
Quite posh	/kwɑɪt pɒʃ/	/t/ into /p/	/kwaɪp pɒʃ/	00:06:53

Data 1.2.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Get going	/get ɡəʊɪŋ/	/t/ into /k/	/gek ɡəʊɪŋ/	00:01:01
Quite common	/kwɑɪt 'kɒmən/	/t/ into /k/	/kwaɪk 'kɒmən/	00:03:12
Could be	/kəd bi/	/d/ into /p/	/kəp bi/	00:03:49
Bit more	/bɪt mɔ:(r)/	/t/ into /p/	/bɪp mɔ:(r)/	00:04:50

Data 1.3.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Description box	/deskriːʃjən bɒks/	/n/ into /m/	/deskriːʃjəm bɒks/	00:00:50
But before	/bət bi'fɔ:(r)/	/t/ into /p/	/bəp bi'fɔ:(r)/	00:01:25
In person	/ɪn pɜ:sn/	/n/ into /m/	/ɪm pɜ:sn/	00:01:59
Even more	/i:v n mɔ:(r)/	/n/ into /m/	/i:vm mɔ:(r)/	00:02:53
Not being	/nɒt bi:ɪŋ/	/t/ into /p/	/nɒp bi:ɪŋ/	00:03:06
Not being	/nɒt bi:ɪŋ/	/t/ into /p/	/nɒp bi:ɪŋ/	00:03:07
Can be	/kən bi/	/n/ into /m/	/kəm bi/	00:03:38
Can be	/kən bi/	/n/ into /m/	/kəm bi/	00:03:42
Pronunciation practice	/prə,nɒnsi'eɪf n præktɪs/	/n/ into /m/	/prə,nɒnsi'eɪf m præktɪs/	00:03:59
Can be	/kən bi/	/n/ into /m/	/kəm bi/	00:04:28
In British	/ɪn brɪtɪʃ/	/n/ into /m/	/ɪm brɪtɪʃ/	00:06:24
Have posh	/hæv pɒʃ/	/v/ into /p/	/hæp pɒʃ/	00:06:26
Moved back	/mu:vd bæk/	/d/ into /p/	/mu:vp bæk/	00:06:34

Data 1.4.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Bit more	/bɪt mɔ:(r)/	/t/ into /p/	/bɪp mɔ:(r)/	00:00:21
Incredible	/ɪn'kredəbl/	/n/ into /ŋ/	/ɪŋkredəbl/	00:00:38
In Melbourne	/ɪn melbə:n/	/n/ into /m/	/ɪm melbə:n/	00:01:14
Happen before	/'hæpən bi'fɔ:(r)/	/n/ into /m/	/'hæpəm bi'fɔ:(r)/	00:02:58

Moved back	/mu:vd bæk/	/d/ into /p/	/mu:vp bæk/	00:03:41
Good pace	/gʊd peɪs/	/d/ into /p/	/gʊp peɪs/	00:04:53
Different places	/ˈdɪfrənt pleɪsɪs/	/n/ into /m/	/ˈdɪfrənm pleɪsɪs/	00:06:28
Met before	/met brɪˈfɔ:(r)/	/t/ into /p/	/meˈp brɪˈfɔ:(r)/	00:07:02
Can practice	/kæn prækʔɪs/	/n/ into /m/	/kæm prækʔɪs/	00:07:58

Data 2.1.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Can be	/kæn bi/	/n/ into /m/	/kæm bi/	00:01:44
Could be	/kəd bi/	/d/ into /p/	/kəp bi/	00:02:48
Said British	/saɪd ˈbrɪtɪʃ/	/d/ into /p/	/saɪp ˈbrɪtɪʃ/	00:02:28
Quite British	/kwɑɪt ˈbrɪtɪʃ/	/t/ into /p/	/kwɑɪp ˈbrɪtɪʃ/	00:06:09
Let me	/let mi/	/t/ into /p/	/lep mi/	00:06:51
In Britain	/ɪn ˈbrɪtn/	/n/ into /m/	/ɪm ˈbrɪtn/	00:11:25

Data 2.2.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Got into	/gɒt ˈɪntə/	/t/ into /ʔ/	/gɒ ˈɪntə/	00:05:18
In case	/ɪn keɪs/	/n/ into /ŋ/	/ɪŋ keɪs/	00:07:03
Eighteen birthday	/eɪˈti:n bɜ:θdeɪ/	/n/ into /m/	/eɪˈti:m bɜ:θdeɪ/	00:08:19
Heard back	/hɜ:d bæk/	/d/ into /p/	/hɜ:p bæk/	00:10:15
Run back	/rʌn bæk/	/n/ into /m/	/rʌm bæk/	00:10:37
Set of	/set əv/	/t/ into /ʔ/	/seʔ əv/	00:12:08

Bit more	/bɪt mɔ:(r)/	/t/ into /p/	/bɪp mɔ:(r)/	00:14:30
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Data 2.3.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
In person	/ɪn pɜ:sn/	/n/ into /m/	/ɪm pɜ:sn/	00:00:47
Didn't pick	/dɪd'nt pɪk/	/n/ into /m/	/dɪ'm pɪk/	00:01:15
What can	/wɒt kæn/	/t/ into /k/	/wɒk kæn/	00:01:39
Had my	/hæd maɪ/	/d/ into /p/	/hæp maɪ/	00:03:12
Got back	/gɒt bæk/	/t/ into /p/	/gɒp bæk/	00:04:00
Teaching practice	/ti:tʃɪŋ præktɪs/	/ŋ/ into /m/	/ti:tʃɪm præktɪs/	00:04:17
Teaching practice	/ti:tʃɪŋ præktɪs/	/ŋ/ into /m/	/ti:tʃɪm præktɪs/	00:04:20
One month	/wʌn mʌnθ/	/n/ into /m/	/wʌm mʌnθ/	00:04:31
Get kept	/get kept/	/t/ into /k/	/gek kept/	00:05:35
Did my	/dɪd maɪ/	/d/ into /p/	/dɪp maɪ/	00:05:48
In class	/ɪn klɑ:s/	/n/ into /ŋ/	/ɪŋ klɑ:s/	00:09:54
Can click	/kæn klɪk/	/n/ into /ŋ/	/kæŋ klɪk/	00:08:48
Can go	/kæn gəʊ/	/n/ into /ŋ/	/kæŋ gəʊ/	00:08:51
Can pick	/kæn pɪk/	/n/ into /m/	/kæm pɪk/	00:09:18
And but	/ən bət/	/n/ into /m/	/əm bət/	00:11:29
Lot more	/lɒt mɔ:(r)/	/t/ into /p/	/lɒp mɔ:(r)/	00:13:04

Data 3.1.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Received pronunciation	/r'si:vð prə,nʌnsi'eɪfn/	/d/ into /p/	/r'si:vɒ prə,nʌnsi'eɪfn/	00:00:34
Don't go	/dɔ:n' gəʊ/	/n/ into /ŋ/	/dɔ:ŋ gəʊ/	00:04:14
Would be	/wʊd bɪ/	/d/ into /p/	/wʊp bɪ/	00:04:41
Description box	/dɪ'skrɪpʃn bɒks/	/n/ into /m/	/dɪ'skrɪpʃm bɒks/	00:04:43

Data 3.2.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Description box	/dɪ'skrɪpʃn bɒks/	/n/ into /m/	/dɪ'skrɪpʃm bɒks/	00:00:37
Should be	/ʃʊd bɪ/	/d/ into /p/	/ʃʊp bɪ/	00:00:55
Don't be	/dəʊn' bɪ/	/t/ into /m/	/dəʊm' bɪ/	00:01:00
Uncomfortable	/ʌn'kʌmfətəbl/	/n/ into /ŋ/	/ʌŋ'kʌmfətəbl/	00:01:13
Could be	/kəʊd bɪ/	/d/ into /p/	/kəʊp bɪ/	00:03:08
Treat people	/tri:t pi:pəl/	/t/ into /p/	/ tri:p pi:pəl/	00:03:47
Uncomfortable	/ʌn'kʌmfətəbl/	/n/ into /ŋ/	/ʌŋ'kʌmfətəbl/	00:04:35
Catcall	/kætkɔ:l/	/t/ into /k/	/kækɔ:l/	00:05:09
Description box	/dɪ'skrɪpʃn bɒks/	/n/ into /m/	/dɪ'skrɪpʃm bɒks/	00:05:24

Data 4.1.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
And being	/ən bi:ɪŋ/	/n/ into /m/	/əm bi:ɪŋ/	00:00:38

In Poland	/ɪn pəʊlənd/	/n/ into /m/	/ɪm pəʊlənd/	00:01:46
About confidence	/ˈəbaʊt ˈkɒnfɪdəns/	/t/ into /k/	/ˈəbaʊk ˈkɒnfɪdəns/	00:03:52
About confidence	/ˈəbaʊt ˈkɒnfɪdəns/	/t/ into /k/	/ˈəbaʊk ˈkɒnfɪdəns/	00:03:38
Brain chemistry	/breɪn ˈkemɪstri/	/n/ into /ŋ/	/breɪŋ ˈkemɪstri/	00:05:32
Brain chemistry	/breɪn ˈkemɪstri/	/n/ into /ŋ/	/breɪŋ ˈkemɪstri/	00:05:43
Great question	/greɪt ˈkwestʃən/	/t/ into /k/	/greɪk ˈkwestʃən/	00:10:47
In my	/ɪn maɪ/	/n/ into /m/	/ɪm maɪ/	00:12:13
Confident person	/ˈkɒnfɪdənt pɜːsn/	/n/ into /m/	/ˈkɒmfɪdənt pɜːsn/	00:14:14
Not gonna	/nɒt ɡəʊnna/	/t/ into /k/	/nɒk ɡəʊnna/	00:15:23
Not be	/nɒt bi/	/t/ into /p/	/nɒp bi/	00:19:19

2. Progressive Assimilation

Data 2.3.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Fourteen	/fɔːˈtiːn/	/n/ into /m/	/fɔːˈtiːm/	00:01:32

3. Coalescent Assimilation

Data 1.1.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Would you	/wʊd juː/	/d/ into /dʒ/	/wʊdʒuː/	00:02:06
Did you	/dɪd juː/	/d/ into /dʒ/	/dɪdʒuː/	00:05:21

Data 1.3.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:01:15
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:01:51
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:05:52

Data 2.1.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Would use	/wʊd ju:z/	/d/ into /dʒ/	/wʊdʒu:/	00:04:36
Could use	/kəd ju:z/	/d/ into /dʒ/	/kədʒu:z/	00:08:10

Data 2.2.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Would you	/wʊd ju:/	/d/ into /dʒ/	/wʊdʒu:/	00:04:36
Would you	/wʊd ju:/	/d/ into /dʒ/	/wʊdʒu:/	00:10:01
Would you	/wʊd ju:/	/d/ into /dʒ/	/wʊdʒu:/	00:13:11

Data 2.3.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:03:24
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:03:24
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:03:42
Would you	/wʊd ju:/	/d/ into /dʒ/	/wʊdʒu:/	00:07:40

Data 3.1.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Told you	/təʊld ju:/	/d/ into /dʒ/	/təʊldʒu:/	00:05:45

Data 4.1.

Words/Phrases	Phonetically Transcribed	Phoneme Alterations	The Speech Produced	Time Detail
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:02:35
Did you	/dɪd ju:/	/d/ into /dʒ/	/dɪdʒu:/	00:10:35
Ground your	/graʊnd jɔ:(r)/	/d/ into /dʒ/	/graʊndʒɔ:(r)/	00:14:50