

**ENGLISH PRONUNCIATION PROBLEMS ENCOUNTERED BY
INDONESIAN ADVANCED STUDENTS**

THESIS

By:

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**ENGLISH LANGUAGE AND LETTERS DEPARTMENT
FACULTY OF HUMANITIES
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG**

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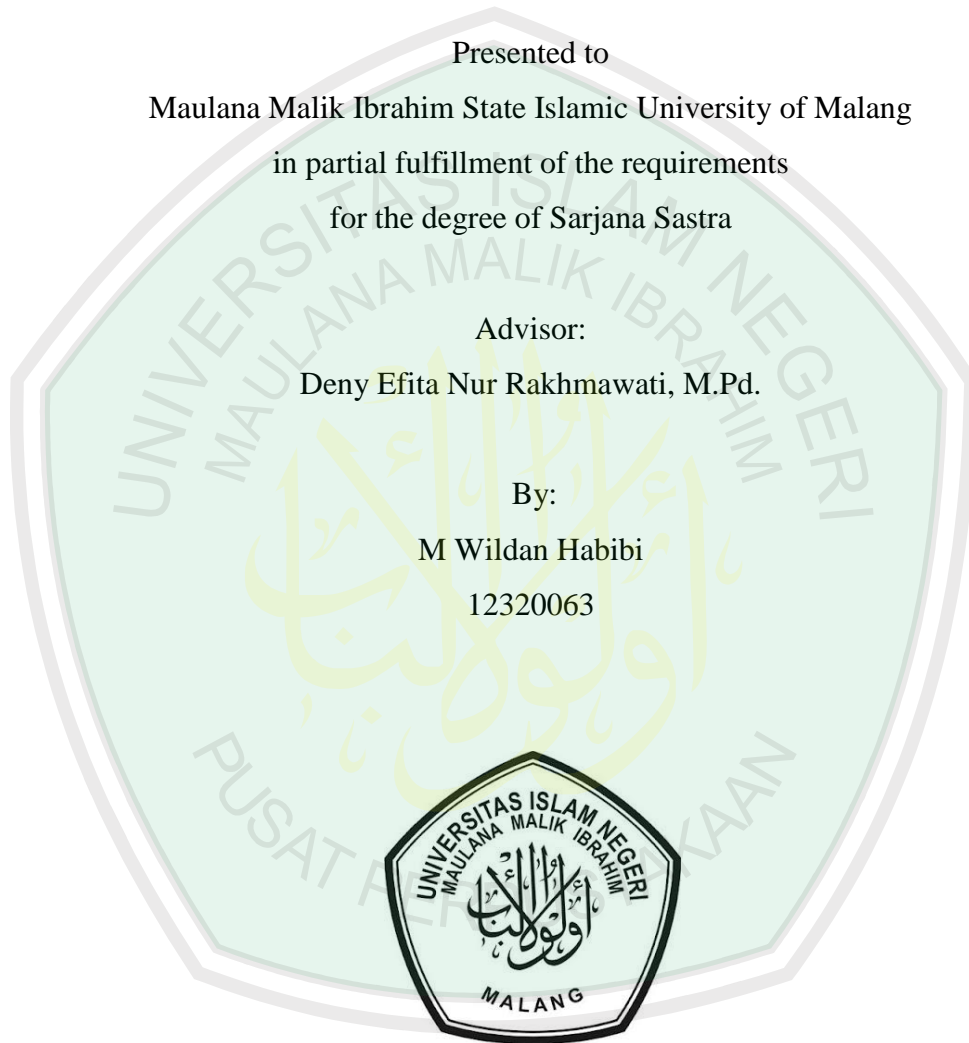
ENGLISH PRONUNCIATION PROBLEMS ENCOUNTERED BY
INDONESIAN ADVANCED STUDENTS

THESIS

Presented to
Maulana Malik Ibrahim State Islamic University of Malang
in partial fulfillment of the requirements
for the degree of Sarjana Sastra

Advisor:
Deny Efita Nur Rakhmawati, M.Pd.

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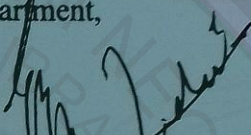



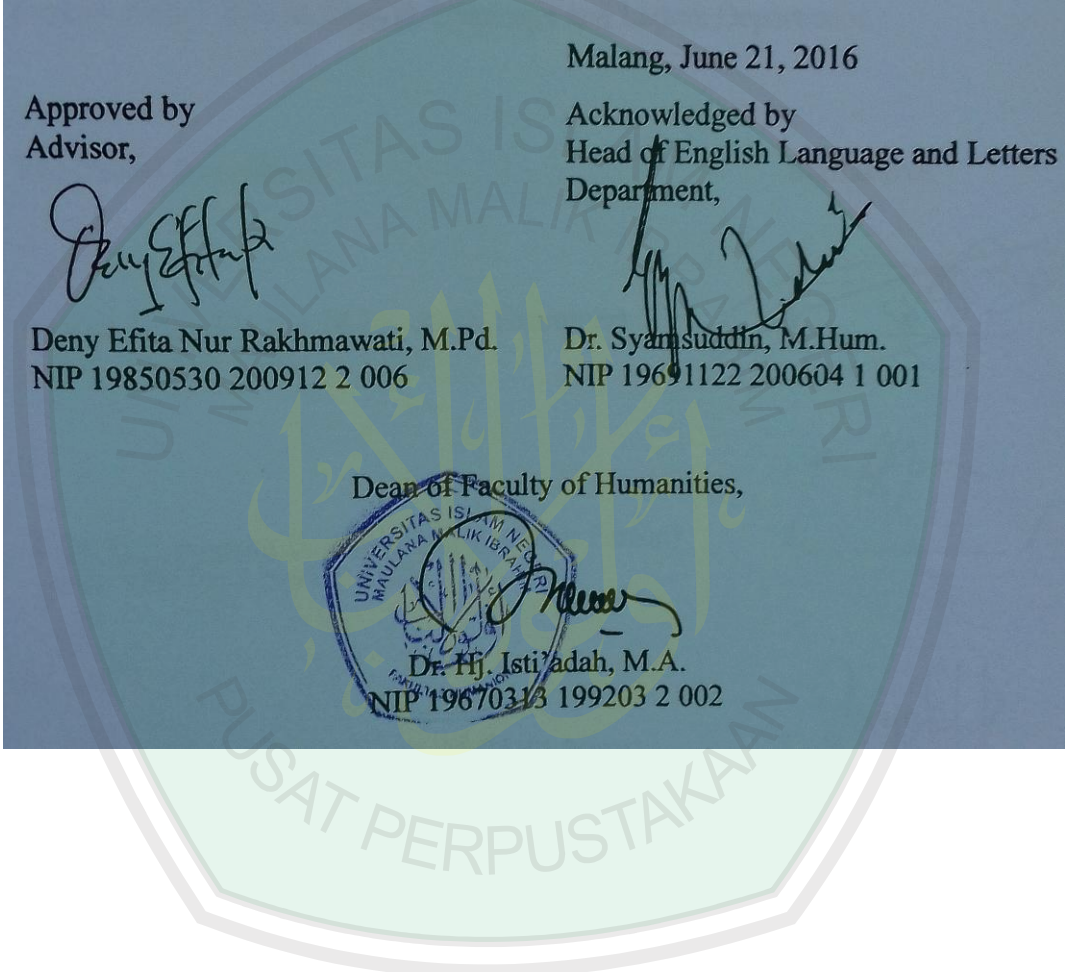
ENGLISH LANGUAGE AND LETTERS DEPARTMENT
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2016

APPROVAL SHEET

This is to certify that M. Wildan Habibi's thesis entitled "English Pronunciation Problems Encountered by Indonesian Advanced Students" has been approved by the thesis Advisor for further approval by Board of Examiners.

Malang, June 21, 2016

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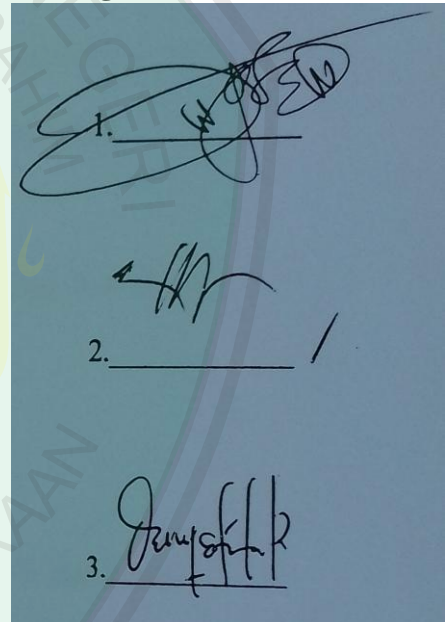
LEGITIMATION SHEET

This is to certify that M Wildan Habibi's thesis entitled "English Pronunciation Problems Encountered by Indonesian Advanced Students" has been approved by the board examiners as one of the requirements for the degree of *Sarjana Sastra (S.S)* in English Language and Letters Department.

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STATEMENT OF THESIS AUTHORSHIP

I, M Wildan Habibi, state that the thesis entitled “English Pronunciation Problems Encountered by Indonesian Advanced Students” does not include any works which have been previously submitted at any institutions of higher education, 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 for the novelty of my thesis.

Malang, June 21, 2016



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MOTTO

"The best of people are those that bring most benefit to the rest of mankind." [Daraqutni, Hasan]



DEDICATION

I dedicate this thesis to those who strive to study and improve their English pronunciation.



ACKNOWLEDGEMENT

My very first thank goes to Allah, my almighty God I worship. I thank Him for all the power and patience He has been giving to me to finish this thesis entitled “English Pronunciation Problems Encountered by Indonesian Advanced Students”. Likewise, *shalawat* and *salam* may always be given to my prophet, Muhammad SAW, who spoke the voice of God.

Second, my thank goes to my mother and brother who have been emotionally and financially supporting me to study English in this University, UIN Maulana Malik Ibrahim Malang. If it was not because of their help, I would never be here to finish this thesis.

Third, my thank goes to my supervisor, Deny Efita Nur Rakhmawati, who has patiently and consistently guided me during the writing of this thesis. Not to mention, my thank also goes to all of the lecturers who have taught me English in this university.

Forth, my thank goes my Bunch Bitch Community; Didin, Robet, Mbak Wina, Bela, Jarije, Ela and Alfa. All of them have taught me that great friends are not those who stand together for the same ideology, but the very ideologically different people who can stand tall together for their great tolerance.

Fifth, my thank goes to all of my friends in UIN Maulana Malik Malang; Nurtamin who has been the best study partner since the very beginning “Keep up your best work!”, Dewi Mahrnisa who has been the pseudo member of the Bunch Bitch Community “Invite us again to dine in your house!”, My PKL

partners; Qonita, Diati, Shobib, Rima, Zakiya, Laila and Harun, who have brought the best version of lifespan “Kapan ke Pujon?”, Istiqomah and Lia who have shared many stories with me “We fall and rise.”, The PSM GGB choristers, My KKM partner; Achris, Hasyim, Andi, Nizar, Mannan, Ririn, Aini, Ainin, Niswah, Lis and Laili who had given me a different version of life “Ayo ke Mbok Kar”, My Fadholi partner; Badrus, Fakhrus, Roziqien and Hasan who always brought me laughter during my stay at Fadholi “Ngaji-Ngaji”, the one making me know a sincere love, the one teaching me not to trust, the one telling me to not hope much and you who once made my life so beautiful “How are you? It’s been a long day”.

Finally, I am well aware of some weaknesses of this thesis. Thus, I hope for endless and constructive suggestions for the betterment of the research in this field of study.

Researcher



M Wildan Habibi

ABSTRACT

Habibi, M. Wildan. 2016. *English Pronunciation Problems Encountered by Indonesian Advanced Students*. Thesis, Faculty of Humanities, English Language and Letters Department, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Deny Efiti Nur Rakhmawati, M.Pd.

Keywords: pronunciation problem, segmental, phonetic aspect, consonant, vowel

This study examines the segmental pronunciation problems encountered by the advanced students Maulana Malik Ibrahim State Islamic University of Malang. The segmental pronunciation here refers to the way consonant and vowel sounds are produced regarding of the phonetic aspects. The advanced students, in this case, are represented by the English Language and Letters Department students presenting their thesis proposals. They are chosen as the research subjects since this study attempts to find out the English sounds which are problematic even to those who have been seriously studying English.

This study employs descriptive qualitative inquiry aiming at describing how segmental English Sounds are incorrectly pronounced by the research subjects. The description of the incorrectly pronounced English sounds is based on the theories of phonetics proposed by George Yule, Peter Roach dan Daniel Jones which embraces voicing, manner of articulation and place of articulation for English consonant production and the tongue part and position, sound length and mouth forming for English vowel production.

This study revealed that the research subject encountered a number of segmental pronunciation problems consisting of consonants and vowels including pure vowels and diphthongs. The problem with consonant sounds were the substitution of the sounds [v], [ð], [θ], [tʃ], [ʒ], [ʃ] [z] and the deletion of the sounds [k], [g], [t], and [s]. The problem with pure vowel sounds were the substitution of the sound [ɪ], [i:], [ɛ], [ʊ], [ʌ], [ɜ:], [ɒ], [ɔ:] and [ə] and the insertion of the sound [ə] between two consonant sounds. The problem with diphthongs were: the monophthongization of the sound [aɪ], [aʊ], [eɪ], [ɪə], [əʊ], and the replacement of the sounds [eɪ] and [ɪə] with other diphthongs.

It is suggested for the next researchers to investigate pronunciation problems related to suprasegmental aspects and phonemic opposition. Also, it is suggested to investigate the factors driving pronunciation problems.

مستخلص البحث

حبيبي، محمد ولدان . ٢٠١٦ . مشكلة النطق بالإنجليزية عند الطلبة الجامعية العليا الإندونيسية. البحث الجامعي. كلية الإنسانية، قسم اللغة الإنجليزية وأدبها، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: دني أيفيتا نور رحماواتي الماجستير. كلمات أساسية: مشكلة التلفظ، قطعي، الميزة الصوتية، صامت، صوت.

هذا البحث يبحث مشاكل النطق القطعي عند الطلبة الجامعية العليا في جامعة مولانا مالك إبراهيم الإسلامية الحكومية. النطق القطعي هو كيفية نطق صوت الصامت والصوت بنظر إلى الميزة الصوتية. الطلبة الجامعية العليا في هذا البحث هم طلبة قسم اللغة الإنجليزية وأدبها الذين يقدمون خطة البحث الجامعي. يختار الباحث موضوع البحث منهم لأن هذا البحث يهدف إلى إيجاد الأصوات الإنجليزية التي تكون مشكلة بل لمن الذي قد تعلم اللغة الإنجليزية بكل اهتمام. يستخدم هذا البحث المدخل الوصفي الكيفي بهدف وصف كيفية صوت القطع من اللغة الإنجليزية المنقول غير صحيح من موضوع البحث. وصف صوت اللغة الإنجليزية المنقول غير صحيح يعتمد على نظرية الصوت من جوزج يولي (George Yule)، فيتير رواج (Peter Roach)، ودانيل جونس (Daniel Jones) يحتوي على المدعو، وكيفية النطق، ومكان النطق لنظر نطق صامت اللغة الإنجليزية ونوع اللسان ومكانته، طويل الصوت، وشكل الفم لنظر إنتاج صوت اللغة الإنجليزية. هذا البحث يقدم أن موضوع البحث يوجد مشاكل النطق القطعي التي تتكون من صامت وصوت وكذلك صوت أصلي ولين. مشكلة صوت الصامت استبدال الصوت [v]، [ð]، [θ]، [t]، [ʒ]، [ʃ]، [z] وحذف الصوت [k]، [g]، [t]، و [s]. مشكلة الصوت أصلي استبدال الصوت [ɪ] [ə] [ɔ:]، [ɒ]، [ɜ:]، [ʌ]، [ʊ]، [ɛ]، [i] واستيفاء من صوت [ə] بين صوتي الصامت. مشكلة صوت لين: أحادية صوت [əʊ]، [ɪə]، [eɪ]، [aʊ]، [aɪ] وتغيير صوت [eɪ] و [ɪə] بصوت لين آخر. اقتراحات للباحث القادم أن يبحث مشكلة النطق المتعلقة بالميزة فوق القطاعية والمعارضة صوتي. وكذلك، عليه أن يبحث عامل الدافع في مشكلة النطق.

ABSTRAK

Habibi, M. Wildan. 2016. *Masalah Pengucapan Bahasa Inggris yang Dialami oleh Mahasiswa Indonesia Tingkat Atas*. Skripsi, Fakultas Humaniora, Jurusan Bahasa dan Sastra Inggris, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Deny Efita Nur Rakhmawati, M.Pd.

Kata Kunci: permasalahan pengucapan, segmental, aspek fonetik, konsonan, vokal

Studi ini meneliti permasalahan-permasalahan pengucapan segmental yang dialami oleh mahasiswa tingkat atas di UIN Maulana Malik Ibrahim Malang. Pengucapan segmental di sini merujuk pada cara pengucapan suara konsonan dan vokal yang ditinjau dari aspek fonetik. Mahasiswa tingkat atas, di studi ini, diwakili oleh mahasiswa jurusan Bahasa dan Sastra Inggris yang sedang mempresentasikan proposal skripsi mereka. Mereka dipilih menjadi subjek penelitian karena studi ini bertujuan untuk menemukan suara-suara Bahasa Inggris yang menjadi masalah bahkan untuk orang-orang yang telah belajar Bahasa Inggris dengan serius.

Studi ini menggunakan penyelidikan deskriptif kualitatif yang bertujuan menggambarkan bagaimana suara segmental Bahasa Inggris yang diucapkan secara tidak benar oleh subjek penelitian. Deskripsi tentang suara Bahasa Inggris yang diucapkan secara tidak benar tersebut didasarkan pada teori fonetik yang dicetuskan oleh George Yule, Peter Roach dan Daniel Jones yang mencakup penyuaran, cara artikulasi dan tempat artikulasi untuk peninjauan pengucapan konsonan bahasa Inggris dan bagian dan posisi lidah, panjang suara dan bentuk mulut untuk peninjauan produksi vokal bahasa Inggris.

Studi ini mengungkapkan bahwa subjek penelitian menemui sejumlah masalah pengucapan segmental yang terdiri dari konsonan dan vokal termasuk vokal murni dan diftong. Permasalahan dengan suara konsonan adalah substitusi suara [v], [ð], [θ], [tʃ], [ʒ], [ʃ] [z] dan penghapusan suara [k], [g], [t], dan [s]. Masalah dengan suara vokal murni adalah substitusi suara [ɪ], [i], [ɛ], [o], [ʌ], [ɜ:], [ɒ], [ɔ:] dan [ə] dan penyisipan dari suara [ə] antara dua suara konsonan. Masalah dengan diftong adalah: monophthongisasi dari suara [aɪ], [aʊ], [eɪ], [ɪə], [əʊ], dan penggantian suara [eɪ] dan [ɪə] dengan diftong lainnya.

Disarankan untuk peneliti selanjutnya untuk menyelidiki masalah pengucapan terkait dengan aspek suprasegmental dan oposisi fonemis. Juga, disarankan untuk menyelidiki faktor pendorong masalah pengucapan.

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CHAPTER I

INTRODUCTION

This chapter elaborates background of the study, research question, research objectives, research significances, scope and limitation, definition of the key terms, and research method. Research method explains research design, research instruments, data sources, data collection, and data analysis.

1.1 Background of The Study

This research investigates English pronunciation problems encountered by the advanced students of English Department of State Islamic University (UIN) of Maulana Malik Ibrahim Malang during the presentation of the thesis proposal. Pronunciation, defined by the Oxford English Dictionary, refers someone's competence in producing sound used to deliver meanings. Then, the study to find out pronunciation problems becomes necessary since it is one of the problems in speaking practice. Someone with inaccurate pronunciations might jumble sounds. As known that sound or combination of sounds are causing different meanings (Dardjowidjojo, 2009), it will, thus, lead the hearers to misunderstand what is being tried to deliver. For instance, the word *leave* contains the sounds [l], [i:] and [v]. When the sound [i:] is pronounced [ɪ] that finally results in /lɪv/, the meaning is changed because /lɪv/ will be interpreted as the word *live*. Then, the hearers will misunderstand the speech because the speaker is unintentionally misleading the speech by performing mispronunciation.

The problem of pronunciation needs investigating in UIN Maulana Malik Ibrahim Malang, in which the majority of the students are those who speak

Indonesian as first or second language, to discover the really problematic English sounds encountered by the advanced students. This was due to the assumption that mispronunciations were still frequently performed by the advanced students of English Department in their speaking practices. Although they had been in the advanced level of speaking courses, they were still identified to perform mispronunciations. This research then tried to find out the English sounds often mispronounced by the Indonesian advanced students of UIN Maulana Malik Ibrahim Malang so that such pronunciation problems could be taken into account. This will help Indonesians who are teaching or and studying English pronunciation as the English sounds often mispronounced have already been identified so that they will be more aware of those mispronunciations.

In UIN Maulana Malik Ibrahim Malang, the students who are taking English Language and Letters (BSI) department are demanded to, of course, study and improve their English speaking skills. Students start studying to speak English ever since they are in the first semester in the course known as Intensive English Course (IEC) done through weekly presentation under certain topics. As the continuation of that course, Speaking I, II, III and phonology courses are given in the next semesters. In the sixth semester, Public Speaking Course, an optional course to take, is given, once again, to assist the students to improve their English speaking skills. It needs to be noted that this course arrangement is changed and renewed and the new arrangement is applied to the batch-2014 students of BSI. Then, the students can be judged as the advanced student in English speaking as they have passed all those courses and fulfilled the criteria of advanced students

that will be explained in Chapter II. After completing the whole course including those mentioned above, the students are assigned the last final project that is writing their own thesis in order to graduate from UIN Maulana Malik Ibrahim Malang. Before writing their thesis, they need to make the thesis proposal and then present it through English speaking in the seminar of the research proposal. Thus, the speaking practices in presentation of the research proposal were chosen since it was done by the advanced students. Despite all those courses which assisted them in speaking practices given through those semesters, the students, however, were still assumed to encounter some English pronunciation problems in their research proposal presentation. This assumption can be supported by the previous studies which will be explained in the next chapter. Again, this research, therefore, tries to find out the pronunciation problems encountered even by those who are in the advanced level of learning English.

The speaking practices in the thesis proposal presentation was chosen to take into account because it obliged the students to perform their abilities, which were assumed to be their peaks due to the passes of the conductions of the previous speaking courses, to speak English involving pronouncing English words. What is more important is that the thesis proposal presentation was taken by the students who had passed the courses of Phonology, Speaking I, II, III and Public Speaking. This means that their pronunciations had been trained during the previous semesters so that this research would discover the very problematic English sounds to pronounce even by the students who had taken speaking and phonology courses.

Studies in this field have been conducted several times in Indonesia. For instances, Alimemaj (2014) has investigated the English phonological problems encountered by Albanian learners. The second, Malah and Rashid (2015) have analyzed the contrast of the segmental phonemes between English and Hausa Language. Then, a research on such fields also needs conducting among Indonesia learners to investigate what pronunciation problems encountered by Indonesian learners. Rosyidah (2014) has examined the pronunciation problems in Language Morning Program held in Islamic Boarding School of UIN Maulana Malik Ibrahim Malang. Andi-Pallawa (2013) also has done a research of pronunciation problems encountered by Indonesian learners by doing a comparative analysis between both languages. However, the subjects of their researches were those who were mostly not demanded to have a good mastery in English speaking that they were not encouraged to have a good English pronunciation. Thus, every single sound of English would tend to be problematic. Then, this study aimed to discover the very problematic English sounds so that the subject had to be those who were really trained to have good English pronunciations. Finally, the students' presentation of thesis proposal were chosen because they had passed the courses of Phonology, Speaking I, II, III and Public Speaking that they were expected to have a good English speaking skill with a good pronunciation. Thus, the discovery of this study would be the English sounds which were very problematic since they were performed by those who had trained for English speaking through those courses.

1.2 Research Question

How are the segmental features of English sounds containing consonants and vowels mispronounced by the BSI students during the presentation of the research proposal?

1.3 Research Objective

This research was conducted to find out how the segmental features of English sounds containing consonants and vowels mispronounced by the BSI students during the presentation of the research proposal?

1.4 Research Significance

This study will give the data of several pronunciation problems which are the most often performed by the students in their advanced speaking practices. Since avoiding mispronunciations is vitally important to avoid misleading speech in public speaking, that finding will give a contribution to the students, especially those who are studying English pronunciation, in identifying what English phonemes which are the most problematic so that such pronunciation problems can be prevented or even stopped.

This also will help English pronunciation teachers to emphasize what English phonemes to make the students practice more in order to lead them to right pronunciations. The finding of this study can be used as a teaching guideline by teachers to help them choose which English phonemes to be taught more intensively than others so that the strategy in allocating the teaching time can be formulated. Especially, the finding of this research can be used by the lecturers of

IEC to prevent such mispronunciations from being performed by the students. IEC is the earliest course given to the BSI students.

1.5 Scope and Limitation

This study focused on identifying the English sounds which brought about pronunciation problems encountered by the Indonesian BSI students of UIN Maulana Malik Ibrahim Malang in the presentation of the research proposal. The finding of the research was then analyzed to know how the segmental features of English phonemes containing consonants and vowels were becoming the pronunciation problems encountered by the advanced students in the presentation of the research proposal.

Because of the limitedness of time and access to the students, the investigation of this research only concerned with the pronunciation problems among the BSI students in the presentation of the research proposal with the analysis on the segmental phonological characteristics of English sounds containing consonants and vowels. Likewise, the investigation of this research was only conducted during the presentation of the research proposal. This study then might not cover the whole possible pronunciation problems among the BSI students. Finally, this study concerned only about the Indonesian students, who spoke Indonesia as first or second language.

1.6 Definition of Key Terms

Here are the definitions of the key terms in this research:

1. Pronunciation: Pronunciation is the competence of someone in producing sound used to make meaning. In this case, it refers to the way the subjects of the research pronounce the segmental English sounds during the presentation of their thesis proposal.
2. Sound: it refers to the sounds consisting consonants and vowels pronounced by the research subjects.
3. Segmental feature: it focuses on vowels and consonants.
4. Presentation of the research proposal: it is the event when the students orally present their thesis proposal through the practice of English speaking.
5. Advanced students: the term advanced students is used by the researcher to address the students who have passed the courses of Speaking I, II, II, Phonology and Public Speaking. Then, they also have to be those who have fulfilled the criteria of advanced student proposed by Cotter described in the Chapter II.

1.6 Research Method

This part discusses about the method of the study. It covers the research design, research instrument, data sources, data collection and data analysis.

1.6.1 Research Design

This study was designed to investigate pronunciation problems of English sounds, consisting of consonants, vowels, and diphthongs performed by the BSI students in the presentation of the research proposal.

In this research, the descriptive qualitative method was employed for the investigation of the study. Descriptive qualitative method was used in this study to describe the English sounds which were becoming the pronunciation problems encountered by BSI students in the presentation of the research proposal by providing a rich description and analysis of the data which was implementing the disciplines of the study of phonetics focusing of the segmental features.

1.6.2 Research Instruments

The instruments are:

1. The researcher

The researcher was the main instrument in this research. He came to the presentation of the research proposal in which the subjects of the research were performing their English speaking practices.

2. Recording

The data-collecting process in this research was done by recording the speaking practices performed by the BSI students during the presentation of the research proposal. The recordings were then listened to catch and write down the transcription.

3. Dictionary

The Oxford Advanced Learner's Dictionary was used as a determinant to do the analysis since it was the commonly used dictionary among the BSI students.

1.6.3 Data Source

The data of this research were the speaking practices performed by the BSI students as the research subjects in the presentation of the research proposal. The researcher recorded students' thesis proposal presentation in March and April 2016. Then, five students who fulfilled the criteria of advanced students, explained in Chapter II, were chosen from the March conduction of the thesis proposal seminar and five students were chosen from the April conduction of the thesis proposal seminar. Totally, ten students' thesis proposal presentations were taken as the data source of this research.

1.6.4 Data Collection

The data of this research was directly taken and recorded by the researcher during the presentation of the research proposal. Some steps were done by the researcher to collect the data. The first step was directly coming to the class to observe and listen to the presentation of the research proposal. While observing and listening, the students' performances were recorded. The second step was listening to the recording and then writing down the transcription and marking every single English sound which was mispronounced. The last step was noting and classifying the data based on their segmental phonological characteristics.

1.6.5 Data Analysis

The data analysis covers two stages. The first stage was grouping the mispronounced English sounds. The whole collected data which have been written down are firstly classified or grouped based on their segmental phonological characteristic. The data were allocated into two main classifications; consonant

and vowel pronunciation problems. The vowel pronunciation problem is divided into three branches; pure vowels, diphthong and triphthong while the consonant pronunciation problem does not have any branch to divide.

The second stage was analyzing how the mispronounced sounds were becoming the pronunciation problems. It began with analyzing the segmental features of the mispronounced English phonemes which had been classified. To check off the accuracy of the analysis, The Oxford Advanced Learner's Dictionary and the theory of English phonetics and phonology proposed by Peter Roach, Daniel Jones and George Yule were used as the determinants to convey the accuracy of the analysis. The phonological environments of some mispronounced English sounds were explained as it was considered necessary.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the explanation of the related literatures and previous studies supporting this study to analyze the data and answer the research questions.

2.1 Pronunciation

According to Oxford Advanced Learners' Dictionary, pronunciation is defined as the way of how a language is spoken (Hornby, 2005). It means that by pronouncing some words, people are utilizing a language that they can communicate with others as pronunciation is the way of the language is spoken. Pronunciation is the production of significant sound used by a particular language as part of the code of the language, and used to achieve meaning in context (Seidlhofer, 1994). This means that pronunciation is the speech production that creates meanings. Pronunciation is probably one of the hardest speaking skills in English to learn because learning pronunciation takes much time and effort to improve understanding how to pronounce correctly (Szynalski, n.d.).

When speaking English, the speakers and the listeners are having a mutual relationship of communication. They affect each other by means that in order that the listeners can grasp the message of what is said, the speakers have to speak with a correct pronunciation by means the English sounds are pronounced correctly. Otherwise, the listeners will undergo misunderstanding caused by the incorrect pronunciation. This is because speech sounds, in a language, are

distinctive units that different sounds can lead to different meanings (Yule, 2010). The sound of language is studied in the so-called phonology.

2.2 Phonology

Linguists have promoted various definitions of the term phonology. Roach (2009) remarks that phonology is the study that focuses on how the sound units in a language can be distinctive, the pattern which is formed, and the regulation ruling their use. Phonology is the study of the pattern concerning with the selection and use of sound in the languages of the world (Kenstowics & Kisseberth, 1979). It is basically the description of the systems and patterns of speech sounds in a language concerning with the abstract or mental aspect of the sounds in language instead of actual physical articulation of speech sound (Yule, 1985, p. 45). Phonology deals with how sounds function in relation to each other in a language (Forel&Puskás, 2005, p. 3). Besides, phonology is concerned with the range and function of sounds in specific languages and with the rules which can be written to show the types of phonetic relationships that relate and contrast words and other linguistic units (Crystal, 2008, p. 365). On the whole, phonology is one of the branches of linguistics that studies about how sounds occur together with other sound in a certain language.

As phonology deals with the occurrence of some sounds, there always appears a condition when a sound is surrounded by other sound. It is so-called phonological environment. According to Hayes (2009), phonological environment is described as the sounds which are surrounding a target sound in a word. For

instance, the vowel [ɪ] in the word 'with' /wɪð/ is surrounded by two consonants. The vowel [ɪ] is preceded by the consonant [w] and is followed by the consonant [ð]. In simplicity, phonological environment is the preceding and the following sounds of a target sound.

2.3 Phonetics

Phonetics is the study of full range of human beings' vocal sounds (Kenstowics & Kisseberth, 1979, p. 1). McMahon (2002) stated that phonetics provides objective ways of describing and analyzing the range of sounds humans use in their languages. More specifically, articulatory phonetics identifies precisely which speech organs and muscles are involved in producing the different sounds of the world's languages. Those sounds are then transmitted from the speaker to the hearer, and acoustic and auditory phonetics focus on the physics of speech as it travels through the air in the form of sound waves, and the effect those waves have on a hearer's ears and brain. It follows that phonetics has strong associations with anatomy, physiology, physics and neurology.

2.4 Segmental Feature

According to Carr (2008, p. 157), segmental phonology is the study of segmental phenomena such as vowel and consonant allophones. Some phonologists argue that segments are an artifact stemming from our knowledge of alphabetic writing systems. Others argue that the idea of segments is not a mere artifact, but that segments are psychologically real objects which enter into the speech planning process, and are reflected in slip of the tongue phenomena.

1. English Consonants

Crystal (2008, p. 102) defines consonant in terms of both phonetics and phonology. Phonetically, it is a sound coming from closure or narrowing in the vocal tract therefore the airflow is either completely blocked or restricted that audible friction is produce. Humans employ speech organs in producing consonants that the term ‘articulation’ is used to most to address consonant production (Daniel et al., 2014). Phonologically, consonants are those units which function at the margins of syllables, either singly or in clusters. There are 24 consonants: [p], [b], [t], [d], [k], [g], [ʔ], [tʃ], [dʒ], [m], [n], [ŋ], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [r], [h], [w], and [j].

Discussing about consonant classification will lead to three questions: voicing, place of articulation and manner of articulation.

	Bilabial		Labiodental		Dental		Alveolar		Palatal		Velar		Glottal	
	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V
Stops	p	b					t	d			k	g		
Fricatives			f	v	θ	ð	s	z	ʃ	ʒ				h
Affricates									tʃ	dʒ				
Nasals		m						n				ŋ		
Liquids							l	r						
Glides		w											j	

Table. 1 Consonants (Yule, 2010, p. 30)

Voiced and Voiceless consonants

According to Yule (2010, p. 26), inside the larynx are the vocal cords, which take two basic positions.

1. When the vocal cords are spread apart, the air from the lungs passes between them unimpeded. Sounds produced in this way are described as **voiceless**. Voiceless consonants will not give a vibration on the Adam's apple.
2. When the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect. Sounds produced in this way are described as **voiced**. Voiced consonants will give a vibration on the Adam's apple.

Place of articulation

Regarding the place of articulation occupied to produce the consonants, Yule (2010, p. 27-30) classifies consonants into:

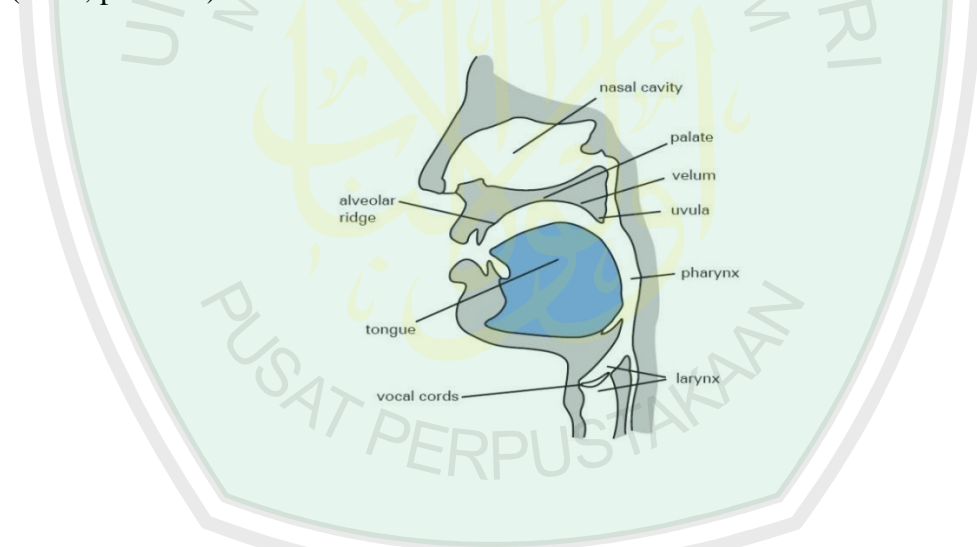


Fig. 1 Place of Articulation (Yule, 2010, p. 27)

1. Bilabials

These consonants are produced through upper (bi) and lower (labia) lips. The consonants which are categorized bilabial are [p], [b], [m] and [w].

2. Labiodentals

These consonants are produced through the upper teeth and the lower lip. The consonants which are categorized labiodental are [f] and [v].

3. Dentals

Dental consonants are produced by placing the tongue tip behind the upper front teeth. The consonants which are categorized dental are [θ] and [ð].

4. Alveolars

Alveolar consonants are produced through the front part of the tongue placed on the alveolar ridge. The consonants which are categorized alveolar are [t], [d], [s], [z], [n], [l] and [r].

5. Palatals.

These are produced by placing the tongue at the very front of the palate, which is near the alveolar ridge. The consonants which are categorized palatal are [tʃ], [dʒ], [ʃ], [ʒ] and [j].

6. Velars

The production of velar consonants is done by placing the back of the tongue against the velum. The consonants which are categorized velar are [k], [g] and [ŋ].

7. Glottal

This is produced without the active of the tongue and other parts of the mouth.

This sound is produced in the glottis- a space between the vocal cords and the larynx. [h] is the glottal consonant.

Manner of articulation

Based on the manner of articulation, Yule (2010, p. 31-33) divides consonants into:

1. Stops or plosives

Of the sounds which have already been mentioned, the set [p], [b], [t], [d], [k], [g] are all produced by some form of “stopping” of the air stream (very briefly) then letting it go abruptly. This type of consonant sound, resulting from a blocking or stopping effect on the air stream, is called a stop (or a “plosive”). A full description of the [t] sound at the beginning of a word like ten is as a voiceless alveolar stop. In some discussions, only the manner of articulation is mentioned, as when it is said that the word bed, for example, begins and ends with voiced stops.

2. Fricatives

The manner of articulation used in producing the set of sounds [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ] involves almost blocking the air stream and having the air push through the very narrow opening. As the air is pushed through, a type of friction is produced and the resulting sounds are called fricatives. The usual pronunciation of the word fish begins and ends with the voiceless fricatives [f] and [ʃ]. The word *those* begins and ends with the voiced fricatives [ð] and [z]. The sound [h], as in Hi or Hello, is voiceless and also usually included in the set of fricatives.

3. Affricates

If a brief stopping of the air stream and an obstructed release are combined which causes some friction, it will be the way to produce the sounds [tʃ] and [dʒ].

These are called affricates and occur at the beginning of the words cheap and jeep. In the first of these, there is a voiceless affricate [tʃ], and in the second, a voiced affricate [dʒ].

4. Nasals

Most sounds are produced orally, with the velum raised, preventing airflow from entering the nasal cavity. However, when the velum is lowered and the air stream is allowed to flow out through the nose to produce [m], [n] and [ŋ], the sounds are described as nasals. These three sounds are all voiced. The words morning, knitting and name begin and end with nasals.

5. Liquids

The initial sounds in led and red are described as liquids. They are both voiced. The /l/ sound is called a lateral liquid and is formed by letting the air stream flow around the sides of the tongue as the tip of the tongue makes contact with the middle of the alveolar ridge. The [r] sound at the beginning of red is formed with the tongue tip raised and curled back near the alveolar ridge.

6. Glides

The sounds [w] and [j] are described as glides. They are both voiced and occur at the beginning of we, wet, you and yes. These sounds are typically produced with the tongue in motion (or “gliding”) to or from the position of a vowel and are sometimes called semi-vowels.

7. Glottal Stops and Flaps

There are two common terms used to describe ways of pronouncing consonants which are not included in the chart presented earlier. The glottal stop,

represented by the symbol [ʔ], occurs when the space between the vocal folds (the glottis) is closed completely (very briefly), then released. When someone says the expression Oh oh!. Between the first Oh and the second oh, he typically produces a glottal stop. Some people do it in the middle of Uh-uh (meaning “no”), and others put one in place of “t” when they pronounce Batman quickly. A glottal stop can also be produced when saying the words butter or bottle without pronouncing the “-tt-” part in the middle.

If, however, someone pronounces the word butter in a way that is close to “budder,” then he is making a flap. It is represented by [d] or sometimes [ɾ]. This sound is produced by the tongue tip tapping the alveolar ridge briefly. Many American English speakers have a tendency to “flap” the [t] and [d] consonants between vowels so that, in casual speech, the pairs latter and ladder do not have distinct middle consonants. Nor do writer and rider, metal and medal. They all have flaps. The student who was told about the importance of Plato in class and wrote it in his notes as playdough was clearly a victim of a misinterpreted flap.

2. English Vowels

A vowel is defined as some of the continuous voiced sounds produced without obstruction in the mouth and they are what may be called pure musical sounds unaccompanied by any friction noise (Jones, 1986, p. 12) the quality of vowels is depending upon the position of the tongue and the lips because those articulators have a great role in producing the vowels. As a result, the production of most vowels is managed by tongue that rises to the palatal ridge. Vowel

classification is based on what part of tongue which is managed to produce the vowels.

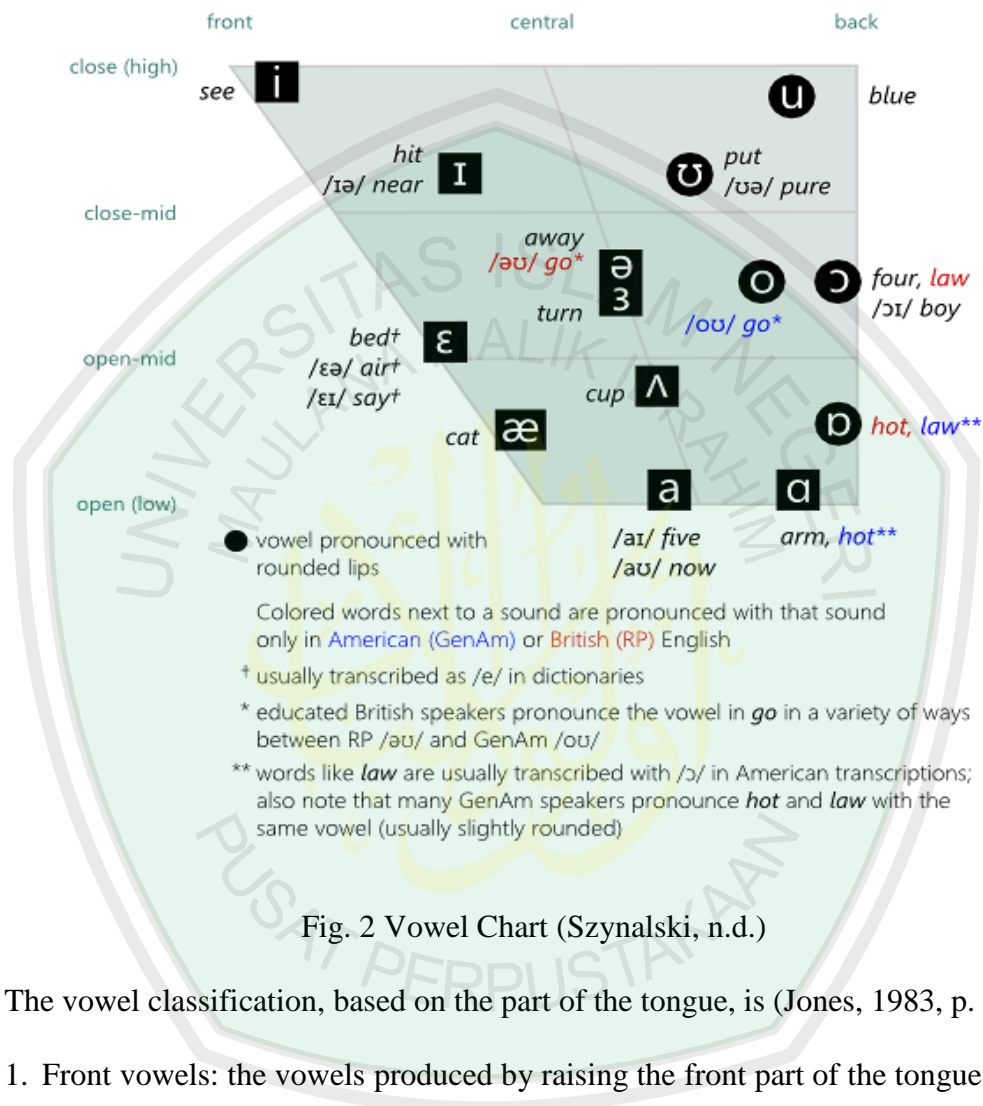


Fig. 2 Vowel Chart (Szynalski, n.d.)

The vowel classification, based on the part of the tongue, is (Jones, 1983, p. 32):

1. Front vowels: the vowels produced by raising the front part of the tongue to the hard palate.
2. Back vowels: the vowels produced by raising the back part of the tongue to the soft palate.
3. Central vowel: the vowels produced by raising the central part of the tongue. The central part is between the position of the front and back parts of the tongue.

Based on the height of the tongue, vowels fall under four classifications (Jones, 1983, p. 32):

1. Close vowels are those produced by which the tongue is raised as high as possible consistently with the sound remaining vowels.
2. Open vowels are those produced by which the tongue is positioned as low as possible.
3. Half-close vowels are those produced by which the tongue occupies a position about one-third of the distance from close to open vowels.
4. Half-open vowels are those produced by which the tongue occupies a position about two-third of the distance from close to open vowels.

Based on the length, vowels are classified into two categories (Roach, 2009):

1. Short Vowels

There are six vowels. It can be seen in this following figure.

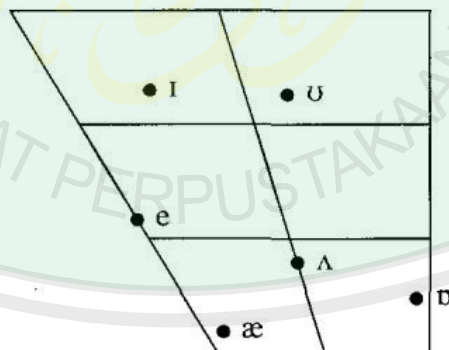


Fig. 3 Short Vowels (Roach, 2009, p. 24)

The vowel [ɪ], as in the words 'bit', 'pin' and 'fish', is in the close front area and is more open, and nearer in to the centre. The lips are slightly spread,

The vowel [e], as in the words 'bet', 'men', and 'yes', is a front vowel between. The lips are slightly spread.

The vowel [æ], as in the words 'bat', 'man', and 'gas', is a front vowel. The lips are slightly spread.

The vowel [ʌ], as in the words 'cut', 'come', and 'rush', is a central vowel and is more open than the open-mid tongue height. The lip position is neutral.

The vowel [ɒ], as in the words 'pot', 'gone', and 'cross', is not quite fully back, and between open-mid and open in tongue height. The lips are slightly rounded.

The vowel [ʊ], as in the words 'put', 'pull', and 'push', is slightly open and near to central. The lips are rounded.

There is one other short vowel, for which the symbol is [ə]. This central vowel is heard in the first syllable of the words 'about', 'oppose', and 'perhaps', for instance.

2. Long vowels

Long vowels tend to be pronounced a bit longer than the short vowels (Roach, 2009). There are five long vowels as seen in the following figure.

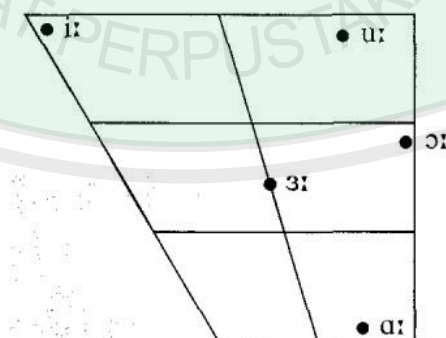


Fig. 4 Long Vowels (Roach, 2009, p. 27)

The vowel [i:], as in the words 'beat', 'mean', and 'peace', is closer and more front than is the short vowel [ɪ]. Although the tongue shape is not much different from the short vowel [ɪ], the lips are only slightly spread and this results in a rather different vowel quality.

The vowel [ɜ:], as in the words 'bird', 'fern', and 'purse', is a mid-central vowel. The lip position is neutral.

The vowel [ɑ:], as in the words 'card', 'half, and 'pass', is an open vowel, but not as back as the vowel [ʌ]. The lip position is neutral.

The vowel [ɔ:], as in the words 'board', 'torn', and 'horse', is almost fully back and it has quite strong lip-rounding.

The vowel [u:], as in the words 'food', 'soon', and 'loose', is less back and less close compared to the vowel [ʊ]. The lips are only moderately rounded.

3. English Diphthong

Jones (1983) defines diphthong as another branch of vowel produced gliding from one position of vowel to another. According to Roach (2009), there are eight diphthongs. It can be seen in the following figure.

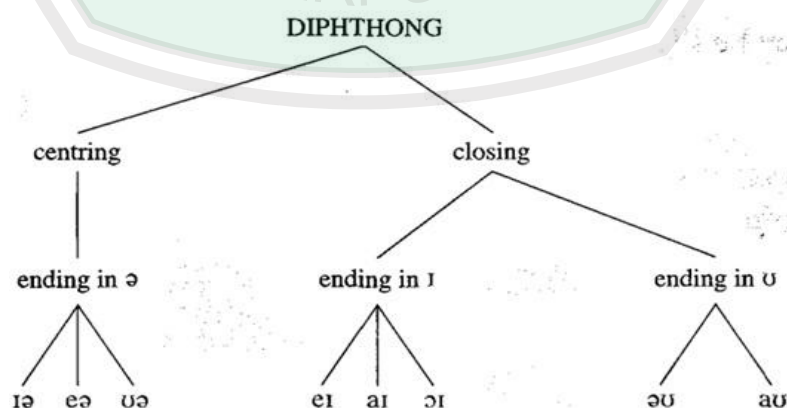


Fig. 5 Diphthong (Roach, 2009: 28)

The centering diphthongs glide towards the [ə] vowel. It can be seen in the following figure.

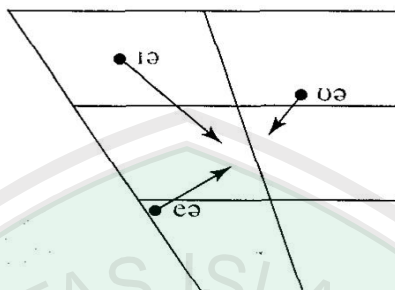


Fig. 6 Centering Diphthong (Roach, 2009, p. 29)

The diphthong [ɪə], as in the words 'beard', 'weird', and 'fierce', starts the point in a little closer position than [ɪ], as in the words 'bit' and 'bin'.

The Diphthong [eə], as in the words 'aired', 'cairn', and 'scarce', begins with a vowel sound that is more open than the [e], as in the words 'get' and 'men'.

The Diphthong [ʊə], as in the words 'moored', 'tour' and 'lure', starts the point in a similar position to [ʊ], as in the words 'put' and 'pull'. Many speakers pronounce /ɔ:/ instead.

Roach (2009, p. 29) remarks that the closing diphthongs have the characteristic that they all end with a glide towards a closer vowel. Because the second part of the diphthong is weak, they often do not reach a position that could be called close. The important thing is that a glide from a relatively more open towards a relatively closer vowel is produced.

Three of the diphthongs glide towards [ɪ], as described below:

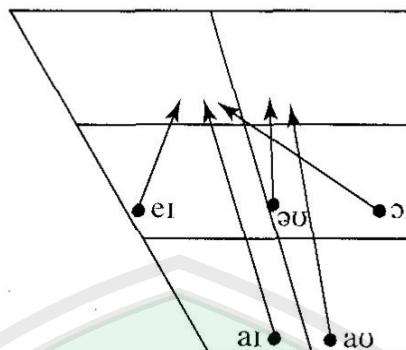


Fig. 7 Closing Diphthong (Roach, 2009, p. 29)

The diphthong [eɪ], as in the words 'paid', 'pain' and 'face', starts the point in the same as the [e] of 'get' and 'men'.

The diphthong [aɪ], as in the words 'tide', 'time', 'nice') begins with an open vowel which is between front and back; it is quite similar to the [ʌ] of the words 'cut' and 'bun'.

The diphthong [ɔɪ], as in the words 'void', 'loin', 'voice', begins with is slightly more open than [ɔ:] in 'ought' and 'born'.

Two diphthongs glide towards [ʊ], so that as the tongue moves closer to the roof of the mouth there is at the same time a rounding movement of the lips. This movement is not a large one, again because the second part of the diphthong is weak.

The diphthong [əʊ], as in the words 'load', 'home' and 'most', begins in the same as the "schwa" vowel [ə], as found in the first syllable of the word 'about'. The lips may be slightly rounded in anticipation of the glide towards [ʊ], for which there is quite noticeable lip-rounding.

The diphthong [ɔʊ], as in the words 'loud', 'gown' and 'house', begins with a vowel similar to [ʌ]. Since this is an open vowel, a glide to [ʊ] would necessitate a large movement, and the tongue often does not reach the u position. There is only slight lip-rounding.

4. English Triphthongs

A triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption (Roach, 2009, p. 29-30). For example, a careful pronunciation of the word 'hour' begins with a vowel quality similar to /ɑ:/, goes on to a glide towards the back close rounded area [ʊ], then ends with a mid-central vowel [ə]. The symbol [ɑʊə] is used to represent the pronunciation of 'hour', but this is not always an accurate representation of the pronunciation.

2.5 Phonetic Symbols in Oxford Dictionary

English Consonants

Phonetic symbol is the alphabetic system of phonetic notation based primarily on Latin alphabet standardized by the International Phonetic Association as the representation of sounds of oral language (International Phonetic Association, 2015). The standardized phonetic symbol is so-called International Phonetic Alphabet (IPA). Wikipedia (2016) states that the IPA is now used by many British dictionaries, including the Oxford English Dictionary and some learner's dictionaries such as the Oxford Advanced Learner's Dictionary and the Cambridge Advanced Learner's Dictionary to represent the pronunciation of words. However, most American and some British dictionaries use some phonetic symbols which are different from the IPA to ease the users of English dictionaries.

For example, Merriam-Webster, an American Dictionary, uses [y] for the IPA [j] and [sh] for the IPA [ʃ] to reflect common representations of those sounds in written English. This research, therefore, employs the phonetic symbols provided by the Oxford Advanced Learner's Dictionary as it preserves the IPA and that it is the commonly used dictionary among the BSI students.

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

p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/dɪd/
k	cat	/kæt/
g	get	/get/
tʃ	chain	/tʃeɪn/
dʒ	jam	/dʒæm/
f	fall	/fɔ:l/
v	van	/væn/
θ	thin	/θɪn/
ð	this	/ðɪs/
s	see	/si:/
z	zoo	/zu:/
ʃ	shoe	/ʃu:/
ʒ	vision	/'vɪʒn/
h	hat	/hæt/
m	man	/mæn/
n	now	/naʊ/
ŋ	sing	/sɪŋ/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

Table 2. English Consonants (Hornby, 2005, p. R118)

English Vowels and Diphthongs

The following is the phonetic symbols of English vowels and diphthongs with example in words.

i:	see	/si:/
i	happy	/'hæpi/
ɪ	sit	/sɪt/
e	ten	/ten/
æ	cat	/kæt/
ɑ:	father	/'fɑ:ðə(r)/
ɒ	got	/gɒt/ (british english)
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
u	actual	/'æktʃuəl/
u:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	fur	/fɜ:(r)/
ə	about	/ə'baʊt/
eɪ	say	/seɪ/
əʊ	go	/gəʊ/ (british english)
oʊ	go	/goʊ/ (american english)
aɪ	my	/maɪ/
ɔɪ	boy	/bɔɪ/
aʊ	now	/naʊ/
ɪə	near	/nɪə(r)/ (british english)
eə	hair	/heə(r)/ (british english)
ʊə	pure	/pjʊə(r)/ (british english)

Table 3. English Vowels and Diphthongs (Hornby, 2005, p. R118)

2.6 Advanced Students

Since the research subject chosen for this study was the advanced student, a description and the criteria of advanced student needs to be provided. By (Hornby, 2005) in the Oxford Advanced Learners' Dictionary, the term advanced student is simply described as those who study at a higher level than the

elementary or those who have fulfilled some criteria to be admitted as advanced students.

Cotter (2016) has remarked some criteria that must be obtained by advanced student;

1. Advanced students have to be able to participate in a conversation.

Students are able to fully participate in a conversation. They can fluently make questions and responses in a conversation.

2. Advanced students have to be able to use speaking strategies.

Students are able to use intonation, expression and speech rate so that they can create a nuance or feeling in what they are saying.

3. Advanced students have to be able to speak at length on personal and certain topics.

Students are able to speak in monologue about their own selves as well as certain topics like telling stories, performing presentations and conducting a discussion.

4. Advanced students have to be able to use English for work or school tasks.

Students are able to read and write well in English.

Cotter [n.d.] adds that advanced students can be stronger in some areas than others. For instance, an advanced student can be good at speaking but he still has a problem with listening or the other way around.

2.6 Previous Studies

Four researches are reviewed as the previous studies which are related to the topic of pronunciation problem.

First of all, Alimemaj (2014) has investigated the English phonological problems encountered by Albanian learners. The aim of this study is to identify the major phonetic and phonological problems confronted by the Albanian speaking EFL learners. The finding of this study which is related to pronunciation problem focusing on segmental feature is that the Albanian speaking EFL find the long monophthongs of the English language difficult and problematic. They confuse the long [i:] with the short [ɪ]. They also have a problem differentiating the open and the close vowels; for example they confuse the English [æ] with [e] which results in confusing singular with plural in the irregular nouns, for example “man” /mæn/ and “men” /men/. Pronouncing the phoneme [w] is also problematic for Albanian speakers. They confuse it with the phoneme [u].

Second, Malah and Rashid (2015) have analyzed the contrast of the segmental phonemes between English and Hausa Language. The aim of this study is to identify the similarities and differences between the segmental phonemes of English and Hausa languages to determine why the Hausa learners of English have difficulty with some English sounds and to predict accurately English pronunciation learning difficulties likely to be faced by the Hausa ESL learners based on the comparison of the two sound systems. The finding show that the Hausa ESL learners would have difficulty pronouncing all the consonants [p], [f], [v], [θ], [ð], and [ʒ]. The Hausa speakers are likely to pronounce [p] and [f] as [ɸ]

so that *pen* is [pɛn] and *friend* is [frɛnd]. They are likely to have [v] as [b], [θ] as [t], [ð] as [d], and [ʒ] as [dʒ]. Because the English vowels [æ], [ʌ], [ə], [ɔ:] [iə], [eə], [uə], [əu] are not similar to those in Hausa, therefore the Hausa ESL learners would find them hard to learn. The vowels [æ] and [ʌ] are likely to be heard as [a], while [ə] and [ɔ:] as [e], [iə] as [ai], [eə] as [ea], [uə] as [ua], and [əu] as [v] respectively. They will always attempt to use native phonemes instead of English ones.

Third, Rosyidah (2014) has examined the pronunciation problems in Language Morning Program held in Islamic Boarding School of UIN Malang. She finds out that there are four kinds of phonetics interference as the ways of Javanese segmental features interfere the pronunciation of the student. The process of interference is occurred by changing one consonant sound to other consonant sounds which have close feature or even similar feature deals with state of the vocal cord, place and manner of articulation. The changes are replacement of consonant [v] by consonant [f], replacement of consonant [ð] by consonant [t], replacement of consonant [ð] by consonant [d], replacement of consonant [θ] by consonant [t], replacement of consonant [ʃ] by consonant [c], replacement of consonant [z] by consonant [s], and replacement of consonant [dʒ] by consonant [j]. However, people nowadays are not difficult to pronounce [ʃ] and [r] correctly. Next, the vowels length which are decreased the length of certain vowels because certain phonological environment. The vowels are deviated if they are followed, preceded and placed between several sounds which consist of the sound of vowels [ɑ:], [u:], [i:], and [ɔ:]. The third process of interference is monophthongization of

diphthong by switching it into monophthong, such as the sound of [eɪ], [əʊ], and [aʊ] which are changed to be semi vowel [e], [o], and [o]. The last one is insertion which refers to mispronouncing a word by adding sounds such as the word school /sku:l/ which is added by the sound of [ə] to be /səkul/.

Fourth, Andi-Pallawa (2013) also has done a research of pronunciation problems encountered by Indonesian learners by doing a comparative analysis between both languages. In this study, the subjects of the research undergo difficulties in pronouncing consonant phonemes: [b], [p], [t], [d], [k], [g], [tʃ], [ç], [dʒ], [f], [v], [θ], [ð], [z], [ʃ], [ʒ], [h], [l], [r], [w], [m], [n], and [ŋ]. They also confuse vowels. For instance, they often pronounce [a] as [æ], [ə] or [e].

Last, Mustikareni (2013) has investigating vowel pronunciation problems among English debaters on “Relax” TV Program of TVRI. She reveals that most debate participants mispronounced the diphthong by pronouncing diphthongs as certain vowels. In diphthong [eɪ], words were mispronounced as [ɛ]. Moreover, the others like [ɪ], [æ], [a], [ʌ], and [i:]. In diphthong [oʊ], the words were mispronounced are as [ɔ] and [ʊ]. In diphthong [aʊ], most of mispronunciation that speakers did is it pronounced as [u:] and [ou]. In diphthong [ɪə], words were mispronounced as [ɛ], [ʌ], [ɪə], and [i:]. In diphthong [eə], words were mispronounced as [ɛ], [ə], [ʌ], and [eɪ]. In diphthong [ʊə], words were mispronounced as [ʊ].

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents of the analysis of the finding of the study. Then, the analysis of the finding is discussed in a brief elaboration in the discussion part.

3.1 Findings

In order to answer the research question, the finding presents the analysis of the research data by categorizing the data into two classes; consonant and vowel including diphthong and explaining the segmental features which become the pronunciation problems occupied by the ten research subjects during the presentation of their thesis proposals.

3.1.1 The problem with the English consonants

The followings are the consonant sounds which were inaccurately pronounced by the subjects of the research in their presentation of their research proposal. The accuracy was determined with the phonetic transcription provided in The Oxford Advanced Learner's Dictionary. The inaccurate production of the consonants will be described through the phonetic theories of consonants proposed by Jones (1983), Roach (2009) and Yule (2010) which focus on the voicing, the manner of articulation and the place of articulation.

a. The sound [v]

The following table shows some of the words with the sound [v] which was substituted with the sound [f] by the research subjects.

Position	Word	The correct pronunciation	The subject pronunciation
Initial	View Very	/vju:/ /'veri/	/fju:/ /'feri/

Medial	Investigate	/ɪn'vɛstɪgeɪt/	/ɪn'fɛstɪgeɪt/
	Seven	/'sɛv(ə)n/	/'sɛfən/
	Divide	/dɪ'vaɪd/	/dɪ'faɪd/
	Level	/'lɛv(ə)l/	/'lɛfəl/
	Convey	/kən'veɪ/	/kən'fɛɪ/
Final	Of	/ɒv/, /(ə)v/	/ɒf/
	Five	/faɪv/	/faɪf/
	Solve	/sɒlv/	/sɒlf/

Table 3.1 problem with the sound [f]

The English consonant sound [v] is described as a voiced, labiodentals and fricative sound which means that its production should fulfill those three main features of [v] sound. The problem encountered by the research subjects in accordance with the sound [v] was the voicing while they dealt with the manner and place of articulation correctly. Some of them devoiced the sound [v] that eventually resulted in the production of the sound [f]. This is because the sound [v] and [f] have the same manner and place of articulation, but the sound [f] is voiceless which the sound [v] is voiced. In simplicity, the research subjects substituted the sound [v] with the sound [f].

This kind of substitution occurred in the three positions of sounds in a word; initial, medial and final position. In initial position, for example, it happened to the words 'view' /vju:/ and 'very' /'vɛri/. Both words have the initial [v] sound but it was substituted by the research subjects with the [f] sound that made 'view' /vju:/ and 'very' /'vɛri/ be pronounced /fju:/ and /'fɛri/. The change of the sound [v] into [f] in the initial position performed by the subjects happens under only one phonological environment. The change of the [v] in the initial position is always followed a vowel. For instance, in the subject pronunciation of

the word ‘very’ as /'fəri/, it can be identified that the sound [f] is followed by the sound [ɛ] which is a vowel.

This substitution also happened in the medial position of the sound [v]. The research subjects, for example, substituted the medial [v] sound in the words ‘seven’ /'sev(ə)n/ and ‘level’ /'lev(ə)l/. The substitution of the medial [v] sound in those words made them pronounced /'sɛfən/ and /'ləfəl/. The change of the sound [v] into [f] in the medial position performed by the subjects happens under four different phonological environments. First, it is preceded by a consonant and followed by a vowel. For instance, in the subject pronunciation of the word ‘Investigate’ as /m'fɛstɪgeɪt/, the sound [f] is preceded by the consonant /n/ and followed by the vowel [ɛ]. Second, it is preceded by a consonant and followed by a diphthong. For instance, in the subject pronunciation of the word ‘convey’ as /kən'feɪ/, the sound [f] is preceded by the consonant [n] and followed by the diphthong [eɪ]. Third, it is preceded by a vowel and followed by a vowel. For instance, in the subject pronunciation of the word ‘seven’ as /'sɛfən/, the sound [f] is preceded by the vowel [ɛ] and followed by the vowel [ə]. Forth, it is preceded by a vowel and followed by a diphthong. For instance, in the subject pronunciation of the word ‘divide’ as /drɪ'faɪd/, the sound [f] is preceded by the vowel [ɪ] and followed by the diphthong [aɪ].

Finally, this kind of substitution in the final position, for example, happened in the words ‘five’ /faɪv/ and ‘solve’ /sɒlv/. The substitution of the final [v] sound made pronounced /faɪf/ and /sɒlf/. The change of the sound [v] into [f] in the final position performed by the subjects happens under three different

phonological environments. First, it is preceded by a vowel. For instance, in the subject pronunciation of the word ‘of’ as /ɒf/, the sound [f] is preceded by the vowel [ɒ]. Second, it is preceded by a diphthong. For instance, in the subject pronunciation of the word ‘five’ as /faɪf/, the sound [f] is preceded by the diphthong [aɪ]. Third, it is preceded by a consonant. For instance, in the subject pronunciation of the word ‘solve’ as /sɒlɪf/, the sound [f] is preceded by the consonant [l].

b. The sound [ð]

The following table shows the sound [ð] which was substituted with sound [d] or [θ] by the subject.

Position	Word	The correct pronunciation	The subject pronunciation
Initial	The	/ðə/, /ði/, /ði:/	/də/
	Then	/ðen/	/den/
Final	With	/wɪð/	/wɪθ/

Table 3.2 problem with the sound [ð]

The English consonant sound [ð] is described as a voiced dental fricative sound that its production should fulfill those three main features of [ð] sound. The problem encountered by the research subjects regarding of the sound [ð] arose in two position; initial and final.

In the case of the sound [ð] in the initial position, the research subjects articulated the /ð/ in the improper way of the manner and the place of articulations while the voicing remained correct. One subject did not touch his tongue to the dental area, but to the nearest place of articulation which was the alveolar ridge and changed its manner of articulation to be a stop or plosive. Thus, this eventually resulted in the production of the sound [d] which substituted the sound

[ð]. This kind of substitution happened, for example, in the words ‘the’ /ðə/ and ‘then’ /ðen/. The substitution of the initial [ð] with the sound [d] by the research subjects made them pronounced /də/ and /den/. This initial substitution occurred under one phonological environment. The change of the [ð] in the initial position is always followed a vowel. For instance, in the subject pronunciation of the word ‘then’ as /ðen/, it can be identified that the sound [d] is followed by the sound [e] which is a vowel.

When the sound [ð] occurred in the final position, the subject did not mispronounce it in the same way as when it occurred in the initial sound. The sound [ð] in the final position was pronounced in the correct way of manner and place of articulation which is fricative and dental. However, the subject devoiced the sound [ð] which actually should be voiced. This eventually results in the substitution of the sound [ð] with the sound [θ] as they share the same manner and place of articulation. This kind of substitution happened to the word ‘with’ /wɪð/. The final [ð] sound was substituted by the subject with the sound [θ] that made it pronounced /wɪθ/. Then, the change of the sound [ð] into [θ] in the final position performed by the subject happens under only one phonological environment as well. The change of the [ð] in the final position is preceded by a vowel. For instance, in the subject pronunciation of the word ‘with’ as /wɪθ/, it can be identified that the sound [θ] is preceded by the sound [ɪ] which is a vowel.

c. The sound [θ]

The following table shows the sound [θ] which was substituted with sound [t] by the subject occurring in the initial and final position and the substitution of the sound [θ] with [s] in the initial position committed by the subjects.

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Thank	/θaŋk/	/taŋk/
	Three	/θri:/	/tri:/
	Third	/θə:(r)d/	/sə:rd/
Medial	Method	/'mεθəd/	/'mεtəd/

Table 3.3 problem with the sound [θ]

Phonetically, the sound [θ] is described as a voiceless dental fricative sound. Those three phonetic aspects should be occupied when producing the sound [θ]. However, some of the subject in some cases did not meet two of the three phonetic aspects when they articulated the sound [θ]. They changed the place of articulation of the sound [θ] from dental to alveolar. In accordance with the manner of articulation, the sound [θ] that should actually be articulated through producing an air stream as it is fricative was articulated with the manner of stop or plosive. The voicing of this sound was produced correctly. Those two changes of the phonetic aspects of the sound [θ] resulted in the production of the sound [t] that substituted the sound [θ]. This kind of substitution occurred in two position; initial and medial.

The substitution in the initial position, for example, happened in the words 'three' /θri:/and 'thank' /θaŋk/. The substitution of the initial [θ] sound with the sound [t] made them pronounced /tri:/ and /taŋk/. It can be seen from the table that the change of the initial sound [θ] to the sound [t] committed by the subject fell

under two different phonological environments. The change of the sound [θ] to the sound [t] in the initial position is followed by a consonant. For instance, in the subject pronunciation of the word 'three' as /tri:/, it can be identified that the sound [t] is followed by the sound [r] which is a consonant. Second, the change of the sound [θ] to the sound [t] in the initial position is followed by a vowel. For instance, in the subject pronunciation of the word 'thank' as /tʌŋk/, it can be identified that the sound [t] is followed by the vowel [ʌ].

The substitution of the medial [θ] sound with the sound [t] happened to the word method /'mɛθəd/. This kind of substitution made it pronounced /'mɛtəd/. It can be seen that a vowel change also happened in that word and it will be discussed in the vowel section. The change of the medial sound [θ] to the sound [t] performed by the subject occurs in one phonological environment. The change of the sound [θ] to the sound [t] in the medial position is preceded and followed by a vowel. For instance, in the subject pronunciation of the word 'method' as /'mɛtəd/, it can be identified that the sound [t] is preceded by the vowel [ɛ] and followed by the vowel [ə].

In the other cases, the subject articulated the sound [θ] in the proper way of voicing and manner of articulation. The sound [θ] was voicelessly articulated with a fricative manner. However, the place of articulation of the sound [θ] was changed by the subject from dental to alveolar. This eventually ended up with the production of the sound [s] which is phonetically described by a voiceless alveolar fricative sound. It means that the sound [θ] was substituted with the sound [s] by the research subjects. This kind of substitution happened only once and it was in

the initial position. It happened to the word ‘third’ /θə:(r)d/. The medial [θ] sound was substituted with the sound [s] that made it pronounced /sə:rd/. The change of the initial sound [θ] to the sound [s] performed by the subject occurs in one phonological environment. The change of the sound [θ] to the sound [s] in the initial position is followed by a vowel. For instance, in the subject pronunciation of the word ‘third’ as /sə:rd/, it can be identified that the sound [s] is followed by the long vowel [ə:].

d. The sound [tʃ]

The following table shows the sound [tʃ] which was replaced with sound [c] by the subject occurring in the medial position. This problem did not happen in the initial and final position.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Feature Switching	/'fi:tʃə(r)/ /swɪtʃɪŋ/	/'fi:cə(r)/ /swɪcɪŋ/

Table 3.4 problem with the sound [tʃ]

The sound [tʃ] can be phonetically described as a voiceless palatal affricative sound. The articulation of the sound [tʃ] should be done through those three phonetic aspects. The problem with the sound [tʃ] encountered by the research subjects was regarding of the manner of articulation. The affricative [tʃ] which should actually be articulated based on the manner of articulation, by briefly stopping the air stream and immediately producing a sudden release of the stopped air stream to create a friction was articulated without producing the friction while the voicing and the place of articulation remained unchanged. This, thus, resulted in the production of the sound [c] since the sound [tʃ] and [c] have

two phonetic aspects in common which are the manner and the place of articulation while they differ only in the aspect of manner of articulation by means the sound [tʃ] is affricative and the sound [c] is stop or plosive. This kind of substitution happened only in the medial position. For instance, the medial [tʃ] sound was substituted with the sound [c] by the research subjects in the word ‘feature’ /'fi:tʃə(r)/ and ‘switching’ /swɪtʃɪŋ/. The substitution of the medial [tʃ] with the sound [c] made those words pronounced /'fi:cə(r)/ and /swɪcɪŋ/.

It can be seen from the table that the change of the medial sound [tʃ] to the sound [c] performed by the subject happens under two different phonological environments. First, the change of the sound [tʃ] to the sound [c] in the medial position is preceded and followed by a vowel. For instance, in the subject pronunciation of the word ‘feature’ as /'fi:cə(r)/, it can be identified that the sound [c] is preceded by the vowel [i:] and followed by the vowel [ə]. Second, the change of the sound [tʃ] to the sound [c] in the medial position is preceded by a consonant and followed by a vowel. For instance, in the subject pronunciation of the word ‘switching’ as /swɪcɪŋ/, it can be identified that the sound [c] is preceded by the consonant [t] and followed by the vowel [ɪ].

e. The sound [ʒ]

The following table shows the sound [ʒ] which was replaced with sound [ʃ] by the subject occurring only in the medial position during the research.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Conclusion	/kən'klu:ʒ(ə)ŋ/	/kən'klu:ʃəŋ/
	Cohesion	/kəʊ'hi:ʒ(ə)ŋ/	/kəʊ'hɛʃəŋ/

Table 3.5 problem with the sound [ʒ]

The sound [ʒ] is a consonant sound that should be articulated through three phonetic aspects: voiced, palatal and fricative. Those three aspects should be completely fulfilled all together in order to produce the proper sound [ʒ]. Otherwise, the sound [ʒ] will be mistakenly altered into another sound. The problem encountered by the research subjects related to the sound [ʒ] was in the voicing aspect. They devoiced sound [ʒ] that resulted in the production of a voiceless, palatal and fricative sound. This sound can be addressed by the sound [ʃ] which substituted the sound [ʒ]. This kind of substitution happened only in one position; medial position. It happened to the word ‘conclusion’ /kən'klu:ʒ(ə)n/ and ‘cohesion’ /kəʊ'hi:ʒ(ə)n/. The substitution of the medial [ʒ] sound with the sound [ʃ] made those words pronounced /kən'klu:ʃən/ and /kəʊ'hɛʃən/. It can be seen that some vowel changes also happened and they will be discussed in the vowel section.

It can be seen from the table that the change of the medial sound [ʒ] to the sound [ʃ] performed by the subject happens under one phonological environment. The change of the sound [ʒ] to the sound [ʃ] in the medial position is preceded and followed by a vowel. For instance, in the subject pronunciation of the word ‘conclusion’ as /kən'klu:ʃən/, it can be identified that the sound [ʃ] is preceded by the vowel [u:] and followed by the vowel [ə].

f. The sound [ʃ]

This table makes seen the sound [ʃ] which was replaced with sound [s] by the subject occurring in the initial and medial positions during the research.

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Show	/ʃəʊ/	/səʊ/
Medial	Contribution	/kɒntrɪ'bjʊ:ʃ(ə)n/	ˌkɒntrɪ'bu:sən/

Table 3.6 problem with the sound [ʃ]

The sound [ʃ] is always phonetically marked as a voiceless, palatal and fricative sound. As always, those three aspects should be completed when articulating the sound [ʃ]. Some of the subject found this consonantal sound problematic. The problem which came from this sound was in the terms of the place of articulation. The production of the sound [ʃ] which should occur in the palatal ridge was changed to the alveolar ridge by the subjects. They eventually produced a voiceless, alveolar, and fricative sound. This sound is addressed as the sound [s] as it is an alveolar which share the same voicing and manner of articulation as the sound [ʃ].

The substitution of the sound [s] to [ʃ] happened in two position; initial and medial position. The initial substitution happened in the word 'show' /ʃəʊ/. The initial [ʃ] sound was substituted with the sound [s] that made the word 'show' pronounced /səʊ/. The change of the sound [ʃ] to [s] in the initial position is followed by a diphthong. In this case, the sound [s] in the subject pronunciation of the word 'show' as /səʊ/ is followed by the diphthong [əʊ].

The medial substitution happened in the word 'contribution' /kɒntrɪ'bjʊ:ʃ(ə)n/. The medial [ʃ] sound was substituted with the sound [s] that

made the word ‘contribution’ pronounced /kɒntrɪ'bjʊ:sən/. The change of the sound [ʃ] to [s] in the medial position occurs under one phonological environment. The change of the sound [ʃ] to [s] in the medial position is preceded and followed by a vowel. It can be identified from the subject pronunciation of the word ‘contribution’ as /kɒntrɪ'bjʊ:sən/. The sound [s] is preceded by the vowel [u:] and followed by the vowel [ə].

g. The sound [z]

The following table is about the sound [z] which was substituted with the sound [s] by the subject occurring in the medial position during the research.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Result	/rɪ'zʌlt/	/rɪ'sʌlt/
	Example	/ɪg'zɑ:mp(ə)l/	/ɛg'sɑ:mpəl/
	Present	/prɪ'zɛnt/	/prɪ'sɛnt/
	Examine	/ɪg'zæmɪn/	/ɛg'sæmɪn/

Table 3.7 problem with the sound [z]

The sound [z] is a consonant sound whose articulation should be conditioned through three phonetic aspects: voiced, alveolar and fricative. Those three aspects should be properly conditioned on the whole in order to produce the proper sound [z]. Unless the three aspects are completed, the articulator will distract the sound [z] into another possible sound.

Some of the subjects encountered a problem when they had to deal with the sound [z]. They could cope with the manner and the place of articulation of the sound [z], but they devoiced it that resulted in the production of a voiceless, alveolar and fricative sound. This sound can be addressed as the sound [s]. The sound [s] is similar to the sound [z] in terms of manner and place of articulation,

but they differ in the voicing. The sound [z] is voiced while the sound [s] is voiceless. This kind of substitution happened only in the medial sound position. It happened, for example, to the word 'result' /rɪ'zʌlt/ and 'present' /prɪ'zɛnt/. The medial [z] sound in those words was substituted with the sound [s]. It made them pronounced /rɪ'sʌlt/ and /prɪ'sɛnt/

The table above shows that the change of the sound [z] to [s] in the medial position occurred under three phonological environments. First, the change of the medial sound [z] to [s] is preceded and followed by a vowel. For instance, the sound [s] in the subject pronunciation of the word 'result' as /rɪ'sʌlt/ is preceded by the vowel [ɪ] and followed by the vowel [ʌ]. The second phonological condition is that it is preceded by a consonant and followed by a vowel. It can be identified from the subject pronunciation of the word 'example' as /ɛg'sɑ:mpəl/. The sound [s] is preceded by the consonant [g] and followed by the vowel [ɑ:]. Third, it is preceded by a consonant and followed by a diphthong. It can be seen from the subject pronunciation of the word 'examine' as [ɛg'sæmɪn]. The sound [s] is preceded by the consonant [g] and followed by the diphthong [æ].

h. The sound [k], [g], [t], and [s] deletion.

The sounds [k], [g], [t], and [s] have their own phonetic aspects. The sound [k] is produced by creating a very brief stop of air stream in the velar area without vibrating the vocal fold. Thus, the sound [k] is described as voiceless, velar and stop or plosive. The sound [g] has the similar phonetic aspects to the sound [k]. What makes the sound [g] different from the sound [k] is that it is

produced by vibrating the vocal fold. That is why the sound [g] is phonetically described as voiced, palatal and stop or plosive.

The sound [t] is always described as voiceless, alveolar and stop or plosive since it is articulated by stopping the air stream very briefly in the dental area and without vibrating the vocal fold. Meanwhile, the sound [s] articulated by almost blocking the air stream to create a friction in the alveolar ridge and without vibrating the vocal fold. This makes the sound [s] described as voiceless, alveolar and fricative.

Actually, the subjects of the research did not encounter a problem with articulating the sounds [k], [g], [t] and [s]. They could occupy those sounds correctly based on their own phonetic aspects. However, when they had to articulate the sound [k], [g], [t] or [s] which was located at final sound of a closed syllable and was preceded by another consonant sound so-called a consonant cluster, they tended to simplify the consonant cluster by deleting the last consonant sound in the consonant cluster. In this case, the sound [k], [g], [t] or [s] was the last consonant sound in the consonant cluster which was deleted by the subject during the research.

The following table shows the deleted sound [k] as it occurred after a preceding consonant sound.

Position	Word	The correct pronunciation	The subject pronunciation
Final	Task	/tɑ:sk/	/tɑ:s/

Table 3.8 problem with the sound [k]

It can be seen from the table that the deleted sound /k/ in the word ‘task’ was located at the end of a closed syllable and preceded by the consonant sound

[s]. The subjects simplified the consonant cluster sound /sk/ in the word ‘task’ by deleting the sound [k] that made the word ‘task’ pronounced as [tɑ:s]. This also explains its phonological environment that the deleted sound [k] occurs under one environment that is preceded by a consonant. In this case, the consonant is the sound [s].

The same problem happened with the sounds [g], [t] and [s]. The subjects of the research simplified the consonant clusters in which the sounds [g], [t] and [s] located at the last consonant sounds in closed syllables by deleting those sounds.

The following table shows the deleted sound [g] as it occurred after a preceding consonant sound.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	English Language	/'ɪŋɡlɪʃ/ /'læŋɡwɪdʒ/	/'ɪŋlɪʃ/ /'læŋwɪdʒ/

Table 3.9 problem with the sound [g]

The table shows that the deleted sound [g] is located at the final sound of a closed syllable and is preceded by a consonant sound. For instance, the subject pronunciation of the word ‘English’ and ‘language’ as [ɪŋlɪʃ] and [læŋwɪdʒ] means that the [g] sound was deleted as it occurred in the closed syllable and is preceded by the consonant sound [ŋ]. Then, the phonological environment that can be drawn is that deleted medial sound [g] is preceded and followed by a consonant.

The following table shows the deleted sound [t] as it occurred after a preceding consonant sound.

Position	Word	The correct pronunciation	The subject pronunciation
Final	Text Percent	/tekst/ /pə(r)'sɛnt/	/tɛks/ /pər'sɛn/

Table 3.10 problem with the sound [t]

The table shows that the deleted sound [t] is located at the final sound of a closed syllable and is preceded by a consonant sound. For instance, the subject pronunciation of the word 'percent' and 'text' as /pər'sɛn/ and /tɛks/ means that the [t] sound was deleted as it occurred in the closed syllable and is preceded by the consonant sound [n]. Then, the phonological environment that can be drawn is that deleted final sound [g] is preceded a consonant. As in the subject pronunciation of the word 'percent' as /pər'sɛn/, the deleted [t] sound is preceded by the consonant sound [n].

The following table shows the deleted sound [s] as it occurred after a preceding consonant sound.

Position	Word	The correct pronunciation	The subject pronunciation
Final	Significance	/sɪg'nɪfɪk(ə)ns/	/sɪg'nɪfɪkən/

Table 3.11 problem with the sound [s]

It can be seen from the table that the deleted sound [s] in the word 'significance' was located at the end of a closed syllable and preceded by the consonant sound [n]. The subjects simplified the consonant cluster sound [ns] in the word 'significance' by deleting the sound /s/ that made the word 'significance' pronounced as /sɪg'nɪfɪkən/. Note that the change of the vowel sound [ɪ] to [i] is

not due to this process. Likewise, this explains its phonological environment that the deleted sound [s] occurs under one environment that is preceded by a consonant. In this case, the consonant is the sound [s].

3.1.2 The problem with the English vowels and diphthongs

The followings are the vowel sounds which were inaccurately pronounced by the subjects of the research in their presentation of their research proposal. The accuracy was determined with the phonetic transcription provided in The Oxford Advanced Learner's Dictionary. The inaccurate production of the consonants will be described through the phonetic theories of vowels proposed by Jones (1983), Roach (2009) and Yule (2010) which focus on the part and the position of the tongue. In addition, it is important to note that the phonological environment of the vowel substitution will not be described in each vowel as there must always be only one possible phonological environment; an initial vowel must always be followed by a consonant, a medial vowel must always be preceded and followed by consonants, and a final vowel must always be preceded by a consonant.

a. the vowel [ɪ]

The sound [ɪ] is produced in the close front area. This means that when the sound [ɪ] is produced, the front part of the tongue is heightened to the roof of the mouth with the lips are slightly spread. However, the front part of the tongue is not heightened as high as possible to the mouth roof. It is slightly pulled down near the quality of the close-mid vowel.

When it came to the sound [ɪ], some of the subjects found it problematic. They did not use and posit their tongue properly for producing the sound [ɪ]. As the result, the sound [ɪ] is changed with other sounds.

The following table shows the change of the sound [ɪ] performed by the research subject.

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Examine	/ɪg'zæmɪn/	/ɛg'sæmɪn/
Medial	Perfect	/'pɜ:(r)fɪkt/	/'pɜ:rfɛkt/
	Preferred	/prɪ'fɜ:(r)d/	/pre'fɜ:rd/
	Examine	/ɪg'zæmɪn/	/ɪg'sæmɪn/
	This	/ðɪs/	/ðɪs/

Table 3.12 problem with the sound [ɪ]

The subjects of the research encountered two problems with producing the sound [ɪ]. First, they were able to produce this sound in the close front area but they did not slightly pulled down their tongues. When this happened, the vowel sound [i] was produced instead of [ɪ] since the vowel sound [i] is higher than the sound [ɪ]. This means that the sound [ɪ] was substituted with the sound [i]. This substitution occurred, for example, in the words 'this' /ðɪs/ and 'examine' /ɪg'zæmɪn/, the medial [ɪ] sound was substituted by the research subjects with the sound [i] which made them pronounced /ðɪs/ and /ɪg'zæmɪn/.

Second, the sound [ɪ] was produced in the front tongue but the tongue was not raised sufficiently that they failed to produce it as a close vowel. The tongue was just raised as the degree of mid-open vowel and it brought about dropping jaw. Then, the vowel sound [ɛ] was eventually produced instead of [ɪ]. The substitution of the sound [ɪ] with the sound [ɛ] happened in two position; initial and medial. The initial substitution can be seen from the word 'examine'

/ɪg'zæmɪn/ which was pronounced /ɛg'zæmɪn/. This means that the initial [ɪ] sound was substituted with the sound [ɛ]. The medial substitution can be seen from the words 'perfect' /'pə:(r)fɪkt/ and 'preferred' /prɪ'fə:(r)d/ which were pronounced /'pə:rfɛkt/ and /prɛ'fə:rd/. This means that the medial [ɪ] sound was substituted with the sound [ɛ].

b. the sound [i:]

The sound [i:] is a long close front vowel. It is called a long vowel because it is pronounced a little bit longer than the short vowel. When producing this vowel, the front part of the tongue is raised up to the roof of the mouth. The height of the tongue when producing the sound [i:] is higher than that of the sound [ɪ]. The lips are slightly spread when producing the sound [i:].

When dealing with this vowel sound, some of the subjects of the research failed to pronounce it properly. They made two different inaccurate pronunciations of the sound [i:] occurring in the medial position during the research.

The following table shows the improperly pronounced sound [i:] by the subject.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	These Cohesion Thesis	/ði:z/ /kəʊ'hi:ʒn/ /'θi:sɪs/	/ðez/ /kəʊ'hɛ:sɪn/ /'tɛ:sɪs/

Table 3.13 problem with the sound [i:]

The sound [i:] was substituted with the sounds [e] and [ɛ]. The first substitution happened because the front part of the tongue which should actually be raised to the roof of the mouth was lowered to the area of the quality of close-

mid vowel and they also shortened it. When the front part was raised to the area of the quality of close-mid vowel, it was the vowel [e] which was pronounced. This substitution happened in the word ‘these’ /ði:z/. The substitution of the medial [i:] sound with the sound [e] made it pronounced /ðez/.

In the second substitution, they still maintained the vowel length but they lowered the front part of the tongue to the area of the quality of open-mid vowel. Thus, they produced the long vowel [ɛ:]. This substitution happened in the word ‘cohesion’ /kəʊ'hi:ʒn/ and ‘thesis’ /'θi:sis/. The substitution of the medial [i:] with [ɛ:] made them pronounced /kəʊ'hɛ:ʒn/ and /'tɛ:sis/. It needs to be noted that other substitutions in the word ‘thesis’ was not due to this substitutions discussed in this section.

c. the sound [ɛ]

This is a short open-mid front vowel. It is produced by very slightly raising the front part of the tongue to the area of the open-mid quality. This is also produced with the lips slightly spreading.

Some of the subjects had some troubles with pronouncing this vowel. They committed two wrong pronunciation of the sound [ɛ].

The following table shows the wrong pronunciation of the sound [ɛ] performed by the subjects during the research.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	general	/'dʒɛnrəl/	/'dʒənəʀəl/
	generally	/'dʒɛnrəli/	/'dʒənəʀəli/
	Said	/'sɛd/	/'seid/

Table 3.14 problem with the sound [ɛ]

First, the sound [ɛ] is a front vowel but some of the subjects utilized the central part of the tongue to occupy this sound. Then, they raised the central part of the tongue in halfway between close and open quality of vowel sound. This resulted in the production of vowel [ə]. This substitution happened in first syllables of the words ‘general’ /'dʒɛnərəl/ and ‘generally’ /'dʒɛnərəli/. The substitution of the sound [ɛ] with [ə] with made them pronounced /'dʒənərəl/ and /'dʒənərəli/. It can be seen that there is a sound insertion. It will be discussed in the next section.

The second problem encountered by the subject when producing the sound [ɛ] is called diphthongization. This means that a pure vowel is changed to be diphthong. In this case, the subjects turned the pure vowel [ɛ] into the diphthong [ei]. This made the word ‘said’ /'sed/ pronounced /'seid/.

d. the sound [ʊ]

The sound [ʊ] is a close back vowel. This means that the production of the sound [ʊ] employs the back part of the tongue and it is raised to the roof of the mouth. More specifically, the production of the [ʊ] sound actually does not utilize the very back part of the tongue. The part of the tongue which is used to produce the [ʊ] sound is somewhere of the back part of the tongue which is near the central part of the tongue. Also, the tongue is a little bit pulled down nearing the area of the quality of the close-mid vowel sound. The lips are rounded in producing this sound.

The following table shows the wrong pronunciation of the sound [ʊ] performed by the subjects during the research.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Look	/lʊk/	/lu:k/
	good	/gʊd/	/gu:d/
	book	/bʊk/	/bu:k/

Table 3.15 problem with the sound [ʊ]

When producing the sound [ʊ], some of the subjects encountered one problem with it. The problem is that they used the very back part of the tongue to attempt to produce the sound [ʊ]. Then, they raised that back part of the tongue higher than what is necessary to produce the sound [ʊ]. This was also done by moderately rounding the lips. They eventually produced the sound [u] and pronounced it a bit longer to be [u:]. This kind of problem occurred in the medial position. This medial substitution made the words 'look' /lʊk/, 'good' /gʊd/ and 'book' /bʊk/ pronounced /lu:k/, /gu:d/ and /bu:k/.

e. the sound [ʌ]

The sound [ʌ] is an open central vowel. Producing the sound [ʌ] involves the central part of the tongue. However, the sound /ʌ/ is not a fully open vowel. The central part of the tongue is a little bit raised near the area of the quality of the open-mid vowel sound.

The following table show the sound /ʌ/ caught to be incorrectly produced by the subjects during the research.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Multiple public construct	/ˈmʌltɪpəl/ /ˈpʌblɪk/ /kənˈstrʌkt/	/ˈmaltɪpəl/ /ˈpablɪk/ /kənˈstrakt/

Table 3.16 problem with the sound [ʌ]

When producing the sound [ʌ], some of the subjects of the research underwent one kind of error. The sound [ʌ] was made fully open by the subjects. The subjects dropped the central part of their tongues in the very low position while actually the sound [ʌ] needs the tongue to be slightly raised near the area of the quality of the open-mid vowel sound. They eventually substituted the sound [ʌ] with the sound [a]. This error occurred in the medial position and it occurred in the words ‘multiple’ /ˈmʌltɪpəl/, ‘public’ /ˈpʌblɪk/ and ‘construct’ /kənˈstrʌkt/. The substitution of the sound [ʌ] with the sound [a] made them pronounced /ˈmaltɪpəl/, /ˈpablɪk/ and /kənˈstrakt/.

f. the sound [ɜ:]

The sound [ɜ:] is a long mid-central vowel. This vowel sound is, thus, produced a little longer than short vowels. The production of the sound [ɜ:] makes use of the central part of the tongue. The central part of the tongue is raised in halfway between open and close area of vowel sound quality. More specifically, the central part of the tongue position is a little bit pulled down near the area of open-mid vowel sound quality. The shape of the lips when producing the sound [ɜ:] is neutral.

The following table shows the altered sound [ɜ:] performed by the subjects during the research.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Heard	/hɜ:(r)d/	/hi:ɜrd/
	word	/'wɜ:(r)d/	/'wɒ:rd/
	world	/'wɜ:(r)ld/	/'wɒ:rld/

Table 3.17 problem with the sound [ɜ:]

In some cases, the subject of the research did not succeed in producing the sound [ɜ:] in the correct way. The sound [ɜ:] was incorrectly pronounced in two different sounds.

First, the sound [ɜ:] was diphthongized and shortened by the subject. The subject inserted the long vowel [i:] before the sound [ɜ:]. Then, the long [ɜ:] was shortened. Finally, the sound [ɜ:] was diphthongized to be the diphthong [i:ɜ]. This kind of the occurred in the word heard /hɜ:(r)d/. They subject pronounced it /hi:ɜrd/ that means that sound [ɜ:] was changed into the sound [i:ɜ].

Second, instead of raising the central of the tongue to produce the sound [ɜ:], the subject raised the back part of the tongue. It was raised in halfway between open and open-mid area of vowel sound quality. The subjects also rounded their lips. This improper way of producing the sound [ɜ:] altered it to be the long [ɒ:]. This substitution occurred in the words 'word' /'wɜ:(r)d/ and 'world' /'wɜ:(r)ld/. They substituted the sound [ɜ:] with [ɒ:] so that they were pronounced /'wɒ:rd/ and /'wɒ:rld/.

g. the exchange of the sounds [ɒ] and [ɔ:]

The sound [ɒ] is an open back vowel sound. This production of the sound [ɒ] employs the back part of the tongue which is kept in the low position quality

with the lips are slightly rounded. However, the back part of the tongue is not posited in the very low area. It is a little bit raised in halfway between the area of open-mid and low vowel sound.

Meanwhile, the sound [ɔ:] is a long mid-back vowel. To produce the sound [ɔ], the very back part of the tongue is raised in halfway between open and close are of vowel sound quality. The lip position when producing the sound [ɔ] is strongly rounded. This sound is, of course, produced a little bit longer than short vowels.

The following table shows the sound [ɒ] which was exchanged with [ɔ:] and /ɔ/ by the subject during the research.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Knowledge	/'nɒlɪdʒ/	/'nɔ:lɪdʒ/
	connotation	/.kɒnə'teɪʃn/	/.kɒnɔ'teɪʃn/
	apologize	/ə'pɒlədʒaɪz/	/ə'pɔ:lɔdʒaɪz/

Table 3.18 problem with the sound [ɒ]

The following table shows the sound [ɔ:] which was exchanged with [ɒ:] by the subject during the research.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	source	/sɔ:(r)s/	/sɒ:rs/
	support	/sə'pɔ:(r)t/	/sə'pɒ:rt/

Table 3.19 problem with the sound [ɔ:]

The problem with these two vowel encountered by the subject was they exchanged one with the other. When they had to actually produce the sound [ɒ], they produced the sound [ɔ:]. This kind of substitution happened in the medial position of the words 'knowledge' /'nɒlɪdʒ/ and 'apologize' /ə'pɒlədʒaɪz/. The

sound [ɒ] in both words were substituted with the sound [ɔ:] that made them pronounced /'nɔ:lɪdʒ/ and /ə'pɔ:lɒdʒaɪz/. In the other way around, when they had to actually produce the sound [ɔ:], they produced the sound [ɒ] which was lengthened to be [ɒ:]. This happened, for example, to the words 'source' /sɔ:(r)s/ and 'support' /sə'pɔ:(r)t/. They were pronounced /sɒ:(r)s/ and /sə'pɒ:(r)t/ as the sound [ɔ:] was substituted with the sound [ɒ:] by the research subjects.

h. The sound [ə]

The sound [ə] is a mid-central vowel. It is produced by raising the central part of the tongue halfway between close and open area of vowel sound quality. The sound [ə] is also described schwa. It means that the sound [ə] can only happen in a weak syllable and it is often omitted.

The problem that was encountered by the subject of the research in accordance with the schwa [ə] was that it was often substituted with other vowel. It was substituted with the vowels [ɔ], [ɒ], [a], [ɛ] and [u] while also strengthening the syllable.

The following table shows the schwa [ə] which was substituted with the vowel [ɔ] by the subjects during the research.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Promote	/prə'məʊt/	/prɔ'məʊt/
	Provide	/prə'vaɪd/	/prɔ'vaɪd/
	connotation	/,kɒnə'teɪʃ(ə)n/	/,kɒnɔ'teɪʃən/

Table 3.20 problem with the sound [ə] I

It can be seen in the words 'promote' /prə'məʊt/, 'provide' /prə'vaɪd/, and 'connotation' /,kɒnə'teɪʃ(ə)n/ that they were pronounced /prɔ'məʊt/, /prɔ'vaɪd/,

and /,kɒnə'teɪʃən/ by the research subjects. It can be clearly indicated that the research subjects substituted the medial sound [ə] with the sound [ɒ].

The following table shows the schwa [ə] which was substituted with the vowel [ɒ] by the subjects during the research.

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Occur	/ə'kə:(r)/	/ɒ'kə:r/
Medial	Politeness terrorist produce	/pə'laitnəs/ /'terərɪst/ /prə'dju:s/	/pɒ'laitnəs/ /'terɒrɪst/ /prɒ'dju:s/

Table 3.21 problem with the sound [ə] II

The substitution of the sound [ə] with the vowel [ɒ] by the research subject occurred in two position; initial and medial. The initial substitution happened in the word 'occur' /ə'kə:(r)/. The initial sound [ə] was substituted with the sound [ɒ] that made the word pronounced /ɒ'kə:r/. The substitution of the medial [ə] sound with the sound [ɒ] occurred, for instance, in the words 'politeness' /pə'laitnəs/, 'terrorist' /'terərɪst/, and 'produce' /prə'dju:s/. The medial sound [ə] was substituted with the sound [ɒ] that made those words pronounced /pɒ'laitnəs/, /'terɒrɪst/ and /prɒ'dju:s/.

The following table shows the schwa [ə] which was substituted with the vowel [a] by the subjects during the research.

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Appropriate	/ə'prəʊpriət/	/a'prəʊpriət/
Medial	Relevant significant	/'reləvənt/ /sɪg'nɪfɪkənt/	/'reləvənt/ /sɪg'nɪfɪkənt/
Final	Area Data	/'eəriə/ /'deɪtə/	/'eəriə/ /'deɪtə/

Table 3.22 problem with the sound [ə] III

The substitution of the sound [ə] with the vowel [a] by the research subject occurred in three position; initial, medial and final. The initial substitution happened in the word ‘appropriate’ /ə'prəʊpriət/. The initial sound [ə] was substituted with the sound [a] that made the word pronounced /a'prəʊpriət/. The substitution of the medial [ə] sound with the sound [a] occurred, for instance, in the words ‘relevant’ /'rɛləvənt/ and ‘significant’ /sɪg'nɪfɪkənt/. The medial sound [ə] was substituted with the sound [a] that made those words pronounced /'rɛləvənt/ and /sɪg'nɪfɪkənt/. The substitution of the final [ə] sound with the sound [a] occurred, for instance, in the words ‘area’ /'eəriə/ and ‘data’ /'deɪtə/. The final sound [ə] was substituted with the sound [a] that made those words pronounced /'eəriə/ and /'deɪtə/.

The following table shows the schwa [ə] which was substituted with the vowel [ɛ] by the subjects during the research.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Instrument sequence	/'ɪnstɹəmənt/ /'si:kwəns/	/'ɪnstɹəmɛnt/ /'si:kwɛns/

Table 3.23 problem with the sound [ə] IV

This kind of substitution happened only in the medial position. The substitution of the medial [ə] sound with the sound [ɛ] occurred, for instance, in the words ‘instrument’ /'ɪnstɹəmənt/ and ‘sequence’ /'si:kwəns/. The medial sound [ə] was substituted with the sound [ɛ] that made those words pronounced /'ɪnstɹəmɛnt/ and /'si:kwɛns/.

The following table shows the schwa [ə] which was substituted with the vowel [u] by the subjects during the research.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Corpus	/'kɔ:(r)pəs/	/'kɔ:pʊs/

Table 3.24 problem with the sound [ə] V

This kind of substitution happened only in the medial position. The substitution of the medial [ə] sound with the sound [u] occurred in the word 'corpus' /'kɔ:(r)pəs/. The medial sound [ə] was substituted with the sound [u] that made that word pronounced /'kɔ:pʊs/.

i. The /ə/ insertion

In some occurrences, when a consonant sound is followed by one or two other consonants so-called consonant cluster, some the research subjects inserted the sound /ə/ between the consonants. Usually, the insertion of the sound /ə/ is between two syllables which the final sound of the first syllable is a consonant sound and the initial sound of the following syllable is, of course, a consonant sound. In the other case, the insertion is in a consonant cluster in one syllable.

The [ə] insertion performed by the subjects followed some phonological environment. First, the sound [ə] was inserted between two voiced consonants. Second, the sound [ə] was inserted between two voiceless consonants. Third, the sound [ə] was inserted between voiceless and voiced consonants.

The following table shows the [ə] insertion performed by the subjects during the research.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Background	/'bækgraʊnd/	/'bækgəraʊnd/
	watched	/wɒtʃt/	/wɒcət/
	meanwhile	/'mi:nwaɪl/	/'mi:nəwaɪl/
	every	/'ɛvri/	/'ɛvəri/
	statement	/'steɪtmənt/	/'steɪtəmənt/

Table 3.25 problem with the sound [ə] VI

The /ə/ insertion in a consonant cluster within one syllable can be seen in the subject pronunciation of the word ‘watched’ as /wɒcət/ and the word ‘background’ as /'bækgəraʊnd/. The sound /ə/ is inserted in the consonant cluster in the syllable /wɒtʃt/ and in the second syllable of /'bækgraʊnd/ that is /graʊnd/. The /wɒtʃt/ was pronounced /wɒcət/. The sound [ə] is inserted between the sound [c] and [t]. In this case, the sound [ə] is inserted between two voiceless consonants as the sound [c] and [t] are voiceless consonants. The /graʊnd/ was pronounced /gəraʊnd/. The sound [ə] is inserted between the sound [g] and [r]. In this case, the sound [ə] is inserted between two voiced consonants as the sound [g] and [r] are voiced consonants.

The insertion of the sound [ə] between two syllables can be seen from the subject pronunciation of the words ‘every’ /'ɛvri/, ‘meanwhile’ /'mi:nwaɪl/ and ‘statement’ /'steɪtmənt/ as /'ɛvəri/, /'mi:nəwaɪl/, and /'steɪtəmənt/. In the word ‘every’, the sound [ə] was inserted between the syllable /'ɛv/ and /ri/ that it became /'ɛvəri/. In this case, the sound [ə] was inserted between two voiced consonants as the sound [v] and [r] were voiced consonants. In the word

‘meanwhile’, the sound [ə] was inserted between the syllable /'mi:n/ and /waɪl/ that it became /'mi:nəwaɪl/. In this case, the sound [ə] was inserted between two voiced consonants as the sound [n] and [w] were voiced consonants. In the word ‘atatement’, the sound [ə] was inserted between the syllable /'steɪt / and /mɒnt/ that it became /'steɪtəmɒnt/. In this case, the sound [ə] was inserted between the voiceless [t] sound and the voiced [m] sound.

j. The diphthong [aɪ]

The diphthong [aɪ] is a closing diphthong. It starts with an open vowel and then glides to a close vowel. In this case, it starts with the open central vowel [a] and then moves to the close front vowel [ɪ]. Dealing with the diphthong [aɪ], some of the research subjects made two kinds of pronunciation errors. It was monophthongized into the monophthong [ɪ] and [ɛ].

The following table shows the diphthong [aɪ] substituted with the monophthongs [ɪ] and [ɛ] by the research subjects.

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Identify	/aɪ'dentɪfaɪ/	/ɪ'dentɪfaɪ/
Medial	Classified	/'klɑːsɪfaɪd/	/'klɑːsɪfɛd/

Table 3.26 problem with the sound [aɪ]

The monophthongization of the sound [aɪ] to the sound [ɪ] only occurred in the initial position. It happened the sound [aɪ] in the first syllable in the word ‘identify’ /aɪ'dentɪfaɪ/. The monophthongization of the sound [aɪ] to the sound [ɪ] in the first syllable in that word made it pronounced /ɪ'dentɪfaɪ/.

The monophthongization of the sound [aɪ] to the sound [ɛ] only occurred in the medial position. It happened in the sound [aɪ] in the third syllable in the

word ‘classified’ /'klasifaɪd/. The mophthongization of the sound [aɪ] to the sound [ɪ] in the third syllable in that word made it pronounced /'klasifəd/.

k. The diphthong [aʊ]

The sound [aʊ] is a closing diphthong. This means that it starts with an open vowel and then moves to a close vowel. In this case, it starts with the open vowel /a/ and then moves to the close back vowel [ʊ]. There was one common mispronunciation of the diphthong [aʊ] committed by the research subject. This diphthong was often monophthongized. They monophthongized the diphthong [aʊ] into the monophthong [ɒ].

The following table shows the diphthong [aʊ] substituted with the monophthong [ɒ] by the research subjects.

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Output	/'aʊtpʊt/	/'ɒtpʊt/
Medial	Download	/.daʊn'ləʊd/	/.dɒ n'ləʊd/
	About	/ə'baʊt/	/ə'bɒt/

Table 3.27 problem with the sound [aʊ]

This diphthongization happened in two position; initial and medial. The medial monophthongization of the sound [aʊ] into the sound [ɒ] occurred to word ‘output’ /'aʊtpʊt/. The initial diphthong [aʊ] in that word was mophthongized into the sound [ɒ] that eventually made it pronounced /'ɒtpʊt/.

The diphthongization of the sound [aʊ] into the sound [ɒ] in the medial position took place in the words ‘download’ /.daʊn'ləʊd/ and ‘about’ /ə'baʊt/. The diphthongization occurred in the first syllable of the word ‘download’ and in the second syllable of the word ‘about’ so that they were pronounced /.dɒ n'ləʊd/ and /ə'bɒt/.

1. The diphthong [eɪ]

The sound [eɪ] is a closing diphthong. This means that it starts with an open vowel and then moves to a close vowel. This diphthong starts with the open-mid vowel [e] and then moves to the close vowel [ɪ]. There were four kinds of incorrect pronunciation of the diphthong [eɪ] performed by the subjects during the research. First, they did not start this diphthong with the vowel [e]. Instead, they started with the vowel [a] and then glided to the vowel [ɪ] that finally appeared to be the diphthong [aɪ]. This means that the diphthong [eɪ] was substituted with the diphthong [aɪ]. The last three incorrect pronunciations were that it was monophthongized into vowel [ɛ], [i:] and [a].

The following table shows the diphthong [eɪ] substituted with the sounds [ɛ], [i:], [a] and [aɪ] by the research subjects.

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Aim	/eɪm/	/ɛm/
Medial	Case	/keɪs/	/kɛs/
	Make	/'meɪk/	/'mɛk/
	Based	/beɪst/	/best/
	Break	/breɪk/	/'bri:k/
	Data	/'deɪtə/	/'data/
	Main	/meɪn/	/mam/

Table 3.28 problem with the sound [eɪ]

The substitution of the diphthong [eɪ] to the diphthong [aɪ] was found in the medial position. It occurred in the word 'main' /meɪn/. The sound [eɪ] in that word was substituted with the diphthong [aɪ] by the research subjects. Then, the pronunciation of the word 'main' became /mam/.

The monophthongization of the sound [eɪ] to the sound [ɛ] was found in two position; initial and medial. The initial monophthongization occurred to the

word ‘aim’ /eɪm/. The initial [eɪ] sound was monophthongized by the research subjects to the sound [ɛ] so that it was pronounced /ɛm/. The medial monophthongization was found in the words ‘case’ /keɪs/, ‘make’ /'meɪk/, and ‘based’ /beɪst/. They research subjects monophthongized the medial [eɪ] sound to the sound [ɛ] in those words that they pronounced them /kɛs/, /'mɛk/, and /best/.

The monophthongization of the sound [eɪ] to the sound [i:] was found in the medial position. The medial monophthongization occurred to the word ‘break’ /breɪk/. The medial [eɪ] sound was monophthongized by the research subjects to the sound [i:] so that it was pronounced /bri:k/.

The monophthongization of the sound [eɪ] to the sound [a] was found in the medial position. The medial monophthongization occurred to the first syllable of the word ‘data’ /'deɪtə/. The medial [eɪ] sound was monophthongized by the research subjects to the sound [a] so that it was pronounced /'data/. It needs to be noted that the vowel substitution in the second syllable in that word did not happened due to this process. It has been explained in the previous section; the [ə] substitution.

m. The diphthong [ɪə]

The diphthong [ɪə] is a centering diphthong. This means that this diphthong starts in high or close vowel and moves to a central vowel. In this case, it starts with the high vowel [ɪ] and then moves to the central vowel [ə]. There were three kinds of improper pronunciation of the diphthong [ɪə] committed by the subject. First, they started this diphthong with the vowel [ɪ] but they then glided to the vowel [ʊ]. Eventually, the diphthong [ɪə] was substituted into the

diphthong [ɪʊ]. The two other improper pronunciations of the diphthong [ɪə] were that it was monophthongized into the vowel [e] and [ɪ].

The following table shows the diphthong [ɪə] substituted with the sounds [ɪʊ], [e], and [ɪ] by the research subjects.

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Obvious	/'ɒbvɪəs/	/'ɒbvɪʊs/
	Various	/'vɛ:riəs/	/'vɛ:riʊs/
	Atmosphere	/'ætməsfiə(r)/	/'ætməsfer/
	Realize	/'riəlaɪz/	/'riɪlaɪz/

Table 3.29 problem with the sound [ɪə]

The substitution of the diphthong [ɪə] to the diphthong [ɪʊ] was found in the medial position. It occurred in the second syllable of the words 'obvious' /'ɒbvɪəs/ and 'various' /'vɛ:riəs/. The sound [eɪ] in those words was substituted with the diphthong [ɪʊ] by the research subjects. Then, the pronunciation of the word 'obvious' became /'ɒbvɪʊs/ and the word 'various' became /'vɛ:riʊs/.

The monophthongization of the sound [ɪə] to the sound [e] was found in the medial position. The medial monophthongization occurred to the last syllable of the word 'atmosphere' /'ætməsfiə(r)/. The medial [ɪə] sound was monophthongized by the research subjects to the sound [e] so that it was pronounced /'ætməsfer/. It needs to be noted that the vowel substitution in the second syllable in that word did not happen due to this process. It has been explained in the previous section; the [ə] substitution.

The monophthongization of the sound [ɪə] to the sound [ɪ] was found in the medial position. The medial monophthongization occurred to the first syllable

of the word ‘realize’ /'riələɪz/. The medial [ɪə] sound was monophthongized by the research subjects to the sound [ɪ] so that it was pronounced /'rɪləɪz/.

n. The diphthong [əʊ]

The sound [əʊ] is a closing diphthong. This means that it starts in an open vowel and then moves to a close vowel. This diphthong starts the sound with the vowel [ə] and then it glides to the sound [ʊ]. In American English, this diphthong usually starts with the vowel [o] and then it moves the vowel [ʊ]. By the some of the research subject, this diphthong was changed into monophthong or pure vowel. There were three kinds of monophthongization performed by the subject. The diphthong [əʊ] was monophthongized into the long vowel [ɔ:] and the short [ɒ], the long vowel [o:] and the long vowel [u:].

The following table shows the diphthong [əʊ] substituted with the monophthongs [ɔ:], [ɒ], [o:], and [u:] by the research subjects.

Position	Word	The correct pronunciation	The subject pronunciation
Initian	Own	/əʊn/	/ɔ:n/
	Over	/'əʊvə(r)/	/'ɔ:vər/
Medial	Known	/nəʊn/, /'noʊn/	/nɔ:n/
	chose	/tʃəʊz/, /tʃoʊz/	/tʃɔ:z/
	spoken	/'spəʊkən/, /'spoʊkən/	/'spu:kən/
	focus	/'fəʊkəs/, /'foʊkəs/	/'fɔ:kəs/
	component	/kəm'pəʊnənt/	/kəmpɔ:nənt/

Table 3.30 problem with the sound [ɪə]

The monophthongization of the sound [əʊ] to the long sound [ɔ:] was found in two position; initial and medial. The initial monophthongization occurred to the word ‘own’ /əʊn/ and ‘over’ /'əʊvə(r)/. The initial [əʊ] sound was monophthongized by the research subjects to the long sound [ɔ:] so that they were pronounced /ɔ:n/ and /'ɔ:vər/. The medial monophthongization was found in the

word 'known' /nəʊn/. The research subjects monophthongized the medial [əʊ] sound to the sound [ɒ:] in that word that they pronounced it /nɒ:n/. The monophthongization of the sound [əʊ] to the short sound [ɒ] was found in the medial position. This medial monophthongization was found, for example, in the second syllable of the word 'component' /kəm'p.əʊnənt/ and the first syllable of the word 'focus' /'fəʊkəs/. The research subjects monophthongized the medial [əʊ] sound to the sound [ɒ] in that word that they pronounced them /kəmpɒnənt/ and /'fɒkəs/.

The monophthongization of the sound [əʊ] to the long sound [o:] was found in the medial position. The medial monophthongization occurred to the word 'chose' /tʃəʊz/. The medial [əʊ] sound was monophthongized by the research subjects to the long sound [o:] so that it was pronounced /tʃo:z/.

The monophthongization of the sound [əʊ] to the long sound [u:] was found in the medial position. The medial monophthongization occurred to the word 'spoken' /'spəʊkən/. The medial [əʊ] sound was monophthongized by the research subjects to the long sound [o:] so that it was pronounced /'spu:kən/.

3.2 Discussion

First of all, the pronunciation problem encountered by the research subject was in the form of substituting English consonant sounds with other similar consonant sounds. Phonetically, the consonant sound substitutions happened due to the change of one or more aspects among the three segmental phonetic aspects; voicing, manner and place of articulation. Based on the finding, consonant sounds substitutions occurred to the consonant sounds [v], [ð], [θ], [tʃ], [ʒ], [ʃ], and [z].

This finding is similar to Rosyidah's (2014) research conducted to the students during Language Morning activities. It is important to be noted that her research subjects were those who were not trained and expected to have a good speaking skill. Her research revealed that the students in Language Morning activities also did consonant substitution to the English consonant sounds [v], [ð], [θ], [tʃ], [ʃ], [ʒ] and [z].

The consonant substitutions which were done by the research subjects in this research can be exemplified as when they had to pronounce /'veri/ and /kən'klu:z(ə)n/ which contained the consonant sound [v] and [ʒ], they were replaced by the subjects with the consonant sound [f] and [ʃ] by simply devoicing the sounds [v] and [ʒ]. As a result, /'veri/ and /kən'klu:z(ə)n/ was pronounced /'fəri/ and /kən'klu:ʃən/. From this example, it can be identified that the research subjects substituted some English consonant sounds with other similar consonant sounds by changing their segmental phonetic aspects.

Besides consonants, the research subjects also practiced sound substitutions on the English vowel and diphthong sounds. The vowel sounds were usually substituted with other vowel similar vowel sounds or with the vowel represented in the word spelling. They did vowel substitution to the English vowel sounds [i:], [ɪ], [ɛ], [ʊ], [ʌ], [ɜ:], [ɒ], [ɔ:], and [ə]. This finding is similar to Andi-Pallawa's (2013) that his research subject also encountered the problem with the English vowel sounds [i:], [ɪ], [ɛ], [ʊ], [ʌ], [ɜ:], [ɒ], [ɔ:], and [ə].

The vowel substitutions which were done by the research subjects in this research can be exemplified as when they had to pronounce 'look' /lʊk/ and

‘public’ /'pʌblɪk/ which contained the vowel sounds [ʊ] and [ʌ], they were replaced by the subjects with the sound [u:] and [a] by means they substituted sounds [aɪ] and substituted the sound [eɪ]. As a result, /lʊk/ and /'pʌblɪk/ were pronounced /lu:k/ and ‘public’ /'pablɪk/. From this example, it can be identified that the research subjects substituted some English vowel sounds with other similar sounds.

Furthermore, the vowel sounds were substituted with other vowels which were represented in the spelling. This means that the research subjects often pronounced vowel sounds based on the orthographic writing. This kind of problem occurred the most when they mispronounced the schwa /ə/. The schwa /ə/ was mostly pronounced as the sound that is usually pronounced based on its orthographic writing. For instance, the word ‘isolation’ and ‘relevant’ which should be pronounced /,aɪsə'leɪʃ(ə)n/ and /'rɛləvənt/ were pronounced /,aɪsə'leɪʃən/ and /'rɛləvənt/. It can be seen the sound [ə] in the second syllable of the word ‘isolation’ was pronounced [ɔ] and the sound [ə] in the final syllable in the word ‘relevant’ was pronounced [a]. This could be motivated by the spelling. The sound [ə] was pronounced [ɔ] as it is spelled with the alphabet ‘o’ and the sound [ə] was pronounced [a] as it is spelled with the alphabet ‘a’.

In accordance with diphthong, the research subject did diphthong substitution on the English diphthong sounds [aɪ], [aʊ], [eɪ], [ɪə], and [əʊ] by monophthongizing them or simply replacing them with other diphthong sounds. This problem was also encountered by Mustikareni’s (2013) research subject.

They had a problem with pronouncing the English diphthong sounds [aɪ], [aʊ], [eɪ], [ɪə], and [əʊ].

The diphthong substitutions which were done by the research subjects in this research can be exemplified as when they had to pronounce 'classified' /'klasɪfaɪd/ and 'main' /meɪn/ which contained the diphthong sounds [aɪ] and [eɪ], they were replaced by the subjects with the sound [ɛ] and [aɪ] by means they monophthongized the diphthong sounds [aɪ] and substituted the sound [eɪ]. As a result, /'klasɪfaɪd/ and /meɪn/ were pronounced /'klasɪfɛd/ and /maɪn/. From this example, it can be identified that the research subjects substituted and monophthongized some English diphthong sounds.

Other than sound substitution, the research subject also committed the consonant sound [k], [g], [t] and [s] deletions and the schwa insertion. However, this pronunciation problem needs to be revealed through the discipline of phonological process rather than phonetic aspects and it is beyond the limitation of this study.

All in all, the segmental pronunciation problems encountered by the research subjects can be summed up as sound substitution. In common, the target sounds are substituted with the similar sounds or the sounds which are usually represented by the orthographic writing.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter presents the main conclusion of the analysis of the study as well as the suggestion for further research.

4.1 Conclusion

The conclusion is stated based on the analysis of the pronunciation problems in terms of segmental phonetic features committed by the advanced students in their presentations of their thesis proposal. The conclusion is as follows:

- a. During the presentation of their thesis proposal, the research subject under pronunciation problems with a number of consonants, vowels and diphthongs.
- b. There were two consonant pronunciation problems encountered by the research subjects. First, they substituted some consonant sounds with other consonants sounding similar to the target sounds. Second, they deleted some consonant sounds when they occurred in consonant clusters.
- c. In accordance with consonant sound substitutions, they were in the form of the replacement of the sound [v] with [f], the replacement of the sound [ð] with [d] and [θ], the replacement the sound [θ] with [t] and [s], the replacement of the sound [tʃ] with [c], the replacement of the sound [ʒ] with [ʃ], the replacement of the sound [ʃ] with [s], and the replacement of the sound [z] with [s]. In accordance with consonant sound deletion, they deleted the consonant sounds [k], [g], [t], and [s] when they occurred in consonant clusters.

- d. There were three vowel pronunciation problems encountered by the research subjects. First, they substituted some vowel sounds with other consonants. Second, they inserted a consonant sound between two consonant sounds. Third, they diphthongized a pure vowel sound.
- e. In accordance with vowel sound substitutions, they were in the form of the replacement of the sound [ɪ] with [ɛ] and [i], replacement of the sound [i:] with [e] and [ɛ], the replacement of the sound [ɛ] with [ə], the replacement of the sound [ʊ] with [u:], the replacement of the sound [ʌ] with [a], the replacement of the sound [ɜ:] with [ɔ:], the replacement of the sound [ɒ] with [ɔ:], the replacement of the sound [ɔ:] with [ɒ], and the replacement of the sound [ə] with [ɔ], [ɒ], [a], [ɛ] and [u]. In accordance with vowel sound insertion, the research subject inserted the sound [ə] between two consonant sounds. In accordance with vowel sound diphthongization, they changed the pure vowel [ɛ] to be [eɪ], and the pure vowel [ɜ:] to be [iɜ:].
- f. There were two diphthong pronunciation problems encountered by the research subjects. First, they monophthongized some diphthong sounds to pure vowel sounds. Second, substituted diphthong sound other diphthong sounds.
- g. In accordance with monophthongization, they monophthongized the sound [aɪ] into [ɪ] and [ɛ], the sound [aʊ] into [ɒ], the sound [eɪ] into [ɛ], [i:], and [a], the sound [ɪə] into [e], and [ɪ], and the sound [əʊ] into [ɔ:], [ɒ], [o:], and [u:]. In accordance with diphthong substitutions, they were in the form of the replacement of the sound [eɪ] with [aɪ] and the replacement of the sound [ɪə] with [ɪʊ].

4.2 Suggestion

After conducting this research, the researcher suggests the students of the English Department of UIN Maulana Malik Ibrahim Malang to study English pronunciation more seriously so that they can assist their speaking skills with a good English pronunciation. Even though the goal of speaking is to deliver meaning without concerning with pronunciation, but they are still expected to have a good pronunciation since they are the students of English Department. Furthermore, the researcher also suggest the lecturers to always watch and correct the students' mispronunciation during lecturing because it will make them get accustomed to speaking with a correct pronunciation.

For further research, the researcher suggests the next researchers to investigate pronunciation problem related to suprasegmental phonetic features which include stress, intonation and rhythm since pronunciation involves both segmental and suprasegmental features. Also, the researcher suggests the next researchers to investigate the quality change of sound driven by its position in the phonological environment. This field of study is called phonemic opposition. Finally, as English pronunciation is very problematic even for those who have been studying English for years, the researcher also suggest the next researchers to find out the factors causing pronunciation problems.

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APENDIXES

Phonetic Transcription Table

The sound [v]

Position	Word	The correct pronunciation	The subject pronunciation
Initial	View	/vju:/	/fju:/
	Visit	/'vɪzɪt/	/'fisɪt/
	Various	/'vɛ:riəs/	/'fɛ:riəs/
	Very	/'veri/	/'fɛri/
	Video	/'vɪdɪəʊ/	/'fɪdɪəʊ/
	Valid	/'vəlɪd/	/'fəlɪd/
	Visual	/'vɪʒ(j)ʊəl/, /'vɪzjʊəl/	/'fɪsʊəl/
	Variable	/'vɛ:riəb(ə)l/	/'fɛ:riəbəl/
Medial	Conversation	/kɒnvə(r)'seɪʃ(ə)n/	/kɒnfər'seɪʃən/
	Previous	/'pri:vɪəs/	/'pre:fiəs/
	Provide	/prə'vaɪd/	/prə'faɪd/
	Conversational	/kɒnvə(r)'seɪʃ(ə)n(ə)l/	/kɒnfər'seɪʃənəl/
	Several	/'sevr(ə)l/	/'sefərəl/
	Investigation	/ɪn'vestrɪ'geɪʃ(ə)n/	/ɪn'festrɪ'geɪʃən/
	Investigate	/ɪn'vestɪgeɪt/	/ɪn'festɪgeɪt/
	Seven	/'sev(ə)n/	/'sefən/
	Divide	/dɪ'vaɪd/	/dɪ'faɪd/
	Device	/dɪ'vaɪs/	/də'faɪs/
	Controversial	/kɒntrə'və:(r)ʃ(ə)l/	/kɒntro'fɛ:rʃjəl/
	Level	/'lev(ə)l/	/'lefəl/
	Convey	/kən'veɪ/	/kən'feɪ/
	Deliver	/dɪ'lɪvə(r)/	/də'li:fər/
	Over	/'əʊvə(r)/, /'oʊvə(r)/	/'ɒfər/
Movie	/'mu:vi/	/'mu:fi/	
Final	Have	/hav/, /hæv/,	/hæf/
	Discursive	/dɪs'kə:(r)sɪv/	/dɪs'kə:rsɪf/
	Of	/ɒv/, /(ə)v/	/ɒf/
	Qualitative	/'kwɒlɪtətɪv/	/'kwɒlɪtətɪf/
	Negative	/'negətɪv/	/'negətɪf/
	Descriptive	/dɪ'skrɪptɪv/	/de'skrɪptɪf/
	Persuasive	/pə(r)'swesɪv/	/pər'swasɪf/
	Five	/faɪv/	/faɪf/
	Productive	/prə'dʌktɪv/	/prə'dʌktɪf/
	Solve	/sɒlv/	/sɒlf/

The sound [ð]

Position	Word	The correct pronunciation	The subject pronunciation
Initial	The	/ðə/, /ði/, /ði:/	/də/
	Then	/ðen/	/den/
Final	With	/wɪð/	/wɪθ/

The sound [θ]

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Through	/θru:/	/tru:/
	Thousand	/'θaʊz(ə)nd/	/'taʊsənd/
	Thank	/θaŋk/	/tʌŋk/
	Thing	/θɪŋ/	/tɪŋ/
	Three	/θri:/	/tri:/
	Thesis	/'θi:sɪs/	/'tɛsɪs/
	Theory	/'θiəri/	/'teəri/
	Third	/θə:(r)d/	/sə:rd/
Medial	Method	/'mɛθəd/	/'mɛtəd/

The Sound [tʃ]

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Implicature	/'ɪmplɪ,kətʃə(r)/, /'ɪmplɪ,ketʃə(r)/	/'ɪmplɪ,kɛcər/, /'ɪmplɪ,kɛtʃər/
	Feature	/'fi:tʃə(r)/	/'fi:cər/
	Lecture	/'lɛktʃə(r)/	/'lɛkcər/
	Picture	/'pɪktʃə(r)/	/'pɪkcər/
	Structure	/'strʌktʃə(r)/	/'strʌkcər/
	Lecturer	/'lɛktʃ(ə)rə(r)/	/'lɛkcərər/
	Switching	/swɪtʃɪŋ/	/swɪcɪŋ/
	Watched	/wɒtʃt/	/wɒcət/

The sound [ʒ]

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Conclusion	/kən'klu:ʒ(ə)ŋ/	/kən'klu:ʃəŋ/
	Cohesion	/kəʊ'hi:ʒ(ə)ŋ/	/kəʊ'hɛʃəŋ/

The sound [ʃ]

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Show	/ʃəʊ/	/səʊ/
Medial	Contribution	/kɒntrɪ'bjʊ:ʃ(ə)n/	/kɒntrɪ'bu:sən/

The sound [z]

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Proposal	/prə'pəʊz(ə)l/, /prə'pəʊz(ə)l/	/prə'pəʊsəl/
	Result	/rɪ'zʌlt/	/rɪ'sʌlt/
	Example	/ɪg'zɑ:mp(ə)l/	/ɛg'sɑ:mpəl/
	Present	/prɪ'zɛnt/	/prɪ'sɛnt/
	Examine	/ɪg'zæmɪn/	/ɛg'sæmɪn/

The sound [k]

Position	Word	The correct pronunciation	The subject pronunciation
Final	Task	/tɑ:sk/	/tɑ:s/

The sound [g]

Position	Word	The correct pronunciation	The subject pronunciation
Medial	linguistics	/lɪŋ'gwɪstɪks/	/lɪŋ'wɪstɪks/
	English	/'ɪŋɡlɪʃ/	/'ɪŋlɪʃ/
	Language	/'læŋɡwɪdʒ/	/'læŋwɪdʒ/

The sound [t]

Position	Word	The correct pronunciation	The subject pronunciation
Final	Next	/nekst/	/neks/
	Context	/'kɒntɛkst/	/'kɒnteks/
	script	/skrɪpt/	/skrɪp/
	Guest	/gɛst/	/ges/
	Fast	/fɑ:st/	/fɑ:s/
	conflict	/kən'flɪkt/	/kən'flɪk/
	text	/tekst/	/tɛks/
	request	/rɪ'kwɛst/	/rɪ'kwes/
	last	/lɑ:st/	/lɑ:s/
	deepest	/'di:pɪst/	/'di:pɪs/
	abstract	/'æbstrækt/	/'æbstræk/
	consist	/kən'sɪst/	/kɒn'sɪs/
	percent	/pɛ(r)'sɛnt/	/pɛr'sɛn/

The sound [s]

Position	Word	The correct pronunciation	The subject pronunciation
Final	Significance	/sɪg'nɪfɪk(ə)ns/	/sɪg'nɪfɪkən/

The sound [ɪ]

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Examine	/ɪg'zæmɪn/	/ɛg'sæmɪn/
Medial	Perfect	/'pɜ:(r)fɪkt/	/'pɜ:rfɛkt/
	Preferred	/prɪ'fɜ:(r)d/	/prɛ'fɜ:rd/
	Dispreferred	/'dɪs prɪ'fɜ:(r)d/	/'dɪs prɛ'fɜ:rd/
	Resposes	/rɪ'spɒnsɪz/	/rɛ'spɒnsɪz/
	Examine	/ɪg'zæmɪn/	/ɪg'sæmɪn/
	Thesis	/'θi:sɪs/	/'tɛsɪs/
	This	/ðɪs/	/ðɪs/
	Credible	/'krɛdɪb(ə)l/	/'krɛdɪbəl/

The sound [i:]

Position	Word	The correct pronunciation	The subject pronunciation
Medial	These	/ði:z/	/ðez/
	Cohesion	/kəʊ'hi:ʒn/	/kəʊ'hɛ:ʃn/
	Thesis	/'θi:sɪs/	/'tɛ:sɪs/

The sound [ɛ]

Position	Word	The correct pronunciation	The subject pronunciation
Medial	general	/'dʒɛnərəl/	/'dʒənərəl/
	generally	/'dʒɛnərəli/	/'dʒənərəli/
	Said	/'sed/	/'seɪd/

The sound [ʊ]

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Look	/lʊk/	/lu:k/
	good	/gʊd/	/gu:d/
	book	/bʊk/	/bu:k/

The sound [ʌ]

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Multiple public construct	/'mʌltɪpl/ /'pʌblɪk/ /kən'strʌkt/	/'maltɪpl/ /'pablɪk/ /kən'strakt/

The sound [ɜ:]

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Heard word world	/hɜ:(r)d/ /'wɜ:(r)d/ /'wɜ:(r)ld/	/hi:ɜrd/ /'wɔ:rd/ /'wɔ:rd/

The sound [ɒ]

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Knowledge connotation apologize	/'nɒlɪdʒ/ /kənə'teɪʃn/ /ə'pɒlədʒaɪz/	/'nɔ:lɪdʒ/ /kənə'teɪʃn/ /ə'pɔ:lədʒaɪz/

The sound [ɔ:]

Position	Word	The correct pronunciation	The subject pronunciation
Medial	According source support recording four more form	/ə'kɔ:(r)dɪŋ/ /sɔ:(r)s/ /sə'pɔ:(r)t/ /rɪ'kɔ:(r)dɪŋ/ /fɔ:(r)/ /mɔ:(r)/ /'fɔ:(r)m/	/ə'kɔ:rdɪŋ/ /sɔ:rs/ /sə'pɔ:rt/ /rɪ'kɔ:rdɪŋ/ /fɔ:r/ /mɔ:r/ /'fɔ:rm/

The sound [ə] I

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Proposal Isolation Promote Provide connotation apologize	/prə'pɒʊz(ə)!/ /prə'pɒʊz(ə)!/ /aɪsə'leɪʃ(ə)n/ /prə'məʊt/ /prə'vaɪd/ /kənə'teɪʃ(ə)n/ /ə'pɒlədʒaɪz/	/prɔ'pɒsəl/ /aɪsə'leɪʃən/ /prɔ'məʊt/ /prɔ'vaɪd/ /kənə'teɪʃən/ /ə'pɒlədʒaɪz/

The sound [ə] II

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Occur	/ə'kə:(r)/	/ʊ'kə:r/
Medial	Politeness	/pə'laitnəs/	/pʊ'laitnəs/
	terrorist	/'terərɪst/	/'tɛrərɪst/
	coherent	/kə'hɪərənt/	/kʊ'hɛrənt/
	construct	/kən'strʌkt/	/kʊn'strakt/
	atmosphere	/'ætməsfiə(r)/	/'ætɪmɔsfɪər/
	information	/,ɪnfə(r)'meɪf(ə)n/	/,ɪnfər'meɪfən/
	produce	/prə'dju:s/	/prʊ'dju:s/
	conflict	/kən'flɪkt/	/kʊn'flɪk/
	method	/'mɛθəd/	/'mɛtəd/
	collect	/kə'lɛkt/	/kʊ'lɛk/
	recognize	/'rɛkəɡnaɪz/	/'rɛkɔɡnaɪz/
	contain	/kən'teɪn/	/kʊn'teɪn/
	contextual	/kən'tɛkstʃʊəl/	/kʊn'tɛkstʃʊəl/
	catalogue	/'kætəlɒɡ/	/'kætɔləɡ/
	conclude	/kən'klu:d/	/kʊn'klu:d/
projection	/prə'dʒɛkʃ(ə)n/	/prʊ'dʒɛkʃən/	

The sound [ə] III

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Appropriate	/ə'prəʊpriət/	/a'prəʊpriət/
Medial	Relevant	/'rɛləvənt/	/'rɛləvənt/
	significant	/sɪɡ'nɪfɪkənt/	/sɪɡ'nɪfɪkənt/
	several	/'sɛvrəl/	/'sɛvərəl/
	paragraph	/'pærəgrɑ:f/	/'pærəgrɑ:f/
Final	Area	/'ɛəriə/	/'ɛəriə/
	Data	/'deɪtə/	/'deɪtə/
	Media	/'mi:diə/	/'mi:diə/
	Phenomena	/fi'nɒmɪnə/	/fi'nɒmɪnə/

The sound [ə] IV

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Instrument	/'ɪnstɹəmənt/	/'ɪnstɹəmɛnt/
	model	/'mɒd(ə)l/	/'mɒdɛl/
	sequence	/'si:kwəns/	/'si:kwɛns/
	Utterance	/'ʌt(ə)r(ə)ns/	/'ʌtɛrɛns/

The sound [ə] V

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Corpus	/'kɔ:(r)pəs/	/'kɔ:pus/

The sound [ə] VI

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Background	/'bækgraʊnd/	/'bækgəraʊnd/
	watched	/wɒtʃt/	/wɒçət/
	meanwhile	/'mi:nwaɪl/	/'mi:nəwaɪl/
	every	/'evri/	/'evəri/
	statement	/'steɪtmənt/	/'steɪtəmənt/
	several	/'sevrəl/	/'sevərəl/
	general	/'dʒenrəl/	/'dʒənərəl/
	generally	/'dʒenrəli/	/'dʒənərəli/

The sound [aɪ]

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Identify	/aɪ'dentɪfaɪ/	/ɪ'dentɪfaɪ/
Medial	Classified	/'klasɪfaɪd/	/'klasɪfəd/

The sound [aʊ]

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Output	/'aʊtpʊt/	/'ɒtpʊt/
Medial	Download	/,daʊn'ləʊd/	/,dɒn'ləʊd/
	About	/ə'baʊt/	/ə'bɒt/

The sound [eɪ]

Position	Word	The correct pronunciation	The subject pronunciation
Initial	Aim	/eɪm/	/em/
Medial	Case	/keɪs/	/kəs/
	Make	/'meɪk/	/'mek/
	Based	/beɪst/	/best/
	Break	/breɪk/	/brɪ:k/
	Data	/'deɪtə/	/'data/
	Main	/meɪn/	/maɪn/

The sound [ɪə]

Position	Word	The correct pronunciation	The subject pronunciation
Medial	Obvious	/'ɒvɪəs/	/'ɒvɪəs/
	Various	/'vɛ:riəs/	/'vɛ:riəs/
	Atmosphere	/'ætməsfiə(r)/	/'ætməsfer/
	realize	/'riəlaɪz/	/'riəlaɪz/

The sound [əʊ]

Position	Word	The correct pronunciation	The subject pronunciation
Initian	Own	/əʊn/	/ɒ:n/
	Over	/'əʊvə(r)/	/'ɒ:vər/
Medial	Known	/nəʊn/, /'nəʊn/	/nɒ:n/
	chose	/tʃəʊz/, /tʃoʊz/	/tʃo:z/
	spoken	/'spəʊkən/, /'spoukən/	/'spu:kən/
	focus	/'fəʊkəs/, /'foʊkəs/	/'fɒkəs/
	hope	/həʊp/, /hoʊp/	/hɒp/
	code	/kəʊd/, /kouɪd/	/kɒd/
	component	/kəm'pəʊnənt/	/kəmprɒnənt/