MONOCENTRIC CONCEPTS IN PHONETIC ERRORS OF 'BIMANESE' EFL LEARNERS

THESIS

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THESIS

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2023

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I state that the thesis entitled **"Monocentric Concepts in Phonetic Errors of 'Bimanese' EFL Learners"** is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 13 February 2023

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MOTTO

إِنَّ ٱلْحَسَنَٰتِ يُذْهِبْنَ ٱلسَّيِّـَٔاتِ

"Indeed, good deeds do away with misdeeds" (Q.S. Huud:114)

DEDICATION

This thesis is dedicated to my Ina and Ama (beloved parents), my little sister and brother.

Abdul Muid and Nurma

Hardianti and Al-Fatirriyadin

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ABTRACT

Irianti. 2023. ***Monocentric Concept In Phonetic Errors of 'Bimanese' EFL Leraners***. Minor Thesis *(Skripsi)*. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor : Nur Latifah, M.A.

Keywords : Monocentric concept, plurecentric, phonetic error, intelligibility, communication problems, Bimanese

The open debate between monocentric and plurentic concepts on pronunciation makes this research carried out. Monocentric is the concept which tends to emphasize english learning approach for non-native speakers based on standard english or anglo-american style and believes the existence of the error sounds while plurecentric considers the errorneous as the variety of english instead of error sounds. However, the researcher only tries to investigate the error sounds particularly phonetic errors as promoted by monocentric concepts by taking 10 Bimanese student colleges. 50 of words were given to the participants and the record test was used during the pronounciation test. This test becomes the first primary data to answer what are the phonetic errors producing by Bimanese EFL learners using error analysis that is promoted by monocentrist in the form of qualitative method and descriptive analysis. The communication problems that are caused by phonetic errors were identified in this study becoming the second research questions to be answered. This was done considering the relationship between intelligibility and pronunciation which also become the focus of monocentrist and plurecentrist. The communication process of two Bimanese Youtubers with the foreigners which become the second primary data in this data were investigated for understanding the phenomenon of intelligility and pronunciation using observation test on 4 video vlogs. The researcher found 4 kind of phonetic errors based on the manner of articulation for consonants; plosives, fricatives, affricates, and nasals. Then, the most substituted vowels were /ʌ/ sound for short vowel, /ɑ:/ sound for long vowel, /əʊ/ and /eɪ/ for diphthong and most all of sounds for triphthong. This finding indicates that vowels were the most deviated by Bimanese. The deviation that occured was caused barely by fossilization and mother tongue interference, the illiteracy of the participants on the pronunciation and the inconsistency of english sound systems take the most. Eventually, the researcher discovered misunderstanding and the lack of confidence that were caused by phonetic errors in the communication process.

ABSTRAK

Irianti. 2023. ***Konsep Monosentrik dalam Kesalahan Fonetik pada mahasiswa 'Bima' Pembelajar Bahasa Inggris*.** Skripsi. Jurusan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Nur Latifah, M.A.

Kata Kunci : Konsep monosentrik, plurasentrik, kesalahan fonetik, kepemahaman, masalah komunikasi, orang Bima

Perdebatan terbuka antara konsep monosentrik dan plurasentrik dalam teori pengucapan adalah latar belakang penelitian ini dilakukan. Monosentrik adalah konsep yang cenderung menekankan pendekatan pembelajaran bahasa bagi orang yang bukan penutur asing yang berorientasi pada standar bahasa inggris atau sesuai dengan ciri bahasa inggris orang Amerika-Anglo dan konsep yang percaya adanya kesalahan dalam pengucapan suara. Sedangkan konsep plurasentrik adalah konsep yang menganggap kesalahan dalam pengucapan suara bagi orang yang bukan penutur asli adalah variasi dalam berbahasa inggris. Peneliti hanya berusaha untuk meneliti kesalahan suara dalam pengucapan khususnya di bidang fonetik seperti yang diusung oleh konsep monosentrik terhadap 10 orang mahasiswa Bima pembelajar bahasa inggris. Sebanyak 50 kata diberikan kepada mahasiswa dalam tes pengucapan yang direkam menggunakan alat perekam. Tes pengucapan ini adalah data primer pertama untuk menjawab pertanyaan tentang apa saja kesalahan fonetik yang diucapkan oleh mahasiswa Bima yang akan dianalisis menggunakan teori yang diusung oleh monosentris, analisis error, dengan metode kualitatif dan analisis deksripsi . Masalah-masalah dalam berkomunikasi yang disebabkan oleh kesalahan fonetik juga diidentifikasi dalam penelitian ini sekaligus menjadi permasalahan kedua yang dijawab. Hal ini dilakukan mengingat adanya hubungan antara pemahaman dan pengucapan yang juga menjadi fokus perdebatan konsep monosentik dan plurasentik. Proses komunikasi dua youtuber bima dengan orang asing luar negeri yang menjadi data primer kedua yang diobservasi dari 4 video vlog, membantu peneliti memahami fenomena hubungan antara pemahaman dan pengucapan ini. Peneliti menemukan 4 macam kesalahan fonetik berdasarkan cara pengucapannya untuk konsonan yaitu plosif, frikatif, afrikatif, dan nasal. Kemudian, huruf vocal yang sering terjadi penyimpangan atau diganti dengan huruf lain yaitu suara /ʌ/ untuk huruf vokal pendek, /ɑ:/ untuk huruf vokal panjang , /əʊ/ and /eɪ/ untuk diftong and semua huruf triftong. Penemuan ini mengindikasikan bahwa suara yang paling banyak diucap keliru oleh mahasiswa Bima adalah huruf vokal. Penyimpangan suara terjadi disebabkan sedikit dari fosilisasi dan pengaruh bahasa ibu, dan yang paling banyak adalah dikarenakan ketidaktahuan mahasiswa dalam mengucapkan suara tersebut serta tidak konsistensinya pengucapan bahasa inggris dalam sebuah kata. Terakhir, peneliti menemukan adanya kesalahpahaman dan kurangnya kepercayaan diri yang disebabkan oleh kesalahan fonetik dalam proses berkomunikasi.

المختلص

إيريينتي. ٢٠٢٣. ***مفاهيم أحادية المركز في الأخطاء الصوتية في تعلم اللغة الإنجليزية لطلاب "بيما"*** . أطروحة جامعية. قسم الأدب الإنجليزي. كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف : نور اللطيفة، الماجستير

الكلمات المفتاحية : مفهوم أحادي المركز، متعدد المراكز، الأخطاء الصوتية، الفهم، مشاكل الاتصال، الشعب البيما

إن النقاش المفتوح بين المفاهيم أحادية المركز والمفاهيم متعددة المراكز في نظرية النطق هو خلفية هذا البحث. أحادي المركز هو مفهوم يميل إلى التأكيد على نهج تعلم اللغة للأشخاص الذين ليسوا متحدثين أجانب ، والذين يتجهون نحو اللغة الإنجليزية القياسية أو وفقًا لخصائص اللغة الإنجليزية الأمريكية الأنجلو ، والمفاهيم التي تعتقد أن هناك أخطاء في النطق السليم. وفي الوقت نفسه ، فإن مفهوم التعددية هو مفهوم يعتبر الأخطاء في نطق الصوت لغير الناطقين بها على أنها اختلافات في اللغة الإنجليزية. تحاول الباحثة فقط فحص أخطاء الصوت في النطق ، خاصة في مجال الصوتيات كما ينفذه المفهوم أحادي المركز لعشرة طلاب بيما يتعلمون اللغة الإنجليزية. تم إعطاء إجمالي ٥٠ كلمة للطلاب في اختبار النطق والتي تم تسجيلها باستخدام جهاز تسجيل. اختبار النطق هذا هو أول بيانات أولية تجيب على سؤال حول ماهية الأخطاء الصوتية التي نطق بها طلاب البيما والتي سيتم تحليلها باستخدام النظرية التي نفذها تحليل أحادي المركز، مع الأساليب النوعية والتحليل الوصفي.مشاكل في الاتصال الناتجة عن الأخطاء الصوتية في هذه الدراسة بالإضافة إلى كونها المشكلة الثانية التي يجب الإجابة عليها. يتم ذلك مع الأخذ في الاعتبار أن هناك علاقة بين الفهم والنطق وهو أيضًا محور النقاش حول المفاهيم أحادية المركز والتعددية. ساعدت عملية الاتصال بين اثنين من مستخدمي بيما على YouTube والأجانب الذين أصبحوا ثاني بيانات أولية تمت

ملاحظتها من ٤ مدونات فيديو، الباحثين على فهم ظاهرة العلاقة بين الفهم والنطق.وجدت الباحثة ٤ أنواع من الأخطاء الصوتية بناءً على نطق الحروف الساكنة وهي المفردات، الاحتكاكات، الأفارقة، والأنف. بعد ذلك ، فإن حروف العلة التي غالبًا ما يتم تشويهها أو استبدالها بأحرف أخرى هي الصوت / ʌ / لحروف العلة القصيرة، / ɑ: / لحروف العلة الطويلة، / əʊ / و / eɪ / للأحرف الثلاثية. تشير هذه النتيجة إلى أن الصوت الذي يخطئ طلاب البيما في نطقه هو حرف المتحركة. تحدث الانحرافات الصوتية بسبب القليل من التحجر وتأثير اللغة الأم ، ويعزى معظمها إلى جهل الطلاب بنطق هذه الأصوات وعدم اتساق نطق اللغة الإنجليزية في الكلمة. وأخيرا وجد الباحث أن هناك سوء تفاهم وانعدام الثقة بالنفس ناتج عن أخطاء لفظية في عملية الاتصال.

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CHAPTER I

INTRODUCTION

This chapter accommodates the background of study, research questions, objectives of study, significance of study, scope and limitation, previous studies and research method.

A. Background of Study

In learning english, skill that is neglected by EFL teachers and students is speaking, particularly in Indonesia. One of the reasons that is caused this problem is learning english by proficiency test oriented. This is supported by the fact that the common test indonesian institutions used such as TOEFL (Test of English as a Foreign language) and TOEIC (Test of English for International Communication) only consist of listening, grammar and reading sections. Consequently, either teachers or students ignore to master speaking and writing skill in depht. However, writing skill is not in a too crucial condition as like as speaking because EFL teachers and students still orient to have the final writing such as article, journal, BA thesis, thesis or even dissertation in a formal learning.

On the other hand, Nunan (1991, p. 39-40) states that the most significant component in language skill is speaking. By spoken language, people can deliver the message they want to point across as a means of communication. There are three components that are influenced speaking skill. Those are vocabulary, grammar and pronunciation. From the three components, pronunciation is the most underestimated to be learnt (Setyaningsih etc, 2019, p. 572). Whereas Prashant (2018, p.15) declares that to have a good communication, it needs the correct pronunciation. Pronunciation affects the meaning of the words people produce. Specifically, uncorrect

pronunciations cause the intelligibility problems (Cakir and Baytar, 2014, p. 106). If it happens between the speakers, it makes them getting confused and misunderstood while they are in language interaction. Rajadurai (2016) also adds by having a correct pronunciation will avoid not only intelligibility problems of speakers but also the stereotyping and the stigmatising in the school, work place or etc (p. 44-45).

In fact, the intelligibilty problem in pronunciation is still in open debate by two opposing concepts. They are plurecentric and monocentic. Plurentric concept considers that intelligibility refers to the understandability where listeners understand at a given time in a given situation (Nelson, 1982, p.59). The understandability is gained by three steps; recognising the expression, knowing the meaning and relating them with the socialcultural context (Bamgbose, 1998, p.11). In other words, as long as people apply those three steps intelligibility can be got, even if they have the error sounds or uncorrect pronunciation. Otherwise, monocentric concept believes that intelligibilty is thing that is reached as if people pronounce the words or sentences accurately so that the listeners easily and comfortably get comprehensible (Ur, 1996, p. 52). To be spesific, monocentric sees how do people know the meaning if the words or the sentences are not clear or correct. Only with correct pronunciation, the meaning of the words or sentences are understandable.

Monocentric is considered as the acquiring and learning language process which is close to linguistic codes and native speakers' pattern of communications. The output is required to be like with the Anglo-American form of english and its cultural convension (Dimova, 2020, p.181). Since standard english pattern is emphasized in monocentric concepts, this concept believes that there will be the error sounds and fossilization produced by non-native speakers. However, monocentrist

also convinces that the error sounds or fossilization can be fixed on the assumption that non-native speakers can master the full level of pronunciation profiency, reaching the native speakers level (Rahal, 2018, p.248-249). Meanwhile, plurentic concept examines that there is no error sounds or fossilization in language. The non-native spoken is considered as language variation in this concept (Rahal, 2018, p.259). The main thing is people understand each other during the communication process although they do not have the correct pronunciation.

By detecting those two concepts, this present study uses monocentric concept because the researcher believes that error sounds can affect the meaning. As like as reciting *Quran*, people must recite with the appropriate sounds with the purpose that the meaning of the verses are right on the track. Therefore, people must learn the place (*Makharijul Huruf*) and the way (*Tajwid*) of the sounds to articulate the letters of *Quran* accurately. In line with it, this study investigates the error sounds by monocentric concept to such an extent that they can be fixed then the appropriate sounds can express the meaning clearly.

Error sounds in pronouncing english words or sentences make people to underestimate pronunciation. They get difficulties which become things that make them bored then ignore the correct one. The local language or mother tongue interference on the target language is one of the reasons why people underestimate pronunciation (Rahmatnida and Arevi, 2020, p. 606). This has already proven by many researchers previously about the error sounds in Indonesian speakers who come from many regions in Indonesia. Those are separated into four categories. First, the study which only focuses on consonant by Salwa (2017) who investigates the interlingual error on six consonants by Palembangnese. Salwa finds out the

interlingual error on six cosonants that do not occur in indonesian phonetics. Those consonants are /v/, /ð/, /θ/, /ʤ/, /ʒ/, and /ʧ/.

Second, the studies which only targets on vowels by Setyaningsih, Wijayanto, and Suparno(2019) that investigates the vowel and diphthong error sounds produced by Sundanese considering those sounds will be more complicated sounds that sundanese produce rather than the consonant one. Those error sounds are /u:/, /i:/, /æ/, /ɔ:/ for the vowels and /eɪ/, /aʊ/ for the diphthongs. Then, Anwar and Kalisa (2020) who identify specifically on the non-existing diphthongs sound of students in Semarang, Central Java). This research aims to know not only the problems that students face in pronuncing english diphthongs sounds which cause their error pronunciation but also to understand how well students' pronunciation in uttering the sounds by percentaging them with Tinambunan's criterion.

Third, the studies which conducts only on segmental by Asma (2018) who identifies segmental error by taking 8 grade students at SMPN 18 in Semarang and finds the errror sounds in /ʌ/, /aɪ/, /eɪ/ for vowels and /ð/, /z/, /ʤ/ for consonants. Also, Kaharuddin et all (2020) who conducts the research on analysing the problematic segmental sounds of college students in Makassar), this research do not only focus on the segmental sound errors but also the reasons why the phenomenon could happen there. When analyse the data, they start to investigate it with phonetic features commonly such as the place, the way, and how to articulate, then they narrow down it into segmental sounds

Last but not least, the studies on both segmental and selected suprasegmental from Firdaus (2019) which limits the segmental discussion on vowels, diphthongs, consonants, silent letter, and suprasegmental on word stress. Firdaus holds this study

on 10 fresh graduate students of english literature department at UIN Sunan Ampel Surabaya whose final GPA is in more than 3.00. Next, the special research which has the almost same object of this study is done by Arafiq, Yusra, and Saputra (2020). Yet, they investigate the 3 tribes at once in West Nusa Tenggara. Those are Lomboknese, Sumbawanese and Bimanese. Accordingly, the disscussion of each tribe is not really deep. Thus, this present study will only focus on Bimanese EFL learners. This research states that the /d/ consonants changes to the /t/ sound, and /ə/ sound change to /e/ sound by using the hypothesis from Larry Selinker. Yet, the hypothesis is not described further in their research thereby makes the research must be fulfilled.

The differences between those previous studies above and this present study are; first, this study has the unique object, Bimanese. The uniqueness comes from the sounds that are produced by Bimanese. More vowels are produced than consonants in Bima. This is due to acoustic adaptation. Acoustic adaptation simplifies as the way people adjust the sounds with their environment so that the sounds could be heard. Languages from cold regions with the cover of dense trees tend to use higher consonants, and warm regions with spare trees tend to use higher vowels (Muharram, 2019). Bima is a coastal region which is located in the easternmost part of West Nusa Tenggara and surrounded by many beaches which cause this region has a hot climate. Also, Bima does not have the dense trees hugely so that is why vowel sounds are produced the most there. Moreover, Bimanese tend to produce the long vowels in the end of the sentence. Whatever the final vowels will be lengthened and rhythmic. This is caused Bimanese language sometimes sounds like Thai or Hindi languages. For example this sentence below :

Saya mencuci piring sehabis makan (in Bahasa)
Nahu wacaku pingga nggori ngahaku (in Bimanese language)

The vowel /u/ in the end of Bimanese language sentence (*ngahaku*) is pronounced lenght and rhythmic so the /u/ vowel become /u:/ and so on. In addition, there is no words that contain /ə/ sound in Bimanese language totally. This clarifies that all words in Bimanese language is used /e/ vowel. Yet, no /ə/ sound does not mean bimanese cannot produce that sound. They just find the difficulty in pronouncing the /ə/ sound. The other reason of why the researcher chooses the bimanese as the main object or data in this study is because the researcher comes from this region, has already felt and observed the phonetic errors phenomena of Bimanese EFL learners for few years. A language researcher who comes from the region whose language identified is considered knowing the physichal feature and nature, co-text and context of that language as growing up in that place (Rahardi, 2006, p.49).

Second, it discusses about phonetics at once (including consonants and vowels). Actually, there are two branches of linguistics which discuss about Pronunciation. They deal with speech sounds and sound systems, Phonetics and Phonology. McMahon explains that the two branches have a complex relationship. According to him, phonetics is a study about the right way in describing and analysing the sounds that people or humans produce and use in their language whereas phonology is the selection of the spesific language and organisation of sounds to the signal meanings. Phonology tends to focus on the pattern of the certain language particularly the language subfield that common people need to know about their language (McMahon, 2002, p.1-3).

By understanding the difference of those two branches from the expert, the researcher chooses to just focus on phonetics subject in this present study. Phonetics tend to discuss the speech production, the physical nature and sounds perception

(Birjandi and Salmani-Nodoushan, 2005, p.1-6) particularly in error sounds. This study uses the theory of Birjandi and Salmani-Nodoushan as the guideline to understand, decribe and analyse the phonetic errors. They divide phonetics to become 3 subfields. Those are articulatory phonetics (deals with how human organs sounds produce), acoustic phonetics (deals with how the sound waves are produced), and auditory phonetics (deals with how the speech sounds are listened by human ear). However, between the three subfields, this study only focuses on the articulatory phonetic errors of the speakers. By knowing all of the articulatory phonetic errors theory, the researcher hopes the theory well enough to describe what are the error sounds of Bimanese EFL learners in pronouncing english words.

Third, almost those previous studies above explain the causes or the reasons of why speakers get the error sounds but in this study that case is not discussed. This study identifies the communication problems that speakers face when they get error sounds instead. Communication is the process which exchanges the idea or a thought by oral (Hoben, 1954, p.77). Having a good skill in communication can be a measure of success in learning a language (Nunan, 1991, 40). This good skill in communication can be reached by applying the components that influenced speaking skill; vocabulary, grammar and pronunciation. However, this study only focuses investigating the pronunciation that affects the communication. Identifying the communication problems that are caused by error sounds also could be the way to understand the intelligibility phenomenon. To be specific, how error sounds can affect the understandability between two or more speakers when they are having communication or conversation in the target language is explored in this study.

The contrastive concept of error sounds and intelligibility in communication between monocentric and plurecentric causes this present study conducted. In fact, one of factors that makes meaning of a word right on the track is based on the correct and clear pronunciation. This also becomes the reason of why muslims intensely learn *Makharijul huruf* and *Tajwid* for reciting *Qur'an* to achieve the intended meaning of *Quran*. Accordingly, this present study is decent to be done because this study identifies the error sounds particularly phonetic errors of Bimanese EFL learners as promoted by monocentric concept with the aim that to clarify the intelligibility phenomenon by investigating what communication problems Bimanese face when they get error sounds/phonetic errors.

B. Research Questions

Based on the background of the study above, the researcher tries to construct the research questions as mentioned below;

a) What are phonetic errors found in Bimanese EFL learners as promoted by monocentric concept?
b) How such phonetic errors cause the communication problems of Bimanese EFL learners?

C. Objective of Study

By looking at the construction of the research questions above, this present study purposes;

a) To identify the phonetic errors found in Bimanese EFL learners as promoted by monocentric concept
b) To describe how phonetic errors cause the communication problem of Bimanese EFL learners

D. Significance of Study

Seeing the proposed topic, this study is expected to have the practical contributions on phonetic subjects. Practically, by having the monocentric concept on phonetic errors, the researcher hopes every non-native speaker who speaks english get the initiative to have correct pronunciation as correct pronunciation is important. By having a correct pronunciation, people could have a good skill in communication as well. The researcher also wishes that this study can be useful for english linguistic students to recognize and figure out the error sounds particulary phonetic errors phenomenon as promoted by monocentric concept which could make them interest and conduct further research on phonetics or even monocentric concept.

E. Scope and Limitation

This present study focuses to investigate the phonetic errors that are produced by Bimanese EFL learners using monocentric concept. This study also purposes to know what communication problems they face when they get the phonetic errors. By having 10 patricipants is expected to answer deeply the questions of this study. The data will be collected using pronunciation test and observation.

By using monocentric concept does not aim to state that the monocentric is right and plurecentric is wrong in learning and acquiring language. The researcher only wants to offer the monocentric concept on phonetic errors so that people will know the important of having a correct pronunciation for whatever accent they have.

F. Key Terms Definition

1. **Monocentric concept:** a concept which considers that there will be some error sounds and even fossilization in learning and acquiring the

target language but it still could be fixed cause this concept also offers the perfectiost which states that the non-native speaker could reach the same pronunciation as well as native speakers like.

2. **Phonetic errors:** the conditions when the human pronounces error sounds phonetically.
3. **Communication problems:** the obstacles or the difficulties of Bimanese EFL learners face when they get phonetic errors in a conversation, language interaction or language in contact with other speakers.
4. **Bimanese:** Bimanese is one of the tribes in West Nusa Tenggara. They use to have a language contact with other speakers by *Mbojo* dialect. Actually, for a long time ago, this tribe was included in Sumabawanese tribe. Yet, that Sumbawanese tribe are separated into 3 parts suddenly. The west Sumbawa is called as Nasi island, the central Sumbawa is called as Dompu, and the east Sumbawa is called as Bima.

G. Previous Studies

The study on phonetic errors has been conducted intensively regarding the problems still can be found out. Almost all of the recent previous studies that the researcher found and took are dealing with the error sounds from each region in Indonesia which is caused by the interference of mother tongue of that each region on english language pronunciation. For instance, Salwa (2017) explores the error sounds in phonetics particularly in consonants. Salwa finds out the interlingual error on six cosonants that do not occur in indonesian phonetics. Those consonants are /v/, /ð/, /θ/, /ʤ/, /ʒ/, and /ʧ/. She asks 12 students in fifth semester of english department at UIN Raden Fatah Palembang to pronounce 84 english words that contain those six consonants with the purpose that she can get enough data of this study. From those 84

words, she separates the worsd to be in medial, initial and final positions. Then, the result is the error in medial position is the most frequent error category (66 errors/ 9.62%), followed by initial position (62 errors/ 9.04%), and the last is final position (50 errors/ 7.29%). Salwa figures out not only the interlingual errors on those six consonants that do not occur in indonesian phonetics but also the most frequent type of those interlingual errors by calculating as percentage.

For vowels, there is a research which is investigated by Setyaningsih, Wijayanto, and Suparno(2019). They examine the vowels and diphthongs of english in sundanese learners. They intentionally choose vowels and diphthongs sounds because they believe that they will be more complicated sounds that sundanese produce rather than the consonant one. They wish by looking for the errors of that sounds will have a good impact to english teaching by solving the problems intensively. The data were collected from 30 students at SMK Komputama Majenang who have totally sundanese languase as their mother tongue. This study just applies the audio recording and the checklist using a note to collect the data. After they investigate the data, they find some vowels and diphthongs that are produced errorly by sundanese learners. Those are /u:/, /i:/, /æ/, /ɔ:/ for the vowels and /eɪ/, /aʊ/ for the diphthongs. They state that the main cause of the problem is the first language sound is different from the target language, exactly in /e/ sound. Almost all of their words come from the /ə/ sound instead. In fact, this study unilaterally concludes that another cause of error sounds is the sundanese learners have not been taugth about the vowels and diphthong before from the school whereas they do not conduct the interview section on collecting the data.

The research by Anwar and Kalisa (2020) which is conducted in Semarang, Central Java is still in vowel discussion. There, they only focus on investigating the non-existing english diphthongs sounds that become students' problems. They take 35 of the eleventh grade students at SMKN 2 Salatiga who are considered that they learn english since they were at elementary school as the participants for their research. This research aims to know not only the problems that students face in pronuncing english diphthongs sounds which cause their error pronunciation but also to understand how well students' pronunciation in uttering the sounds. To reach the aim, they use the level of the criterion based on Tinambunan's criterion in Tartiasih to decide the sounds whether excellent, good or poor. Yet, they do not deeply clarify that kind of criterion here. Hence, it becomes the weakness of this study.

Then, they apply speaking test (50 words to be read loudly) and interview section (to know the language learning background of the students) in collecting the data. Accordingly, the instruments they need are tape recorder in speaking test and piece of paper to take a note in the interview section. They do not only describe the error sounds that are pronounced but also they percentage the corrent and incorret diphthongs sounds. What is unique about this research is the result of the astonishing interview. There, they ask the students if they studied the diphthong sounds beforehand, and 54,28% of them said 'no'. Consequently, this fact makes them conclude that another factor of error sounds is unqualified language learning.

Broadening the discussion in phonetics, Asma (2018) conducts the research in pronunciation error on segmental features by taking 8 grade students at SMPN 18 Semarang to articulate the sentences on chapter three of eight grade student's english book. This can be seen that they do not prepare the words to be pronounced before.

They just randomly choose the sentences on english book which might affect the result of this study. By taking random sentences, this study only reveals some few sounds that are produced errorly by students. Those sounds are /ʌ/, /aɪ/, /eɪ/ for vowels and /ð/, /z/, /ʤ/ for consonants. Therefore, the discussion of this study is not deep and spesific enough regarding the way the researcher collects the data.

On the side of segmental feature, Kaharuddin et all (2020) carry on the research on the problem of english segmental sounds that are produced by english education department students at UIN Alauddin Makassar. In the title of this study, the researchers clearly use the word “The Evidence from Indonesian English Learners” without emphasizing at the region where this research is conducted, Makassar. This seems like the researchers want to generalize widely the concept of error sounds happen in Indonesia. This research not only focuses on the segmental sound errors but also the reasons why the phenomenon could happen there. When analyse the data, they start to investigate it with phonetic features commonly such as the place, the way, and how to articulate, then they narrow down it into segmental sounds.

They identify both vowels and consonants in segmental subjects. This research aims to give the new insight about segmental issues of the american english specifically. What make this research different with the other previous studies previously lies in its participants. The researchers choose the participants based on their TOEFL PBT scores. Unfortunatelly, the researchers do not mention clearly whether the score is the highest or the lowest score. Therefore, The gap from this research for this present study is to choose the participants randomly (the highest, middle and lower skill in english) to get the varietis of the data. Although the participants are only 10 students, they are good enough to reveal the problems of

segmental sounds and the reasons why they get them. To identify those reasons and causes, they use the theory of Nsakla which devides the causal factors into two parts. Those are unnatural performance and unnatural competence. Suprisingly, the result of the research states that the unnatural performance is the most common problem students face when they are pronouncing the sounds. Unnatural performance is in terms of lack of motivation to learn phonetics, lack of memory, mother tongue interference, sleep of the tongue, and less practice.

Firdaus (2019) widens the study in phonetics by conducting the research on segmental and selected suprasegmental. He limits the segmental discussion on vowels, diphthongs, consonants, silent letter, and suprasegmental on word stress. Firdaus holds this study on 10 fresh graduate students of english literature department at UIN Sunan Ampel Surabaya whose final GPA is in more than 3.00. The finding of this study is /i:/, /a:/, /ei/, /əʊ/ is the most error vowels and diphthongs, /z/, /ʊ/, /ð/, is the most error sounds in consonant, /w/, /l/, and /s/ error sounds for silent letters. In suprasegmental, the researcher states that the participants stress the words in unappropriate positions. However, he does not mention the exact positions where the words is stressed uncorrectly whether it is in medial, initial, or in final positions. Moreover, this study also finds out the possible factors that cause the errors occur. Based on his interpretation, the factors happen because of mother tongue interference, english inconsistency, and fossilization.

Last but not least, the closest research subject with this present study which is done by Arafiq, Yusra, and Saputra (2020) carries on the english phonological problems study of West Nusa Tenggara speakers. In West Nusa Tenggara, there are 3 tribes. Those are Sasak (lombok), Samawa (Sumbawa), and Mbojo (Bima) tribes.

From each tribes, they take 10 participants which totaled 30 participants. The participants are from english department of teacher training and education students, Mataram University which are considered learning english for many years. In the title of this research, it is stated the phonological error analysis. In fact, they just focus on segmental sound errors. Althought the segmental sound is the subdivision of phonological error, it is too common and wide to be discussed if the 'phonological errors' word except they have their reasons why they choose phonological error rather than the segmental sounds one.

The data is collected using tape recorder and the piece of paper as the instrument with the speaking technique. They only ask the participants read aloud the text that they prepare before and record the student's pronunciation test with the tape recording. Afterwards, they attentively investigate the error sounds by listening the recording, and when they get them, they directly take a note and will be classified later. There is no interview section here but they believe that one of the reasons of that problem sound comes from the mother tongue interference.

This research uses the English standard of Larry Selinker Hypothesis (1970). Yet, they do not clarify in-depth the hypothesis. Also, as they take three different tribes with three english variation, their discussion is not specific enough. They only dwell on the vowels and consonants mispronunciation and the assimilation they make. They found the mispronunciation of the 3 ethnics but the researcheres only focus to discuss the Bimanese problems. This research states that the /d/ consonants changes to the /t/ sound, and /ə/ sound change to /e/ sound. Additionally, this research does not persentage how much the total mispronunciation made by the participants, they only describe it in an easy explanation instead.

Above all, those recent previous studies have the same method to analyse the object. They use qualitative method and the descriptive analysis which is alike with the researcher does in this present study. Moreover, by considering those previous studies above, the researcher would conclude several points. Firstly, the studies on phonetics were conducted on every region in Indonesia as the mother tongue of each region still has its own influence for students' english pronunciation. Therefore, this present study also conducts english pronunciation error in Bima, one of regions in Indonesia which is called as *Mbojo* tribe. The reasons of why the researcher chooses this region are; the researcher comes from this region which is expected to easily understand the phonetic error phenomenon occurs by Bimanese. In addition, Bimanese also has the unique sound production phenomenon. For instance, more vowel sounds are produced than consonants by Bimanese. They also make the last sounds of a sentence length and rhythmic. Besides, there is no /ə/ sound in the original words of Bimanese. That uniqueness is some of factors researcher conducts this study.

Secondly, the studies on error sounds have many variations. The studies are separated into three groups. Those are the studies which only investigate segmental (phonetics), the studies which just focus on suprasegmental/intonation (phonology) and the studies which conduct both segmental and suprasegmental sounds. Whatever field the study conducts, it still has its own strength and weakness. Therefore, this study examines the phonetic error sounds which only focus to investigate the articulation of vowels and consonants. Furthermore, the error sounds in this present study are identified by error analysis which is promoted by monocentric concept.

Thirdly, phonetics studies are mostly stuck in the reasons or the causes why the students or the participants get phonological error or mispronunciation. Hence, this

present study is aimed to bring a new case or topic to be discussed further. This study focuses on how phonetic errors cause the communication problem of the participants particularly for Bimanese EFL learners. For these three reasons, this study is expected to expand the field on phonetics with essential proof of significant gap of the previous studies. Therefore, this present study is worth to be conducted.

H. Research Method

1. Research Design

This present study aims to identify the error sounds particularly phonetic errors phenomenon of Bimanese EFL learners as promoted by monocentric concept. This study also focuses on how the phonetic errors cause the communication problems. Since this study tries to understand the phemenon in depht, this study uses an interpretive paradigm and a qualitative approach.

Soeherman (2019) states that interpretiv paradigm or also called as non-positivism is the paradigm which considers that everything is holistic. They are related to each other, dynamic and identified naturally. It needs the strong interpretation to understand the symptoms of a problem. It tries to dig up the internal reasons of the phenomenon (p.10). Considering phonetic error is categorized as an ideographic data, anything that is not a number such as symbols, pictures, texts, colours, etc, this study suits to apply qualitative approach (Pradoko, 2017, p.12).

The researcher analyses the data through decriptive analysis which is purposed to explore and clarify the phenomenon or social fact by describing all aspects that are related with the problems or issues that need to be answered holistically (Mulyadi, 2011, p.132). To begin with, the analysis starts by identifying what are phonetic errors of Bimanese EFL learners. The identification considers the concept of monocentrist.

In the end, the researcher investigates the communication problems that are caused by phonetic errors with the purpose that could be a way to understand intelligibilty phenomenon.

2. Research Instruments

In gaining the data, there are some research instruments that were used in this present study. Those instruments were researcher her self, audio recorder, list of words (50 words) that were pronounced by participants. The words were constructed by researcher her self with help of english club website that provides difficult words to be pronounced on www.englishclub.com. In composing the words, the researcher considered that the words contain 12 vowels, 24 consonants, and for the rest 14 words, the random and difficult words including diphthongs and triphthongs.

3. Data and Data Source

Since there are 2 research questions (RQ) that must be answered, the main primary data are also separated into two categories (first primary data is for answering first RQ, second primary data is for answering second RQ).

a. First primary data

10 Bimanese college students who can read Quran properly were asked to be participants in this study. They were taken from different universities and different semester. Besides, their departments are not only relating with english subject such as english literature but also the other departments particularly economics, accountancy, bangking, islamic education, and etc (the detail informations of participants is on appendix). These criterias of participants aim to have the random participant. By

having random partisipants with different skills was expected to get the standard error by Bimanese in english phonetic sounds.

b. Second primary data

For this second primary data, it was taken from Bimanese youtube channel. They were Vivi Indryani and Muji Jibu Channels. Not all of videos in their channel were discussed. The researcher only focused on some videos that were containing these two bimanese spoke english with other foreigners. The videos in Vivi's channel were in interview section with foreigners in order to practice her english speaking. While in Muji's channel the videos were not only his interview section with foreigners in Lakey beach (one of beaches of Bimanese) but also his fun talking and communicating on OME TV with other foreigners who come from foreign country. The researcher used word "foreigner" to clarify that the people they talked with were non-native speaker. Yet, they used english for their second language. The foreigners mostly come from Spanish, France, Finland, etc. Additionally, the researcher concluded ethnics of these two channel owner are Bimanese by observing all of their youtube channel videos and the use of bimanese language on their comment sections.

There were 4 video vlogs which were identified of this second primary data. First, it is from Muji Jibu channel, Data 1 (D1): https://youtu.be/2QWmbLZ5-YQ and Data 2 (D2): https://youtu.be/fU7HmNfwFsE . Second, I took from Vivi Indriyani channel, Data 3 (D3): https://youtu.be/w-4oVKgXHVo and Data 4 (D4): https://youtu.be/7eVb2_nrJ3M

4. Data Collection

The data collection was conducted on October 25, 2021. The researcher used two techniques in collecting the data. First, test was used in identifying first research question (RQ). Second, observation was used to analyze the second RQ.

a. Test

Type of test that was used in this study was pronunciation test. Specifically, the researcher applied some steps. Firstly, the participants were asked to pronounce 50 list of words that have already been composed by the researcher before. While the participants were pronouncing the words, the researcher recorded with audio recorder from researcher's phone. Next, the audio recording was transcribed phonetically and manually by researcher. The researcher transcribed each word to the written phonetic alphabet according to how every participant pronounced the words.

Then, the participants' phonetic transcription was compared with the standard phonetic transcription from Oxford Learner's Dictionaries online that can be found on: www.oxfordlearnersdictionaries.com. The reason of why researcher used Oxford Learner's Dictionaries is by considering the researcher learned and mastered phonetics early by British english IPA (International Phonetic Association) symbols. Therefore, the data or phonetic transcriptions that were analyzed on IPA symbols for British English. Finally, the sufficient data is collected.

b. Observation

According to Marshall and Rossman (1989, p.79) who defines that observation is the organized explanation of occurences, behaviors, and artifacts in social situation selected for study. Hence, the researcher observed some videos on Vivi and Muji's channels by writing or transcribing their conversation. Then, the researcher

investigated the activities, expression, circumstances, and etc, occured while they were speaking with the foreigners in their videos in order to know what communication problems they face when they got phonetic errors.

5. Data Analysis

In pursuing the systematic data analysis, the analysis of data is organized into two sections. The first section was phonetic error analysis. The following stages were done by researcher in this section:

a. After collecting data on pronunciation test, the researcher starts to identify what kind of phonetic errors the participants produced.
b. Then, the researcher classified the phonetic errors into three parts (1. vowels 2. consonants 3. diphthongs and triphthongs).
c. Afterwards, the phonetic error were described and explained by considering monocentric concept.
d. Since monocentric concept proposes that non-native speaker could pronounce as well as native speaker so that the researcher percentaged the correct pronunciation of participants in order to know how much and well Bimanese can pronounce as like as native speaker. This percentage is applied by Asma (2018) in her study which is based on Sudjono's pattern or formula. The way the percentage works is : for example, in the test of /ʤ/ sound of word *bridge* the participants who pronounced the sound were 20 and the number of participants who correct the sound is 10, so the following pattern is applied: students with correct sounds : 10/20 x 100% : 50% (Sudjono, 2004, p.43).
e. Last, the researcher evaluated and concluded the phonetic errors phenomenon of Bimanese EFL learners using monocentric concept.

The second section examined the communication problems Bimanese faced when they got phonetic errors on Vivi and Muji's channels. To analyze in this section, the steps were:

a. After transcribing the conversation on Bimanese youtube channel videos, the phonetic errors were identified.
b. Then, those phonetic errors of Bimanese speakers were transcribed into written phonetic symbols and compared with the standar phonetic symbols from Oxford Learner's Dictionaries.
c. Considering this section used observation technique, the researcher also observed the events, behaviors, expression, cirsumstances, etc (all elements) in the videos to be analyzed.
d. By using those all elements, the next step is classification of communication problems that the researcher observed.
e. Eventually, the researcher analyzed and explained how phonetic errors cause communication problems of Bimanese EFL learners.

Chapter II

Literature review

This chapter envelops the explanation of relevant theories for this study. this chapter consists of the explanation of monocentric concepts (Error analysis definition, the difference between error and mistake and the source of error), the nature of communication (the definition of communication and communicative competence), and the concept of phonetics (phonetics and phonology, phonemes, consonants, and vowels).

A. Monocentric Concept

As stated by Dimova (2020) that the concept of monocentric is a concept which considers the language is learned and acquired by using the linguistic code closely and accurately. The formal pattern of communication is needed to be like the native speaker, Anglo-american form of english and its cultural convention rules (p.181). Rahal (2018) states in his research, *Dictionary of Linguistics* mentions that the non-native speakers can master the full level of pronunciation profiency, reaching the native speakers level (p.248-249). However, Rahal continues his statement that another monocentrist, Selinker, believes that people or non-native speakers still cannot reach the perfection or full level of profiency in pronunciation. The second language learners only can achieve the attempted learning. Nevertheless, she still admits non-native speaker can achieve the full level of profiency successfully, but in a smallest percentage, only 5% in detail. Therefore, Selinker purposes the fossilization and error analysis concept. Yet, this present study will not discuss about fossilization, just concern on the error analysis.

In fact, this concept is opposed by the other concept named Plurecentric. Pluralists believe that there is no fossilization or error in language. They consider it as the language variation (Rahal, 2018, p.259). This means that they believe, the most important one is people understand each other when they are having the communication without any intention on pronunciation. Furthermore, Pluralist purposes intensively on the intelligibilty. Intelligibility refers to the understandability where listeners understand at a given time in a given situation (Nelson, 1982, p.59). Bamgbose (1998, p.11) explains this term with its complexity in depth. He states that intelligibility consists of three-level system, they are intelligibility, comprehensibility and interpretability. The step he describes further is people recognise the expression, know the meaning and relate it with the socialcultural context. In another side, to gain and reach the intelligibility, people must pronounce accurately enough so that the listeners easily and comfortably get comprehensible (Ur, 1996, p. 52).

Therefore, this problem phenomenon here deals with the matter of intelligibility. It is still an open debate case. The experts have their logical and credible argument each other about intelligibility. That is why there are two opposite concepts on this matter.

1. Error analysis

a. Error Analysis Definition

When people, specifically the second language learners, want to learn a new language or target language, they must be ready with the errorneous which will they face during the language learning process. It is caused by the interference of mother tongue language of the learners. Because of that interference, the second languge learners still get the error or mistake when they produce the sound although they have

already mastered the language rules and codes. Fortunately, the error can be overcomed with Error analysis. It is the study of the error sound which helps the second language learners knowing the problem they face to master the target language. This can be reached by the error analysis because there the problem will be observed, classified, analyzed and interpreted. Accordingly, the solution of the problems can be found.

Next is some of the expert definitions on Error Analysis. According to Brown (2000), error analysis is the way to reveal the operating system on the second language learners when they make the errors by observing, analysing and classifying (p. 218). While Ellis (1997, p.15-16) explains in depth that error analysis is in the form of some steps. The first step is collecting the error samples. Afterward, the samples will be identified, described, explained then evaluated seriously. Erdogan (2005) believes that this study, which exists in the sixties, shows that the errors do not only come from the mother tongue but also the reflection of universal learning strategies. He futher describes that error analysis refers to the cognitive process in learners performance that is used to recognize or to code the input they accept from the target language (p. 262-263).

Based on the definitions above, it can be infered that error analysis is the study of erroneous which performs by the second language learners because of their mother tongue interference and the reflection of the universal language strategies in achieving the target language successfully by collecting, identifying, classifying, analyzing, explaining, describing and interpretating the errors.

b. The Difference between Error and Mistake

In learning, acquiring and producing the target language, people definitely face and find the problems. These problems can be divided into two categories, they are:

a. Error : The noticeable grammar from the native speakers' adult grammar which demonstrates the learners' inter-language competence is defined as an error (Brown, 1980, p.165). Corder (1974) also defines error as the product which is made by people who do not really understand about the language system of target language (p.29). Simply, error deals with the failure in using the language system accurately and correctly which is caused by the lack of student competence, comprehension and knowledge.
b. Mistake : Ramasari (2017, p. 40) states that mistake is the error performance that is caused by the failure to use the language system creating either random or tongue slip. She explains further that some factors that cause this phenomenon are carelesness, the lapses of memory, and physical condition. Brown (1980) also adds the hesitation factor that cause people get mistake in pronunciataion. (p.165). Consequently, the learners will be inconsistency, sometimes doing one mistake and sometimes more than one.

c. The Source of Error

Richards (1974, p. 124) divides three error sources, as follows:

a. Interference errors : It is caused by using the element of one language whilst speaking another. This could be said as the impact of code switching or code mixing as it mixes one code language to another one in a sentence.
b. Intra lingual error : This source of error refers to the general rule of learning which consists of the generalization of faulty, incomplete rules application and unsuccess to apply the rules in the right condition.

c. Developmental errors : When the learners try to made the hypotheses based on their limit experience about the target language, it creates this error.

B. The Nature of Communication

1. The Definitions of Communication

Hoben (1954, p.77) defines that communication is the oral exchange of ideas or thoughts. Accordingly, this could be concluded that communication belongs with symbols, oral or speech. Andersen (1959, p.5) in defining the communication, he prefers to emphasize on the function of communication itself. He believes that communication is the way people understand the interlocuter's talking. He also states the charasterictics of communication that are dynamic, changing and shifthing in replying the situation. While Mead (1936) specifically mentions that kind of communication is the interaction. Interaction here refers to the social process that cause the common acts occur (p.107). In line with Mead, Berelson and Steiner (1964, p. 254) argues that communication is a process which involves the transmission of information, ideas or thoughts, abilities, and emotions using graphs, figures, pictures, symbols-words. Adding the opinion of Berelson and Steiner, Newcomb (1966) says that communication is not only the transmission of information process but also the discriminative stimuli. The stimuli is from a source to a recipient in detail (p.66).

Based on the five statements of the experts above about the concept of communication, the researcher could infere that communication is the act that occurs involving two or more human, interacting one another and trasmitting the information, message, emotions, and ideas by using the symbol and words.

2. Communicative competence

One of the definitions of communication is the way people interact each other, having the social process by using language, a means of getting along with others. Then, the collaboration of having knowledge and skills in language which enables someone to communicate effectively is called communicative competence (Romadlhon, 2016, p.8). This term was conducted by Hymes (1972). It came after the term of Chomsky, linguistic competence, within his transformational generative grammar that communicative competence is the khowleged used by the fluent native speaker in a formal structure. While Hymes within his ethnography of communication believes that communicative competence is the variation of underliying knowledge of the individual speaker (Cazden, 2011, p.364).

Celce Murcia et all (1995, p.13-30) proposes four competences as the model of communicative competence, as follows:

a. Discourse competence : This competence identifies the arrangement of words, sentence, and utterance in a combination of grammatical form achieving the spoken and witten text. It deals with cohesion, coherence, generic and conversational structures, and deixis.
b. Linguistic competence : This competence could be said as the abstract and formal structure competence. Linguistic competence refers to feature and rules of language code. It consists of word formation (morphology), pronunciation (phonology), grammar (syntax), semantics and any branch of linguistics which includes the micro-linguistics competence.
c. Actionable competence : Actionable competence takes speech act as one of competence components here. Speech act is an act the speakers perform in making an utterances. Thoroughly, this competence is used to understand

communicative intent, performing the interpersonal exchange, opinions, set of informations, ideas, situations, etc.

d. Sociocultural competence : As it can be seen from the name of this competence, socio and culture are involved there. This competence is definitely used for the speaker to communicate the message based on the social complex and the cultural contex. This means that when the speaker having the communication, at leats they should know the cultural background to avoid the culture chock.

Above all, this research only relies on the linguistic competence especially phonology as it deals with the pronunciation which is in line with the focus of this present study. Furtherore, the problems of communication are caused by the pronunciation (phonetic) errors will be the main focuss to be discussed in depht. To find out those problems, knowing the phonetic competence is the way to get there by considering the phonetic competence is one of the linguistic competence. Moreover, to know the phonetic competence, it is needed to master the concept of phonetics.

C. The Concept of Phonetics

1. Phonetics and Phonology

There are two branches of linguistics which discuss about Pronunciation. They deal with speech sounds and sound systems, Phonetics and Phonology (McMahon, 2002, p.1-3). McMahon explains further that the two branches have a complex relationship. According to him, phonetics is a study about the right way in describing and analysing the sounds that people or humans produce and use in their language. Meanwhile, phonology is the selection of the spesific language and organisation of sounds to the signal meanings. Phonology tends to focus on the pattern of the certain language. It is the language subfield that common people need to know about their

language. While Skandera and Burleigh (2005) have their own definition and term to definite those two branches. As they belive that phonetics is all of the segments or concrete utterances into the speech sound of an individu. They use the term ‘parole’ (in Ferdinand Saussure’s term) or ‘performace’ (in Noam Chomsky’s term) which focuses on the actual use of the language for phonetics. Meanwhile, for Phonology, they use the term ‘langue’ (in Ferdinand Saussure’s term) or ‘competence’ (in Noam Chomsky’s term) which tells about the invidual speakers’ knowledge about the sound system of their language (p. 1-5). Simply, Longe (2009, p.8)states that knowing phonetics makes people enable to identify the phonology.

Therefore, by understanding the difference of those two branches from the experts, the researcher chooses to just focus on phonetics subject in this present study. it will tend to discuss the speech production, the physical nature and sounds perception (Birjandi and Salmani-Nodoushan, 2005, p.1-6) particularly in the error sounds. This study will use the theory of Birjandi and Salmani-Nodoushan as the guideline to understand, decribe and analyse the phonetic errors. They divide phonetics become 3 subfields. Those are articulatory phonetics (deals with how human organs sounds produce), acoustic phonetics (deals with how the sound waves are produced), and auditory phonetics (deals with how the speech sounds are listened by human ear). However, between the three subfields, this study will only focus on the articulatory phonetics errors of the speakers.

2. Phonemes

Phoneme is the study of the smallest unit of speech sound. It is the the vocal signs but it is not the letters. Phoneme refers to the spoken utterance sounds and usually written in brackets ([ ]) or be in slant lines (/ /). Each phoneme inflicts the meaning in

a language. Therefore, different items in phoneme must be sounded different (Birjandi and Salmani-Nodoushan, 2005, p. 9-10).

Then, these minimal distinct units of sound should be symbolized in the form of alphabet which is created by the International Phonetic Association (IPA) and called as Phonetic Alphabet in the late 19th century. Each symbol in phonetic alphabet is named as sound segment. Those sound segments could be in form of vowel (short and long) and consonant.

3. Consonants

According to Birjandi and Salmani-Nodoushan (2005. p. 47- 54), consonant is the class of sounds where there is obstacle when pulmonary air flows in the oral cavity. They state in detail that to define the characteristics of consonants, it should be clarified: (a) Place of articulation (b) voicing (c) manner of articulation.

a. Place of articulation

Place of articulation simply defines as the spot where the airstream is blocked. Those spots are:

a. Lips : Some sounds are made when the pulmonary air is constricted by lips. There are two sounds are produced here. First, bilabial sound, when both of lips are utilized to articulate a sound. Its phonemes are /p/, /b/, and /m/. Second, labiodental sound, when the upper teeth and the lower lip work together to say a sound.its phoneme is /v/.
b. Teeth : The spot where the air is forced through the teeth. The phonemes /θ/ and /ð/ belong to this spot. It occurs when the top of tongue is normally slipped between the upper and the lower teeth then air suddently is forced out. This

sound is named as dental sounds. The other sound which includes the teeth is /f/ and /v/ sound. These sounds are made when the air is forced through the upper teeth and the lower lip.

c. Alveolar ridge : It is in the bony prominence, part of the gum, behind the upper teeth. When the tongue tip or blade touches this spot, the alveolar sound is articulated. The phonemes of this spot are /t/, /d/, /s/, /z/, /l/, /r/ and /n/.

d. Hard palate : This spot forms the roof of mouth. It is the little hard of the arched bony stucture there. Sound that is produced here is called palatal sound. Its phoneme is /j/ sound.

e. The soft palate (velum) : Soft palate or velum is the soft area of the back-roof of mouth. Sounds which are produced by the blockage of the airstream at this part are named Velar sounds. Those sounds are /k/,/g/, and /ŋ/. The /w/ sound is also considered belongs to this spot as it is labiovelar sound. It is produced when both lips are used whilst raising the back of tongue towards the soft palate or velum.

f. Glottis : Sound which is blocked then produced here is called as glottal sound. Its phoneme is /h/ sound. It is produced in the larynx through the closure of the glottis, an opening between the vocal cords.

b. Voicing

Birjandi and Salmani-Nodoushan (2005: 45-47) also consider the other category to decide the consonant characteristic. It is voising. Voicing here refers to the level of vibration on the vocal cords. They state that vocal cord is the two membranes that are put together at the back of voice box. These membranes decide whether a sound is voiced or unvoiced. Hence, Birjandi and Salmani-Nodoushan mention that two sounds that are produced here based on their position.

a. Voiceless : When the vocal cords are apart, the pulmonary air can escape unhindered. Therefore, the result sound is voiceless or no vibration. The phoneme of voiceless conson, /s/, /p/, /k/, /f/, /ʃ/, /t/, /θ/ and /h/.

b. Voiced : When the vocal cords are really close together, the pulmonary air will blow them and cause the cords vibrate, articulating the voiced sound. Those sounds are /ʤ/, /z/, /b/, /g/, /v/, /ʒ/, /d/, /ð/, /w/, /j/, /l/, /r/, /m/, /n/, and /ŋ/.

c. Manner of articulation

Manner of articulation points out the nature of pulmonary air obstruction in the vocal tract. It is also known as the type of airflow obstruction. Commonly, there are six parts of the manner of articulation in English as stated in Birjandi and Salmani-Nodoushan (2005: 32-44), among others:

a. Plosives : This sound is produced by creating the complete obstruction to the airflow over the mouth and nose. A clossure occurs first, then the airflow builds up and clossure is released soon, producing a blast of air. Therefore, this sound cannot be maintained or held in long time. Once the air is free, the sound escapes. The plossive sounds are /b/, /p/, /t/, /d/, /k/ and /g/.

b. Fricatives : Fricative sound is made by forcing the airstream over the tighten gap in the oral cavity so that the whisper sound is produced. Hence, it is really possible to hold the fricative sounds in long time. The lips or tongue shape and position can decide the type of fricative produced. Accordingly, there are two sounds among fricative. Those are hissers and hussers. Hissers needs a high degree of pressure in the tongue. Consequently, the groove is built there then the air that is articulated here passes through a bit round opening. The hisser sounds are /s/, /z/, /f/, /v/, /h/, /θ/ and /ð/. The hussers production is in line with hisser.

Yet, it has a shallower groove in the tongue with a bit more oval than round opening. The husser sounds are /ʒ/ and /ʃ/.

c. Affricates : This sound could be said as the little bit of sound combination where the fricative directly follows the plossive sounds produced in the same place of articulation. The example of these sounds are /ʧ/ and /ʤ/.

d. Nasals : When the airflow in the oral cavity escapes only trough the nose, the nassal consonants are produced. It occurs as the soft dorsal part of the soft palate gets lowered letting the air pass it while the clossure is produce somewhere in the oral cavity to stop the air go out through the mouth. /m/, /n/, and /ŋ/ are the three nasal sounds in English.

e. Lateral : To articulate the lateral consonants, the tongue obstructs the air along the centre of the mouth but the tongue side is low so that the air escape in that sides. The sound is produced here is /l/ sound.

f. Approximant : This sound produces the very little airflow obstruction. It is never completely block the pulmonary airflow. Approximants are splited into two categories: Semivowels or glides and liquid. It is named semivowel because their production is almost similar with vowel but with a rapid glide. Those sounds are /h/, /j/, and /w/. The liquids involve the lateral /l/ and /r/ sounds. For liquids, the airflow is blocked but it is not strong enough.

2. Vowel

Vowel is sounds which are produced without the blockage of air (Skandera and Burleigh, 2005, p 31). Ones there is no obstruction there, these sounds only have four principle resonators: the pharyngeal cavity, the oral cavity, the labial cavity, and the nasal cavity (Birjandi and Salmani-Nodoushan, 2005, p. 55). Skandera and Burleigh

(2005: 32) state that there are three criteria in decribing vowel phonemes based on the tongue and lip movements. They are:

a. Closeness/openness or tongue height : This criteria points out the space between the tongue and the palate which is in line with the position of the lower jaw. Accordingly, if the tongue is high and close with the palate, sounds that are produced there are called close vowels. Otherwise, if the tongue is low and have a space with the palate, those sounds are called open vowels. For the intermediate tongue, it has two levels : mid-close vowel (tongue is in the mid-high position) and mid-open vowel (tongue is in the mid-low position). They are simply called ad mid vowel.
b. Frontness/backness : It indicates to where point of the tongue that is raised highest. In detail, if the front of the tongues is pushed forward, it is front vowel. Yet, if the back of the tongue is pulled back, it is the back vowel. For the centre of the tongue which is operated, the resultant sound is a central vowel.
c. The shape of the lips : As stated by Roach (1991:14), there are three shape of the lips; spread (the corners of the lips move apart such as the way to smile), round (the lips corners are close each other and make the lips pouting) and, neutral (the lips corners are steady together, not spread or round).

a. Short Vowel

In English, there are 7 short vowels (Skandera and Burleigh, 2005, p. 36), among others:

a. /ɪ/ : To produce this sound, the front and the centre of tongue is uplifted to be in mid-close position while the lips are spread. It is a mid-close front-central vowel

b. /e/ : The front of the tongue is uplifted in producing this sound to just above the mid- close and mid-open position while the lips are moderately spread. It is a mid front vowel.

c. /æ/ : This sound could be said as the almost complicated sound to be produced for non-native speakers. It is needed the front of tongue uplifts right between mid-open and fully open position while lips are realy spread. This sound is a mid open-open ftomt vowel.

d. /ʌ/ : To produce this sound, the tongue is right between mid-open and fully open position but the point of thongue which is raised is the centre of the tongue. It is a mid-open open-central vowel with the neutral shape of lips.

e. /ɒ/ : This sound needs the back of tongue moving down to just almost fully open position while the lips are a bit rounded. it is called an open back vowel.

f. /ʊ/ : In producing this sound, the centre and the back of tongue is uplifted to right above mid-close position and rounded lips are shaped. It speaks of a mid-close central-back vowel.

g. /ə/ : Another complicated sound to be produced for non-native speakers is /ə/ sound. This sound needs the centre of the tongue to be uplifted between mid-close and mid-open position while lips creates the neutral shape. This sound is a mid central vowel and usually called as schwa sound.

b. Long Vowel

There are 5 long vowels, they are:

a. /i:/ : To produce this sound, the front of tongue is uplifted and lips are in spread position. It is a close front vowel.

b. /ɜ:/ : The centre of the tongue is needed to be raised in the middle of mid-close and mid-open position and shape of lips is neutral. This sound is a mid central vowel.

c. /ɑ:/ : It is open central-back vowel as the centre and the back of vowel is lowered in a fully open position while the lips are in neural shape.

d. /ɔ:/ : The lips are extremely rounded to produce the sounds and the back of the tongue is uplifted in the middle of mid-close and mid-open position.

e. /u:/ : To pronounce this sound i a bit same the /ɔ:/ sound, the lips are slightly rounded and the back of tongue is raised but it almost touches the palate (Skandera and Burleigh, 2005, p. 35-36).

c. Diphthongs and Triphthongs

a. Diphthongs : When there is a movement or glide from one vowel to another vowel, the diphthong sounds are created. It consists of two pure vowels whereas the first vowel is sounded much longer and stronger than the last vowel because glide occurs in last vowel decreasing the loudeness of the last vowel sound. In english, there are eight diphthong sounds (Roach, 1991, p. 20-21).

b. Triphthongs : These sound are most complicated to produce as it contains the movement or glide from one vowel to another then to the third vowel. And, they are pronounced rapidly without any obstruction. Triphthongs involve three vowels which consist of two pure vowels of closing diphthongs (/ɔɪ/, /eɪ/, /aɪ/, /əʊ/, and /aʊ/) and schwa sound /ə/ added in the last (Roach, 1991, p. 23-24).

Table 1

Phoneme vowels of diphthongs and triphthongs

DIPHTHONGS		TRIPHTHONGS
/ʊə/	/eɪ/	/aʊə/
/ɔɪ/	/aʊ/	/aɪə/
/ɪə/	/aɪ/	/eɪə/
/əʊ/	/eə/	/ɔɪə/
		/əʊə/

CHAPTER III

FINDINGS AND DISCUSSIONS

This chapter signifies the findings and the discussion of the research. The finding section tries to present the analyzed data while discussion section elaborates the data's finding in depht.

A. Finding

1. Phonetic errors

a. Consonants

Tabel 2

Plosive sounds

Phoneme Deviations		Word	English Phonetic (IPA) transcription	Bimanese EFL learners' phonetic representation	Position
1. 1	**/t/ ->** /d/	Matter	/ˈmæ**t**ə(r)/	/me**d**ər/	Medial
1. 2	/t/ -> /ð/		/ˈmæ**t**ə(r)/	/me**ð**ər/	
1. 3	/t/ -> /g/	Caught	/kɔː**t**/	/kɔː **g** /	Final
1. 4	/t/ -> /f/		/kɔː**t**/	/kaʊ**f**/	Final
2. 1	**/k/ ->** / ʧ/		/**k**ɔːt/	/ **ʧ**a:g/	Initial
3. 1	**/g/ ->** /k/	Exhaustive	/ɪ**g**ˈzɔːstɪv/	/e**k**saʊstif/	Medial
4. 2	/g/ -> / ʤ/	Egg	/e**g**/	/eɪ**ʤ**/	Final

PD : Phoneme Deviations

As seen in table, there were three plosive sounds which got error (/t/, /k and /g/). For PD 1.1, /t/ and /d/ sounds are in the same manner of articulation, plosives. They both are produced by contacting the tongue with the front teeth or the tongue touches the alveolar ridge directly. Their differences are just on voiced and voiceless. /t/ is an alveolar stop without vibration in a vocal cord (voiceless) while /d/ is an alveolar stop

with vibration on the vocal cord (voiced). In American style, this deviation is considered to be right pronunciation. Yet, since the researcher used the oxford dictionary, it is included to be error because the sounds are deviated. Next, there occured deviations from different manner of articulation in PD 1.2 (/t/ -> /ð/). It was the deviation sounds from plosives to fricatives where the sounds should be stopped instead of hissed. In PD 1.3, the error was caused by the participants read the word literally in Indonesian. There was a letter ‘g’ in word ‘caught’ which sounds /g/ in Indonesian so they pronounce it with /g/ sounds. Therefore, the deviation from (/t/ -> /g/) was happened. Then, English has some words which are structured almost same. For example, laugh and caught (gh). Since ‘laught’ is pronounced /la:**f**/, it was possible to be pronounced /kaʊ**f**/ also for ‘caught’ by participants because they considered them alike. That ilustrates of why the deviation on 1.3 was occured.

The deviation from plosives to affricates occured in PD 2.1 **(k/** -> / ʧ/). The possibility of this error might come from the first letter of ‘caught’(c) which is pronounced like /ʧ/ sounds in Indonesia. Thus, the participants literally read the word in indonesian phoneme and it caused an error. While the phoneme deviation from **/g/** -> /k/ was the deviation which happened in the same manner of articulation. They both were plosives. What makes /g/ and /k/ are different is based on the vocal cords vibration. When the tongue lays against the lower teeth, the soft palate get contact with the back of tongue and the vocal cords are vibrated, the /g/ sound is produced. Otherwise, if the vocal cords are not vibrated while the tongue lies against the lower teeth and the soft palate get contact with the back of tongue, the /k/ sound is produced. That was why this deviation existed. Last, PD 4.2 (/g/ -> / ʤ/) was caused by the possibility in reading the letter ‘g’. In english, letter ‘g’ is pronounced in /ʤ/ sound. This can become the reason of why ‘egg’ is pronounced as /eɪ**ʤ**/.

Table 3

Fricative error sounds

Phoneme Deviations		Word	English Phonetic (IPA) transcription	Bimanese EFL learners' phonetic representation	Position
5. 1	**/f/ ->** /p/	Physics	/ˈ**f**ɪzɪks/	/**p**ɪsɪk/	Initial
6. 1	**/v/ ->** /f/	Evidence	/ˈe**v**ɪdəns/	/e**f**idens/	Medial
		Exhaustive	/ɪgˈzɔːstɪ**v**/	/eksaʊsti**f**/	Final
		Flavour	/ˈfleɪ**v**ə(r)/	/flʌ**f**ɔːr/	Medial
6. 2	/v/ -> /p/	Evidence	/ˈe**v**ɪdəns/	/e**p**idens/	Medial
7. 1	**/θ/ ->** /t/	Thumb	/**θ**ʌm/	/**t**ʌm/	Initial
		Hearth	/hɑː**θ**/	/hɑː**t**/	Final
		Worthless	/ˈwɜː**θ**ləs/	/wɔːr**t**ləs/	Medial
7. 2	/θ/ -> /d/	Thumb	/**θ**ʌm/	/**d**ʌm/	Initial
8. 1	**/ð/ ->** /t/	Leather	/ˈle**ð**ə(r)/	/leɪ**t**er/	Medial
		Then	/**ð**en/	/**t**en/	Initial
8. 2	/ð/ -> /d/	Leather	/ˈle**ð**ə(r)/	/ˈle**d**ər/	Medial
		Then	/**ð**en/	/**d**ən/	Initial
		That	/**ð**æt/	/**d**et/	Initial
		Motherland	/ˈmʌ**ð**əlænd/	/ˈmʌ**d**əlen/	Medial
9. 1	**/h/ ->** /w/	Who	/**h**uː/	/**w**uː/	Initial
10. 1	**/z/ ->** /s/	Physics	/ˈfɪ**z**ɪks/	/fɪ**s**ɪk/	Medial
		Laser	/ˈleɪ**z**ə(r)/	/lʌ**s**ər/	
		Exhaustive	/ɪgˈ**z**ɔːstɪv/	/ek**s**aʊstif/	
11. 1	**/ʒ/ ->** /ʃ/	Treasure	/ˈtre**ʒ**ə(r)/	/triː **ʃ**ər/	Medial
11. 2	/ʒ/ ->/s/		/ˈtre**ʒ**ə(r)/	/tre**s**ʊr/	

11. 3	/ʒ/ -> /ʃj/		/ˈtreʒə(r)/	/tri: **ʃ**juːr/	
11. 4	/ʒ/ -> /z/		/ˈtreʒə(r)/	/tri:**z**ər/	
12. 1	**/ʃ/ ->** /z/	Ocean	/ˈəʊʃn/	/oʊzən/	Medial
12. 2	/ʃ/ -> /s/		/ˈəʊʃn/	/o**s**ean/	

Fricative sounds were also found in the phonetic errors of Bimanese. Seeing the table, it can be included that from all of fricative sounds, /s/, /z/, /f/, /v/, /h/, /θ/, /ð/, /ʒ/ and /ʃ/, only /s/ sound that did not get error because this phoneme also exists in Indonesian (Bimanese) word. To pronounce /s/ sound is not really hard or the participants did not get any difficulty in pronouncing /s/ sound. Furthermore, From the table above, the potential of errors were caused by the participants who pronounced the words with indonesian phoneme sounds as seen in PD 5.1, 'Physics' becomes /**p**ɪsɪk/ because the letter 'p' in '**P**hysics' is pronounce with phoneme /p/ as like as indonesian phoneme. This also occured in '**T**humb' that became /**t**ʌm/, 'Hear**t**h' became /hɑː**t**/, 'Wor**t**hless' became /wɔːr**t**ləs/, 'Lea**t**her' became /leɪ**t**er/, '**T**hen' was pronounced /**t**en/, '**W**ho' became /**w**uː/ 'Phy**s**ics' became /fɪ**s**ɪk/, 'La**s**er' turned to /lʌ**s**ər/, and 'Trea**s**ure' turned to /tre**s**ʊr/. Those indicated that when the participants did not have knowledge to pronounce the correct word, they directly pronounced it in their first language phoneme or indonesian phoneme.

In PD 6.1, there occured the deviation from **/v/** to /f/. In indonesian phoneme, the letter 'v' is pronounced alike with the letter 'f', uses the /f/ sound. This becomes the reason of why all of the /v/ sound was substituted in /f/ sound such as /e**f**idens/, /eksaʊsti**f**/, and /flʌ**f**ɔːr/ (PD 6.1). While in english, /v/ and /f/ they are different sound but still in one manner of place, fricatives. The way to pronounce /v/ and /f/ are

grazing the lower lips with the upper teeth and resulting the hushing sounds. What distinguish them is /v/ is voiced while /f/ is voiceless.

The deviation from /ð/ -> /d/ might happen because Indonesian people usually pronounce the words that contain the letter 'th' with /d/ sound such as word 'The' they pronounce /de/. This possibility of errors influenced the word 'Leather' became /ˈle**d**ər/, 'Then' became /**d**ən/, 'That' became /**d**et/ and 'Motherland' turned to /ˈmʌ**d**əlen/. They changed the fricative /ð/ sound to be plosive /d/ sound which sould be hissed instead of stop. The another deviation sound was /ʒ/ which was substituted with /ʃ/, /z/, /s/ in word treasure /ˈtre**ʒ**ə(r)/ changed to be /tri:**ʃ**ər/, /tre**s**ʊr/, and /tri:**z**ər/ (PD 11). /ʒ/ sound is the voiced alveolar fricative sound which makes the tip of tongue get contact with alveolar ridge. /ʃ/ is the voiceless counterpart. (p. 38). /ʃ/ sound itself was substituted with /z/ and /s/ in word 'Ocean'(/ˈəʊ**ʃ**n/) that became /oʊ**z**ən and /o**s**ean/. Moreover, the letter 'c' in english is pronounced /sɪ/ which affects the participants produce /s/ in word 'O**c**ean' resulting the /o**s**ean/ sound.

Table 4

Affricate error sounds

Phoneme Deviations		Word	English Phonetic (IPA) transcription	Bimanese EFL learners' phonetic representation	Position
13. 1	**/tʃ/ ->** /ʃ/	Future	/ˈfjuːt**ʃ**ə(r)/	/fi:**ʃ**ər/	Medial
13. 2	/tʃ/ -> /t/	Attitude	/ˈætɪ**t**juːd/	/etɪ**t**ʊd/	Medial
14. 1	**/dʒ/ ->** /g/	Giraffe	/**dʒ**əˈrɑːf/	/**g**ɪreɪf/	Initial
14. 2	/dʒ/ -> /z/		/**dʒ**əˈrɑːf/	/**z**ɪref/	Initial

Analysing the affricate errors which were found in the table above, /tʃ/ sound was sub stituted with /ʃ/ and /t/ while /dʒ/ was changed with /g/ and /z/. The way to pronounce the affricatice sounds is producing the plosive which is directly followed by fricative. Hence, the deviation of /tʃ/ sounds were **/tʃ/ ->** /ʃ/ and /tʃ/ -> /t/ because /tʃ/ is the sound which is integrated from the plosive /t/ and the fricative /ʃ/. Besides, for the word 'Attitude' the participants simply pronounced the word by the phoneme they know in indonesian phoneme ('Atti**t**ude' became /etɪ**t**ʊd/ (PD13.2)). This also occured in the deviation from /dʒ/ to /g/ where the word 'Giraffe' was directly pronounced with /**g**ɪreɪf/. Moreover, /dʒ/ is the sound which is produced by making up the plosie /d/ sound/ and the fricative /z/ sound. This brought the deviation from /dʒ/ -> /z/ (PD 14.2).

Table 5

Nasal error sounds

Phoneme Deviations		Word	English Phonetic (IPA) transcription	Bimanese EFL learners' phonetic representation	Position
15. 1	**/ŋ/ ->** /g/	Tongue	/tʌ**ŋ**/	/tɒ**g**/	Final

As seen in the table above, there was only one error sound that occured in nasal sounds, /ŋ/ sound. The probability of this error might come from the word which was simply pronounced in indonesian sound by participants. The word 'Tongue' is composed with the letter 'g'. This caused the deviation from /ŋ/ to /g/ (nasal to plosive sounds) because the participants literally pronounced it with /g/ sound which in indonesian phoneme, letter 'g' is pronounce with /g/ sound. That was the reason of why this error existed.

b. Vowel

1) Short vowel

Table 6

Short Vowel error sounds

Phoneme Deviations		Word	English phonetic (IPA) Transcription	Bimanese EFL Leaners phonetic representation	Position
16. 1	**/ʊ/ ->** /u:/	Wood	/w**ʊ**d/	/w**u:**d/	Medial
17. 1	**/ɒ/ ->** /u:/	Loss	/l**ɒ**s/	/l**u:**s/	Medial
17. 2	/ɒ/ -> /oʊ/		/l**ɒ**s/	/l**oʊ**s/	
18. 1	**/e/ ->** /eɪ/	Egg	/**e**g/	/**eɪ**ʤ/	Initial
		Leather	/ˈl**e**ðə(r)/	/l**eɪ**ter/	Medial
18. 2	/e/ -> /ɪ/	Egg	/**e**g/	/**ɪ**g/	Initial
		Bet	/b**e**t/	/b**ɪ**t/	Medial
		Evidence	/ˈ**e**vɪdəns/	/**ɪ**fɪdens/	Initial
18. 3	/e/ -> /i:/	Treasure	/ˈtr**e**ʒə(r)/	/tr**i:** ʃər/	Medial
		Leather	/ˈl**e**ðə(r)/	/ˈl**i:**dər/	Medial
19. 1	**/æ/ ->** /e/	Bad	/b**æ**d/	/b**e**d/	Medial
		Attitude	/ˈ**æ**tɪtjuːd/	/**e**tɪtʊd/	Initial
		Jacket	/ˈdʒ**æ**kɪt/	/dʒek**e**t/	Medial
		That	/ð**æ**t/	/ð**e**t/	Medial
		Perhaps	/pəˈh**æ**ps/	/perh**e**ps/	Medial
		Motherland	/ˈmʌðəl**æ**nd/	/mʌdərl**e**n/	Medial
19. 2	/æ/ -> /ɒ/	Bad	/b**æ**d/	/b**ɒ**d/	Medial

19.3	/æ/ -> /ʌ/	Jacket	/ˈdʒ**æ**kɪt/	/ˈdʒ**ʌ**kɪt/	
		Perhaps	/pəˈh**æ**ps/	/pəˈh**ʌ**ps/	
		That	/ð**æ**t/	/ð**ʌ**t/	
19.4	/æ/ -> /eɪ/	Jacket	/ˈdʒ**æ**kɪt/	/ˈdʒ**eɪ**kɪt/	Medial
19.5	/æ/ -> /ə/	Motherland	/ˈmʌðəl**æ**nd/	/ˈmʌðəl**ə**nd/	Medial
20.1	**/ə/ ->** /e/	Rubber	/ˈrʌb**ə**(r)/	/rʌb**e**(r)/	Medial
		Moment	/ˈməʊm**ə**nt/	/mɒm**e**n/	
		Worthless	/ˈwɜːθl**ə**s/	/wɒl**e**s/	
		Perhaps	/p**ə**ˈhæps/	/p**e**rheps/	
		Matter	/ˈmætə(r)/	/met**e**(r)/	
		Evidence	/ˈevɪd**ə**ns/	/efɪd**e**ns/	
		Lower	/ˈləʊ**ə**(r)/	/lɒw**e**(r)/	
20.2	/ə/ -> /ʊ/	Treasure	/ˈtreʒ**ə**(r)/	/tres**ʊ**(r)/	Medial
		Future	/ˈfjuːtʃ**ə**(r)/	/fjuːtʃ**ʊ**(r)/	
20.3	/ə/ -> /ɔː/	Flavour	/ˈfleɪv**ə**(r)/	/flev**ɔː**(r)/	Medial
20.4	/ə/ -> /ɪ/	Giraffe	/dʒ**ə**ˈrɑːf/	/g**ɪ**reɪf/	Medial
21.1	**/ʌ/ ->** /ʊ/	Rubber	/ˈr**ʌ**bə(r)/	/r**ʊ**be(r)/	Medial
		Bus	/b**ʌ**s/	/b**ʊ**s/	
21.2	/ʌ/ -> /ɒ/	Tongue	/t**ʌ**ŋ/	/t**ɒ**g/	Medial
		Onion	/ˈ**ʌ**njən/	/**ɒ**njɒn/	Initial
21.3	/ʌ/ -> /oʊ/	Tongue	/t**ʌ**ŋ/	/t**oʊ**g/	Medial
21.4	/ʌ/ -> /e/	Onion	/ˈ**ʌ**njən/	/**e**njen/	Initial
21.5	/ʌ/ -> /aʊ/			/**aʊ**njən/	
21.6	/ʌ/ -> /juː/			/**juː**nɪɒn/	
21.7	/ʌ/ -> /ə/	Bus	/b**ʌ**s/	/b**ə**s/	Medial
21.8	/ʌ/ -> /ɔː/	Motherland	/ˈm**ʌ**ðəlænd/	/m**ɔː**ðərlend/	Medial

22.1	**/ɪ/ -> /e/**	Jacket	/ˈdʒækɪt/	/ˈdʒækɛt/	Medial
		Exhaustive	/ɪgˈzɔːstɪv/	/ɛksaʊstif /	Initial

Based on the table above, the /ʌ/ vowel was suprisingly the most substituted short vowel. It is substituted with /ʊ/, /ɒ/, /oʊ/, /e/, /aʊ/, /juː/, /ə/, and /ɔː/ (PD 21). Meanwhile, /ʌ/ vowel is the sound that can be produced by indonesian because that sound appears in indonesian phonemes. Yet, they failed it the most. Therefore, it can be concluded that the error of /ʌ/ vowel did not cause by the fossilization from the participant's organ of speech but the error came from the ignorance of the participants about the words they pronounce or the participants simply did not have any knowledge to read and pronounce the words.

Additionally, this ignorance also makes the participants pronounce the words by adjusting with their first language phoneme when they did not know what is the correct one. For example, Rubber /ˈrʌbə(r)/ was pronounced alike with the way indonesian phoneme /ʊ / (r**ʊ**be(r)/), 'M**o**therland' turned to /m**ɔː**ðərlend/, 'B**u**s' became /b**ʊ**s/, 'G**i**raffe' changed to/g**ɪ**reɪf/, 'Flav**o**ur' switched to /flev**ɔː**(r)/, 'Treas**u**re' became /tres**ʊ**(r)/, 'Fut**u**re' substituted to /fjuːtʃ**ʊ**(r)/, 'Perh**a**ps' shifted to /pəˈh**ʌ**ps/, 'Th**a**t' converted to /ð**ʌ**t/ and etc, that can be seen in the table above. In addition, the word which was constructed with letter 'e' is unconciously pronounce with the /e/ vowel. For instance, the word 'Jack**e**t' /ˈdʒækɪt/ is pronounced /ˈdʒæk**e**t/ and '**E**xhaustive' turns to /**e**ksaʊstif /.

The another possibility of the errors in short vowels was the participants pronounced the words mostly based on the alphabet sounds. Alphabet sounds are the first sounds they learn in english (such as; a, b, c, d, f, g, h, etc). It affects their mindset to pronounce the words adjusting the alphabet sounds. The examples in this

case were; the letter ‘E’ was pronounced /ɪ/ in english so when they find the words that were constructed with letter ‘e’ such as ‘**E**gg’ they pronounced /**ɪ**g/, ‘**E**vidence’ turned to /**ɪ**fɪdens/, ‘J**a**cket’ became /ˈdʒ**eɪ**kɪt/ and etc.

2) Long vowel

Table 7

Long Vowels error sounds

Phoneme Deviations		Word	English phonetic (IPA) Transcription	Bimanese EFL Leaners phonetic representation	Position
23.1	**/ɑ:/** -> /eɪ/	Giraffe	/dʒəˈr**ɑ**:f/	/gɪr**eɪ**f/	Medial
23.2	/ɑ:/ -> /ʌ/			/gɪr**ʌ**f/	
23.3	/ɑ:/ -> /ə/			/gərə**f**/	
23.4	/ɑ:/ -> /e/			/dʒər**e**f/	
23.5	/ɑ:/ -> /aɪ/			/gɪr**aɪ**f/	
23.6	/ɑ:/ -> /ɒ/	Hearth	/h**ɑ**:θ/	/h**ɒ**θ/	Medial
23.7	/ɑ:/ -> /ɜ:/			/h**ɜ:**t/	
23.8	/ɑ:/ -> /ɪ/			/h**ɪ**ɒrt/	
24.1	**/u:/** -> /i:/	Future	/ˈfj**u**:tʃə(r)/	/f**i:** tʃʊr/	Medial
24.2	/u:/ -> /ju:/	Rude	/r**u**:d/	/r**ju:**d/	
24.3	/u:/ -> /ʊ/	Attitude	/ˈætɪtj**u**:d/	/etɪt**u**d/	
25.1	**/i:/** -> /e/	Bead	/b**i**:d/	/b**e**d/	Medial
26.1	**/ɔ:/** -> /aʊ/	Caught	/k**ɔ**:t/	/k**aʊ**f/	Medial
		Exhaustive	/ɪgˈz**ɔ**:stɪv/	/eks**aʊ**stɪf/	
26.2	/ɔ:/ -> /ɑ:/	Caught	/k**ɔ**:t/	/k**ɑ:**f/	
26.3	/ɔ:/ -> /ʌ/	Exhaustive	/ɪgˈz**ɔ**:stɪv/	/eksh**ʌ**stif/	

27.1	**/ɜ:/ -> /ɒ/**	Worthless	/ˈwɜ:θləs/	/w**ɒ**rtles/	Medial
27.2	/ɜ:/ -> /ɔ:/			/w**ɔ:**rləs/	

All of five long vowels apparently were deveated in table above. The /ɑ:/ vowel was the most deviated phoneme for long vowels. This open central-back vowel was shifthed with other eight sounds /eɪ/, /ʌ/, /ə/, /e/, /aɪ/, /ɒ/, /ɜ:/, and /ɪ/. In fact, /ɑ:/ vowel is supposed to pronounce by open a fully mouth, the centre and the back of the tongue is lowered in a neutral shape of lips. Then, /u:/ which should be produced by having a slight rounded lips while the back of tongue is raised was switched to /i:/, /ju:/, /ʊ/. Then, /i:/, the least error vowel, was changed with /e/ vowel by the participants. Next, /ɔ:/ is assumed to pronounce by rounding extremely the lips and uplifting the tongue in the middle of mid-close and mid-open position. Unfortunately, this sound was substituted with /aʊ/, /ɑ:/, and /ʌ/ by the participants. Last, a mid central vowel, /ɜ:/, which is meant to be pronounced by neutraling the shape of lips and raising the centre of tongue in the middle of mid-close and mid-open position was deviated with /ɒ/ and /ɔ:/ vowels.

The possibility of errors in long vowels was believed alike with the error in short vowels. The errors were caused by the participants who literally pronounced the words by indonesian phoneme as seen in PD 23.2, PD 24.3, PD 26.1, PD 27.1, PD 27.2. Besides, the effect of alphabet sound was also one of the reasons of why the participants got error here as it can be noticed in PD 24.2, the word ‘Rude’ which is supposed to pronounce /r**u**:d/ was shifted to /r**ju:**d/ by participant, considering the letter ‘U’ which is produced /ju:/ in english.

3) Diphthong

Table 8

Diphthong error sounds

Phoneme Deviations		Word	English phonetic (IPA) Transcription	Bimanese EFL Leaners phonetic representation	Position
28.1	**/əʊ/ ->** /ɔ:/	Moment	/ˈm**əʊ**mənt/	/m**ɔ:**ment/	Medial
		Sole	/s**əʊ**l/	/s**ɔ:**l/	
28.2	/əʊ/ -> /oʊ/	Know	/n**əʊ**/	/n**oʊ**/	Final
		Ocean	/ˈ**əʊ**ʃn/	/**oʊ**ʃn/	Initial
		Moment	/ˈm**əʊ**mənt/	/m**oʊ**men/	Medial
		Sole	/s**əʊ**l/	/s**oʊ**l/	Medial
		Lower	/ˈl**əʊ**ə(r)/	/l**oʊ**ər/	Medial
28.3	/əʊ/ -> /ɒ/	Comb	/k**əʊ**m/	/k**ɒ**mb/	Medial
		Psycho	/ˈsaɪk**əʊ**/	/saɪk**ɒ**/	Final
		Ocean	/ˈ**əʊ**ʃn/	/**ɒ**zean/	Initial
		Moment	/ˈm**əʊ**mənt/	/m**ɒ**men/	Medial
		Sole	/s**əʊ**l/	/s**ɒ**l/	Medial
28.4	/əʊ/ -> /aʊ/	Know	/n**əʊ**/	/n**aʊ**/	Final
		Lower	/ˈl**əʊ**ə(r)/	/l**aʊ**ər/	Medial
28.5	/əʊ/ -> /ʌ/	Comb	/k**əʊ**m/	/k**ʌ**m/	Medial
		Moment	/ˈm**əʊ**mənt/	/m**ʌ**mən/	
28.6	/əʊ/ -> /e/	Comb	/k**əʊ**m/	/k**e**m/	Medial
29.1	**/eɪ/ ->** /e/	Flavour	/ˈfl**eɪ**və(r)/	/fl**e**vɔ:r/	Medial
29.2	/eɪ/ -> /aʊ/			/fl**aʊ**ər/	
29.3	/eɪ/ -> /ʌ/			/fl**ʌ**vɒr/	
29.4	/eɪ/ -> /aɪ/	Layer	/ˈl**eɪ**ə(r)/	/l**aɪ**er/	

29.5	/eɪ/ -> /ɒ/	Laser	/ˈl**eɪ**zə(r)/	/l**ɒ**sər/	
29.6	/eɪ/ -> /ə/			/l**ə**zər/	
30.1	**/ɪə/ ->** /iː/	Dear	/d**ɪə**(r)/	/d**iː**r/	Medial
		Hear (d)	/h**ɪə**r(d)/	/h**iː**r/	
30.2	/ɪə/ -> /e/			/h**e**r/	
30.3	/ɪə/ -> /ɜː/			/h**ɜː**d/	
30.4	/ɪə/ -> /ɑː/			/h**ɑː**rt/	
31.1	**/aʊ/ ->** /ʌ/	Council	/ˈk**aʊ**nsl/	/k**ʌ**nsɪl/	Medial
31.2	/aʊ/ ->/ɒ/			/k**ɒ**nsɪl/	

Considering the table above, /əʊ/ and /eɪ/ were the most substituted vowels in diphthong. They both have six of error substituted sounds. For /əʊ/ vowel, it was shifted with /ɔː/, /oʊ/, /ɒ/, /aʊ/, /ʌ/, and /e/ and /eɪ/ was switched with /e/, /aʊ/, /ʌ/, /aɪ/, /ɒ/, and /ə/.

Almost all diphthongs above were substituted with short vowels except /oʊ/, /aʊ/ and /aɪ/. /oʊ/, /aʊ/ and /aɪ/ were become the exception because they were pronounced alike with the indonesian word itself using indonesian phonemes (word ‘Layer’ from /ˈl**eɪ**ə(r)/ to be /l**aɪ**er/, word ‘Know’ from /n**əʊ**/ to be /n**oʊ**/, word ‘Flavour’ from /ˈfl**eɪ**və(r)/ becomes /fl**aʊ**ər/) . Accordingly, this can be infered that Bimanese as the participants in this research tended to not have any glide or the movement from one vowel to another vowel. It might happen because the way to pronounce the first vowel in diphthong is longer and stonger than the last vowel causing the lack of loudness of last vowel.

4) Triphthongs

Table 8

Triphthongs error sounds

Phoneme Deviations		Word	English phonetic (IPA) Transcription	Bimanese EFL Leaners phonetic representation	Position
32.1	**/eɪə/** -> /aɪə/	Layer	/ˈl**eɪə**(r)/	/l**aɪe**r/	Medial
33.1	**/əʊə/** -> /ɒwe/	Lower	/ˈl**əʊə**(r)/	/l**ɒwe**(r)/	Medial

According from the table, the errors came again from the ignorance of the participants to produce the words. Consequently, they simply pronounced the words with their first language phoneme. This made word 'Layer' was pronounced literally in indonesia style sounds, from /ˈl**eɪə**(r)/to be /l**aɪe**r/, and the word 'Lower' was turned to be /l**ɒwe**(r)/ from /ˈl**əʊə**(r)/. Furthermore, as stated by the researcher in the background of the research above that Bimanese tend to produce word /e/ sound or there is no schwa sound /ə/ totaly in bimanese words. Therefore, this created Bimanese unconciously produced the /e/ sound when they did not have any knowledge about the correct sound of the letter 'e'.

2. Monocentric concept on non-native speaker pronunciation

Since monocentric concept states that non-native speaker can achieve the full level proficiency of english skills particularly in pronunciation, the researcher tried to reinvestigate it by identifying how much correct sounds that can be produced by the non native speaker (Bimanese) and percentage it to know how close the english level proficiency of pronunciation with Anglo-american pattern or native speakers style by Bimanese. To get the percentage, the researcher used Sudjono's pattern or formulation (2004). The formula is: $\% = \frac{CS}{ToP} \times 100$

Note: CS = Correct Sounds

ToP: Total of Participants

The researcher stated with the term “correct sounds” instead of “correct pronunciation” as the researcher identifies the sound which is not composed in an individual word but the whole sounds of the participants produced. To be cleared, the researcher believes that “correct pronunciation” belongs to the correct production of the participants in a word. Meanwhile, what become an aim of the researcher is whether the participants can produce each sound correctly or not even though the participants got errors of that sound in a word, observing each sound in a whole, not only stuck in a word.

Table 9

The percentage of Vowels

Sounds	CS	%	Sounds	CS	%
/iː/	10	100	/ə/	10	100
/ɪ/	10	100	/uː/	10	100
/e/	10	100	/ʊ/	10	100
/ɜː/	5	50	/ɔː/	10	100
/æ/	3	30	/ɑː/	8	80
/ʌ/	10	100	/ɒ/	6	60

Top = 10 participants

From the table above, only 3 participants can pronounce correctly /æ/ sound (30%), 5 participants produced the correct sound of /ɜː/ (50%), 6 participants articulated /ɒ/ properly (60%), and 80% is the percentage from the correct sound of /ɑː/ (8 participants). Other than those sounds are voiced correctly. Suprisingly, if the sounds are observed in a whole, the schwa sound /ə/ which is considered to be one of Bimanese fossilization was turned out in 100% correctly produced. This can be

concluded that the /e/ sound does not become totally fossilized because of considering bimanese organs of speech which tend to produce /e/, they just do not know where and what are the words that should be produced with /ə/ and /e/.

Table 10

The percentage of Diphthongs

Sounds	CS	%	Sounds	CS	%
/ʊə/	1	10	/eɪ/	10	100
/ɔɪ/	5	50	/aʊ/	10	100
/ɪə/	6	60	/aɪ/	10	100
/əʊ/	1	10	/eə/	0	0

Top = 10 participants

/eə/ was the most uncorrect diphthongs by Bimanese. All of the participants cannot articulate it correctly (0%). This might be caused by the way or the manner to articulate /eə/ sound. Indeed, this sound is difficult enough to be produced as it needs to make the spread lips because of producing /e/ to should be immediately moved on the neutral shape of lips. The another possibility of why all of the participants cannot pronounce this sound properly was the ignorance. They do not know that the words should be pronounced with /eə/ sound. The next uncorrect diphthongs are /ʊə/ and /əʊ/. There was only 1 participant can voice these two sounds (10%). The uncorrect diphthongs also came from /ɔɪ/ (5 participants or 50%) and /ɪə/ (6 participants or 60%).

Table 11

The percentage of Triphthongs

Sounds	CS	%
/aʊə/	4	40

/aɪə/	8	80
/eɪə/	6	60
/ɔɪə/	1	10
/əʊə/	0	0

Top = 10 participants

As seen in table, the /əʊə/ was the most uncorrect triphthongs. From ten participants, there is no one can produce this sounds correcly (0%). Meanwhile, the most sound that was articulated correctly was /eɪə/ sound with 8 participants who could voice it (80%). The possibility of this case was the tendency of Bimanese to produce /e/ sound and the similarity of the last vowel of /eɪə/, /ɪə/ sound with the sound /y/ (j:) in indonesian phonemes. Then, there only 1 participant for /ɔɪə/ (10%), 4 participants for /aʊə/ (40%), and 6 participants for /eɪə/ (60%) spoke rightly those sounds.

Table 12

The percentage of Consonants

Sounds	CS	%	Sounds	CS	%
/p/	10	100	/ʃ/	8	80
/b/	10	100	/ʒ/	0	0
/t/	10	100	/ʧ/	10	100
/d/	10	100	/ʤ/	10	100
/k/	10	100	/m/	10	100
/g/	10	100	/n/	10	100
/f/	10	100	/ŋ/	8	80
/v/	10	100	/r/	10	100
/θ/	2	20	/l/	10	100
/ð/	3	30	/w/	10	100
/s/	10	100	/j/	10	100
/z/	10	10	/h/	10	100

Top = 10 participants

Seeing the table, /ʒ/ is the most uncorrect consonant to be sounded by Bimanese (0%). They cannot make the high degree of pressure in the tongue creating a shallower groove there with a bit more oval than round opening. The fricative /θ/ and /ð/ followed after /ʒ/, 20 % (2 participants) for /θ/ and 30% (2 participants) for /ð/. Yet, the researcher believes that all participants can produce these two fricative sounds correctly because they were the experts on reciting *quran* which they should be able to pronounce them as arabic language has these two sounds (ذ for /ð/ and ث for /θ/). The potensial error of these sounds only arised from the illiteracy of the partipants about the words they produced. This illiteracy also affects /ʃ/ and /ŋ/ got only 8 participants or 80% who articulated these two sounds. For the rest 2 of the participants might be capable to produce the sounds because of the existence these two sounds in indonesian phonemes but they have illiteracy for the sounds they produced.

3. Communication problems that are caused by phonetic errors

To find out what are the communication problems that are caused by phonetic errors, the researcher investigated them on the conversations that carried out by Bimanese youtubers on their channels, Vivi Indriyani and Muji Jibu. There are two videos that the researcher identified on Vivi Indriyani's channel. All of them contained the material about english speaking practice by way of interview with some foreigners from different countries. On Muji's channel, there are two videos also that were analyzed. The videos accommodated Muji's conversation with the foreigners in Lakey beach (the name of beach in Bima) and some of the Israelis on OME TV.

Virtually, the following datas are some of the researcher's findings of communication problems by phonetic errors from their videos:

a. Misunderstanding

Based on Oxford dictionary, misunderstanding is the state of a failure to understand correctly something. This misunderstanding absolutely is found in phonetic errors that occured in the conversation or during the communication process of Bimananese and Foreigners. To understand the data below, the researcher used symbol F for Foreigner, V for Vivi and M for Muji. The researcher found there are two kinds of misunderstanding effect, confusing and the gone wrong topics.

Firstly, researcher discovered the confusing state. This can be seen by repeating the statements which was going to be asked by Bimanese (interviewer) and reasking sentence of the foreigners (informant) in data below:

Datum 1.1

V : Do you like the weather?
/duː/ /juː/ /laɪk/ /de/ ***/wi:dər/***
F: What?
/wɒt/
V: The weather (open widely her hands on the air)
/de/ ***/wi:dər/***
F: Oh the weather
/ðə/ ***/ˈweðər/***

Considering datum 1.1 From data 3 (D3) (in minute 2.35- 2.40), the foreigner got confused by reasking to the Vivi (V) in a sentence 'what?'. This indicates that foreigner cannot catch up what is the intended sentence that were asked by Vivi. This could happen cause there is phonetic error which occured in Vivi's question. Specifically, the word 'weather' got error. The standar english transcript of word 'weather' should be /ˈ**weðər/** but Vivi pronounced it **/wi:dər/** which brought confused for foreigner. The confusing state was carring on until Vivi moves her hands on the air hoping that the foreigner got her aim asking the weather. Luckly, because of the

body movement, the foreigner can grab her aim and fixed the pronounciation of ‘weather’ with the standard english.

The repeating question of foreigner also happened in datum 1.2 From data 2 (D2) (in minute 15.38- 16.09) below. This datum showed Muji’s conversation with Israelis which talked about the point of view of the foreigner about Palestine. Unfortunately, Muji got phonetic error to pronounce view becoming **/fju**:/ which resulted confused for foreigner. This phonetic error made the foreigner repeating the question by stating ‘the point of what?’. Eventually, the foreigner could understand what Muji meant by replacing the pronounciation with the standard english **/vju**:/**.**

Datum 1.2

M : One more question, I wanna know your point of view about palestine?
*/wʌn/ /mɔːr/ /kwesən/ /aɪ/ /wɒnʌ/ /noʊ/ /juːr/ /pɔɪnt/ /ɒf/ **/fju**ː/ /ebaʊt/ /pʌlestiːn/*
F : The point of what?
/ðə/ /pɔɪnt/ /ɒf/ /wɒt/
M : View, view
/fju**ː/, /fju**ː/
F : View?
/vju**ː/
M : Yes
/jes/
F : Oh, I am neutral
/aɪ/ /əm/ /netrʌl/

The confusing state from datum 1.1 and datum 1.2 came from the phonetic error by Bimanese. While in datum 1.3 From data 3 (D3) (in minute 1.50- 1.60), the confusing state came from the interviewer or Vivi as Bimanese who got confused by the native speaker or foreigner’s statement. Based on the datum 1.3 below, the foreigner tried to explain one of places that he visited on Manokwari, the montain. The problem occured cause the word ‘montain’ which was pronounced by foreigner. Foreigner pronounced the word montain with english standard /ˈ**maʊntən/** but Vivi got confused about the word cause she believed that montain was pronounced as **/ moʊnteɪn/.** The foreigner who heared the wrong pronounciation directly said ‘no’ to

Vivi and fixed the pronounciation to be /ˈ**maʊntən**/ while shaping his hands to be triangle like a montain to help Vivi understand what he aimed soon.

Datum 1.3

V: Where do you go in Manokwari?
/wer/ /duː/ /juː/ /goʊ/ /ɪn/ /mʌnokwʌrɪ/
F: There are many places, one of them is the montain
/ðeər/ /aːr/ /ˈmeni/ /pleɪsəs/, /wʌn/ /əv/ /ðem/ /ɪz/ /ðə/ /ˈmaʊntən/
V: what? The montain?
*/wɒt/ /de/ / **moʊntɛɪn/***
F : no, montain (moving his hand to shape a montain)
*/nəʊ/, /ˈ**maʊntən/***
V: oh, I see (noding her head)
/aɪ/ /siː/

Secondly, researcher found the gone wrong topics because of the phonetic errors. Simply, the question of the interviewers were understood totally different by the informant (foreigners)with their aims. Consequently, the foreigner answeres the question with different topics such as existed on datum 1.4, datum 1.5, datum 1.6, and datum 1.7 From data 4 (D4) (in minute 5.25 - 5.41) below:

Datum 1.4

V: How many day you spend in Indonesia?
*/haʊ/ /meni/ **/daɪ/** /juː/ /spend/ /ɪn/ /ɪndonesja/*
F: We buy many clothes from Bali for example this skirt and this cute bag (pointing on her body)
*/wi/ **/baɪ/** /kləʊðz/ /frəm/ /bʌlɪ/ /fɔːr/ /ɪg ˈzaːmpl/ /ðɪs/ /skɜːt/ /ənd/ /ðɪs /kjuːt/ /bæg/*

Based on the datum 1.4 above, the aim question of Vivi was how many days the foreigner spends in Indonesia. However, the foreigner got misunderstood. Instead of answering the day, the foreigner told about what are the things that she buys in Bali. This occured as the word ‘day’ which should be pronounced /de**ɪ**/ was pronounced **/daɪ/** by Vivi creating the interpretation of the foreigner that Vivi’s word was buy **/baɪ/**. Therefore, the foreigner answered with different topic with Vivi’s aim.

Seeing datum 1.5 From data 1 (D1) (in minute 12.13 – 12.30) below, the gone wrong topic was also found. Muji aimed to ask about do the Israelis support his president to attack Palestine. Unfortunately, Muji got phonetic error on pronouncing

the word ‘attack’. Accordingly, the Isralis did not understand the full sentence and just cathced the last sentence, Palestine. Therefore, the foreigner ansewered “no Palestine, hate Palestine”.

In standard english, the word ‘attack’ is pronounced as **/ə’tæk/** but Muji pronounced it as like as indonesian phoneme as **/ʌtʌk/.** This phonetic error caused the topic answered different.

Datum 1.5

M : Do you support your president to attack palestine?
/duː/ /juː/ /sʊpɔːrt/ /juːr/ /presɪden/ /tuː/ /ʌtʌk/ /pʌlestiːn/
F : No palestine, hate palestine
/noʊ/ /pʌlestiːn/, /heɪt/ /pʌlestiːn/
M: No no, I mean do you support?
/noʊ/ /noʊ/, /aɪ/ /miːn/ /duː/ /juː/ /sʊpɔːrt/
F: oh yeah I support
/aɪ/ /sə’pɔːrt/

The another fact that shows phonetic error cause the problem in communication particularly changing the topics or become the wrong topic can be detected in datum 1.6 From data 4 (D4) (in minute 3.49- 4.01) below.

Datum 1.6

V : It is a famous beach in Indonesia
*/ɪt/ /ɪs/ /ə/ /feməs/ **/bɪtʃ/** /ɪn/ /ɪndonesja/*
F: What? Sorry? (saying in glaring, while her eyebrows raised)
/wɒt/ /ˈsɒri/
V: Yeah, it is like Raja Ampat beach, Kuta beach
*/ɪt/ /ɪs/ /laɪk/ /rʌdʒʌ/ /ʌmpʌt/ **/bɪtʃ/,** /kuːtʌ/ **/bɪtʃ/***
F: ooh, Beach (reliefing her breath). Yeah I may search first (laughing at the end).
/biːtʃ/ */aɪ/ /meɪ/ /sɜːtʃ/ /fɜːst/*

By looking at the datum 1.6 above, Vivi tried to explain one of the famous beach in Indonesia. Yet, the way she pronounced the word ‘beach’ created a problem. The foreigner got shocked and considered Vivi said the unpolite word. Vivi pronounced the word’ beach’ which is pronounced as **/biːtʃ/** in standard english became **/bɪtʃ/**. This phonetic error was totaly gone wrong as it has unpolite meaning in english. There is the deviatiation from **/iː/ to /ɪ/** that occured in this phonetic error.

Pronouncing the english word as like as indonesian phoneme caused the problem in datum 1.7 From data 1 (D1) (in minute 20.30- 21.10), below. Muji wanted to ask about the vlogger from Palestine, Nash Daily, to the Israelis whom he spoke with. Sadly, Muji got the error pronounciation on the word 'daily'. Instead of pronouncing /ˈ**deɪli**/ (such as in standard english), he pronounced **/daɪlɪ/**. This made the deviation from /**eɪ/ to /aɪ/**. Muji directly pronounced the word in indonesian phoneme. Therefore, the Israelis interpreted his word became 'Delhi'. Even if Muji tried to explain the vlogger in detail, the Israelis still got misunderstood untill Muji wrote the name of the vlogger in the chat and the Israelis apparently knew the vlogger just by saying the chat, replacing the error pronounciation to the standard english /ˈ**deɪli**/.

Datum 1.7

M : You know nash daily?
/juː/ /noʊ/ /nʌʃ/ ***/daɪlɪ/***
F : Oh delhi? I like Delhi. It is good country
/dalhɪ/ */aɪ/ /laɪk/ /dalhɪ/ /ɪt/ /ɪz/ /ə/ /gʊd/ /ˈkʌntri/*
M : No, the vlogger. His name nash daily
/noʊ/ /de/ /flɔːger/. /hɪs/ /neɪm/ /nʌʃ/ /daɪlɪ/
F : Oh I don't know
/aɪ/ /doʊnt/ /noʊ/
M : Wait, the name is this (write the name on the chat)
/weɪt/ /de/ /neɪm/ /is/ /diːs/
F : Oh nash daily, I know him, he is famous
*/nʌʃ/ /ˈ**deɪli**/, /aɪ/ /noʊ/ /hɪm/, /hɪ/ /ɪz/ /ˈfeɪməs/*

b. Lack of confidence

Confidence is one of things that should be had in communication process. There are a lot of factors affect people having good confidence in speaking such as vocabulary, grammar, pronunciation and etc. In this research, the researcher just focused on the pronunciation. The phonetic errors that cause lack of confidence in communication can be seen in the following data:

Datum 2.1

V :What do you think about indonesian weather?
/wɒt/ /duː/ juː/ /θɪŋk/ /ebaʊt/ /ɪndonesjan/ ***/wi:ter/***
F : (quiet with the confusing face)
V: wheather ?(asking her friend for right one, her friend answered " wheater") oh weather
/wi:ter/ ***/ˈweðər/*** ***/ˈweðər/***
F :Oh wheather, now it is rainy, but yesterday the wheather is good
/ˈweðər/ */nɑʊ/ /ɪt/ /ɪs/ /ˈreɪni/, /bʌt/ /jestədeɪ/ /ðə/ /ˈweðər/ /ɪs/ /gʊd/*

Based on datum 2.1 From data 4 (D4) (in minute 3.17 - 3.26) above, the deviation occured in the world 'weather' to **/wi:ter/**, **/e/** to **/i:/**, **/ð/** to **/t/** and /**ə/** to /**e/**. Consequently, the interviewer (Vivi) got doubt with her pronounciation by seeing the responce face from the foreigner after she said the word. Because of the foreigner's expression also, she asked her friend who held the camera and her friend spontaneously pronounce the standard english one /ˈ**weðər/**. After hearing the word that pronounced by Vivi's friend, the foreigner can directly answered the weather in Indonesia. In this moment, the researcher found and observed the gesture, the body movement, and facial expression of the interviewer after saying the error pronunciation. She looked afraid to start producing the word she was doubt to. Moreover, her worried was grown after seeing the confused face of the foreigner then suddently made her asking her friend in doubt for the right one. Hence, one of the causes of communication anxiety is doubt to self ability. The phonetic error increased her confidence and caused she pronounced the word in doubt, avoiding a mistake.

Datum 2.2
M : What is different, ee sorry my english is not really good
/wɒt/ /ɪz/ ***/diferen/,*** */soriː/ /maɪ/ /eŋlis/ /is/ /not/ /riːli/ /guːd/*
F : It's okay, go on
/ɪts/ /əʊˈkeɪ/ /gəʊ/ /ɒn/

In datum 2.2 from data 2 (D2) (in minute 2.10- 2.15), the indication of Bimanese has lack of confidence was the statement of the person itself. Muji clearly said the sentence "ee sorry my english is not really good" showed that he got the lack of confidence. This might be occured as he said that sentence after realizing that he

got phonetic error on word ‘different’ which has the standard english as **/‘dɪfrənt/** turned to **/diferen/**. As Bimanese tend to produce /e/ sound, the deviation happened in datum 2.2 was caused by mother tongue interference. Muji has no knowledge to pronounce the word correctly than he substituted the sound with the sound he tend to produce.

B. Discussion

Considering the findings of the research that are presented above, the research questions of this present study have already been answered. The research questions, in summary, are; 1) what are phonetic errors found in Bimanese EFL learners as promoted by monocentric concept? And, 2) how such phonetic errors cause the communication problems of Bimanese EFL learners? The findings reveal numbers of phonetic errors by Bimanese EFL learners, show the monocentric concept on Bimanese pronunciation and provides the possible causes of communication problems by phonetic errors.

To identify the phonetic errors, the researcher separated the sounds in two parts; consonants and vowels. For consonants, there were 4 sounds that got error by Bimanese. Those were plosives, fricatives, affricates and nasals. In plosive sounds, the participants got error in /t/, /k and /g/ sounds. The deviation was mostly occured because the sounds were in the same place such as /t/ to be /d/, /g/ to be /k/. Those sounds are still in the same manner of place, plosives, but different in voiced and voiceless (Birjandi and Salmani-Nodoushan 2005, p. 33-34).

The another reason of this error was not caused by the partipants failed in creating the complete obstruction of the air flow over the nose and the mouth in the oral cavity but rather the illiteracy of the participants in pronouncing the vocabs. In

other words, the participants did not really understand about the language system of a target language so that the error could exist (Corder, 1974, p.29). The consequence of this phenomenon was the participants tried to make their own hypothesis based on their limit experience and knowledge about the target language. This was included to developmental errors (Richards, 1974, p.124). For instance, the participants produced the words literally like indonesian phonemes as can be seen in one of the deviation of the sound /k/ to be / ʧ/ from the word 'Caught'. The partisipants directly pronounced the word with the letter 'C' which is pronounced as / ʧ/ in Indonesian phonememe. They hypothesized the /k/ sound to be the sound they used to have in indonesian, / ʧ/ for 'C'.

The inta lingual error which is purposed by Richard was also found on the rest three error sounds (fricatives, affricates and nasals). Those sounds barely came from the failure of the participants in forcing the air stream in the oral cavity through the tighten gap and creating the whisper sounds for fricatives, combining the fricative and plosive sounds for affricate, or escaping the air flow through the nose for nasals.

Next, the source of error was got from mother tongue influence. For example, the sound /ə/ was mostly substituted by /e/. As the researcher mentioned in the background of study, Bimanese used to have /e/ sound because there is no a single vocab in Bimanese language using /ə/ sound or all bimanese language vocabs use /e/ sound. Thus, the participants tended to uplift the front of tongue above mid-close and mid-open position while their lips were spread instead of uplifting the centre of tongue between mid-close and mid-open position on neutral shape lips. This could be said as an impact of the mixing code elements in one word. According to Richard, this was called an interference errors.

This study is in line with the study of Anwar and Kalisa (2020) which concerned not only to understand students' error pronunciations but also to know how well studets' pronunciation in uttering the sounds by percentaging them. Yet, Anwar and Kalisa used Tinambunan's criterion to achieve the aim in knowing the correct sounds but this present study used Sudjono's pattern or formula. The researcher explained deeply how the Sudjono's formula worked for this study to fulfill the weakness of Anwar and Kalisa in previous research. They did not mention clearly how Tinambunan's criterion was applied.

As Ellis (1997, p.15-16) states that to find out the error sounds must be done in some steps (collecting, identifying, describing, and explaining), this study applies those steps were alike with the way Kaharuddin et all (2020) did on their research. The step was stated by investigating the phonetic features such as the place and the manner of articulation. Kaharuddin et all only chose one variety for their data, those students who have the same score in TOEFL PBT, but this study chose 10 random Bimanese students who come from different knowledge background with constrasting skill in English (the highest, middle, and lowest skill).

This finding was also similar to Firdaus (2019) who conducts the research in UIN Sunan Ampel Surabaya taking the english graduates. In his research, the error pronunciation was probably effected by the mother tongue interference and the inconsistency of english sound systems. The similar was just lied on the cause of error pronunciations. For the way to analyze the error sounds, this present study was slightly different with Firdaus. Firdaus did not mention the exact positions where the words were stressed uncorrectly in his study. meanwhile, this present study showed those words in medial, initial and final positions.

For vowels, unexpectedly, were the most substituted sounds by Bimanese EFL learners. The detail classification of the most substituted in vowels were; /ʌ/ sound for short vowel, /ɑ:/ sound for long vowel, /əʊ/ and /eɪ/ for diphthong and most all of sounds for triphthong as triphthong consists of dipththong + /ə/ sound which is considered as the fossilization sound of Bimanese. This finding also matches with the study by Arafiq, Yusra and Saputra (2020) who inverstigate the phonological error in West Nusa Tenggara that Bimanese tend to deviate the vowel sounds. By having the persentage of the correct sounds especially schwa sound /ə/, this present study refuted the research of Arafiq, Yusra and Saputra (2020) which states that the /ə/ is a fossilization for Bimanese. On the contrary, in this study Bimanese clearly can utter the /ə/ sound, they just did not have a knowledge of the english vocabs that they tried to pronounced.

The researcher used the error analysis as promoted and launced by monocentric concepts in analysing the error sounds phonetically. Moreover, the researcher also shows the percentage how close the participants achieving the correct sounds as stated by monocentric concept that non-native speaker can achieve the full level of proficiency in english. After identifying the individual sound, the researcher got suprised because of the average of the error sounds percentage was good. Apparently, the /ə/ which is belived as the fossilization for Bimanese can be produced properly and correctly. However, the achieving of the sounds were nothing when then sounds are combined in one word. In result, much errorneous were produced such as presented in the table of phonetic errors. Yet, this indicates there are still the hopes to fix the pronunciation as the errorneous did not really come from the fossilization but rather from the illiteracy of the participants. If they were taught to produce the word correctly before, it would be lack of errorneous in pronunciation.

The researcher found and formulated some communication problems that were caused by phonetic errors of Bimanese EFL learners. By seeing, observing and analysing the videos that become the second primary data (Bimanese youtubers), the researcher then included that there were two kinds of communication problems. They were misunderstanding and the lack of confidence of Bimanese. For misunderstanding problems, the researcher noticed two types, confusing and the gone wrong topics. This finding can be a proof that correct pronunciation is the way to gain the intelligibilty. Levis (2018, p. 15-17) elaborates that intelligibility is widely defined as the statewhen the speaker's message is genuinely understood by listener. Thus, when the listener get confused as presented in datum 1.1, 1.2, 1.3, how could be the intelligibility gained? Virtually, correct pronunciation leads to the on right track meaning or the message that will be delivered to the listeners. For the lack of confidence problems, the researcher observed by seeing the facial expression, body movement, gesture, and also the attitude.

This finding was also stated by Alyan (2013). He argues that speaking particularly pronunciation is the most stressful skill. He interviews 20 students of large Palestinian university who explained that they get shyness when they have inability to pronounce the language fluently. Alyan considered this category, the lack of confidence, as psychological barriers (p.234). On the contrast with Alyan, the researcher of this present study achieved the lack of confidence as the cause of error pronunciation by analyzing the words that were used by the participants and the circumstainces that occured. For instance, on datum 2.1 From data 4 (D4), the deviation occured in the world 'weather' to **/wi:ter/**, **/e/** to **/i:/**, **/ð/** to **/t/** and /**ə/** to /**e/**. as a consequence, the interviewer (Vivi) or the participant as well got doubt with her pronounciation by seeing the responce face from the foreigner after she said the word.

Because of the foreigner's weird expression too, she asked her friend who held the camera and her friend spontaneously pronounced the standard english /ˈ**weðər/**. Since the participant uttered the word more than one time on afraid expression, it could be concluded that the participant got doubt which has a big chance to be lack of confidence. As a result, the paricipant can not bring off the communicative compentence as purposed by Hymes because no colloboration of underlying knowledge and skills in language which enables individual speaker to communicate effectively (Cazden, 2011, p.364).

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter points the conclusion of the findings and the discussions which are explained in the previous sections. Besides, some suggestions are given for the reader and the future researchers who are willing to identify the same field with this study.

A. Conclusion

This present study investigates the phonetic errors that were produced by Bimanese EFL learners. In identifying the sounds, the researcher classified them into two parts, consonants and vowels. In consonants, there were four kinds of error sounds based on the manner of articulation. Those are plosives, fricatives, affricates, and nasals. Then for vowels, the most substituted sounds were /ʌ/ sound for short vowel, /ɑ:/ sound for long vowel, /əʊ/ and /eɪ/ for diphthong and most all of sounds for triphthong. This indicates that the most deviated sound in phonetic errors by Bimanese is vowels.

This study also uses the monocentric concept in analysing the phonetic errors. Beside error analysis, this concept also believes that non-native sepaker can reach full level proficiency in english particularly pronunciation. This thought was reinvistaged in this present study by showing the percentage of the correct sounds from all of the participants. Suprisingly, when the sounds were identified individually, the participants can achive the correct sound of the phoneme properly even for the /ə/ schwa sound which is considered as the fossilization sound in Bima. Yet, when the sounds were combined in one word, the error sound were created by Bimanese EFL learners. This can be concluded that there is no the actual fossilization for Bimanese.

Fossilization can be fixed by learning and exercising the sounds because God created human being with the special organ of speech to produce the various sounds from all of the words. Indeed, things that make people get error sounds came from the illiteracy of the participants about the sounds or they do not have the basic kowledge about the english sounds before in depht and the inconsistency of english itself. Therefore, to solve the problems needs the proper learning and good exercising.

The researcher found the source of error as stated by Richards (1974) in this study. Those are; the mother tonge inluence (Interference errors), the illiteracy of participants or have no knowledge in pronouncing the words (Intra lingual errors), the english words production which is read alike in indonesian phoneme and the words adjustment with the phoneme in reading alphabet (Developmental errors).

Considering the benefits of having the correct pronunciation particularly phonetics, the researcher tried to find out the communication problems that were caused by phonetic errors in order to give the awareness to the EFL students that having the correct pronunciation is strictly important. The researcher discovered two kinds of communication problems that occured in four video vlogs by Bimanese youtubers which become the second primary data in this present study. Those problems are misunderstanding and the lack of confidence.

B. Suggestion

Admitting the limitedness of this study, the researcher attempts to give some suggestions to make an extent in this field of study:

1. To know further communication problems of pronunciation error, it should extend the field not only on phonetics but also phonology. Since this study only focuses on communication problems by Bimanese, the finding is also

limited. In other words, when the field is done broader, including phonology in detail, the finding might be sufficient because the stress, intonation, etc in phonology also have the influence for communication process.

2. Instead of the fossilization, the illiteracy of the participants is the main cause of why participants get the error sounds. This opens the possibility to identify the study which conducts the comparison of the result in pronunciation before being taught and after being taught the skill or the knowledge on how to produce the sounds correctly. There could be seen clearly the result or even might strengthen the monocenric concepts which states that non-native speaker can achieve the standard english.
3. This seems uncomplete when the research only uses one concept. For further study, it could be had the comparison of monocentric and its opposite concept, plurentric concepts, in one research seeing the pronunciation phenomenon, digging in depth the open debate between those two concepts or even finding the red thread which shows the relation or the similarity of the idea in question.

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CURRICULUM VITAE

Irianti was born in Sape, Bima on March 17, 2000. She graduated from MAN 2 Bima in 2017. During her study at hight school, she was extremely active on public speaking skills, such as english speech, syarhil quran, tahfidz competition, and also singing. She started college in 2017 At English Letters Department. During her study at university, she could get the fuly funded scholarship from Kemendikbud, 'Beasiswa Unggulan', becoming Musyrifah/ Supervisor in Mahad Sunan Ampel Al-Aly for 3 years, following the national competition of syarhil quran as the delegation of UIN Malang at Pionir Competition.

APPENDIX I

The Profile of Participants

Name	University	Department	Gender
Ridwan	UIN Malang	Islamic Banking	M
Vivi Indriyani	UIN Malang	English Letters	F
Nadia	UIN Malang	Accountancy	F
Iftinan	UIN Malang	English Letters	F
Ilham	Mulawarman University	Informatics Engineering	M
Nur Fitri	UNISMA	Islamic Education	F
Leni Marlina	UIN Malang	Arabic language and Literature	F
Hakekatul Fitriati	UIN Mataram	English Education	F
Nadira	UIN Malang	Islamic Family's law	F
Fitri Jayadi Ningsih	UIN Malang	Islamic Banking	F

APPENDIX II

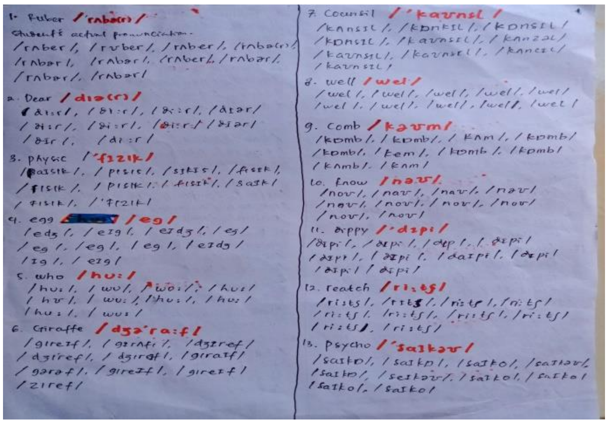
List of words

1. Rubber
2. Dear
3. Physics
4. Egg
5. Who
6. Giraffe
7. Council
8. Well
9. Comb
10. Know

11. Dippy
12. Wreach
13. Psycho
14. Matter
15. Why
16. Laser
17. Treasure
18. Future
19. Ocean
20. Thumb
21. Leather
22. Then
23. Tongue
24. Onion
25. Bead
26. Hearth
27. Caught
28. Rude
29. Heard
30. Bad
31. Bus
32. Wood
33. Miss
34. Loss
35. Bet
36. Never
37. Evidence
38. Moment
39. Lower
40. Hour
41. Layer
42. Attitude
43. Jacket
44. Perhaps
45. That
46. Worthless
47. Motherland
48. Exhaustive
49. Flavour
50. Sole

APPENDIX III

The Transcription of the words


1. Ruber /ˈrʌbə(r)/
Student's actual pronunciation.
/rʌber/, /rʊber/, /rʌber/, /rʌbə(r)/
/rʌbər/, /rʌbər/, /rʌber/, /rʌbər/,
/rʌbər/, /rʌbər/

2. Dear /dɪə(r)/
/ðɪ:r/, /ðɪ:r/, /ði:r/, /dɪər/
/ði:r/, /ði:r/, /ði:r/ /ðɪər/
/ðɪr/, /dɪ:r/

3. physic /ˈfɪzɪk/
/baɪsɪk/, /pɪsɪs/, /sɪkɪs/, /fɪsɪk/,
/fɪsɪk/, /pɪsɪk/, /fɪsɪk/, /saɪk/
/fɪsɪk/, /ˈfɪzɪk/

4. egg [redacted] /eg/
/edʒ/, /eɪg/, /eɪdʒ/, /eʃ/
/eg/, /eg/, /eg/, /eɪdʒ/
/ɪg/, /eɪg/

5. who /hu:/
/hu:/, /wʊ/, /wʊ:/, /hu:/
/hʊ/, /wu:/, /hu:/, /hu:/
/hu:/, /wu:/

6. Giraffe /dʒəˈrɑ:f/
/gireɪf/, /gɪrʌfɪ/, /dʒɪref/
/dʒɪref/, /dʒɪrɑf/, /gɪraɪf/
/gəraf/, /gireɪf/, /gireɪf/
/zɪref/

7. Counsil /ˈkaʊnsl/
/kʌnsɪl/, /kɒnkɪl/, /kɒnsɪl/
/kɒnsɪl/, /kaʊnsɪl/, /kʌnzəl/
/kaʊnsɪl/, /kaʊnsɪl/, /kʌnsɪl/
/kaʊnsɪl/

8. well /wel/
/wel/, /wel/, /wel/, /wel/, /wel/
/wel/, /wel/, /wel/, /wel/, /wel/

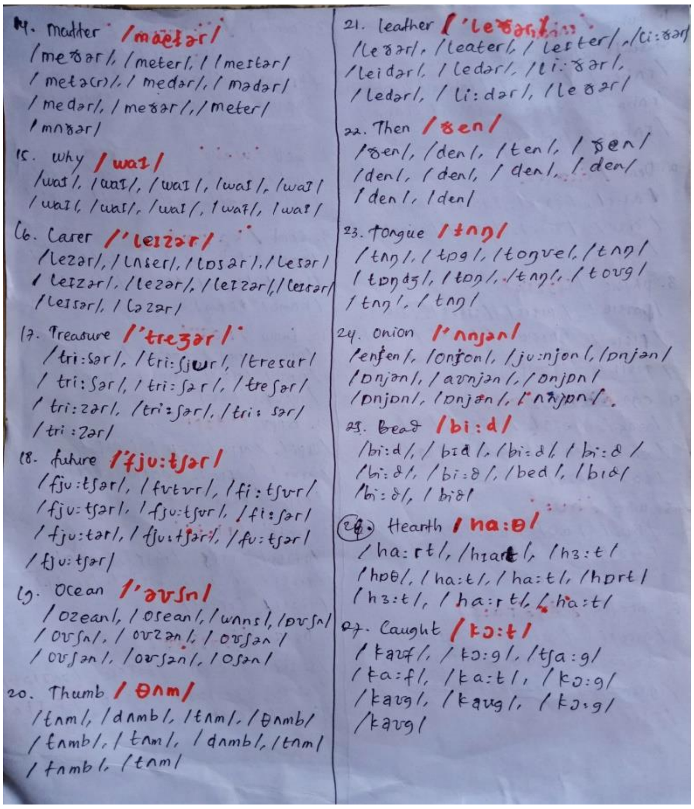
9. Comb /kəʊm/
/kɒmb/, /kɒmb/, /kʌm/, /kɒmb/
/kɒmb/, /kem/, /kɒmb/, /kɒmb/
/kʌmb/, /kʌm/

10. know /nəʊ/
/noʊ/, /naʊ/, /naʊ/, /nəʊ/
/naʊ/, /noʊ/, /noʊ/, /noʊ/
/noʊ/, /noʊ/

11. ðppy /ˈdɪpi/
/ðɪpi/, /ðɪpi/, /ðep/, /ðɪpi/
/ðɪpɪ/, /ðɪpi/, /daɪpi/, /ðɪpi/
/ðɪpi/ /ðɪpi/

12. reatch /ri:tʃ/
/ri:ts/, /rɪtʃ/, /ri:tʃ/, /ri:tʃ/
/ri:tʃ/, /ri:tʃ/, /ri:tʃ/, /ri:tʃ/
/ri:ts/, /ri:tʃ/

13. psycho /ˈsaɪkəʊ/
/saɪkɒ/, /saɪkɒ/, /saɪko/, /saɪkəʊ/,
/saɪkɒ/, /seɪkəʊ/, /saɪko/, /safko/
/saɪko/, /saɪko/


14. mather /maðər/
/meðər/, /meter/, /meɪtər/
/metə(r)/, /medər/, /mədər/
/medər/, /meðər/, /meter/
/mʌðər/

15. why /waɪ/
/waɪ/, /waɪ/, /waɪ/, /waɪ/, /waɪ/
/waɪ/, /waɪ/, /waɪ/, /waɪ/, /waɪ/

16. Carer /ˈkeɪzər/
/kezər/, /kʌser/, /kɒsər/, /kesər/
/keɪzər/, /kezər/, /keɪzər/, /keɪsər/
/keɪsər/, /kəzər/

17. Treasure /ˈtreʒər/
/tri:ʃər/, /tri:ʃʊr/, /tresur/
/tri:ʃər/, /tri:ʃər/, /treʃər/
/tri:zər/, /tri:ʃər/, /tri:ʃər/
/tri:zər/

18. future /ˈfju:tʃər/
/fju:tʃər/, /fʊtʊr/, /fi:tʃʊr/
/fju:tʃər/, /fju:tʃʊr/, /fi:ʃər/
/fju:tər/, /fju:tʃər/, /fu:tʃər/
/fju:tʃər/

19. Ocean /ˈəʊʃn/
/ozean/, /osean/, /wʌns/, /ɒʊʃn/
/oʊʃn/, /oʊzən/, /oʊʃən/
/oʊʃən/, /oʊʃən/, /oʃən/

20. Thumb /θʌm/
/tʌm/, /dʌmb/, /tʌm/, /θʌmb/
/tʌmb/, /tʌm/, /dʌmb/, /tʌm/
/tʌmb/, /tʌm/

21. leather /ˈleðə(r)/
/leðər/, /leater/, /lester/, /li:ðər/
/leidər/, /ledər/, /li:ðər/,
/ledər/, /li:dər/, /leðər/

22. Then /ðen/
/ðen/, /den/, /ten/, /ðen/
/den/, /den/, /den/, /den/
/den/, /den/

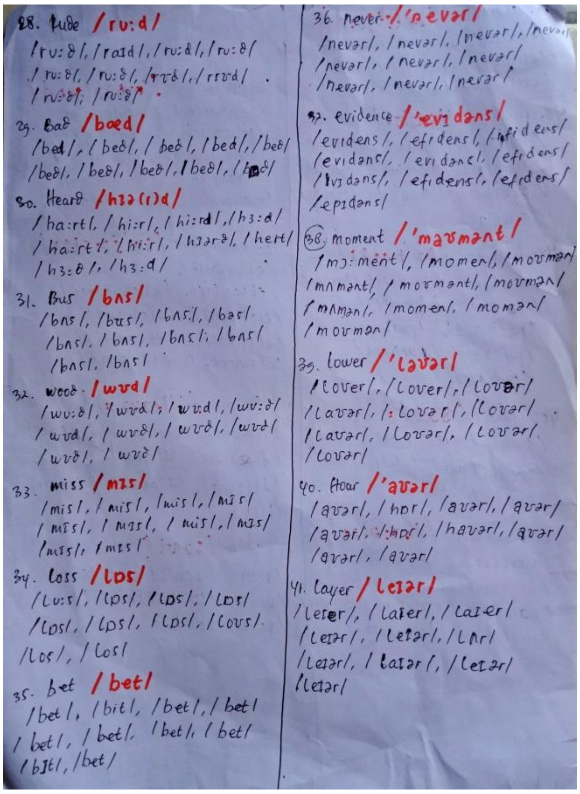
23. tongue /tʌŋ/
/tʌŋ/, /tɒg/, /tɒgvel/, /tʌŋ/
/tɒŋdʒ/, /tɒŋ/, /tʌŋ/, /tʊg/
/tʌŋ/, /tʌŋ/

24. onion /ˈʌnjən/
/enʃen/, /onʃon/, /ju:njon/, /ɒnjən/
/ɒnjən/, /aʊnjən/, /ɒnjɒn/
/ɒnjɒn/, /ɒnjən/, /ˈʌnjɒn/

25. Bead /bi:d/
/bi:d/, /bɪd/, /bi:d/, /bi:ð/
/bi:ð/, /bi:ð/, /bed/, /bɪð/
/bi:ð/, /bɪð/

26. Hearth /hɑ:θ/
/hɑ:rt/, /hɪart/, /hɜ:t/
/hɒθ/, /hɑ:t/, /hɑ:t/, /hɒrt/
/hɜ:t/, /hɑ:rt/, /hɑ:t/

27. Caught /kɔ:t/
/kaʊf/, /kɔ:g/, /tʃɑ:g/
/kɑ:f/, /kɑ:t/, /kɔ:g/
/kaʊg/, /kaʊg/, /kɔ:g/
/kaʊg/



28. rude /ru:d/
/ru:δ/, /raɪd/, /ru:d/, /ru:δ/
/ru:δ/, /ru:δ/, /rʊδ/, /rʊd/
/ru:δ/, /ru:δ/

29. Bad /bæd/
/bed/, /beδ/, /beδ/, /bed/, /beδ/
/beδ/, /beδ/, /beδ/, /beδ/, /beδ/

30. Heard /hɜ:(r)d/
/ha:rt/, /hi:r/, /hi:rd/, /hɜ:d/
/ha:rt/, /hi:r/, /hɪərδ/, /hert/
/hɜ:θ/, /hɜ:d/

31. Bus /bʌs/
/bʌs/, /bʊs/, /bʌs/, /bas/
/bʌs/, /bʌs/, /bʌs/, /bʌs/
/bʌs/, /bʌs/

32. wood /wʊd/
/wu:δ/, /wʊδ/, /wu:d/, /wu:δ/
/wʊd/, /wʊδ/, /wʊδ/, /wʊd/
/wʊδ/, /wʊδ/

33. miss /mɪs/
/mis/, /mis/, /mis/, /mɪs/
/mɪs/, /mɪs/, /mis/, /mɪs/
/mɪs/, /mɪs/

34. Loss /lɒs/
/lu:s/, /lɒs/, /lɒs/, /lɒs/
/lɒs/, /lɒs/, /lɒs/, /lɒʊs/
/lɒs/, /lɒs/

35. bet /bet/
/bet/, /bɪt/, /bet/, /bet/
/bet/, /bet/, /bet/, /bet/
/bɪt/, /bet/

36. never /'nevər/
/nevər/, /nevər/, /nevər/, /nevər/
/nevər/, /nevər/, /nevər/
/nevər/, /nevər/, /nevər/

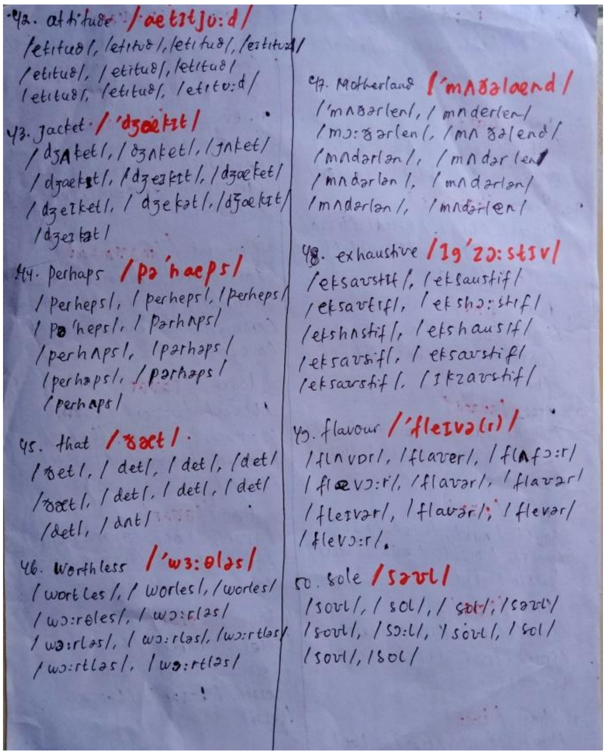
37. evidence /'evɪdəns/
/evidens/, /efidens/, /efidens/
/evidəns/, /evidəns/, /efidens/
/ɪvɪdəns/, /efidens/, /efidens/
/epɪdəns/

38. moment /'məʊmənt/
/mɔ:ment/, /momen/, /moʊmən/
/mʌmənt/, /moʊmənt/, /moʊmən/
/mʌmən/, /momen/, /momən/
/moʊmən/

39. lower /'laʊər/
/lover/, /lover/, /lovər/
/lavər/, /lovər/, /lovər/
/lavər/, /lovər/, /lovər/
/lovər/

40. Hour /'aʊər/
/avər/, /hɒr/, /avər/, /avər/
/avər/, /hɒr/, /havər/, /avər/
/avər/, /avər/

41. Layer /'leɪər/
/leɪer/, /laɪer/, /laɪer/
/leɪər/, /leɪər/, /lʌr/
/leɪər/, /laɪər/, /leɪər/
/leɪər/



42. attitude /'ætɪtju:d/
/etituδ/, /etituδ/, /etituδ/, /etituδ/
/etituδ/, /etituδ/, /etituδ/
/etituδ/, /etituδ/, /etitu:d/

43. Jacket /'dʒækɪt/
/dʒʌket/, /dʒʌket/, /jʌket/
/dʒæket/, /dʒeɪkɪt/, /dʒæket/
/dʒetket/, /dʒekat/, /dʒækɪt/
/dʒeɪkat/

44. Perhaps /pə'hæps/
/perheps/, /perheps/, /perheps/
/pə'heps/, /parhʌps/
/perhʌps/, /parhaps/
/perhəps/, /parhaps/
/perhaps/

45. that /ðæt/
/ðet/, /det/, /det/, /det/
/ðæt/, /det/, /det/, /det/
/ðet/, /ʌnt/

46. Worthless /'wɜ:θləs/
/wortles/, /worles/, /worles/
/wɔ:reles/, /wɔ:rləs/
/wɔ:rləs/, /wɔ:rləs/, /wɔ:rtləs/
/wɔ:rtləs/, /wɔ:rtləs/

47. Motherland /'mʌðəlænd/
/mʌðərlen/, /mʌnderlen/
/mɔ:ðərlen/, /mʌðəlend/
/mʌdarlən/, /mʌdarlen/
/mʌdarlən/, /mʌdarlən/
/mʌdarlən/, /mʌdarlen/

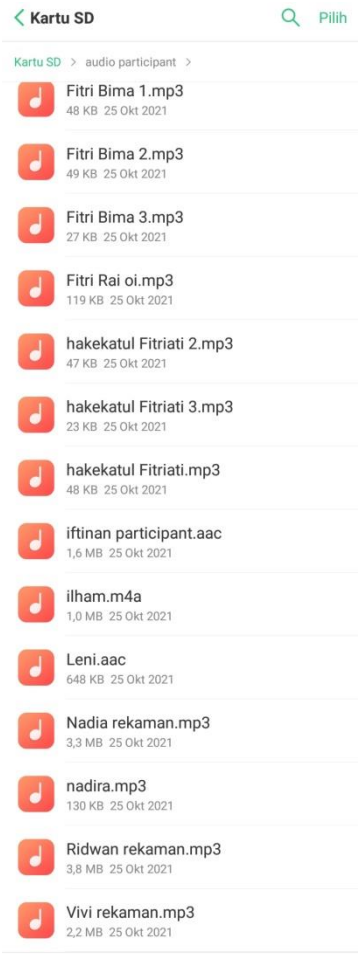
48. exhaustive /ɪg'zɔ:stɪv/
/eksavstif/, /ekaustif/
/eksavtif/, /ekshɔ:stif/
/ekshʌstif/, /ekshausif/
/eksavsif/, /eksavstif/
/eksavstif/, /ɪkzavstif/

49. flavour /'fleɪvə(r)/
/flʌvɒr/, /flaver/, /flʌfɔ:r/
/flævɔ:r/, /flavər/, /flavər/
/fleɪvər/, /flavər/, /flevər/
/flevɔ:r/

50. sole /səʊl/
/soʊl/, /sol/, /sol/, /soʊl/
/soʊl/, /sɔ:l/, /soʊl/, /sol/
/soʊl/, /sol/

APPENDIX IV

The Screenshot of Audio



APPENDIX V

The picture of profile of two Youtubers and the link of the video

Muji Jibu Channel

The videos that were identified in Muji Jibu Channels

https://youtu.be/2QWmbLZ5-YQ (DATA 1 (D1))

https://youtu.be/fU7HmNfwFsE (DATA 2 (D2))

Vivi Indriyani Channel

The videos that were identified in Vivi Indriyani Channel

https://youtu.be/w-4oVKgXHVo (DATA 3 (D3))

https://youtu.be/7eVb2_nrJ3M ((DATA 4 (D4))