AN ANALYSIS OF BUGINESE STUDENTS IN PRONOUNCING ENGLISH CONSONANTS:
A CASE STUDY AT ENGLISH DEPARTMENT HASANUDDIN UNIVERSITY

THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial Fulfillment of the Requirement to Obtain Sarjana Degree

In English Department

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ENGLISH DEPARTMENT

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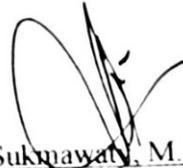
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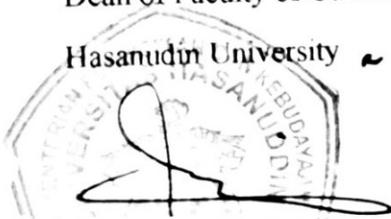
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Today, Friday, 24 July 2020, the Board of Thesis Examination has kindly approved a thesis by ANGGI ANGGRAENI (Student No. F21116030) entitled, **AN ANALYSIS OF BUGINESE STUDENTS IN PRONOUNCING ENGLISH CONSONANTS: A CASE STUDY AT ENGLISH DEPARTMENT HASANUDDIN UNIVERSITY**, submitted in fulfillment of one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

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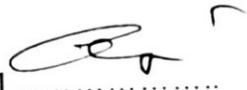
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APPROVAL FORM

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Sincerely,

Anggi Anggraeni

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRAK

ANGGI ANGGRAENI. *Analisis terhadap Mahasiswa Bugis dalam Pengucapan Konsonan Bahasa Inggris: Sebuah Studi di Departemen Sastra Inggris, Universitas Hasanuddin.* (Dibimbing oleh **Kamsinah** dan **Sukmawaty**)

Tujuan dari penelitian ini adalah untuk: (1) mengidentifikasi konsonan-konsonan bahasa Inggris yang diucapkan secara kurang tepat oleh mahasiswa Bugis, dan (2) Mengungkap faktor-faktor penyebab kesalahan mahasiswa Bugis dalam mengucapkan konsonan bahasa Inggris.

Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Penelitian ini dilakukan pada mahasiswa Bugis Departemen Sastra Inggris Universitas Hasanuddin angkatan 2016. Data diperoleh dengan melakukan tes pengucapan dan memberikan kuisioner. Data dianalisis dengan mengidentifikasi konsonan bermasalah dan mengungkapkan faktor-faktor yang menyebabkan mahasiswa Bugis mengucapkan konsonan bahasa Inggris secara tidak tepat.

Hasil menunjukkan bahwa konsonan yang bermasalah cenderung berasal dari [1]konsonan-konsonan yang tidak terdapat dalam bahasa Bugis, [2]kesulitan dalam membedakan antara konsonan yang *voiced* dan *voiceless,* dan [3]kesulitan dalam hal yang berkaitan dengan penggantian, peniadaan, dan penyisipan konsonan yang terdapat pada kata-kata dalam bentuk *past-participle* dan dalam bentuk jamak. Sementara itu, penyebab pengucapan konsonan yang kurang tepat oleh mahasiswa terdiri atas tiga penyebab, yakni pengaruh bahasa ibu mereka (bahasa Bugis), periode mereka mulai belajar bahasa Inggris, serta kurangnya motivasi dan usaha untuk meningkatkan kemampuan pengucapan bahasa Inggris mereka.

Kata kunci: pengucapan yang tidak tepat, konsonan-konsonan yang bermasalah, penyebab pengucapan yang tidak tepat

ABSTRACT

ANGGI ANGGRAENI. *An Analysis of Buginese Students in Pronouncing English Consonants: A Case Study at English Department Hasanuddin University.* (Supervised by **Kamsinah** and **Sukmawaty**)

The aims of this study are: (1) to identify kind of English consonants that are pronounced improperly by Buginese students, and (2) to find out the factors that cause Buginese students in pronouncing English consonants improperly.

The method used in this research is descriptive qualitative method. This research is carried out on the Buginese students of English Department of Hasanuddin University batch 2016. The data is obtained by conducting pronunciation test and giving questionnaires. The data is analyzed by identifying the problematic consonants and revealing the factors that caused Buginese students pronounce English consonants improperly.

The findings show that the troubled English consonants tend to come from [1]the presence of consonants in English which are not exist in Buginese language, [2]the difficulty in distinguishing voiced and voiceless consonants, and [3]the difficulties related to substitution, omission, and insertion of consonants found in past participle and in plural form. Meanwhile, the causes of the pronunciation problems by Buginese students consist of three causes, namely: the influenced of their mother tongue (Buginese), the period when they start to learn English, and lack of motivation and efforts to make their pronunciation better.

Keywords: pronunciation improperly, troubled English consonants, cause of pronunciation improperly

CHAPTER I
INTRODUCTION

A. Background of the Study

English is one of the most important languages in this world since it is an international language and also learned practically by people all over the world. It can be seen obviously in many books such as literature, economics, politics, science and technology, and other information sources which are written or translated into English.

In Indonesia, English as a foreign language has become an obligation for students to learn it. The government itself has put English in the national curriculum of educational system, and has been introduced to the students since in elementary school. Moreover, English is also one of the subjects in National Examination. It proves how important English is for Indonesian to learn.

To master English, there are four skills needed, namely reading, listening, speaking, and writing. Furthermore, understanding the three components in English such as pronunciation, grammar or structure, and vocabulary are also important.

Speaking is one of four skills in a language that is very important since it is a means for someone to be able to convey ideas orally. Not only that, as a human being, they naturally interact with other people. When interacting, the conversation process will occur involving both parties. To be able to communicate well, someone must have good speaking skills so that communication runs smoothly. But it cannot be denied, that speaking is one skill that is very difficult to master. This is because he has spoken, it will be very difficult to edit or revise (Bailey, 2005: 47). on, the problems that is often faced by most people are due to reluctance,

hesitation, fear of making mistakes, or lack of adequate vocabulary (Fauzan, 2014: 265). Not only that, but speaking also has several components in it, namely pronunciation, vocabulary, grammar, and fluency that must be mastered.

Pronunciation is very important in communication. Good communication is where both parties can understand each other. Unfortunately, communication does not always run smoothly. It is usually happens because probably one or both parties pronounce words or sentences incorrectly.

With regard to pronunciation, English is quite difficult for Indonesians. Since English is not a native language for them, then there are many Indonesians who have difficulties in English because of native language. Harun, et al (2019: 335) stated, the impact of native language on English is certainly a tough obstacle for the Indonesian EFL learners as Indonesia consists of various cultures and possesses hundreds of native language.

The impact of native language also experienced by some English department students from Bugis tribe. Furthermore, in some cases, the fact is there is differentiation between several consonants in Bugis language and English. Especially, some English consonants are not found in Bugis language, such as consonants /θ/, and /ð/. Moreover in English, there is a differentiation between spelling and pronunciation, and it caused problems when Buginese students delivering presentation or having a conversation. The things mentioned above are a number of problems that were often faced by Buginese in general, and English department students who came from Bugis tribe in particular.

Based on the explanation above, the writer intends to conduct research with a title: "An Analysis of Buginese Students in Pronouncing English Consonants: A Study Case at English Department Student Hasanuddin University"

B. Identification of the Problem

From the background above, the writer identifies some problems as follows:

a. Buginese speakers are not well acquainted with the grammatical rules of English words.

b. Students have difficulties to pronounce English words.

c. Native language affecting Buginese students in pronouncing English words.

d. Some students do not pronounce some English words correctly even after taking English Phonetic and Phonology class, and Speaking 1 and 2 classes.

e. Some students have difficulties in segmental aspect of pronunciation.

f. Students have difficulties in pronouncing English Consonants.

C. Scope of the Problem

To make this research not overly broad, it needs scope and limitation to limits the discussion. So, the researcher would like to limit the scope of the problem as follows:

a. This study focuses on segmental aspect of pronunciation, namely consonant sound.

b. The researcher takes some Buginese students as the sample in order to measure and evaluate their ability in pronouncing English consonants.

3

D. Research Questions

After identifying the problem, it is necessary to formulate the problems as follows:

a. What kind of English consonants are pronounced improperly by Buginese students?

b. Why do Buginese students pronounce the English consonants improperly?

E. Objectives of the Research

In connection to research questions, the objectives of the study are as follows:

a. To identify kind of English consonants are pronounced improperly by Buginese students.

b. To find out the factors that cause Buginese students pronounce English consonants improperly.

F. Significance of the Research

This research is important to be undertaken in order to show several problems that English Department students encountered in pronouncing English consonant sound. The writer hopes that the result of this research may be helpful for English Department students especially for Buginese students to avoid mispronunciation English consonants sound. Next, this research may be beneficial for the teachers of English Phonetics and Phonology to pay more attention to the main problem faced by English Department students in pronouncing English consonants. In addition, this research can be used as a reference for researchers in ... who are going to discuss the same or related object.

CHAPTER II
LITERATURE REVIEW

A. Previous Studies

After reading some theses and journals, the writer finds out some previous studies about English pronunciation problems that might support the writer's analysis and as a comparison to this writing. The followings are some previous researches related to this research.

Zayed (2017) conducted a research entitle *Non-Native Pronunciation of English: Problems and Solutions*. The purpose of this research was to analyze some problems that concern about pronunciation of English learners in Jordan. The method of data collection in this research was oral interview which involved 30 Jordanian students who major in English language and literature in two private universities. The findings of this research showed that the sound which was not found in Arabic language makes many students confuse. Whereas, the sounds which were existed in Arabic language were easier for them to read.

The research above discusses English pronunciation by Jordan students along with the factors that cause those students pronounce English words incorrectly. This research focused on the problem of pronunciation not only from one aspect of pronunciation but from several aspects, such as consonants, vowels, diphthongs, and stress. This study combines two aspects of pronunciation namely segmental and supra-segmental. Nonetheless, the findings and discussion do not specifically mention each phoneme or sounds that are still problematic. Therefore,

nt study focused on the pronunciation of English consonants by Buginese

By choosing one of the two aspects of pronunciation and focusing only on

one part, that is consonant, it is hoped that the findings will be more specific and can explain each English consonant that is still problematic by Buginese students deeply.

Kosasih (2017) conducted a research about *Native Language Interference in Learning English Pronunciation: A Case Study at a Private University in West Java*. The research was aimed to identify the phonological systems of Indonesian and English and also to examine the differences or similarities interfered the students in learning pronunciation of the target language. The methodology of this research was qualitative. The data were collected by observation and recording the first semester students of the English Department. The findings showed that there were significant differences between the pronunciation system of two languages were the cause of interference occurred. They were found in phonemes, phonetic features, word stress, sentence stress, and intonation.

The above research focused on comparing the pronunciation system between two languages, namely English and Indonesian. The differences of pronunciation systems found in this research were related to phonemes, phonetic features, word stress, sentence stress, and intonation. This research also showed that the problems faced by students in learning English pronunciation were mostly due to the native language interference. Meanwhile, this present study, does not compare the phonetic system of the two languages discussed but it focuses on segmental aspects of pronunciation that is English consonants.

Another study about *Errors in Pronunciation of Consonants and Diphthongs by Non-Ed Students of Universitas Kristen Satya Wacana Coming from Javanese, Ambonese, Manadonese, Kupangnese, and Bataknese* was conducted in 2017 by Poluan. The purpose of this research was to analyze the error in pronouncing consonant and diphthong which cannot be found in Bahasa Indonesia. The method of this research was descriptive qualitative. The method of collecting data used audio recorder, then analyzed by native speaker to identify the incorrect way to pronounce English consonants and diphthongs. There were 15 students from various ethnics who involved in this research. The findings showed that there were several English consonants and diphthong which produced by the students incorrectly. Based on the data, there were 41.99% out of 15 participants who could not pronounce the sound correctly. Students who come from Manadonese frequently made some errors compared to other students from the other ethnics. Consonants sound [ð], [θ], and [ʒ] and the sound [oʊ] in diphthong became the common phonological errors which produced by the participants. In addition, the result showed that the students' pronunciation were influenced by their accent and mother tongue.

The above research discusses pronunciation errors in consonants and diphthongs faced from various ethnics, those are Javanese, Ambonese, Manadonese, Kupangnese, and Bataknese. Whereas, this present study only focuses on one ethnic, that is Buginese. The problem is also not as much as the previous study which combines two parts in the segmental aspect of pronunciation because

rch only focuses on discussing one segmental aspect that is consonant.

Herman (2016) conducted a research entitled *Students' Difficulties in Pronouncing the English Labiodental Sounds*. The purpose of this research was to find out the most difficult position in pronouncing the English labiodental sounds at the second grade of Senior High School of Taman Siswa Pematangsiantar. Descriptive qualitative research method was implemented in this research. The data were taken from each students. The findings of this research revealed that the most difficult position in pronouncing the English labiodental sounds is final position in sound /v/.

The above research discusses students' difficulties in pronouncing English labiodental sound. This research only focuses on one type of consonant, namely labiodental sound. Whereas, this present study discusses all types of English consonants and does not only focus on one type.

Lastly, in 2016, a research about *Improving the Students' Mastery in Pronouncing Consonants /f/ and /v/* was done by Rini. The purpose of this research was to improve the students' pronunciation by using Cambridge Advanced Learner's Dictionary. This research used mix method, quantitative and qualitative method. The tests were used to collect the quantitative data. Meanwhile, observation and questionnaire were used to gather the qualitative data. The result of this research showed that there was a significant improvement of the students' achievement after the implementation of Cambridge Advanced Learner's Dictionary was given. It can be concluded that the use of Cambridge Advanced

Dictionary successfully improves the students' pronunciation of

ts [f] and [v].

The study entitled "Improving the Students' Mastery in Pronouncing Consonants / f / and / v / is almost the same as previous research that only discusses one type of English consonants. Whereas in this present study not only discusses one consonant type, but also discusses other types of consonants in English that are still problematic for Buginese students. This previous study also focuses on the treatment that she gave to her respondents through the implementation of Cambridge Advanced Learner's Dictionary. Nonetheless, in this present study it focus on seeing the pronunciation problems of English consonants through given pronunciation exercise.

Based on the previous studies above, the writer finds out that most of the researches focused on the influence of mother tongue when pronounce English words. The writer also intends to focus on this point since it is one of parts that affecting pronunciation. Furthermore, most previous researches above only focused on certain types of consonants. Whereas, in this research the writer wants to find out the problems that occurs when Buginese students pronounce several English consonant. It is not focused only in particular sounds in consonants but the writer will use all the consonants of English to identify what kind of consonants that are problematic and the factors behind it.

B. Theoretical Background

1. The Definition of Pronunciation

Pronunciation is the way someone produces sounds which include pitch, stress, and intonation with the purpose of express someone ideas and feelings (Harmer, 2007: 281). According to Kristina and Rarasteja (2006: 1), pronunciation is the act or the way of pronouncing a word or an utterance. In addition, Dalton and Seidholfer in (Rini, 2016: 2) cited that pronunciation is the production of significant sounds in two senses. First, sound is significant since it is used as a part from code of a particular language. Therefore, people all over the world can talk used distinctive sounds based on where they came from. In this regard, it can be said that pronunciation as the production and reception of sounds of speech. Second, sound is significant since it is used to attain meaning in context of use.

In short, based on the definition above, it can conclude that pronunciation is a way of produce sound and it is also a part that cannot be separated from speaking. In speaking English, good and correct pronunciation are required to avoid misunderstanding. Speaking ability with good pronunciation is needed especially for those who learn English as a second language. Understandable pronunciation is one of the basic requirements of learners' competence. Pronunciation is extremely crucial in oral communication and is also an important issue in learning foreign language. Therefore, in order to master English well, the second language learners should pay attention to the importance of pronunciation.

2. The Indicators of Pronunciation

In pronouncing English words, there are several indicators are needed. According to Djiwandono in Herman (2016: 2) there are four indicators of pronunciation, namely intelligibility, fluency, accuracy and native-like. These indicators can be used as a standard to make pronunciation better.

Intelligibility means pronouncing a word or the whole text clearly and understandable. Fluency is when someone can pronounce a word fluently. Accuracy is the pronunciation of words or text accurately. Native-like is when someone can pronounce a word or a whole text like native speaker. In short, if someone wants to pronounce words, sentences, or even a text they have to pay attention to several indicators above.

3. The Element of Pronunciation

a. Supra-Segmental Aspects of Pronunciation

Kelly (2000: 3) stated supra segmental features are features of speech which commonly apply to groups of segments or phonemes. There are several features which are important in English namely stress, intonation, and pitch.

1) Stress

Stress relates to the prominence given to certain words in an utterance (Gilakjani, 2012: 121). According to Cruttenden (2014: 24), stress equivalent to loudness, in this sense someone tries to make prominent with make their sound louder or longer and it is also sometimes refer just to syllables in words in the lexicon and meaning something like 'having the potential for accent on utterances. Therefore, it can conclude that stress used

to give emphasize or prominent to a word that is contain an important meaning.

2) Intonation

The term intonation refers to the way the up and down of a voice in pitch when we are speaking. It is a basic part of the way we express our thoughts and it allows us to know those of others. Intonation encompasses the rising and falling of the voice to numerous pitch levels during the speech. (Kelly, 2000: 86)

3) Pitch

"We describe pitch in terms of high and low, and some people find it difficult to relate what they hear in someone's voice to a scale ranging from low to high. We should remember that "high" and "low" are arbitrary choices for end-points of the pitch scale. It would be perfectly reasonable to think of pitch as ranging instead from "light" to "heavy", for example, or from left to "right", and people who have difficulty in relating what they hear to this "pseudo-spatial" representation " (Roach, 1983: 112).

Based on the explanation above, it can conclude that supra-segmental in pronunciation strongly related to the "musical" aspects of speech. There are three kinds of supra-segmental aspects in pronunciation, those are stress, intonation, and speech. Stress is the emphasis on syllable in a word by using a louder or longer sound. The purpose of the emphasis is to emphasize something that is considered an important thing. Next, Intonation is about *how* we say something, the way voice rises and falls when speaking. Last, pitch is strongly related to intonation. It is refers to the relative highness or lowness of a tone which depends on the vibration or tension of the vocal ords.

b. Segmental Aspects of Pronunciation

1) Vowels

Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth (Kelly, 2000: 29). According to Roach (1983: 10) vowels are sound in which there is no obstruction to the flow air as it passes from the larynx to the lips. Cruttenden (2014: 27) defines that vowels are those segments which occur at the center of syllables. In short, vowels are sound that is used to signify one syllable and the way to produce it without there is no obstruction in the airflow.

2) Diphthongs

Diphthongs are sounds which consist of a movement or glide from one vowel to another (Roach, 1983: 19). Kelly (2000: 34) stated that diphthongs occur when there is a glide (or movement of the tongue, lips, and jaw) from one pure vowel sound to another. Jones (1975: 58), diphthong is defined as an independent vowel-glide not containing within itself either a peak or a trough of prominence. Based on the previous explanation from the experts above, it can be concluded that diphthong is a sound formed by the combination of two vowels in a single syllable, in which the sound started with one vowel and change to another.

There are two types of English diphthongs, namely rising and centring diphthongs. The rising dipthongs are those ending in high vowels such as /ɪ/ and /ʊ/. The English rising diphthongs are /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, and /oʊ/; and the tring diphthongs are those ending in /ə/ such as /eə/, /ɪə/, and /ʊə/. The hthong arises in initial, medial, and final position.

3) Triphthongs

Roach (1983: 22) stated that triphtong is a glide from one vowel to another then to a third, all produced rapidly and without interruption. Triphthong is a combination of three vowel sounds where the first vowel glides to the second which again glides to the third (Barman, 2009: 34). Based on two explanation from both experts, it concluded that triphtong is a sound which consist of three combined vowel sounds in a single syllable. The English triphthongs are formed by the addition of schwa /ə/ to the rising diphthongs. Triphthongs consist of five. They are /eɪə/, /aɪə/, /ɔɪə/, /aʊə/ and /əʊə/.

4) Consonants

According to Kelly (2000:47), consonant is formed by interrupting, restricting or diverting the airflow in a variety of ways. Cruttenden (2000: 26) stated that consonants are those segments which, in a particular language, occur at the edges of syllables. Crystal (2008: 102) defines that consonant in terms of both phonetics and phonology. Phonetically, it is a sound coming from closure or narrowing in the vocal tract therefore the airflow is either completely blocked or restricted that audible fiction is produce. Phonologically, consonants are those units which function at the margin of syllables, either singly or clusters. Based on the explanation above, in short consonants are sound which produced with there is obstruction in the airflow.

4. English Consonants

Kelly (2000: 47) stated that in English, there are three ways of describing the consonant sounds. Those are, the manner of articulation, the place of articulation, and the force of articulation.

Manner of articulation refers to the interaction between the various articulators and airstream. The manner of articulation divided into six types. Those are plosives, affricate, fricative, nasal, lateral, and approximant.

Place of articulation is the explanation of the place where the obstruction in the vocal tract takes place. The place of articulation can be describe with process of the upper articulators articulates with the lower articulators. In English, there are seven types of place of articulation, namely, bilabial, labiodental, interdental, alveolar, velar, palatal, and glottal.

Force of articulation is closely related to the terms of fortis and lenis. Fortis means strong whereas lenis means weak. As far as English consonants are concerned, the distinction is most useful when it comes to distinguishing between sounds that are articulated in essentially the same way, one using the voice, the other not.

1) Plosives

Kelly (2000: 48) define that plosive occurs when a complete closure is made somewhere in the vocal tract. Air pressure rises behind the closure, and next it is released 'explosively'. In English, plosive sounds are also sometimes ed to as stops. Roach (1983: 28) stated that a plosive is a consonant with ticulator is moved against another, or two articulators are moved against

each other, to form a stricture that enables no air to escape from the vocal tract. English has six plosive consonants, namely, p, t, k, b, d, g. In English plosives, there are three kinds of place of articulation, namely bilabial, alveolar, and velar.
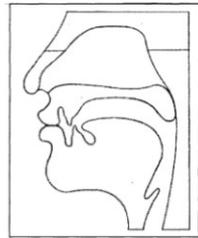
a) Bilabial

Figure 2.1 Plosive-Bilabial Sound

Bilabial is a sound made with pressed both of lips together (Roach, 1983: 28). Kelly (2000: 48) stated that bilabial sound is total closure with made using both lips. The soft palate is raised. In plosive with bilabial as a manner of articulation, there are two phonemes, those are /p/ and /b/. Phoneme /p/ is voiceless and fortis, whilst phoneme /b/ is voiced and lenis. Phoneme /b/ is devoiced at the end of a word.

b) Alveolar
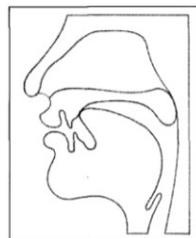
Figure 2.2 Plosive-Alveolar Sound

(Roach, 1983: 28) described that the place of articulation of alveolar is the ～ blade pressed against the alveolar ridge. Kelly (2000: 49) stated that ～ ar articulated with closure is made by the tongue blade against the alveolar

16

ridge. The soft palate is raised. In plosive with alveolar as a manner of articulation, there are two phonemes, those are /t/ and /d/. Phoneme /t/ is voiceless and fortis, whilst phoneme /d/ is voiced and lenis. Phoneme /d/ is devoiced at the end of a word.

c) Velar
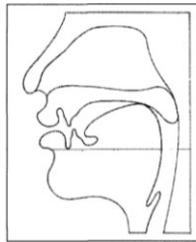
Figure 2.3 Plosive-Velar Sound

The back of the tongue is pressed touching the area where the hard palate and the soft palate begins is the way to articulate velar (Roach, 1983: 29). Kelly (2000: 49) stated that closure is made by the back of the tongue against the soft palate. In plosive with velar as a manner of articulation, there are two phonemes, those are /k/ and /g/. Phoneme /k/ is voiceless and fortis, whilst /g/ is voiced and lenis. Phoneme /g/ is devoiced at the end of a word.

2) Affricates
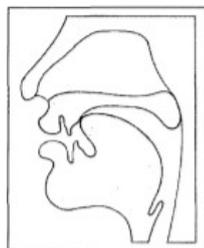
Figure 2.4 Affricates

According to Roach (1983: 37) affricate is a type of consonant consisting plosive followed by a fricative with the same place of articulation. Kelly

(2000: 49) stated that when a complete closure is ended somewhere in the mouth and the soft palate is raised that is defined as affricates. Air pressure rises behind the closure, then it is released slower than in plosives. The soft palate is also raised. In affricates, there are two phonemes, those are /tʃ/ and /dʒ/. Phoneme /tʃ/ is voiceless and fortis, whilst /dʒ/ is voiced and lenis. Phoneme /dʒ/ is devoiced at the end of a word.

3) Fricative

Fricative is continuous consonant, we can proceed making them without pause as long as we have adequate air in our lungs (Roach, 1983: 37). According to Kelly (2000: 50) fricative occur when two vocal organs come close enough together for the movement of air to be heard between them. The lower lip makes light touch with the upper teeth. The soft palate is raised. In fricative, there are five types of manner of articulation, namely labiodental, dental, alveolar, palatal, and glottal.

a) Labiodental
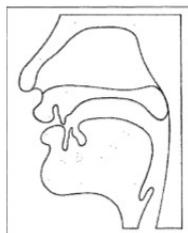
Figure 2.5 Fricative-Labiodental

Roach (1983: 39) define labiodental articulated with contact between the lower lip that touch the upper front teeth. Kelly (2000: 50) stated that the lower

kes light contact with the upper teeth. The soft palate is raised. There are

onemes in labiodental, namely /f/ and /v/. Phoneme /f/ is voiceless and

18

fortis, whereas phoneme /v/ is voiced and lenis. Phoneme /v/ is devoiced at the end of a word.

b) Dental
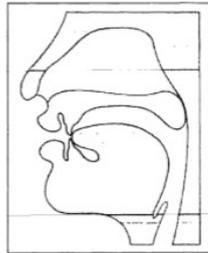
Figure 2.6 Fricative-Dental

Dental fricative described as if the tongue was actually placed between the teeth (Roach, 1983: 39). The tongue tip makes light touch with the back of the up, front teeth. Tongue tip may protrude between upper and lower teeth. The soft palate is raised (Kelly, 2000: 50). There are two phonemes in interdental, namely /θ/ and /ð/. Phoneme /θ/ is voiceless and fortis, while phoneme /ð/ is voiced and lenis.

c) Alveolar
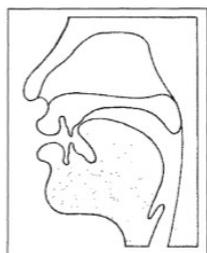
**Figure 2.7 Fricative-Alveolar**

Roach (1983: 39) stated that fricative alveolar has the same place of articulation as /t/ and /d/ that is the tongue blade pressed against the alveolar Kelly (2000: 49) described that fricative alveolar articulated with the blade makes light contact with the alveolar ridge. The soft palate is raised.

19

There are two phonemes in alveolar, namely /s/ and /z/. Phoneme /s/ is voiceless and fortis, while /z/ is voiced and lenis.

d) Palatal
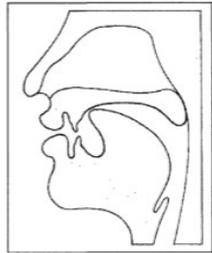
Figure 2.8 Fricative-Palatal

Palatal is the consonants in which the tongue makes contact with the highest part of the hard palate (Roach, 1983: 40). Kelly (2000: 51) stated that palatal is the tongue blade makes light contact with the alveolar ridge, and the front of the tongue is raised. The soft palate is also raised. There are two phonemes in palatal, namely /ʃ/ and /ʒ/. Phoneme /ʃ/ is voiceless and fortis, while /ʒ/ is voiced and lenis.

e) Glottal
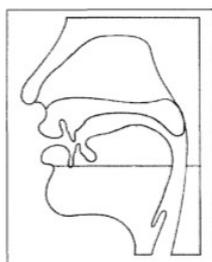
Figure 2.9 Fricative-Glottal

Roach (1983: 40) defined that glottal means narrowing that produces the n noise is between the vocal cords. Kelly (2000: 51) stated that glottal ated with air passes from the lungs through the open glottis, causing e friction. The phoneme in glottal is /h/ and it is voiceless.

20

4) Nasals

Nasal pronounced with the air escapes through the nose (Roach, 1983: 45). Kelly (2000: 51) stated that nasal sounds occur when a complete closure is made somewhere in the mouth, the soft palate is lowered, and air escapes through the nasal cavity. In nasals, there are three types of manner of articulation, namely bilabial, alveolar, and velar.
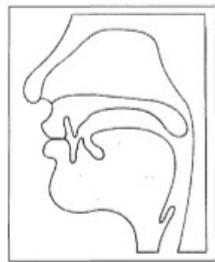
a) Bilabial

Figure 2.10 Nasal-Bilabial

Total closure is made by both upper and lower lip. The soft palate is dropped, and air passes out over the nasal cavity. The phoneme in this manner of articulation is /m/. The phoneme is voiced, but may be devoiced, after /s/, for example in word *smart* (Kelly, 2000: 51).

b) Alveolar

Figure 2.11 Nasal-Alveolar

The tongue blade closes opposed to the alveolar ridge, and the rims of the opposed to the side teeth. The soft palate is lowered, and air passes out

through the nasal cavity. The phoneme in this manner of articulation is /n/. The phoneme is voiced, but may be devoiced, after /s/, for example in word *snow* (Kelly, 2000: 52)

    c) Velar
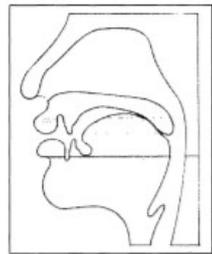
Figure 2.12 Nasal-Velar

The back of the tongue closes against the soft palate. The closure is further forward if it follows on from a front vowel. The soft palate is lowered, and air passes out through the nasal cavity. The phoneme in this manner of articulation is /ŋ/. The phoneme is voiced (Kelly, 2000: 52)

    5) Lateral
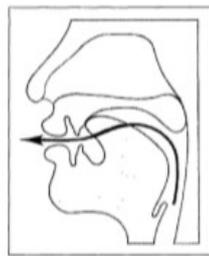
Figure 2.13 Lateral

Roach (1983: 47) stated that consonant is lateral if there is obstruction to the passage of air in the centre (mid-line) of the air-passage and the air flows to the side of the obstruction. Kelly (2000: 52) described that lateral articulated he airflow is around the sides of the tongue. Air is capable of flowing

around the sides of tongue. The phoneme in this manner of articulation is /l/ and is voiced.

6) Approximants

Approximant used to denote a consonant which makes very little obstruction to the airflow (Roach, 1983: 50). Kelly (2000: 53) stated that approximants arise whilst one articulation device moves to another, but no longer close enough caused friction to stop the airflow. Phoneme /w/ and /j/ are sometimes referred to as 'semi-vowels'. This is because phoneme /w/ and /j/ are made without restriction to the airflow, unlike the other consonants. In approximants there are three kinds of manner if articulation, namely, alveolar, palatal, and velar.

a) Alveolar

Figure 2.14 Approximants-Retroflex

The articulation of approximants-lateral is that the tip of the tongue get close to the alveolar area in approximately, but never truly makes contact with any part of the roof of the mouth (Roach, 1983: 60). The tongue tip is held just behind (not touching) the alveolar ridge. Back rims of tongue touch upper molars. The soft palate is raised. The phoneme in this manner of articulation is e phoneme is voiced (Kelly, 2000: 53)

23
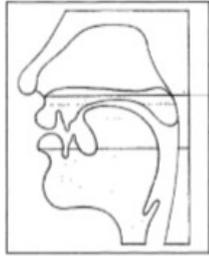
b) Palatal

Figure 2.15 Approximants-Palatal

The way to articulate this consonant is practically the same as that of a front close vowel, in spite of the vowel-like character, it is still grouped into consonant (Roach, 1983: 61). The position of the tongue is close front vowel. The soft palate is raised. The sound glides quickly to the following vowel. The phoneme in this manner of articulation is /j/. The phoneme is voiced (Kelly, 2000: 53)

c) Velar
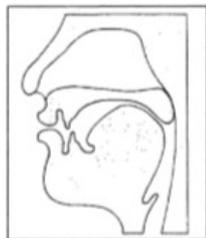
Figure 2.16 Approximants-Velar

Approximant-velar articulates practically the same as that of a back close vowel, in spite of the vowel-like character, it is still grouped into consonant (Roach, 1983: 61). The position of the tongue is close back vowel. The soft palate is raised. The sound glides quickly to the following vowel. The phoneme manner of articulation is /w/. The phoneme is voiced (Kelly, 2000: 53)

24

5. Problems in Pronunciation

English pronunciation problem is sometimes made by the speaker of a certain language. However, many pronunciation problems are made by English language learners from different countries or regions, include Buginese students. Poedjosoedarmo (in Sutanto, 2017: 9) stated that there are seven features in pronunciation that can cause confusion to the listener. Those are: (1) using the incorrect sound, (2) Omitting consonant, (3) adding sounds, (4) wrong placement of stress in a word, (5) wrong placement of stress in a sentence, (6) improper intonation pattern, or (7) combination of these problems.

Here is the explanation of problems in pronunciation:

a. Using the incorrect sound

One of the examples of using incorrect sound is the word *desert* and *dessert* in a sentence like '*could you please make a desert?*' the listener thought that the speaker was asking whether or not the speaker want a desert, rather than a dessert.

b. Omitting Consonant

The most common problem in omitting consonant appears when someone simplifying consonant clusters or even deleting a word consonant sound.

c. Adding Sounds

Japanese speakers often adding vowel sound if the word end with consonant sound and it also happen to break up the consonant in a difficult cluster.

d. Wrong Placement of Stress in a Word

The example of the improper stress used in a word is *mature* with the stress on the first syllable rather than the second syllable can be misinterpreted as *macho*.

e. Wrong Placement of Stress in a Sentence

Placing stress in one word rather than any other words within a sentence has a very important function in English. It is to make emphasize the word that contains important information. The bad placement of stress can make the hearer not gain any important information.

f. Improper Intonation Pattern

A rise and fall tone may be a bit rare in English, but when it occurs, it often indicates suggestiveness.

g. Combined Problems

Mispronunciation often occur from the result of combination from such errors above. If the speaker mispronounce a word it can lead a misunderstanding to the hearer. Furthermore, if the hearer cannot gain the meaning from what the speaker intended to it can cause miscommunication.

6. Factors Affecting Pronunciation

Basically, people all over the world have a mother tongue and it also arises to Indonesians or Buginese in particular. In Indonesia, people frequently use Indonesian language or any kind of local languages that spread all over the country. Contrarily, English is considered as the second language, or even as the third English is apparently used rarely by Indonesian people. Moreover, the peak English is highly affected by our mother tongue.

Brown (2000: 284) described that there are several factors can affect pronunciation. Those factors can be seen as follows.

a. Native Language

This is the most significant factor when a learner learn a foreign language. Someone who learns a foreign language tends to be affected by their mother tongue. It happens because usually a mother tongue has special characteristics that cannot found in the target language.

b. Age

It is frequently assume that the best way to learn a new language starting from childhood. Conversely, if someone doesn't start to learn a new language since they were child it is not easy for them to sound a word properly or sound like a native. There are many research related to this issue, but there is no guarantee the younger people always have better skill in pronunciation.

c. Exposure

It is cannot simply say that those who live in English speaking country have better pronunciation skills compared to those who live not in English speaking country because it is possible that those who live in non-English speaking country often use English at school or work. Conversely, it also happen for those who live in English speaking country that rarely use English in their environment because they often use other languages than English. In short, it is not easy to talk about residency because it depend on learner's environment.

d. Phonetic ability

Innate phonetic ability is also one of the factors that affecting pronunciation. It is a common thing for some people have a 'better ear' than others in foreign language. Some people have a better phonetic coding ability that others do not.

e. Identity

The learner's identity is also one of the factors that affect their pronunciation. It also becomes a strong determiner of the acquisition of accurate pronunciation of foreign language.

f. Motivation and Concern for Good Pronunciation

Some learners are not really concerned about their pronunciation, while others are. The extent to which learners' intrinsic motivation encourages them toward improvement will be perhaps the strongest influence of all the six factors in the list.